

Wyoming Higher Education Completion Conference

October 28, 2015
Casper College, Gateway Building

9:30 a.m. **Welcome, General Comments**, Gateway Building Room 225

10-10:45 **Program rEvolution: Promoting Student Success Through LCCC's Curricular Evolution, Room 218**

Laramie County Community College completely revised every program offered in one academic year through a rigorous review and approval process. This presentation will connect the foundational elements necessary for a Program rEvolution. Participants will examine the institutional policies needed to launch the initiative, the processes necessary to structure the project, and the resources required to complete the rEvolution.

Crystal Stratton, Instructor of Communications and Terry Harper, Interim Vice President for Academic Affairs

**CC Early Math Remediation Program
Room 221**

A discussion of the early math remediation program between Casper College and the Natrona County School District. In this program we identify and remediate students in their senior year. On average, students in our program have increased their math ACT scores 3 points. This program is in its fourth year and is beginning the scaling process. Matt Nickodemus, Instructor of Mathematics

**WWCC's Persistence and Completion Package
Room 223**

Western's initiatives in regard to persistence and completion. Topics to be discussed will include the Sixteen to Succeed Initiative, Milestone Award Project, Informed Advising, and Academic Planning. The session will discuss implementation and planning, how the three projects align to bolster completion and lessons learned. It will conclude with a brief section on moving the project forward and conclude with an opportunity for discussion and questions.

Mark Rembacz, Director of Student Engagement & Completion, Molly McClure, Director of the ACE-IT Center, and Jackie Freeze, Vice President for Student Success Services

**Seven Semesters of Co-requisite Data for English and Math
Room 216**

CWC's co-requisite experiment began in Summer 2013 with ENGL 1007/1010. We have offered this model for a total of seven semesters. The Enrollee Success Rate of this model is 63% which is approaching twice the rate for the traditional pathway, i.e., 37%.

Our Math co-req model, MATH 1001/1000, began in Fall 2014. The Enrollee Success Rate is twice the traditional pathway, i.e., 56% vs. 28%. More students are completing their gateway classes in English and Math through the co-requisite model.
Mark Nordeen, Dean, Liberal Arts, Central Wyoming College

11-11:45

Student loan default prevention: How CWC went from a 22.6% cohort default rate to 8.06% within 3 years

Room 216

Faced with high and rising student loan default rates, Central Wyoming College used the results of a study to implement multiple changes to implement best practices for our student population. These changes, college-wide support (including curricular changes), and a contract with an outside contractor have dramatically reduced CWC's cohort default rate.

Coralina Daly, Vice President Student Services, CWC

Leaping Ahead: Redesigning and Implementing LCCC's Developmental English Program

Room 218

In this presentation, we will focus on the research, curriculum planning, scheduling, and ultimate implementation of LCCC's brand new Developmental English sequence. This sequence, fashioned after a proven and tested co-requisite / accelerated model, represents a bold new way of envisioning Developmental English at LCCC. Presentation information will also touch on the importance of scheduling, administrative support, faculty training, and ongoing data collection as crucial to the program's success.

Damien Kortum, English Instructor

High Impact Practice: Mandatory New Student Orientation

Room 221

LCCC completely revamped its orientation process for new students beginning in the spring of 2014, making it mandatory. We re-tooled the enrollment process, and tied orientation content with the newly revamped Intro to College Success course. The other innovation this fall was putting orientation into a D2L shell for online access. The first year of data is indicating strong results! Come talk with us about orientation and share what's working at your college.

Sarah Hannes, Director of Admissions, LCCC

Alternative Placement and Support Models for Math and English Students at NWCCD.

Room 223

NWCCD implemented alternative placement options for students during the 2013-14 academic year. At the same time, the Math and English Departments made adjustments to the model and sequencing of its developmental courses. NWCCD's alternative placement method will be presented along with the changes made to developmental education. Preliminary results show that alternatively placed students do about as well as traditionally placed students.

Chuck Denny, English Faculty and Jay Araas, Math Faculty

12-1:30

Lunch/Updates from CC's and UW

1:30-2:15

Vice Presidents Unite! (Is it true that Student Affairs is from Venus and Academic Affairs is from Mars?)

Room 218

Share ideas and experiences of developing and implementing a collaborative model between Academic and Student Affairs. This model involves both arms of the college organization working together in joint decision-making and support roles with excellent results. Judy and Terry will underscore the importance of uniting in support of initiatives supportive of students and the faculty and staff who are responsible for experiences both in and outside the classroom.

Judy Hay, LCCC VPSS and Terry Harper LCCC Interim VPAA

WWCC's and EWC's Jump Start to College: The Who and What of Complete College at WWCC's Summer Bridge Program for Remedial Students

Room 221

WWCC offers a Summer Bridge Program two weeks before the start of the fall semester. The program has evolved to include instruction in 3 crucial areas: Reading, Writing, and Math for students who test in to 2 developmental classes or more. Results show improvement for the majority of students in their post COMPASS English score, and all students get a two week jump start on their designated math class. Retention, progress, and success rates are also high after one year in college when compared to their peers at WWCC.

Eastern will discuss the Bridge Program, conducted annually two weeks before the academic year begins, that seeks to boost student achievement on the Compass exam, with the aim of getting students through developmental classes as quickly as possible, as well as prepare students for the challenges they will face in college and college life. I will also discuss challenges and the future outlook of the program.

Stacie Lynch-Newberg, Professor of Developmental Studies, Sue Fahlsing, English Lecturer, Western and Court Merrigan, Coordinator of the Center for Tutoring and Learning, Eastern

200% Increased program enrollment in 1 year??? Faculty/Admissions Partnership Works!

Room 223

See how the synergy created by partnering can yield dramatic results. Bryan and Sarah will outline how the Ag faculty worked closely with Admissions staff to surround prospective students with support and information that brought enrollment in the Agriculture programs up by 200%. No last-minute recruitment needed, just strong support through the process such that students were prepared and ready to roll beginning on Day One.

Sarah Hannes, Director of Admissions, LCCC, Bryan Wilson, Department Chair/Faculty-Agriculture

High Impact Practice: Holistic Advising & Faculty Involvement in Early Alert at LCCC

Room 216

LCCC established a holistic advising model, ensuring all degree-seeking students have one advisor from entry to graduation. We have blended the holistic model with other high impact practices such as making advising mandatory, linking academic planning with the new Intro to Student Success course, seamless handoffs from Admissions to

Advising such that students do not get lost in the process, and a true Early Alert system that gives faculty another tool to keep their students engaged. Student persistence has improved, students' choosing of a degree program has improved, and students are being supported well. This year we'll complete implementation of the Starfish early alert system to round out the resources needed to connect students, faculty, and advisors well.

Kathryn Flewelling, Director of Student Planning & Success, LCCC and Jonathan Carrier, Assistant Director of LCCC's Center for Teaching and Learning and Psychology faculty.

2:15-3:00

CCW Update and Future Planning

Panel discussion and update from the CCW Team (Dr. Jackie Freeze, Chair, VPSS Western; Representative John Freeman, Patrice Noel, Coordinator of Transfer, UW, Jake McIntyre, Math Faculty Casper College)

