



ACCREDITATION EVIDENCE

Title: Western Leadership Council

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Western Wyoming Community College
Meeting Minutes

Team Name: Western Leadership Council

Date and Time: September 7, 2021 8:30 AM via ZOOM

List of Members (check off those in attendance):

NAME	POSITION	IN ATTENDANCE
Kim Dale*	President	X
Joy Adams*	Associate VP of Human Resources	
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	
Kimberly Emerson*	Director of Student Marketing & Communications	
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	
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	

Topic: Welcome

Notes: Beth Gard has joined WLC as a representative of the School Chairs.

Action: None

Vote: None

Topic: Area Updates

Notes: KKD requested that going forward two members will give quick updates from their areas regarding what is happening in their areas and how they relate to the strategic priorities. This will get people thinking about how the things they are doing contribute to the strategic plan, and allow us to document the things those things as well. Kasey Damori and Debbie Baker volunteered to give the first updates at the next WLC meeting.

The Strategic Priorities are:

1. Create a culture of success
2. Strengthen Academic Excellence
3. Cultivate Valuable Partnerships
4. Operate Efficiently

Action: None

Vote: None

Topic: Powerline Program

Notes: Cliff shared that the Powerline program was approved by the Curriculum Committee and will be going to the Commission for their approval.

KKD gave a recap of the history of the Powerline Program, including Westerns research pre-covid, funding requests to the Governor's office for \$2 Million from ARPA funds, and support from local industry leaders. Governor Gordon put all community college requests on hold during the survive stage of his funding, focused on medical/mental health/social services, but he is now looking at the "drive" stage – how to drive Wyoming's economy – and this powerline program is included.

Action: None

Vote: None

Topic: COVID Testing

Notes: Dustin said that equipment and training has been received so that we are able to provide regular surveillance testing to housing students and student athletes. They are using a new system that allows Western to administer the tests ourselves and receive results in about 20 minutes, versus having a nurse come in to administer the test then send it off to a lab and receive results back in 2-5 days.

Athletes will be tested every Monday, as well as the day prior to travel. Housing will test on Wednesdays, half of the population one week and the other half the next.

Covid Crisis Team has been tracking all of the positives and quarantines since August 12 to keep an eye on spikes/trends. The numbers have been compiled into a chard which will be provided to the Board with the most up to date information.

Action: None

Vote: None

Topic: KPI's

Notes: KPI discussion resumed with a review of what was covered at the last WLC meeting, with the updated goal to increase our FTE's by 1% annually.

Mark shared the Annual Academic Enrollment Report which comes from the Commission. This report gives the final numbers that the State/Commission uses for our enrollment composition. Reviewing the current enrollment report, Western's fall enrollment FTE's are down by 6%, headcount by 9%.

Mark pointed out notable information included in the report, such as the breakdown of student median age which is impacted by our dual/concurrent enrollment, and the breakdown of how many of our students come from within our service area, in-state, and out-of-state. 90% of our students come from within our service area. This can greatly impact enrollment numbers as people leave the area due to unemployment and the decline in graduating class. Only 8% of our student population comes from out-of-state vs the statewide average of 16%.

Mark highlighted the breakdown of the students by Transfer population, CTE, and non-degree seeking. Our transfer population, students in programs that are designed to transfer to a 4-year institution, represent approximately half. One quarter are in CTE, as defined by the state, programs designed for transition into the workplace. Final quarter of our population is made up of students who are classified as non-degree seeking.

Level of Instruction was reviewed, with the different levels defined. Level 1 – Lecture Courses, Level 2 – Lecture/Lab, Level 3 – Primarily lab courses (such as nursing), Level 4 – Online. Online courses have a lot of growth potential; however, they are reimbursed by the State at a lower rate.

The last section of the report reviewed was Alternate Delivery. This consists of Dual, Concurrent, Developmental, and Distance Education. Numbers are broken down as a percentage of total students, and percentage of total credit hours. More than 1/5th of Westerns enrollment are dual/concurrent, as a percentage of total FTE's. The percent of developmental credit hours has shrunk over the last decade from more than 10% to now less than 5% and may continue to shrink due to changes in the math program. Students who are enrolled in at least one online course is recorded at just over 50%, with 42% of our total student credit hours being online. This is a huge shift from a decade ago which is indicative of Higher Ed as a whole.

Discussion transitioned to the Total Application & Conversion Rate KPI. Mark stated that he believes we should be tracking the total number of applications and the conversion of those applications into actual students. Due to the normal enrollment cycle, fall semester represents 75-80% of total new student enrollment in a given year and gives a good prediction of where the total number is going to fall. Conversion is the number of applicants who are here on census date.

Cliff and KKD emphasized how important the total application goal and conversion rate goal will be to the Dean of Enrollment Management when that position is filled. KKD also asked if this KPI would capture more of the full-time student enrollment. Mark said that it would because 70-80% of the students who enroll in a typical fall term are full-time students.

KKD pointed out that our current conversion rate is less than 50%, and asked what our highest has been. Mark said the highest we have had in the past decade was 48.7%. Beth asked if our conversion is comparable to other schools in the state. Mark relayed that his only knowledge of other schools' close rate is from Adam Lange, when he helped build our system, which he said our close rate is comparable to what other schools are seeing.

Cliff said we should set challenging, but reachable goals for the conversion rate. We don't want to create a belief that "It's not possible, so I won't even try". KKD agreed, and also stated that the target we will set is at the end of 5 years, not just next year. We will need to think of the steps to get there in 5 years.

Mark stated that there are different ways to increase this rate. If we kept the applicant pool the same size, more of those applicants would need to become students to increase the conversion. If we received more applications, not as many would be needed to increase the conversion. Once a goal is set, then you can look at how many website hits/interest cards/etc. would be needed. KKD and Cliff both stated that we should focus on the students who have already expressed interest in Western (hot leads) and turning those applicants into conversions.

Mark said to get started, we could put in a placeholder goal of the 5year average on applications of 1387, conversion of 46%. These numbers could be indicative of not having an Admissions Director, and should be attainable. Cliff and Dustin agreed that this is a good starting point, and when someone is in the Enrollment Manager position they can assist in determining what the next goal should be. KKD asked Mark to take this goal and target, compared to the FTE growth, and make sure they are congruent.

Discussion transitioned to Industry Development and annual FTE for CTE programs. The current numbers are 26% (1006) of total FTE's. The question was asked if this is the best measurement for industry development. Cliff stated he thinks it should be a straight number instead of a percentage - Measuring as a percent means that the percentage from other programming would be decreasing. Kasey said she agrees that it needs to increase, but is not sure whether the workforce should be credit courses and counting FTE, or if workforce should be calculated by headcount. If we focused on increasing FTE's in other areas, we could focus on different calculations for revenue in Industry Development. We would just need to ensure we are charging enough to make up for the funding we would have received from the state.

KKD asked for clarification when we say Workforce, does that mean non-credit programming? Kasey said that these are classified as a "T" section. Some are credit and some are non-credit. Kasey referred back to the report where it showed the workforce 1 credit courses which helped increase our headcount, but had little effect on the FTE count.

Kasey posed the question - if we could get more workforce students and increase revenue without having them credit based. Mark said the challenge is that the enrollment report counts credit courses, so these would be eliminated from the state reporting. Is it worth offering these courses as credit when they bring in 55 FTE's across 3 semesters? Would it be possible to make up the lost FTE revenue by eliminating the credit portion and just charging enough in tuition? Kasey stated that it would likely be easier for students to register for the courses if they were non-credit but we would lose the fees for counseling and wellness center. She also said that through conversations she has had, the workforce students generally don't care if they receive credit for these courses. If the courses feed into a program, then we could offer the courses for credit (such as computer science or business) but the MSHA as non-credit.

Mark said that he thinks it is worth conversation as the state had been recently considering a way to calculate funding based on headcount. He would be leery on removing the credit if headcount did become part of the funding model because workforce does provide a large headcount, even though it does not provide a large number of FTE's. KKD stated that right now it is too early to tell if the state would be looking at total headcount or for-credit headcount only.

Beth asked if the for-credit courses move the students any closer to any sort of credential. Kasey said that it doesn't necessarily move them toward a credential. Some of the courses may open the scope to the student taking additional courses though. Beth stated then making the courses for-credit is more for

the institutions benefit than the students, and if we are not entirely sure that it does benefit us she would agree with removing the credit.

Debbie asked if part of the reasoning for making these courses credit would be to reduce the cost to the company/industry sponsor because we would be receiving the state revenue? Kasey said that she would need to do a balance sheet and compare what we would need to charge the company to combat the loss of state funding. We would need to evaluate if we would receive more money generated by FTE's versus how much we would be charging for non-credit. Kasey said she will do some calculations and bring those with her area report for the next WLC meeting.

Mark asked if maybe there would be a better way to measure Industry Development. KKD said the explanation of Industry Development in the strategic plan says "Western will design programs to fulfill current employment and workforce needs and will explore and implement diverse and innovative programs to expand economic diversity." Mark asked if this is best calculated by graduates and Kasey suggested maybe Industry recognized credentials? Mark said graduates would be easy to calculate, credentials would be harder but doable if we had a uniform way to measure. Kasey said that measuring credentials can show how we are meeting state attainment goals if we get a baseline and a measure done the same each year. KKD said that the demand for credentials is going to up as Trona expands, the ammunition manufacturing plant, and potentially nuclear power.

Action: None

Vote: None