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Welcome to the 2016 Factbook:

The Western Wyoming Community College Factbook was introduced last year as an inside-the-organization book of facts and current data. The goal is for this document to present consistent data for use in guiding decisions as we move the institution forward.

Multiple improvements have been made in Western’s databases and in the tools used to extract data over the past year, and that should be reflected by our increased access to data. We still are challenged by the lag from national databases such as Integrated Postsecondary Education Data System (IPEDS). Other data sources, such as the Voluntary Framework for Accountability, have improved their systems, and this document reflects those improvements as well.

We are continuously looking for opportunities to improve this document and to provide the data sources that you need to guide your units within Western and to develop future opportunities through specific initiatives and grants. Your feedback on this Factbook is important.

Thanks to the Office of Planning and Improvement for providing this tool as we continue to better serve our students, our College, and our community.

Karla Leach, President
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 its 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, where 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 on a new campus, and completion in June, 1969. Growth continued. 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 of 1987 and Fall of 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 of 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 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 Hotel was opened in the Fall of 2010 as a residence hall (Aspen Mountain Hall).

- In January, 2014, the College held a ribbon cutting and open house for the new 10,490 gross square foot Workforce Training Center. The cost of the Center was approximately $2,000,000. The College obtained a $1,000,000 grant from the Wyoming Business Council; the WWC Foundation donated $100,000 and the College paid the balance of the cost with cash resources.

- 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 lease purchase revenue bond to fund the difference. On August 22, 2014, the College held 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 support from grants, a new workforce services building, a renovation to the Wellness/Athletic Center and new science labs for biology were added since 2012.

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

- The College’s Master Plan, last updated in the Fall of 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 of the Western Education Center and several other renovations.
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. Approximately 97 percent of our total enrolled students list permanent residences in these five counties.

---

**Percent Unduplicated Headcount by Service Area County**

Data Source: Colleague
Enrollment Trends with Demographic Breakdown

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

Fall-to-Fall Enrollment by Gender
Percent of all students enrolled by gender.

Source: Integrated Postsecondary Education Data System (IPEDS)
**Fall-to-Fall Minority Students**
Percent of all students enrolled by race/ethnicity.

<table>
<thead>
<tr>
<th>Year</th>
<th>WWCC</th>
<th>IPEDS Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>F10</td>
<td>13%</td>
<td>31%</td>
</tr>
<tr>
<td>F11</td>
<td>14%</td>
<td>32%</td>
</tr>
<tr>
<td>F12</td>
<td>14%</td>
<td>37%</td>
</tr>
<tr>
<td>F13</td>
<td>16%</td>
<td>41%</td>
</tr>
<tr>
<td>F14</td>
<td>18%</td>
<td>41%</td>
</tr>
</tbody>
</table>

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

**Strategic Enrollment Management**
Western has identified student persistence and success as a priority for our institution. This 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.
Student Course Success

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

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

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), and who completed the course with a grade of C or better.

Data Source: National Community College Benchmark Project

Developmental Math Success
Percentage of students who enrolled in Beginning Algebra (MATH 0920) and Intermediate Algebra (MATH 0930), and who completed the course with a grade of C or better.

Data Source: National Community College Benchmark Project
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.

[Graph showing ENGLISH COMPOSITION I SUCCESS RATE]

Gateway Math Success
Percentage of students enrolled in Problem Solving (MATH 1000) or Pre-calculus Algebra (MATH 1400), and who completed the course with a grade of C or better.

[Graph showing COLLEGE ALGEBRA SUCCESS RATE]

Data Source: National Community College Benchmark Project
We want to ensure that our general education pathway has some alignment with transfer institutions, and that it is updated and relevant for student learning as our graduates pursue higher degrees or immediate placement in the job market. Feedback from transfer institutions, students, advisors, articulation meetings, and workforce advisory councils will help us to understand whether this project has met its goals.

University of Wyoming and other Wyoming community colleges have recently redesigned their general education pathways. Western’s general education requirements have not been updated in more than 20 years. This project complements the final recommendations of the Academic Rigor action project, and the planned actions of the Persistence and Completion Academy, in addition to aligning with our Guided Pathways project, the 2+2 agreements with our state university, and the Complete College Wyoming efforts.

The primary goal is to review general education components to assure currency and appropriateness while streamlining to better manage student time-to-degree. We envision this will be a multi-year action project with a variety of critical components, that may occur concurrently.

1. Review general education requirements at other institutions
2. Review program credit requirements
3. Review prerequisites
4. Review the Goals for Student Success
5. Improve consistency of course syllabi, with common learning outcomes
6. Review degrees “in” a field vs. a meta-major structure with corresponding general education requirements
7. Structuring a degree within the 2+2 environment
8. Review math tracks and relevant math credits in alignment with four-year institutions
**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 Fall-to-Fall Retention Rates](image)

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 Fall-to-Fall Retention Rates](image)

Source: Integrated Postsecondary Education Data System (IPEDS)
Withdrawal Rates
% of students who withdrew from credit courses.

Data Source: National Community College Benchmark Project
The initial data analysis shows a strong correlation between living on campus and successful degree completion. Students who live in the residence halls are typically more connected with the institution, have ready access to campus services and fewer responsibilities beyond their education. All of which lead to a greater likelihood of degree 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 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 its 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.

Initial data gathering efforts have resulted in several interesting insights, including the two charts on this page.
**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.

**Proficiency Profile: Critical Thinking**

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=.009)
- 12-13 WWCC mean statistically significantly LESS than national mean (P=.000018)
- 13-14 WWCC mean NOT statistically significantly different from national mean (P=.51)
- 14-15 WWCC mean NOT statistically significantly different from national mean (P=.72)

**Proficiency Profile: Mathematics**

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)
- 12-13 WWCC mean NOT statistically significantly different from national mean (P=.29)
- 13-14 WWCC mean NOT statistically significantly different from national mean (P=.99)
- 14-15 WWCC mean NOT statistically significantly different from national mean (P=.99)
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; organize elements of writing into larger units of meaning.

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.

Proficiency Profile: Reading

Proficiency Profile: Writing

Statistically significant differences between WWCC means and national means:
08-09 WWCC mean NOT statistically significantly different from national mean (P=.28)
09-10 WWCC mean NOT statistically significantly different from national mean (P=.26)
10-11 WWCC mean statistically significantly GREATER than national mean (P=.0134)
11-12 WWCC mean NOT statistically significantly different from national mean (P=.33)
12-13 WWCC mean statistically significantly LESS than national mean (P=.0000000046)
13-14 WWCC mean NOT statistically significantly different from national mean (P=.94)
14-15 WWCC mean NOT statistically significantly different from national mean (P=.91)
Licensure & Certification Pass Rates

NCLEX Pass Rates

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

Source: Integrated Postsecondary Education Data System (IPEDS)
### Transfer Student Performance at UW

#### University of Wyoming First Semester GPA
Incoming transfer GPA and first-semester UW GPA, with Western Wyoming Community College compared to all Wyoming Community College transfer students to UW.

<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>3.31</td>
</tr>
<tr>
<td>2008</td>
<td>88</td>
<td>583</td>
<td>3.41</td>
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<tr>
<td>2009</td>
<td>85</td>
<td>622</td>
<td>3.36</td>
<td>3.27</td>
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<tr>
<td>2010</td>
<td>82</td>
<td>690</td>
<td>3.36</td>
<td>3.27</td>
</tr>
<tr>
<td>2011</td>
<td>86</td>
<td>693</td>
<td>3.43</td>
<td>3.29</td>
</tr>
<tr>
<td>2012</td>
<td>80</td>
<td>677</td>
<td>3.24</td>
<td>3.18</td>
</tr>
<tr>
<td>2013</td>
<td>86</td>
<td>663</td>
<td>3.18</td>
<td>3.16</td>
</tr>
<tr>
<td>2014</td>
<td>84</td>
<td>635</td>
<td>3.23</td>
<td>3.23</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</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>279</td>
<td>7%</td>
<td>25%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>2005</td>
<td>29</td>
<td>269</td>
<td>16%</td>
<td>33%</td>
<td>35%</td>
<td>55%</td>
</tr>
<tr>
<td>2006</td>
<td>51</td>
<td>304</td>
<td>22%</td>
<td>30%</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>2007</td>
<td>49</td>
<td>296</td>
<td>15%</td>
<td>28%</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td>2008</td>
<td>50</td>
<td>317</td>
<td>15%</td>
<td>28%</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td>2009</td>
<td>47</td>
<td>316</td>
<td>15%</td>
<td>28%</td>
<td>70%</td>
<td>61%</td>
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<td>2010</td>
<td>51</td>
<td>379</td>
<td>15%</td>
<td>28%</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td>2011</td>
<td>46</td>
<td>354</td>
<td>15%</td>
<td>28%</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td>2012</td>
<td>59</td>
<td>500</td>
<td>15%</td>
<td>28%</td>
<td>70%</td>
<td>61%</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 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.

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.

Recent Progress
In fall, 2014, the Academic Rigor Taskforce presented its findings to the Assessment of Student Learning Team in a 30-page report. A-Team reviewed the report and identified three primary focal points for implementation:

- Establish Consistent Behavioral Expectations for Students, including
  o Attendance
  o Punctuality
  o Appropriate student conduct
  o Use of electronic devices
  o Develop responsibility for their own learning
- Establish and Maintain High Standards in the Classroom
  o Minimize protocols that detract from academic rigor:
    ▪ Extra credit
    ▪ Late work
    ▪ Excessive absenteeism
    ▪ “Do-overs”
  o Encourage protocols that enhance academic rigor
    ▪ Provide multiple opportunities for higher level thinking such as
    ▪ Problem solving
    ▪ Critical thinking
    ▪ Data analysis, presentation, and interpretation
    ▪ Analysis and synthesis of research or literature from multiple sources
  o Provide meaningful and appropriate assessments for students (think Bloom’s taxonomy)
  o Provide meaningful and appropriate feedback to students, including enforcement of our plagiarism policy
- Develop Faculty Support Systems
  o Develop a faculty mentoring program
  o Creation of a “Teaching Excellence Center”

Results
Change takes time, and as we work to continue the conversation around academic rigor, we need to keep consistently reviewing relevant data. In a recent review of the available data points, A-Team found that:

- ETS Proficiency Profile scores appear to be improving
- UW transfer GPA appears to be improving
- Student perceptions regarding rigor appear to be improving, as shown in the charts below:

![Exams Challenged You to Do Your Best Work](chart)

Percentage reported indicates percentage of students who indicated top three in a seven-point scale from “extremely easy” to “extremely challenging.”

![Worked Harder Than You Thought You Could](chart)

Percentage reported indicates percentage of students who indicated top three in a seven-point scale from “extremely easy” to “extremely challenging.”
Western’s Degrees Awarded for the Last 10 Years

<table>
<thead>
<tr>
<th></th>
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<th>12-13</th>
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<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>537</td>
<td>559</td>
<td>511</td>
<td>450</td>
<td>487</td>
<td>408</td>
<td>403</td>
<td>391</td>
<td>407</td>
<td>380</td>
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</tbody>
</table>

IPEDS Cohort Graduation Rates

Percentage of full-time, first-time degree or certificate-seeking undergraduate students entering the institution in a particular year who complete their programs within 100% of normal time to completion (two years).

2004 Cohort Graduation Rates

- 100% Time: Western 29%, IPEDS Cohort 10%
- 150% Time: Western 48%, IPEDS Cohort 19%
- 200% Time: Western 67%, IPEDS Cohort 23%

Source: Integrated Postsecondary Education Data System (IPEDS)

2005 Cohort Graduation Rates

- 100% Time: Western 26%, IPEDS Cohort 8%
- 150% Time: Western 48%, IPEDS Cohort 19%
- 200% Time: Western 53%, IPEDS Cohort 23%

Source: Integrated Postsecondary Education Data System (IPEDS)
2006 Cohort Graduation Rates

Source: Integrated Postsecondary Education Data System (IPEDS)

2007 Cohort Graduation Rates

Source: Integrated Postsecondary Education Data System (IPEDS)

2008 Cohort Graduation Rates

Source: Integrated Postsecondary Education Data System (IPEDS)
2009 Cohort Graduation Rates

Source: Integrated Postsecondary Education Data System (IPEDS)

2010 Cohort Graduation Rates

Source: Integrated Postsecondary Education Data System (IPEDS)
PART II: OPERATIONS & ENVIRONMENT INDICATORS
Western Wyoming Community College has had a board-approved Strategic Plan in place since 2009. The Board approved the “Year One Update” of the 2013-2016 Strategic Plan in November, 2015. In the past year, Western has worked to transition from a three-year Strategic Plan (2009-2012, 2013-2016) to a “rolling” or “evergreen” Strategic Plan. In order to maintain a functional, current, and meaningful Strategic Plan, it will be necessary to continue updating it on an annual basis. As part of our vision for improving the Strategic Plan, a Steering Committee was established in Fall 2015, and this group worked conscientiously to update the current plan presented for Board approval at this time. The Steering Committee consists of the President, Director of Planning and Improvement, three vice-presidents, three vice-presidential designees from their respective areas, one faculty member appointed by Senate, one professional member appointed by Senate, and one Paraprofessional member appointed by the Paraprofessional Alliance. In the future, the Steering Committee will meet for a half-day workshop in May, and a full-day retreat in August so that the annual update can be presented for Board approval in September each year. Board of Trustees in their November, 2014 meeting.

**Theme 1: Student Learning and Success**
1. Update Strategic Enrollment Management Plan and related tactics.  
2. Redefine the Developmental Education Program to facilitate student success and progress at the collegiate level.  
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.  
4. Develop and implement a comprehensive student advising model that encompasses the range of students from potential students to those who are graduating.  
5. Create a culture where excellence in teaching and learning is championed, demanded, and rewarded.  
6. Create a seamless and meaningful process for gathering and evaluating student learning data. (added August 2014)  
7. Identify opportunities for improvements in admissions model, student success center, and financial aid model.  

**Theme 2: Valuing Employees**
1. Develop a Vision Statement that reflects a shared understanding and allows for future development and relevant initiatives.  
2. Support and recognize Western employees who participate in activities and groups that benefit the College community.  
3. Create a culture of consistency and accountability in which each committee, team, and council facilitates communication across campus.  
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.  
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.  
6. Review and evaluate compensation system for equity and sustainability.  
7. Promote and measure Employee Satisfaction  
8. Analyze existing staffing levels and identify opportunities for increasing effectiveness throughout the institution. ("right-sizing") *New objective added Fall 2015*

**Theme 3: Information Management**
1. Develop and promote a culture of gathering, analyzing, using, and communicating data for making decisions.  
2. Develop, monitor, and maintain key performance indicators that support institutional mission, vision, goals, and strategic directions.  
3. Establish a centralized location to serve as a resource to the campus community for the dissemination of data.  
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**
1. Offer programs and services that facilitate partnerships in the community with individuals, organizations, businesses, and industry.  
2. Promote on-campus events, activities, and facilities relevant to community residents and stakeholders.  
3. Encourage WWCC employees to participate in activities and organizations that benefit the community.  

**Theme 5: Institutional Stability**
1. Develop and publicize College’s fiscal stability in comparison to the state and the nation.  
2. Review organizational structure for effectiveness and efficiency.  
3. Regularly assess and update enterprise Risk Management plan and develop strategies to address areas of concern.  
4. Align funding strategies to connect to greater institutional priorities.  

**Theme 6: Campus Safety and Compliance**
1. Develop and implement a safety plan and protocol.  
2. Ensure compliance with current federal and state regulations.  
3. Develop and implement a Technology Disaster Recovery Plan.  

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

**Temporary Theme: Communication**
Western will strive for clear communication as an overarching effort connected to all other aspects of the Strategic Plan. Many objectives highlighted in the primary seven themes are also cross-listed in this Communication theme. This will remain a strategic theme until it becomes systematically integrated into the culture.
**Housing**

Maximum housing occupancy is 550

### 2015 – 2016 HOUSING RATES

#### Room Rates

<table>
<thead>
<tr>
<th>Type of Unit</th>
<th>Fall</th>
<th>Spring</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Basement Suite (2 students)</td>
<td>$1027</td>
<td>$1027</td>
<td>$2054</td>
</tr>
<tr>
<td>*Rocky Mtn. Suite (2 students)</td>
<td>$1046</td>
<td>$1046</td>
<td>$2092</td>
</tr>
<tr>
<td>*Rocky Mtn. Semi-Private (2 students)</td>
<td>$1102</td>
<td>$1102</td>
<td>$2204</td>
</tr>
<tr>
<td>*Aspen Mtn. Semi-Private (2 students)</td>
<td>$1435</td>
<td>$1435</td>
<td>$2870</td>
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<tr>
<td>Two Bedroom Apartment (4 students)</td>
<td>$1072</td>
<td>$1072</td>
<td>$2144</td>
</tr>
<tr>
<td>One Bedroom Apartment (2 students)</td>
<td>$1257</td>
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<tr>
<td>Private Bedroom Apartment (4 students)</td>
<td>$1887</td>
<td>$1887</td>
<td>$3774</td>
</tr>
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</table>

*These styles require a minimum 10 Meal Plan at additional cost. See below. A $150 application deposit is required for ALL units.*

#### Miscellaneous Residence Halls Fees

(Must be paid by all residents regardless of usage)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Fall</th>
<th>Spring</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Fee</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Computer Usage Fee</td>
<td>$7.50</td>
<td>$7.50</td>
<td>$15.00</td>
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<td>Laundry Fee</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$50.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$37.50</strong></td>
<td><strong>$37.50</strong></td>
<td><strong>$75.00</strong></td>
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#### Dining Hall Rates

<table>
<thead>
<tr>
<th>Type of Plan</th>
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<th>Spring</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Meal Plan</td>
<td>$445</td>
<td>$462</td>
<td>$907</td>
</tr>
<tr>
<td>7 Meal Plan + $100 Flex</td>
<td>$808</td>
<td>$824</td>
<td>$1632</td>
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<tr>
<td>10 Meal Plan</td>
<td>$1008</td>
<td>$1028</td>
<td>$2036</td>
</tr>
<tr>
<td>18 Meal Plan</td>
<td>$1141</td>
<td>$1163</td>
<td>$2304</td>
</tr>
<tr>
<td>10 Meal Plan + $100 Flex</td>
<td>$1105</td>
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<td>12 Meal Plan + $100 Flex</td>
<td>$1220</td>
<td>$1244</td>
<td>$2464</td>
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</tbody>
</table>

*All freshmen and any student living in a non-kitchen unit are required to purchase at minimum a 10 Meal Plan.*
Revenue & Expenditures

Direct Student Learning Expenditures as Compared to Total Budget
Western budgets approximately 65% of its learning and operating fund for student learning and support.

Source: VP for Administrative Services

Salary & Benefits as Compared to Total Budget
Western budgets approximately 75% of its operating funds for employee salaries and benefits.

Source: VP for Administrative Services
### WWCC Tuition & Fees

<table>
<thead>
<tr>
<th></th>
<th>In-State Tuition</th>
<th>In-State Tuition Required Fees</th>
<th>In-State Total</th>
<th>WUE Tuition</th>
<th>WUE Required Fees</th>
<th>WUE Total</th>
<th>Out-of-State Tuition</th>
<th>Out-of-State Required Fees</th>
<th>Out-of-State Total</th>
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<td>PT/ per Credit</td>
<td>$83.00</td>
<td>$18.00</td>
<td>$101.00</td>
<td>$125.00</td>
<td>$18.00</td>
<td>$143.00</td>
<td>$249.00</td>
<td>$18.00</td>
<td>$267.00</td>
</tr>
<tr>
<td>Full Time/ 12-21 credits</td>
<td>$996.00</td>
<td>$204.00</td>
<td>$1,200.00</td>
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<tr>
<td>PT/ per Credit</td>
<td>$83.00</td>
<td>$18.00</td>
<td>$101.00</td>
<td>$125.00</td>
<td>$18.00</td>
<td>$143.00</td>
<td>$249.00</td>
<td>$18.00</td>
<td>$267.00</td>
</tr>
<tr>
<td>Full Time/ 12-21 credits</td>
<td>$996.00</td>
<td>$204.00</td>
<td>$1,200.00</td>
<td>$1,500.00</td>
<td>$204.00</td>
<td>$1,704.00</td>
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<td>$96.00</td>
<td>$118.00</td>
<td>$17.00</td>
<td>$135.00</td>
<td>$237.00</td>
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<tr>
<td>Full Time/ 12-21 credits</td>
<td>$948.00</td>
<td>$193.00</td>
<td>$1,141.00</td>
<td>$1,416.00</td>
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<td>$1,609.00</td>
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<tr>
<td>PT/ per Credit</td>
<td>$75.00</td>
<td>$17.00</td>
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<td>$112.00</td>
<td>$17.00</td>
<td>$129.00</td>
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<td>Full Time/ 12-21 credits</td>
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<td>$193.00</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT/ per Credit</td>
<td>$71.00</td>
<td>$17.00</td>
<td>$88.00</td>
<td>$107.00</td>
<td>$17.00</td>
<td>$124.00</td>
<td>$213.00</td>
<td>$17.00</td>
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<tr>
<td>Full Time/ 12-21 credits</td>
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<td>$1,041.00</td>
<td>$1,284.00</td>
<td>$189.00</td>
<td>$1,473.00</td>
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<td>$2,745.00</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PT/ per Credit</td>
<td>$68.00</td>
<td>$16.00</td>
<td>$84.00</td>
<td>$102.00</td>
<td>$16.00</td>
<td>$118.00</td>
<td>$202.00</td>
<td>$18.00</td>
<td>$220.00</td>
</tr>
<tr>
<td>Full Time/ 12-21 credits</td>
<td>$816.00</td>
<td>$181.00</td>
<td>$997.00</td>
<td>$1,224.00</td>
<td>$181.00</td>
<td>$1,405.00</td>
<td>$2,448.00</td>
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<td><strong>2009-10</strong></td>
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<td></td>
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</tr>
<tr>
<td>PT/ per Credit</td>
<td>$68.00</td>
<td>$16.00</td>
<td>$84.00</td>
<td>$102.00</td>
<td>$16.00</td>
<td>$118.00</td>
<td>$202.00</td>
<td>$18.00</td>
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<td>$181.00</td>
<td>$997.00</td>
<td>$1,224.00</td>
<td>$181.00</td>
<td>$1,405.00</td>
<td>$2,448.00</td>
<td>$181.00</td>
<td>$2,629.00</td>
</tr>
</tbody>
</table>

**Tuition and Fees per Credit Hour**

Source: National Community College Benchmarking Project
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.

**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.
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”.

<table>
<thead>
<tr>
<th>Year</th>
<th>WWCC Frequencies</th>
<th>National Frequencies</th>
<th>Wyoming Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>90%</td>
<td>85%</td>
<td>95%</td>
</tr>
<tr>
<td>2007</td>
<td>85%</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>2009</td>
<td>80%</td>
<td>75%</td>
<td>85%</td>
</tr>
<tr>
<td>2011</td>
<td>75%</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>2013</td>
<td>70%</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>2015</td>
<td>65%</td>
<td>60%</td>
<td>70%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>WWCC Frequencies</th>
<th>National Frequencies</th>
<th>Wyoming Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>90%</td>
<td>85%</td>
<td>95%</td>
</tr>
<tr>
<td>2014</td>
<td>85%</td>
<td>80%</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

Would You Enroll Here Again?

<table>
<thead>
<tr>
<th>Year</th>
<th>WWCC Frequencies</th>
<th>National Frequencies</th>
<th>Wyoming Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>90%</td>
<td>85%</td>
<td>95%</td>
</tr>
<tr>
<td>2007</td>
<td>85%</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>2009</td>
<td>80%</td>
<td>75%</td>
<td>85%</td>
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<tr>
<td>2011</td>
<td>75%</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>2013</td>
<td>70%</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>2015</td>
<td>65%</td>
<td>60%</td>
<td>70%</td>
</tr>
</tbody>
</table>

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”.

Western Leadership Council recently determined to conduct the survey every other spring in even-numbered years.
Source: ModernThink Higher Education Insight Survey
**Academic Year** = Summer, Fall, then Spring (ex. 12/SU, 12/FA, 13/SP).

**Annual FTEs** = (Summer credits + Fall credits + Spring credits)/24

**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 audited hours and 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.

**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 1st through the following June 30th.

**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.

**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 – AKA 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 1-11 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.