ACCREDITATION EVIDENCE

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Western Wyoming Community College Strategic Enrollment Management Plan

Recruit, Retain, Graduate

August 2022

Introduction

During the previous program review at the behest of the new president, Western identified several growth areas. Potential improvements were identified across campus and germane to the Strategic Enrollment Plan (SEM,) the need for an integrated SEM was prioritized. In November of 2021 a Dean of Enrollment Management was hired, leading to community reengagement in enrollment and retention planning. Due to new staffing, program alignments and the drastically changed post-Covid landscape, this new retention plan was created and supersedes the previous SEM plans.

In lieu of a standing Strategic Enrollment Committee, the Dean of Enrollment Management will convene Retention and Enrollment targeted taskforces that are action orientated and targeted. Each taskforce will have relevant campus expertise and will have clear and actionable goals.

Western's mission for SEM is to identify, recruit and retain greater numbers from across the Western service area and beyond. After a Covid hiatus, Western is moving forward with the implementation of a five-year strategic plan guided by six principals:

- Learning is our purpose
- Students are our focus
- Employees are our most important resource
- The community is our Partner
- Adapting to change defines our future
- Data and integrity guide our decisions

Supporting Western's institutional principals are four strategic priorities:

1. Create a culture of success
2. Strengthen academic excellence
3. Cultivate valuable partnerships
4. Operate Efficiently

In addition to Western's institutional priorities and strategic plan, individual units planning has an impact on the SEM. These include the facilities master plan and long-term academic planning. Together, these forward-looking documents and initiatives will define Western's progress over the coming decades. Cutting through the plans, initiatives, strategies and everything else is a single, defining truth:

Every Western employee recruits, retains, and graduates students. No SEM, strategic plan, activity or initiative will replace individual efforts, caring and support given by our faculty and staff.

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Purpose

The purpose of the Western Strategic Enrollment Management Plan is to provide strategies for improving efficiency, quality, access, inclusiveness, and credential completion beginning with students' connection with and entry into the college and continues as they progress through and ultimately complete a program of study.

This plan is being used as a starting point and is meant to be adaptable in nature so it can evolve over time as conditions and needs change. Rather, it is imagined the plan will be reviewed and updated annually and include a five-year implementation roadmap to ensure continuous action and progress and guiding principles that support sound enrollment management decision making. Individual units, departments and programs will develop internal plans to meet overall strategic benchmarks. The plan will guide the enrollment management process and will provide flexibility for creativity to implement activities and solutions. The strategies and activities within the plan can be utilized by the college to create sustainable models and practices that maximize the delivery of instructionaland support services that enhance student connection, entry, progress, and completion

Western Mission and Vision

Mission: Western is an innovative public community college aimed at empowering, educating, and improving our students, employees, community and environment. Our focus is to inspire the next generation of visionaries by using Wyoming grit and individual development in a diverse array of learning and flexible services. Western is where passion meets purpose.

Vision: Western will inspire and empower today's students and our communities to create a better Wyoming.

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Alignment with Western Guiding Principles

This strategic enrollment management plan was developed in alignment with the six Western Guiding Principles.

Principle 1 – Learning is Our Purpose

Our purpose is to provide quality experiences that foster lifelong learning. We assess learning through our five Goals for Student Success, and we then adapt to improve learning.

Principle 2 – Students are Our Focus

As students succeed in meeting individual goals, Western Wyoming Community College succeeds. Our task is to provide an environment that encourages success for a diverse student population. Underlying every decision should be the question: Does this contribute to the success of our students?

Principle 3 – Employees are Our Most Important Resource

Growth opportunities and recognition are important in creating leaders and professionals and in enhancing employee satisfaction

Principle 4 – The Community is Our Partner

We interact with community members, organizations, local business and industry to enrich community life.

Principle 5 – Adapting to Change Defines our Future

We must meet the changing needs of our community, students, and employees by encouraging and supporting innovation and informed risk-taking.

Principle 6 – Data and Integrity Guide Our Decisions

We approach decision-making by analyzing a variety of data, gathering multiple perspectives, and implementing solutions in a transparent and ethical manner. Respect and integrity are highly-regarded values in how we do business.

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Alignment with Western Strategic Plan

This strategic enrollment management plan was developed in alignment with Western's Strategic Plan.

Culture of Success

- <u>Promote Opportunities</u>: Western will provide personalized service to connect students with resources, tools, technology, and programs.
- <u>Remove Barriers</u>: Western will remove barriers that prevent students from applying, enrolling, and attending class.
- <u>Create a Diverse Environment</u>: Western will foster a culture of diversity, equity and inclusion that welcomes and respects everyone for who they are, and who they will become.

Achieve Academic Excellence

- <u>Build Clear Paths to Success</u>: Western will align student goals upon entry with academic planning facilitated toward reaching those goals in a timely manner.
- <u>Practice Continuous Engagement</u>: Western will create rigorous and engaging learning experiences.
- <u>Provide Exceptional Value</u>: Western will maintain learning environments that promote learning, innovation, creativity, accessibility, and safety.
- <u>Deliver Positive Outcomes</u>: Western will promote the development & expansion of its career and academic programs to increase student attainment of post-secondary credentials.

Cultivate Valuable Partnerships

- <u>Brand Recognition</u>: Western will enhance our image and create awareness of its programs and services through comprehensive and dynamic branding, marketing, recruitment, and promotion strategies.
- <u>Industry Development</u>: Western will design programs to fulfill current employment and workforce needs, and will explore and implement diverse and innovative programs to expand economic diversity.
- <u>Community Engagement</u>: Western will expand and modify programs, services, and activities to best serve the communities throughout our service area.
- <u>Alumni Involvement</u>: Western will create opportunities and campaigns to foster alumni involvement.

Operational Efficiency

- <u>Targeted Enrollment</u>: Western will strengthen our existing programs, expand industry partnerships, and develop new opportunities in order to maintain healthy enrollment and reach new audiences.
- <u>Dedicated Employees</u>: Western is committed to attracting and retaining high-caliber people who contribute to both their professions and the College's success.
- <u>Resource Alignment</u>: Western will continually review and adapt operations to best serve our stakeholders.
- <u>Sustainability</u>: Western will practice sound financial planning, while maintain modern technologies and facilities to support a nimble, high-performing institution.

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Western Five-Year Facilities Master Plan

Facilities play a vital role in attracting and retaining students. On a five-year cycle, Western, in partnership with architectural firms and campus stakeholders' reviews and renews a facilities masterplan.

The primary goal for the College for this updated Master Plan is to create a roadmap of project priorities that are affordable and achievable for completion within the next five years, and that are implementable by the College without the need for outside funding. Western also requested that the master plan team provide instructional space utilization data to help identify the right mix, sizes, and pedagogical type of instructional spaces. Plan One | HCM teamed with Rickes Associates to conduct an instructional space utilization analysis of classrooms and teaching labs to help the College identify goals for improving academic spaces. Rickes Associates utilized enrollment data from 2019 prior to the Covid pandemic to avoid the enrollment anomalies from the past 2 years. Refer to Section 2 Existing Facilities Analysis for recommendations resulting from this analysis.

Interviews with key stakeholder groups from all areas of the campus were held on campus, including the project's Steering Committee, facilities maintenance team, IT team, College Administration, Department chairs, Student Life and Housing groups, Rock Springs and Green River community members, Board of Trustees, student groups, and students. Additionally, Plan One | HCM and a team of engineering consultants assessed the existing Rock Springs and Green River buildings to determine if any physical deficiencies might need to become a project priority in the plan. The results of these meetings and building assessments identified existing shortcomings, new opportunities, and helped the Steering Committee identify priorities for the Master Plan update.

The result of this analysis is the establishment of thirteen distinct priority projects, and another five projects that will require further evaluation at a later time. Each of the priority projects was developed and vetted with the steering committee. The vetting includes scope definition, anticipated construction and project costs, and overall logistics.

The identified projects, listed in order of priority in relation to the likelihood of funding include:

1. Improve Wayfinding throughout campus – both exterior and interior
2. Improve the main entry and entry lobby area
3. Phased furniture implantation and material palette plan to create student centric lounge/collaboration spaces
4. Reimagine the Library into a Learning Commons
5. Update the pool locker rooms for accessibility, privacy and building deficiencies
6. Create a testing center
7. Upgrade technology throughout
8. Improve Faculty Row
9. Co-locate the IT office area
10. College Park Improvements

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11.   Reimagine the Green River Campus
12.   Refresh the Theatre

Each of the proposed projects can be implemented as stand-alone projects and are not dependent on the completion of other projects except the IT co-location goal which will require room 1309 to be vacated by the nursing program once the health sciences addition is completed. The timing of each project identified is dependent on available funding.

The implementation of the scope described would result in renovated space described here-in. Currently the masterplan team is working to assign costs to each project and a projected total Masterplan cost.
In addition to creating improved instructional, administrative, and support spaces, this plan includes a diverse range of student-centric lounge and study spaces to provide zones for quiet, focused study, for group project collaboration, and social/lounge spaces. It's important to the Western leadership that students feel that the campus is their home away from home, and is a welcoming, comfortable, supportive environment for all students.
The implementation of this Master Plan is flexible and scalable, which will allow the College to address the projects as funding is available and will allow the College to continue to serve their students and the community at a high level.

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Western Academic Master Plan

As the Western SEM serves Western's overall strategic plan, it also strives to work hand in hand with Western's Academic Master Plan to support and retain students. Western SEM activities and initiatives should contribute to the academic success for all students. Recruitment and retention planning incorporate Western's **Goals for Student Success**.

Western Wyoming Community College has identified five essential skills that will help students adapt to the changing demands of the 21st century. You will have opportunities both in and out of the classroom to develop these abilities. We will assess how well you have mastered these skills throughout your academic career:

Communicate Competently

To communicate competently requires students to develop skills in reading, writing, listening, and speaking. During their time at Western, students will learn to:

- Employ the conventions of standard English grammar, punctuation, and sentence structure in oral presentations or college-level writing assignments.
- Use appropriate structure to deliver oral presentations or college-level writing assignments with a clear thesis statement or hypothesis.
- Gather evidence and synthesize information from published work, lectures, or interviews to support the logical, stated conclusion in an oral presentation or college-level writing assignment.
- Present information in a visual form using charts, graphs, or other visual aids.
- Engage in appropriate academic dialog that expresses opinions respectfully and demonstrates comprehension of the topic at hand.

Retrieve and Evaluate Information: Information, Technology, and Media Literacy

In a world of rapidly expanding knowledge, the ability to retrieve and evaluate information is critical to success. During their time at Western, students will learn to:

- Use appropriate technology to strategically search for, select, and evaluate multiple formats and sources of information for their authority, accuracy, credibility, and relevance.
- Distinguish fact from opinion, hypotheses from theories, and identify anecdotal evidence as well as logical fallacies.
- Recognize and interpret different forms of visual, auditory, and observable communication such as works of fine and performing art, graphs or diagrams, text, or media.
- Document sources by following a system of citation appropriate to the discipline.

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See Issues from Multiple Perspectives

Seeing issues from multiple perspectives is imperative in a global and diverse society. At Western, students will learn to:

- Describe the social and ethical responsibilities of the individual in society.
- Interact respectfully with persons of different ethnicity's, ages, abilities, economic statuses, languages, religions, cultures, gender identities, sexual orientations, etc.
- Describe how the contributions of fine arts, film, literature, and performing arts influence the human experience.
- Describe how interactions among social, economic, political, cultural, environmental, historical, and biological factors affect the individual, society, and the environment.
- Engage in and contribute to the improvement of the campus, the community, the state, and the world.

Think Critically, Analyze, and Solve Problems

The ability to analyze a problem, think critically about it, and develop a strategy to solve it is one that requires higher-level reasoning. At Western, students will learn to:

- Identify issues, problems, assumptions, or questions being asked.
- Analyze and synthesize information to draw conclusions, propose solutions, identify possible consequences of those solutions, and make recommendations.
- Apply quantitative and qualitative analysis to interpret data.
- Apply appropriate and varied methods to solve problems.
- Employ concepts and scientific methods to form and test hypotheses.

Develop Life Skills: Personal, Academic, and Professional Development

"Life skills" include a diverse group of strengths and strategies that help an individual develop personally, mentally, emotionally, physically, and professionally. At Western, students will learn to:

- Develop and implement a plan, then evaluate progress toward achieving personal and professional growth and development.
- Identify and use available resources to support mental, emotional, and physical well-being.
- Accept the consequences of personal decisions regarding choices related to attendance, time management, and academic integrity.
- Establish and maintain effective relationships by treating others with respect and courtesy.

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To accomplish these student success goals, several tactics are being deployed:

Create a Culture of Success

Improve student engagement from initial contact through graduation.

- Develop consistent faculty advising training
- Continue to collaborate with K-12 and community
- Expand the "College Now" program
- Collect data on the student experience, via surveys and other methods to maintain, enhance, or remove services.
- Ensure that Academic Success Advisors work together with Faculty Advisors so that students receive excellent one-on-one service

Pursue and integrate community, regional, and global learning opportunities.

- Continue to collaborate with K-12 and community
- Collaborate on grant opportunities with institutions and consortiums from across the country
- Maintain focus on apprenticeships, co-ops, internships, and work-based learning opportunities
- Exploring social programs and partnerships necessary to assist students in completion of educational goals
- Develop a Bridge Program for interested students

Develop innovative technology, resources, and processes for students, staff, and faculty.

- Maintain a diverse collection of resources that serves the information needs of students and other patrons and is accessible and diverse in terms of subject matter, material type (physical/print, digital, audio-visual), and representation of our broader community.
- Use Co-Curricular events to outreach to various interest groups and community groups
- Ongoing faculty training through the Center for Teaching and Learning
- Investigate, develop, and implement a Faculty Leadership Academy
- Investigate, develop, and implement the use of Artificial Intelligence and Virtual Reality technology in appropriate courses and programs
- Investigate and promote the use of Open Educational Resources to ease financial burden and improve affordability
- Streamline the prospective application process
- Award all available scholarships

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Expose the college community to various cultural experiences and reinforce and/or expand upon what students are learning in their courses, (cocurricular) which may include diversity, equity, and inclusion issues.

Strengthen Academic Excellence

Create, maintain, and utilize clear program maps.

- Ensure that the website is up-to-date with program maps

Improve and maintain a robust program review process that informs decisions.

- Use course-level assessment to influence departmental decisions
- Advisory Councils provide input regarding program-level assessment

Be responsive to industry and community needs when creating, expanding, modifying, and implementing programs to support careers of the future.

- Meet with advisory councils twice a year
- Use Clearing House data to track student outcomes
- Use EMSI for labor market data to remain responsive to industry needs by informing academic program development and possible expansion of new relevant programs.

Maintain and support student research opportunities on campus within various departments including biology, psychology, and nursing. Provide avenues and support for other departments and faculty interested in conducting research that involves student collaboration and involvement.

Continue a strong relationship with INBRE and partnership with the University of Wyoming to provide exceptional research opportunities for students and support for faculty to conduct research.

Student Success Advisors, assigned to schools, will train and support faculty advisors to provide superior academic advising leading to student success and program engagement.

Provide course development support for online courses including access to technology resources that enhance teaching quality and the online student experience.

- Ongoing faculty training through the Center for Teaching and Learning

Develop and implement a Student Career Advisement area with appropriate staffing to implement internships, mock interviews, career fairs, and keep the Job Board current.

Expand the course, program, and short-term credential offerings in the Workforce Development area.

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Reorganize the library and related academic support services under a Learning Commons model: a shared virtual and physical space for teaching and learning activity; a communal hub connecting ideas, information, and people.

Develop and implement a plan to add a dedicated Testing Center to the Rock Springs campus

Expand the programmatic areas that present their work at the Undergraduate Research Day

Create a clear process for recognizing and awarding credit for college-level learning outside of the classroom as part of a strong credit for prior learning (CPL) policy.

Explore competency-based education (CBE) as an alternative method for teaching, learning, and awarding credit. Potentially piloting two programs targeted at the post-traditional learning population

Cultivate Valuable Partnerships

Consistently review and update academic websites.

Continue to provide and create new community events.

- Expand the "Enrich Wyoming" program
- Expand the "Discover Western" program

Provide Electrical & Instrumentation (E & I) training at Outreach Centers through portable E & I workstations.

Maintain strong industry partnerships to drive program development and workforce priorities.

- Meet with advisory councils twice a year
- Explore, develop, and implement new programs including, but not limited to: Cyber-Security, Outdoor Leadership, Fiber Optics, and Powerline.
- Develop and implement Stackable Credentials
- Expand current programs in Plant Operations and Electrical & Instrumentation.

Foster relationships with alumni to speak to and promote Western's academic and cultural excellence.

- Partner with the foundation to maintain alumni list

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Operational Efficiency

Partner with enrollment management to increase enrollment in targeted programs.

Expand Dual Enrollment course offerings to our Outreach Center through appropriate technology

Western is committed to researching and securing grant opportunities at the local, state and federal levels to strengthen program enrollment opportunities.

Maintain adequate faculty and staffing to align with educational best practices.

Committed to the practice of searching for faculty that match our student population

Use data to determine the optimum number of course sections offered per year.

Develop and implement processes to address how assessment of student learning contributes to the thoughtful alignment of college resources to programmatic needs.

Expand the Faculty onboarding and mentoring processes.

Assessment data is generated annually from its programs, this data helps determine the efficacy of the programs

Use data to plan and determine budgets.

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SEM Committee and SEM Working Groups

Recruitment Team (Connection)
Membership: Appointed by Dean of Enrollment Management

AVP of Institutional Effectiveness
Dean of Enrollment Management (Chair)
Dean of Students
Director of Admissions and Advising
Director of GEAR UP
Director of Student Marketing and Communications
Faculty Representative
Recruiter
Senior Outreach Coordinator

Retention Team (Entry and Progress)
Membership: Appointed by Dean of Enrollment Management

BIT Representative
Dean of Enrollment Management (Chair)
Director of Admissions and Advising
Director of Library Services
Director of Wellbeing & Accessibility
Faculty Representative
Student Success Coach

Completion Team (Completion)
Membership: Appointed by Dean of Enrollment Management

Dean of Enrollment Management (Chair)
Faculty Representative
Interstate Passport Representative
Registrar
Student Success Coach

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SEM Plan Framework and the Student Journey

CONNECTION	ENTRY	PROGRESS	COMPLETION
INITIAL INTEREST THROUGH SUBMISSION OF APPLICATION AND COMPLETION OF INTAKE PROCESS (RECRUITMENT)	ENROLLMENT THROUGH COMPLETION 15 CREDITS (RETENTION)	ENTRY INTO SECOND YEAR OR 70% OF PROGRAM (RETENTION)	COMPLETE PROGRAM(S) OF STUDY THROUGH EARNING A CREDENTIAL WITH LABOR MARKET VALUE (RETENTION/COMPLETION)
GOAL(S)			

• Encourage prospective students to apply and complete the application and intake process in a timely manner so they:
  o set education and career goals and
  o develop a plan for college and career success and enroll in initial coursework appropriate to their level of readiness and goals.
	• Help students choose and enter a program of study that matches their interests as quickly as possible.
	• Support students from initial enrollment through their initial term
		• Help students get to the point where completion is in sight by ensuring:
		  o programs are focused and streamlined and
		  o Continuous progress.
			• Support students through to completion of final coursework for chosen program(s) of study.
			• Assist students as they transition to a transfer institution or world of work.

OPERATIONAL FOCUS AREA(S)			
• Marketing and Communication • Outreach and Recruitment	• Advising • Student Support • Student Learning • Student Wellness	• Curriculum and Programmatic Offerings • Student Learning • Scheduling • Student Wellness • Student Support	• Career Services • Continued Connections • Foundation

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Outcome Tracking

Plans work only as living documents and must not become "shelf bound." The KPIs, initiatives and strategies, once approved and adopted by the appropriate stakeholders, will be placed into Western's project management system. The project management system will track the implementation and efficacy of individual efforts. Measured outcomes will then drive adjustments to the SEM plan.

Connection

Initiatives in the "connection" stage include increasing awareness, applications and yield and ultimately, enrollments. Admissions and recruitment staff are trained and expected to provide potential students and families with up-to-date and correct information. Western Wyoming Community College does not use high-pressure recruitment tactics, commissions, bonuses, or other incentive payment programs given to employees for the purpose of directly or indirectly securing enrollments.

Overall KPIs

KPI	Measure	From--- To (Growth Expectations)	Timeframe
Increase headcount	.5% growth annually	3438 to 3530	2023 - 2027
Increase FTE	1% growth annually	3529 to 3705	2023 - 2027
Increase Applications	100 annually over three years	1100 to 1387	2023 - 2027
DEI	Demographics match service area	Meeting Expectation	Ongoing

Initiative or Strategy	Notes	Outcome / Benchmark	Target Population	Target Date	Strategic Responsibility	Review Cycle
Increase FT Traditional Enrollments	Strengthen enrollments within service area and out of state (non-athletic)	Enrollments will increase by .5% annually	High School age students	Fall 23	DEM	Yearly
Increase FT/PT Non-traditional enrollments	Focus on under employed and college returners within service area	Enroll a minimum of 20 returners per term	Returning students or ARS	Fall 23	DEM, Outreach	Yearly
Increase awareness of Western and Western programs	Students and counselors will benefit from Western marketing and personal interactions. Recruitment team will identify and target specific regions for enhanced efforts	Each recruiter will cultivate a relationship with at least four out of area schools each year. These schools will produce a minimum of five students yearly.	High Schools	Fall 23	DEM	Yearly
Increase usefulness of application	Applying to Western will be quick and easy with quick offers.	Applicants will spend on average no more than 20 minutes on their initial application. Conditional offers will be immediate.	All Students	Dec 22	DEM	Yearly
Targeted Marketing	Marketing will be focused on student populations. Potential students and current applicants will	Communication tracking via Recruit and Colleague	All Students	Dec 22	DEM, Marketing	Term

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	receive consistent communications.					
General Marketing	Website content will be continuously updated	Website content will be up-to-date, correct and relevant	All Students	Dec 22	DEM	Term
Yield from Marketing and Recruitment	It is expected yield will drop with increased applications.	Maintain Yield		Fall 23	DEM	Yearly
Support from Financial Aid	Students will have the ability to calculate the cost of attendance along with potential scholarships and on-campus work opportunities	An embedded calculator will allow student to explore costs. Understanding total costs will show value and affordability	All Students	Spring 22	DEM, FA	Permanent Change
Increase Campus Diversity	Diversity in all forms increases learning and growth opportunities for the Western community.	Campus diversity will match or exceed diversity within Western's service area	All Students	Fall 24	DEM, DEI committee	Yearly
Develop marketable partnerships	Western will develop multiple guaranteed pathways for transfer students (Articulation Agreements)	Students will have a minimum of two guaranteed transfer options	Transfer	Fall 23	DEM	Yearly
Increase Western staff understanding of enrollment	Western will develop a highly detailed dashboard allowing faculty and staff to deep dive into past, current and future numbers	Users will have a wide range of discrete functions to develop understandings of trends.	Staff and Faculty	Spring 23	DEM, IE	Change
Increase number of military members studying on campus	Western will partner with NG to increase number of currently serving NG members enrolled.	Recruiters will increase presence on campus, Western will participate in NG leadership activities.	Veterans and current military members	Fall 22	DEM, Military Affairs Committee	Year

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Entry

Just prior to, and upon entry, students will form multitude connections with Western. These engagements will include orientation, advising and first term/year support.

Overall KPIs

KPI	Measure	From--- To (Growth Expectations)	Timeframe
Increase Fall to Spring Retention Rate	2% yearly	79% to 85%	2023 - 2027
Financial Aid Counselors are Helpful	Noel Levitz SSI	67% to 70%	2023 - 2027
Career Services Work	Noel Levitz	69% to 70%	2023 - 2027
Advisors are Knowledgeable	Noel Levitz	64% to 70%	2023 - 2027
Scholarship Awards	Students receiving Foundation scholarships	161 – 171	2023 - 2027

Initiative or Strategy	Notes	Outcome / Benchmark	Target Population	Target Date	Strategic Responsibility	Review Cycle
First Year Seminar	Students will learn academic success strategies, self-advocacy and college support systems	50% of first year, traditional students will participate in FY Seminar	New Students, Traditional	Fall 23	Advising, VPSL	Term
Advocacy in Orientation	Students will learn how and where to find support systems across campus	Participants will be able to name the purpose and location campus support services	New Students	Fall 22	DOS	Yearly
Initial Advising	Students will receive advising that supports their initial educational goals	During initial advising, 90% of students will receive an initial program map and academic plan that supports student success	New Students	Fall 22	DEM, Advising	Term
Week four academic interventions	Knowing academic progress at mid-term may be too late to coordinate effective support measures	Faculty will assess students at week four of a standard term and identify students possibly needing enhanced support.	New Students	Spring 23	DEM, Advising, VPSL, Faculty, Chairs	Term
Non-academic engagement	Building engagement and belonging at Western	Student will engage in a minimum of one out of class event, group or activity	New Students	Fall 22	DOS, Advising, Chairs for co-curricular	Yearly
Childcare	Students will have subsidized use of campus child-care center so they may attend classes	100% of students requesting child care will receive placements	All	Ongoing	DOS, VP Administration	Yearly

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Maximizing Financial Aid	Affordability is a major theme in student concerns. Financial Aid will maximize FA opportunities for Western students	FA will disburse 95% of financial aid available each term.	All	Ongoing	DEM, Financial Aid, Admissions	Term
Addressing Tertiary insecurities	A coordinated effort to address barriers to learning will combine departments to remove student success barriers. This includes addressing food, housing and transportation insecurities.	FAST review team will increase grant applications and disbursements.	All	Ongoing	Wellbeing, DOS, Advising	Yearly
Family Housing	As rents increase, displaced workers may struggle to find adequate housing while attending college full time	Housing will assign one building as Family housing, offering a family rate, not a per room, per bed rate.	Non-Traditional students, Displaced workers	Fall 23	DOS	Yearly
Grade Forgiveness	Upon repeat, students will be able to exclude a poor grade from their GPA. The highest grade in a repeated class will be counted in GPA. Up to 21 credits may be adjusted in this way.	Students with D/F will be encouraged to retake classes	All	Fall 22	DEM, Registrar	Permanent Change
Academic Renewal	Students two or more years removed from class participation will have an opportunity to cancel up to 21 credit hours by taking similar classes upon their reinstatement.	Marketing will focus on Academic renewal.	All students out two or more years	Fall 22	DEM, Registrar, Admissions	Permanent Change
Add/Drop and Withdrawal Form Edit	Forms will capture stated reason for classes dropped or total withdrawal	Full-Time students dropping below 12 credits and students withdrawing from school will meet with MC advisor before action is processed.	All	Spring 23	DEM, Registrar, Advising	Permanent Change
Withdrawal Timeline	Students will have an opportunity to withdrawal prior to 88% of full-term completion (adjusted for block classes)	Students will protect GPA by being able to withdraw later in the term	All	Fall 22	DEM, Registrar	Permanent Change
Messaging	Students receive messages on multiple platforms—Canvas, e-mail, posters. Western will use texting to push select and important messages to students	Western purchases text messaging system and captures student mobile numbers	All	Spring 23	IT	Permanent Change

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Early Interventions	Students with limited school success may struggle upon entry.	Students with a <2.0 upon entry will be identified and receive the option for extra support	New Students	Spring 23	Admissions, Advising	Yearly
Positive Communication	Students often struggle in their initial terms. Students will receive positive communications related to successfully completing weeks, terms and other activities	Students will receive a minimum of one positive message every ten business days.	All	Spring 23	Admissions, Chairs, VPSL, Wellbeing, DOS	Yearly
Faculty Advisor	Students will be assigned a faculty advisor within their area of study	Student will have a minimum of two meetings with their advisor, a welcome meeting and a mid-term check-in.	New Students	Fall 23	Chairs, Advising	Yearly
Support Military community	Western will provide high levels of advising, FA and tertiary support to the military community.	Veterans and current military members will indicate high levels of support and engagement as measured by Military Affairs Committee surveys and/or focus groups.	Veterans and current military members	Spring 23	DEM, Military Affairs Committee	Year

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Progress

The "progress" phase should see students moving directly towards completion. Students in this phase should have a developed understanding of campus resources, connections to faculty, staff and students, and be participating on co-curricular activities.

Overall KPIs

KPI	Measure	From--- To (Growth Expectations)	Timeframe
Increase Fall to Fall retention rate	Students expected to return	60% to 70%	2023 - 2027
Course Success Rate	Students passing a course	Remain at >80% (comparator group)	2023 - 2027

Initiative or Strategy	Notes	Outcome / Benchmark	Target Population	Target Date	Strategic Responsibility	Review Cycle
Release course schedule mid-spring	New students will have ample time to create schedules that meet their personal and academic needs.	Spring to Fall retention	All	Spring 23	Registrar, Advising, Chairs	Permanent Change
Embedded Advising	Advisors will embed with each school. Faculty advisors will receive consistent training and advising engagement	100% of faculty advisors will complete advisor training on canvas. 100% of faculty advisors will have two mini-trainings with assigned school advisor	Faculty Advisors	Fall 23	Advising	Permanent Change
Work Study	Work study provides student/staff engagement opportunities, students with income and student influence in college workings	Western will raise the hourly wage paid to work study students.	All	Fall 22	VPHR, Financial Aid	Upon start of Fall Term
School Cohort Review	Chair will review credit accumulation, success rates and retention by program	Yearly review with Dean of Enrollment and VP Institutional Research	Chairs	Summer 23	Chairs, VPSL, DEM, AVPIR	Permanent Change
Integrated Academic Support Services	Student Academic Support services, testing and tutoring will be moved to a central campus location	Increase in tutoring services as presented by tutoring center.	All	Fall 23	VPSL	Permanent Change
Student Friendly Scheduling	Academic scheduling for non-block classes will be confined to M-TH; enabling students to work more hours, reduce child	X% increase in campus activity involvement. Faculty will report decreased absenteeism. Increased usage of academic facilities.		Fall 24	Board of Trustees	Permanent Change

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	care needs and limit trips to campus.					
Progress Medals	Create "stackable" certificates that allow students to constantly and consistently achieve demonstratable progress	Students will have an opportunity to earn badges or medals	All	Fall 24	VPSL	Yearly
Internships	Students continue their studies through credited summer internships	All students will receive information on summer internships.	All	Fall 23	VPSL, Outreach	Term
Scheduling	Students needing to repeat a class or who have changed majors may have limited options to remain on track to graduate	Western will participate in a consortium that ensures a wide range of classes are available every term. Courses transferred in will count towards degree/completion and in GPA	All	Fall 24	VPSL, Registrar	Yearly
Generate and distribute reports with department specific retention rates	Department heads and chairs will review program retention rates. Low retention programs will be reviewed for further integrated support systems	Fall to Fall and Fall to Spring retention data will be shared with academic leadership for review	Academic leadership at school and program level	Spring 23	IE	Yearly
Provide enhanced advising for students placed in developmental courses their first term	New, degree seeking students placed in developmental programs will receive two "check ins" from advising during their first term. Focus will be connections to support systems and next term registration.	Students will receive at least two check-ins during their first term.	Students placed in developmental math or English programs	Spring 23	Advising	Term

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Completion

During the "completion" stage students should be preparing for next steps. These may include transfer or career opportunities. All students should discuss their options with an advisor, career counselor, chair or other school representative prior to their final term.

Overall KPIs

KPI	Measure	From--- To (Growth Expectations)	Timeframe
Total Credentials Awarded	Degree or certificate awarded	+350 annually	2023 - 2027
Transfer Out Rate	Equal to or less that comp. group (17%)	<17%	2023 - 2027
Graduation Rate	Credentials within 150% time of enrollment.	>Wyoming CC graduation rate	2023 - 2027

Initiative or Strategy	Notes	Outcome / Benchmark	Target Population	Target Date	Strategic Responsibility	Review Cycle
Career preparation	Students will have ample opportunity to explore career and transfer opportunities	In the term prior to their final term, all students will have a minimum of one career/transfer discussion with an advisor.	Completing students	Spring 23	Chairs, Advising	Yearly
Credit Audit	Students with 45+ earned credits are on the cusp of graduation.	Students with 45+ credits will be contacted to determine available completion outcomes.	Completing students	Spring 23	Registrar, Advising	Yearly
Early graduation	Students may fall a few credits short of a Spring graduation.	Students within 6 credits of spring graduation who identify available summer classes to complete their degree will be able to walk in graduation	Completing students	Spring 23	VPSL	Permanent
Reverse Transfer	Transferring students will request to apply new credits to earn AA	55% of transferring students will initiate RT	Leavers	Spring 23	Registrar, Admissions, Advising	Permanent

Institutional Needs (Urgent)

To best implement the SEM plan, the following items should be considered.

Need	Why	What it Will Do
Texting Platform	Current communications are based on e-mails or phone calls. Research shows young students prefer to start communications via text messaging.	A proper texting platform will allow initiated contact through Recruit and Colleague. Both custom and templated texts will improve communications. Texting will support both recruitment and retention.
Live Dashboard	Data is currently accessed through multiple sources—WCCC, weekly reports, requested reports. Stakeholders need deeper insight into campus data. Furthermore, a single data source will ensure all data discussions are based on a common source.	A live dashboard will allow campus stakeholders detailed insight into current happenings as well as future projections.
Framework Staffing	From Entry to Completion, many individuals play a significant role from recruiting to retaining students. These roles are often filled ad hoc and there is limited tracking for efficacy.	As budgets allow and data supports, increasing institutional support in academic success, career counseling and other systems will drive retention and completion rates as well as student engagement and success.

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