



# ACCREDITATION EVIDENCE

**Title:** Western Leadership Council

**Evidence Type:** Corroborating

**Date:** 5 October 2021

**WAN:** 22-0517

**Classification:** Minutes

**PII:** Yes

**Redacted:** No



**Western Wyoming Community College**  
Meeting Minutes

**Team Name:** Western Leadership Council

**Date and Time:** October 5, 2021 8:30 AM via ZOOM

**List of Members** (check off those in attendance):

NAME	POSITION	IN ATTENDANCE
Kim Dale*	President	
Joy Adams*	Associate VP of Human Resources	X
Debbie Baker*	Associate VP of Finance	X
Dustin Conover*	Dean of Students	X
Kasey Damori*	Director of Outreach	X
Molly McClure*	Director of Mustang Success	X
Kimberly Rembacz*	Director of Student Marketing & Communications	X
Kristy Kauppi	Paraprofessional Alliance Representative	X
Stu Moore*	Registrar/Senate Chair	X
Chris Propst	Senate Representative	X
Mark Rembacz*	Associate Vice President of Institutional Effectiveness	X
Burt Reynolds*	Vice President for Administrative Services	X
Derek Robinson*	Director of Information Technology	X
David Tate*	Director of Community Development	X
Cliff Wittstruck*	Vice President for Student Learning	X
Beth Gard	School of Business & Computer Technology Chair	X
Ashley Barnes*	Recorder (non-voting)	X

\* = permanent member

Visitors or Guests	

<b>Topic:</b> Area Updates - Outreach & Workforce Development
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Notes:

Dual & Concurrent:

Concurrent enrollment increased last year, while Dual decreased. We are seeing the same trend this year, likely due to school district budget cuts and schools not having the extra funds to cover dual courses.

Kasey is currently looking for ideas to incentivize concurrent faculty, and get more concurrent faculty qualified. Concurrent courses offered at the high school are the most cost effective as the teachers are only paid their school district salary, we don't pay the teachers more, but we do get the FTE's for the courses.

Working on building high school tracks that will align with the interstate passport program. Also evaluating a Friday College program, which was an initiative put forward when SWCSD1 announced a 4-day school week.

Dual Enroll program has been implemented. The program has been very beneficial to the students, parents, and high schools. However, the college side still needs some work especially in the data/reporting aspects. Megan and Carrie have been working very hard on these issues.

Chris Propst asked about the registration issues for RSHS at the beginning of fall term, and if there have been any solutions addressed with RSHS going to a 4-day week. Kasey said that there were no solutions at this time, but it is likely that more RSHS will have to take dual classes online instead of on campus due to the way the 4-day week works. The registration issues were largely in part to the high school not having student schedules ready, not approving courses, and sending students to campus to register. There was also an issue with Dual Enroll bringing on a new school with over 400 high schools which broke the system. The hope is that this term was an anomaly and next semester will be much smoother. It is in Kasey's 5-year plan to crack SWCSD1.

Kim R. asked what the close rate is on the dual and concurrent numbers, as far as how many dual/concurrent students we can potentially have. Kasey explained that we could potentially have every high school student. Wyoming legislation says that we cannot impose any additional requirements on the students to get into courses, other than the already standing pre-reqs. We serve 11 school districts, and each district has their own rules and have different levels of funding to pay for the classes. Legislation also says that all high school students should be offered at least 12 college credits while they are in high school. Kasey has been having conversations with the Presidents group and the Commission as to how to make it more equitable to all students to take college courses in high school.

Mark asked if there was an alternate path to approval for concurrent faculty, such as a test of experience, would that help us get more teachers approved to teach concurrent courses. Kasey said that we have tried this in the past for a Spanish faculty in an outreach and there were hang ups with the requirements for the experience that did not qualify the instructor. Kasey would like to continue to explore the possibilities though.

#### Community Education:

Community ed was put on a 1-semester hiatus while Kasey & Alex evaluate and revamp the program. As it was, the program was costing more than it was bringing in, and it was not even self-sustaining. They are working with a large group of stakeholders, and putting together a task force to see how best to still serve our community, but also be self-sustaining. They are looking at tracks for community ed to focus on enrichment while not duplicating services that are offered elsewhere in the community (for example, Zumba at the Rec/Civic Center).

Impact 307 is a grant program through UW for business incubation funding and support services. Dr. Dale has requested funding, approximately \$50,000 per location, to launch small business competitions through Evanston and Rawlins.

Makerspace is a partnership with Western, Department of Vocational Rehabilitation, and UW. It is in 2052, by the library, hoping to have a grand opening in early November. There will be computers, laser cutter, 3D printers, sewing area, etc. for students who like hands on work. This is a DVR opportunity for pre-employment transitions students to gain employable skills like customer service, communication, and following directions. In order to use the equipment, students will have to take a module through canvas first.

#### Workforce Development:

Kasey shared a graph showing the breakdown of credit vs non-credit workforce students. Kasey believes the bulk to the credit workforce students are MSHA students. She met with Mark and got some information regarding the return from the state to assist in evaluating how these courses should be billed to companies or students to make it the most profitable, or even generate revenue. Workforce has a significant headcount, but only contributes about 1% to FTEs.

Workforce has partnered with UW on a grant to repurpose coal & other rare earth minerals – Greater Green River Basin Carbon Ore Project. Also working on a Fiber Optics program. Joe Uriarte and John Marley are nationally certified to teach a fiber optics technician class. Will follow with Fiber optic splicing and testing. A Perkins grant will be used to purchase the materials, then the program will launch hopefully early spring.

Outreach:

Looking to expand CTE & Workforce programs for outreach locations – E&I in Evanston, Construction Management in Rawlins. They will put a focus on marketing and increasing presence and expand access by instituting more web-conferencing classes.

Action: None

Vote: None

<b>Topic: Area Updates - Business Office</b>
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Notes:

Business office is in charge of the audit of college financial statements. The request letter from auditors usually has about 70 items to have prepared for the audit, along with 40-50 additional requests while they are working through the audit. This year they have already requested 133 additional requests, due to the additional grants from federal HERRF and CARES funding.

Kimberly Greene has left Western, and Abby Meduna has been hired in her place. With turn-over comes training, and Debbie has had each team member create a procedure manual for the processes in their area to assist in continuity of service. These manuals will have need for ongoing updates as regulations change, etc.

The Business Office has made some updates to their page in the portal. They have added videos on how to access different budget pages, payroll info, the new procurement process, etc. The current budget is uploaded on a daily basis, and the Business Office orientation guide is also available there. Many documents are also available on the page.

Action: None

Vote: None

*Molly and Derek volunteered to give area updates at the November 2<sup>nd</sup> meeting, as the October 19<sup>th</sup> meeting is dedicated to the Mock Peer Review.*

<b>Topic: KPIs</b>
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Notes:

Mark pointed out that many of our KPIs use IPEDS/IPEDS cohort in the data. Students enter a cohort their first time to college after high school. Pros to using IPEDS is that this is data we are already gathering and reporting due to federal regulations for distributing Title IV funds. We have longitudinal data, and other schools use the same data so it is easier to compare apples to apples. Cons are that the data is skewed towards traditional students. Some students start school right out of high school (entering the cohort) and have to stop attending, then come back sometimes years later.

**KPI – Build Clear Paths to Success--** We report a 2, 3, and 4-year graduation rate. 3 year is considered the bellwether, 150% time to graduation for a 2-year school. Our latest 3-year graduation rate is 35%, meaning that 1/3 of our students who start have a degree within 3 years of their first date of enrollment. The 2-year rate is generally in the mid 20's, 4-years is usually in the high 30-low 40's range. Typically, you don't see much gain after four years.

Cliff mentioned that using this, we wouldn't know if anything we implement worked until 3 years after the fact. Mark confirmed that yes, the IPEDS graduation rate is a lagging number but can be used in combination with other data to give us leading indicators that we are on the right trajectory.

Mark indicated that initially our target for the 3-year graduation rate should be 40%. The other community colleges in Wyoming are in the 39-40% range year after year, which is what prompted this goal. Some sub-kpis that we could review at a later date could be average credits earned at graduation (currently 84 when 64 are required for an associates), and total exceptions. The last time the data was reviewed more than half of our students were graduating with exceptions to their designated pathway.

Stu asked what we will do to go from 35% to a 40% graduation rate. Burt stated that we need to keep in mind that it is not WLC responsibility to figure out how to reach the goal, but to determine if the goal is reasonable and achievable. Then it will be up to the person/persons responsible to determine how to reach the goal, in this instance the Dean of Enrollment Management.

Cliff said that we will have to also now figure out our graduation rate for the Bachelors program. Mark agreed, and said that we will not report a graduation rate for the BAS program for another 5 years so it is a lagging indicator.

**KPI- Fall to Fall retention** is more of a leading indicator of where you will end up in your graduation rate. Fall to Fall retention is a standard IPEDS report, and last report was 58% for full time, and part time degree seeking students was at 13%. If the student is not here the following fall, they will not be in the graduating cohort. Mark's proposed target would be 70% for FT and 40% for PT. These are above where our cohort groups are, however these are levels we have reached in the past.

Sub-KPIs suggested would be Fall to Spring retention, targeted in the mid-80's. This is not a typical IPEDS report, but easy enough to track since we would already know who is in the cohort. The single greatest factor is full time student success is how many students have 15 credits by the end of their first semester? 30 by the end of their first year? Students who meet these credit goals are generally the ones who will retain and graduate.

Cliff asked for clarification on the timeline of this target, which Mark thinks should be immediate though it could be made incremental. Derek asked if there would be a need to build any additional data points to feed into these metrics. Mark stated that all of the data is readily available. There may be some new reports that need to be built, but no new data collection is needed. We could see data change in real time, and as soon as registration opens for the next term to see what the fall to spring retention is looking like.

**KPI – Total Credentials Awarded-** IPEDS is a percentage of the cohort where this number gives the total of unique credentials we are awarding, not the number of individuals. This is reported to HLC every year, and they look at how many credentials we are awarding, and how many full-time students we have. HLC wants to ensure that we have a matriculation rate that shows students are successful in our programs. The current numbers are 258 degrees and 103 certificates. Mark suggested an annual target greater than 350. If we got our graduation rate up to 40% a total credential count over 350 should be easily attainable.

Kasey asked if it would be beneficial to track industry recognized credentials that our students are obtaining. Mark said absolutely, but asked if those would be separate information. Kasey said they would be separate as they are not filtering in to a degree or certificate, for example CNA or Phlebotomy license, Microsoft certification, etc. The challenge would be tracking those credentials; however, those do count towards the statewide attainment goals. Kasey will brainstorm some methods to track and gather this data.

**KPI – Student Faculty Ratio** – Also an IPEDS report, used in our annual report, and in marketing. Our current ratio is 12:1, and our cohort group of the other Wyoming schools is 15:1. Proposed target would be equal or less than the comparator group, which we currently meet.

Mark stated that a sub KPI would be the FT /PT faculty FTE ratio. Are we ensuring that a certain percentage of our courses are being taught by out FT faculty, and not outsourcing our primary service to a PT workforce? Cliff stated that that is a tough situation because sometimes we hire adjuncts to teach a singular course because they are content experts. Mark said the last time he looked at this data, more than half of our FTE's were taught by FT faculty. Beth asked if this is recommended to compare to other WY Community Colleges, or just to know the numbers? Mark said that this data is not readily reported though there are some best practices that we could look at and set up an outcome, and we should establish a best practice that we strive to achieve and maintain.

**KPI – Course Success Rate** – Passing would be receiving a letter grade of A, B, C, or D as D does count towards credit. Currently our success rate is 72%. 40% of the grades we give are A's, 20% B's and C's, and the least often given grade being D's. Cliff raised the concern that the pass rate is lower in the more challenging math and science courses versus other areas, and we may want to look at this by schools within the college. Mark said course success feeds retention, which feeds graduation. This is a leading indicator and readily available/easy to report. The concern would be that a skeptic would look at that goal and just pass that percentage of students to meet the goal. Cliff stated if we go with this goal we will want to be careful with the messaging. Beth agreed that this is an important conversation and data to look at, but she stated that we may be more successful if we compared disciplines to a statewide average in that discipline instead of disciplines across each other. Mark said that we do have access to the pass rates for the other community colleges by class. We can start with bigger buckets like math and English, and then we can look at how to best measure course success.

Dustin asked if we should determine which percentage of the remaining grades are F's vs W's. Mark stated that yes, we should due to the punitive nature of an F on a student transcript, and that F's are indicative of students who will not stay or come back the next semester. Dustin agreed that these are important metrics to track, and that the school is moving to push the last day to drop further into the semester which could skew the current data.

**KPI – Transfer Rates** - Western is a transfer institution. Typically, a combination of transfer and graduation would indicate student success. Transfer would be students in the IPEDS cohort who left Western within the three years, and within a year of leaving Western transferred to another institution.

This is information that we already report in IPEDS. Currently our transfer rate is 15%, other community colleges in the state are about 16%. Target would be to be equal or greater than our comparator group.

Western's #1 transfer institution is University of Wyoming, and we are able to track the transfer student's performance when they get there. This is helpful to compare to other schools and general transfers to see how well our students are prepared when they transfer to a 4-year school.

Action: None

Vote: None