



Progress Update June 2015

Complete College Wyoming, appointed by Governor Mead, facilitates cooperation among community colleges, The 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.

Wyoming is making progress on increasing attainment. The most recent Census data (2013) show that 39.4 percent of the state's 306,000 working-age adults (those between the ages of 25 and 64) hold a two- or four-year college degree. This is an increase from last year's rate of 37 percent. (A Stronger Nation Through Higher Education, Lumina Brief, 2015)

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

- Held 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 colleges 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 working paper on college and career readiness in Wyoming.

Spring 2015

- Finalized and distributed the working paper on college and career readiness in Wyoming.
- Developed guided pathways (academic plans) to completion at the two and four-year level. There is a strong partnership between the community colleges and the University of Wyoming to ease transfer and shorten student time to degree through program articulation (2 plus 2 plans).
- Finalized metrics and set the due date for the first round of data for June 15. The first data dashboard will be distributed in the fall.
- Developed a marketing subcommittee and created a CCW brochure and Postcard mailing to legislators. Added a PR committee liaison to the team.
- Added an additional industry representative, David Traverso from Cloud Peak Energy.
- Identify an additional representative from the K-12 environment.
- Review results from initiatives designed to address remediation.
- Collaborate with Wyoming Public Television on a series of programs on student persistence and completion in Wyoming.
- Develop goals for the coming year.

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 metrics.
- 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

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
4. Milestone credit hour progress toward degrees

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

Goals for 2015-16

- Complete the first data dashboard that provides the baseline for metric progress. It will be published each fall.
- Participate in a fall completion day designed to bring together various constituent groups to continue the completion dialog in Wyoming.
- Continue to facilitate the persistence and completion discussion in our state.
- Distribute the working paper on college and career readiness in Wyoming.
- Involve K-12 partners more fully in the dialog regarding student success.
- Work to accomplish CCW goals including the completion goal which will help the Wyoming workforce to meet the increased demand for trained workers.
- Participate at the regional and national level as appropriate.

Appendix A Complete College Wyoming

Core Team Members

Name	Position	Affiliation
Dr. Sara Axelson	Vice President for Student Affairs	University of Wyoming
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	Deputy Policy Director	Governor's Office
Sherri Lovercheck	LaGrange, WY	Wyoming Community College Commission (Commissioner)
Dr. Patrice Noel	Director of Transfer Relations	University of Wyoming
Dr. Jim Rose	Executive Director	Wyoming Community College Commission
*Dr. Joe Schaffer	President	Laramie County Community College
**Dave Traverso	Manager, Systems	Cloud Peak Energy

Original Gubernatorial Appointments

*Replaced Dr. Armstrong
Sept. 2014

**Replaced Dr. Bruce Brown
April 2015

Extended Team

Erin Taylor	Executive Director	Wyoming Association of Community College Trustees
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

Public Relations Support

Christopher Sheid	Coor. Marketing & Communication	Western Wyoming Community College
Craig Blumenshine	Public Affairs Editor	Wyoming Public Television

Updated 6/2/2015

Appendix B

Draft University of Wyoming and Wyoming Community College Completion Efforts, FY15

Reported by the WCCC Academic Affairs Council Members, WCCC Student Services Council Members and UW Officials to the Complete College Wyoming Team

The University of Wyoming and the seven Wyoming Community Colleges have undertaken a multitude of initiatives since early 2013 intended to increase the rate and number of student degree and certificate completions. Governor Mead in late 2012 decided to join the Complete College America in order to meet increasing demand workforce talent in Wyoming, address the skills gap in Wyoming’s workforce, stem the state’s out-migration and improve the quality of life in the state.

The initiatives undertaken by the seven Wyoming Community Colleges and UW are intended to:

- Increase **participation** in higher education
- Improve **progress** rates of student milestone accomplishment and improve **student performance**
- Increase the number of students who **complete** certificates and degrees, transfer to another college or university to complete their education and/or are prepared to successfully preform their entry level job in Wyoming’s workforce

The Complete College Wyoming Team requested that the UW and the community college not adapt a “cookie cutter” approach. Instead a wide variety of initiatives have been undertaken, many of which are based on best practices and /or research, with sharing of approaches and results among the eight institutions. The table below indicates initiatives that are being implemented with an “**Imp**” and pilot initiatives with a “**P**”. Most of” **Imp**” for each institution actually represents a number of initiatives to assist students.

WCCC Statewide Strategic Plan	Completion Initiatives	CC	CWC	EWC	LCCC	NWCCD	NWC	UW	WWCC
Participation	Established Completion goals	Imp	Imp	Imp	Imp	Imp	Imp	Imp	Imp
Participation	Learning to succeed and to learn	Imp	Imp	Imp	P		Imp P	P	Imp P
Progress and Performance	Completion of college level math and composition within the first 30 credit hours	Imp	Imp	Imp	P	Imp P	P		P
Progress and Performance	Reform degree requirements and entry level prerequisites	Imp	Imp P	P	P	Imp		Imp	P

Progress and Performance	Reform of initial course placement	Imp			Imp	Imp		Imp	P
WCCC Statewide	Completion Initiatives	CC	CWC	EWC	LCCC	NWCCD	NWC	UW	WWCC
Strategic Plan									

IMPLEMENTED for '14 – '15

Casper College:

- Student Success Counselor has set up “**skills workshops**” for any student to attend.
- **Retention alerts** have been started by the Student Success Specialist to respond retention alerts which are submitted by faculty.
- **Pre-advising presentations** are being made in several classes and in residence halls.
- An **employee mentor program** has been initiated.
- Requiring a student-success course for at-risk populations
- Limiting late registration
- We have **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.
- **MATH 924** is now available as an accelerated version of **MATH 900 and 920 combined.**
- We have collapsed all of our developmental English and reading courses into just two courses—**ENGL 800 and 900**—that combine remedial English and reading.
- Continuing with developmental **math course sections** which are at an **accelerated pace and are computer based**

CWC:

- **Advisement training** is being done.
- An effort to **advise all students** is being made.
- Co-requisite courses pairings are being piloted in both math and composition.
- Began a “**Graduation Matters**” initiative
- **Free housing** began the summer of 2013 to students in order for them to improve our retention and time-to-degree numbers.
- **Co-curricular learning** has been established as a credit bearing “course” to enhance student engagement.
- Scheduled a **non-instructional day for advising** in spring of 2014, fall 2013, and spring of 2015 to ensure sustainability.
- Partnered with all nine K-12 school districts in Fremont County **High school teachers and college faculty aligned curriculum in math and English**

- **Meta-majors** have been **developed** and we have eliminated the General Studies degree.
- Student **learning outcomes related to “diversity”** have been **embedded** into all general education courses instead of having “diversity” be a single general education course required of students.

EWC:

- Assigned a **faculty member to retention efforts** for students of concern defined as those on probation, suspension, or having tested into two or more developmental studies classes. Faculty member developed a non-credit course called Success Builders utilizing the LMS.
- Held **summer training** to improve continuity of financial aid and admissions services for students at outreach sites and on-campus
- A **library guide** with internet resources for Compass preparation and practice.
- **Intrusive advising is being implemented beginning with** advising training sessions for faculty.
- **Compass (test) Prep Days** are being delivered by our Learning Skills Lab Coordinator.
- Service area high schools are implementing **Compass prep sessions** for juniors and seniors.
- A summer **bridge program** has been expanded to two weeks in length, scheduled for two weeks in August and accommodates about 24 students.
- An **Adult Education (formerly called ABE) to College Transition Program** has been developed by our AE program (formerly known as adult basic education) in conjunction with GEAR UP.
- **Strengthening 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.
- Curbing late enrollment with a **“last day to register”** that started the fall semester 2013. New students must have started the application process by the Friday before the Tuesday, first day of class to register.
- Established an **early advisor alert system** that utilizes the Campus Cruiser academic alert product
- **Commit to Complete** campaign in conjunction with PTK during fall orientation and beginning of fall semester. Students signed pledge cards and banner.
- Held series of faculty meetings with common read of Terry O’Banion’s **Access, Success, and Completion**. Will further develop faculty suggestions from sessions
- EWC **Fred (volunteer staff) contact to all new students** to check in with them a couple of times a semester
- SmarThinking **online tutoring** expansion
- Revised **academic dismissal policy**.

LCCC:

- A **policy change** is being implemented - 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.

- Implementing a **holistic advising program**
- Started mandatory **orientation for new students**
- Started mandatory **advising for degree-seeking students**
- Making **strategic use of financial aid and scholarships**
- **General education has been re-designed** to support our current and future academic and curriculum initiatives

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 for increased student utilization and access to faculty assistance
- **Realigned of 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
- **Seamless student transition**
- **Colleague admissions management software** being implemented
- Reduction of credit hours to **60 for AA, AS, AFA and AAS degrees**; program realignment
- **Student educational planning software**
- **Graduation campaign to raise awareness**

NWC:

- Initiated a **pre-semester math camp**
- **Opened** and staffed an **advising office** dedicated to advising from enrollment through post-graduation
- All students who do not declare a degree major will be assigned as **General Studies degree** majors, and will **be advised by the Advising Center**.
- Initiated an academic **early alert system** that refers students to intensive advising
- Developed **first year courses** in several majors to **promote retention and success**
- **First year course offerings are expanding** across programs.

UW:

- Implemented the **WY Transfer Advance Program** that provides students transferring with an AA or AS from a WY CC with: 1) automatic admission to UW; 2) admission application fee waiver; 3) academic advising support; 4) financial aid

counseling; 5) early transitional support; and 6) academic transition plans (2 plus 2 plans)

- Implemented a **Reverse Transfer Program with LCCC and WWCC** and invited all WY CCs to participate
- Implemented a half-day **Transfer and Non-Traditional New Student Program** just before classes began in August
- Developed an **Early Alert Program** for 1000 and 2000 level courses with follow-up from academic advisors and resident assistants
- Expanded the **Synergy Program**, a support program for students who do not meet the regular admission criteria
- Developed **timely communications** from the Office of the Registrar to students about important dates and academic progress
- Implemented **Degree Works** to assist students and advisors with academic planning and degree checks
- Implemented **Academic Works** for automation of scholarship awards
- Comprehensive review of student recruiting and retention practices leading to **increased student recruiting efforts and expansion of student retention support**
- Redeveloped the student/staff /faculty computer portal, **WyoWeb**, to make it more user-friendly and mobile-friendly

WWCC:

- **Accelerated math** for all lower levels is being taught out of the math (MAC) lab. Started 3 years ago and revamped for fall 2014; based upon preliminary results, individualized progress is being supplemented by short topical lectures
- **Summer two-week institute** prior to the start of school focuses on refreshing skills and jump-starting developmental activity, particularly in math Also helps to build study skills and connections to the institution Thirty eight students participated in Summer 2014
- Completed an analysis of **student success and completion** of college-level math and English
- Advising, career counseling, employment, transfer and internships were combined into a **new ACE IT Center** to provide comprehensive student support. Added a part-time advisor for part-time students for fall 2014.
- **Faculty in-service activities session** on student engagement during the first three week of the fall semester Now part of the overall college culture
- Continued the **part-time degree-seeking student support initiative** that includes required advising, educational planning and strengthened communication Completed the AQIP project on part-time students.
- Working on Guided Pathway through **the implementation of the Colleague academic planning module** and a subcommittee of the strategic enrollment planning team on meta-majors
- **PASS (Program for Adult Student Success)** now in it's the third cohort Expanded to a full analysis of the evening course program to better serve adult students
- AQIP project on academic quality: *Raising the Bar: Excellence in **Research Writing and Professional Development***

- 16 to Succeed initiative is now in its first full year. Over 300 students signed up and 13 will complete early at the end of fall 2014. **Sixteen to Succeed initiative** to encourage full-time students to take 16 credits per semester and part-time 16 per year Incentives provided for on-time completion
- **Revamped and revitalized the all 2014 orientation program** for incoming degree-seeking students to a full week of activities targeted to promote student engagement and connection. Piloted fall 2014.
- **Revamped international student support** programming including adding a pre-fall ESL institute which was very success for summer 2014
- **Strategic enrollment planning effort underway to help manage enrollment and assure that programs and services help facilitate student’s educational goals**
- **Using national survey data** from SENSE, CCSSE, SSI, and the Noel-Levitz 2nd Year Student survey to strengthen support programs and facilitate completion
- Meeting with **service area HS math and English faculty** to better articulate transition in these courses

Piloted ‘13- ‘14

Casper College:

- **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. Our intervention has been very effective at increasing ACT scores of seniors, so we believe it will work with juniors as well.

CWC:

- **Co-requisite courses pairings** are being piloted in both math and composition.
- Developed an **alternative course placement strategy** into college-level courses to include G.P.A., portfolios, writing samples, or teacher/faculty consultations
- **A second year learning student cohort** in our outdoor education program are now living at our Sinks Canyon Center as a pilot project which incentivizes successful completion of their first year of studies.
- For fall 2014, financial literacy is a **required general education** course for all students
- Piloting **“early registration”** in Spring 2014 to promote a stronger relationship between faculty advisors and students

EWC:

- **Offered stacked developmental math classes** in evening sections Students can proceed at their own pace.

- **Developmental math classes are being taught at high schools** in service area.
- **Revising hours required for some degrees**—reducing from 64 or more to 60 credits
- **Began using meta-majors** concept in specific areas.

LCCC:

- **Blended math** is being piloted.
- **Mandatory first year experience** for all new degree-seeking students will be piloted fall 2014.

NWCCD:

- Piloting co-requisite courses and combined courses in developmental/college-level writing
- Piloting **late start** math sections
- Piloting of **remedial math modules** and **accelerated math sections**
- **Contextual learning** course pilot
- **Seamless student transition** is being implemented
- Colleague **enrollment management** software is being implemented
- Implementation of an **early alert system** for fall 2014
- **Late registration will be phased out.**

NWC:

- Currently piloting the **co-requisite math course** with selected students
- Piloting **pre-placement testing** seminar

UW:

- Piloting a new student transition program, **Cowboy Connect**, just before classes begin in August (replacing Summit)

WWCC:

- A **full week orientation program** for degree-seeking students that includes components of the Freshman Experience class and other student engagement activities
- **Streamlined registration** programs to focus on getting student enrolled quickly
- Implementing the **academic planning module of Colleague** to help develop the Guided Pathway
- Intrusive advising at all stages of the students progression
- **Revamping the developmental math sequence** to include fewer courses, less cost, and a more streamlined entry into the first college-level math

- Piloting a co-requisite **model of English delivery** for most students needing development English
- **Additional advising staff support** to provide more customized advising assistance to students
- **Began Compass prep classes**
- Scheduling the **last registration** program a week before classes start No late registration program in the spring
- Meeting with service **area HS math and English faculty** to better articulate transition in these courses

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 1010** from 21 to 18. This has meant a 20% increase of students who bypass developmental English.
- **Collapsed all of our developmental English and reading courses** into just two courses—**ENGL 800 and 900**—that combine remedial English and reading.
- **Added high school GPA as a placement metric** into MATH 1000 and MATH 1400.
- **MATH 924 is now available as an accelerated version of MATH 900 and 920 combined.**
- **Continue to expand a successful math intervention program in area high schools.**
- **Require a 2-credit Student Success course** (study and life skills) for at-risk categories of freshmen.
- Formal system whereby **struggling students are identified and counseled**

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.
 - **Investigating a stat path** for math completion for majors that don't require the traditional algebra-based math.
- UW**
- Piloting a **co-requisite math** approach in MATH 1000 for selected students.

Appendix D Working Paper College and Career Readiness for Wyoming Students

This working draft of a definition for college and career readiness is an effort to focus our statewide dialog about student success around those attributes that will help them make a seamless transition from K-12 through college and into the workforce. By 2022, 65% of Wyoming's workforce needs some type of higher education in order to meet our workforce needs. Better preparation for students at every level will make our State more successful economically and socially. Educated citizens who make a living wage and are satisfied in their careers lead to fewer social and workforce challenges. Agreeing on what it means to be ready to move into college and into the workforce will help us leverage our talent and manage our programs and services to gain the greatest return. Help us by participating in the discussion of what it means to be college and career ready.

Raising the Rigor of Academic Standards: In today's global economy, a high-quality education is no longer just a pathway to opportunity and success – it is a prerequisite. Because economic progress and educational achievement go hand in hand, educating every American student to graduate prepared for college and for success in a new workforce is a national imperative.

President Barack Obama

Remarks to the Hispanic Chamber of Commerce

March 10, 2009

Preamble

Wyoming students who are college and/or career ready will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, or enter economically viable career pathways. In order to meet this goal, the state has defined a set of learning competencies, intellectual capacities and experiences essential for all students to:

- Be able to continue to learn, and willing to do so
- Provide positive contributions to their families, workplaces and communities
- Be successfully engaged global citizens

Beyond demonstrating college and career ready levels of competence in English Language Arts, Literacy and Mathematics on a readiness assessment, all high school students should develop a foundation in the academic disciplines identified in the Hathaway Success curriculum. Students must be able to:

- Synthesize information from multiple sources to draw conclusions
- Critically analyze information
- Apply models and technology to real world situations
- Write effectively so that a general or specific audience can understand the information
- Read, understand, and summarize information from a variety of sources
- Solve problems with connections to the standard mathematical practices [1]

Qualities and Strategies

Preparation for college and career should help students develop a wide range of quantitative and qualitative abilities that go beyond the minimum levels of competence needed for entry-level college courses and employment. Students will demonstrate:

- Higher order thinking skills of analysis, synthesis, and evaluation
- The ability to think critically, coherently, and creatively
- The ability to direct and evaluate their own learning, be aware of resources available to support their learning, and have the wherewithal to access these resources when needed.
- Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned perspectives

Personal & Professional Skills

Student preparation for college and career should emphasize career awareness, exploration and immersion as well as development of the foundational knowledge and skills necessary to successfully navigate the workplace. College and career ready students will demonstrate:

Work Ethic and Professionalism

- Attendance and punctuality expected by the workplace
- Workplace appearance and decorum appropriate for position and duties
- Accepting direction and constructive criticism with a positive attitude and response
- Motivation and taking initiative, taking projects from initiation to completion
- Understanding workplace culture, policy and safety, including respecting confidentiality and workplace ethics

Effective Communication and Interpersonal Skills

- Oral and written communication appropriate to the workplace
- Listening attentively and confirming understanding
- Successfully interacting with co-workers, individually and in teams

Proficiency in these skills is common for success in all workplaces and should be viewed as the foundation upon which additional workplace and career skills are added based on the specifics of any job.

[1] As defined by the National Council of Teachers of Mathematics.

Appendix E

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