



Progress Report November 2014

Complete College Wyoming, appointed by Governor Mead, facilitates cooperation among community colleges, University of Wyoming and other key stakeholders in focusing on student access, success and completion.

The Need

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.

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 community colleges 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. The University of Wyoming has a 6 year graduation rate of 54%. Institutions of similar type (4 year, admissions, public, doctoral granting) have an average 6 year graduation rate of 46.3% - 59.8% (American College Testing, 2012).

Wyoming is committed to helping our workforce be the best and most qualified. With this in mind, Governor Mead committed Wyoming to join Complete College America and to focus on student success, degree completion and workforce preparation.

History and Activities

Fall 2012

- Governor Mead committed Wyoming to the Complete College America (CCA) effort and appointed the core team of 8 members, which included representatives from the University of Wyoming, Wyoming Community Colleges, Trustees, Wyoming Community College Commission, Commission staff, Department of Education and the Governor's Office.
- Completed a state assessment on completion and provided annual data on student success and completion as a part of the national data gathering.
- Attended the CCA Convening and began planning for the Wyoming effort.

Spring 2013

- Asked the Governor to appoint additional members to the CCW team: a legislator, a Business/Industry person, and an additional University of Wyoming member.
- Developed a white paper on the mission and charge for Complete College Wyoming (CCW) and **established 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 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.
 2. **Ensure that every degree-seeking student completes gateway courses in English and Math within their first 30 credit hours** at the Wyoming Community Colleges.
 3. **Create statewide stakeholder buy-in** for achieving Wyoming's completion goals.
 4. **Develop capacity and support for Guided Pathways to Success** strategies.
 5. **Identify the progress and success metrics that are important to Wyoming.**
- Worked to assure that CCW goals, actions and metrics support the strategic plans of the University of Wyoming, Wyoming Community College Commission, and individual institutions.
- Researched best practices and "game changers" in student completion and success.

Fall 2013

- Twice monthly meetings to discuss success issues, continue planning and communication efforts and work on data metrics.
- Expanded the core team to include additional representations from colleges, department of education and other entities.
- Presented at the Community College Trustee Association annual Summit to trustees, college administrators, faculty, K-12 partners, legislators, and Governor's staff
- Attended annual CCA Convenings and specialized workshops on remediation, guided pathways, fifteen to finish, and student success.
- Conducted two faculty and student support staff planning sessions on student success and remediation.

Spring 2014

- Attended the Lumina-funded ECS Developmental Bootcamp.

- Created a CCW website and informational video to share resources and best practices.
- Summarized and published the new activities of the University and seven community college related to student success.
- Further expanded the team to include faculty representation from every college and a superintendent.
- Worked with Workforce Services to gather employment data and success information from employers. Signed an MOU for gathering data during FY15.

Fall 2014

- Developed context, progress, and completion/success metrics.
- Participated in the WY Articulation Summit where 2 plus 2 plans for the 17 highest enrollment degree programs began development.
- Provided regular presentations and work sessions for trustees, college staff and other interested participants.
- Presented at the Community College Trustee Association annual Summit to trustees, college administrators, faculty, K-12 partners, legislators, and Governor's staff
- Developed a draft definition of college-readiness in Wyoming.

General Accomplishments

The most positive success for CCW has been the open and consistent dialog among all higher education entities in Wyoming regarding the challenges and opportunities faced as we work to support students in achieving their educational goals. There has also been increased dialog with K-12 partners regarding college readiness and cooperative activities related to math and English preparation. The CCW Team meets every other week via conference call and meets twice annually for in-person meetings. We continue to attend the annual CCA Convenings and specialized workshops on remediation, guided pathways, fifteen to finish, and student success. In addition, the CCW team has:

- Focused on student timely degree and certificate completion.
- Reframed developmental education (remediation) at the community colleges.
- Opened lines of communication with K-12 partners on college readiness.
- Emphasized accountability and reporting matrices.
- Developed more structures approaches to student scheduling and building pathways to degree completion.
- Provided a forum for educators, trustees, Commissioners, and others to gather together to talk strategically about student success and completion.

Metrics

After significant research, feedback from constituents, and meetings with institutional research staff, the team identified the following metrics that would be reported as a part of an annual statewide dashboard. These metrics are the same or similar to those already being tracked by institutions, the

Wyoming Community College Commission and national entities (such as the Integrated Postsecondary Education Data System(IPEDS)).

Context Metrics

- Enrollment (Headcount and FTE)
- Entering student preparation
- Financial Aid Support
- Other operational areas

Progress Metrics (priority order)

1. Student progress, retention and persistence: semester-to-semester, fall-fall
2. Gateway course (College-level math and English) completion (within the student's first 30 credit hours)
3. Course completion rates

Success/Completion Metrics (priority order)

1. Degree and certificate completion
2. Transfer out rates
3. Employment in Wyoming and surrounding states
4. Average time to degree or certificate completion
5. Workforce performance and/or participation

Moving Forward

The 30 member CCW team represents all facets of education in Wyoming and is committed to continuing the dialog to facilitate an easier transition from secondary to post-secondary education and to supporting changes that provide an even stronger environment for student success in Wyoming higher education. We do better than the nation, but there is more to be accomplished. Students must take responsibility for their education but we must provide the tools to help them succeed. To that end, the team will:

- Continue to encourage reform in remediation and guided pathways for student success and will serve as a communication conduit for shared best practices and outcomes.
- Develop and publish the Metrics Dashboard annually to share student progress and success data in a uniform manner for all institutions.
- Continue to meet regularly to provide for continued dialog and innovation in higher education in Wyoming.
- Work to accomplish CCW goals including the completion goal which will help the Wyoming workforce to meet the increased demand for trained workers.
- Share the story with all stakeholders in an effort to assure everyone has access to accurate and timely information.

Appendix A

Complete College Wyoming

Core Team Members

Name	Position	Affiliation
Dr. Sara Axelson	Vice President for Student Affairs	University of Wyoming
Bruce Brown	Business Owner, Devil's Tower, WY	Industry Representative, Wyoming Community College Commission (Commissioner)
Kathy Dolan	Trustee, Casper College	Wyoming Association of Community College Trustees
Dr. Mark Englert	Vice-President, Gillette Campus	NWCCD (Gillette College)
John Freeman	Representative, Wyoming Legislature	Wyoming State Legislature
Dr. Jackie Freeze	Vice-President, Student Success Services, CCW Chair	Western Wyoming Community College
Mary Kay Hill	Policy Director	Governor's Office
Sherri Lovercheck	LaGrange, WY	Wyoming Community College Commission (Commissioner)
Dr. Patrice Noel	Coordinator, Student Success and Transitions	University of Wyoming
Dr. Jim Rose	Executive Director	Wyoming Community College Commission
*Dr. Joe Schaffer	President	Laramie County Community College
Dr. Jason Wood	Executive Vice-President for Student and Academic Services	Central Wyoming College

Dr. Schaffer replaced Dr. Armstrong Oct., 2014

Extended Team

Steve Bahmer	Executive Director	Wyoming Community College Trustees Association
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Dr. Jose Fierro	Vice President, Academic Affairs	Laramie County Community College
Dr. Gerald Giraud	Vice President, Academic Affairs	Northwest College
Judy Hay	Vice President, Student Services	Laramie County Community College
Brad Barker	Hathaway Scholarship Consultant	Wyoming Department of Education
Dr. Joe McCann	Program Teams Leader	Wyoming Community College Commission
Steve Thulin	Professor of History	Northwest College
Dr. Tim Wright	Vice President, Academic Affairs	Casper College
Dr. Dee Ludwig	Vice President for Learning	Eastern Wyoming College
Dr. Summer Stephens	Superintendent	Weston Co.

Faculty Representatives

Jake McIntyre	Math Instructor	Casper College
David Gray	Professor of English	Central Wyoming College
Kelly Strampe	English Instructor	Eastern Wyoming College
Dr. Mohamed Chakhad	Instructor, Physics, Math, Engineering	Laramie County Community College
Miranda Miller	English Instructor	Northern Wyoming Community College District
Steve Thulin	Professor of History	Northwest College
Dr. Will Clark	Asst. Professor of Biology	Western Wyoming Community College
David Anton	Professor of Math	University of Wyoming

Updated 10/27/14

Appendix B

Update on Developmental (Remedial) Education in Wyoming Higher Education October 2014

Every Wyoming higher education institution is addressing the low levels of success in developmental education.

The Problem:

- Students who start in developmental coursework do not complete college-level courses in Math and English in a timely manner, and are less likely to complete a degree.
- Students need remediation for a variety of reasons:
 - Have been out of school for many years and not utilizing skills (particularly math)
 - Did not take math during their senior year of high school, so knowledge is stale
 - Have skills gaps that preclude them from testing into college-level courses

The Response:

The Wyoming community college developmental (math and English) faculty met two years ago to discuss the challenges and concerns of developmental education. Institutions have sent representatives to national conferences and have done significant research on best practices, studying those institutions that are experiencing increases in student success.

Each institution has developed strategies for addressing this problem. Unfortunately, there are no easy and “cookie-cutter” answers.

Subsequently, the CCW team sponsored a group to go to the Lumina-funded Developmental Education Bootcamp to learn more about best practices. The team included two K-12 representatives, a math faculty and a superintendent, who subsequently have joined the CCW team.

A follow-up meeting to share initiatives and results was held on October 3, 2014. Approximately 50 faculty and staff representatives gathered to share progress on their developmental education initiatives and discuss continued challenges. K-12 partners joined the group to talk about progress from their perspective.

The Changes:

- Institutions have addressed the issue of appropriate placement in developmental math and English by adjusting COMPASS and ACT cut-off scores and/or are using other indicators such as HS GPA and grades in math to determine placement.
- Several institutions have started utilizing the co-requisite model in both math and English, whereby students are enrolled in the college-level course and provided with supplemental instruction (generally with the same faculty member) to address selected areas of deficiency. This is the preferred model for change in English.

- Some colleges are running accelerated programs, particularly in math, so that students can move quickly through the sequence if they just need to build skills in certain areas.
- Institutions have augmented support systems for students requiring remediation.
- Some institutions have addressed the non-cognitive aspects of student success and are starting to develop strategies for identifying and addressing areas such as motivation, independence, confidence and self-responsibility.

Early Results:

Institutions are beginning to see results from their developmental education efforts. Many changes have only been operational for a semester or two but have some very positive indicators of success.

A preliminary success story: Central Wyoming College has been utilizing the co-requisite model for English for three full semesters. They went from 35% completion rate in English 1010 for those who started in remediation to a 67.5% completion rate. The overall student completion in English 1010 is 78%. These results illustrate that students can be successful in these courses when provided the right learning environment and support.

Eastern Wyoming College has been working collaboratively with service-area high schools to emphasize the importance of taking the ACT and COMPASS. They have provided Compass prep sessions, the summer Bridge program, and offered developmental math to seniors at area high schools. So far, results seem promising with a decrease in the students who tested into developmental math of 38 percent, English of 40 percent, and reading of 67 percent.

Casper College has also piloted teaching developmental math in Casper high schools with an initial 91% success rate. Some students saw up to a 7 point increase in ACT scores after taking the remediation.

Western has been using the accelerated lab method for math for three years with mixed results. Students did not succeed at significantly higher levels than through the lecture method. They did, however, have the opportunity to progress more rapidly through the developmental sequence. Western is currently incorporating a new mini-lecture strategy to enhance success.

Next Steps:

The group who met on October 3rd agreed that an annual meeting to discuss results and share successes and challenges would be extremely valuable. They will also meet annually for statewide articulation. Each institution will continue to share best practices and results on their initiatives.

Institutions are contributing resources to changing developmental education, accelerating student progress to college-level courses, and are maintaining their commitment to the CCW goal of helping students to complete the first college-level math and English courses within the first 30 credit hours of their program. More concrete data will be available in the coming year.

Appendix C
Individual Institutional Developmental Reform Action Items
Implemented in Fall 2014

Casper College

- **Lowered the ACT English score for placement directly into credit English** composition from 21 to 18. This will mean a 20% increase of students per semester who can bypass developmental English.
- **Added high school GPA** (3.7 or above) as an additional **placement metric** for math.
- **Lowered English ACT placement score** to 18 for English 1010.
- Offered the option for students to take two sequential developmental courses in a single, accelerated-format semester for both math and English.
- **MATH 924** is now available as an accelerated version of **MATH 900 and 920 combined**.
- Collapsed all of our developmental English and reading courses into just two courses—**ENGL 800 and 900**—that combine remedial English and reading.
- Continue to offer developmental **math course sections** which are at an **accelerated pace and computer-based**.

CWC

- **Partnered with all nine K-12 school districts** in Fremont County that allows high school teachers and college faculty to align curriculum in math and English.

EWC

- **Offered COMPASS (test) Prep Days** that are delivered by the Learning Skills Lab Coordinator. Service area high schools are implementing **COMPASS Prep Sessions** for juniors and seniors.
- Expanded summer **Bridge Program** to two weeks in length, scheduled for two weeks in August which accommodates about 24 students.
- Developed an **Adult Education (formerly called ABE) to College Transition Program** by the ABE program in conjunction with GEAR UP.
- **Strengthened school connections** via School Partnership. Meetings are held every year with all of the service area schools and include superintendents, principals, counselors, BOCES members, and key EWC personnel.

LCCC

- **Implemented a policy change:** students pay for one developmental math or composition course registration and can take up-to a three developmental course sequence for the price of one.

NWCCD

- **Expanded placement options** to allow HS graduates to be placed directly into MATH 1000 or 1400 based on successful completion of HS math sequence and ACT score.
- **Added a support class** for MATH 1400.
- Revised COMPASS placement requirement for ENGL 1010 and **expanded placement options** to include HS GPA and performance in HS writing classes.
- **Enhanced Writing Center and Math Lab** opportunities to increase student utilization and access to faculty assistance.
- **Realigned remedial writing curriculum**.

- **Realigned lower math sequence** to reduce from 3 classes (MATH 0900, 0920, 0930) to two classes (MATH 0900, 0930), and revised placement requirements

NWC - Initiated a **pre-semester math camp**.

- WWCC**
- **Taught Accelerated math** for all lower levels by the Math (MAC) lab. Started 3 years ago and revamped for F14; based upon preliminary results, individualized progress is being supplemented by short topical lectures.
 - **Implemented summer two-week institute** prior to the start of school to focus on refreshing skills and jump-starting developmental activity, particularly in math. Also helps to build study skills and connections to the institution. 38 students participated in Summer 2014.
 - Completed an analysis of **student success and completion** of college-level math and English.

Currently Being Piloted

- Casper College**
- **Piloting Alternative-pedagogy developmental math course.**
 - CC has a project in partnership with Natrona CSD #1 that **identifies at-risk high school students and remediates** them in their junior year prior to taking the ACT.
- CWC**
- Piloting **co-requisite course pairings** in both math and composition.
 - Piloting an **alternative placement strategy** into college-level courses to include G.P.A., portfolios, writing samples, or teacher/faculty consultations.
- EWC**
- **Stacking developmental math classes** in evening sections so that students can proceed at their own pace.
 - **Teaching developmental math classes at high schools** in service area.
- LCCC**
- Piloting **blended math**.
- NWCCD**
- Piloting **co-requisite courses and combined courses** in develop/college-level writing.
 - Piloting of **remedial math modular** and **accelerated math** sections.
 - Piloting **late start** math sections.
- NWC**
- Piloting **co-requisite math course** with selected students.
 - Piloting **pre-placement testing** seminar.
- WWCC**
- Piloting **co-requisite English** with all students who tested to the higher level developmental English. Adding an additional co-requisite for the lower level for FY15.
 - **Supplementing prerequisites** for math to include completion of 4 years of high school math with a grade of C or better.
 - **Meeting with service area math and English faculty** to better articulate transition in these courses.
 - **Investigating a stat path** for math completion for majors that don't require the traditional algebra-based math.

Appendix D

MATTHEW H. MEAD
GOVERNOR



STATE CAPITOL
CHEYENNE, WY 82002

Office of the Governor

November 6, 2012

Mr. Stan Jones, President
Complete College America
1250 H Street NW, Suite 850
Washington, DC 20005

Dear Mr. Jones:

The State of Wyoming accepts your invitation to join the Complete College America (CCA) Alliance of States.

As part of our commitment to the CCA, Wyoming has assembled a team representing Wyoming community colleges, the University of Wyoming, the executive branch and employers. Each of these entities and its representatives is committed to improved postsecondary outcomes.

The Wyoming Community College Commission will facilitate the compilation of baseline completion data according to CCA/National Governors Association Common Completion Metrics. Wyoming's team will set state and campus completions goals, develop plans to achieve those goals and publicly report its progress each year.

Dr. Jim Rose, Executive Director of the Community College Commission, will serve as state team leader and as your liaison to my office. You can reach Dr. Rose at: jim.rose@wyo.gov. He can provide you with names and contact information for all members of the Wyoming task force.

Thank you, Mr. Jones, for your leadership. Wyoming looks forward to joining your effort and to making a difference.

Best regards,

A handwritten signature in black ink, appearing to read "Matthew H. Mead".

Matthew H. Mead
Governor

MHM:md