

2013

Complete College
Wyoming

Lori Ridgway, Facilitator

[COMPLETE COLLEGE WYOMING – FACULTY MEETING]

On November 12, 2013, Faculty representatives from the seven community colleges met to discuss the Complete College Wyoming proposed initiatives and white paper dated November 6, 2013. The following report includes the white paper (dated 11/6/13), summary/notes from the session, and a participant evaluation of the session.

Complete College Wyoming

Faculty Meeting

Attendees:

Casper College – Jake McIntyre, Matt Nickodemus, Pete Van Houten, Tim Wright

Central Wyoming College – David Gray, Jason Wood, Mike Bostick, Suki Smaglik, Valerie Whitmore

Eastern Wyoming College – Dee Ludwig, Muriel deGanahl, Peggy Knittel, Rick Vonburg

Laramie County Community College – Arun Goyal, Fuji Adachi, Jose Fierro, Meghan Kelly, Melissa McAllister, Mohammed Chakhad, Nicole Bryant, Rob Van Cleave, Valerie Millsap

Northwest College – Bob Becker, Gerry Giraud, Lou McPhail, Martin Stensing, Matthew Ewers, Mike Konsmo, Bob Townsend

Northern Wyoming Community College District – Jim Will, Nikki Smiley, Rachel Kristiansen, Robin West, Sue Belish

Western Wyoming Community College – Chuck Newberg, Jackie Freeze, Jami Anderson, Jenny Daniel, John Freeman, Liane Lamb, Lora Meredith, Stacie Lynch Newberg

Wyoming Community College Commission – Joe McCann

Central Wyoming College

Intertribal Education and Community Center

November 12, 2013

9:00am – 3:00pm

Facilitator:

Lori Ridgway, Director of Workforce Training, Central Wyoming College

AGENDA

9:00-9:15	Introductions, Purpose of CCW	Jason Wood
9:15-9:30	Review of CCW membership, history	Jason Wood
9:30-9:45	Current Draft Goals and Objectives - CCW Initiative (White Paper 11/6/13)	Tim Wright
	Four P's of Complete College Wyoming Agenda (Appendix A)	
9:45-10:15	Questions, comments, discussion – large group discussion	Faculty
10:15-11:00	Breakout – 5 groups	
	Participation, Progress, Performance, Placement, General	
	Discussion/report out on the following:	
	Current goal statements – positives/negatives	
	Current Objectives – do they serve to accomplish the goal? If not, why?	
11:00-11:30	Report out	Faculty
11:30-11:45	Summary of morning	Facilitator
11:45 -12:00	Lunch will be served	
12:00-12:15	Review of CCW proposed metrics – CCW Initiative (White Paper 11/6/13))	Jackie Freeze
	Four P's of Complete College Wyoming Agenda (Appendix A)	
12:15-12:45	Questions, comments, discussion – large group discussion	Faculty
12:45-1:30	Breakout – 4 groups	
	Participation, Progress, Performance, Placement, General	
	Discussion/report out on the following:	
	Current Measurement/Evaluation – positives/negatives	
	Current Measurement/Evaluation – accurate picture? Additions/corrections?	
1:30-2:00	Report out	Faculty
2:00-2:45	Plan for continued participation of faculty – large group discussion	
	Jose Fierro, Gerry Giraud, Dee Ludwig	
2:45-3:00	Final questions –Next Steps	

Complete College Wyoming – Purpose, Membership, History – Jason Wood

Several years ago a national initiative, Complete College America, was created to increase completion rates. Their entire goal and focus is increasing completion numbers and rates. It is funded by large organizations, the Lumina and Gates Foundation being two of the larger organizations, and 35-40 states are now participating. We actually applied as a State about two and half years ago – all of the colleges got together and submitted an application specifically for an initiative to do intrusive advising. It would have funded an intrusive advisor on each of the college campuses and helped us come together on advising initiatives. That was not accepted by Complete College America. About a year and a half ago, Governor Mead entered the State of Wyoming into Complete College America in terms of participating but not receiving funds. Governor Mead appointed the following people to that team:

Jim Rose and Joe McCann, WCCC; Mary Kay Hill, Governor’s office; John Freeman, Legislator; Sherri Lovercheck, WCCC; Kathy Dolan, Trustees; Bruce Brown, Commissioner; Tom Armstrong, EWC; Mark Englert, NWCCD; Jason Wood, CWC; Jackie Freeze, WWCC; Sara Axelson and Patrice Noel, UW.

Others have now joined that effort:

Steve Bahmer, Executive Director, Wyoming CC Trustees Association; Tim Wright, CC; Gerald Giraud, NWC; Judy Hay, LCCC; Steve Thulin, NWC.

Now all of the colleges are represented in that group in different capacities.

One of the things we were charged with was coming up with a plan to move student success forward. Complete College America has templates they would like you to adopt and follow – they are very persistent about having those followed. The Complete College Wyoming team has been very resistant to doing everything they say, the way they say it, as we want to adopt strategies that will work in Wyoming in our institutions. We didn’t adopt strategies necessarily, but instead, put together a plan to move forward. This meeting was constructed in response to feedback we received that not everyone has been represented well in constructing that initial plan. So today, you will have the opportunity to have conversations as faculty across the state and give your input regarding the plan, what to include/not include, how to make it better, etc. Our intent is to bring forth your comments today and have your voice represented in the process.

We came up with four areas of emphasis, all beginning with “P”, that we thought should be looked at in terms of student success.

Participation – the “access” mission of community colleges

Progress – how students move through (retention, persistence), how long to complete

Performance – outcomes – graduation being a part of that

Placement – do they go on to the University or on to the workforce and how successful are they

As for the data and where we are now, Wyoming is doing pretty well, but we want to do better. 30% of our students graduate in four years. This ranks us 10th in the Nation. When you look at completion per

100 FTE's, eighteen students complete. The national average is 14.2. Governor Mead has been very clear that he is not satisfied with these numbers.

Broad Goals

Increase Completion - We have wrestled and debated with a completion goal (page 5) and we have set a goal of 5% annually for the next 10 years. For a decade, we want to increase Associate Degree, Credential, and Certificate recipients by 5%. To put that number in perspective, it is slightly better than what we have done as a state over the last 10 years.

Gateway Courses – Complete College America data has statistics to prove that completing gateway courses in English and Math within their first 30 credit hours increases graduation rates. That is a goal, but we don't want to prescribe how each college gets there.

Stakeholder Buy-in - This is an attempt to begin an on-going process to involve faculty – it is one of our top priorities.

Develop Capacity/Support for Guided Pathways to Success – Pamphlet from Complete College America with strategies to implement/adopt. A goal is to look at these, get input from colleges/faculty, and implement those that make sense for your college.

Metrics – A lot of work has yet to be done here. Jackie Freeze has done a lot of work for the team here, but we are looking forward to faculty input.

Complete College Wyoming -The Agenda – Tim Wright

We have tried to align the Complete College Wyoming agenda with the State of Wyoming interests (page 5) as outlined in the Wyoming Community College Strategic Plan – these are based on four primary concentrations of student engagement and success.

1. **Educated citizenry**
2. **Diversified economy**
3. **Workforce development**
4. **Efficient and effective systems**
5. **Accountability and improvement**

This agenda intends to represent a plan to accomplish the above overarching goals and guide us toward improving student success and completion rates. It has been arranged under four “P’s”, as Dr. Wood mentioned, to give us areas of focus and measurement to accomplish greater student success. Under each “P” is a goal statement followed by several objectives. Faculty input is crucial for us to know how this will work operationally – each college is unique. For example, with regard to gateway courses in English and Math, how will this work at your college? Those are the questions and conversation we hope to give you the opportunity to have today.

Large Group Discussion – Goals and Objectives

1. **Participant** - CCA is not funding this initiative – are there plans to ask them? How will that affect us?
 - a. **CCW Team** - CCA periodically releases RFP’s on very specific initiatives they want accomplished. When Wyoming applied for the intrusive advising initiative several years ago it was quite specific with quite a few strings attached. If they released an RFP I think we would look at it as a state and decide whether or not it would fit our needs. They release money to state entities. Lumina and Gates, however, are willing to look at independent projects independent of CCA or to individual colleges.
2. **Participant** -The 5% increase is that a CCA goal or a goal set by CCW?
 - a. **CCW Team** - That was a goal set by CCW. We looked at national data and some of the articles Lumina has put out on a 10 year scale (needing x% of qualified workers – degreed/credentialed), then compared it with state data and did some projections. That is where we got the 2022 date to try to set a goal for accomplishment for us. I need to remind everyone, the 5% is just for the Community Colleges. UW has set a goal that is a little bit lower. Our data was based upon all of that workforce need and the historical data we have accomplished. It is a stretch goal.
3. **Participant** – 5 % Wow. Particularly a stretch goal compared to UW’s goal. UW typically has a higher performing set of students coming in based on their entrance requirements, they have people who are maybe more focused on completion, whereas CC students often are the “I’m going to go try college for a while and see how this works for me. But then my family demands may change, etc.” For us to try to increase by the 5% is a bit unrealistic.
 - a. **CCW Team** - We will talk more about this this afternoon – and get more feedback about that goal but let me say one thing: the UW goal – they are much newer to this process than we are. I don’t want to speak for them but we are much further along with some of the initiatives. We have been doing completion types of things for a long time. They have a bigger challenge than we do to get this off of the ground and then they will increase over time.
4. **Participant** - Could we create a storing house for the actual papers that people reference when they claim that research has been done on a particular topic? Because it is very difficult when someone claims that research has been done but they fail to produce the paper that is done. Some of the papers they reference have questionable research practices. So if we could create a clearing house where the faculty could go to read these papers so if it is not from a peer reviewed journal we could challenge the paper and comment on it – just in the interest of transparency.
 - a. **CCW Team** – Much of the data comes from the Georgetown University Center for Workforce Education – this study indicates that across the nation 60% of the workforce needs to have a substantive degree or a bachelor’s degree. They also broke that out by state so we looked at the state data as well. CCW has continually tried to focus on Wyoming and Wyoming needs. We added certificates to our goal and that is not in the Georgetown data and not in the Lumina numbers. It is added into the 5% for Wyoming.
 - b. **CCW Team** - We are working on a website that has all of these things on it. It is www.completecollegewyoming.org and we are hoping by the first of December to have the first round of information up.
5. **Participant** - We don’t want to see references to links though because links reference journals and we may not have access/subscriptions to those journals – then we can’t access the papers. We would like to see hard copies of those papers.
6. **Participant** - How does the 5% goal compare to how we have done in the past decade?
 - a. **CCW Team** - Over the last 10 years it is almost identical to what we have done over a 10 year period. Each of the college’s registrars was contacted to see what they have done over the last

10 years. It is a controversial number but best put in the metrics discussion so we don't let it take our whole discussion.

- b. **CCW Team** - It would be great to have a group of faculty to oversee the documents/research posted to ensure they are peer reviewed and make sure the hardcopies are posted for all faculty to comment on. It is a viable goal, but lots of variables.
7. **Participant** - This is a misstep as far as faculty buy-in. It has been decided, here it is, and no one had any input prior to that.
8. **Participant** - What exactly is CCW in the view of the legislature and the governor? Is this going to be a mandated program? Or just a suggestion? I would like to understand the politics – where does CCW fit in?
 - a. **CCW Team** - We have very strong standing in the state – the group was appointed by the governor, endorsed by the governor, it is a statewide initiative. Having said that are they actively involved in crafting what we are going to do? Absolutely not. From the Commission side of the CC's - there is tremendous faith in what we will craft as institutions together to help guide us into the future. There are going to be some accountability things that come out of this. We can guide it, lead it, set the direction or let someone else do it to us. So, the ideal is for us to do the things we are doing, we are the experts in this area, we know how to move these things forward and we know how to help craft that direction as opposed to being reactive. But, there will be accountability that will come out of this.
 - b. **CCW Team** - The 5% goal is going to each of your colleges now – your President's should be taking it to your trustees for conversation, adoption and moving forward – but as a CCW group we have talked about looking at the goal at 3 years, 5 years, 7 years and re-evaluating it. It is ambitious but attainable – but we will re-look at it. Right now that goal is a goal – there are no punitive intentions. It is not part of the funding formula.
 - c. **CCW Team** - The funding formula is based on course completion – 10% of the variable funding is based on course completion.
9. **Participant** - But that is going to keep ratcheting up – correct?
 - a. **CCW Team** - Correct – but it is not tied to the CCW 5% goal of graduation. They are just starting the conversation about the funding formulas and that is with your Administrative VP's right now.
10. **Participant** - What is the definition of accountability?
 - a. **CCW Team** - We know that there will be increased accountability for higher education as there has been with K12. We know if we can proactively shape these goals it will be good. If we don't lead the change that needs to happen it might not turn out so good.
 - b. **CCW Team** - Accountability was a big issue 4 years ago in a task force I was involved in – K12 came first. Legislators talked about with regard to the CC's whether they were “getting their money's worth”. If the CC's have a handle on the accountability it will be very favorable. One of the things that should be noted is Wyoming has an aging workforce with a lot retiring. I go to many different meetings where they discuss the upcoming years having a huge shortage for the workforce. We know a lot of those people come from the CC's. Looking at the goal – it is ambitious, attainable; it also mirrors what has been done in the past. Sometimes it is harder to mirror what you have done in the past than to hit it initially. This goal is something we have done well over the last 10 years. Even with this goal we are still not going to meet the workforce goals of Wyoming and that scares a lot of people. Growth in Cheyenne – to keep people in Cheyenne for high tech jobs is difficult. We are going to Colorado to get them. We have needs as a state and the CC's have come to the table with the goods and we need to continue to do

that. As shortages become more reticent, we are going to have more and more pressure to succeed and that is the political reality.

- c. **CCW Team** - Another source for the data of the workforce needs is the Department of Workforce Services Research and Planning Division projection of the workforce from 2012-2022. We looked at the fact that the replacements due to retirement are much larger than the growth of the workforce. Predicting the workforce in WY is tough – but we are foreseeing increased demands – there is a ramp up time before you can produce those completers.
11. **Participant** - Expressing a concern with the design of this – I think it is a mistake to couple output with success. For instance, an increase in output (5%) of number of degrees. I can increase the number of degrees tomorrow – so it is concerning to me that the metrics are not identified to ensure the quality control aspect prior to the goals of increasing output. If we were running a factory, no one would think it was a reasonable thing to just turn the machines on high without hiring some additional quality control personnel. I think this is a backwards approach to have these goals without first ensuring that we have meaningful and consistent metrics in place to evaluate the types of degrees we are putting out. What the workforce doesn't need is someone with a degree who is incompetent. We keep using the term degrees – no, we need more people with competency and a degree/certificate. We might not be happy with the results in the long run.
- a. **CCW Team** - If you look at the CCA agenda – it will tell you what they push very concisely and ambitiously. So, the Governor of Wyoming said we are going to do this – so we need to support that decision. Following that, the Commission was on a timeline and the team was on a timeline and we were defining things as we moved forward. The team has tried to get information out as quickly as possible and at the same time tried to not get information out when it was unsure of the quality of the information and what power that information was going to have. So where are the voices at the individual colleges? That is where your voices are going to come in – faculty at each college will operationalize those principles of CCA and how they will work in Wyoming and at their college. CCW has done a great job in trying to negotiate the learning and the doing.
12. **Participant** – I understand the whole idea behind this is workforce development but we've known that the baby boomers were going to retire since the 1980's and we've been talking about the workforce gap the baby boomers were going to leave since the 1980's so this isn't new. But we also have to remember that those baby boomers who are retiring were trained by their industries and their unions and so my question is how come in the agenda there is no mention of how we are going to access those private funds to fund this? That is a huge gap in the CCW agenda. How will the colleges access these private funds?
- a. **CCW Team** – that is an excellent point and we have only initially talked about the financial side of it and how we will get those resources. Any thoughts you might have about this would be greatly appreciated as this is our next step.
 - b. **CCW Team** – I had the opportunity to attend a CCA meeting in SLC recently and I'm not completely sold on their agenda, but in fairness, much of their initiative is what we DO at the colleges and not about the outcomes. Two major themes they focus on are guided pathways to completion (advising and giving students structure and a pathway to progress to completion) and developmental education. They believe developmental education inhibits progress through college. They do have research that they cite, most of it is not peer reviewed, but it comes from think tanks like Colombia University Teacher's College Center for CC Research and other kinds of statewide education agencies. This discussion isn't just about the percentage of completers we will have – there is a lot of other discussion in the above areas. The focus on developmental

education has come up in Wyoming already with the introduction of a law that will de-fund developmental education in CC's.

13. **Participant** – I am an English teacher and I don't really know what metrics are but I can tell you that I perceive that my role in this, as a faculty member, is to make sure no matter what happens, academic integrity gets upheld, bottom line. Now, we have begun a lot of initiatives at Central that have been proposed in this agenda, but in the process, it is the faculty members who play that role – we are the ones who uphold that academic integrity. I think that within some of these goals and within these big ideas our job is to ensure that we maintain academic integrity. That's what we need to do.
 - a. **CCW Team** – I am new to Wyoming and the CCW team, but if you remove the name of it, we are talking about initiatives that are going to help the students be more successful, period. How can we help our students be more successful – we can call it whatever we want but the fact remains that we have room for improvement. I am not happy that we lose more than 50% of our students from year 1 to year 2. If we look at what we are doing as a way to help students complete their degrees, as a way to become better as CC's, it really doesn't matter what practices we adopt as long as they work for us and get us where we need to go. Yes, 5% is an aggressive goal, but when you thinking about losing 50% of your students from year 1 to year 2, let's say you retain 5%, so you keep 55% rather than 50%, that is relatively simple to do. For instance, what if we start up practices that eliminate excess credits needed for graduation, or the maze the students have to navigate to complete a degree? We are under the impression that because they are students and adults they should be able to figure out how to register and graduate, but the fact is that they don't. So, whether we say CCW or CCA it doesn't matter, we need to focus our conversation not on whether or not the model is exactly what we want (and no one agrees that it is 100% perfect) but what can we do as a State and as a CC group to say, "this is how we will improve performance." I come from Florida and I have seen this happen. It is only a matter of time before the legislature said "no more developmental education, this is how you will do it from now on" and it was signed into legislation. "No more 100 majors, you need to put all students into 8 mega-majors - all colleges will do this." This has happened in KY and many other states have followed. Let's remove the name, but let's think of how we can get better and present a plan that is going to work for us as CC, as faculty, as administrators and make sure that when they look into what we are doing to serve our students better we have a plan in place and we are not told what to do.
14. **Participant** – I just want to echo – I am really worried about our students having competency if we are just going to get them through. The agenda is set, I hear that, and I support what Dave says that it is our responsibility to make sure, as faculty, that whatever comes out of this that we keep that competency in our students.
15. **Participant** – I would like to emphasize that whatever plan we come up with has to emphasize quality control. It is has to be operationalized in terms of metrics.

Small Group Discussion – Goals and Objectives

1. Group 1 – Participation

- a. Objective 1.2
 - i. Concurrent instructors must meet same requirements as on campus adjuncts

- ii. Need increased support for adjunct faculty
 - b. Objective 1.4
 - i. There is a distinction between lifelong learning and workforce development certificates – how does that count in terms of FTE? Or, if it doesn't count in FTE, how does it count in participation or completion?
 - c. Objective 1.5
 - i. This requires increased support for students – either monetary or other staff support
 - d. Objective 1.6
 - i. Is this measurable? Should change “inspire” to “retain” as it is measurable
 - e. All Objectives should add “increased support for achieving participating objectives needed”
 - i. **Participant** – “underrepresented” and “at risk” students seem to show up in every area as kind of an afterthought at the end, why? It seems to me if we are doing a good job, those students are already included?
 - 1. **CCW Team** – good point. You see that as CCA separated it out – maybe in Wyoming we see all students as a whole?
 - ii. **Participant** – but as far as participation – there are underrepresented populations whether you like to admit it or not, it is an untapped market. So, if there is outreach or something we can do to reach those students, it can increase course completion. If there are students who never thought about coming because they are underrepresented, we get them to participate, they get to finish.
 - iii. **Participant** – I think if it is not made explicit, we may lose sight of these students and not put every effort forth to get them. If it is explicit we will focus on them, just as we are focusing on remediation. They need to be supported as they come with different ideas, strategies, cultures...it should be a secondary objective.
 - iv. **Participant** – If you want a higher number of graduates, we need to look in additional areas for students who have not been here before and this is an untapped market that is fairly substantial.
 - 1. **CCW Team** – In order to increase graduation in underrepresented groups, the strategies that you use to increase participation are actually different than the strategies that you use for the traditional population. You are going to have groups that need those additional strategies that the underrepresented groups utilize. Underrepresented doesn't always mean ethnicity, it is socio-economic class, social status, non-traditional students, etc. Those strategies are needed with many students to achieve their goals.
 - 2. **CCW Team** – Wyoming ranks 50 out of 51 in the percentage of low income people who are in higher education. That says we have underrepresented groups – it is listed as a sub-population within the other goals at this time.
2. **Group 2 – Progress**
- a. Goal Statement
 - i. Questioned some of the definitions – critical milestones, gateway course - clarification came our way - critical milestones are broader than a gateway course – they are major dependent. We did not all agree on these points – we had a lot of discussion.
 - b. All Objectives
 - i. Biggest objection - the term “rate”. As was pointed out, do we just want to do this faster? If that is the case we can do that tomorrow, or do we want effectiveness?
 - c. Objective 2.1

- i. All students need specific pathway/goal – even if it is undecided
 - ii. Replace “Increase the rate” with “Increase student success” in developmental coursework.
 - d. Objective 2.2
 - i. Increase student success in gateway courses (not rate)
 - e. Objective 2.3
 - i. Increase student success in subsequent coursework related to their goals (academic milestones/critical milestones)
 - f. Objective 2.4
 - i. Ok to persist anywhere (i.e. transfer)
 - g. Objective 2.5
 - i. Why a separate objective for at-risk and underrepresented students? – they are included above – it is a strategy not an objective
 - h. **Participant**– the use of the word “rate” is confusing – getting rid of the word “rate” is good
 - i. **Participant** – what was the area of disagreement in your discussion?
 - i. How quickly we want students to set a goal when they get here - they might just be exploring and that is ok
 - ii. Whether or not to call it developmental course work when we know the goal is to change how developmental course looks. Is it really only developmental course work that we are worried about or is it any intervention technique we use – the way we advise, or tutoring?
 - j. **Participant** – I think we struggled with how specific we should be as we were worried that there may be punitive measures tied to these? Or should we be specific in the interest of gathering data to make our institutions better or is this going to come back on us?
- 3. Group 3 – Performance**
- a. Objective 3.1
 - i. Make sure degrees and certificates are of value – so they don’t become frivolous
 - 1. How many certificates can be awarded per student per year?
 - 2. Make sure articulations are in place – add credibility
 - b. Objective 3.3
 - i. Focus on effective remediation (refresher course for certain populations – perhaps statewide, then measure to see if it is effective) – proper placement
 - c. Objective 3.4
 - i. Define “valuable” – this relates back to Objective 3.1 – are STEM certificates more valuable?
 - d. Objective 3.6
 - i. Replace “performance” with “success”
 - ii. Developmental math – invite reps from Carnegie Foundation, Dana Center or New Life Project - AMATYC who have agreed to consult with CCW. They could come in and serve as consultants. We didn’t have anyone from developmental English in our group, but we would like to consult with similar entities that have data driven solutions as to how to move forward with this.
 - e. Objective 3.7
 - i. Focus on assessments
 - 1. Assessments should come from research around the country where you can show you have used the tool and it is an effective measure of student learning.

“Proven” – should mean nationally recognized researchers, peer reviewed journals, and data should be reviewable (not archived where none of us have access to it)

- ii. All faculty and adjuncts require proper training
- f. **Participant** – I really like how CCW has maintained a form of independence from CCA - and the same goes for these organizations (Carnegie, Dana Center, etc.). They have solutions they have developed and they are interested in pushing them and pushing them hard. So, I think that inviting them is fine, but maintaining our independence and coming up with our own solutions for our colleges is very important.
- g. **Participant** - I noticed they changed the word “produce” to the word “award” and I think that is fundamental to what CCW hears – we do not produce degrees. We award degrees to people who have earned them. We do not produce degrees for people. That needs to be a fundamental core of what we do.
- h. **Participant** – To continue on this point - if we talk about this portion and the community colleges, why don’t we look back a little and find out what is happening in the high schools? Unless the high school portion is there all of this will not go anywhere. We need to start working there. What do we need for Wyoming – our high school student bodies are different? We need to invest there – 10-12 years later they come to the CC with no skill set almost.
 - i. **CCW Team** – just a comment about the certificates, there has been a lot of discussion about that...what is a high value certificate? So, that is also an important thing to consider.
 - ii. **CCW Team** – one of the things they have talked about considering with regard to high value certificates is that “high value” aligns with workforce. High value should be something that leads to employment – you can turn around and actually get a high paying job. Like a 16 credit hour program for Process Technology – where they can get a job for \$25/hour very quickly because of demand. We need to get closer with DOL and find out what the high demand jobs are? Then the 5% goal is met quickly and we align those with industry.
 - iii. **CCW Team** – Just another caution with regard to peer reviewed research - in 2012 a STEM association found that out of 2040 papers approved for publication, 67% had issues. If people had been more careful in reviewing them, they would not have been published. Pretty typical. If you go into the medical field actually that number is significantly higher. While I’m not saying you should not use the peer reviewed process, not everything in that process is valid. In STEM disciplines we are very proud that our data is solid but the reality is that 67% had issues. So, what I would encourage you to do is to look at practices and data of similar institutions and back that up with peer reviewed research – just don’t base your observations only on peer reviewed material. Sometimes they don’t scale to our populations and it doesn’t work the same way. IPEDS reports show institutions that are very similar to our institutions – I just don’t think we should only use peer review as a measurement.
- i. **Participant** – For instance, the Colombia University research studies – though they are not peer reviewed studies, you can contact the researchers, you can find them, you can ask them what happened, those are hallmarks of good science. Especially with some of the developmental math, people will talk about how they have restructured their program and they will make great claims, but when you investigate the data they used to justify their claims, the data has not been analyzed well. There is a famous study from Tennessee that made great claims that their success

rate is 2x higher for students who go through their program and subsequent math class, but that 2x higher comes with many caveats. But, in order to find that out, you had to actually contact the teachers and ask them specifically what particularly was cited.

- j. **Participant** – In terms of peer institutions, replicating is good, but sometimes we have to be the leaders amongst our peer institutions, there has to be room for that as well.

4. Group 4 – Placement

a. Goal Statement

- i. Add “strengthen community relationships”. If we are going to make sure we are having successful placements in the workforce we need to be making it a goal that we have good relationships with industry and have the resources to do this. What happens on our campuses? Do we have a career center? Do we have methods that encourage the relationship between industry and academics and student services? If we don’t, we need to have this to meet our goal.
- ii. “strengthening WY economy” – are we going to count it as a success if they enter the workforce in other states?

b. Objective 4.1

- i. 4.1 should restate the “successful” rate at which they are placed (like 4.2) – if we place them and they get fired, they don’t have the skills, that is not a successful placement
- ii. The method on how to accomplish this objective needs to be addressed – by providing resources for faculty and industry relationships. We would like to explore internship opportunities, but we don’t have the resources to do this. Maybe a reduction in credit load or the time to facilitate these relationships which would be beneficial for our colleges but it is not going to happen without resources.

c. Objective 4.2

- i. In 4.1 and 4.2 we talk about either placing in the workforce or on to a four year WY institution – what about those who go on to 4 year out of state? Do we want to bring them back to WY? Are these two different groups of students we are talking about?
- ii. When we look at where our students transfer to, they do not always transfer to a 4 year institution – they transfer to other CC’s. For example, we have a really robust pre-professional program and they frequently transfer on to LCCC or CC to the RN program. That should be a success for us and should also count as a success for the student once they are at those other colleges.

d. Objective 4.3

- i. Again add “successful” placements, not just placements
- ii. **CCW Team** - We are working with DOE to do tracking of jobs and graduates and they track surrounding states. That is not the whole nation, but we hope that some of these initiatives will call attention to this. It is at least in the surrounding states so it is more than WY and we probably need to reflect that in the goal. We love to keep our graduates in WY, but the reality is we want them to be viable workers.

e. **Participant** – What exactly is a successful transfer? If they get accepted? Or if they get a Bachelor’s degree? If they don’t complete is that an unsuccessful transfer?

- i. **CCW Team** – It will be completion rates. But it depends on the metrics – so there will be a successful transfer at the point they are accepted, and then another if they complete and enter the workforce. We are not to that level of detail yet, but that is my guess.

- f. **Participant** – you might want to add enter the workforce as related to their field – not just a job at McDonalds. Also what if they enter the workforce outside of Wyoming? Process Technology is a good example of that.
 - g. **Participant** – We have to realize that to achieve many of these objectives, the support networks do not exist at our colleges. We don't have the GED programs funded at the level we need to accomplish participation. We don't have the student support structures at our colleges if we are going to bring in more at risk or underrepresented students – that has to be under every goal – we have to have these resources in place if we are going to meet the objectives.
5. **Group 5 – All categories**
- a. Be positive with lots of good ideas – it is crucial.
 - b. Measuring jobs in Wyoming and beyond – we have students who go everywhere.
 - c. More attractive colleges, communities, housing is needed to attract/retain students.
 - d. Recruiting to bring more faculty and students to our colleges. To get more students in - for example, why do we have to charge out of state tuition?
 - e. Partnering with industry and businesses to create programs/internships that would support their workforce needs – help bring them to our communities.
 - f. More certificates tailored to hiring requirements – if they don't need college algebra, but a more applied math, tailor the program to meet industry needs.
 - g. English 1010 or equivalent detailed to specific degree or certificate (reduce developmental classes)
 - h. Summer boot camps to increase the rate through developmental classes.
 - i. Increase connections with the high schools for dual enrollment – helps CC faculty be more in charge of identifying at risk/weaker students for early intervention/prep
 - j. Free classes for teachers to earn the dual enrollment credentials
 - k. More emphasis on cohort programs – stay with the same group of students over the course of their 2 year program
 - l. Business funding for specific training – can make specific programs for their industry
 - m. Keep positive.
 - n. **Participant** – I disagree with one thing on the list. We have lots of great teachers in the high schools in Wyoming, but as a whole, those of us who are teaching at the CC can agree that there is some disconnect with what many students are leaving the high school with and what they are coming to the CC with. So, I think trying to address that with providing high school teachers with free credentials without looking at the underlying problem only exacerbates the problem. By doing this you now have individuals who for whatever reason may be excellent teachers but the infrastructure doesn't support them facilitating this learning environment that gets the student prepared for college. Now you are giving them the ability to teach college courses in the exact same environment that isn't producing quality high school students. Why would we do that? I think that is a short cited approach.
 - o. **Participant** – we are trying to get the high school teachers to come to the CC to get the training – they are coming to us for the training - that will help and it will be for free.
 - p. **Participant** – we have that program in the adjunct program right now don't we? But that takes time. It is not like getting your Masters 5 years from now.
 - i. **CCW Team** – I heard the exact same conversation right before I left Oregon with regard to University instructors talking about CC instructors. I agree there are some checks/balances needed in that process, but we need to get together to resolve them. A good example - NACEP – National Association for Concurrent Enrollment Partnerships

is looking at whether or not these programs are successful. We need to have K12, CC, and University professors in the room talking about this. How can we strengthen this? Workforce needs to be involved as well.

- q. **Participant** – Concurrent enrollment is a piece, but we have all of those other students who are completing classes and are entering the CC, and are we sure that they are set? The benefit of the concurrent enrollment discussions is that these are really similar conversations. It has opened the door to – you are coming from Math 12 (high school) – how do you enter Math 1000 (college) – it is a little more difficult. How can we bring all of those instructors to the table to discuss this? We need to empower both sides to create that bridge.
- i. **CCW Team** – Being a K12 person, now at the CC, I would ask if you understand how many credits are required by the state in Math for high school students. It is three. If I am looking to go to college and looking at Hathaway, I will take four. One of the questions we need to ask is what are the students who are entering developmental math taking in high school? It is about the students themselves. If they took three years because they weren't planning to go to college, they probably took the three easiest classes they could to fulfill the requirement. Algebra I, Geometry is the level you need to take and only one more. Did they have a year with no math? It is not always about what is being taught in the classroom. We need to broaden the discussion. It is about strategies, techniques, type of students – we need more information.
- r. **Participant** – I was just at a meeting with some local high school faculty and we were comparing outcomes, objectives, etc. and looked at some syllabi for their high school level credit courses – we are trying to do curriculum alignment and make sure everything lines up and I didn't expect the high school instructors were going to have objectives like “write incoherent sentences in vague paragraphs”... but what we did find when we looked at outcomes for the 10th, 11th, and 12th grade English courses – they were all the same. The outcomes for the 10th grade English course were the same for college level English. That's what we need to be working on. Yes, we want students to write well, but at what level along the way should they be? We did not see a path. That is something we discovered together that I hope we can work on to understand the exact path through those outcomes and at what level we are expecting in the material. Hopefully this will improve our outcomes for our students in preparing them for us and other higher education institutions.
- i. **CCW Team** – I have to ask a question about whether or not high school instructors could potentially teach community college students. Are you asking the students to be ready to be good college students? You would probably say yes. But then when I meet with community people and business leaders they say “you really aren't giving me what I need.” So, we are asking the high school teachers to be good at college, which based on industry, is not preparing the students to be good in real life. The real question we need to ask is not whether the high school instructors are doing their job, or the CC college instructors or University instructors are doing their job, but the question is, what do we need to do to prepare the students to do well when they enter the workforce? Because, in reality, very few of our students need to be good at school. They will work outside the school system. The alignment needs to be high school, CC, University, AND industry. The more meetings I attend with business leaders, the more aware I am of the lack of preparedness we have for students entering the workforce. They don't have the communication, soft skills, office skills, critical thinking skills they want. We are all

asking the same questions but we are doing it in silos. We want to align these processes through each system ending with the workforce.

- s. **Participant** – Establish a structure so different initiatives that are happening at the CC's are communicated amongst our groups.
- t. **Participant** – I have a study in my bag, it actually answers the question about preparing students...for college, for workforce – I would like to share it.

Complete College Wyoming – Metrics and Evaluation – Jackie Freeze

Jackie Freeze, from Western Wyoming Community College, has been very involved with identifying the initial metrics outlined in the white paper dated 11/9/13. Her overview follows two comments by the CCW Team.

CCW Team - I have come from the K12 arena and I just want to give you some insight as to what is happening there. The districts get one piece of legislation one year, it gets changed the next year because they have made it better, it gets changed the next year, it has been changed 4 times now. Now, if you are school district, an instructor, a CC faculty – where are you going, what are your targets, what are you doing? The fact that you guys are talking about goals and objectives now and not strategies of how you get there, is unbelievably refreshing! So, please know that you are in a good place. You do not have legislation that is in front of you now that is pinning you in. Do not allow that to happen. Celebrate the fact that you have a chance to make a difference now and to see how it all can fit together.

CCW Team - That is why this is important for us to do this now. You have some time as there are other things going on in the legislature now – at least maybe a one year or two year window where you can say “this is where we are going”. But the flip side of that is - workforce is really pushing this saying we need qualified workers! So, take advantage of the time you have and make the most of it - to my knowledge there hasn't been this kind of immersion of faculty, to where they are saying “you guys are the experts” prior to this. When I was a teacher I always said “Give me the policy - fine, but then get out of my way so I can teach.” I hope that is what this will be.

I would like to talk a bit less about the white paper and address a couple of things that are just major philosophical approaches of what we are trying to do with this. What I would like to do is reinforce the fact that if nothing else is accomplished by the CCW effort; it has brought a large number of people together to talk about student success in our state. It is not about bureaucracy, legislation, politics; it is about what is going to make a difference for our students at our institutions and their success. This is just the next step - to bring a large group of people together to talk about student success. So, I hope you look at it that way as opposed to “this is another thing someone is making us do.” This is a “something” that could really make a difference.

I would talk about some basic assumptions that we want to make when it comes to metrics. Maybe I should define what a metric is...really nothing more than a measurement to help us stay focused on a direction we are trying to take. You try to find metrics that are broad enough to measure what we need to measure, narrow enough so that you get some useful information from that. So, we are trying to define those metrics, then the subsequent step will probably be to determine the benchmark – what are we trying to accomplish with that because 100% of anything is not possible. It is like course completion.

We kind of laugh about that being the one benchmark for performance based funding, because, do we really want 100% of our students to complete the courses successfully? My opinion is – some students do need to fail. They don't go to class; they don't do the work, so 100% course completion is not a goal. So what is the goal? What is a reasonable goal to set for course completion? That is the thing we need to establish – the metric for it and then to measure it. Does that make sense?

a. Basic assumptions

- i. **We do have data and we can get the data out.** We get really weary of the “we can't get that data” – yes we can. We want to try to use the standard data we are already using (National, Regional, State). We also need to remember there is a Statewide Longitudinal Data System (SLDS) system that is being developed that should work for us, not against us. It will help facilitate the data flow.
- ii. **This really is about improving student success.** It is not about penalizing institutions. The view of CCW team is just that. Our job is to facilitate the dialogue about student success not about punishing institutions for doing a bad job or even rewarding institutions that are doing a good job. That is not what our job is.
- iii. **We want to make sure that we are committed to academic rigor and quality.** I wanted to reinforce that we already put that in the basic assumptions as you were talking about it today. This is not about that we want to graduate more people who are not qualified to do their jobs. It is about maintaining our rigor, our quality; it gives us more of a reason to enhance that.
- iv. **We are going to utilize standard data structures when we can** so we are not going to impact your staff any more than we need to. We have just recently turned this over to the IR people at the Colleges and the University to try to look at some of the data sources and where they can pull this from. That is in the process right now.
- v. **We feel very strongly, it is our responsibility to communicate on our campuses,** our responsibility to share information, get feedback, and bring it back to the system. There is nothing worse than being 5 miles down the road when input comes in and then someone has a problem and people don't agree, but they hadn't gotten to talk about it early on. And so we encourage people to go back and have these conversations on your campus and be willing to share that feedback if there is a problem.
- vi. **Some of the concerns and questions we need to address:**
 1. The 100% goal in any category – not a goal that is achievable in any of these metrics
 2. We must take care not to penalize the institutions that are currently achieving at higher levels in some of these indicators – and each of our institutions are probably excelling at different things.
 3. Try to avoid creating a competitive environment that is detrimental to our students and results in “gaming” the system. The mathematicians in the room can tell us that there are lots of ways to “game” the numbers...we are hoping we create an environment where that is not necessary.
 - a. **Participant** – if you could make the data available so people who are interested can dig through it and look at it that would be great.
 - i. **CCW Team** - We want to put everything on the website if we are all scrutinizing it will help.
 - b. **Participant** – (from the K12 experience and NCLB) we also want to make sure we don't penalize institutions who are working really hard

on something that is hard for them to accomplish – it looks like there is going to be money taken away if you don't accomplish rather than support given.

4. It is ok to have some state-specific indicators – we want to stay true to what is important in our state and the students we serve. I want to point one thing out - UW is involved in this too. Everything we craft has to be something UW can do as well. I think there is long term future benefit for UW to be involved with the same metrics.
5. We would like to be able to do national comparisons with credible sources – need to make sure comparators are appropriate for the CC's and the University.

CCW Team – That is the basic framework of what we are trying to do with the metrics. We have spent a lot of time talking and really not a lot of time generating absolutes. These are the broad conversations that you are having today. It is setline on a group of things we can review and settle on and maybe revise 2-3 years down the road when we decide that this metric does/does not work. We have to get started.

Large Group Discussion – Metrics and Evaluation

1. Questions/statements

- a. **CCW Team** - A few years ago I did some research on performance based funding and the metrics involved. We don't know if one or all of them may become a part of the Wyoming performance based funding for the CC's, but certainly they may. I would just encourage you to think about the fact that the phrase is practically meaningless because there are so many forms of it that are different across the U.S. and systems that use them, the devil is in the details of what metrics are used and what percentage a given metric/measure represents. When you leave here, get on the internet and look at performance based funding and look at all the different forms that are used and educate yourself in order to talk with your legislators and presidents about your point of view. It is not one thing at all.
- b. **CCW Team** – That brings up another point – the website is supposed to be a give and take website when it's done. When you find a source of information that is really informational and you want it to be posted on the website, we want to do that. We will watch copyright issues and post to the best of our abilities, but we will post anything that is relevant to the topic on the website for people to access and utilize for information. Those of us who went to Salt Lake City a couple of weeks ago heard an interesting dialogue about performance based funding and the reality is, there is no evidence yet that makes a difference. However, we are going to experience it. There are already states that are 100% performance based funding. 2003 was the first one, but most of them are one year or less, so they are really having a hard time determining whether or not it is successful. And, they may be – but the jury is out.
- c. **CCW Team** – During the history of CC over the last 50 years, when provided state funding based on credit hours taken, there was a lot of discussion like we are having now. Given that the major goal of the CC was to provide access, in a sense, per credit funding formulas is a performance issue. However now we take it into stride. I hope that this completion will go the same route as that did – with a focus on doing something for the students.
- d. **CCW Team** – I really wish we weren't having this metrics discussion with regard to funding, because the benefit to be had out of this agenda is the work we can do to help our students be successful. That should really be our focus.

- e. **CCW Team** – we as a team are really trying to stay true to this not being a performance based funding discussion. On the other hand we believe if metrics are going to be chosen they should be chosen through a mechanism that has been vetted and we are kind of it at this point at time.

Small Group discussion – Metrics and Evaluation

1. Group 1 - Participation

- a. All bullets
 - i. Definition of enrollment – enrollment does not equal participation.
- b. Bullet #1
 - i. Does FTE include part-time students? Yes (per Jackie Freeze) – this would give you a good indicator of whether or not we have increased enrollment in credit bearing courses
- c. Bullet #2
 - i. What the comparison of Community Colleges to UW?
 1. Measure of the number in developmental courses? Is there a benchmark, if so, what is it for? If the enrollment is going up at UW, are they transferring?
 2. What if they transfer from online or outside of WY, does that count?
- d. Bullet #3
 - i. Are early college bridge programs included? Not just dual/concurrent programs? BOCES? How many participate and then move to higher course work and succeed. We noticed there wasn't a measurement as to whether or not they are successful in their dual credit courses. Evaluating the effectiveness of early college programs should be added.
- b. Bullet #4
 - i. What constitutes participation? If they just get 5 hours are they participating? Or only if they complete? Some colleges withdraw students before they are "counted" – there are differences in those processes.
- c. Bullet #5
 - i. This is valuable to track if you are meeting needs of business/industry and separating that from personal enrichment classes.
- d. Bullet #6
 - i. Good number to have so you can see if you are serving larger numbers of those students – if you get them there do they have to complete to be counted?
- e. Additional Measurement
 - i. Useful to have academic background of student – how many in developmental math took a math class last year? How long ago did you take it? It would help the instructor determine the appropriate intervention – do they need a whole class, or just a review? The entry point of transfer would be helpful data to have. And then measure the success of the intervention.
- f. **Participant** – I think there is a new "common core" – how is that going to affect what we do at the CC? Will that require the students to take more courses their last year of high school?
 - i. **CCW Team** – The common core is now online – the State Board of Education has adopted and it was signed by Governor Mead in 2012 – you can see what the Wyoming

standards are on the DOE site. The adult education programs are required to participate in this also.

- g. **Participant** – Does it matter that there is a lot of duplication in headcount? If 50% of our FTE is in the underrepresented populations, then that 50% is going to show up in each of the metrics we are measuring?
 - i. **CCW Team** – No I don't think that matters. As long as we're real clear about what we are measuring and why.
- h. **Participant** – About the comparison of CC enrollment and UW enrollment – if the goal of this is to improve workforce development then wouldn't it make sense to compare our enrollments to the available pool? I mean how many should be in colleges who aren't? Shouldn't that be a participant measure we are taking?
- i. **Participant** – how do you find this? What about non-traditional students?
 - i. **CCW Team** – From one of the national centers who collect data - on the projections in the next 20 years, we will not have enough high school graduates, including college, to meet 100% of the workforce demands. Even if we graduate 100% of the numbers we have in college today, we are still short of the workforce demand. So, the key to this is getting into the high schools to streamline this process as we are missing 60% of the graduates from the high schools.
- j. **Participant** – the Georgetown study is predicting we will not have enough graduates to meet the workforce needs – so they must have the metrics somewhere?
- k. **Participant** – I think there is a breakdown in the terminology here – when you say “should have” some of us are hearing an ideological phrase that all of you “should” go to college – I think we are talking about the demands that the workforce will have for pure numbers of people equipped with those degrees right?
- l. **Participant** – I keep hearing only 35% of Wyoming citizens have a degree – that implies that there's a whole bunch that are supposed to that don't?
 - i. **CCW Team** – I think the way to look at it is not that they're supposed to but that they would benefit from and be able to apply for the jobs with the needs for those degrees/skills
 - ii. **CCW Team** – I think we need to make a clarification of college degrees. I think what we are talking about in the long run includes certificates, or post-secondary education because you don't necessarily have to have a bachelor's degree or a master's degree, in fact I will argue that in this state and based on our economy, you would benefit more from a technical degree than a Master's or PhD. What these projections are trying to measure is how many graduates are needed with post-secondary credentials to meet the market demands. Mostly about the type of credentials they are awarded not just the degree.
- m. **Participant** – To meet those needs we may need to find those students who have a GED or high school degree that could have post-secondary training - returning students.
- n. **Participant** – The research I have read says that there are a lot of soft skill/communication (hard to measure) things that affect student persistence – for instance, do they make friends, do they like their teachers, do they get involved in an activity/club? Does that go with the participation metric? It would be nice if we could measure that and take an active role in encouraging that.
 - i. **CCW Team** – We have had a lot of discussions about co-curricular activities and the need for that data – and maybe it is self-reported data like CSSE. Is there anyone who is doing a co-curricular transcript at this time so that you track that data?

- ii. **CCW Team** – We don't have a co-curricular transcript but we have just made co-curricular learning a general education requirement. So, it is required for the student to participate in co-curricular and they have to earn 2 credits in 3 categories – one is cultural experience, one is professional experience, and civic engagement. Those are all designed to be outside of the classroom co-curricular activities, and student services are imbedding outcomes (communication, soft skills) for those much like faculty have student attributes. That is currently passed and will be implemented with courses this spring (pilot) and will be degree requirements starting next fall.
- o. **Participant** – but those strike me as strategies more than goals and objectives – strategies colleges can use to keep their students more engaged. I don't see that that is something that belongs in our metrics.

2. Group 2 – Progress

- a. All Bullets
 - i. How are completion and success defined? C or better in a class.
 - ii. We were trying to find a way to evaluate assistance to students other than to look at their enrollment in developmental courses – don't know how to measure – students who participate in tutoring, bridge programs, those things also assist in student success. To see if they participate are they successful? How do we measure? Some come in at college level, some are developmental level – don't just measure developmental level.
 - iii. Do we look at success rates of students in Gateway courses?
 - iv. The 6th and 7th bullets are redundant.

3. Group 3 – Performance

- a. Bullet #1
 - i. We also discussed changing the word “production” to “award”
 - ii. Rather than just comparing performance to other states also focus on growth – where we started and where we finished
- b. Bullet #2
 - i. We don't like “time to degree” rather should focus more on progress.
 - ii. We also talked about measuring support and use of support.
 - iii. Not all students are degree seeking and how that affects the “time to degree”
- c. All bullets
 - i. Talked about analyzing all demographics, not just certain ones.
 - ii. Measuring employer satisfaction or transfer students satisfaction.
 - iii. **CCW Team** - Could you elaborate more on your “time to degree” discussion?
- d. **Participant** - We discussed the stories of people's lives – not everyone comes in focused on achieving a degree quickly – it might not be a race, they may be parenting or have other reasons as full time is not the goal. Also online classes – they are enrolled just to take a class. Not all courses for personal enrichment are non-credit courses. Many times someone will take a credit course but not be degree seeking.
 - i. **CCW Team** – I am assuming that you have options of non-degree seeking paths so that is calculated in a different way than degree seeking students. Now for those students who have “life happen to them” yes, that is true, but sometimes it is not life happening to them but “us” happening to them. So, I have to take care of my family and kids so I can only go to school in the morning, but I cannot find any of my courses in the morning. I am stopping my progress not because I don't want to go faster, but because the schedule is not suiting my needs. I am not saying that is always the case, but is a big

part of what happens sometimes that we do not have courses during convenient times for the students. It is convenient for the traditional student but not others. This is really evident to me because I come from a different system in which it catered to the more non-traditional student – our system caters to the more traditional student. It is about 50-50 in traditional vs. non-traditional and I think we need to get better in how we serve all students. The average non-traditional student wants to finish but the longer they take their chances of completing decrease and decrease – and the longer it takes the more likely they are to not complete. In some cases we are to blame for it.

- e. **Participant** - We talked about this, yes, and we need to support these students. But it looks like to me that non-degree seeking students are going to become degree-seeking in this metric.
 - i. **CCW Team** – no absolutely not. CC have to be able to serve those students who are non-degree seeking. It is going to be critical for us to better track students who are truly degree seeking. There has to be a set of metrics for those students who are taking classes from us for a lot of reasons, and it's not to get a degree or certificate. The Presidents have had a lot of discussion about this as well. It is an important part of who we are – it is hard to define – and hard to craft metrics to track this but if you have suggestions we would appreciate them.
- f. **Participant** – I think you could use “time to degree” if their average semester was 15+ credits, or 9-12 credits, or below 6 credits – you could compare those students with only students who are taking at the same rate.
 - i. **CCW Team** – one of the things we have to do though is think a little differently. The national data shows that students who are pushed to take more credits are more likely to persist and more likely to complete. So some of it is how we talk to students – they can still make their own decisions, but when you talk about 15-16 credits in a semester you can take that to an annual basis (summer school). So there's a whole lot of dialogue that needs to happen about how we talk to students so that they do succeed more quickly. That “time to degree” is one of the CCA national indicators. They want to know how long it is taking people. For the CC's in Wyoming it is taking, on average, 2.8 years to finish a 2 year degree. Not bad, better than a lot.
 - ii. **CCW Team** – in choosing metrics, we are implicitly making value judgments about what is important. As an instructor, I was always most moved by individual stories, the anecdotal end of one student succeeding against the odds. But you understand at the legislative or national level, they are probably looking at what is the best bang for the buck. That is not bad, but in some senses we are looking at this from a different value viewpoint. It is important to keep in mind that the metrics we choose at the end of the day is going to say something about what we value. We need faculty voices in that thought process.
- g. **Participant** – it seems like to the CCA folks and CCW that one of the important things we would like to see is an increase in the number of students who are full time. So maybe that should be our measure – working toward increasing full time student numbers?
 - i. **CCW Team** – I like for people to go full time, but sometimes we don't give them the opportunity to go full time. We believe we do, but at a flagship University only 36% of the students go full time. At a CC I think it is under 20%. Full time means 15 credits per time. We rarely have students take 15 credits per term, in fact we like them to take 12 credits per term. And when we meet with them as faculty we worry that 15 credits is too much – they can't handle that. I hear that over and over again. We also don't make

the schedule flexible enough for people who work to take 15 credit hours. What can we do to allow that to happen?

- ii. **CCW Team** – we won't get to that point as a state where we want everyone to go full time – that isn't a goal. Particularly in our part of the state, people are working 12 hour shifts in the oil field/mines, they won't go full time. We don't want to lose those students overall. But there are ways to craft this, we now have a "16 to succeed" initiative – works for full time students but also for part time – take 16 per year and finish in 4 years. We have to craft the path or the students won't stay in to finish their degree.
- h. **Participant** – We need to make sure that we normalize this data. Not all institutions require the same number of credits for a degree or do all degrees require the same credits. So it would be nice if the time to completion was normalized against that number of credit hours for a degree.
- i. **Participant** – have we looked at transferability between community colleges? Our workforce is mobile; we have a lot of students who shift from different communities, have we looked at consistency between CC and transferability in terms of promoting continuation and success? Nursing is getting together and looking at consistent programming so the students could transfer between any program and still finish (and to UW). And they would have a seamless transition to UW in the third year for the BSN program.
- j. **Participant** – maybe getting the general degrees we have lined up between the CC's would be good too.
- k. **Participant** – when looking at the last charts, my main concern is that we have a single measure for success in a class – so you have to pass the class with a C or better. That is not the reality, we have a lot of success with students that we are not capturing from students who don't finish the course. Last summer I taught a bridge program for Compass prep, their average was 18, after 4 week program, the average score was a 60. They still didn't pass the course but that is still a success. I am worried that we are measuring all success on one metric – just whether or not you passed. If we could show the student their progress, we might retain them.
 - i. **CCW Team** – so we should measure whether the student advanced, but the student still didn't pass the course. So you have to take the course again, the student has to pay again, the taxpayer will invest again. The legislators would probably question that – those measurements might not be seen as positive by the general public.
 - ii. **CCW Team** – Western Governor's Model – how much can you get done in a semester? There are models out there that provide for that but the power lies with the faculty to make the changes and make the accommodations for students. Whether you modularize the curriculum, and say it is 3 credits, you only finish 2, so next semester you take the class and only need to complete 1....that is a curriculum issue that resides with faculty. There are models out there to explore.
 - iii. **CCW Team** – there is a model in KY, you pay one time and you take it until you complete.
- l. **Participant** – but we need some data to show this is successful.
- m. **Participant** – let's add multiple measures in here – like why do we trust the Compass test so much? One measure?
- n. **Participant** – we are also trusting that every C is a C...?
- o. **Participant** – This is what we are trying to accomplish with RNEW (Revolutionizing Nursing Education in Wyoming) – we are looking at common course competencies (not instruction) – but there is a fundamental core of competencies that a course needs to meet. If they take it from

you and then take it from me, that will help with transferability and also transferring to the University. That is a statewide conversation to have.

4. Group 4 – Placement

- a. Bullet #1
 - i. We want to remove the limit of placement in only Wyoming – they can get jobs anywhere. We want that to count too.
- b. Bullet #4
 - i. Strange wording – “students in positions providing a valuable asset and living wage” – we thought it would be best to take the “valuable asset” part out
- c. Additional Bullets
 - i. Measure happiness – are they happy with placements?
 - ii. When do we measure these things – right when they graduate, how long does it take to get placed?
 - iii. Employed in a field they are trained for? How do you see that the curriculum they took and the support they received (student services) really are responsible for that placement?
 - iv. We are preparing people for jobs that don’t exist yet – we are defining things so specifically in one career, one industry, and making x amount of dollars. There are a lot of variables there that are beyond our control. The theory is if the liberal arts education idea is still valid that college graduates possess certain skills that make them successful in a lot of areas. 20 years ago we were preparing computer programmers to work on networks that did not yet exist. 30 years ago we were preparing video game designers when we didn’t know what video games were going to be. So if we’re simply preparing people for jobs that exist in Wyoming now, in terms of the current economic marketplace, it seems like we are getting even farther behind the curve. We fear that some of what is driving this metric is based on the data we CAN get, and that we are measuring on the fact that the data is accessible, and we don’t feel that the data should drive the plan. A lot of these will be hard to measure, but if we are going to prepare people for the workforce of the future, we need to think about this.
 - v. Add in more qualitative measures – from employers, are they successful? Are they making a good salary? It could help define the programming but it could be dangerous for the liberal arts areas – theatre? Don’t want those programs cut.
 - vi. Measures should reflect the boom and bust economy – add descriptors that address the economic variables at the time the metrics were taken.
 - vii. Measure the percentage of new hires by employers with degrees/certificates
 - viii. How to measure broad based learning?
 - ix. Can we track individuals after completion?
 - x. When are students no longer at risk? How long do we track them?
- d. Conflict in the wording of a lot of these metrics – called “making a living wage” or “high paying” - should be the same for both.
- e. We need a measure of how many students we are taking from below the poverty line to above the poverty line – should be a goal

5. Group 5 – All categories

- a. Participation
 - i. Correlation in the participation bullet, make sure we have a performance bullet in that same area

- ii. Enrollments in early college activity – expand and clarify enrollments in each (dual and concurrent enrollment, bridge, gear up, etc.)
 - iii. Add effectiveness not just enrollment in those early college activity programs
 - iv. Add a measure of participation and effectiveness for academic support services
 - v. Measure correlations between demographic data and student performance
- b. Progress
- i. Measure persistence in courses
 - 1. Developmental education
 - 2. College level courses
 - 3. Degree pathways
 - 4. Meta majors
 - ii. Measure advising pathways – relationship between persistence in courses and advising (critical to meta majors and other pathways)
- c. Performance
- i. Omit the word “rate” from all objectives
 - ii. Substitute “award” for “produce”
 - iii. Measure correlation between GPA and student performance within discipline – one of the measures that should be incorporated as it is an indicator
 - iv. Measure average earnings of CC completers who are in the WY labor force by field/discipline (career clusters) – meaningful comparison according to field and discipline they will be working in (some short term certificates have high salaries, other disciplines may not)
 - v. Rework the last bullet – who is the “valuable asset”??
 - vi. Percent above poverty line – good measure to have (Group 4)

Plan for Continued Faculty Involvement

The final session was led by Dee Ludwig, Jose Fierro, and Gerald Giraud. The faculty participants were again divided into 5 smaller groups to identify strategies to support continued faculty involvement in the Complete College Wyoming initiative. Participants were asked to identify the following:

1. How will we involve faculty at our own campus?
2. How will we involve faculty in the webpage?
3. How will we achieve faculty engagement on a statewide level?
4. How will this group continue to provide input?
5. All categories.

Small Group discussion – Continued Faculty Involvement

1. Group 1 – Individual Colleges

- a. Each college should form a group of faculty tasked with their relationship to CCW initiatives
- b. Continued and perhaps increased representation on the CCW committee (one per college)
- c. The faculty groups at each college could meet as a state group
 - i. **CCW Team** – Would there be any reason that couldn’t be an existing group, like a retention committee, or curriculum committee, that is already invested - my only caution is proliferating committees

- d. **Participant** – my only caution would be what the current/existing committee already has on their plate and what that looks like? Should we leave that to the college to decide?
- e. **Participant** – like the groups that came today – could they form the group at their college?
- f. **Participant** – maybe it should be done on a college by college basis – should go back to the campus – but it should be faculty
- g. **Participant** – but that group should be charged with addressing the CCW initiatives and informing other faculty on their campus, compiling the feedback, and communicate that back to CCW
- h. **Participant** – one of the reasons we came today is we are uncertain as to what kind of “teeth” our opinions actually have with regard to the decisions. If there was some clarification in that regard, it would be most helpful in our communications with the faculty at our individual institutions. My concern is, I hate to go back and say, let’s all meet, and everyone labors and meets and comes up with great ideas, and gives me all this input, and nothing changes. If we have a small role in this, I would like that to be clear up front, so I don’t involve faculty who are busy for no reason. So, you may not know that right now, but as the CCW committee, if you could consider what kind of “teeth” we really have and what role faculty actually plays, giving us that feedback so we can move forward in a meaningful capacity would be very helpful in our future planning.
 - i. **CCW Team** – I think you might be underestimating the power and value of faculty. You do have all the value that you want. None of these initiatives will happen successfully without the work of faculty. So, while we have a framework within which we have to work, how we get to those goals is still pretty much open to discussion, that’s why we are all here. So, the work that you do on your campuses with faculty ends up being the grease on the wheel to get where we want to go. So, I don’t think it’s fair that you underestimate your power as faculty - the time you spend and invest on these initiatives is not a waste of time because if those initiatives are valuable in determining the direction we need to go, more than likely the majority of us here will be more than happy to let you do that work because you do that work in the classroom – you do that student engagement – we don’t. So you do have a lot of power as faculty. If you get together as a group and continue to operate, I think at the very end, what comes out of these faculty conversations, will be very, very close to how we get to the goals we want to achieve. When faculty get together, good things happen, and the power is very significant.
- i. **Participant** – we know as faculty representatives, one of the major concerns is that they weren’t included at the beginning and so there is that disconnect that happened and they are coming in with a decent amount of paranoia that this was a place where they were not initially included. Help us help our faculty know where their impact is going to be?
- j. **Participant** – are the faculty only involved in the implementation or in setting the agenda of CCW?
 - i. **CCW Team** – though this stems from a national CCA agenda, we at CCW believe you are involved at every step of the process, setting the agenda, implementing the agenda, assessing the agenda. Having said that, you have to remember to some extent, this is a political endeavor and things will happen and things will move forward that might not be our ideal; we just don’t want to let that derail the process. We are going to make every effort to include the faculty – but do remember, that soliciting feedback and receiving feedback, doesn’t mean that everything you want as an individual is going to

happen, that is not feasible in the scope of the project. But I think it is our promise to the people here, and I know this from the rest of the CCW team, we can't succeed without the faculty. So it has to be a grass roots effort.

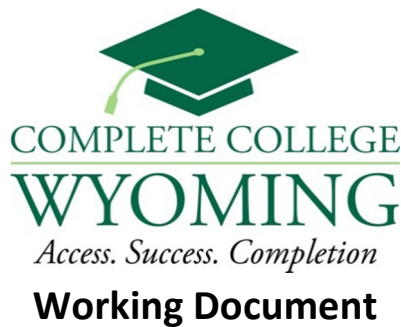
- ii. **CCW Team** – we want each institution to put forth their thoughts. By CCW saying we don't want a statewide goal, we are giving it to the faculty at each institution and I think that that is where the group power is coming in and I think if the faculty picks that up and moves forward, I think you are going to have your influence and have your insight as to what is going to happen at your institution.
 - iii. **CCW Team** – when the governor appointed the first members of the CCW team, the CCA provided a template of the kinds of members they wanted on that committee.
 - k. **Participant** – one of our points was that we also need to include Student Services staff, not just Student Services administrators. Counselors and advisors will be key in conjunction with the faculty and perhaps even include some students and find out what they think about the whole thing.
 - l. **Participant** – one question that might answer a lot of this, is will this working document be revised based on our input today, and if so, when?
 - i. **CCW Team** – Absolutely. Lori is going to devise a very detailed report of this meeting and we will take that back to CCW and we were talking about what that process would look like and how quickly we could get it done in terms of those revisions. I am assuming part of this will involve a report back so you can see what revisions were made.
 - ii. **CCW Team** – The whole team is meeting every other week for an hour and a half – so there is a huge commitment on the part of these folks to keep moving things forward. So as soon as we have feedback we will act on the feedback and get something back, probably for reaction, and then we will move forward. This is a working document, we are going to change some things, learn, and there may be other things to change. The only thing that became kind of sticky is that 5% goal, and that had to do with who acted on it when. Other than that nothing in here is in concrete, and even that isn't, it just had some awkward moments, does that make sense?
2. **Group 2 – Webpage**
- a. Have a discussion forum with a moderator (probably from CCW) to answer questions
 - b. Faculty - Share "what works" well for them (kind of like a blog) and each college would have a leader to moderate – also have students have the ability to have input there
 - c. Reports/minutes from CCW committee
 - d. Link to the Governor to tell him what we think
 - e. Metric to measure the use of the Website
 - f. Database of web research and best practices – Wyoming data that is relevant to this initiative
 - i. **CCW Team** – all colleges have the data we had to submit to be a part of this initiative – there is a lot of it – we have that two times. One when we submitted 2 years ago and when we submitted this time.
 - ii. **CCW Team** – we can post the compilation of the statewide data. By Institution, I am unsure of what we will put out there, but the aggregate will be there.
 - g. How can we best get active engagement?
 - i. Incorporate it into our campus panels, dashboard, portals
 - ii. Update us – webpage send a link when there is a new document (opt in) set it up as an RSS feed?

- iii. Raffles, goodies, T-shirts,
 - iv. Web awards for great ideas/interventions
3. **Group 3 – Statewide Level**
- a. Faculty representative from each college at CCW meetings - they could disseminate that information throughout the college
 - i. **CCW Team** – we added a faculty representative based on recommendations and one institution that had less representation than others, Steve Thulin, NWC. However, the more the merrier, in our minds, though 45 people on a phone call might be a little awkward. But, if there are others who are really interested and willing to give up every other Wednesday from 1-3pm, they are welcome.
 - b. Publish the minutes on the website
 - c. Because some of this is geared toward remedial math and English, there is WYMATYC group that meets every year and one of the big concepts is the re-design of remedial education – if CCW went to that meeting it would be very advantageous. And, I think English has a group as well. It would be great for CCW to attend those meetings.
4. **Group 4 – How Will this Group Continue**
- a. Continue to be a resource, meet again and provide feedback again to CCW
 - b. Involve colleagues (faculty, student service folks, and students)
 - c. We would have a responsibility to present the summaries of this discussion to our home institutions
5. **Group 5 – All Categories**
- a. Further conversations with our peers back at our institutions to keep them up to date – good time might be January in-service (faculty is very busy)
 - b. Share information between all of the colleges
 - c. Add this to articulation agreements
 - d. Add UW to the conversation
 - e. Results shown to share white paper revisions – when would we see that?
 - f. Involve student reps if possible
 - g. Involve the workforce development group
 - h. Faculty reps involved with CCW – one from each college
 - i. Local conversations including legislators if possible

Closing Comments

CCW Team – Thank you for all of the feedback you have provided today, it is very much appreciated. Please remember, the commission has expectations, you have expectations, everyone has expectations of the CCW initiative, and it is not possible to meet them all. However, the CCW team will commit to looking at all of the feedback and include as much as possible to continue to maintain the integrity of the overarching goals of CCW and CCA. And, when you engage in discussion, once again, I ask you to forget the name and focus on the initiative because at the end of the day I think we can all agree that we can all do better – we can help our students a little more. Let’s focus on that – our students.

CCW Team – Thank you for coming! Your attendance, you were critical, you added value to the process – thank you for taking a day or even two out of your teaching schedule to do this work.



I. Executive Summary

Wyoming and the nation face a shortage of employees with the skills necessary to compete in an increasingly complex, global economy. Studies estimate that by 2020, 65 percent of the jobs in Wyoming will require some form of postsecondary credential. Indeed, Wyoming employers continue to demand higher numbers of skilled employees.

In response to that looming shortage, Gov. Matthew H. Mead committed Wyoming to participate in the Complete College America Alliance of States, a national effort to apply research and best practices toward increasing college completion rates. The Governor appointed a multi-disciplinary team to develop a plan and recommendations for helping greater numbers of students earn a degree or credential.

Wyoming is currently performing well compared to the rest of the country. According to the Chronicle of Higher Education, Wyoming ranks tenth in the nation among community college graduation rates. Wyoming's community colleges are performing well ahead of the national average in terms of completions per 100 full-time equivalent students. Although Wyoming's results already rank among the best in the nation, our community colleges can do better, and they are committed to doing so. In addition, the University of Wyoming (UW) is performing well when comparing first-year to second-year persistence and graduation rates at similar four-year, public, doctoral granting institutions. While the rates are strong, UW is committed to improving them.

In collaboration with the Wyoming Community College Commission, the Wyoming Association of Community College Trustees, the college Presidents, the University of Wyoming, industry, and legislators, the Complete College Wyoming team has created a plan for improving college completion in Wyoming. The plan includes strategic goals, such as significantly increasing the number of completers by 2022, ensuring that degree-seeking students rapidly complete gateway courses, creating statewide stakeholder buy-in for achieving these goals, and establishing metrics to measure the colleges' success. UW is committed to increasing the number of baccalaureate degrees completed and reducing the time to degree completion.

In that context, the key goals and objectives of the plan are framed in four categories: participation, progress, performance, and placement. Within each category, the Complete College Wyoming team has developed key objectives and metrics for measuring the colleges' success in each area.

This plan outlines what work needs to be done to improve student success and why that work is critically important for

students, communities, and Wyoming's economy. The next step will be to generate broad understanding of and commitment to the plan from the colleges, UW, the Wyoming Community College Commission, legislators and others, and then to refine and implement strategies, both locally and statewide, to achieve these goals. Faculty and staff understanding and commitment will be critical to the success of the effort. And lastly, all stakeholders must commit to supporting these strategies, utilizing CCW-established metrics and benchmark data, and allocating the resources necessary to make these strategies successful.

II. Introduction

In his February 24, 2009, address to a Joint Session of Congress, President Obama stated, “America will once again have the highest proportion of college graduates in the world.” The goal, more specifically, is quite audacious: increase the U.S. college degree attainment rate from 40% to 60%, which means 10 million additional Americans between ages 25-64 with an associate or baccalaureate degree. Currently, only 37% of 25-64 year olds possess an associate’s degree or higher in Wyoming. In Wyoming, that goal has been considered more broadly to also include certificates and other credentials of value that address the State’s specific workforce needs.

Underlying the President’s call to action regarding college completion is a growing body of evidence that by 2020, the majority of jobs in the United States will require some form of postsecondary credential. Indeed, a well-known study produced by the Georgetown Public Policy Institute’s Center on Education and the Workforce, suggests that 63% of the jobs nationally will require such preparation. The Georgetown study predicts that 62% of Wyoming’s workforce will need a career certificate or degree by 2018; Complete College America estimates 65% by 2020, and the Lumina Foundation study predicts 60% by 2025. The Wyoming Department of Workforce Services placed that figure at 51%. Put another way, unless colleges can significantly increase their production of degreed and credentialed students, more Americans will be competing for fewer and fewer jobs and companies will be forced to hire less than fully qualified individuals for open positions.

Taking up the charge in Wyoming, educational leaders and community college trustees have worked with Governor Matthew H. Mead to address Wyoming’s responsibility and response to emerging national college completion initiatives. The Governor supported these efforts, committing Wyoming to developing a statewide college completion approach with assistance from Complete College America (CCA), a non-profit group funded in part by the Bill and Melinda Gates and Lumina Foundations.

The Governor appointed a team of community college leaders and staff, Wyoming Community College Commissioners, lawmakers, business leaders, the University of Wyoming, and the Wyoming Association of Community College Trustees to spearhead the effort. To date, the Wyoming team has participated in a Complete College America annual conference in the winter of 2012, and in CCA’s Completion Academy during the summer of 2013 to identify aggressive completion goals and make recommendations to various state constituencies. Individuals from the team have also participated in workshops designed to address some of the specific barriers to student success, including developmental (remedial) coursework, student choice and decision-making, and lack of clarity related to educational goals and progress. This plan represents, in part, an initial set of goals and metrics developed by the Complete College Wyoming team and aimed at improving Wyoming’s college completion rates. Additionally, this plan incorporates completion- planning work of the Presidents’ Council to create a broad-based plan for the deliberate, thoughtful implementation of completion strategies across Wyoming.

The Complete College Wyoming (CCW) team has intentionally adopted a critical tagline of *Access, Success, and Completion* to underscore the philosophy that a quality educational experience is necessary in order to create competent “completers,” and to emphasize that access to a college education remains a central mission of Wyoming’s institutions. Additionally, the emerging plan addresses quality education with a focus on innovation and accountability. By their very nature, the goals outlined in this plan will demand innovation, and their achievement can only be understood in terms of effective data collection and reporting.

Built on the Complete College America framework – which emphasizes setting game-changing strategies in target areas that are known to have an impact – this plan centers on and recommends goals and metrics in four key areas: **participation, progress, performance, and placement.**

Improving college completion rates is not, exclusively, a college and university problem. Rather, it is an economic development problem for the State of Wyoming. Employers across the State demand that the institutions are agile in delivering solutions for providing the trained employees they need for their businesses to be competitive and thrive. Businesses will neither grow nor relocate, nor will the local or state economies diversify, without the confidence of those companies that they can attract and hire the skilled talent they need. Wyoming's community colleges and university are the pipeline for many of those skilled employees.

Meeting this expectation is a hallmark of the community college and university value propositions, and Wyoming's colleges have long been nimble in responding to employers' and communities' needs. However, producing the number of new college graduates necessary to close the looming employment gap requires the commitment of the community colleges and the University of Wyoming in partnership with the K-12 system, private industry, and Wyoming political leaders.

We must not lose sight of the fact that while completion is critically important, our commitment to our state extends to providing personal enrichment, job skill enhancement and cultural opportunities. We cannot do one at the expense of the others.

In that context, this document outlines the Complete College Wyoming plan for improving college completion rates, for providing the skilled employees Wyoming employers demand, and for reporting UW and community college student success to the Legislature and the taxpayers of Wyoming. Doing so, very simply, is in our state's interest.

III. History, Background and Context

Although the data demonstrate a looming employment gap in Wyoming, the state's community colleges are currently performing very well in comparison to completion rates in other states. According to a *Chronicle of Higher Education* report, about 30.4% of Wyoming community college students complete an associate's degree in 4 years, while about 18.2% graduate with an associate's degree in 2 years. These figures rank Wyoming 10th among the 50 states in terms of graduation rates. Further, in terms of completions per 100 full-time equivalent students, Wyoming currently averages 17.9 completions per 100 FTE. By comparison, the national average for the same metric is 14.2 completions.

Recent University of Wyoming data indicates that 26% of students graduate in 4 years, 47% of students graduate in 5 years, and 54% of students graduate in 6 years. According to the ACT's National Persistence and Graduation Rate Data, UW compares favorably with similar type institutions.

In general, Wyoming's community colleges and university are already performing well compared to peer institutions in other states. Credit for this performance is due to the dedicated administrators, faculty, and staff at the institutions, and to the Governor and Wyoming Legislature for their generous support of higher education in Wyoming. These national comparisons of performance, though laudable, will not close Wyoming's employment gap or solve the business recruitment and diversification issues discussed earlier.

In short, although Wyoming is already doing very well comparatively, the community colleges and UW are committed to doing better. Access remains a core element of the institutions' missions, but enrollment is no longer the only key measurement of institutional success. Even as employers demand increasing numbers of skilled employees, the Legislature is increasingly interested in understanding the return to the state for its investments in higher education.

That return is measured broadly by the number of students who leave a community college or UW with a quality education. And that outcome is at the heart of the Complete College Wyoming plan.

As a result of the need to respond to employers, as well as emerging new expectations from the Legislature, the Complete College Wyoming team has identified a number of broad goals that will help focus the work of improving college completion rates, and that lead to more specific efforts and strategies for achieving those goals. Following are the CCW team's high-level completion goals:

- Increase completion at the community colleges significantly by 2022. The Community College goal, established by CCW in October 2013, is to increase community college certificate and associate degree recipients by 5% annually, with a base year of 2011-12 and a time period of 10 years to end in 2021-22. This goal was approved by the Wyoming Community College Commission in October 2013. The 2011-12 base year provides a comparison point for measuring goal attainment and effectiveness of success strategies implemented after that year. Expected impact will begin to be measured in 2014-15. The UW President and UW Board of Trustees support the goal to increase the number of baccalaureate degrees conferred at UW by 2% annually (base year of 2011-2012) beginning in the academic year 2016-2017 and ending in the academic year 2021-2022.
- Ensure that every degree-seeking student completes gateway courses in English and in Math within their first 30 credit hours at the Wyoming Community Colleges.
- Create statewide stakeholder buy-in for achieving Wyoming's completion goals.
- Develop capacity and support for Guided Pathways to Success strategies.
- Identify the metrics that are important to Wyoming.

These goals identify key starting points, based on national research about efforts that are most likely to have significant positive impact on completion rates. However, the CCW team, in collaboration with the college Presidents and Wyoming Community College Commission staff, has organized these broad goals into categories that can be clearly defined, well understood, and easily measured. These categories, definitions, and measurements are detailed in the following section.

IV. The Agenda

Wyoming is poised to become a leader through its efforts to align the programs of its seven community colleges and one university with defined state interests. As local economies become more globally focused and knowledge-based, community colleges and university are a critical way for learners to gain access to postsecondary education, and perhaps more importantly, successfully complete their educational goals.

The five state interests outlined in the Wyoming Community College Strategic Plan frame this agenda, which is build on four primary concentrations of student engagement and success.

A. Wyoming State's Interests

1. *Educated citizenry*: Increase the educational attainment of Wyoming residents by offering them access to a wide range of educational, training, and cultural programs.
2. *Diversified economy*: Contribute to the diversification of Wyoming's economy by supporting the expansion of business and industry into new areas.
3. *Workforce development*: Respond to the needs of existing and emerging industries by providing a well-prepared and well-trained workforce.
4. *Efficient and effective systems*: Maximize return on investment by implementing system-wide

efficiencies to enhance community college operations.

5. *Accountability and improvement*: Improve the educational success of Wyoming residents by measuring outcomes and responding to findings, whether negative or positive.

B. Four P's of the Complete College Wyoming Agenda

The Complete College Wyoming (CCW) agenda represents the nexus of its work with the Complete College America Alliance of States, the consensus thinking of the community college presidents, and a near-term refinement of the Wyoming Community College Commission's statewide strategic plan. Importantly, while it will guide the work of the colleges in improving completion rates, it is also a blueprint that legislators can use to understand the work that needs to be done, the resources required to do that work, and the measurements to ensure that the work is generating results.

The University of Wyoming's, University Plan 4, also helps to guide their efforts in the same proactive directions as described above.

The CCW agenda is organized based on student **Participation**, student **Progress**, institutional **Performance**, and university or workforce **Placement**.

1. Participation

UW and community colleges will increase the rate at which Wyoming residents participate in higher education thereby ensuring our citizens, economy, state and society thrives.

- Alternate delivery modes will be considered **in order** to increase access specific degrees and certificate for working adults.

2. Progress

UW and community colleges will increase the rate of student progress through critical milestones along their academic pathway toward degree or certificate completion.

- Community colleges will transform developmental education and pursue partnerships with school districts to do so.
- Uniform progress metrics will be tracked.

3. Performance

UW and community colleges will sustain and improve their performance for the betterment of Wyoming's economic and social vitality.

- Decrease average time to degree or certificate.
- Increase certificate and degree completion rates.
- Increase the portion of state funding of community colleges which is allocated based upon progress and/or completion metrics.
- Track uniform completion metrics.

4. Placement

UW and community colleges will strengthen Wyoming's economy and society by increasing the rate at which student certificate and degree completers enter the Wyoming workforce.

- UW and community college completer participation in the Wyoming workforce will be tracked once workforce data becomes available via a state longitudinal data system.

v. Measurement and Evaluation

The CCW agenda is not only aggressive in its approach to implementing strategies and objectives to improve student success. It is also fully committed to evaluating the efficacy of these activities and measuring effectiveness, utilizing defined metrics and benchmarks. Success can only be validated by the broader community of stakeholders if it can be defined, and ultimately measured. The CCW agenda will examine its impacts by consistently measuring the work of the community colleges and UW through the following metrics.

The CCW Team has identified the following initial list for metrics. The goal is to identify a limited number of significant metrics that can be utilized to assess and strengthen the completion efforts for all of the institutions within the state.

- Courses completion rates
- Degree and “high value” certificate completion rates
- Average time to degree or certificate completion
- Gateway course completion rates (within the student’s first 30 credit hours)
- Transfer rates
- Employment in Wyoming
- Workforce performance and/or participation rates
- Student retention and persistence: semester-to-semester, fall-fall

VI. Conclusion

This document represents a strategic plan for Wyoming to improve the efficacy of its colleges, while ultimately assisting more students in the completion of their educational goals. Doing so is not only in Wyoming’s educational interests, it is also in the state’s economic interests. As the primary source of skilled workers for Wyoming employers, the Wyoming community colleges and UW must be equipped to produce the increasing number of trained employees and well-educated citizens that employers demand. Achieving that goal requires broad-based commitment to a clear, long-term plan, as well as commitment to identifying and securing the resources necessary to make it a reality.

CCW, Updated November 6, 2013

Wyoming Community Colleges Completion Agenda

Appendix A

1. Participation

Goal Statement: The agenda is committed to maintaining access in all forms and increasing the rate at which individuals participate in Wyoming Community Colleges, thereby ensuring our citizens, economy, and society thrive.

1.1. Objective: Increase participation in credit-bearing coursework and programs

1.2. Objective: Increase the rate and frequency of Wyoming high school student participation in dual and concurrent enrollment

1.3. Objective: Increase the number of students enrolling in High School Equivalency programs at Wyoming community colleges.

1.4. Objective: Continue to strengthen participation in non-credit courses to serve business and industry workforce needs, or for lifelong learning and enrichment

1.5. Objective: Increase the number of at-risk and underrepresented students in post-secondary programs

1.6. Objective: Utilize best, proven approaches to engage and inspire learners

2. Progress

Goal Statement: The agenda is committed to ensuring students are progressing through critical milestones along their academic pathway up to and toward the completion of their educational goal.

2.1. Objective: Increase the rate at which students placed in developmental coursework succeed in those classes

2.2. Objective: Ensure the effectiveness of developmental coursework by increasing the rate at which students succeed in their subsequent coursework

2.3. Objective: Encourage and celebrate progress towards completion by increasing the number of students achieving academic milestones

2.4. Objective: Increase the rate at which students persist from semester to semester

2.5. Objective: Increase the retention and progress of at-risk and underrepresented students in postsecondary programs

3. Performance

Goal Statement: The agenda is committed to sustaining and improving the performance of Wyoming's seven Community Colleges for the improvement of Wyoming's economic and social vitality.

3.1. Objective: Increase the number of degrees and certificates produced, with a specific focus on those seen as high-value for Wyoming's needs (CCW goal—increase 5% annually over the next 10 years.

3.2. Objective: Increase the number of Wyoming students achieving the completion of high school equivalency credentials

3.3. Objective: Focus on student success at the root of the educational enterprise by increasing the rate at which students succeed in credit-bearing coursework

3.4. Objective: Ensure colleges are focusing on all aspects of workforce development by increasing the production of valuable non-credit certificates and credentials

3.5. Objective: Ensure Wyoming community college graduates outpace the nation with respect to the rates at which they pass licensure and certifications required to enter the workforce

3.6. Objective: Increase the performance of at-risk and underrepresented students in post-secondary programs

3.7. Objective: Utilize best, proven assessments to confirm effective learning and improve educational

environments

4. Placement

Goal Statement: The agenda is committed to strengthening Wyoming's economy and society by increasing the rate at which students enter the workforce or transfer to a university.

4.1. Objective: Increase the placement of community college graduates into the Wyoming workforce

4.2. Objective: Increase the rates at which Wyoming Community College students successfully transfer to a four-year institution to pursue a bachelor's degree

4.3. Objective: Increase the placement of at-risk and underrepresented students in positions providing a valuable asset and living wage

Measurement and Evaluation

1. Participation

- Measure: FTE/Headcount in Credit Bearing Coursework
- Measure: CC enrollment as percent of total Wyoming enrollment in higher education (comparing CC's to UW)
- Measure: Enrollments in early college activities (enrollments in dual and concurrent enrollment)
- Measure: Headcounts of Students in High School Equivalency Programs (comparing to high school enrollments across Wyoming)
- Measure: Enrollments in Non-credit coursework (Business, Industry, and Personal Enrichment)
- Measure: Number of at-risk and underrepresented students in post- secondary programs

2. Progress

- Measure: Completion in Developmental Coursework
- Measure: Developmental Students Success in Subsequent Coursework
- Measure: Gateway course completion (completion of gateway Math and English within first 30 hours)
- Measure: Completion of 15 College Credits (total number of students)
- Measure: Completion of 30 College Credits (total number of students)
- Measure: Fall to Fall and Fall to Spring Persistence (compared with WICHE states using IPEDS data)
- Measure: Fall to Spring Persistence (compared with WICHE states using IPEDS data)
- Measure: Retention and progress of at-risk and underrepresented students in post-secondary programs

3. Performance

- Measure: Degree and Certificate Production (number of credentials produced as a proportion of FTE or Headcount and compared to WICHE states)
- Measure: Time to degree
- Measure: High School Equivalency completions (also reported as percent of all high school graduates/GED completers)
- Measure: Credit course completion
- Measure: Non-credit certificate/credential production
- Measure: Licensure and certification pass rates
- Measure: Report increases in the performance of at-risk and underrepresented students in post-secondary programs

4. Placement

- Measure: Percent of Community College completers (degree, certificate, and non-credit credentials) who are in the Wyoming labor force (report employment rate by quarter using UI database)
- Measure: Average earnings of Community College completers who are in the Wyoming labor force (using UI database)
- Measure: Matriculation to a University (use Clearinghouse data – percent of CC students who have completed 12 college-level credits, did not enroll in a CC, and show up at a University)
- Measure: track placement of at-risk and underrepresented students in positions providing a valuable asset and living wage.

VI. Statewide Strategies

This plan provides background and context for the need to improve completion rates in Wyoming deliberately over time, without forcing the colleges to compete with each other for resources, and a framework for doing so and measuring success. It explains, at a high level, what the colleges propose to do and why it is necessary. The next critical step will be to achieve consensus around how that work is to be done. Although this is likely to be a quite local element of the plan in many ways, a number of statewide strategies have already been discussed. These require further discussion, but some strategies include:

- Performance funding
- Curriculum alignment with K12 via the Common Core Standards
- Improving mechanisms for determining college-readiness and placing students into developmental coursework
- Implementing new, holistic models for student advising
- Redesigning developmental education coursework and delivery

With this plan as a framework, Wyoming's community colleges will continue to work with the Wyoming Community College Commission, the K12 system, the University of Wyoming, the Governor, and the Legislature to develop the most effective strategies, locally and statewide, to achieve the goals enumerated in this plan. Further, those partners must also determine the resources necessary for achieving these goals and commit to finding and applying those resources to these important goals.

University of Wyoming Completion Agenda

Appendix B

In accordance with University Plan IV, April 2013, UW is committed to:

Improved retention, persistence, and college completion. Achieving UW's enrollment goals will require a multi-prong strategy, to improve the retention of students who can succeed and to encourage students' persistence to completion of the baccalaureate. The following measures deserve attention:

- *Statewide discussions, with K-12 educators and community colleges, about enhancing the aspirational culture among Wyoming's middle school and high school students. Other pipeline-oriented measures include (1) proposals to review the eighth-grade curriculum, to increase students' access to the Hathaway Scholarship program, and (2) further development of Wyo4Ed, a website that helps pre-college students and their families plan or higher education.*
- *Programs that lower the nonacademic barriers to college success. The Division of Student Affairs has proposed a review of private and public scholarship and aid programs, to lower the fiscal barriers, alongside a review of support for ethnic minority students, students with dependents, athletes, and others who may face barriers outside the classroom.*
- *Implementation of DegreeWorks, a software package that provides easy-to-use, web-based resources for academic advising, degree checking, and course transfer. Early degree checks, conducted as students cross the 60-credit threshold, can augment this tool.*
- *Collaborations between the Division of Student Affairs and UW's academic departments, to help provide four-year curriculum planning for incoming first-year and transfer students pursuing the baccalaureate.*

1. Participation

Goals Statement: Increase student access and persistence through graduation. Metrics are being determined and will focus upon increased outreach to middle schools and high schools; fall to fall persistence of freshmen, sophomores and juniors in college; and reducing time to graduation.

2. Progress

Goal Statement: The agenda is committed to ensuring students are progressing through critical milestones along their academic pathway up to and toward the completion of their educational goal. Metrics are being determined and will focus upon implementation of new general education curriculum including the freshman year seminar; fall to fall persistence of freshmen, sophomores and juniors in college; and reducing time to graduation; implementing UW LASSO, Student Success Services to support academic, financial and personal advisement and academic services.

3. Performance

Goal Statement: The agenda is committed to sustaining and improving the performance of the University of Wyoming for the improvement of Wyoming's economic and social vitality. Metrics are being determined and will focus upon similar metrics established by the Wyoming Community Colleges to include increasing the number of degrees and certificates produced; focusing on student success at the root of the educational enterprise by increasing the rate at which students succeed in credit-bearing coursework; increasing the performance of at-risk and underrepresented students in post-secondary programs; utilizing best, proven assessments to confirm effective learning and improve educational environments.

4. Placement

Goal Statement: The agenda is committed to strengthening Wyoming's economy and society by increasing the rate at which students enter the workforce or transfer to a university. Metrics are being determined and will focus upon increasing the placement of UW graduates into the Wyoming workforce.

Measurement and Evaluation

1. Participation

- Measure: FTE/Headcount in Credit Bearing Coursework
- Measure: UW enrollment as percent of total Wyoming enrollment in higher education (comparing CC's to UW)
- Measure: Number of at-risk and underrepresented students in post-secondary programs.

2. Progress

- Measure: Fall to Fall and Fall to Spring Persistence (compared with WICHE states using IPEDS data)
- Measure: Fall to Spring Persistence (compared with WICHE states using IPEDS data)
- Measure: Retention and progress of at-risk and underrepresented students in post-secondary programs

3. Performance

- Measure: Degree and Certificate Production (number of credentials produced as a proportion of FTE or Headcount and compared to WICHE states)
- Measure: Time to degree
- Measure: Credit course completion
- Measure: Report increases in the performance of at-risk and underrepresented students in post-secondary programs

4. Placement

- Measure: Percent of UW completers (degree, certificate) who are in the Wyoming labor force (report employment rate by quarter using UI database)
- Measure: Average earnings of UW completers who are in the Wyoming labor force (using UI database)
- Measure: Track placement of at-risk and underrepresented students in positions providing a valuable asset and living wage.

VI. Statewide Strategies



This plan provides background and context for the need to improve completion rates in Wyoming deliberately over time, without forcing the colleges and UW to compete with each other for resources, and a framework for doing so and measuring success. It explains, at a high level, what the colleges propose to do and why it is necessary. The next critical step will be to achieve consensus around how that work is to be done. Although there is likely to be a local element of the plan, a number of statewide strategies have already been discussed. These require further discussion, but some such strategies include:

- UW will maintain their commitment and use of block grant funding
- Curriculum alignment with K12 via the Common Core Standards
- Improve mechanisms for determining college-readiness and placing students into appropriate coursework

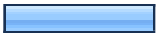

- Expand student support through UW LASSO program

With this plan as a framework, UW will continue to work with the Wyoming Community Colleges, Wyoming Community College Commission, the K12 system, the Governor, and the Legislature to develop the most effective strategies, locally and statewide, to achieve the goals enumerated in this plan. Further, those partners must also determine the resources necessary for achieving these goals and commit to finding and applying those resources to these important goals.



1. How would you rate this session with regard to providing information about the Complete College Wyoming initiative?

		Response Percent	Response Count
Not useful		0.0%	0
Somewhat useful		33.3%	9
Very useful		66.7%	18
Additional Comments			2
answered question			27
skipped question			0

2. Did you feel the Complete College Wyoming team was knowledgeable and informative regarding the CCW initiative?

		Response Percent	Response Count
Not knowledgeable		0.0%	0
Somewhat knowledgeable		22.2%	6
Very knowledgeable		77.8%	21
Other (please specify)			2
answered question			27
skipped question			0

3. Was the facilitator effective in providing opportunities for you to ask questions/seek information in the large group discussion?




		Response Percent	Response Count
Not effective		0.0%	0
Somewhat effective		11.1%	3
Very effective		88.9%	24

Additional Comments 3

answered question 27

skipped question 0

4. Were your small group discussions regarding the framework of the Complete College Wyoming initiative and its goals/objectives/measurements beneficial?

		Response Percent	Response Count
Not beneficial		3.8%	1
Somewhat beneficial		53.8%	14
Very beneficial		42.3%	11

Additional Comments 8

answered question 26

skipped question 1

5. What was the most valuable part of the session for you?

	Response Count
	24
answered question	24
skipped question	3


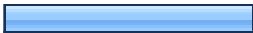

6. What was the least valuable part of the session for you?

	Response Count
	16
answered question	16
skipped question	11




7. Did the meeting and discussion meet your expectations? Please explain.

	Response Count
	20
answered question	20
skipped question	7

8. How would you rate the facilities for the training?

		Response Percent	Response Count
Poor		0.0%	0
Fair		3.7%	1
Good		37.0%	10
Excellent		59.3%	16
answered question			27
skipped question			0

9. How would you rate the meal provided?

		Response Percent	Response Count
Poor		0.0%	0
Fair		29.6%	8
Good		59.3%	16
Excellent		11.1%	3
answered question			27
skipped question			0

10. Do you have additional comments to share?

	Response Count
	11
answered question	11
skipped question	16

Q1. How would you rate this session with regard to providing information about the Complete College Wyoming initiative?

- | | | |
|---|---|-----------------------|
| 1 | Knowing there was a process already begun would have been helpful for all across the state to know | Nov 14, 2013 11:28 AM |
| 2 | multidisciplinary, excellent representation from across the state. Everyone was focused on students as a whole and very few looked at only his/her discipline area. | Nov 14, 2013 9:33 AM |

Q2. Did you feel the Complete College Wyoming team was knowledgeable and informative regarding the CCW initiative?

- | | | |
|---|--|-----------------------|
| 1 | Wonder somewhat about what we were not told | Nov 14, 2013 11:28 AM |
| 2 | Honesty was appreciated on where we are at in this process and being proactive rather than reactive. | Nov 14, 2013 9:33 AM |

Q3. Was the facilitator effective in providing opportunities for you to ask questions/seek information in the large group discussion?

- | | | |
|---|---|-----------------------|
| 1 | I thought the facilitator and the team did a very good job of focusing on CCW and not allowing the conversation to be derailed by other things and agendas. | Nov 25, 2013 7:59 AM |
| 2 | nice job keeping us on task yet giving us enough time to express our concerns | Nov 22, 2013 12:43 PM |
| 3 | Yes, she did an excellent job planning and facilitating the meeting. Very professional. | Nov 14, 2013 9:33 AM |

Q4. Were your small group discussions regarding the framework of the Complete College Wyoming initiative and its goals/objectives/measurements beneficial?

1	too short and too loud in the space; but cooperative partners with similar concerns from all colleges	Nov 22, 2013 12:43 PM
2	I was at the administrator table so I can't really comment.	Nov 17, 2013 10:41 AM
3	Sometimes I wish I knew more about the goals or the metrics so that I could have provided more feedback.	Nov 14, 2013 2:45 PM
4	too noisy of a room for small group discussions	Nov 14, 2013 2:00 PM
5	There is still much to understand on this movement	Nov 14, 2013 12:58 PM
6	Good discussions but more time previous to meeting to reflect might have been helpful and helped to be less reactive	Nov 14, 2013 11:28 AM
7	Yes, and it was great to hear the report outs and be a part of those conversations.	Nov 14, 2013 9:33 AM
8	Work was needed to get past some trust/distrust between faculty and the input in the process. Most individuals were able to focus on a big picture, others could not get past items they were VERY passionate about.	Nov 14, 2013 9:33 AM

Q5. What was the most valuable part of the session for you?

1	The most valuable part of the session were the discussions with the other faculty regarding their concerns about CCW.	Nov 25, 2013 9:35 AM
2	interaction with peers from other colleges and hearing what they are doing and what is working.	Nov 25, 2013 7:59 AM
3	Getting ideas from my peers	Nov 23, 2013 9:25 PM
4	Presentations by the leader of each group	Nov 23, 2013 9:04 PM
5	discussions	Nov 22, 2013 12:46 PM
6	Hearing our concerns expressed by faculty at other colleges - knowing that we fight the tiger together to make pur programs stonger	Nov 22, 2013 12:43 PM
7	I think the open, honest forum did a lot to alleviate faculty anxiety about the process. The large group discussions were most beneficial.	Nov 22, 2013 10:06 AM
8	The whole format.	Nov 21, 2013 7:46 AM
9	Hearing from the faculty in the reporting sessions.	Nov 17, 2013 10:41 AM
10	Small Group Discussions	Nov 15, 2013 11:38 AM
11	Meeting the CCW team and learning their perspective.	Nov 14, 2013 2:45 PM
12	making new connections	Nov 14, 2013 2:00 PM
13	Interacting with other faculty. Information and understanding from one person helps others to understand a topic.	Nov 14, 2013 12:58 PM
14	Talking to others from different colleges	Nov 14, 2013 12:26 PM
15	Visiting with other faculty	Nov 14, 2013 11:28 AM
16	Until we see if any positive results come from this and see that faculty input has any effect, I am unable to say if it was valuable.	Nov 14, 2013 10:48 AM
17	background information on what CCA and CCW even is. Knowledge of who is in charge of this at my own school. Insight from k-12 people on how they think we should approach this.	Nov 14, 2013 10:31 AM
18	Learning what the other colleges are already doing.	Nov 14, 2013 10:24 AM
19	Faculty feedback.	Nov 14, 2013 10:20 AM
20	hearing the ideas from the faculty representatives	Nov 14, 2013 10:15 AM
21	Getting clarification about my initial thoughts about what CCW was and the direction it is going.	Nov 14, 2013 10:08 AM
22	Interacting on a state level.	Nov 14, 2013 9:33 AM
23	Seeing the 7 community colleges come together.	Nov 14, 2013 9:33 AM

Q5. What was the most valuable part of the session for you?

24 knowledge gained and faculty input allowed

Nov 14, 2013 9:29 AM

Q6. What was the least valuable part of the session for you?

1	The least valuable part of the sessions was the disconnect with the administrators who were present. In the future, you should have the administrators included in the faculty discussions. A successful implementation of the CCW initiatives will require a close partnership between the administrative staff and the faculty.	Nov 25, 2013 9:35 AM
2	Nothing	Nov 23, 2013 9:25 PM
3	Presentations by the leader of each group and Q/A session	Nov 23, 2013 9:04 PM
4	nothing really	Nov 22, 2013 12:43 PM
5	The small groups were easily derailed. Maybe it was necessary to move forward at a meaningful pace, but it was difficult to be effective.	Nov 22, 2013 10:06 AM
6	none	Nov 21, 2013 7:46 AM
7	The "next steps" portion was critical but we ran out of time to really process them.	Nov 17, 2013 10:41 AM
8	Finding out that the 5% mark was set in stone while UW only has to meet 2% goal.	Nov 15, 2013 11:38 AM
9	Metric discussion seemed chaotic	Nov 14, 2013 11:28 AM
10	see above in #5...unable to determine at this time.	Nov 14, 2013 10:48 AM
11	arguing about semantics in the objectives and metric section was not useful. If we don't know where or when these will be implemented by whom--it's not useful. The groups were too large to get any useful changes. Going over it provided me a chance to read through it so I know what they are, but without someone there to answer questions for us, any suggested changes are useless. We needed more interaction with the people who wrote the objectives in the first place.	Nov 14, 2013 10:31 AM
12	The second group session was harder because you were in a new group trying to figure out the measures, but first you had to analyze the goal and objectives. It would have been better to keep the same groups so you were already familiar with the goals and objectives and could better analyze the proposed metrics.	Nov 14, 2013 10:24 AM
13	No "least valuable," really.	Nov 14, 2013 10:20 AM
14	it was all good	Nov 14, 2013 10:15 AM
15	Listening to some who only wanted to whine and complain instead of pro-actively deal with the situation.	Nov 14, 2013 10:08 AM
16	To be determined...CCW must make every effort to involve faculty and incorporate our feedback into the decisions.	Nov 14, 2013 9:33 AM

Q7. Did the meeting and discussion meet your expectations? Please explain.

1	I was hoping for a clear, state wide metric which would ensure that we are not just lowering our standards. It looks as though, with the metrics which are currently being discussed, the chase for funding dollars could very easily turn into a race to the bottom as far as educational standards are concerned.	Nov 25, 2013 9:35 AM
2	yes. Good information	Nov 25, 2013 7:59 AM
3	Yes	Nov 23, 2013 9:25 PM
4	yes	Nov 23, 2013 9:04 PM
5	yes	Nov 22, 2013 12:46 PM
6	yes. I felt good about attending	Nov 22, 2013 12:43 PM
7	Yes, it exceeded my expectations. It was informative.	Nov 22, 2013 10:06 AM
8	yes	Nov 21, 2013 7:46 AM
9	Yes, because the meeting helped our faculty better understand the initiative and the process that was under taken. On the drive over I was able to listen to my folks with their initial concerns and limited understanding. On the way back I was pleased to see some of the myths had been debunked and the was a better understanding. We came away with a plan.	Nov 17, 2013 10:41 AM
10	Yes	Nov 15, 2013 11:38 AM
11	Yes. Actually it exceeded my expectations. I appreciate the team's willingness to respond to input.	Nov 14, 2013 2:45 PM
12	Yes very informative, but again there needs to be follow up sessions.	Nov 14, 2013 12:58 PM
13	Yes - a combination of good news and bad news	Nov 14, 2013 11:28 AM
14	yes	Nov 14, 2013 10:48 AM
15	I had no expectations, so I thought it was very educational.	Nov 14, 2013 10:24 AM
16	Fully.	Nov 14, 2013 10:20 AM
17	yes, providing a venue to start hearing the collective faculty voice from across the state was important	Nov 14, 2013 10:15 AM
18	Yes, it was a civil discourse that effectively disseminated information.	Nov 14, 2013 10:08 AM
19	Yes...it went much better than I anticipated, except for a few naysayers.	Nov 14, 2013 9:33 AM
20	yes, gained knowledge and allowed our input to be heard	Nov 14, 2013 9:29 AM

Q10. Do you have additional comments to share?

1	It was hard to hear in the small group sessions but having the option of going outside the room worked well.	Nov 25, 2013 7:59 AM
2	No	Nov 23, 2013 9:04 PM
3	Hopefully some of our suggestions will be incorporated into the final draft.	Nov 22, 2013 12:46 PM
4	Beautiful building but poor acoustics in the room. Would be better to have some small break out space. The lunch was too carb centered. I've never had such a sweet sandwich. A sandwich bar may have been slower but would have accommodated a larger variety of diets.	Nov 22, 2013 12:43 PM
5	none	Nov 21, 2013 7:46 AM
6	Glad the weather was good. It would have been nice to start at 8:00 and leave by 2:00 or if more time was needed start at noon one day and end at noon the next day. Faculty still miss two days of classes for those who travel far.	Nov 17, 2013 10:41 AM
7	It will be interesting to see what the results of our work at the session are - wonder if feedback will actually be used.	Nov 15, 2013 11:38 AM
8	I appreciate the food services willingness to help provide a gluten-free option on such short notice.	Nov 14, 2013 2:45 PM
9	The room was not conducive to group sessions. The noise level was too high. I could barely hear my group members speak.	Nov 14, 2013 12:58 PM
10	Noise levels made it difficult to discuss without shouting. Maybe breaking into smaller rooms and then coming back together. The shouting added unnecessarily to a sense of drama.	Nov 14, 2013 11:28 AM
11	Please keep including and informing faculty. The only way to get buy in and support is to be included. This has the potential to be a positive impact on student learning and does not need to be hindered by the lack of communication.	Nov 14, 2013 9:33 AM