



April 2016

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Complete College Wyoming (CCW) is a statewide organization focused on access, success and completion. There are many initiatives underway with a focus on scaling up our efforts. General updates on goal progress and student success stories are included in this month's newsletter.

### CCW Ongoing Goals

1. **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 and all community college Boards of Trustees in October 2013. 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.**

Community Colleges have increased the number of completers by 9.3%.

2. **Ensure that every degree-seeking student completes gateway courses in English and Math within their first 30 credit hours.**

We have more work to do under this goal but we are making progress. During the first 30 hours, college-level math completion: 33% for CCs and 64% for UW. College-level English course completion: 64% for CCs and 77% for UW.

3. **Develop capacity and support for Guided Pathways to Success** strategies.

- All institutions are reviewing or changing general education requirements.
- All institutions are working on more definitive degree paths.
- UW has completed 4-year degree plans for all undergraduate degrees.

•To date, there have been 139 2 plus 2 articulation agreements completed between the CCs and UW.

4. **Identify the progress and success metrics** that are important to Wyoming.

Our first annual dashboard was published in February 2016. Located at: <http://www.completecollegewyoming.org/about-ccw>

We are discussing future scaling of the project and using the WCCC database to create reports.

5. **Create statewide stakeholder buy-in** for achieving Wyoming's completion goals.

We have presented at many venues, sent postcards, distributed newsletters and other publications on CCW initiatives. In addition, Wyoming Public Television has done two segments highlighting CCW.

### Additional Goals for 2015-16

1. Complete the feedback loop for the College Readiness Definition, approve, and forward to other key stakeholder groups for endorsement.

We completed the CCW definition for College and Career Readiness and are collaborating with the Wyoming Department of Education to develop a definition that everyone can support.

2. Focus on educating key stakeholders on the completion agenda by developing strategies to inform different audiences and decision-makers.

**This is an ongoing project and a priority for the team.**

3. Develop stronger collaborative relationship with the Department of Education and K12 Partners.

**CCW has added a high school counselor and the Dept of Ed Gear Up Coordinator to the team and are working on developing stronger relations overall.**

4. Continue to develop new approaches for remediation and sharing best practices.

**This continues to be a priority. Every institution has implemented initiatives and a joint event with K-12 for the fall is in the planning stages.**

5. Continue expanding the Guided Pathways to Success initiative (2 year plans, 4 year plans, and 2 plus 2 plans).

**Every institution is involved in developing 2 plus 2 plans and institutional degree plans.**

### **Student Success Stories**



#### **Alicia Michael, Casper College**

Math was one of the reasons Alicia Michael didn't succeed during her first attempt at college.

The business administration sophomore said the traditional way to teach math had never worked for her: example problems on the blackboard while she took notes.

When she returned to Casper College last year, she discovered that while math itself had not changed, the teaching practices had.

"I enrolled in a self-paced class," said Michael, 47, who ran two bars and a restaurant in Texas and Wyoming before returning to college. "You work on a computer on your problems, and if you don't understand something, you raise your hand and the teacher comes over."

While taking courses from Deb Swedberg and Jake McIntyre, she was able to move through her remedial math classes and complete the general education math needed for her degree. She said that while math is still work, this way of teaching clicked for her. Better still, she said students can complete the class early, and move on to another math class if they wish. If they don't finish, they don't flunk. Instead they begin from where they finished the next semester.



#### **Kimberly Goggles, Central Wyoming College**

"I was pretty worried about whether or not I was going to be able to write papers at a college level, but I didn't want to take an extra remediation class if I didn't need to," Goggles said. "I would have had to travel more and it would have cost me extra money too."

After speaking with her instructor, Buck Tilton, she found that she could take advantage of a new option called a "co-requisite" English class, in which you take the typical English 1010 and add an additional credit hour to allow for one-on-one tutoring from the instructor throughout the semester. "We got a lot of individual attention," Goggles said. "During the extra time we spent in class we were introduced to all sorts of resources to help us like the tutoring center, library service assistance, computer assistance and one-on-one coaching to help us write better." Thanks to this model, Goggles successfully completed the course in one semester and was able to continue her program without getting off sequence with her English classes.



#### **Dawn Marie Helms Wrights, Western Wyoming Community College**

Dawn said that she has always had an interest in electrical systems, and she recalled winning a science fair in fourth grade with a project about continuity in electrical circuits. The Electrical and Instrumentation Technology program at Western is of high academic quality and is highly regarded by employers.

Dawn said she had no problem obtaining learning accommodations when she needed them at Western. "It was great. They were there for me when I really wanted to use them and I needed them," she said. "There were extra (study) rooms that were quieter."

Dawn praised the staff in Western's Support, Disability and Counseling Center for their assistance and encouragement. They, along with her faculty instructors and even her division chair, helped her to remain positive and focused when things became difficult.

Dawn has also found value in her extracurricular activities at the college. She is a member of Phi Theta Kappa, the honor society for two-year schools, and, in 2015, she became president of the Association of Non-Traditional Students (A.N.T.S.) Club, which is very active with fundraisers and volunteerism both on campus and in the community.

**CCW website: <http://completecollegewyoming.org>**