

# University of Wyoming and Wyoming Community College Completion Efforts

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

*IMPLEMENTED '13-'14 or earlier*

## 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

## 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.
- Offering an **early/priority registration** for students who see their program advisors.
- Developed a **Financial Literacy 1000 course**. All students who receive loans and any student that does not maintain standards of satisfactory academic performance have been required to take the class
- 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 are eliminating 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.
- **CWC is one of 15** colleges and universities accepted through a competitive application process into the Higher Learning Commission’s “**Persistence and Completion Academy**”

## EWC:

- Held **summer 2013 training** to improve continuity of financial aid and admissions services at outreach and on-campus students
- **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 **library guide** with internet resources for COMPASS preparation and practice.
- An ABE to college **Transition Program** has been developed by our ABE program in conjunction with GEAR UP.
- A summer **Bridge Program** has been expanded to two weeks in length scheduled for two weeks in August and accommodates about 24 students.
- **Intrusive Advising is being implemented beginning with** advising training sessions for faculty.
- 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.
- 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.
- **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.
- 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:

- **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**
- **Realignment of developmental math curriculum**
- **Graduation campaigns** to raise awareness

#### NWC:

- **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
- In the process of developing **four-year academic plans for each program** beginning Fall 2015 (when USP 2015 is in effect)
- 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:

- Advising, career counseling, employment, transfer and internships were combined into a **new ACE IT Center** to provide comprehensive student support
- **Faculty in-service activities** on student engagement during the first three week
- Started a **part-time degree-seeking student support initiative** that includes required advising, educational planning, and strengthened communication
- Working on Guided Pathway development by **teaching students to do degree audits** from their first registration
- **PASS (Program for Adult Student Success)** now in it's the second cohort. Developing plans to mainstream
- **Freshman experience course** required for athletes, international students, GearUp and PASS students
- AQIP project on academic quality: *Raising the Bar: excellence in **Research Writing and Professional Development***

## *Currently Being Piloted*

### Casper College:

- **Alternative-pedagogy developmental math course**

### CWC:

- **Co-requisite courses pairings** are being piloted in both math and composition
- 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
- Developed an **alternative placement strategy into college-level courses** to include G.P.A., portfolios, writing samples, or teacher/faculty consultations
- Piloting "**early registration**" in Spring 2014 to promote a stronger relationship between faculty advisors and students

### EWC:

- **Stacked developmental math classes** in evening sections—students can proceed at own pace.
- **Developmental math classes being taught at high schools** in service area.
- **Revising hours required for some degrees**—reducing from 64 or more to 60 credits.
- **Meta-majors** concept in specific areas.
- Classes that **double-count** in general education areas.

**LCCC:**

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

**NWCCD:**

- **Co-requisite** courses and **combined** courses in developmental writing
- Piloting of **remedial math modules** and **accelerated math sections** and **late start 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

**UW:**

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

**WWCC:**

- **Revamped International student support** programming including adding a pre-fall ESL institute
- **Sixteen to Success initiative** to encourage full-time students to take 16 credits per semester and part-time 16 per year. Incentives provided for on-time completion
- **Summer institute for career and technical high school students** to start the connection process for further education
- **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 2<sup>nd</sup> Year Student survey to strengthen support programs and facilitate completion

## *Planned*

### **Casper College:**

- Implement **Program Maps** with cohort opportunities effective fall 2014
- Implement **meta-majors** [we call them "**First-Year Flex Plans**"] effective fall 2014
- Begin the **use of high school GPA as an additional placement metric** for math placement starting fall 2014
- **Change the ACT-English score** from 21 to 18 for placement into college English effective fall 2014
- Begin the use of developmental English and reading reconfigured into **just two courses of English/reading combined** starting fall 2014
- Casper College will begin the HLC Completion & Persistence Academy in October 2014

### **CWC:**

- **Co-requisite English Courses will replace 11 developmental sections** of English on the Riverton campus prior to fall of 2014
- Developing a **competency based program** that will involve direct assessment instead of credit hours
- Implementation of implementing mandatory advising
- **Lengthen Summer 2015 term** to 12 weeks to allow more full-time student participation
- For fall 2014, Financial Literacy is a **required general education** course for all students
- High school teachers and college faculty will do **classroom exchanges and observations** during the 2014-15 academic year in order to strengthen teaching and learning
- We are working to **incorporate the co-requisite model** at outreach centers and for online sections by **fall of 2015**

### **EWC:**

- **College Readiness**—we are working as a college to define what this means beyond the obvious placement scores on COMPASS or ACT. How can we help students be better prepared for college overall
- Exploring "**modularization**" of **developmental studies courses** in order to allow quicker completion of content so students are ready for college-level courses more quickly

- Developing concept of **Reading Lab** to let students accelerate at their own pace
- Changed name of Learning Skills Lab to **Center for Tutoring and Learning** to more clearly identify the purpose of the area

#### LCCC:

- **Reverse transfer** project with UW
- **All degree programs** will be **reduced to 60-64 credit hour** beginning fall 2014-15.
- Full implementation of **mandatory first year experience** for all new degree-seeking students is expected fall 2015.
- Implementation of an **early alert system** is expected for fall 2014
- Implementation of **high impact practices** from **ACC&U** fall 2014
- **Metamajors** are expected to be implemented fall 2015
- **Re-design** of the mathematics curriculum (**statway/quantway**)
- **Re-design** of the **developmental English curriculum**. Reading and writing is being combined into one course and curriculum has been re-designed to be delivered on 8 weeks sections.

#### NWCCD:

- **Documented educational plan required** for financial aid
- Faculty **advisor training program**
- Reduce developmental math sequence from 3 classes (MATH 0900, 0920, 0930) to consist of only 2 classes (MATH 0900, 0930) fall 2014
- **Increase student utilization of math** centers on each campus and use TutorTrac software to track student utilization
- **Add support classes** for students in math 1400 (MATH 1400L)
- Keep the traditional placement and transition scores that are recognized by the state of Wyoming Community College Commissioners and Academic Affairs Council.
- **Enhance college level English composition and reading placement protocols** beyond sole usage of ACT English Composition and reading scores via the use of Compass test scores, high school grade point average, and student performance in high school English
- Facilitate high school graduates to be **placed in math 1400** Calculus **based on high school credentials** in fall 2014 as part of an alternative placement strategies are implemented
- Utilize **ABE** program for **remediation of students** at the lowest incoming math skill level (students who place below MATH 0900)
- Offer math **boot camps prior to the start of each semester** starting fall 2014
- **Decrease** the number of **developmental math course sections from 61** offered fall 2012/spring 2013 **to 18 sections** fall 2014/spring 2015

#### NWC:

- Empowered a Retention Committee to review literature of student success, **develop proposals and advocate for action to improve student success**
- Developed **first year courses** in several majors to promote retention and success.
- Planned for **co-requisite developmental math courses** beginning Spring, 2014
- Developed an evaluation tool to **identify students at risk for dropping or failing**

#### UW:

- Plan to implement a new **USP (a more transparent and succinct general education program)** in Fall 2015. UW has begun conducting workshops internally and at the WY CCs in preparation for the implementation
- Plan to **implement four year academic degree plans** for all programs in fall 2015
- Plan to **implement Academic Transition Plans (2 plus 2 plans)** for 17 degree programs for all 7 WY CCs in Fall 2014-15
- Plan to **implement a more coordinated and robust academic support program** (tutoring and supplemental instruction) in fall 2014

#### 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
- Implementing the **educational planning module of Colleague** to help develop the Guided Pathway
- **Revamping the developmental math sequence** to include fewer courses, less cost, and a more streamlined entry into the first college-level math
- Developing a **concurrent model of English delivery** for most students needing development English
- **Additional advising staff support** to provide more customized advising assistance to students
- **COMPASS Prep Classes**
- Making the **last registration** program a week before classes start



## *Under Consideration*

### **Casper College:**

- Require a **student-success course** for at-risk student populations,
- Provide **peer (student) tutoring**
- **Limit late registration.**
- We are already piloting an **alternative-pedagogy developmental math.**
- Addition of high school GPA as an additional course metric for student placement into college English

### **CWC:**

- Our loan **default rate** has been excessively high, we aim **to lower** it substantially

### **EWC:**

- **Retention Coordinator** position being discussed.
- **Athletic code of conduct** to include required study tables.
- **Math** and **Writing** labs staffed with professional tutors.

### **LCCC:**

- **Intrusive/holistic advisement** program is being proposed - Looking at going to a professional advisor model in which students would be assigned an advisor at entry and keep that advisor until graduation.
- Conversation to include **metamajors** is occurring
- Faculty is studying the **possibility using different methods to place students into credit courses.** This initiative may include a combination placement scores and high school GPA
- Strengthen partnerships with University partners by **creating program level articulations** to allow LCCC students to transfer to partners universities as juniors

### **NWC:**

- **A committee has been formed to recommend strategies to improve advising.** Exploring options for **awarding credit for previous learning**
- Considering a plan to require **all first time students to take a first year course**

**UW:**

- Consider **developing STEP, a Student Success, Tutoring, Engagement and Persistence Program**, to increase academic success, retention and graduation rates
- Consider developing a significant **outdoor program** to assist students with their transition to UW

**WWCC:**

- **Cross-campus advising committee** considering required hold, advisor training and evaluation and other important advising modifications
- Making the **last day “to add”**, the day before classes begins
- **Required freshman experience course for all** degree-seeking students
- **Advisor holds** for all registration and drop/add activity