ACCREDITATION EVIDENCE

Title: Retention Plan

Evidence Type: Corroborating

Date: 2017-2020

WAN: 22-0460

Classification: Resource

PII: No **Redacted:** No

I. Introduction

This retention plan will provide direction to Western Wyoming Community College's retention efforts and give us the tools to set goals and measure our efforts. This plan was established through the efforts of the Building Student Connections Team (B-Team). This committee supports retention efforts and has broad representation across the campus. This group works to implement retention efforts and move retention goals into actionable items. This plan is designed to provide a broad framework for retention activities, it outlines the philosophical underpinnings of retention, the relationship retention has to the College's mission, the current state of retention and completion at Western, the measures of success for retention as well as short and long-range goals for retention.

II. Philosophy of the Retention Effort

The goals of Western's Retention Plan are centered on the institutions commitment to providing students high quality, positive academic and social experiences while helping them achieve their career and life goals. Research has shown several factors that are closely associated with retention these include;

- High levels of engagement, particularly outside the classroom
- Early connections particularly with at-risk students
- Time to degree should be two-years for full time students
- High quality academic advising
- Academic goal setting combined with clear academic pathways

Western's retention efforts are focused on employing best practices and utilizing data to make informed decisions.

III. Relationship to Western's Mission and Goals

The Goals of Western's retention plan are closely aligned with College's mission statement and that of the Wyoming Community Colleges.

Western's mission statement:

As a community college keenly aware of community in its name, Western Wyoming Community College (Western) dedicates its resources to providing high quality learning opportunities for students and employees, to enriching the community's cultural life, to enhancing the awareness of the community's unique heritage and environment, and to adapting to the changing needs of local business and industry primarily within its service area of southwest Wyoming.

Western further enhanced its mission statement:

Western's fundamental purpose is to provide high quality learning opportunities to students who are at various stages of life and have differing needs and expectations. Committed to quality and success, Western encourages flexibility, innovation, and active learning for students, faculty and staff. The College understands that learning occurs inside and outside the classroom and, therefore, seeks to create an environment where lifelong learning is encouraged and where students and employees interact in an atmosphere of mutual respect.

Western has developed a curriculum designed to introduce students to multiple modes of intellectual inquiry that are believed to be fundamental to human knowledge and to successful learning. Through the College's Goals for Student Success, students expand their capacity to solve problems both critically and creatively, to consider multiple perspectives, to retrieve relevant information, to communicate clearly, and to develop life skills that promote health and well-being.

Outside the classroom, Western provides additional learning activities, such as presentations, exhibits, performances, athletic events, internships, leadership opportunities, and residence hall programs. Support services complement Western's focus on learning and assist the faculty and staff in helping students pursue their educational goals. Recognizing that the college experience influences the social, emotional, and physical well-being of each student, Western maintains a modern facility which contributes to a supportive environment that fosters interaction and student and employee development. Learning, both in and out of the classroom, provides students a foundation for succeeding in an ever-changing global environment.

Western recognizes that employees are our most important resource. Key factors of employee job satisfaction are growth opportunities, involvement, and recognition. The College provides funding and learning opportunities for continued professional development and access to new technologies. The College, furthermore, recognizes the value of employees by encouraging involvement in planning and decision-making, maintaining open communications, and supporting efforts to recognize their contributions.

Western's students and employees seek to demonstrate integrity and professionalism in their relations with one another and the community. Ethical behavior, thus, is a priority in developing and implementing fair solutions, in communicating with outside entities, and during interactions between employees.

Western strives to achieve its institutional values through its Guiding Principles, principles that help the College adapt to change, plan for the future and make sound decisions.

The mission statement for Wyoming Community College's:

The mission of Wyoming's community colleges is to provide access to post-secondary educational opportunities by offering broad comprehensive programs in academic as well as vocational-technical subjects. Wyoming's community colleges are low-tuition, open access institutions focusing on academic

transfer programs, career and occupational programs, developmental and basic skills instruction, adult and continuing education, economic development training, public and community services programming and student support services.

IV. Retention Goals

Engagement and Completion has established 5 primary Key Performance Indicators (KPI's). These KPI's serve as high level drivers of engagement and completion efforts

Measure	Goal	Current Performance (2017)
First Time Full-Time Fall to Fall Retention		WWCC—58 IPEDS--58
Average Time to Completion (2015)		100% Time—32 150% Time—37 200% Time--50

V. Situational Analysis

The following data provides a brief synopsis of the current retention situation at Western; this information is based on internally collected data. In the case of persistence and completion rates this information conforms to the Integrated Postsecondary Education Data System (IPEDS) requirements and provides the college with a way to make meaningful comparisons with regional and national comparator institutions. In general Western has high rates of retention and completion, in some cases our rates are twice the national average. These rates are likely based on number of factors; the college has made a concerted effort to engage students and provide them with a variety of resources to help increase success. There are also additional factors such residence halls, intercollegiate athletics, high rates of institutional aid, low tuition rates that play a role as well.

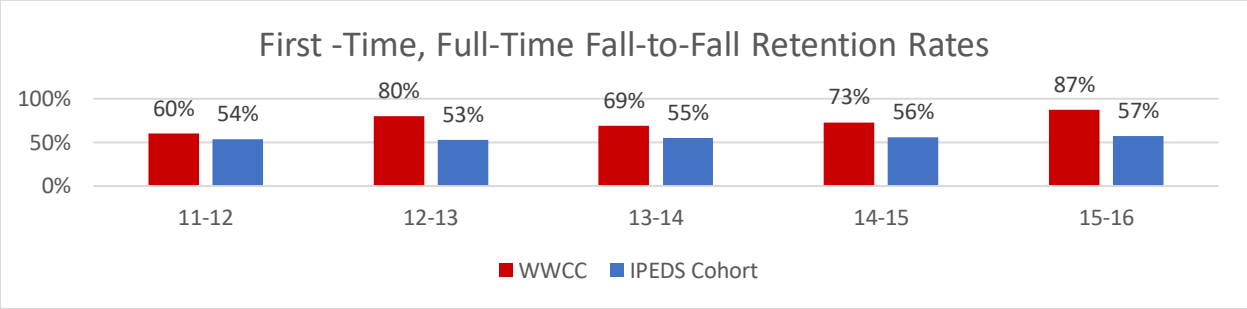
It could be argued that the college has "picked the low hanging fruit" when it comes to retention and completion, high rates in both areas show institutional strength but make meaningful increases in the numbers more challenging to achieve. However, a changing economic climate and an increased focus on

the “value” of higher education make it imperative that college continue to search for areas to improve student success.

Persistence

Fall-to-fall full time, first-time, degree-seeking retention

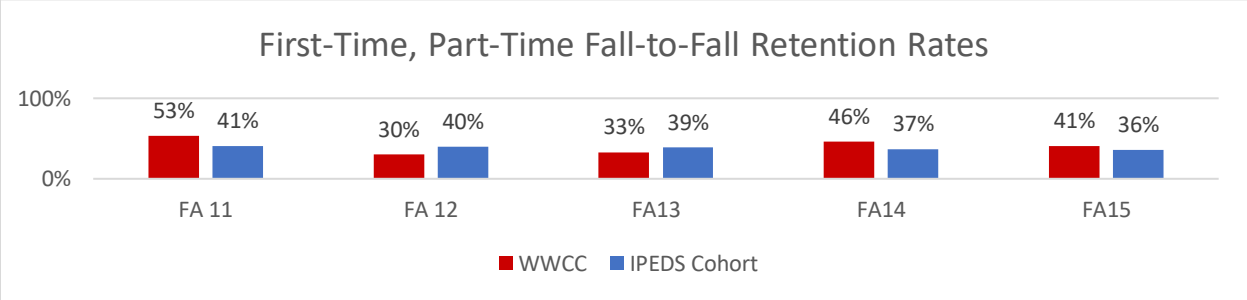
Students who have no prior postsecondary experience who are attending Western Wyoming Community College for the first time at the undergraduate level, and who are enrolled in 12 or more credit hours in the semester.



Source: Integrated Postsecondary Education Data System (IPEDS)

Fall-to-fall first-time, part-time, degree-seeking retention

This graph shows students who have no prior postsecondary experience who are attending Western Wyoming Community College for the first time at the undergraduate level, and who are enrolled in 11 or fewer credit hours in the semester.

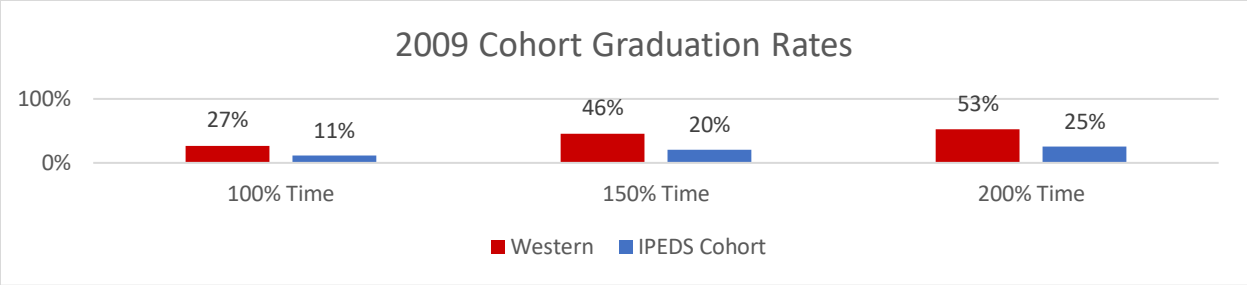


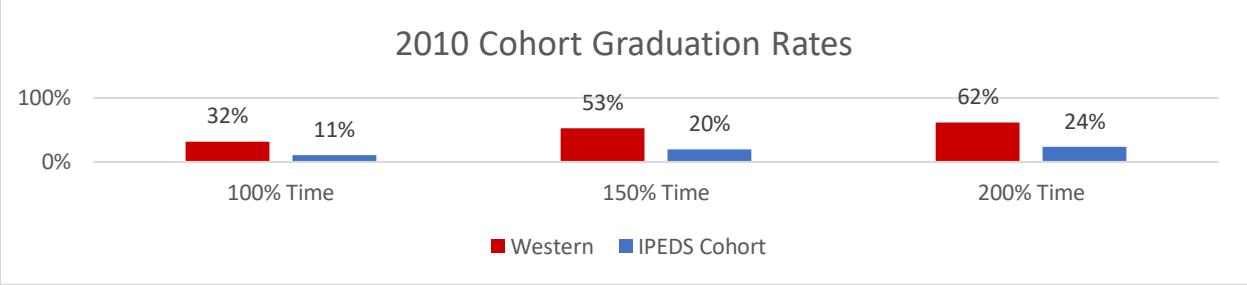
Source: Integrated Postsecondary Education Data System (IPEDS)

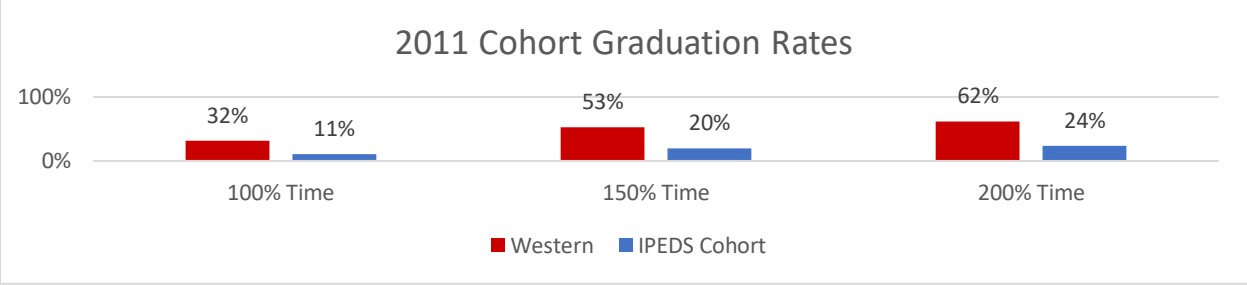
Completion

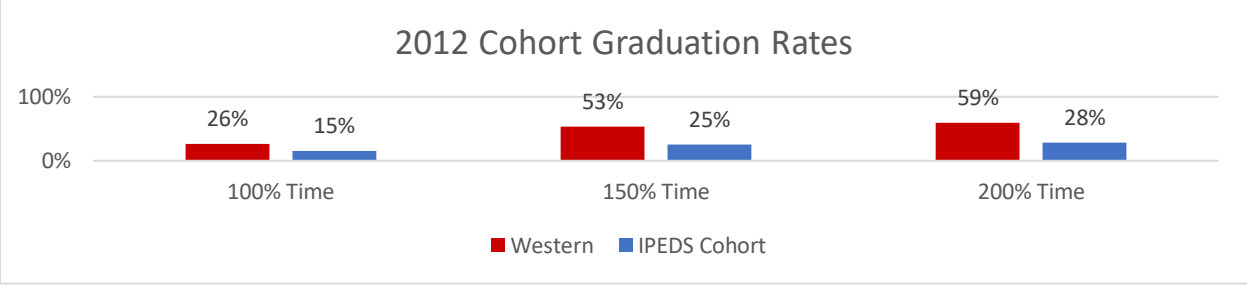
2 year, 3 year and 4 year Graduation Rates

Below is the percentage of full-time, first-time degree or certificate-seeking undergraduate students entering the institution in a particular year who complete their programs within 100% of normal time to completion (2 years) 150% (3 years) and 200% (4 years). The most often reported data is graduation within 150% of time.









Academic Preparation

In addition to completion and persistence rates academic engagement is an important factor in student retention. One important way to measure this is students' academic performance after they leave Western

Transfer Student Performance at UW

University of Wyoming First Semester GPA

Incoming transfer GPA and first-semester UW GPA, with Western Wyoming Community College compared to all Wyoming Community College transfer students to UW.

Cohort Year	Headcount		Incoming Transfer GPA		1st Semester UW GPA		Differences: GPA Drop	
	WWCC	All WY Transfer	WWCC	All WY Transfer	WWCC	All WY Transfer	WWCC	All WY Transfer
2007	95	549	3.33	3.31	2.79	2.84	-.54	-.47
2008	88	583	3.41	3.30	2.63	2.71	-.78	-.59
2009	85	622	3.36	3.27	2.72	2.77	-.64	-.50
2010	82	690	3.36	3.27	2.83	2.74	-.53	-.53
2011	86	693	3.43	3.29	2.86	2.77	-.57	-.52
2012	80	677	3.24	3.18	2.54	2.73	-.70	-.45
2013	86	663	3.18	3.16	2.65	2.80	-.53	-.36
2014	84	635	3.23	3.23	2.95	2.80	-.28	-.43
2015	80	619	3.22	3.26	2.79	2.90	-.43	-.36

Source: University of Wyoming New Transfer Students: Western Wyoming Community College, Figure 4

Note: In addition to the "raw" GPA average, University of Wyoming uses a calculation including the sum of credit hours and sum of Quality Points to provide a weighted average for GPA reporting.

UW Graduation of Degree-Seeking Transfers

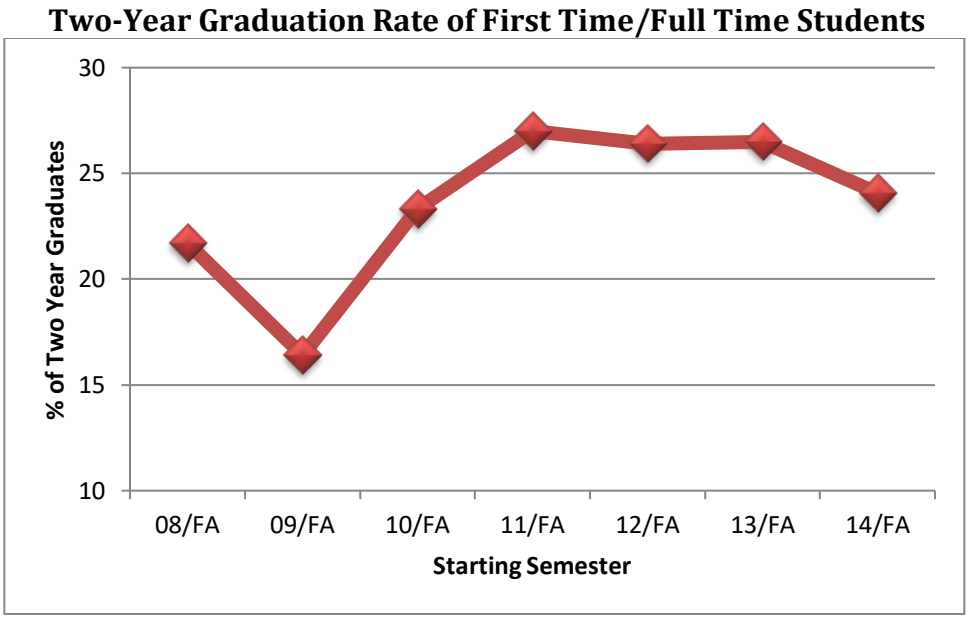
Graduation rates for students entering the University of Wyoming with 60 or more credits, with Western Wyoming Community College compared to Wyoming community college transfer students to UW.

Cohort Year	Headcount		% Grad in 2 Years		% Grad in 3 Years		% Grad in 4 Years		% Grad in 5 Years		% Grad in 6 Years	
	WWCC transfers	*All WY transfers*	*WWCC transfers*	*All WY transfers*	*WWCC transfers*	*All WY transfers*	*WWCC transfers*	*All WY transfers*	*WWCC transfers*	*All WY transfers*	*WWCC transfers*	*All WY transfers*
2004	40	279			45%	44%	55%	52%	55%	56%	60%	60%
2005	29	269	7%	25%	34%	51%	38%	55%	48%	61%	52%	63%
2006	51	304	16%	33%	35%	55%	41%	62%	49%	66%	55%	67%
2007	49	296	20%	35%	57%	61%	69%	68%	76%	71%	76%	73%
2008	50	317	22%	30%	46%	54%	58%	63%	64%	67%	67%	67%
2009	47	316	15%	28%	70%	61%	74%	71%	75%	71%	75%	72%
2010	51	379	20%	31%	53%	58%	67%	66%	69%	70%		
2011	46	354	15%	21%	57%	52%	67%	66%				
2012	59	500	10%	29%	41%	54%						
2013	54	465	28%	24%								

Source: University of Wyoming New Transfer Students: Western Wyoming Community College, Figure 5b.

Time to Degree

An important factor in student success is time to degree, Western's completion data reveals that the average graduate takes about three years to complete his or her degree and accumulates 80 credits along the way. Western would like to lower the time to graduation and have a larger percentage of (full-time) students complete their degree within two years of entering school.



VI. Current Retention Initiatives

Ongoing Retention Activities:

Several things have characterized many of the completion and retention initiatives Western has undertaken. Often they are done under the guise of "student success." While "success" is a worthy endeavor, the term means different things to different people. Without delineating a goal line it is very difficult for an institution to know if it's making the best choices, let alone if those choices are making a difference. Western has a great deal of data but there has been no systematic process to make these data available, particularly as they relate to the decision making process.

The following list highlights specific high impact and on-going retention efforts.

Children's Center

The Children's Center exists to provide high quality education and care to the children of students and employees of WWCC. We accept children ages two through five during daytime hours and ages two through fourth grade in the After Hours program.

- **Retention Activities**
  - Affordable Childcare
  - Evening Childcare
  - Services for children with special needs (Partnering w/ Child Development Center)

- *Measures of Success*
  - Parent Surveys
  - Retention of Students utilizing Children's Center

Student Life & Student Government Association

Student Life provides students the opportunity to connect with other students outside of the classroom, and provides them with activities that are fun and entertaining. With regard to SGA, students have the right, as well as the obligation, to pursue a significant role in providing for their educational needs and interests. The Student Government Association at Western Wyoming Community College acts as a conduit for this pursuit and exists in order to provide an effective form of communication, organization and representation for the WWCC student body

- **Retention Activities**
  - Intramurals
  - Game Room
  - SGA activities

  - *Measures of Success*
    - CCSSE
    - SGA Survey
    - Event Attendance

Residence Halls

For over thirty years Western Wyoming Community College has supported the premise that on-campus housing is a living learning center and not just a place to store students between classes. This living learning center plays an important part in the student's development at WWCC. Group living in a college setting is a social and broadly educative set of experiences. Interaction with people from other geographical areas, many of whom belong to other religions and races, broadens the student's perspective of life and its many component cultures. Living on-campus is strongly recommended for those individuals wishing to get the most out of their higher education experience.

- **Retention Activities**
  - Educational Programming
  - Engagement Programming
  - "Risk Factor" Identification- identify residents who are more likely to move out and allow RAs to personally engage those residents
  - *Measures of Success*:
    - Monthly Occupancy Rates
    - Fall to Spring Attrition Rates
    - Exit Surveys
    - Resident, Parent, Employee Satisfaction Survey (bi-annual)

Financial Aid

The purpose of Western's Financial Aid Department is to assist students in obtaining the necessary funds to pay for educational expenses associated with their educational goals. The Financial Aid Department continuously works toward achieving this goal while incorporating Western's mission

statement within our actions.

- **Financial Resource Availability**
    - Ensure that we communicate the resources we make available to assist all who are seeking to further their education and obtain their related goals.

    - *Measure of Success:*
        - Financial aid award packaging
        - Notice of verification
        - Pell recipients

Wellbeing & Accessibility

Western Wyoming Community College Wellbeing & Accessibility Services mission is to provide a variety of effective educational, social, and personal growth opportunities through counseling, advocacy, educational programming, disability support services, and collaboration with colleagues both within WWCC student support, student learning, and administrative services as well as outside of the institution, within the communities we serve.

- **Accessibility Services (Disability)**
    - *Description*: Accommodations are available to students and community members enrolled at Western Wyoming Community College with an application, documentation of a need for accommodations/disability, and an interview with our accessibility specialist. Please note that accommodations are available to all who apply whether testing, enrolled in credit or community education courses, events, etc.

    - *Measure of Success*
        - Number of applications for accommodations
        - Number of students approved for accommodations
        - Number of students receiving accommodations who enrolled in following term
        - Number of students receiving accommodations completed

- **Counseling Services**
    - *Description*: Counseling services are available to all credit seeking students enrolled at Western Wyoming Community College. Counseling services are offered at no cost and appointments are typically available within days of an appointment request. Emergency and crisis counseling is available 8AM-5PM during office hours and counselors can be reached after hours through security and/or Resident Hall Assistants.

    - *Measure of Success:*
        - Number of counseling sessions offered
        - Number of students served (unduplicated)
        - Number of emergency/crisis counseling sessions
        - Number of students receiving counseling who enrolled in following term
        - Number of students receiving counseling completed

Mustang Success

- **Placement Testing & Course Perquisites**
  - Description: Western currently utilizes several assessment measures to determine suitable placement in math, English, and lab science courses. These assessments include ALEKS (Math), McCann (English) as well as ACT and SAT scores. In addition many courses have prerequisites that students must meet before they can enroll in said course.

  - *Measure of Success*: **SSI (Q53), FA to FA and FA to SP Retention**

- **New Student Registration**
  - Description: Mandatory advising for ALL degree seeking students, students must contact Mustang Success and schedule an individual advising appointment. During this appointment they meet with an advisor to discuss career and academic goals while creating a schedule for their first semester.

  - *Measure of Success*: **SSI (Q12 & 59), SENSE (Q10, 18e, 18f, 18h, Clear Academic Plan Benchmark) FA to FA and FA to SP Retention**

- **International Student Advising**
  - Mustang Success has an advisor dedication to making sure all international students are advised and in compliance with federal regulations for taking courses outside of their home country.

- **Early Alert Programming and Communications Management**
  - Mustang Success utilizes several different tactics to impact student retention early on in the semester. Reports are made through a program called Maxient to alert us of which students need to be contacted. Mustang Success advisors contact students for non-attendance or those who have a D or F at midterms. We have also provided a series of communications management tracks through colleague to connect with our students on several important pieces of information that can aid in their success.

- **Career Services**
  - Mustang Success provides career services to students. These include major/job exploration to help with determining the appropriate major for them. Resume, internship, cover letter, and mock interview assistance individually and in workshops. Mustang Success has also held a career fair each year, but that may change due to COVID concerns.

- **Transfer Services**
  - Mustang Success has an advisor dedicated to helping students who are either transferring into Western with credits from another institution or transferring to another institution after attending Western.

Student Engagement and Completion

- **Welcome Week**
  - Description: Series of engagement activities that occur during the first three weeks of fall semester. All of these activities are designed to increase student connections with the institution. Welcome Week involves both Student Service and Student Learning personnel. Welcome Week includes the following activities;
    - Housing Check-in Day
    - Orientation Session for Parents
    - Orientation for Housing Residents
    - Orientation for Varsity Athletes
    - General Orientation Day (Mandatory for ALL incoming degree seeking students)
    - Fall "Kick Off" Day
    - Welcome Table
    - Mustang Market
    - In addition there is a student activity planned every day for the first three weeks of school.

  - *Measure of Success*: **SSI (Q53), FA to FA and FA to SP Retention**

- **Persistence & Completion Academy**
  - Description: As part of the Higher Learning Commission's Persistence and Completion Academy Western has developed a useful statistical measure to help determine the relative impact certain factors have upon the likelihood of a student successfully completing his or her degree. This measure is called the "Hazard Ratio" (HR).
    - If HR < 1, the "risk" or chances for "success" is reduced (e.g. if HR = 0.64, the chances are reduced by 36% (1-.64 = .36)).
    - If HR > 1, the chances for "success" are increased (e.g. if HR = 1.87, the chances for success are increased by 87% (1.87-1 = .87)).

The Hazard ratios that have the greatest significance upon completion;

Factor	Hazard Ratio	P Value p> [z]*
Live in Residence Hall	1.405	0.001
Gender**	1.400	0.001
High School GPA***	1.803	0.000
Academic Alert	.6144	0.000
Academic Probation	.4589	0.001
Cum. College GPA******	1.967	0.000
Dev. English	.8393	0.000
Dev. Math	.6943	0.000
Dual/Concurrent	1.247	0.021

*P value <.05 indicates statistical significance

**Female students are 40% more likely to complete than then male students

***Each one-unit rise in HS GPA increases the likelihood of college completion by 80% (e.g. 3.0 GPA has an 80% higher chance of completion then 2.0 GPA)
****Each one-unit rise in cumulative college GPA increases likelihood of completion by 97%

- **International Student Program**
    - Description: International students are a vital part of Western's culture, adding a richness and diversity to our student body. The International student program works to build connections and increase engagement; foreign students are at risk of becoming isolated and activities are aimed specifically at getting students involved on campus.

    - **Retention Activities**
        - Orientation
        - International Student Club
        - Host Family

    - *Measure of Success:*
        - International Student retention rate FA to SP and FA to FA
        - International Student graduation rate
        - Total number of International Students at Western

Community College Survey of Student Engagement (CCSSE)

Community College Survey of Student Engagement (CCSSE). This survey is conducted odd-numberd years in the spring in randomly-selected courses.

2015 n=403; 2013 n=454; 2011 n=556; 2009 n=441; 2007 n=481; 2005 n=438

	Findings																						
	2017			2015			2013			2011			2009			2007			2005				
Assessment	WWCC	WY	NAT'L	WWCC	WY	NAT'L	WWCC	WY	NAT'L	WWCC	WY	NAT'L	WWCC	WY	NAT'L	WWCC	WY	NAT'L	WWCC	Small Colleges	NAT'L	Scale or Answer Choices	Benchmark
Q4p (BENCHMARKED): In your experience at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations?				62%	60%	59%	52%	54%	54%	56%	50%	52%	39%	48%	50%	43%	48%	48%	44%	50%	48%	Very often*, Often*, Sometimes, Never (*used in results calculations)	Western means > or = national means each year, and also trending upward, or in alignment with state or national trends.
Q4u: In your experience at this college during the current school year, about how often have you skipped class?				58%	55%	56%	60%	49%	53%	61%	46%	53%	51%	51%	51%	51%	43%	50%	51%	42%	40%	Very often, Often, Sometimes, Never* (*used in results calculations)	
Q8h: Have you, are you, or do you plan to take a college orientation program or course?				30%	36%	43%	32%	38%	44%	40%	39%	42%	30%	42%	40%	32%	35%	39%	31%	42%	40%	I have done*, I plan to do*, I have not done nor plan to do (*used in results calculations)	
Q9b (BENCHMARKED): How much does this college provide the support you need to help you succeed at this college?				77%	73%	73%	83%	80%	73%	78%	75%	72%	71%	74%	72%	71%	77%	70%	78%	70%	69%	Very much*, Quite a bit*, Some, Very little (*used in results calculations)	
Q10c: About how many hours do you spend in a typical 7- day week participating in college-sponsered activities? (Look at FT only)				51%	53%	72%	53%	55%	74%	54%	57%	75%	54%	53%	75%	51%	52%	76%	57%	74%	77%	None*, 1-5 hours, 6-10 hours, 11-20 hours, 20-30 hours, More than 30 hours (*used in results calculations)	
BENCHMARK CATEGORY: Active and Collaborative Learning				60%	59%	56%	54%	53%	50%	62%	53%	50%	53%	51%	50%	55%	53%	50%	51%	51%	50%		
BENCHMARK CATEGORY: Student Effort				60%	52%	54%	54%	47%	50%	57%	50%	50%	52%	49%	50%	52%	50%	50%	48%	50%	50%	Benchmarked categories are comprised of selected questions that relate to the category title. These categores are weighted so that national norms are at 50%	
BENCHMARK CATEGORY: Academic Challenge				58%	56%	55%	51%	50%	50%	56%	50%	50%	50%	48%	50%	51%	50%	50%	48%	50%	50%		
BENCHMARK CATEGORY: Student-Faculty Interaction				61%	61%	55%	53%	53%	50%	59%	53%	50%	56%	53%	50%	56%	54%	50%	50%	52%	50%		
BENCHMARK CATEGORY: Support for Learners				57%	55%	53%	51%	53%	50%	53%	51%	50%	53%	51%	50%	49%	52%	50%	53%	52%	50%		

Student Satisfaction Inventory (SSI)

Noel-Levitz Student Satisfaction Inventory (SSI). This survey is conducted even-numbered years in the spring in randomly selected face-to-face courses. 2016: n=390; 2014 n=296; 2012 n=377

Assessment	Findings (**Statistically significant difference)						Scale or Answer Choices	Benchmark
	2016 WWCC	2016 Nat'l	2014 WWCC	2014 Nat'l	2012 WWCC	2012 Nat'l		
Q1: Most students feel a sense of belonging here.	5.57	5.40**	5.52	5.35	5.64	5.31**	Scale of 1-7: Not satisfied at all (1) Not very satisfied Somewhat dissatisfied Neutral Somewhat satisfied Satisfied Very satisfied (7)	Western means > or = national means each year, and also trending upward, or in alignment with state or national trends
Q2: Faculty care about me as an individual.	5.7	5.46**	5.62	5.39**	5.79	5.37**		
Q6: My academic advisor is approachable	5.96	5.52**	5.95	5.44**	5.96	5.40**		
Q12: My academic advisor helps me set goals to work toward	5.42	5.18**	5.25	5.08	5.41	5.03**		
Q27: The campus staff are caring and helpful.	5.85	5.62**	5.68	5.51	5.79	5.46**		
Q28: It is an enjoyable experience to be a student on this campus	5.78	5.61**	5.66	5.55	5.8	5.52**		
Q36: Students are made to feel welcome on this campus.	6	5.73**	5.79	5.64	5.95	5.59**		
Q53: The assessment and course placement procedures are reasonable	5.4	5.51	5.3	5.41	5.56	5.34**		
Q59: New student orientation services help students adjust to college.	5.31	5.41	5.36	5.33	5.64	5.27**		
SUMMARY ITEM Q96: So far, how has your college experience met your expectations?	4.89	4.87	4.95	4.84	4.92	4.81	Much worse than expected (1), Quite a bit worse than expected, Worse than expected, About what I expected, Better than expected, Quite a bit better than expected, Much better than expected (7)	
SUMMARY ITEM Q97: Rate your overall satisfaction with your experience here thus far.	5.62	5.52	5.55	5.47	5.64	5.46**	Not satisfied at all (1), Not very satisfied, Somewhat dissatisfied, Neutral, Somewhat satisfied, Satisfied, Very satisfied (7)	
SUMMARY ITEM Q98: All in all, if you had it to do over, would you enroll here again?	5.79	5.75	5.68	5.72	5.77	5.72	Definitely not (1), Probably not, Maybe not, I don't know, Maybe yes, Probably yes, Definitely yes (7)	
SCALE: Concern for the Individual	5.56	5.37	5.45	5.28	5.65	5.29	Scales are comprised of selected questions that relate to the category title.	
SCALE: Student Centeredness	5.71	5.51	5.58	5.43	5.73	5.39		

Survey of Entering Student Engagement (SENSE)

Survey of Entering Student Engagement (SENSE). This survey is conducted odd-number years in the fall in randomly-selected, face-to-face first-year courses.

2015 n=217; 2013 n=145; 2011 n=217; 2009 n=214

Assessment	Findings															Scale or Answer Choices	Benchmark
	2017			2015			2013			2011			2009				
	WWCC	Small Colleges	Nat'l	WWCC	Small Colleges	Nat'l	WWCC	Small Colleges	Nat'l	WWCC	Small Colleges	Nat'l	WWCC	Small Colleges	Nat'l		
Q10: When did you register for your courses for your first semester at this college?				81%	85%	86%	85%	84%	86%	81%	84%	86%	73%	83%	83%	More than one week before classes began*, During the week before classes began, During the first week of class, After the first week of class. (*Used in results calculations)	Western means > or = national means each year, and also trending upward, or in alignment with state and national trends.
Q16: When did you first apply for financial assistance?				25%	41%	40%	56%	65%	62%	61%	61%	59%	46%	58%	54%	3 or more months before classes began*, 1-2 months before classes began*, Less than 1 month before classes began, after classes began, I did not apply for financial assistance. (*used in results calcuations)	
Q18: An advisor helped me to selecte a course of study, program, or major.				76%	52%	45%	45%	49%	42%	37%	42%	39%	53%	39%	38%	Strongly agree*, Agree*, Neutral, Disagree, Strongly Disagree (*used in results calculations)	
Q18f: An advisor helped me to set academic goals and to create a plan for achieving them.				50%	52%	45%	45%	49%	42%	37%	42%	39%	53%	39%	38%		
Q18g: An advisor helped me to identify the courses I needed to take during my first semester.				82%	81%	74%	84%	79%	72%	72%	74%	70%	81%	72%	70%		
Q18h: A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take.				48%	38%	32%	43%	35%	30%	28%	31%	26%	41%	29%	26%		
Q18t: I have the motivation to do what it takes to succeed in college.				81%	90%	89%	87%	86%	86%	89%	91%	90%	93%	91%	90%		
Q19h: During the first three weeks of your first semester at this college, about how often did you work with classmates outside of class on class projects?				28%	21%	18%	30%	20%	17%	28%	18%	16%	20%	18%	15%	Never, Once, Two or three times*, Four or more times* (*used in results calculations)	
Q19j: During the first three weeks of your first semester at this college, about how often did you participate in a student-initiated study group outside of class?				14%	10%	9%	20%	10%	8%	1%	8%	7%	10%	7%	7%		
Q19q: During the first three weeks of your first semester at this college, about how often did you discuss ideas from your readings or classes with instructors outside of class?				22%	19%	17%	32%	17%	16%	14%	15%	15%	20%	15%	15%		
Q19r: During the first three weeks of your first semester at this college about how often did you discuss ideas from your readings or classes with others outside of class?				51%	41%	39%	48%	42%	40%	46%	44%	41%	62%	44%	41%		
Q19s: During the first three weeks of your first semester at this college about how often did you skip class?				59%	74%	75%	75%	73%	74%	79%	73%	75%	73%	74%	74%	Never*, Once, Two or three times, Four or more times (*used in results calculations)	
BENCHMARK CATEGORY: Early Connections				61%	58%	50%	71%	57%	50%	61%	56%	50%	70%	56%	50%	Benchmarked categories are comprised of selected questions that relate to the category title. These categories are weighted so that national norms are at 50%	
BENCHMARK CATEGORY: High Expectations and Aspirations				43%	50%	50%	51%	50%	50%	52%	50%	50%	48%	51%	50%		
BENCHMARK CATEGORY: Clear Academic Plan and Pathway				57%	56%	50%	57%	56%	50%	53%	54%	50%	61%	53%	50%		
BENCHMARK CATEGORY: Effective track to College Readiness				54%	52%	50%	53%	51%	50%	50%	50%	50%	54%	49%	50%		
BENCHMARK CATEGORY: Engaged Learning				59%	52%	50%	67%	52%	50%	52%	51%	50%	59%	52%	50%		
BENCHMARK CATEGORY: Academic and Social Support Network				51%	52%	50%	56%	51%	50%	50%	51%	50%	58%	51%	50%		

Other Implemented Activities:

- **Pathways**
  - The guided pathways model is based on coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education. Several principles are paramount to this effort they include;
    - Accelerate entry into coherent programs of study.
    - Minimize the time required to get college-ready.
    - Ensure that students know the requirements to succeed.

  - *Measure of Success*: TBD

- **First Year Success**
  - Western recently made changes to its general education requirements all students must know complete a First Year Success course. This one credit course is designed to help students make the transition to college. Community college best practices strongly support mandatory first-year success courses as a way to increase students' academic success while lowering attrition rates.
  - Topics covered in the course include;
    - Critical thinking
    - College resources
    - Academic and career planning
    - Accessing and utilizing the colleges learning management system (Blackboard)

  - *Measure of Success*: **CCSSE (Q8h) SSI (Q59) SENSE (Q19h), FA to FA and FA to SP Retention**

- **iEngage**
  - In the fall of 2017 Western began development of a system to track student participation at campus events. Students who are involved on campus beyond the classroom have a significantly higher retention and completion rates, a systematic way to track student participation and correlate that data with performance indicators will allow for better marketing and evaluation of events

  - *Measure of Success*: **FA to FA and FA to SP Retention, Completion Rate**

Future Implemented Activities

- **General Education Re-Vamp and Program Consolidation**
  - A committee has been established to revise the general education requirements and consolidate programs. All of our programs were originally 64 credits, we are establishing a new 60 credit degree requirement. Currently our general education requirements are between 27-30 credits and we are working to move these to the 24 credit requirement designated by HLC. Pathways were implemented at Western, but it has been

determined that they were too strict to allow students to have some flexibility in their program exploration and meet financial aid requirements for funding. It is the hope that these two efforts will increase student retention and time to completion.

VII. Moving Forward

A. **Planning and Improvement (P&I):** This office is responsible for accreditation management, action project support, and institutional research/data analysis. The P&I staff have been involved members of the PCA project since the College began its work on this effort, and built out the initial 50-point PCA data set. In this next stage of the project, the P&I staff will continue to provide data analysis support, building out a dashboard of PCA data, and will also facilitate student focus groups and faculty listening sessions.

B. **Strategic Enrollment Management (SEM):** Our SEM team is still in its beginning stages in many ways, but we must get serious about setting **strategic** enrollment goals. The data brought forward by the PCA efforts will help inform SEM about student types to target. SEM needs to take a critical look at the enrollment funnel and targeted marketing efforts in a strategic manner. Although we are an open-enrollment institution, SEM needs to consider what types of students are most successful at Western, and then identify how to market to that audience.

C. **BAS Program Development/Approval:**

Our biggest challenge at this time is the budget crisis our state is facing. We are mandated to make cuts by our government and they continue to come at higher and higher percentages. Once we address one cut, another round is enforced. Continuing to do more with less will need to be the new motto of Western. We are planning to look at Western Reimagined, and make sure that our strategic plan and strategic enrollment management plans can align to guide, increase, and maintain retention and completion.