## TABLE OF CONTENTS

### Part I: Context & Progress Indicators ................................................................. 2
- **Letter from the President** ................................................................. 2
- **Enrollment** ......................................................................................... 3
  - Unduplicated Headcount .................................................................. 4
  - Annualized FTE ............................................................................... 4
  - Location Enrollment Trends .............................................................. 5
  - Enrollment Trends with Demographic Breakdown ......................... 6
  - Enrollment Trends for High School .................................................. 7
  - Strategic Enrollment Plan ................................................................. 8
- **Persistence** ......................................................................................... 9
  - First-time, Full-time, Degree-seeking Retention ............................... 9
  - First-time, Part-time, Degree-seeking Retention ............................... 9
  - Student Financial Aid ...................................................................... 10
  - Retention & Persistence Academy Information ............................... 11
- **Student Course Success** ..................................................................... 12
  - National Comparison for Course Completion .................................... 12
  - Developmental Course Success ....................................................... 12
  - Gateway Course Success: English, Math ......................................... 14
  - Online vs. Face-to-Face Success ...................................................... 15
  - Concurrent Course Success .............................................................. 15
- **Student Learning Outcomes** ............................................................... 16
  - ETS Proficiency Profile .................................................................... 16
  - Licensure & Certification Pass Rates ............................................... 18
  - Transfer Rates Prior to Graduation .................................................. 18
  - Transfer Student Performance at UW ............................................. 19
  - Academic Rigor Action Project ....................................................... 20
- **Completion** .......................................................................................... 21
  - Graduation Rates ............................................................................ 21

### Part II: Planning & Environment Indicators .................................................. 23
- **Revenue & Expenditures** ................................................................. 24
  - Fiscal History .................................................................................. 24
  - Expenditures .................................................................................. 24
- **Facilities** ............................................................................................ 26
  - History, Current and Planned Projects ............................................ 26
- **Outreach Sites and Funding** .............................................................. 28
- **Strategic Plan** .................................................................................. 29
  - Overview of Themes & Objectives .................................................. 29
- **Student Satisfaction** ......................................................................... 29
- **Employee Satisfaction** ...................................................................... 30
- **Glossary** ........................................................................................... 34
Dear Western Wyoming Community College:

Western has a long history of gathering data, participating in national surveys, and collecting performance indicators. Data is gathered on a regular, as-needed, or ad hoc basis regularly to assist in the decision-making process at the College. Over the years, the offices or individuals who collected the data assumed the responsibility for keeping the information.

As the College prepared to compile the Systems Portfolio prior to the last reaffirmation-of-accreditation visit in 2013, only a few individuals knew who the keepers of the information were. In 2009, a committee determined that the College needed a central location for collecting data and information. The website was reformatted at that time and much of the information was placed in that location; however, only a few people knew where to look. Additionally, the national surveys were not in a format that could be easily stored on the intranet.

The Office of Planning and Improvement set out on a journey to provide a document that combines data from key reports that can easily be used by all areas of the College -- and, that can be readily at hand. Welcome to the 2015 Factbook.

We hope you find this volume to be a useful resource. Let us know what additional items you would like to see included in future years as we continue on our journey to make data-informed decisions.

Karla

Karla
PART I: CONTEXT & PROGRESS INDICATORS
**Unduplicated Headcount**
The chart below shows the sum of students enrolled for credit, with each student counted only once during the reporting period, regardless of when the student enrolled.

**Annualized FTE**
Annual Full-Time Equivalency (FTE) is the number of approved academic or vocational-technical credit hours for each class for which students are enrolled in summer, fall, and spring divided by 24.
Location Enrollment Trends
Western Wyoming Community College serves an area of 29,000 square miles encompassing Carbon, Lincoln, Sublette, Sweetwater, and Uinta Counties. In the years illustrated below, students who claim permanent residence in one of our five service-area counties account for 80%-85% of the total enrolled students at Western.

Percent Unduplicated Headcount by Service Area County

Data Source: Colleague Enrollment Report
Enrollment Trends with Demographic Breakdown

### Enrollment by FT/PT
Headcount of students enrolled full-time and part-time.

**Enrollment FT/PT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-09</td>
<td>1029</td>
<td>2849</td>
</tr>
<tr>
<td>09-10</td>
<td>1243</td>
<td>2836</td>
</tr>
<tr>
<td>10-11</td>
<td>1325</td>
<td>2728</td>
</tr>
<tr>
<td>11-12</td>
<td>1310</td>
<td>2655</td>
</tr>
<tr>
<td>12-13</td>
<td>1323</td>
<td>2369</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS)

### Enrollment by Gender
Percentage of all students enrolled, broken out by gender.

**Enrollment by Gender**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-09</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>09-10</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>10-11</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>11-12</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>12-13</td>
<td>46%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS)
**Minority Students**
Percentage of all students enrolled with a minority race/ethnicity status.

**Minority Student Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>IPEDS Cohort</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-09</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>09-10</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>14%</td>
<td>30%</td>
</tr>
<tr>
<td>11-12</td>
<td>13%</td>
<td>31%</td>
</tr>
<tr>
<td>12-13</td>
<td>14%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS)

**Enrollment Trends for High School**
For the years below, Concurrent Unduplicated Headcount makes up between 12% and 17% of the total Unduplicated Headcount.

**Current Unduplicated Headcount**

<table>
<thead>
<tr>
<th>Year</th>
<th>09/FA</th>
<th>10/FA</th>
<th>11/FA</th>
<th>12/FA</th>
<th>13/FA</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/FA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/FA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/FA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/FA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13/FA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Source: Colleague Enrollment Report
Strategic Enrollment Management
Western has identified student persistence and success as a priority for our institution. It is necessary for individual student success and for the accomplishment of the College’s strategic enrollment planning goals.

Specific Goals:
• Increase degree-seeking student persistence and completion rates to established benchmark levels.
• Clearly understand success factors for various student populations and be able to systematize engagement and completion strategies targeted to each group.
• Develop a uniform system for understanding, tracking, and intervening with our students. This means having equivalent policies and guidance for part-time degree-seeking students.
• Identify methods for gathering comprehensive transfer and workplace data.
• Support the statewide Complete College Wyoming goals for student progress and success. Develop a high level of confidence that we have accurate and frequently updated information on student educational goals. Gather metrics data, analyze it, and utilize it in decision-making to better serve our students.
• Formalize institutional buy-in to the importance of student engagement and completion and of utilizing data to understand and serve our students. Help stakeholders understand the interrelationships between academic programs, student characteristics, and student support services.
• Understand and utilize best practices in student engagement and success initiatives.
• Test and refine key performance indicators that relate to student success.
**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.

**First-Time, Full-Time Retention Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Western</th>
<th>IPEDS Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 08</td>
<td>69%</td>
<td>53%</td>
</tr>
<tr>
<td>FA 09</td>
<td>79%</td>
<td>54%</td>
</tr>
<tr>
<td>FA 10</td>
<td>65%</td>
<td>56%</td>
</tr>
<tr>
<td>FA 11</td>
<td>60%</td>
<td>54%</td>
</tr>
<tr>
<td>FA 12</td>
<td>80%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS)

**Fall-to-Fall, First-Time, Part-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 11 or fewer credit hours in the semester.

**First-Time, Part-Time Retention Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Western</th>
<th>IPEDS Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 08</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>FA 09</td>
<td>26%</td>
<td>37%</td>
</tr>
<tr>
<td>FA 10</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>FA 11</td>
<td>53%</td>
<td>41%</td>
</tr>
<tr>
<td>FA 12</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS)
**Pell Recipients**
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 seeking a degree or certificate and receive Pell grants.

**Student Financial Aid**
Percentage of full-time, first-time, degree-or certificate-seeking undergraduate students who received grant aid from Western Wyoming Community College, compared to the same cohort group at similarly sized institutions.

---

**Full-Time, First-Time Pell Grant Recipients**

<table>
<thead>
<tr>
<th>Year</th>
<th>Western</th>
<th>IPEDS Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-08</td>
<td>32%</td>
<td>41%</td>
</tr>
<tr>
<td>08-09</td>
<td>20%</td>
<td>42%</td>
</tr>
<tr>
<td>09-10</td>
<td>33%</td>
<td>51%</td>
</tr>
<tr>
<td>10-11</td>
<td>40%</td>
<td>61%</td>
</tr>
<tr>
<td>11-12</td>
<td>25%</td>
<td>61%</td>
</tr>
</tbody>
</table>

*Source: Integrated Postsecondary Education Data System (IPEDS)*

**Institutional Grants**

<table>
<thead>
<tr>
<th>Year</th>
<th>Western</th>
<th>IPEDS Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-08</td>
<td>48%</td>
<td>20%</td>
</tr>
<tr>
<td>08-09</td>
<td>73%</td>
<td>23%</td>
</tr>
<tr>
<td>09-10</td>
<td>64%</td>
<td>17%</td>
</tr>
<tr>
<td>10-11</td>
<td>74%</td>
<td>21%</td>
</tr>
<tr>
<td>11-12</td>
<td>40%</td>
<td>23%</td>
</tr>
</tbody>
</table>

*Source: Integrated Postsecondary Education Data System (IPEDS)*
Retention & Persistence Academy Information

Academy for Student Persistence and Completion

What is the Academy? Western Wyoming Community College has recently applied for participation in the Academy for Student Persistence and Completion through the Higher Learning Commission. This academy provides a four-year sequence of activities designed to build institutional capacity to improve persistence and completion of its students. During the Academy, institutions focus on: (a) effective collection of data and other information to identify student persistence and completion patterns; (b) evaluation and improvement of current persistence and completion strategies; and (c) development of new student persistence and completion strategies for specific cohorts of students.

Why join the Academy? The State of Wyoming is in the midst of a system-wide review of higher education. This review is focused on many issues; pre-eminent among them is the role of performance-based funding. Performance, in this case, will include outcome measures such as completion. In anticipation of this, the Governor’s Office committed the State’s community colleges and the University of Wyoming to the Complete College America Alliance. The Wyoming initiative (Complete College Wyoming) has established a benchmark of five percent annual increases in completion rates system-wide. In response to this, WWCC is developing Complete College Western—a retention and completion plan that will guide the institution’s efforts moving forward. While Western has worked on similar initiatives for some time, it has become clear that targeted student success initiatives become a part of the culture of the institution, rather than being perceived as stand-alone projects.

What do we hope to gain? The specific outcomes that WWCC seeks to achieve as part of this effort are:

- Increase total student headcount by 10.5% and FTEs by 21.4% by 2018.
- Increase graduation rates by 5% annually.
- Reduce average time and credit hours to completion for graduates.
- Reduce D,F,W rates in Math and English.
- Reduce total number of students taking developmental courses.
- Increase measures of engagement on SENSE & CCSSE.
- Increase transfer performance of students attending University of Wyoming.

While Western has developed numerous plans and goals for student success and completion, we hope that this self-evaluation process will help to clarify and/or re-define our direction. Participation in the Academy is, for us, a sincere process of self-reflection in which we thoughtfully examine what works, and what doesn’t work, and seek input from the experience of the HLC staff to improve our efforts. In the end, our overriding goal is to help all stakeholders consider student engagement and success in everything we do.
## Student Course Success

### National Comparison for Course Completion
Comparison of course withdrawals and success rates compared to similarly-sized colleges nationwide.

<table>
<thead>
<tr>
<th>Term</th>
<th>WWCC Course Withdrawal Rate</th>
<th>Cohort Course Withdrawal Rate</th>
<th>WWCC Enrollee Success Rate</th>
<th>Cohort Enrollee Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>11%</td>
<td>11%</td>
<td>77%</td>
<td>74%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>10%</td>
<td>10%</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>9%</td>
<td>10%</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>9%</td>
<td>10%</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>8%</td>
<td>10%</td>
<td>79%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: National Community College Benchmarking Project
**Developmental Course Success**

**Developmental English Success:** Percentage of students who enrolled in Basic English I (ENGL 0950) and Basic English II (ENGL 0955), who completed the course with a grade of C or better.

**Developmental Math Success:** Percentage of students who enrolled in Beginning Algebra (MATH 0920) and Intermediate Algebra (MATH 0930), who completed the course with a grade of C or better.
Gateway Course Success: English, Math
Success in so-called “gateway” courses is one of the largest predictors of college completion and success. These courses provide the foundation for higher-level college course enrollment and success.

**Gateway English Success:** Percentage of enrolled students each year who successfully completed English Composition I (ENGL 1010) with a grade of C or better.

**Gateway Math Success:** Percentage of students enrolled in Problem Solving (MATH 1000) or Pre-Calculus Algebra (MATH 1400), who completed the course with a grade of C or better.
Online vs. Face-to-Face
Course success rates (grade of C or better) for online courses and face-to-face courses. For this chart, concurrent courses and Workforce Training courses are removed from calculations.

Face-to-Face vs. Online Course Success Rates

Concurrent Course Success: The chart below shows the percentage of students enrolled in concurrent-credit courses through their local high schools, who completed their courses with grades of C or better.

Concurrent Course Success Rates

Data Source: Colleague
STUDENT LEARNING OUTCOMES

ETS Proficiency Profile
The ETS® Proficiency Profile assesses four core skill areas — critical thinking, reading, writing and mathematics. Tests are given to all graduating students from Western Wyoming Community College.

Critical Thinking
Critical thinking questions measure students’ abilities to distinguish between rhetoric and argumentation in a piece of nonfiction prose; recognize assumptions; recognize the best hypothesis to account for information presented; infer and interpret a relationship between variables; and draw valid conclusions based on information presented.

Mathematics
Mathematics questions measure students’ abilities to recognize and interpret mathematical terms; read and interpret tables and graphs; evaluate formulas; order and compare large and small numbers; interpret ratios, proportions, and percentages; and recognize and use equivalent mathematical formulas or expressions.

Statistically significant differences between WWCC means and national means:
08-09 WWCC mean statistically significantly GREATER than national mean (P=.000)
09-10 WWCC mean statistically significantly GREATER than national mean (P=.000)
10-11 WWCC mean statistically significantly GREATER than national mean (P=.000062)
11-12 WWCC mean statistically significantly GREATER than national mean (P=.09)
12-13 WWCC mean statistically significantly LESS than national mean (P=.000018)

Statistically significant differences between WWCC means and national mean:
08-09 WWCC mean statistically significantly GREATER than national mean (P=.001)
09-10 WWCC mean statistically significantly GREATER than national mean (P=.000)
10-11 WWCC mean statistically significantly GREATER than national mean (P=.000042)
11-12 WWCC mean statistically significantly GREATER than national mean (P=.01)
Statistically significant differences between WWCC means and national means:
10-11 WWCC mean statistically significantly GREATER than national mean (P=.0134)
12-13 WWCC mean statistically significantly LESS than national mean (P=.000000046)

ETS Proficiency Profile: Reading
WWCC Compared to the National Average

Reading
College-level reading questions measure students’ abilities to interpret the meaning of key terms, recognize the primary purpose of a passage, recognize explicitly presented information, make appropriate inferences, and recognize rhetorical devices.

ETS Proficiency Profile: Writing
WWCC Compared to the National Average

Writing
College-level writing questions measure students’ abilities to recognize the most grammatically correct revision of a clause, sentence, or group of sentences; organize units of language for coherence and rhetorical effect; recognize and reword figurative language; and organize elements of writing into larger units of meaning.
**Licensure & Certification Pass Rates**

**NCLEX-RN Pass Rate**
Percentage of Nursing Program graduates who pass the NCLEX-RN initially, and six months after graduation, as compared to Wyoming and National pass rates. Other programs, such as Welding and Automotive, are participating in nationally standardized certification testing. Data from these efforts will be published as available in future years.

![NCLEX-RN Pass Rate Chart]

**Transfer Information**

**Transfer Rates prior to Graduation**
Total number of students who are known to have transferred out prior to graduation within 150% of normal time to completion, divided by the adjusted cohort.

![Transfer Out Rates Chart]
### 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.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Headcount</th>
<th>Incoming Transfer GPA</th>
<th>1st Semester UW GPA</th>
<th>Differences: GPA Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WWCC</td>
<td>All WY Transfer</td>
<td>WWCC</td>
<td>All WY Transfer</td>
</tr>
<tr>
<td>2007</td>
<td>95</td>
<td>549</td>
<td>3.33</td>
<td>2.79</td>
</tr>
<tr>
<td>2008</td>
<td>88</td>
<td>583</td>
<td>3.41</td>
<td>2.63</td>
</tr>
<tr>
<td>2009</td>
<td>85</td>
<td>622</td>
<td>3.36</td>
<td>3.72</td>
</tr>
<tr>
<td>2010</td>
<td>82</td>
<td>690</td>
<td>3.36</td>
<td>2.83</td>
</tr>
<tr>
<td>2011</td>
<td>86</td>
<td>693</td>
<td>3.43</td>
<td>2.86</td>
</tr>
<tr>
<td>2012</td>
<td>80</td>
<td>677</td>
<td>3.24</td>
<td>2.54</td>
</tr>
<tr>
<td>2013</td>
<td>86</td>
<td>663</td>
<td>3.18</td>
<td>2.65</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Headcount</th>
<th>% Grad in 2 Years</th>
<th>% Grad in 3 Years</th>
<th>% Grad in 4 Years</th>
<th>% Grad in 5 Years</th>
<th>% Grad in 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WWCC Transfers</td>
<td>All WY Transfers</td>
<td>WWCC Transfers</td>
<td>All WY Transfers</td>
<td>WWCC Transfers</td>
<td>All WY Transfers</td>
</tr>
<tr>
<td>2004</td>
<td>40</td>
<td>79</td>
<td>45%</td>
<td>44%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>2005</td>
<td>29</td>
<td>269</td>
<td>7%</td>
<td>25%</td>
<td>34%</td>
<td>51%</td>
</tr>
<tr>
<td>2006</td>
<td>51</td>
<td>304</td>
<td>16%</td>
<td>33%</td>
<td>35%</td>
<td>55%</td>
</tr>
<tr>
<td>2007</td>
<td>49</td>
<td>296</td>
<td>20%</td>
<td>35%</td>
<td>57%</td>
<td>61%</td>
</tr>
<tr>
<td>2008</td>
<td>50</td>
<td>317</td>
<td>22%</td>
<td>30%</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>2009</td>
<td>47</td>
<td>316</td>
<td>15%</td>
<td>28%</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td>2010</td>
<td>51</td>
<td>379</td>
<td>20%</td>
<td>31%</td>
<td>53%</td>
<td>58%</td>
</tr>
<tr>
<td>2011</td>
<td>46</td>
<td>354</td>
<td>15%</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: University of Wyoming New Transfer Students: Western Wyoming Community College, Figure 5b.
Note: Blank cells indicate data not available for that time period.
**Academic Rigor Action Project**

The Assessment for Student Learning (A-Team), upon completion of their last student learning action project, found it was apparent that underlying culture needed to be addressed to allow success of ongoing academic initiatives. This project was initiated in Summer 2013, with an expected completion date of Spring 2016.

**Project Summary:** A-Team realizes this is a three-year project focusing on the following actions each year:

- **Year 1:** Research best practices in academic rigor and consistency.
- **Year 2:** Select options to test drive.
- **Year 3:** Implement operational standards for high expectations across the institution.

**Project Intended Outcomes:** Through the action project development process, the A-Team identified three primary outcomes from taking on this project:

- **a.** Western will hold students and faculty accountable to high academic standards and expectations, thereby improving student proficiency, overall academic standards and quality.
- **b.** Western will be institutionally accountable by implementing and communicating internal operations that maintain high standards.
- **c.** Western will recognize excellence in academics for both students and faculty by evaluating both student and faculty success.
Graduation rates of full-time, first-time, degree- or certificate-seeking undergraduate students, by cohort, and as compared to IPEDS national comparison group. Graduation in 100% time is equivalent to 2 years enrollment; 150% time is equivalent to 3 years; 200% time is equivalent to 4 years.

2004 Cohort Graduation Rates

2005 Cohort Graduation Rates

2006 Cohort Graduation Rates

Source: Integrated Postsecondary Education Data System (IPEDS)
2007 Cohort Graduation Rates

- 100% Time: Western 28%, IPEDS Cohort 11%
- 150% Time: Western 46%, IPEDS Cohort 21%
- 200% Time: Western 51%, IPEDS Cohort 24%

Source: Integrated Postsecondary Education Data System (IPEDS)

2008 Cohort Graduation Rates

- 100% Time: Western 12%, IPEDS Cohort 11%
- 150% Time: Western 46%, IPEDS Cohort 19%
- 200% Time: Western 54%, IPEDS Cohort 24%

Source: Integrated Postsecondary Education Data System (IPEDS)
PART II: PLANNING & ENVIRONMENT INDICATORS
**Funding Sources**
Incoming revenue for the 13-14 fiscal year, and the 14-15 fiscal year, broken down by revenue type.

**Unrestricted Operating Fund Resources**
Original Budget FY 2013-14

- State Revenue: $8,274,472 (31.3%)
- Local Revenue: $5,258,372 (43.6%)
- Institutional Revenue: $1,400,000 (19.9%)
- Carryover: 0%

**Unrestricted Operating Fund Resources**
Original Budget FY 2014-15

- State Revenue: $9,088,357 (34.3%)
- Local Revenue: $5,528,521 (44.8%)
- Institutional Revenue: $1,400,000 (20.9%)
- Carryover: 0%

**Expenditures**
Board-approved original budgets for the 13-14 fiscal year, and the 14-15 fiscal year, broken down by expense category. Western budgets approximately 75% of its operating funds for employee salaries and benefits.

**Expenditures by Category 2013-14**
Unrestricted Operating Fund Original Budget
$26,453,989

- Salaries & Benefits: $18,994,929 (72%)
- Operating Expenses: $6,274,906 (24%)
- Transfers: $999,021 (4%)
- Capital Outlay: $1,185,133 (0%)

**Expenditures by Category 2014-15**
Unrestricted Operating Fund Original Budget
$26,464,878

- Salaries & Benefits: $20,086,716 (76%)
- Operating Expenses: $6,113,438 (23%)
- Transfers: $259,362 (1%)
- Capital Outlay: $5,362 (0%)
# Tuition and Fees

Academic-year tuition and required fees for full-time, first-time, degree and certificate-seeking undergraduates.

## Western Tuition & Fees: Historical Analysis

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<thead>
<tr>
<th>Year</th>
<th>PT/per Credit</th>
<th>In-State Tuition</th>
<th>WUE Tuition</th>
<th>In-State Total</th>
<th>WUE Required Fees</th>
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History, Current and Planned Projects
Western Wyoming Community College, the fifth of seven community colleges in Wyoming, was established in the Fall of 1959. Through the efforts of a citizens’ committee, a campaign was begun, an election was held, and the College and the original district were created.

• In September 1959, forty students enrolled for college credit courses with five full-time faculty teaching during the evening. The first classes were held in the Rock Springs High School building.

• In 1960-61, the College moved to Reliance, five miles from Rock Springs, to occupy the former Reliance High School, and daytime classes began. In September 1964, the original district was expanded to include all communities within Sweetwater County, a new Board of Trustees was elected, and the official name of the College became Western Wyoming Community College.

• Consistent growth of the College led to the inauguration of a $1,822,000 building program on October 4, 1966. On November 11, 1967, groundbreaking ceremonies marked the beginning of construction of a new campus, and it was completed in June, 1969. In March 1973, voters approved a $1,780,000 bond issue to provide additional instructional facilities. The new vocational-technical education building was ready for occupancy in Fall 1974, and the college center building was completed. In 1976, three residence halls were constructed to provide on-campus housing, made possible by a loan from the State Farm Loan Board. The College was granted accreditation by the North Central Association in April 1976.

• Again, in 1981, the citizens of Sweetwater County demonstrated their support for Western Wyoming Community College by authorizing a building project that cost in excess of $63,000,000. This major expansion created one of the most modern and beautiful community college campuses in the West. Students who enrolled in 1985 were the first to use new student housing, the Green River Center and the Technology and Industry shops. Between the Fall 1987 and Fall 1988, a new student commons area, classrooms and labs, offices, Children’s Center, studios, and theatre were occupied. A new chemistry laboratory was completed for the Fall 1993. Construction of a fifth residence hall was approved in December 1994, and completed in August 1997. A sixth, 48-bed residence hall was completed in Fall 2008. A compression technology building was completed in Spring 2007 and a diesel technology addition was completed in Spring 2008.

• In 2009, Western Wyoming Community College celebrated its 50th Anniversary.

• In March 2010, the College purchased the Wingate Inn and an adjacent lot for parking located west of the Rock Springs campus for the sum of $4,800,000 plus Lot 9 in the College View Commercial Park. The Building was opened in Fall 2010 as a residence hall (Aspen Mountain Hall).

• In January 2014, the College had a ribbon-cutting and grand opening for the building.

• The 2012 Wyoming Legislature appropriated $2,582,915 to provide partial funding for the College’s new 34,730 gross-square-foot Exercise Science and Wellness Center. The total cost of the facility is approximately $7,200,000, with the College using cash resources and a lease purchase revenue bond to fund the difference. On August 22, 2014, the College had a ribbon-cutting and grand opening for the building.

• The College’s Rock Springs campus has grown significantly over the years. As of December 2014, the Rock Springs campus has approximately 720,000 gross-square-feet of building space.

• Through national, state and county support, and with support from grants, a new workforce services building, a renovation to the Wellness/Athletic Center and new science labs for biology have been added since 2012.

• The College’s Master Plan, last updated in Fall 2012, provides a blueprint for future building renovation and expansion. A new Instructional Technology & Digital Education Building is planned, to be followed by expansion and consolidation of Nursing facilities, and expansion of Adult Learning and Student Support facilities. Further development includes the construction the Western Education Center and several other renovations.
Western Wyoming Community College
Outreach Sites and Funding

- **BIG PINEY OUTREACH**
  - Operated with funding from BOCES

- **BRIDGER VALLEY OUTREACH**
  - Operated with funding from BOCES and Western Wyoming Community College

- **COKEVILLE OUTREACH**
  - Operated with funding from Western Wyoming Community College

- **KEMMERER OUTREACH**
  - Operated with funding from Western Wyoming Community College and BOCES

- **LINCOLN**

- **PINEDALE OUTREACH**
  - Operated with funding from BOCES and Western Wyoming Community College

- **STAR VALLEY OUTREACH**
  - Operated with funding from Western Wyoming Community College

- **SUBLETTE**

- **FARSON OUTREACH**
  - Operated with funding from Western Wyoming Community College and BOCES

- **UINTA**

- **PINEDALE OUTREACH**
  - Operated with funding from BOCES and Western Wyoming Community College

- **RAWLINS OUTREACH**
  - Operated with funding from BOCES and Western Wyoming Community College

- **SWEETWATER**

- **SARATOGA OUTREACH**
  - Operated with funding from Western Wyoming Community College

- **ELK MOUNTAIN OUTREACH**
  - Operated with funding from BOCES and soon to be Western Wyoming Community College

- **SUBLETTE**

- **LITTLE SNAKE RIVER OUTREACH**
  - Operated with funding from BOCES

- **MOUNTAIN OUTREACH**

- **SUDBURG OUTREACH**

- **WESTERN WYOMING COMMUNITY COLLEGE**
  - Facilities
Western's 2013-2016 Strategic Plan originated with a cross-institutional planning team in April 2013, who set the initial themes and objectives. Initial tactics were set by the Western Leadership Council in May 2013. First-year results were drafted by the Vice Presidential Team in August 2014 and approved by Western Leadership Council in August. Additional themes, objectives and tactics were added by Western Leadership Council in August 2014. The Strategic Plan was approved by the Board of Trustees at the November 2014 meeting.

Theme 1: Student Learning and Success
1.1 Develop and implement a Strategic Enrollment Management Plan that targets specific audiences and groups
1.2 Redefine the Developmental Education Program to facilitate student success and progress at the collegiate level.
1.3 Identify, analyze and use key performance indicators to measure the impacts on student learning and success and to identify areas for celebration and action.
1.4 Develop and implement a comprehensive student advising model that encompasses the range of students from potential students to those who are graduating.
1.5 Create a culture where excellence in teaching and learning is championed, demanded and rewarded.
1.6 Create a seamless and meaningful process for gathering and evaluating student learning data.

Theme 2: Valuing Employees
2.1 Develop a Vision Statement that reflects a shared understanding and allows for future development and relevant initiatives.
2.2 Encourage WWCC employees to participate in activities and groups that benefit the College community.
2.3 Create a culture of consistency and accountability in which each committee, team and council facilitates communication across campus.
2.4 Provide quality staff development that encourages employees to further develop skills and competencies necessary to accomplish institutional and divisional goals, while also allowing employees to grow personally and professionally to prepare themselves for advancement.
2.5 Develop a comprehensive plan for bringing new employees on board, retaining quality employees through positive and proactive management, and acknowledging employee growth and contributions.
2.6 Review and evaluate compensation system for equity and sustainability.
2.7 Employee Satisfaction

Theme 3: Information Management
3.1 Develop and promote a culture of gathering, analyzing, using, and communicating data for making decisions.
3.2 Develop, monitor and maintain key performance indicators that support institutional mission, vision, goals, and strategic directions.
3.3 Establish a centralized location to serve as a resource to the campus community for the dissemination of data.
3.4 Establish and implement best practices and professional standards in the program and operating areas in the program review process to ensure accountability, identify success, and prioritize directions.

Theme 4: Community Engagement
4.1 Offer programs and services that facilitate partnerships in the community with individuals, organizations, businesses, and industry.
4.2 Promote on-campus events, activities, and facilities relevant to community residents and stakeholders.
4.3 Encourage WWCC employees to participate in activities and organizations that benefit the community.

Theme 5: Institutional Stability
5.1 Develop and publicize the College's fiscal stability in comparison to the state and the nation.
5.2 Review organizational structure for effectiveness and efficiency.
5.3 Regularly assess and update enterprise Risk Management plan and develop strategies to address areas of concern.

Theme 6: Campus Safety and Compliance
6.1 Develop and implement a safety plan and protocol.
6.2 Ensure compliance with current federal and state regulations.
6.3 Develop and implement a Technology Disaster Recovery Plan

Theme 7: Facilities Planning
7.1 Upgrade and maintain existing components of the physical facilities as deemed necessary.
7.2 Establish technology advisory committee to guide technology planning and implementation in accordance with current demand and anticipated future needs.
7.3 Implement selected recommendations set forth in the Investment Grade Audit.
7.4 Complete building projects as identified in the approved Master Plan and/or approved by Board of Trustees.
7.5 Secure funding for remaining Master Plan initiatives (building expansion and renovations).

Theme 8: Communication
Established as a theme by Western Leadership Council in August 2014. Defining Statement, Guiding Principles Addressed, Objectives, and Tactics to be set by WLC in Fall 2014.

To view the Strategic Plan in detail, visit www.westernwyoming.edu/about/planning_improvement/
Western Wyoming Community College measures student satisfaction with a variety of indicators. Key questions from multiple surveys help Western to identify student satisfaction levels. Survey sources include:

**Noel-Levitz Student Satisfaction Inventory:** The Noel-Levitz Student Satisfaction Inventory measures student satisfaction and priorities, showing you how satisfied students are as well as what issues are important to them. Western conducts this survey every spring in even-numbered years.

**Community College Survey For Student Engagement:** The Community College Survey of Student Engagement provides information on student engagement, a key indicator of learning, and, therefore, of the quality of community colleges. The survey asks questions that assess institutional practices and student engagement. Western conducts this survey every spring in odd-numbered years.

**Question: Rate your overall satisfaction with your experience here thus far.**

Percentage of “Positive Responses” indicates percentage of students who selected top three categories (“Somewhat Satisfied,” “Satisfied,” and “Very Satisfied”) in a seven-point scale.

![Graph showing overall satisfaction](image)

*Source: Noel-Levitz Student Satisfaction Inventory, question #97*
Question: So far, how has your college experience met your expectations?

Percentage of “Positive Responses” indicates percentage of students who selected top three categories (“Better than I expected,” “Quite a bit better than I expected,” and “Much better than I expected”) in a seven-point scale.

Meeting Expectations

Source: Noel-Levitz Student Satisfaction Inventory, question #96

Question: How would you evaluate your entire educational experience at this college?

Percentage of “Positive Responses” indicates percentage of students who selected “Good” or “Excellent”.

Positive Educational Experience

Source: Community College Survey for Student Engagement, question #27
Note: Wyoming comparison data not available prior to 2007.
**Question: All in all, if you had to do it over again, would you enroll here?**

Percentage of “Positive Responses” indicates percentage of students who selected top three categories (“Maybe yes,” “Probably yes,” and “Definitely yes”) in a seven-point scale.

**Would You Enroll Here Again?**

![Graph showing enrollment rates over years.](source)

*Source: Noel-Levitz Student Satisfaction Inventory, question #98*

**Question: Would you recommend this college to a friend or family member?**

Percentage of “Positive Responses” indicates percentage of students who selected “yes”.

**Recommend to Friends or Family**

![Graph showing recommendation rates over years.](source)

*Source: Community College Survey for Student Engagement, question #26*

*Note: Wyoming comparison data not available prior to 2007.*
Great Colleges to Work For survey
Western Wyoming Community College measures employee satisfaction primarily with the ModernThink Higher Education Insight Survey (also known as the Great Colleges to Work For survey). This survey has been specifically designed to assess workplace quality at institutions of higher education. The 60-statement survey uses a five-point agreement scale (Strongly Agree, Agree, Sometimes Agree/Sometimes Disagree, Disagree, Strongly Disagree).

Questions are categorized into 15 dimensions reflecting managerial and organizational competencies. Western's Key Performance Indicator subcommittee selected four of these categories for measuring overall employee satisfaction: Job Satisfaction and Support; Compensation/Benefits and Work/Life Balance; Shared Governance; and Communication. The percentages reported for each of the categories indicate the percentage of employees who responded with “Strongly Agree” or “Agree” to the statements comprising each category. This subcommittee also determined the need for a comparator group, and so each year’s results are measured against the scores of other medium-sized, two-year colleges in our “Carnegie Classification”.

Although the survey was not administered at Western Wyoming Community College in 2012, our Strategic Plan identifies that we are committed to conducting the survey on an annual basis from this point forward.

Source: ModernThink Higher Education Insight Survey
Note: Compensation/Benefits category title changed to “Compensation/Benefits and Work/Life Balance” in 2010.
Shared Governance

Source: ModernThink Higher Education Insight Survey
Note: Participation in College Governance category title changed to "Shared Governance" in 2010.

Communication

Source: ModernThink Higher Education Insight Survey
Note: Internal Communications category title changed to "Communication" in 2010.
**Academic Year** = Summer, Fall, then Spring (ex. 12/SU, 12/FA, 13/SP).

**Annualized FTEs** = (Summer FTE + Fall FTE + Spring FTE)/2

**Annualized Unduplicated Figures** = (Summer data + Fall data + Spring data)/2

**Audited Hours** = Enrollment reporting to IPEDS does not allow colleges to report students that are exclusively auditing hours in their headcount, nor does it allow colleges to report audited hours in the total number of credit hours. However, the WCCC enrollment reports allow for audited hours and for exclusively auditing students to be counted.

**Census Date** = Colleges capture enrollment when 12% of the semester has passed. This census date is pre-coded in the Colleague enrollment program.

**CIP Code (Classification of Instructional Programs)** = A numerical classification and standard Terminology for secondary and postsecondary instructional programs. CIP codes are used by colleges nationally to report various instructional program data to the U.S. Department of Education and other government and higher education organizations.

**Cohort** = A specific group of students established for tracking purposes. Typical cohorts include first-time-to-college, full-time, or developmental students.

**Concurrent Credit Course** = A course for which both high school and college/university credit is awarded to a high school student.

**Continuing Education Units (CEUs)** = Total contact hours for the class/10 = 1 CEU

**Credit Hour** = A unit of measure representing an hour (50 minutes) of instruction over a 16-week period in a semester. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

**Duplicated Headcount** = Within a survey or polling exercise of numerous programs and/or courses, a student may be counted more than once. WCCC Rules-2010

**Enrollment** = A student who is counted on a headcount basis as registered on the census date for the reporting term.

**Faculty Headcount** = (F/T plus 1/3 P/T) using the full-time and part-time faculty numbers reported to IPEDS for the current academic year's fall term.

**Fiscal Year** = A twelve-month period running from July 1 through June 30 of the following year.

**FTE** = Full-Time Equivalency means the number of approved academic or vocational-technical credit hours for each class for which students are enrolled divided by twelve. W.S. 21-8-102(a) (xii)

**Full-Time Student** = An undergraduate student enrolled for 12 or more semester credit hours in a term.

**IPEDS** = The Integrated Postsecondary Education Data System conducted by the National Center for Education Statistics. IPEDS began in 1986 and involves annual data collections. Survey questionnaires are sent to all postsecondary institutions eligible for federal student financial aid, as determined by the Office of Postsecondary Education, U.S. Department of Education.

**IPEDS Cohort (Comparison Group)** = The National Center for Education Statistics compares Western Wyoming Community College data to other medium-sized, public, two-year colleges in Western states with a town locale.

**Semester Full-Time Equivalents (FTEs)** = Total credit semester hours/12

**Mean** = Obtained by adding several quantities together and dividing the sum by the number of quantities – average.

**Median** = The middle number in a given sequence of numbers, taken as the average of the two middle numbers when the sequence has an even number of numbers.

**Non-Credit Continuing Education Courses** = Non-credit courses that provide new job skills, or upgrade current job skills including workforce development courses.

**Non-Credit Community Service Courses** = Non-credit courses that are intended for personal growth and/or personal interest. Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) enrollments are NOT counted in the non-credit enrollment counts.

**Part-Time Student** = Students enrolled for 0-11 credit hours.

**Withdrawals** = Students who were still enrolled in a course at the 12% mark are counted in the enrollment report regardless of whether that student eventually dropped or withdrew from the course that semester.

**Unduplicated Headcount** = Within a survey or polling exercise of numerous programs and/or courses, a student shall be counted only once. WCCC Rules-2010.
Western Wyoming Community College commits to providing a high-quality learning environment fueled by talented professionals dedicated to preparing students for a changing world.