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Glossary of Terms and Abbreviations

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OVERVIEW

Introduction

Western Wyoming Community College (Western or WWCC) is one of seven public community colleges in Wyoming. It is the third largest community college in the state. Because Wyoming’s economy remained strong, support from the legislature for higher education has been positive and stable as compared to other states.

On June 23, 1959, the voters of what was then School District #4 of Sweetwater County held a special election that authorized the creation of Western Wyoming Junior College. The College opened for classes for the first time that following September at Rock Springs High School. Soon after, the College moved to the high school in the nearby town of Reliance. Later, the College purchased 318 acres in Rock Springs from Union Pacific Railroad. This remains the location of the College today. The continued financial support of the citizens of Sweetwater County is indicated by their approval of bond issues in 1966, 1973, 1975, 1981, and 1997.

The service area encompasses over 29,000 square miles and four other counties in Southwest Wyoming with a population of approximately 100,000. With Wyoming classified as a “frontier” state, Western serves an area with less than four people per square mile.

Figure OVA: Community Colleges’ Service Areas

Western’s service area encompasses the five counties outlined in blue on the map below:

According to state statutes, the Wyoming Community College Commission “provides coordination, advocacy, and accountability for the community college system on behalf of the State of Wyoming.” All decision-making authority related to the operation of the community colleges which is not specifically granted to the Commission by statute is reserved to the local boards. Western has a seven-member governing Board elected from the College district of Sweetwater County.

The mission of the community colleges in Wyoming is in legislative session law. The mission represents a typical comprehensive community college. Western’s unique values were clarified in 2000 with the development of six Guiding Principles:

<table>
<thead>
<tr>
<th>Western’s Guiding Principles</th>
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<tbody>
<tr>
<td>Learning is Our Purpose</td>
</tr>
<tr>
<td>Students are Our Focus</td>
</tr>
<tr>
<td>Employees are Our Most Important Resource</td>
</tr>
<tr>
<td>The Community is Our Partner</td>
</tr>
<tr>
<td>Adapting to Change Defines Our Future</td>
</tr>
<tr>
<td>Ethical Standards Guide Our Actions</td>
</tr>
</tbody>
</table>

After 20 years under the leadership of one president, the College hired a new president in June 2008. The president immediately reinforced the importance of these Guiding Principles by defining a common goal for all employees: “Everyone is responsible for student success.” With each new initiative and project, these Guiding Principles serve as a yardstick for measuring progress toward serving students and the community. New ideas and projects for building a strong College community are extracted and refined through listening forums to reinforce everyone’s responsibility in supporting student success. Communication and participation are keys to the success of the organization, and continuous efforts for improving both are ongoing and integrated into every activity.

The main industries in this region relate to mineral extraction (e.g., mining and energy industries). In addition to a core of transfer associate degree programs, a broad array of technical programs is offered to meet the needs of these industry partners. Many employees in these industries work shift work so the technical programs have had to develop multiple delivery schedules for these programs.

Western is different than many community colleges in that it has seven residence halls with the capacity to house more than 500 students. Residence halls are a necessity because of the distances and the fact Wyoming has only eight public higher education institutions.

To enhance the delivery of higher education in the small communities within the College’s service area, seven communities have each chosen to form a Board of Cooperative (Higher) Educational Services (BOCES/BOCHES). Under a BOCES agreement, local school districts agree to tax themselves to provide

Western Wyoming Community College
Rock Springs, Wyoming
www.wwcc.edu
additional educational services, including higher educational opportunities through Western. These BOCES typically provide staff and facilities to deliver educational programs. At present, Western has BOCES agreements with nine of the 11 school districts it serves, providing coordinators and facilities in 13 different towns.

**Figure OVb: Map of 13 College Sites**

Providing a quality distance education program is important given the large geographical area and population Western serves. Approximately 25 percent of the FTEs are from students taking online courses.

**OV1-Goals for Student Learning and for Shaping Academic Climate**

"Learning is Our Purpose"

Western’s student learning focus is on helping students gain skills that will prepare them to continue their education, enter the workforce, and be able to function as productive citizens. The other primary goal for student learning can most easily be summed up in the fifth Guiding Principle: *Adapting to Change Defines Our Future*. Western is proud of its ability to adjust and adapt to the needs of the community. Two recent illustrations of Western’s adaptability include the rapid development of high quality internet courses and rapid response to requests for more workforce training.

Embracing the demands placed on a comprehensive community college is always challenging, particularly when allocated resources are not significantly increasing. Western’s priority is to provide the 5-county service area with an array of educational programs and to be responsive to emerging trends and needs. The College offers academic transfer, technical, developmental, workforce training, adult basic education, GED and ESL instruction, and non-credit programs. Because Western serves a population living in five counties, the College supports a high-quality online program along with 13 Outreach sites that offer varying levels of courses and student support.

Academic programs for transfer degrees continue to be a fundamental part of what Western does. About 40 percent of Western’s students are enrolled in academic transfer programs. The variety of programs, combined with extensive scholarships, help attract high achieving students. Western’s strong honors program includes both academically challenging courses and opportunities to experience cultural and educational events to expand students’ horizons. The College offers 49 degrees for transfer programs including Associate of Arts, Associate of Science, and Associate of Fine Arts.

In 2000, the College began to develop online courses, providing incentives and training for full-time and adjunct faculty, while focusing on quality. Western participates in the *Quality Matters* initiative that helps the College assess and maintain quality within online courses. As of Fall 2011, Western offered over 150 courses each semester with local students comprising 50 percent of the enrollment and 50 percent from Outreach communities and other locations. Approximately 25 percent of Western’s FTEs are generated by distance courses.

Providing technical/occupational programs in heavy industry, business, computer technology and allied health that address the needs of the local workforce has always been part of Western’s mission. An illustration was the College’s rapid response to the needs of the oil and gas industry by developing two new programs, offering multiple workforce training courses, and building three new facilities. Offering certificate programs as well as degrees is a critical need for local business and industry. Western offers Associate of Applied Science degrees in 15 fields and 34 vocational/technical certificate programs. Western also offers an Associate of Nursing degree and Practical Nursing certificate. Students with degrees in these areas also have transfer opportunities for a Bachelor of Applied Science and the Bachelor of Nursing.

While Western is an open-door institution, the College strongly believes students need good fundamental skills. COMPASS assessment or ACT scores are used to determine student’s entry-level ability in math, English and reading. Based on academic readiness, students are required to successfully complete appropriate developmental coursework before they can advance into college-level courses. Action projects in writing-across-the-curriculum and reading in the content area have been in place for several years. In 2010, the College revamped the developmental math curriculum into an “Emporium” math lab concept where students can move through skill building as quickly or as slowly as needed while getting support from faculty in the math department. This approach is still being refined.
but first indicators are that it will help success rates in these gatekeeper courses. Western has a unique combination of community-based adult basic education and ESL instruction as well as developmental education for degree-seeking students. The College is always looking for ways to improve curriculum and andragogical approaches as well as enhance online student achievement through well designed and accessible student engagement efforts.

"Students are Our Focus”

Student success is a major priority for the institution and Western believes that learning happens throughout the campus, both in and out of the classroom. Within the classroom, Western works to provide active learning experiences that allow students to practice what they learn. Student engagement activities begin before students enroll and continue throughout their time at Western. A comprehensive co-curricular experience supplements the learning that takes place in the classroom. On campus housing provides educational and social programs and numerous opportunities for student leadership. Significant resources are put into technology to support student learning and success.

Western’s Goals for Student Success exemplify this commitment to comprehensive learning and are the foundation for the College’s assessment program. Graduates from all programs should be able to demonstrate skills in these areas:

Table OV1: Goals for Student Success

<table>
<thead>
<tr>
<th>Goals for Student Success</th>
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<tbody>
<tr>
<td>Communicate Competently</td>
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<tr>
<td>Solve Problems Effectively</td>
</tr>
<tr>
<td>Retrieve Information</td>
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<tr>
<td>See Issues from Multiple Perspectives</td>
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<tr>
<td>Develop Life Skills</td>
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</tbody>
</table>

Western’s general education curriculum is periodically updated. The most recent update in 2009 involved adding a computer competency course requirement to all degrees. This occurred as a result of several initiatives including an action project emphasizing computer use across the curriculum and a Curriculum Committee study regarding student computer skills and perceived need by faculty and employers. Western believes that general education competencies are an important part of all programs and majors. Employers repeatedly tell Western, through the advisory councils, that students must be able to communicate well, utilize basic computational skills, and interact with people from various backgrounds and educational levels. For that reason, technical degrees have a significant general education core.

The College serves as the cultural and higher education center for the district and provides cultural opportunities through its fine arts and performing arts programs; health and wellness opportunities through the physical activity courses, Aquatic Center, Wellness Center and Weight Room; timely educational opportunities through its lecture series; and sports entertainment through its athletic events. In addition, the Workforce Training, Business Development, and Community Education Departments identify and develop short workforce training and continuing education courses as well as personal enrichment non-credit courses.

OV2-Organizational Services

"Students Are Our Focus”

"The Community is Our Partner”

Western Wyoming Community College offers a comprehensive array of student services designed to support student learning and to help students engage and be successful. Services include the traditional student service components as well as some that are not always part of a community college education. The overarching goal is to provide accessible services at the times and through the methods needed by the students and community we serve. Priority is placed on offering service that is equivalent to that experienced on-campus to those students who attend at a distance or online.

Table OV2: Array of Student Services

<table>
<thead>
<tr>
<th></th>
<th>Student Services</th>
<th>Financial Aid</th>
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</thead>
<tbody>
<tr>
<td>Admissions services</td>
<td>Registration and Records</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Pre-College programming</td>
<td>Student engagement and retention</td>
<td>Peer and online student tutoring</td>
</tr>
<tr>
<td>Learning Center supporting</td>
<td>Academic advising, testing and placement</td>
<td>Computer laboratories</td>
</tr>
<tr>
<td>development education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online portal and student support</td>
<td>Student life services and programming</td>
<td>Intercollegiate athletics, intramural sports, game room, wellness center, weight rooms and</td>
</tr>
</tbody>
</table>
The community also utilizes the sports facilities and has access to intercollegiate sporting and fine arts events. Athletics sponsors a Mustang Booster Club and the theatre department has a Patrons program. Western fields six athletic teams for student athletes as well as the cheer and dance Spirit Squad. The Mustang Booster Club currently has 55 business boosters, 38 employee boosters and five community boosters. Home games provide additional opportunities for the community to connect with the College. The Theatre Patrons program currently has 18 business sponsors and 14 individual and family sponsors.

The College is known for its attractive, well-maintained and ADA-accessible facility. The building includes a 3-story glass-enclosed student commons, comprehensive physical education/wellness areas, Children’s Center with capacity for 214 pre-school students, 13 computer and 14 technical labs, art and wildlife galleries, a theater and a natural history museum, including five life-sized dinosaur displays. Western partners with local Chambers of Commerce and Wyoming Travel and Tourism to promote campus resources for community enrichment and attract area visitors. Additionally, the College is widely utilized as a meeting and conference facility.

The Green River Center is located 17 miles west of Rock Springs. The facility offers on-site instruction for transfer courses, is used for a variety of workforce training courses, and is extensively used for industry, business and government meetings and conferences. In FY11, more than 1,050 students took personal growth and life development community education courses through the Green River Center. A small mixed-use non-profit business incubator was added and the College conducted a small business needs assessment to learn about regional training needs.

Western’s seven residence halls (including the newly acquired Aspen Mountain Hall, a former Wingate hotel) house a maximum of 540 students. Western views its residence halls as living/learning communities that include educational and recreational programming and provide opportunities to interact with students from a variety of backgrounds.

Western is dedicated to serving alumni and fostering relationships with external stakeholders including the Western Wyoming College (WWC) Foundation. Recent community relations activities include a campus Free Day attended by over 600 individuals, sponsoring a community Heart Walk, fielding an American Cancer Society Relay for Life team, entering college floats in local parades, sponsoring an annual United Way college campaign, and representing Western at other community events. Regular mailings are sent to over 5,600 alumni each year. The WWC Foundation holds assets valued at $14.26 million. The Foundation awards scholarships to deserving students and supports other College projects. Currently, all donations received by the Foundation are matched dollar-for-dollar by the State of Wyoming.

**OV3-Student and Stakeholder Expectations**

"Students are Our Focus"

"The Community is Our Partner"

"Adapting to Change Defines Our Future"

Students and stakeholders have four basic expectations of Western Wyoming Community College:

1. That higher education is as accessible as possible.
2. That Western maintains high standards of quality and has a focus on innovation.
3. That Western has the capacity to serve those who wish to pursue higher education goals.
4. That Western expands educational options as needs change.

The College takes this charge seriously and works continuously on strategies that make sure Western is living up to these expectations. For example, Western is currently working on an AQIP Action Project on Course Scheduling. The intent of the action project is to assure that the College is accessible and has the course capacity and options that the various student target groups want and need. Additionally, focus is being given to the course times and modalities that best support student life circumstances. When resources are limited, decisions on how to best use them must be strategic and intentional.

Western defines its student target groups annually in its Marketing Plan and works on strategies to reach, recruit, enroll, and retain these students. Target groups include:

- Students entering shortly after high school graduation from the district, the service area, and other Wyoming communities.
- Special populations of out-of-state and international students.
- Service area non-traditional adult students who have been out of school for some time or have life...
circumstances that impact their educational pursuits.
- Current high school students getting a head start on their college career.
- Workers who are building job skills or seeking retraining.
- Adults seeking basic skills.
- Special population students such as non-English speaking local residents, military and their family, and displaced workers.

Western’s yield of local high school graduates is consistently about 45 percent of the graduating class. Credit programs serve about 8 percent of the Sweetwater County population annually, which for FY10 was the highest percentage in the state and second highest in FY11.

Western participates in the Community College Survey of Entering Student Engagement (CCSSE) the Survey of Entering Student Engagement (SENSE), and the Noel-Levitz Student Satisfaction Inventory. Data from these instruments help Western to assess the level of student involvement in their education and to identify areas of focus for the College’s student engagement efforts. In Fall 2010, Western served as a pilot institution for the Noel-Levitz Second-Year Student Assessment. The Building Student Connections team works with these and other data to develop annual strategies.

Although Western’s service area is 29,000 square miles in five counties and no other institution of higher education resides in the area, Western does face competition from the other six community colleges in the state, the University of Wyoming, both on-campus and distance programs, and proprietary institutions that reach citizens from a distance. This competition means Western must always be diligent about assessing the educational needs of students and stakeholder groups and doing a good job of meeting them.

**OV4-Administrative, Faculty and Human Resources**

"Employees are Our Most Important Resource"

Western believes that highly qualified and dedicated employees make the difference between success and failure. The College works hard to hire people who embrace the Guiding Principles, and strives to compensate them competitively. Many employees are long-term and have seen the College through several changes.

There are three employee groups: faculty, professional staff and paraprofessionals (classified staff). The College is organized into three operating areas:

- Student Learning, those who provide or support instruction;
- Student Success Services, those who provide support to students and faculty; and
- Administrative Services, those who provide support to the staff and facilities.

Each of the areas has oversight by a vice president with an associate vice president for facilitation of specific programs and functions. The Executive Council consists of these six positions, one division chair from Academic Council, the Director of Information Technology Services and the College president. The following table illustrates the employee groups in FY2011:

<table>
<thead>
<tr>
<th>Table OV4: Employee Groups</th>
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<tbody>
<tr>
<td>Category</td>
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<td></td>
</tr>
<tr>
<td>Student Learning</td>
</tr>
<tr>
<td>Student Success Services</td>
</tr>
<tr>
<td>Administrative Services</td>
</tr>
</tbody>
</table>

The College Senate represents professionals and faculty below the associate vice president level. The paraprofessionals are represented by the Paraprofessional Association. These two organizations have many opportunities to provide input and representation in the various areas of institutional governance. In 2006, the College formed the Adjunct Advisory Board which has the task of advocating and providing input and feedback from adjuncts regarding various teaching and student issues.

Western strongly embraces the Guiding Principle of "Employees are Our Most Important Resource". Thus, different campus councils and groups participate in decisions about new positions. The working groups prioritize the position requests and forward this information to the Executive Council. It decides on new positions based upon operating and strategic needs within allocated funding resources. Employees throughout the institution are involved in developing position descriptions, determining advertising strategies, and serving on hiring committees.

**OV5-Aligning Processes with Values**

By legislative session law, the State of Wyoming establishes the mission of Wyoming’s seven community colleges. Because the statewide mission
The Guiding Principles were collaboratively developed by all employees in 2000 to clearly articulate Western's values and align them with its decision-making efforts. These principles are frequently referenced by employees in multiple contexts and in multiple groups. They have become the prevailing written standards for most decisions. The Guiding Principles are the foundation of the planning, budgeting, evaluation, and improvement processes.

The administration reinforces the Principles by advocating and practicing an open-door approach to leadership. People have a variety of opportunities for input on significant issues and are encouraged to provide suggestions for general areas of concern or new directions. For example, the president’s listening sessions involve small groups of employees who come together from diverse sectors of the campus to share concerns, positive news, and ideas for change.

The Board of Trustees play an active role in the policy and governance aspects of assuring that Western is true to its mission and Guiding Principles. The trustees are involved in high level planning and are supportive of the administration’s responsibility to provide leadership, decision-making, and communication.

Communication and participation are consistently emphasized. Examples include:

- The development of a web-based Strategic Plan that involved every employee and many community representatives;
- The development of a web-based dashboard that shares Western Key Indicators;
- “Pizza with the President” sessions with students;
- Employee forums based on topics identified by the College Senate; and
- Revision of curricula based on annual advisory meetings with industry partners.

Internal committees and councils foster communication and collaborative decision-making. These committees and councils, including the Executive Council, share their agendas and meeting minutes with the entire institution. Whenever possible, existing committee structures are utilized when campus-wide projects, such as this Portfolio, are underway. The AQIP Action Project on Internal Communication has identified areas where communication and involvement in decision-making can be strengthened and the project team is working on strategies to enhance processes.

**OV6-Key Administrative Support Goals**

Western’s Strategic Plan identifies seven strategic initiatives of the institution. Three of these initiatives specifically pertain to administrative support goals. Those are to maintain and enhance facilities; to address changing technology needs; and to develop a fiscal stability plan. These three strategic initiatives align with the Western Mission Statement that states that the College will “Dedicate its resources to provide high quality learning opportunities for students and employees”.

Among others, the key administrative support services include the Business Office, Physical Resources, Information Technology Services, Human Resources, Bookstore, and Protective Services.

As stated in OV2, the College is known for its attractive, well-maintained, and accessible facility. Because the main campus consists of a single, interconnected building of over 460,000 square feet students learn and easily interact with faculty, staff and each other under one roof. The facility includes a
3-story glass-enclosed student commons, comprehensive physical education/wellness areas, a Children’s Center, library, art and wildlife galleries, a theater, and a natural history museum including five life-sized dinosaurs.

The Green River Center is an attractive building in Green River, located 17 miles west of the Rock Springs campus. The campus is used heavily for workforce training and is extensively used for industry, business and government meetings but also offers on-site instruction for transfer courses and community education courses.

Western’s seven residence halls house a maximum of 540 students. Western views its residence halls as living/learning communities that include educational and recreational programming and provide opportunities to interact with students from a variety of backgrounds.

Major maintenance and preventive maintenance funds from the State of Wyoming and the federal government have averaged approximately $1 million per year for the past four years, allowing Western to maintain this outstanding facility.

The College is strong in computer-related technologies including online registration, grade retrieval, campus portal, effective website, campus-wide wireless accessibility, regular software and hardware upgrades, extensive Library online resources, tutoring, online orientation and Voice Over Internet Protocol (VOIP) phone system. The College is currently replacing the core information technology infrastructure and upgrading the system to 10 gigabyte. This will address future growth. There are ten open computer labs, 14 classroom computer labs, and 21 computer kiosks. The classroom labs and academic programs regularly add new relevant technologies.

Western has invested a significant amount of money in technology over the years and has a comprehensive network of services that include access to the Datatel Colleague administrative system via the web for students and staff, email for students and staff, intranet, and student portal as well as access into college systems from off-site to facilitate work done by employees. Blackboard, the College’s Learning Management System (LMS), is utilized for online course delivery and the Student Portal, MustangCruiser licensed from Time Cruiser, facilitates online course information for partial and non-online courses. Western also participates in WyCLASS, a single website that promotes online classes for all Wyoming colleges.

**OV7-Information Resources and Technology**

Western had a decentralized approach to data and information gathering. The benefit of this approach was that broad spectrums of employees are knowledgeable and involved in the gathering and use of data processes. A more centralized approach under the auspices of the Office of Planning and Improvement was started FY12. The College is committed to making data-informed decisions and has developed systems to identify, capture, and publish consistent data representing relevant information.

Although not always uniformly gathered or easily accessed, the College collects and stores a significant amount of data. As a result, difficulty sometimes arises in determining the most important data elements and tracking elements. Nonetheless, the College works to have multiple key areas proficient at generating data. For example, numerous staff across campus are proficient at developing and utilizing ad hoc querying from the Datatel Colleague Administrative System. Western has recently developed a set of Key Performance Indicators (KPIs) that measure data critical to monitor and track over time. These KPIs were identified and published in the College’s Fall 2010 Annual Report and will be updated as more longitudinal data is available. The College recently purchased Datatel’s Business Objects and has completed the implementation of key reporting and dashboards. This new product is helping to more widely and easily generate and distribute information that people can readily understand and use. Currently, Western is working on creating an easily accessed website for the reporting and dashboard data for both internal and external stakeholders.

The College purchased and implemented Task Stream’s Accountability Management System, named Western Progress at Western. The system houses the Strategic Plan, AQIP Action Projects, AQIP Systems Portfolio, student assessment process, program review portfolio process and other accountability measures. Access to this system will be available to all internal stakeholders for updating relevant sections and reviewing all information. Further, the tool has specific point-in-time and web viewing, which will allow for easy access for internal and external stakeholders. Western participates in the National Community College Benchmarking Project, The Great Colleges to Work For survey, the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), and uses data from these processes to facilitate decision-making related to numerous processes and initiatives. The College was selected as a pilot institution for the American Association of Community College (AACC) Voluntary Framework of Accountability (VFA) project, which will
help to develop standard variables of accountability for community colleges across the nation. The College analyzes annual transfer data from all Wyoming community colleges and out-of-state community colleges collected and shared by the University of Wyoming.

The College has developed consistent and valid methods for annual reporting to entities such as IPEDS and the Wyoming Community College Commission. The College is actively involved in the development of the Wyoming Statewide Longitudinal Data System.

OV8-Commitments, Constraints, and Opportunities

As noted in OV5, the College has a well-defined mission and clearly articulated Guiding Principles. These Guiding Principles serve as the basis from which planning occurs. An important fact in this planning is the fact that the Wyoming Community College Commission sets the tuition rate for all the state’s community colleges. However, individual institutions manage fees such as required fees, course fees and housing costs. Cognizant of its mission and Guiding Principles, Western has one of the lowest, if not the lowest, required fees, course fees, and housing costs in the state. Western is firmly committed to providing high quality, affordable, and accessible education in an environment that is conducive to the learning process.

**Commitments:** The College has specific commitments to which it must adhere. The College developed and implemented its first 3-year Strategic Plan in 2009. This plan was developed through cross-institutional, community, industry and government, and Board of Trustees input and is updated every Fall. The Strategic Plan identified three immediate strategic issues and seven strategic initiatives with prioritized timelines. In 2009, the Wyoming Community College Commission developed its first system-wide Strategic Plan as required by Wyoming statute and included elements that impact the community colleges. Western’s Strategic Plan crosswalks with both the institution’s Guiding Principles to ensure support of the mission and the Commission’s Strategic Plan to ensure connection and support of the larger state initiatives.

Beginning in 1996, Wyoming statutorily required all of the state’s community colleges to develop a 5-year master plan focused on facilities, space utilization and footprint. Since that time, Western has undergone master planning successively every five years and is currently developing the next Master Plan with an anticipated completion in Fall 2012.

**Constraints and Challenges:** Western serves a large service area of over 29,000 square miles with roughly 39,000 households. This results in significant challenges in addressing different community and student needs including access in remote and sparsely populated areas with varying technological abilities.

Fiscal challenges and constraints exist with funding administered through the Wyoming Community College system based on formula funding and local tax revenue. Difficulty regularly occurs in allocating sufficient financial resources to accomplish all desired outcomes when a level of uncertainty exists related to consistent, recurring biennial funding. With the cyclical nature of the state and local economies and the uncertainty of recurring dollars, the College continues to operate very lean administratively. Adding to the dynamic is fluctuating enrollment in full-time and part-time students, particularly during regional economic changes. This creates continuing challenges and constraints in allocating staff and time to addressing all priorities and initiatives. One impact is an increased workload for key staff and faculty, making it challenging to actively involve and motivate employees in the planning process.

Although the College has adequate acreage to expand its footprint, acquiring funding sufficient to build new facilities aligned with the strategic and master plans presents challenges. Previously successful attempts at publicly approved bond issues have proven unsuccessful in the last attempts in 2006 and 2008.

**Opportunities:** As with many colleges, Western has its greatest opportunities in its employees. With a new balance in long-term and relatively new faculty and staff, the College has a strong identity and positive self-image as well as new energy, ideas, and a fresh look at how to achieve continued student success. The College has a committed executive leadership team and a supportive and engaged Board of Trustees.

Western has outstanding physical facilities with sufficient acreage to expand the footprint of the main campus. The College has tremendous opportunities through the extensive relationships and partnerships throughout the service areas. Western has an expansive distance education program that is facilitated through online, compressed video, and off-site Outreach options.

Partnerships with Boards of Cooperative Educational Services (BOCES; see OV9 for detailed explanation) in ten of the 11 school districts it serves provides a vehicle for two-way communication and helps ensure that the smaller communities can share their needs with the College and that the College’s initiatives and priorities are shared throughout the region. With many regionally public schools located at great distances, having strong partnerships with the public schools is essential. The College continues to collaborate with the area high schools to provide both
access to post-secondary options for courses unavailable at the local high school, and a pathway to higher education for graduates.

Industry partnerships and communication are also a continuing opportunity. With a more than 30 year legacy of responsiveness to industry needs, Western has a culture of quickly adapting and responding to business and industry changes.

**OV9-Partnerships and Collaborations**

Western has strong relationships with local school districts and industry and is viewed by the community as a resource for meetings, cultural events, workforce training, and other educational opportunities. Over 120,000 people attend meetings, industry-sponsored training, and other events on Western’s campus each year. The WWC Foundation helps to fund lecture series faculty, and other special programs.

As stated previously, Western has BOCES agreements with ten of the 11 school districts served. The Wyoming statute for BOCES allows a school district to partner with a community college and add a tax to provide additional educational services, including additional support to deliver higher education in their communities.

Western partners with all 11 school districts in its region to provide concurrent enrollment courses at local high schools in transfer and technical areas. In addition, high school students can enroll in other college courses locally or online and may count these courses toward high school graduation.

Western partners with the other six community colleges and the University of Wyoming to collaboratively meet the needs for distance education through a common website called WyCLASS. Each year the seven distance education directors organize a statewide distance learning conference to share best practices and new technologies. Faculty from all eight institutions participate.

Western partners with local business and industry to provide training that meets their needs. Some training is for college credit and some is for non-credit. For example, multiple oil and gas companies collaborated with Western to develop a new degree in Oil and Gas Production Technology. Several companies provided the funds to build a unique Well-Site Training facility. The mining industry is another long-standing partner which pays for its full-time employees to enroll in short courses, certificates and/or degree programs. Based on feedback from advisory councils, the curricula for certificates and degrees are regularly revised. Many companies contribute to the WWC Foundation, and provide scholarships as well as summer internships.

Western has agreements with 11 regional colleges and universities to provide student access to academic transfer resources and to help with ease of transfer. Additionally, agreements with three other universities provide opportunities to complete a bachelor degree fully online.

Internally, Western has strong relationships among the three branches of the campus: administrative services, student learning, and student success services. Joint projects are common and many College committees and teams include cross-campus representation. There is a commitment to student engagement and learning across the campus. Most employees understand they have a role in student success.

**SUMMARY**

Western is committed to its journey of continuous quality improvement. The institution has been fortunate to have sound fiscal resources and excellent human resources that have allowed the College to focus on making the institution better. The institution strives to view everything it does through the lens of its mission and Guiding Principles.
Helping Students Learn

1P1-Common or Shared Objectives for Learning

Western Wyoming Community College has identified five major learning goals or outcomes called the Goals for Student Success (OV1). These goals are the basis of the general education component of the curriculum and serve as the identified learning goals and outcomes for all associate degrees. The Goals for Student Success were initially developed by faculty and staff in 1994 through a cross-institutional process. The Goals for Student Success are evaluated yearly through a 3-part process of the Curriculum Committee, Assessment of Student Learning Team, and program review portfolio (1P4, 1P5, 1P17). Western uses identified learning goals as benchmarks in the development and implementation of all courses and instructional and non-instructional programs. Learning goals are derived from the College's mission statement and Guiding Principles and are assessed through direct, indirect, internal, and external measures. The institution uses regional and national benchmarks to communicate with divisions on which benchmarks need work (e.g., reading, writing, and computer competency). Individual divisions or departments develop objectives by addressing national and regional trends.

All course outlines include at least one of the Goals for Student Success. Faculty incorporate learning activities and assessments that support each goal. Several types of evaluations (e.g., rubrics) are used to assess interventions. The Executive Council, Academic Council, Student Services, Curriculum Committee, Program Review Committees, Assessment of Student Learning Team, Building Student Connections Team, faculty, professionals, and paraprofessionals all work to implement and evaluate the application of these learning goals in current programs and classes.

1P2-Determining Specific Objectives

The faculty from each academic program develop their learning objectives based on guidelines defined by the Goals for Student Success. Western uses an AQIP-like format for the Program Review Portfolio process. During each academic year, 20 percent of the College’s programs participate. Each program is reviewed every five years. The review committee is composed of a program leader, division chair, faculty team members, and a non-department participant. The program review portfolio process includes setting program-level goals, data-gathering and assessment, and developing/revising an action plan. The faculty of the program being evaluated, in concert with the Office of Planning and Improvement, modifies program objectives and evaluates the outcomes.

Programs that receive accreditation develop course objectives to comply with the accrediting agencies’ criteria (e.g., the National Automotive Technicians Education Foundation for the Automotive Technology Program; the Wyoming State Board of Nursing and the National League for Nursing Accreditation Commission for voluntary accreditation of the nursing program).

Program review portfolios may include:

- Development of learning objectives by advisory councils comprised of students, faculty, and community members.
- Requirements for transfer to 4-year institutions.
- Consideration of transfer agreements that Western has with regional institutions in preparing program objectives.
- Changes based on articulation meetings with the University of Wyoming for traditional academic transfer programs.

1P3-Designing New Programs

New programs and/or courses at Western usually originate from faculty members or from community demand. Business and industry advisory councils provide focused suggestions relative to specific program and course needs in the community. From there, Western follows the process illustrated in the figure below to determine its viability.

**Figure 1P3: Development Process for New Program**
The discussions that result from the systematic process of new course or program development can drive prioritizations for staff and/or resource funding.

Examples of recently added and updated programs include a Journalism Certificate, Oil and Gas Production Technology, and Natural Gas Compression Programs. NOTE: Although approval of new programs ultimately rests with the Wyoming Community College Commission, approval of new courses is decided by the College’s Curriculum Committee. The committee’s approval or disapproval is the final step for course approval.

1P4-Designing Responsive Academic Programs

In the approval process for new programs (1P3) or for program changes, the Curriculum Committee ensures that programs have a balance between learning goals, career needs, and their alignment with Western’s Goals for Student Success. At a minimum, departments review their entire program every five years using the Program Review Portfolio process (1P2). The Office of Planning and Improvement helps departments develop measurable course goals that align with program goals.

Academic programs adjust to the changing market realities by regularly interacting with employers through business and industry advisory councils and/or transfer institutions.

- All career and technical programs require annual meetings with advisory councils, composed of representatives from local employers that hire Western graduates or employers that pay employees to complete specific certificates or degrees. These programs address the needs of employers, as well as the individual students’ needs and goals to leave each program with the technical skills required for entering the workforce.
- Industries provide internships to Western students, allowing them first-hand evaluation opportunities, and providing the College feedback at the annual advisory council meetings. At each annual meeting, councils suggest additions or revisions to programs. If the group recommends an addition, it must also suggest a deletion in order to maintain the same total number of credits. After approval by the Curriculum Committee, these changes are integrated into the program.
- Western’s career and technical programs also provide one or two-day workforce workshops. Immediate feedback on the appropriateness and effectiveness of the workshop’s content is given by participants who are currently employed in the field.

Western’s Workforce staff regularly meet with local industries and businesses to assess the changing needs of their workforce.

- The College solicits feedback through the annual Career Fair and from successful graduates; however, minimal responses are received from formal employer surveys.

1P5-Determining the Required Student Preparation

Western Wyoming Community College is an open access institution. Determination of a student’s academic readiness is generally determined through placement tests. The College’s goal is to assess students’ skills and to place each student in courses best suited for long-term success and completion. In some cases, developmental courses are required before students may enroll in college-level courses (1P8). Preparation for specific courses is determined by one of more of the following assessments:

- COMPASS Placement Test
- ACT or SAT scores
- Completion of course prerequisites
- Challenge exams
- Evaluation of transfer work
- Instructor permission

The COMPASS placement test is offered at all Western locations within the service area at scheduled times or by appointment. Students may re-take the test once per term for a nominal fee. Students whose second language is English are required to take the BEST placement test to determine English skills and appropriate placement into developmental language and comprehension courses.

Course and program prerequisites are determined by faculty in the department and approved through the Curriculum Committee process. The Curriculum Committee must approve changes to prerequisites before implementation. The Student Engagement Office monitors the completion of prerequisite courses for English, math, US government, general biology, and chemistry courses. Students who are registered but have not met prerequisites for these courses are notified to drop the course. If the student does not respond, an administrative drop occurs. Over the last two years, all Wyoming community colleges have been working to agree on common COMPASS and ACT placement scores for English, reading, and math classes. Agreement was reached on common scores for placement in specific mathematics courses and English Composition I.

Some programs have other specified preparation requirements. To enter the Associate Degree of Nursing program, students must receive a C or better
in six specific courses in preparation for admission. Nursing program candidates must also achieve a specific score on the LPN STEP test.

1P6-Communicating Expectations to Students

Western uses a variety of methods to communicate with current and prospective students about its academic programs.

The Admissions Office makes the initial contact with prospective students and provides them with information about Western’s programs, degrees, certificates, and services. Students are contacted during college fairs, high school visits, industry visits, degree-specific events, campus events, classroom visits, parent information, and financial aid sessions. Print material and web-based information support are used by Admissions and Registration and Records in all communication with prospective students, which includes information regarding the COMPASS or ACT scores needed by incoming students in order to register for specific courses in the various programs of study. During advising sessions, all academic advisors have the COMPASS and ACT cut scores so students can be placed in the correct courses for their level of academic expertise.

For the last five years, Western has facilitated GEAR UP, a federally funded grant program, whose goal is to “increase the number of low-income students who are prepared to enter and succeed in postsecondary education” www2.ed.gov/programs/gearup/index.html. The grant was recently renewed for another six years. The GEAR UP program advisors also have the COMPASS and ACT cut scores so students can be placed in the correct courses for their level of academic expertise.

Once students are admitted, the responsibility of informing students about Western’s program requirements and learning objectives becomes a campus-wide endeavor. Full-time and degree-seeking students attending the Rock Springs campus must attend a 3-hour registration and an orientation program prior to the semester they enroll. This program includes individualized advising for the student’s program of study, introduction to the catalog, specific program and certificate completion requirements, and an overview of academic and co-curricular resources. These students, along with students who are attending Outreach sites, are assigned an academic advisor within their discipline. Part-time students are assigned an academic advisor upon request. At the start of the Fall term, all students are required to attend “Kick Off Day”. Students participate in transition activities and are encouraged to spend time with faculty representatives in their academic departments. Online resources through MustangCruiser and WebAdvisor provide for educational planning and degree checks.

Degree-seeking students must obtain their advisor’s signature on the advisement and registration form prior to registering each semester. Students are encouraged to see their advisors on a regular basis regarding choice of courses, scheduling, and career interests. Students have access to an online degree audit to assist in tracking academic progress.

The following resources provide students with the College’s expectations and requirements:

- College Catalog.
- Student Handbook.
- College Website.
- Course Syllabi.
- Campus Web Portal.
- Class Schedule.
- Program Planning Sheets.
- Academic Advisors.
- ACE IT Center.

1P7-Helping Students Select Programs

Western does not have a required assessment for students to determine career choices, but helps students select programs through a variety of optional methods.

The new student registration program and “Kick-Off Day” encourage students to begin gathering information about their major and career choices. Trained faculty and staff academic advisors discuss career paths and choices with students, starting with laying a foundation of academic achievement in math, English, and reading.

Western has a Career Services Office within the Advising, Career, Employment, Internships, and Transfer (ACE IT) Center that provides personal career advising, job outlook information, market analysis, and resource books on career choices. Career Services offers assessments to help in academic and career decision-making processes, including:

- Myers-Briggs Type Indicator (MBTI).
- COPS-Career Assessment.
- CHOICES-Career Assessment.

Western provides resources to aid students in succeeding academically in their chosen field. The Learning Center, Student Development Center and Peer Tutor Center offer support, including remedial courses, study skills, tutoring, and individual counseling. Western’s course offerings include Career
Decision-making and College Studies. Western provides printed materials (catalog, class schedule, and planner) and website content that contain information about curriculum, advising, and career information.

1P8-Assisting Underprepared Students

Placement tests in English, math and reading are required for all full and part-time degree-seeking students and part-time non-degree seeking students who take math, US government, select science, and English courses (1P5). Based on academic readiness, students are required to successfully complete developmental coursework before they can advance into college-level courses. For the Fall 2010 semester, 46 percent of Western students who were recent Wyoming high school graduates placed into remedial math and 27 percent placed into remedial English. For students who test below college-level in two or more areas, a free College Studies Institute (CSI) is offered as a "jump start" to college readiness. In FY10, 27 new students completed the CSI program and 30 completed in FY11. Of those completing, 100 percent increased their skill level in at least one area.

New approaches to instruction have been added. For example, the science department developed a new gatekeeper course, Critical Science Skills, to strengthen logic and lab skills for greater success in biology and chemistry. In addition, a new Math Achievement Center (MAC) assists student efforts to move through skill building as quickly or as slowly as needed while getting support from math faculty.

Western has a unique combination of community-based adult basic education and ESL instruction for students who are underprepared for college courses. For new students who complete the General Educational Development certificate, a GED Transitions to College course offers an introduction to student support services. Free tutoring is available to students at the Peer Tutor Center and online through Smarthinking’s 24/7 services.

To promote student success, the Student Development Center offers free workshops in topics such as reading for content, math anxiety, and time management. Students with a GPA below 2.00 have a discussion with a professional advisor about their strengths and weaknesses and often discuss learning styles in strategizing about classroom success.

1P9-Addressing Differences in Learning Styles

There is mixed research regarding the utility of specifically addressing learning styles in the classroom. Western does not currently have a format where all students are required to assess their learning style. Western offers courses that use assessment of learning styles within the curriculum, including Introduction to Online Learning which uses the SmarterMeasure (READI), to help students determine if their learning style is compatible with online learning. The Learning Center incorporates the Visual Auditory Read/Write, Kinesthetic Inventory (VARK), and MBTI in specific courses (College Studies) and programs (GED preparation). The VARK helps individual instructors adjust their own teaching methods for more complete and effective instruction for their students. These instruments are used by instructors in other classes throughout the campus.

Faculty in-service sessions sometimes include training on addressing different learning styles and incorporating active and hands-on learning. Western is currently focusing on active reading throughout the curriculum. The faculty acknowledge that students of varied learning styles enroll in courses and use instruction techniques to encourage success across learning styles.

1P10-Addressing Special Needs

Western offers extensive services through the Student Development Center (SDC). The SDC provides Disability Support Services dedicated to promoting full participation of individuals with disabilities in post-secondary education classes. The program is administered under strict guidelines of confidentiality. Students with documented disabilities may qualify for reasonable accommodations. The Disability Support Services program provides a variety of educational services to students identified with disabilities under the Americans with Disabilities Act, including:

- Consultation on individual accommodations and available services.
- Information on ADA and differently-abled services.
- Auxiliary aids.
- Assistance to instructors.
- College placement test accommodations.
- Learning strategies.
- Scholarship information for special needs students.
- Professional information to outside agencies.
- Students with Disabilities Support Group.
Western also has a Project Eye-to-Eye Chapter. This project is a national mentoring program designed to build life skills for independence and improved self-esteem of those with Learning Disabilities (LD) or Attention Deficit Hyperactivity Disorder (ADHD). The program matches college students with elementary students to work on art projects created to facilitate metacognitive development, expression of emotion, creativity, and build self-esteem.

Western offers a variety of services for commuters or students who live far from Western. Western’s student housing allows students to pay for their room or apartment using scholarships and other means of financial aid, at significantly lower prices than available in off-campus rentals. Flexible meal plans are available to on-campus or commuting students at the dining hall or on-campus grill. Food services prepare meals to meet the special dietary and cultural needs of international students on a frequent basis, which expands cultural experiences across the student body. Students can pay for meal plans using scholarships and other financial aid. Extensive online classes allow students who live locally, but prefer or need to take classes from home, to continue their education or earn a degree from Western. Online course offerings allow students who do not live in the local area to continue their education or earn a degree from Western. Faculty teach face-to-face classes in multiple Outreach sites and local high schools in Southwestern Wyoming.

Western continually monitors the changing needs of its students. The Student Affairs Council recently identified several subgroups of special concern, including students in the military, non-traditional age students, senior students, and international students. Currently, committees are assessing the specific needs of each subgroup and developing action plans to address those needs.

1P11-Documenting Effective Teaching and Learning

Western values effective teaching and learning. All new faculty participate in an orientation focused on teaching and learning theory hosted by experienced faculty and administrators. New faculty are encouraged to observe experienced faculty at least twice in their first year of teaching. Follow up sessions are held for new faculty throughout the Academic Year by the vice president for student learning. The Academic Council is in the process of reviewing and revising the process for evaluation of new faculty.

A Faculty Resources Facilitator was hired in 2005 to address the needs of adjunct faculty. Mandatory adjunct in-service sessions are held on multiple occasions through different modalities. Focus is on the Goals for Student Success and current AQIP action projects. An e-newsletter is sent to all adjunct faculty three to four times each year to share college-wide information as well as teaching and learning concepts. An Adjunct Leadership Academy was started with its first graduation on April 16, 2011. The Leadership Academy fosters leadership in the classroom using Strengths Finder and the text Exceptional Teaching. Twelve participants enrolled in the first cohort.

Western’s faculty evaluation process includes three components: self-evaluation, classroom evaluations, and student evaluations.

1. **Self-Evaluation**: Faculty members establish yearly goals in conjunction with the Division Chair. At the conclusion of each academic year, faculty members self-evaluate their performance based on previously stated goals and submit evaluations to the Division Chair in writing. The Chairs add their evaluation and can include goals for the up-coming year.

2. **Classroom Evaluations**: The Division Chair visits and evaluates new faculty member in the classroom a minimum of twice per semester for the first four semesters of their employment. After those initial semesters, Western procedure stipulates classroom evaluations at least once every three years. A standardized form for classroom evaluations is employed.

3. **Student Evaluations**: Student evaluations are an important part of the evaluation process of instructional faculty. Western uses standardized forms for evaluation of face-to-face courses with a different form for internet courses. Individual departments may implement a modified evaluation tool with permission from the Academic Council and College Senate. Per procedure, every instructor conducts student evaluations in at least two courses every semester.

At the conclusion of the academic year, the division chair reviews the three methods of evaluation and provides an end-of-year summary to the faculty member in writing using a standardized “Summary and Evaluation of Goals” form. This summary documents whether or not the faculty member performance is satisfactory or unsatisfactory. The evaluation is forwarded to the vice president for student learning and archived in the vice president’s office and in the Human Resources Office. The faculty member and division chair also receive a copy of the evaluation. If there is an indication of serious deficiencies in an instructor’s performance, the division chair notifies that instructor in writing, gives an unsatisfactory annual rating, and establishes a written professional development plan.

While Western has a document that has the title “Standards of Quality Instruction”, this is not integrated into established evaluation processes. The
The review process each division individually gathers input from faculty to modify or add course offerings. This process requires coordination between divisions and the Distance Learning Department in determining method of delivery and length of the course. Several factors impact decisions to schedule a specific course. These factors, however, are not consistently addressed by each division within the scheduling process but may include:

- Adding sections to accommodate projected enrollments.
- Reviewing previous enrollment trends for courses.
- Reviewing cancellation rates.
- Offering required courses at least every two years to ensure graduation requirements can be met.
- Considering staffing capacity.
- Reviewing or revising enrollment caps.
- Coordinating the schedule with Outreach or Distance Learning.
- Gathering input from advisory groups.
- Coordinating with service area high schools for concurrent and dual courses.

In the process of course and program approval (1P3), the Curriculum Committee carefully reviews the proposal, including a structured syllabus, to ensure that the course or program objectives support the stated learning goals (1P17).

The in-service activities at the beginning of each semester are designed by the in-service planning committee and have recently included a format with multiple breakout sessions focused on particular teaching and student success strategies (5I1). During in-service, recent efforts have been made to include strategies for writing across the curriculum and promotion of effective reading skills and strategies. Topics are selected to support priorities identified through the College self-assessment process.

The Western website offers Faculty Resources on the internet. The website has teaching and learning sources including the electronic newsletters The Teaching Professor and Teaching for Success.

**1P12-Effective and Efficient Course Delivery System**

Western Wyoming Community College addresses the need to have an effective and efficient course delivery system that encompasses course patterns to accommodate all students and institutional needs through its course scheduling process.

There are three parts to this process. The process begins with the offerings from the previous semester. The second part involves review and distribution. In the review process each division individually gathers input from faculty to modify or add course offerings.
### 1P13-Ensuring Programs and Courses are Up-To-Date

To ensure that Western programs and courses are up-to-date and effective, the College has the following activities:

- Western faculty members participate in annual course articulation meetings involving the other state community colleges and the University of Wyoming. These meetings provide collaborative opportunities to assess required course and program content.
- Ongoing program review portfolios are required by the institution for each field of study (1P2). This process provides the opportunity for course and program evaluations relative to currently accepted topics and delivery methods.
- Student course evaluations are used to assess the effectiveness of a course.
- An annual analysis of student transfer rates to the University of Wyoming is conducted to demonstrate student success upon leaving Western.
- Individual departments have implemented processes to ensure their courses and programs are up-to-date and effective. Examples include:
  - The Technology and Industry division collaborates with industry advisory councils to acquire cutting edge training equipment and methods.
  - The nursing program affiliates with the National Council of Licensure Examination, which provides proficiency guidelines for the program. This interaction assures the community of a viable nursing program.

### 1P14-Changing or Discontinuing Programs and Courses

The College has processes for changing courses or programs as described in the following table:

#### Table 1P-2: Change Courses or Programs

<table>
<thead>
<tr>
<th>To change or discontinue a credit course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program faculty propose changes after discussion with their Division Chair.</td>
</tr>
<tr>
<td>2. Peer faculty review, approve or modify proposal.</td>
</tr>
<tr>
<td>3. Curriculum Committee approves, modifies, or rejects proposal at a regularly scheduled meeting.</td>
</tr>
<tr>
<td>4. Approved changes are included in next annual Catalog.</td>
</tr>
</tbody>
</table>

### To change or discontinue a program

#### If Changed

| If MINOR changes to program, then changes are included in next Catalog. |
| If MAJOR changes to program’s core courses occur, then it is reviewed by statewide Academic vice presidents Council. |

#### If Discontinued

| College President reviews: approves or disapproves. |
| WWCC Board of Trustees reviews: approves or disapproves. |

Examples of recently changed programs include the Electrical program to an Instrumentation focus, and the Computer Science/Office Information Services (OIS) strategy of using “colon” courses to offer flexibility to stay current with software and hardware changes. The “colon” strategy allows a course title to be broad while the specifics can change without Curriculum Committee approval. For example, the OIS word processing course is titled “Word Processing Applications:” After the colon, a new version of
Microsoft Office can be added or Word Perfect without going to the Curriculum Committee.

An example of a discontinued program is the Radiology Technician program. This program was offered at other regional institutions, and the local need was not determined to be enough to warrant continued support at Western.

1P15- Addressing Learning Support Needs

The Director of Library Services is a member of the Academic Council. The director solicits advice on new books, online databases, and new research sources. Input is gathered from faculty, students, staff, administrators, and directors from the other Wyoming community colleges and the University of Wyoming.

Tutoring services are provided via multiple channels, including the Peer Tutor Center, the Learning Center, a writing lab, and the MAC lab. Although these offices do not have a formal way of determining how many students will need service during a given semester, they predict needs based on usage from the previous semester. Limits to the tutoring services include staff/time limits and whether there are any tutors available in those subjects.

Student Services provides students with disabilities access to developmental and studying aids. This is a well-developed program that identifies students’ needs and informs appropriate faculty of these students’ learning needs if an accommodations plan is in place. Communication with athletic coaches is initiated formally through the Athletic Department and via faculty informing coaches of athletes’ academic concerns.

The Children’s Center provides Western students the opportunity to bring their children to the center to engage in various activities that support learning needs for the dependent children of College students at a very minimal cost per hour. Western students may use these day care hours to participate in study groups, attend workshops, study individually, attend class, and use the peer tutor center.

A newly formed Academic Advising Committee is formulating a plan to address the advising needs of all Western students in the various demographics including: full-time, part-time, distance and non-traditional students. Assessment data already collected is being evaluated to determine the role advisors need to be playing in Western students’ success paths towards graduation and employment.

1P16-Aligning Co-Curricular Development Goals

As stated in Western’s Guiding Principles, “Students are Our Focus”. As students succeed in meeting individual goals, Western succeeds. The task is to provide an environment that encourages success for a diverse student population. Underlying every decision should be the question: Does this contribute to the success of students? Western provides students with opportunities to experience life and to learn outside the classroom. The College believes that every interaction provides a learning experience. Every service department works to provide a good learning environment for students outside the classroom.

The Director of Residence Halls and Student Life has responsibility for the coordination of student activities across the College. The College sponsors student events and organizations that integrate student academic and career goals. Western sponsors a number of co-curricular clubs, organizations and activities designed to support the curriculum in either a direct or indirect manner. There are social clubs, language clubs, clubs for specific activities, athletic events, musical, and theatrical performances.

In a number of academic programs, students have the opportunity for early exposure to various careers through participation in organizations such as the American Instrumentation Society or the Wyoming Student Nursing Association. Many students act as representatives in Western’s governance through participation in the Associated Student Government (ASG).

Many of the student organizations on campus offer members the opportunity to compete in contests and attend events that develop leadership skills and teamwork. The outcomes achieved through student participation in these organizations reinforce the curricular learning objectives.

1P17-Determining that Students have Met Learning Expectations

Western uses course-level, program-level and college-wide assessment methods to determine whether its students have met the College’s learning and developmental expectations.

Course-Level: The College has identified five main learning goals for student success (OV). Each course has defined objectives to support these learning goals and has identified the methods by which progress toward each objective is assessed.

Program-Level: Assessments of the goals for certificates and programs are accomplished through evaluation methods such as testing (including industry,
state, and national testing), demonstrations, internships, capstone projects, portfolios, clinical experiences, licensures, and certifications. Many technical programs use feedback from advisory councils and surveys of employers and alumni to gauge the preparedness of the graduates. Some programs collect GPA data to evaluate the relative performance of Western’s graduates at the University of Wyoming in comparison to other students in those programs.

College-Wide: As a part of the college-wide assessment effort, Western has an assessment requirement for all graduating students. The students can complete this requirement by attending Assessment Day, successfully completing a capstone or assessment portfolio course, or using MyFolio (online option for completing Assessment Day). Students must take a computer competency test and a college-level general knowledge test that includes reading, writing, math and problem-solving. The data from this process is used to measure achievement towards the College’s five Goals for Student Success (7R1). Finally, Western monitors the success of Western graduates that transfer to the University of Wyoming, employment rates, and employer feedback (8R2-4).

1P18- Assessing Student Learning

Western has three processes for assessing student learning: course-level, program-level and curriculum-level assessment.

On the course-level, individual instructors evaluate student learning within the scope of their courses. For general education courses, a syllabus template is provided with course objectives and suggested assessments by the department. Faculty teaching courses outside of the core general education requirements are usually assigned a course mentor to develop objectives and assessments.

On the program-level, assessment is conducted by a subcommittee of program instructors, and takes place in three distinct phases, Program Review Portfolio (1P2 and 8R3), Action Plan Follow-up, and Assessment Record (Figure 1P18).

The Assessment of Student Learning Team conducts its own blind-scoring evaluations of student performance samples, the results of which are also based on the Goals for Student Success. These samples are gathered from Assessment Portfolio/Capstone courses, which are conducted through the Taskstream program; Assessment Day, which is conducted at the end of each semester; and, starting in FY10, MyFolio (e-portfolios) which are available to all new degree-
seeking students through Taskstream. Western students can fulfill their graduation requirement through any of these three methods. Included in this results analysis are the following student performance examples (7R1):

- Research papers.
- Oral presentations.
- Self-reflection papers.
- Group problem-solving activity.

1R1-Measures of Student Learning

Western Wyoming Community College recognizes course grades and student GPA’s as specific indicators of learning. A number of other measures are used as well to monitor student learning and development in the five goals for student success.

A significant addition to the measurement of student learning has been the adoption of The Community College Survey of Student Engagement (CCSSE) instrument. The report provides information on student engagement, a key indicator of learning and, therefore, of the quality of our programs. The survey asks students to respond to questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention.

Other measures include national competency assessments such as the SimNet Computer Competency Exam and the ETS Proficiency Profile. Writing samples and oral presentations are also evaluated using common rubrics to assess the overall competency of graduates. In addition, exit and transfer surveys are administered to ascertain the level of student satisfaction and program success.

Student performance on national or industry certification/licensure tests is also a valuable indicator of the success of programs at Western. Student job placement is an important piece of information that is tracked at Western.

1R2-Performance Results for Common Objectives

The College Assessment of Student Learning team is responsible for establishing competencies for each assessment measure associated with the college-wide goals for student success. Assessment measures are determined and criteria for success established for each competency. At the end of the year, data is then analyzed and a vital few competencies are selected for emphasis during the coming year. An example of the process is outlined below.

Western identified that communicating competently is a college-wide goal for student success. One of the competencies defined by the assessment team for communicating competently is to write an organized essay or report with a clear purpose, appropriate structure, sufficient evidence and content, and presentation. That specific competency is then assessed in 11 different ways and criteria for success outlined for each of those 11 measures. One of the measures is to sample research papers collected during Assessment Day and in the Portfolio course. The papers are then graded using a common rubric. After the research paper data is collected, the assessment team analyzes the data and provides this information to the administration which in turn discusses the results with all faculty groups.

1R3-Performance Results for Specific Objectives

Western has 49 total programs of study. Board or licensure exams are required for some of Western’s graduates to work in the industry. For instance, the ADN ( Associates Degree in Nursing) and LPN ( Licensed Practical Nurse) programs have passing rates for these exams. Passage rates of these mandatory exams clearly show successful results of specific program learning objectives. The Nursing Division’s Graduation Rates and NCLEX-RN ( National Council Licensure Examination for RNs) pass rates usually meet and/or exceed the set benchmarks and are normally significantly greater than other Wyoming colleges and the national average. See the two tables below:

Table 1R3a: Graduation Rates

<table>
<thead>
<tr>
<th>Rate (%)</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>84%</td>
<td>89%</td>
<td>76%</td>
<td>69%</td>
<td>82.5%</td>
</tr>
<tr>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal = 80%  
Actual
Other programs create their own outcomes assessment and review the results. Of the 49 learning programs, in 2007-08, ten programs submitted the Assessment Record; in 2008-09, six programs submitted; and in 2009-10 and 2010-11, only one program officially submitted the Assessment Record. Thus, there are some programs that are doing assessment of student learning, and Western does have institutional processes in place to support this reporting, but the campus culture has not yet embraced the systematic tracking of student learning. The following samples demonstrate a few programs’ performance learning outcomes.

**Business Department:** The Business Department has three student learning goals; each assessed using at least three direct measures. In FY 07-08, none of the six students assessed met the first learning goal: Analyze the financial position of a firm, including recommendations for improvement after analyzing and interpreting changes in operating profitability and solvency of the firm. The average score was 32 percent. In the same year, 70 percent of all business students scored 70 percent or above on the Accounting Cycle project which assessed the same goal. Finally, the third means of assessment for this goal involved analyzing the University of Wyoming Business transfer GPA to assess Western transfer students’ performance compared to native UW students. Western business student performance at UW was 2.7 versus the UW continuing student GPA of 2.8.

**Criminal Justice:** The Criminal Justice Department has four student learning goals; each assessed using a minimum of one direct measure. In FY 08-09, two of the four goals were still in the developmental phase of designing assessment tools. However, the results for the other goals are as follows: For “Goal 2”—Students will be able to testify effectively in court or in legal proceedings—each of 16 indicators averaged a whole-group score of three or better, meeting the benchmark. In addition, 56 percent of students earned 80 percent or better of the total point value on the rubric. This did not meet the benchmark of 80 percent of students will earn 80 percent or higher. For “Goal 4”—Students will demonstrate effective evidence-gathering skills in the areas of crime scene search, photography, packaging, and safety—many of the indicators did have an average score of four (meeting the benchmark); however, four areas did not meet the Criteria for Success.

### 1R4-Evidence that Students Acquired Knowledge

Stakeholders at Western include students, faculty, staff, employers hiring graduates, and the local and global community. The local area workforce, along with many statewide employers, hire many of Western’s graduates directly out of the Technology and Industry program upon their completion of a comprehensive and intensive program of study. These programs are designed by members of these workforce groups (1P4).

Several methods are used to monitor that students completing our programs, degrees, and certificates have acquired the knowledge and skills required by our stakeholders. One method used to evaluate students’ graduation requirement that all students must pass a computer class is the SimNet assessment. See results from FY 09-11 in Table 1R4a below:

<table>
<thead>
<tr>
<th>Table 1R4a: Student Computer Skills on SimNet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Over 85%</td>
</tr>
<tr>
<td>Below 85%</td>
</tr>
<tr>
<td>Above 70%</td>
</tr>
<tr>
<td>90-100</td>
</tr>
<tr>
<td>80-89</td>
</tr>
<tr>
<td>70-79</td>
</tr>
<tr>
<td>60-69</td>
</tr>
<tr>
<td>Below 60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer Class Yes (249)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>88.8%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>10.9%</td>
</tr>
</tbody>
</table>
Another method used to evaluate students’ preparation for transferring to Wyoming's only university (UW) is careful review of "UW’s Transfer and Retention Rates." See Table 1R4b:

**Table 1R4b: UW’s Transfer and Retention Rates**

<table>
<thead>
<tr>
<th>WWCC Degree Seeking Students</th>
<th>Transfer</th>
<th>Transfer</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30+ Credit Hours</td>
<td>60+ Credit Hours</td>
<td>60+ Credit Hours</td>
</tr>
<tr>
<td>Percent of Transfer Students Who Cont. to 2nd YR Grad in 3 YRS Grad in 4 YRS Cont. to 2nd YR Grad in 3 YRS Grad in 4 YRS Cont. to 2nd YR Grad in 3 YRS Grad in 4 YRS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>78.3</td>
<td>53.0</td>
<td>57.8</td>
</tr>
<tr>
<td>2004</td>
<td>78.9</td>
<td>52.6</td>
<td>63.2</td>
</tr>
<tr>
<td>2005</td>
<td>72.6</td>
<td>35.5</td>
<td>45.2</td>
</tr>
<tr>
<td>2006</td>
<td>69.7</td>
<td>37.9</td>
<td>70.6</td>
</tr>
<tr>
<td>2007</td>
<td>75.6</td>
<td>81.6</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>74.7</td>
<td>72.0</td>
<td></td>
</tr>
</tbody>
</table>

In addition, the five Goals for Student Success, Western’s campus-wide learning goals are assessed annually by the Assessment Team. Multiple measures are also used to assess these goals, but the following are two examples. "Research Writing," which is a subcategory of both the Communicate Competently goal and Retrieve Information goal, is assessed using 50 randomly-selected research reports which are collected on Assessment Day and through the Portfolio course. Results show several years of a downward trend in Research Writing followed by a slight upward trend in 2011.

**1R5-Performance Results for Learning Support Processes**

Currently, Western has a total of 22 programs for learning support services including, but not limited to, academic advising, library services, counseling, and tutoring. Western Wyoming Community College utilizes the Assessment Record as an internal form by which programs record the results of their assessment measures, and the data submitted/colllected is utilized to assess program goals as they relate to providing Support for Learners.

**1R6-Results Compare with Other Higher Education Institutions**

In addition to internal performance measures, Western also utilizes external measures of learning support success. An external measure employed by Western is the CCSSE. The CCSSE has a category devoted to Support for Learners, and the data is “benchmarked” so that our data can be compared and contrasted with other institutions of higher education at a national level. As outlined in Table 1R6, the benchmark scores for Support for Learners compares favorably to other small colleges and national community colleges that participated in the CCSSE performance measure. Western uses multiple services for external comparators as described in 7R1 and 8R2-4.
1I1-Recent Improvements

Recent improvements that Western has made include new combined science laboratories with up-to-date, state-of-the-art equipment that enable students to focus and work collaboratively with students and faculty members.

In the area of counseling Western has developed a new Behavioral Intervention Team (BIT) to address student behavior. The BIT is a mechanism whereby employees and students can send concerns about behavior issues so that the College can be more proactive in dealing with problems. The referral document is available to faculty, staff, students, and public on the campus web homepage.

In the area of advising Western has instituted an Advisor Certification Program for faculty to enhance the advising capabilities and knowledge needed to guide and successfully advise students towards graduation and/or transfer. A newly created ACE IT Center (Advising Career Employment Internships Transfers) has been developed to address the advising needs for both traditional and nontraditional students attending Western and the community it serves.

Ongoing improvements to Western’s library are underway. The creation of more collaborative learning spaces, more user-friendly facilities and the implementation of more computers is underway to make the facility more of an active student centered learning hub.

The improvements in this category are being addressed and evaluated through student, faculty and local industry input.

1I2-Culture and Infrastructure Supports for Improvement

Some facilities on campus are inadequate for the size and structure of programs. As the budget allows, these areas can be addressed. Recent examples of improvements include two new science labs and the ACE IT Center (1I1). Division chairs are responsible for submission of proposals for improvements needed within their division with input from faculty and students.

Western’s target for improvement in the area of student retention, improvement, and overall student success rates is continually addressed and driven by data from surveys such as the Noel-Levitz Student Satisfaction Inventory. The newly created Office of Planning and Improvement is responsible for data collection in the areas of student achievement,
Other Distinctive Objectives

2P1-Designing and Operating the Key Non-Instructional Processes

Western Wyoming Community College designs and operates key non-instructional processes that serve significant stakeholder groups through a variety of offices and departments on campus. These processes are consistent with three of Western’s Guiding Principles: The Community is Our Partner, Students are Our Focus, and Employees are Our Most Important Resource.

Each of these offices has its own departmental procedural guidelines that reflect Western’s mission and Guiding Principles. Academic Council, Administrative Services Council, Executive Council, and Student Affairs Council take an active role in the design and operation in a broader and more global sense. The table below highlights major non-instructional areas where the responsible office determines needs/priorities and delivery mechanisms. The primary target group overlaps for many of these services; nevertheless, the College must remain sensitive to the differing needs of each group.

Table 2P1: Non-Instructional Processes

<table>
<thead>
<tr>
<th>Community Driven</th>
<th>Student Driven</th>
<th>Employee Driven</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Alumni Affairs</td>
<td>-ACE IT</td>
<td>-ADA</td>
</tr>
<tr>
<td>-Athletics</td>
<td>-ADA</td>
<td>-Art Gallery</td>
</tr>
<tr>
<td>-Boards of</td>
<td>-Admissions</td>
<td>-Boards/Commission</td>
</tr>
<tr>
<td>Cooperative</td>
<td>-Alumni Affairs</td>
<td>-Bookstore</td>
</tr>
<tr>
<td>Educational</td>
<td>-Associated Student Government</td>
<td>-Business Office</td>
</tr>
<tr>
<td>Services</td>
<td>-Athletics</td>
<td>-Children’s Center</td>
</tr>
<tr>
<td>-Community</td>
<td>-Bookstore</td>
<td>-Dinosaur Exhibit</td>
</tr>
<tr>
<td>Education</td>
<td>-Business Office</td>
<td>-Facility Use</td>
</tr>
<tr>
<td>-Conferencing</td>
<td>-Career Center</td>
<td>-Food Service</td>
</tr>
<tr>
<td>-Economic</td>
<td>-Children’s Center</td>
<td>-Guest Speakers</td>
</tr>
<tr>
<td>Development</td>
<td>-Clubs</td>
<td>-Graphic Design</td>
</tr>
<tr>
<td>-Events</td>
<td>-Facility Use</td>
<td>-Human Resources</td>
</tr>
<tr>
<td>-Facility Use</td>
<td>-Financial Aid</td>
<td>-Mailroom</td>
</tr>
<tr>
<td>-Foundation</td>
<td>-Food Services</td>
<td>-Natural History Museum</td>
</tr>
<tr>
<td>-GEAR UP</td>
<td>-Forensics</td>
<td>-Physical Resources</td>
</tr>
<tr>
<td>-Library Services</td>
<td></td>
<td>-Print Shop</td>
</tr>
<tr>
<td>-Marketing</td>
<td></td>
<td>-Professional</td>
</tr>
<tr>
<td>-Outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Swimming Pool</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Western Wyoming Community College plays an integral role in the communities of Southwestern Wyoming. Sweetwater County looks to the College to provide not only a strong educational program, but cultural, athletic, recreational, and scholarly activities. One of the College’s Guiding Principles, The Community is Our Partner places this focus directly into the value statement of the institution and assures that the commitment to it is not neglected. The intercollegiate athletic and theatre programs provide citizens access to cultural and athletic activities. Both have an active booster/donor support structure. The College teaches youth swimming which surveys have shown is the most popular in the county, and offers an extensive community education program. The natural history, wildlife, and dinosaur museums serve as a field trip location for local school classes and visitors. Lecture series, art shows, and other fine arts programs draw community members. College facilities are heavily utilized by local business and industry for meetings, workshops and other workforce development activities.

The College periodically conducts a needs assessment to determine community expectations of the College. The last one in 2009 focused primarily on the community’s perception of the need for additional on-campus housing. It was utilized as a part of an effort to pass a mill levy to fund a new residence hall. Community forums were sponsored as a part of the strategic planning process. This feedback helps the College to determine where to prioritize non-instructional programming. The most recent economic impact survey indicates that the College generates $20.4 million in annual community dollars (8R2f).

The design and operations of non-instructional processes for internal and external stakeholders are accomplished through regular evaluations. These evaluations identify areas of strength and weakness; the results are shared with all stakeholders and then used to make systematic improvements. One example...
is the newly developed ACE IT Center. Student and community feedback indicated that there were service gaps in the academic advising and support areas. The ACE IT was created to centralize the following interrelated services: Advising, Career Counseling, Employment, Internships and Transfer Counseling. This repackaging of services was part of the Building Student Connections' planning and focus on student engagement. Another example is the WWCC Children's Center, which serves students and staff at reduced costs. There is significant subsidy for this service, particularly for students, because the College sees this as a major factor in retaining student parents and qualified employees.

The WWC Foundation provides feedback regarding community perception of college activities and is very committed to supporting scholarships, lectures, and other activities that supplement the Western educational environment. Representatives from the College serve on community organizations. Examples include Rock Springs and Green River chambers of commerce, Rock Springs Theater Board, Wyoming Cultural Affairs Organization and the Joint Travel and Tourism Conventions committee. College employees are also involved in key service organizations such as Rotary and Kiwanis clubs.

Community Relations works with all aspects of the community to draw attention to the College. This includes the National High School Rodeo, State Speech and Debate tournament, and the Boys and Girls Club. The Athletic Department attends events at local schools, including Spirit Assemblies and Read Across America days. They also put on free clinics in various sports for youth. The Musical Theatre Department invite area school children to the College for special matinee performances. The Wellness Center, indoor and outdoor walking trails, Aquatic Center, dinosaur exhibits, Weidner Wildlife Museum, and campus tours are all available to the public. In addition to maintaining involvement in the community, these activities allow college employees to gather information about community needs.

One specific example of an external process design and operation is the tracking of users of the Hay Library, which is open to the public. Most of the library’s databases are online and open to the community. The Library uses information gathered to design effective hours of operation, identify peak demand times, and enhance their services for all Library patrons. Another example is that the Learning Center provides GED instruction in the Rock Springs and Kemmerer jails and provides GED testing services in the Rock Springs and Pinedale jails. The Learning Center also provides pre-employment educational testing/screening for the Green River Police Department, and the Sweetwater and Lincoln County Sheriff’s Departments. In addition, February is GED Month; this year 14 students earned their GED and Western provided a scholarship to encourage them to continue their education.

Operation of non-instructional processes is assigned to the appropriate college department. The department will review needs, make resource recommendations and work with college committees and councils as appropriate to structure processes that work for college internal and external audiences and support the mission and Guiding Principles of the College. The departments also conduct evaluations, surveys, and program reviews of their services to assure that the appropriate processes are in place and make adjustments when needed.

2P2-Determining Major Non-instructional Objectives

Western determines its major non-instructional objectives for its external stakeholders by obtaining input through:

- The strategic and facilities master planning processes. For example, Western held multiple sessions with Blalock and Partners, allowing external stakeholders the opportunity to provide feedback on the Master Planning project.
- Interactions with community groups, organizations, individuals, and other external advisory groups. One example is the new WWCC Alumni organization with the objective to tie as many alumni back to the College as possible. The Community Relations Office is slowly working on collecting names, addresses, etc. on all alumni.
- Feedback from employee and student satisfaction surveys as well as other needs assessment surveys. For example, Western surveys students and employees through CCSSE and CCFSE each year. Events and activities are evaluated and results summarized. Executive Council, Assessment of Student Learning Team and Building Student Connections Team use this data to identify campus action projects.
- Participation in various councils at the local, regional, state and national level. Western employees go the extra mile serving on various external councils. This participation allows Western to identify objectives beneficial for the students and for the institution. Examples include local school boards and city councils; the Wyoming Legislature and Wyoming Arts Council; Rocky Mountain Section of Mathematical Association of America; Western States Healthcare Reform Group; Rocky Mountain Association of Collegiate Registrars and Admissions Officers; National Wildlife Federation; and Advising Adult Learner’s Commission of the National Academic Advising Association.
Once information is gathered, the appropriate department reviews the existing processes and considers new ones, determines resource needs and appropriate fit to the College’s priorities and Guiding Principles. Major initiatives move forward to the Academic, Student Success Services or Administrative Services councils for discussion, review and approval. If there is institutional impact, the Executive Council reviews the proposal. Once a decision is made to move forward, the appropriate office would operationalize the project and work with marketing and public relations to promote it.

2P3-Communicating Expectations of These Objectives

The vice presidents are charged with the operation of many of the College’s non-instructional objectives. The vice presidents conduct regular meetings with managers and directors in key non-instructional areas to assess and review these objectives. Managers are charged with communicating with individual staff and helping them to carry forward objectives and to provide feedback. Internal communication happens through the councils and during in-service programs, general email communication, through newsletters from specific areas, College Senate forums, and other group dialogue sessions.

Additionally, Western is continually involved in the program review portfolio process that includes non-instructional programs. Student objectives are communicated through email and syllabi for which a standard template is available for faculty to use. Western also conducts employee exit surveys and student satisfaction/growth surveys. One example for growth would include a survey conducted by the Scheduling Committee asking students if they would be interested in more evening and weekend courses. This data is helping create a 2-year course schedule.

Expectations are communicated to external stakeholders through a variety of means including: Annual Report, Annual Appeal to donors and alumni, newsletters, flyers, newspaper inserts and the Western website. Further examples include Chamber of Commerce meetings and newsletters, Alumni and Booster Club newsletters, Advisory Councils, Theatre Patrons and the Foundation.

Expectations are also communicated through campus visits and events for prospective students and community members and continue with parent newsletters, and congratulation letters to students who earn academic accomplishments (President and Dean’s Honor Roll).

2P4-Assessing and Reviewing Appropriateness of Objectives

The review and assessment process is ongoing and comprehensive. It is accomplished through division and department meetings, division retreats and program reviews. More specifically, program review portfolios have helped quantify hiring. Additionally housing trends have shown the need for married student housing. Finally, Western is currently developing Strategic Enrollment Management initiatives, which focus on helping students accomplish their goals by providing streamlined, efficient, timely service. Goals are set and reviewed annually at division retreats. Discussions at division and department meeting have led to in-service opportunities for adjunct, part-time and Outreach employees.

Initiatives comprise a significant part of the Annual Strategic Plan. The Executive Council reviews operational activities on a monthly basis and is prepared each month to inform the Board of Trustees regarding the main objectives and processes underway on campus. Additionally, non-instructional departments have regular reporting cycles to the Board, a process that promotes the assessments and review of objectives.

2P5-Determining Faculty and Staff Needs Relative to Objectives

Faculty and staff needs for various objectives are assessed on both a formal and informal basis. Formal methods include meetings of the Western Board of Trustees, College Senate, Councils, Curriculum Committee, Policy and Procedures Committee, Building Student Connections, Assessment of Student Learning, Internal Communications, and Marketing Teams.

Western departments use the Planning and Improvement Office to design and deploy surveys that target either segments of the College or the College as a whole. Formal surveys have been conducted on such topics as salaries and benefits, workplace satisfaction, and the structuring of in-service. Western also has in-service follow-ups and College Senate forums which allow faculty and staff to voice their needs at any time. Informal methods include occasional listening sessions with the president, blogs, email discussions, and Sharepoint.

Budget requests for one-time or recurring expenditures are directly tied to both the Strategic Plan and the priorities of the different divisions. Departmental and
division planning sessions are used to determine needs. These request timeframes are opportunities for faculty and staff to provide input on the needs relative to operations and objectives.

2P6-Incorporating Information on Faculty and Staff Needs

Information that indicates a clear need is evaluated within the strategic planning process. A focus on the Guiding Principles ensures that when objectives or processes are readjusted, these changes are supported by the College’s goals. If the need and the goals align, then it is presented to the specific department for feedback. If the feedback is positive, then readjustment of the objectives or processes begins. If the feedback expresses concerns, then the need is reevaluated after which, additional feedback and planning might be sought. At a minimum, communication back to respondents regarding the rationale for a project is done.

2R1-Measures of Major Non-instructional Objectives

Western collects and analyzes numerous indicators of non-instructional objectives and activities, both for internal process management purposes and external reporting and accountability. Surveys are often used on the Western campus. The Peer Tutoring Center, as well as the Intramural Program, use surveys to track student usage. The Children’s Center and Workforce Services Department use surveys to track the effectiveness of its programs. The Community Relations office as well as the Booster Club use increased dollar amounts in both scholarships and membership to determine if their goals are being accomplished. Many other areas including the Library, Business Office, and Human Resources use surveys and assessments to determine effectiveness.

2R2-Performance Results in Other Objectives

Performance results, measured by numerous surveys, allow Western to work towards meeting its objectives and offer opportunities for improvement. For example, a survey of the Library found that 90 percent of the respondents were happy with electronic information available at the Library. Another 87 percent were happy with paper information and found it readily available.

Also, a survey of community users was completed by the Physical Resources department. This community survey showed that 98 percent of respondents felt that the facilities on the Western campus were clean and well-maintained, while 95 percent felt that the College provided grounds that were safe, attractive, and welcoming. These surveys allow each department, as well as the College as a whole, to gauge efficiency and effectiveness in many areas. Other methods of gathering performance results include focus groups, advisory councils and committees.

2R3-Results Compare with Other Higher Education Institutions

One measure of performance is Western’s Food Service Survey which compares Western to its district and regional counterparts. For example, on a student survey where students were asked if they would recommend the Food Services at their school, Western received a 64 percent while schools within the district, which includes parts of Colorado and Utah, received a 63 percent. This 64 percent was also compared to Western’s region, which includes: Montana, Colorado, Idaho, Wyoming, Washington, and parts of Nevada and Oregon. Again, the survey results for the region were 63 percent.

Western also participates in the National Community College Benchmarking Project and uses comparisons from other regional and national surveys. Data from the CCSSE surveys contributed to Western’s 15th place ranking in the Washington Monthly “Top 50 Community Colleges”.

2R4-Performance Results Strengthen Organization

Relationships with local community organizations, regional boards and statewide organizations have allowed Western to take on new initiatives. These relationships assisted Western in changing undesired outcomes and proposing opportunities for improvement, including changing, modifying, or adjusting an Outreach program or workforce development training program based on the need of the community. These results support the College’s efforts to work closely with the business and local communities in the College’s service area. The College takes on new initiatives in areas that affect credit and non-credit enrollment of full-time, part-time, and non-traditional students. These relationships enhance the College’s partnerships with local industry and with
students and the community as a whole. Western has a long history of involvement with engaging the community, offering flexibility in programs to meet the changing training and demographic challenges of this region.

211-Recent Improvements

Some recent improvements include the Physical Resources Department moving the work orders process online; the Business Office moving the requisition process online; and upgrading the fire alarm system. In addition, several offices on the Rock Springs campus and Green River Center have undergone remodeling and renovations to stay current and better serve student and community needs. Western installed six AED machines on the Rock Springs campus and two on the Green River campus. The College installed 14 new information racks throughout campus, and recently installed an electronic marquee sign for up-to-date and increased communication. In FY11, the College installed security cameras and a voice enunciation fire alarm system. In FY12, the motor pool reservation system was automated.

New personnel continue to join Western and bring enthusiasm and fresh ideas. Likewise, current personnel add new ideas by taking classes, conducting research while on sabbaticals, and attending conferences such as STEMTech and Map-Works. Last year five individuals completed advanced degrees while working at Western.

212-Culture and Infrastructure Supports for Improvement

Western continues to rely on Master Planning efforts to maximize efficient service and communication. As stated in 211, the Green River Center underwent major renovations. In addition to being more modern and functional, they are now located in one central area.

Western has also created the new ACE IT Center to better assist students with Advising, Career, Employment, Internships and Transfer information.

The College has increased its marketing efforts to stay current with its clients and customers in several ways. Some examples include use of QR codes, creating and maintaining a Facebook page, publishing “Health 101” for students and increasing social networking options for students through Mustang World blogging, polls, videos and picture options, on MustangCruiser.

These options are useful for both internal and external stakeholders. The website and its maintenance are examples of how the College culture and infrastructure help set targets for improvement. The intranet is one of the primary communication tools, providing easy access for all stakeholders to college information and interactive functioning.

In response to the changing nature of state and local workforce needs, the College continually reviews implementation and improvement of workforce development initiatives. The culture and infrastructure of Western allows both credit and non-credit programs to be flexible and meet specific student needs. Targets are developed by looking at baseline data, analyzing state, federal and local funding, and meeting changing community needs.
Students’ and Stakeholders’ Needs

3P1-Identifying Changing Student Needs

Identifying and addressing the changing needs of various student groups is a shared responsibility at Western. Review is done at institutional and departmental levels using a variety of tools and strategies. For example, information is gathered through mandatory placement testing, national and institutional surveys, one-on-one meetings between students and academic advisors and between faculty and students in classes and during office hours, credit and non-credit course evaluations, and input from the Associated Student Government. Additional methods include the following:

- Prospective students attend campus events and are surveyed about the event and Western. Both Admissions and the Marketing Team review this information looking for improvements. Target populations are identified and tracked.
- New students and their families are surveyed after each New Student Registration Program. Responses to these surveys include the addition of Spanish translation and childcare and the elimination of the morning sessions.
- Enrollment reports with student demographics are collected and analyzed by various departments each semester.
- Technology is used to collect data including high enrollment and waitlisted classes, courses with an increase/decrease in demand from semester to semester, and webpage “hits.” Trends are identified including use of online services. For example, 70 percent of student transactions are completed online.
- Student surveys include SENSE and CCSSE, course evaluations, evaluations of online courses and Distance Learning support services, student learning and engagement, Sodexo dining services, MyStudentBody wellness for on-campus residents, graduate exit, and follow up with non-returning students.
- Committees and teams monitor trends and share information about changing needs throughout the College using established committee structures (Assessment Team – student learning, Student Affairs Council – student success services, Academic Council – instructional programs, Division meetings – curriculum and transfer requirements, Building Student Connections Team – student engagement and retention issues, and the Marketing Team – student recruitment and public relations). Student representatives are appointed to many standing committees.
- All College departments participate in a program portfolio review every five years to identify strengths and opportunities and prepare 3-year action plans.
- Advisory councils and employer surveys provide Western with information on changing workplace needs. The department of Workforce, Business and Community Development meets frequently with business and industry partners to identify workforce training needs.
- Participation in professional development provides Western faculty and staff with new ideas, information and awareness of trends and best practices.
- College administrators have open-door policies, and annual “Pizza with the President” sessions collect informal student feedback.
- The Western Board of Trustees welcomes comments from the public.
- Western encourages the community to provide feedback regarding its needs (The Community is Our Partner). College employees are active in many community organizations.
- Informal communication and daily interactions help to identify changing needs of the students. (See 1P7 and 1P8.)

Analysis and decisions to select a course of action occur at different levels, depending on the change needed. For example, Student Success staff participate in an annual retreat to set goals and action plans for the next year. Distance Learning reviews online evaluations each semester, which include some service related questions, and works with instructors to improve teaching and delivery methods. Part-time faculty are evaluated by students at the completion of each course. At least two classes taught by full-time faculty are evaluated each semester. When changes in students’ needs are identified, each department, or the institution as a whole, works to develop strategies, adapt services and educate students on available services.

3P2-Building and Maintaining Student Relationships

With a history as a small community college for more than 50 years, building and maintaining strong relationships with students has been vital to Western’s success (Students are Our Focus). At Western, relationships are built and maintained through a variety of means beginning with recruitment, continuing through a student’s college enrollment and beyond graduation with alumni relations. As Western’s president often says, “Everyone is responsible for student success.” The annual Marketing Plan defines
student target groups and activities to reach, recruit, enroll, and retain these students.

Western makes initial contacts with prospective students through a variety of activities:

- Use of College facilities by local school districts for Science Fair, Math Counts, and Spelling Bee; children’s visits to campus for sports clinics, theatre matinees and natural history tours; more than 120,000 people attend meetings, trainings and events on Western’s Rock Springs campus each year.
- Western’s federal GEAR UP college preparation program provides services for 375 economically disadvantaged students in junior high through high school.
- High school students take dual and concurrent credit courses.
- On-campus recruitment events, campus tours, direct mail and College website information for high school juniors and seniors and their families.
- Scheduled recruitment visits to high schools and local employers.
- Parent financial aid and college information nights.
- Learning Center adult basic education program for GED, ESL and developmental studies.
- Online orientation for all new students.
- Access to the student portal via MustangCruiser.
- Community partnering events (Sweetwater County Fair, local parades, Free Day, college athletics, Wellness Challenge, Heart Walk, United Way, cultural events, guest speakers).

As prospects apply and are accepted for admission, the relationship focuses on academic advising through small, personalized registration programs (limited to 35 students working with 15 faculty and staff advisors), and assignment to a permanent advisor. Kick Off Day, held one day before Fall classes begin, is required for all new and returning full-time students. After hearing a keynote speaker focused on student success and student life expectations, students are grouped by program of study for activities with faculty and professional staff.

Relationships are built both in and out of the classroom. Faculty and staff are involved in extracurricular activities as club advisors, and participate in credit classes, intramural sports, poetry slams, LAN parties, community choir, and as theatre patrons and athletic boosters. Western’s staff use the same dining hall and café as the students. Through these contacts, employees demonstrate their interest in students and maintain visibility and accessibility.

Western’s strengths lie in the variety of services provided to students, many of which are offered to enrich each student’s experience and are “individual” in nature. All full- and part-time students are provided with an email and MyFolio account and access to the MustangCruiser portal for campus announcements, news and reminders of important dates. The College communicates with students through personalized email, the website, posters, announcements on TV monitors throughout the campus, bulletin boards, the student newspaper, the student radio station, and regular mail. Students build connections during free tutoring, mandatory academic advising, career counseling, special topics workshops, or personal counseling. Western offers childcare on the Rock Springs Campus that includes special events to build relationships with student parents such as an August picnic, the MustangCruiser Parent’s Club, monthly newsletter, and other family-friendly events.

Relationships are built and maintained throughout the student’s enrollment. Below is a list of some of the factors that help build relationships:

- Small class size (average of 17 students); faculty know students by name.
- Posted faculty office hours and open-door policies by College support offices.
- The Rock Springs Campus is a single, interconnected building of more than 460,000 square feet that facilitates students learning and interacting with faculty, staff and each other under one roof.
- The Green River Center provides a presence and community connection to students in Green River.
- As requested by a previous Noel-Levitz student survey, faculty are required to post midterm grades for all full semester courses; many faculty post grades and attendance in MustangCruiser.
- Associated Student Government, Residence Hall Association, campus club events and varsity athletic teams promote student involvement.
- On-campus housing provides educational and social programming, and Residence Hall Assistants build a personal relationship with each resident.
- Recognition events (May ASG awards night for all students, half-time recognition of athletic achievement and Spring banquet for athletes and their families, Phi Theta Kappa induction ceremony each semester, annual WACCT state award for Western’s outstanding student).
- Mustang Mentor and Host Family programs for international students and adopt a student athlete program.
- Family Newsletter emailed and posted on the College website (two editions each semester).
- Travel opportunities with some courses such as in the Honors Program, outdoor PE, geology, and archaeology courses.
- Ongoing work of the Building Student Connections Team and Civitas committee events to support student engagement and respect.
- Diversity encouragement and support in the following ways:
  - Recruiting of International Students from many different countries.
“International Student Club” chartered through Associated Student Government to provide programming and support among international students.

“Mustang Mentors” program where American Students are paired with International Students to provide intercultural friendships, social interactions, and overall support for international students.

“Around the World in Eight Days” is a program where eight different international students from eight different countries provide an hour long presentation to bring cultural awareness to the campus community and the community at large.

“International Night” is a program that brings together international student entertainment and international foods. Campus community and the community at large are invited to enjoy various international foods cooked by Western international students and enjoy cultural entertainment related to the various represented countries on our campus.

Spanish Club chartered through Associated Student Government to provide students that speak Spanish, or would like to speak Spanish, an opportunity to learn the language and cultures of Spanish-speaking countries.

English Language Learners and families recruiting and information event presented in Spanish.

LGBT Club (Lesbian, Gay, Bisexual, Transgendered) chartered through Associated Student Government to provide students the opportunity to be educated about these populations of students and to provide programming and support to those that belong to these populations.

In addition to on-campus services, Western has developed a network of 13 Outreach sites that provide various degree programs, facilities, staff, and student support in rural communities. Many students know Western through their relationships with Outreach staff. Distance Learning works to build relationships with students taking online courses (approximately 25 percent of Western’s FTEs) and online degree programs. All distance learning students have access to MustangCruiser and equivalent support services.

Relationships require input from students. Students are frequently surveyed about their Western experience (See 3P1) including an online survey at New Student Registration Programs, SENSE, CCSSE, Noel-Levitz Second-Year Student Assessment, individual course and instructor evaluations, “Pizza with the President” listening sessions, feedback on Sodexo dining services, graduate exit survey, and follow up graduate surveys. A student representative serves on Western’s Policies and Procedures committee.

When students graduate from Western or transfer to another learning institution, they have the opportunity to maintain their relationship with Western as alumni. After graduation from Western, the College maintains connections with former students through:

- Direct mailings to alumni (minimum four times each year).
- Alumni web page.
- Follow up surveys.

3P3-Analyzing Needs of Key Stakeholders

Western does not employ a single, systematic process for identifying stakeholder needs, given the mission-specific nature of each stakeholder group. Western identifies the changing needs of key stakeholder groups using various means:

- Western administrators, faculty and staff serve on community boards. Being involved in these organizations and activities enables Western to respond to the community’s changing needs.
- Western collects information from current students by administering surveys, such as Noel-Levitz, CCSSE, SENSE, graduate exit surveys, and Children’s Center needs assessment survey. Survey results are analyzed for trends.
- Western personnel identify national trends through conferences, webinars, national student surveys, and professional publications. Information is shared with others on campus through department meetings and in-service.
- Western has 13 Outreach sites throughout Southwest Wyoming. Local representatives communicate with area school district superintendents, high school principals, BOCES/BOCHES staff, and local business leaders.
- Western maintains contact with graduates through the alumni office to ensure that the education they received from Western sufficiently prepared them for further education or the job market. Follow up surveys are also conducted for the WCCC, Perkins federal grant and Dads Making a Difference program.
- Western maintains strong relationships with local employers industry to stay in tune with their changing employee needs. For example, the Workforce Development department is dedicated to meeting with and gathering information and providing rapid response to industry needs.
- At Western, local representatives of community, state and national companies serve on program advisory councils. Advisory councils are instrumental in designing and modifying programs.
The following areas or programs have advisory councils:

- Accounting/Business.
- Automotive/Diesel Technology.
- Computer Information Systems.
- Criminal Justice/Emergency Management.
- Early Childhood Education.
- Electrical/Instrumentation Programs.
- Industrial Maintenance/Mine Mechanic.
- Natural Gas Compression Technology.
- Nursing.
- Office Information Systems.
- Oil and Gas Production Technology.
- Welding.

- Western is beginning to use many analytical tools to better understand the changing needs of the stakeholder groups. Datatel Colleague is Western’s Enterprise Resource Planning application that contains information about all facets of the organization and is the basis for all analytical efforts. The SQL Server Reporting Services provide query capability to produce reports relating to ad hoc requests for information. The SAP Business Objects tool produces standard reports as well as graphical dashboards to give large module users an overview of the processes at a glance. These tools are helpful in understanding the current state of the organization and how to best adjust to stakeholder changing needs.
- Data is reviewed regularly with departmental annual program review portfolio updates and changes are made at the departmental and institutional level as needed.
- Stakeholders are involved in the strategic planning development and review process.
- Various staff, including the new high school transitions coordinator, work with area high school staff from the superintendent to the teachers in the classroom.
- Website and MustangCruiser portal are used to share information (for example, this portfolio) and solicit input from stakeholders.

**3P4-Building and Maintaining Relationships with Stakeholders**

Western builds and maintains relationships with both internal and external groups. The College prides itself on its Guiding Principles with three principles relevant to relationship building: Students Are Our Focus, Employees Are Our Most Important Resource and The Community Is Our Partner. Western continually works on quality improvement projects through various committees that address strategies for building and maintaining student and community relationships.

- The Western Admissions office, Outreach sites and GEAR UP program are in regular communication with middle school and high school guidance counselors, school district personnel and local communities to inform them about college events, programs and enrollment processes.
- The Marketing and Public Information office promotes relationships with various communities by providing local news articles recognizing student success and promoting the College’s collaboration with stakeholders.
- Western maintains relationships with key stakeholders by faculty and staff volunteering within community organizations, participating in fundraisers (United Way, food drive, Heart Walk, Tree of Sharing) and county fairs, hosting school competitions on campus (Spelling Bee, science fair, math contest), and by serving on community committees and boards.
- The Building Student Connections team focuses on increasing student engagement and retention.
- International students and athletes have host family programs available to them. Hosts include students in community and family activities and attend home games and other college events.
- College departments build and maintain a close relationship with stakeholders through the use of email, newsletters and individual contacts.
- Western conducts departmental surveys and evaluations to ascertain student interest. These findings drive change within the organization.
- Standing committees and councils meet regularly to help maintain and build relationships. In addition, ad hoc committees, councils and teams organize and meet depending on the needs and issues present.
- College administration is active outside of Western’s service area by developing relationships on a state level.

Several departments and offices have built relationships with their key stakeholders. For example:

- Western’s Career and Placement Services communicates with employers to identify openings and post job opportunities for students.
- Technology and Industry programs host Advisory Council meetings with school districts and industry representatives to identify necessary skill sets and improve programs.
- Theatre students give performances on campus and travel to provide exposure to live theatre to students in rural areas in the western region of Wyoming.
- Western’s Student Development Center sponsors various support groups based upon student interests. The SDC hosts activities and provides training for Resident Assistants. Campus organizations utilize the Challenge Course to build team problem-solving skills.

Western opens its college facilities to community events. Community groups host meetings and events
on campus, such as high school prom and all-night senior party, Rotary Club, Alcoholics Anonymous, Christian women’s group, and workforce training. More than 120,000 people attend events on Western’s campus each year.

Most of Western’s Outreach sites include a local BOCES. Meetings are held throughout the year to support communication and build these relationships. Twice a year the College sponsors a 2-day in-service for Outreach personnel from 13 different locations. They bring unique experiences and propose ideas for best educational practices to share with other communities, thus strengthening the partnership between Outreach communities and campus.

The following table highlights activities that promote building and maintaining relationships:

### Table 3P4: Relationships

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>-First Three Weeks&lt;br&gt;-Kick Off&lt;br&gt;-Advising Faculty in the classroom&lt;br&gt;-Clubs and Events&lt;br&gt;-Associated Student Government&lt;br&gt;&quot;Pizza with the President&quot;&lt;br&gt;-Student Ambassador and Student Worker positions</td>
</tr>
<tr>
<td>Employers</td>
<td>-Advisory councils&lt;br&gt;-Job/Career fairs, job postings and placement services&lt;br&gt;-Internships</td>
</tr>
<tr>
<td>Business and Industry</td>
<td>-Chambers of Commerce&lt;br&gt;-Economic development boards&lt;br&gt;-Alliances&lt;br&gt;-Industry-focused forums</td>
</tr>
<tr>
<td>Agencies and Organizations</td>
<td>-Wyoming Workforce Services&lt;br&gt;-Wyoming Business Alliance&lt;br&gt;-Mining Association&lt;br&gt;-Petroleum Association of Wyoming&lt;br&gt;-State Board of Nursing&lt;br&gt;-American Welding Society</td>
</tr>
<tr>
<td>Community Members</td>
<td>-Community Education programs and enrichment activities&lt;br&gt;-Free Day event&lt;br&gt;-Theatre Patrons&lt;br&gt;-Mustang Booster Club&lt;br&gt;-College bookstore&lt;br&gt;-Speaker series</td>
</tr>
</tbody>
</table>

### 3P5-Targeting New Student and Stakeholder Groups

Western monitors student behavior, demographic and enrollment patterns, workforce trends, and economic data to determine if the College is offering the appropriate educational opportunities and services. Deciding whether to target a new student or stakeholder group comes from the following resources:

- **Student feedback:**
  - Recommendations from the Associated Student Government.
  - Feedback from Admissions recruitment visits and events.
  - Counseling sessions – monitoring student mental health trends and providing services accordingly.
  - Surveys – national CCSSE and SENSE; institutional surveys for Children’s Center parents, graduates, and all students on various topics using Mustang Cruiser; follow up graduate and employment surveys.

- **Faculty/staff recommendations:**
  - College Senate.
  - Division and department meetings.
  - Curriculum committee, Academic Council, Student Affairs Council, Building Student Connections team, Assessment of Student Learning team, Marketing team.
o Utilizing a future-focused program portfolio review process.
• Collected data:
  o Enrollment trends.
  o Demographic information.
  o Economic Impact Study.
  o Monitoring local and national trends and keeping abreast of new services.
  o Strategic planning process (8P1-4).
• Outside sources:
  o Advisory Councils – consisting of industry leaders and community members.
  o Articulation agreements with 4-year colleges and universities.
  o Recommendations from community agencies (DFS and Head Start inform the Children’s Center of training needs).
  o Industry needs.
  o WCCC recommendations in development of WCCC Statewide Strategic Plan.

After recommendations for Western’s educational offerings and services are made, the course of action is determined at the department level if appropriate or the institutional level if appropriate. Decisions are made with consideration of Western’s Guiding Principles, fiscal responsibility and the impact the services and offerings could have on the community and local industry.

3P6-Handling Complaints

Western students, faculty and staff are encouraged to resolve problems or concerns at the point of origin. The College encourages face-to-face conversations between students and faculty when students have complaints. Western staff and faculty communicate and share complaint information as appropriate with supervisors, division chairs, administration, and the Board of Trustees. There are a variety of opportunities for informal input on most significant issues, and all stakeholders are encouraged to provide suggestions for areas of concern. A listening activity conducted with students is “Pizza with the President.”

Western adheres to all state and federal requirements for informing students and gathering and tracking complaints. The central repository is the office of the vice president for student success services. The College has a designated Office of Civil Rights and Americans with Disabilities officer. Student-related polices are posted on the website at www.wwcc.wy.edu/policies_proc/student/spolicies.htm

Student Grievance Processes
• All stakeholders have the opportunity to utilize Western’s official grievance policies by referencing the Western catalog (Student’s Right of Due Process, Academic Grievance, and Non-Academic Grievance), student handbook (Presentation of Grievances, Committee Proceedings, and Decisions of the Academic Grievance Committee), student housing handbook, Children’s Center parent handbook, and other College policies and procedures. All College grievance policies are easily accessible. The College website provides access to all of the grievance policies and procedures.
• Western collects and analyzes data, including student complaints, from SENSE, CCSSE and Noel-Levitz surveys. The Office of Student Learning may refer issues or concerns to departments, administration, or the president for further evaluation and assessment.
• Western collects course evaluations from students at the end of each credit and non-credit course. Course evaluations are confidential and allow students the opportunity to identify complaints as well as positive aspects of a course. Identified complaints are addressed on a case-by-case basis by the faculty member’s supervisor, if needed.
• The College has a grievance procedure available to hear students’ academic complaints. The procedure seeks to ensure that a student’s complaint is heard promptly, equitably, and informally. Hopefully the conflict can be resolved in the initial steps of the process when the student discusses the matter with the instructor, the division chairperson, and/or the vice president for Student Learning. However, if the grievance is not resolved after these meetings, the student may present the case to an Academic Grievance Committee.
• The College also has a non-academic grievance procedure available to hear student complaints about unfair treatment. This non-academic grievance procedure seeks to ensure that students receive due process. In all cases, due process requires that students know the charges against them, have the opportunity to refute these charges and have the right to appeal. Once confronted with the charges and the College’s decision, students may appeal this decision to the Student Affairs Appeals Board. This board serves to safeguard these rights and also strives to fairly and reasonably interpret various College policies relating to student conduct.
• The Student Development Center receives and responds to any ADA complaints.
• The Western Financial Aid Office follows specific provisions as mandated by Federal, State and/or institutional regulations and policies. Students wishing to appeal the loss of financial aid are encouraged to submit their grievance, in writing, to the Financial Aid Office. A Financial Aid Review Board serves as a second level of appeal in circumstances warranting special consideration.
• Students with a complaint about the Western Children’s Center use the procedures found in the Parent Handbook. All complaints are investigated
by the Center Director and a report presented to all parties concerned.
• Informal complaint processes include suggestion boxes for Sodexo in the dining hall and Hay Library.
• Complaints about the College are also received at the front desk and through the webmaster email account. These are then transferred to the appropriate parties and entered into the College reporting tool, Maxient.
• Employee Grievance Processes.
• Employee listening sessions.

In all cases, decisions and appropriate actions are communicated according to the nature and severity of the complaint. These communications occur in the following ways:
• Face-to-face or telephone communication with students, faculty, staff, administration, off-campus Outreach site personnel, and board members.
• Updates at in-service to all College personnel.
• Newsletters and emails to students or staff.
• Policy changes to the College Catalog.
• Policy changes to the College Handbook.
• Policy changes to the Student Housing Handbook.
• Policy changes to the Children’s Center Parent Handbook.

3R1-Satisfaction of Students and Stakeholders

Western regularly reviews student progress and stakeholder satisfaction using formal and informal testing and surveys, in addition to individual meetings. Satisfaction surveys include:

• Survey Entering Student Engagement (SENSE).
• Community College Student Satisfaction Engagement (CCSSE).
• College Assessment of Academic Proficiency (CAAP/MAPP).
• Noel-Levitz Student Satisfaction Inventory (SSI).
• Faculty and staff survey on employee satisfaction.
• Children’s Center parent satisfaction survey.
• The Chronicle of Higher Education employee satisfaction survey.
• Employee In-Service survey that measures presentation content.
• Faculty and staff surveys (each semester).
• Student course evaluations.
• Students open forum informal sessions – meet with the president.
• Open-door information gathering policy of all College administrators.
• Stakeholder survey – College facility use.
• Employee listening sessions with College president.
• Community-based survey/needs assessment (every five years).
• Economic Impact Study (every eight years).

• Multiple program level surveys.

The College follows the six Guiding Principles as it strives for stakeholder, employee, and student satisfaction in the effort to grow and be accountable as part of Western’s overall strategic plan. For several years Western has worked on a number of projects that show successes and reflect upon challenges. During 2009-2010, these processes came together to create an accountability system that will allow Western to easily monitor and share information, including stakeholder satisfaction. Western’s Accountability in Action Annual Report outlines the current progress in growth the College is experiencing.

The WWC Foundation reports continued growth in its portfolio. Additional funding allows the Foundation to award more scholarships to deserving students. In addition to the public recognition as one of the “Great Colleges to Work For” and the 15th place in community college ranking (Washington Monthly, 2011), the College considers increases in enrollment, retention, graduation, job placement, and donor participation indications of stakeholder satisfaction (3R4).

3R2-Performance Results for Student Satisfaction

The College assesses student satisfaction through a variety of measures. Some of these measures ask specific questions about satisfaction, others ask indirect questions that relate to a student’s overall satisfaction. The following table shows performance results that compare Western student satisfaction to student satisfaction at consortium colleges.

<table>
<thead>
<tr>
<th>Item</th>
<th>Western Wyoming Community College</th>
<th>Consortium Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Courses</td>
<td>23% (36%)</td>
<td>15% (15%)</td>
</tr>
<tr>
<td>Class Size</td>
<td>26% (36%)</td>
<td>15% (15%)</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>59% (39%)</td>
<td>41% (39%)</td>
</tr>
<tr>
<td>Variety of Courses</td>
<td>57% (59%)</td>
<td>52% (59%)</td>
</tr>
<tr>
<td>College Facilities</td>
<td>31% (36%)</td>
<td>62% (58%)</td>
</tr>
</tbody>
</table>

**Table 3R2a: CCSSE Comparison for FT Students (2011)**
3R3-Performance Results for Building Relationships

Western uses multiple measures to determine a broad view of performance and relationships (BR1). For example, Western achieved its highest rankings in the CCSSE survey in the benchmark of Active and Collaborative Learning (ACL) and was closely followed by the Student/Faculty Interaction (SFI) category.

Performance and success are interrelated; both are important to Western as it strives to improve in all areas. Over time, the CCSSE benchmarks are an indication of consistent improvement in performance as a result of action projects (7I1, 8P2, 8P4)

Table 3R3: CCSSE Benchmarks: WWCC Over Time

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you evaluate your</td>
<td>40% - Excellent</td>
</tr>
<tr>
<td>entire educational experience at</td>
<td>50% - Good</td>
</tr>
<tr>
<td>this college?</td>
<td>11% - Fair</td>
</tr>
<tr>
<td>Would you recommend this college</td>
<td>99% - Yes</td>
</tr>
<tr>
<td>to a friend or family member?</td>
<td>1% - No</td>
</tr>
</tbody>
</table>

3R4-Performance Results for Stakeholder Satisfaction

Western Wyoming Community College places a priority on relationships with external stakeholders as described in 3P3. The College makes every effort to interact with community members, organizations, local business, and industry to enrich the community.

As a result of Western’s effort to strengthen partnerships with local companies, such as Emerson, Chevron, and Halliburton, donations of funds and equipment for its industrial programs have increased. Because of these donations, this year the State will match $139,000 dollar-for-dollar of this funding. In addition, private donors have contributed as much as $54,000 to specific departments for student scholarships. The State will match this funding as well.

Western Awards and Accomplishments performance results include:

- Western was recognized by G.I. Jobs as a Military Friendly School for the 3rd Year in a row.
- Western was listed as a Great College to Work For as a result of The Chronicle of Higher Education survey for the 2nd year in a row.
- Western was one of only a few community colleges awarded the prestigious NASA Space Grant for student research and scholarship opportunities.
- Athletic accomplishments for 2010-11 season:
  - Volleyball Team won the region and placed third at nationals.
  - One NJCAA All-American and AVCA 1st Team All-American.
  - Men’s Basketball team won the regional and placed 7th at nationals.
- Athletic Team Academic Accomplishments for 2010-11 season:
  - Women’s Basketball, #1 NJCAA Academic Team of the Year (3rd year in a row).
  - Men’s Basketball, #4 (2nd last year).
  - Women’s Soccer, #4 (12th last year).
  - Volleyball #8 (also a team AVCA academic award, one of only 12 community colleges).
  - Seven athletes won individual awards.
- One of 40 community colleges to pilot the new Voluntary Framework of Accountability (VFA) designed to redefine what “success” means for 2-year institutions.
- 2011 LEAD in Business Community Champion.

The results of the Economic Impact Study (2011) by Economic Modeling Specialist, Inc. (EMCI) reveal that Western provides a significant impact in its service area for both the local and state economies.

The EMCI report maintains that support of Western is a sound investment from every perspective. Stakeholders such as taxpayers receive their investment back many times through increased tax revenues from the increased income and spending of graduates, as well as experiencing a reduced demand for social services. For every dollar students invest in Western, they receive a cumulative $7.00 in higher future income (discounted) over the course of their working careers. Taxpayers see a rate of return of 9.6 percent on their investment in Western and receive benefits by generating increased tax revenue from an enlarged economy and a reduction in the demand for...
taxpayer-supported social services. This report concluded that Western contributes to the vitality of both the local and state economies.

**Table 3R4: Economic Impact Assessment FY2011**

<table>
<thead>
<tr>
<th>Measure</th>
<th>WWCC</th>
<th>State Across Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Economic Growth to Service Area annually</td>
<td>$20.4 million</td>
<td>$20.3 million</td>
</tr>
<tr>
<td>Local Student Employment Impact annually</td>
<td>$139 million</td>
<td>$103.5 million</td>
</tr>
<tr>
<td>Individual Economic Impact 6.6 year ROI</td>
<td>23.1%</td>
<td>5.2%</td>
</tr>
<tr>
<td>(20.9% in 2003)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An Economic Impact study for Western has been conducted approximately every eight years for the last 16 years. This year was the first time the study was conducted statewide by an externally selected firm.

**3R5-Performance Results for Relationships with Stakeholders**

The College follows its *Guiding Principles*, stays current on changing times, and responds to stakeholder needs (OV1). The College administration believes that “Everyone is responsible for student success.” This includes a strong relationship with all the College stakeholders. Western looks at key indicators of stakeholder relationships with students, employees, and the community.

In 2011, Western Wyoming Community College surpassed previous graduation numbers awarding 494 degrees and certificates. Not only does Western provide the associate degree programs, but the College also provides the means, on campus and in Outreach sites, for individuals who have not completed high school, to obtain the GED certificate and enter college at Western or other institutions. Thus, Western graduated 125 individuals seeking their high school credentials through the GED program.

In addition to student surveys and stakeholder feedback, Western defines “results” by measuring increased participation in community volunteerism and in public recognition of achievement. For instance, Western employees volunteer in increasing numbers in community events.

Western has generated a presence in the Southwest Wyoming region. Western student enrollment is growing. These results combined with recent recognition in the form of the Wyoming statewide Economic Impact Study are indications of stakeholder satisfaction. Increasing enrollment, the addition of Outreach service sites, and successful completion of student goals are all measurable results in the building of relationships with stakeholders. According to the Economic Impact Study, Western shows positive results in student progress and increasing enrollment when compared to the Wyoming community college system as a whole.

**Table 3R5a: Enrollment Trends**

<table>
<thead>
<tr>
<th></th>
<th>WWCC Enrollment</th>
<th>WWCC FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-02</td>
<td></td>
<td></td>
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<tr>
<td>2002-03</td>
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<td>2003-04</td>
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<td>2004-05</td>
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<td>2005-06</td>
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<tr>
<td>2006-07</td>
<td></td>
<td></td>
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<tr>
<td>2007-08</td>
<td></td>
<td></td>
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<tr>
<td>2008-09</td>
<td></td>
<td></td>
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<tr>
<td>2009-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competitive salary levels are important to attract and retain the best and the brightest; however, other satisfaction indicators are important as revealed in *The Chronicle of Higher Education* survey of employee satisfaction, which placed Western for the second time as a Great College to Work For. Faculty salary comparisons indicate that Western’s instructional salary average is competitive nationwide.

**Table 3R5b: Faculty Salary Comparisons**

<table>
<thead>
<tr>
<th>WWCC Avg. Salary for Faculty Compared to CUPA Mt. States Cohort Avg. Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salary Comparisons</td>
</tr>
<tr>
<td>WWCC Avg. Instructional Salary</td>
</tr>
<tr>
<td>CUPA Mountain State Avg.</td>
</tr>
</tbody>
</table>
3R6-Performance Results
Compare with Other Institutions

Western uses many methods to determine how to best meet the needs of students and stakeholders (3P2, 3R1, 3R2). The College uses a variety of survey tools to check performance results, including CCSSE, CAAP/MAPP Reading and Writing, Wyoming Community College Commission (WCCC) reports, local business advisory councils and internal surveys to compare our results to other institutions and the impact of our curriculum on our community (3R1). Western excels in multiple areas when its performance is compared to other institutions.

Western uses CCSSE reports for benchmark comparison of effective educational practices. Western is currently well above the national average in all five areas in the current 3-year cohort (2009-2011) and has shown marked improvement over the last four cohorts (2005-2011). CCSSE survey indicates that 99 percent of students surveyed responded that they would recommend Western to others (3R2). Improvement stems from the use of previous survey results to make informed decisions regarding areas for concentration (3R3).

College CAAP/MAPP results indicate students perform higher than national average in reading and writing. Western Action Projects for two years have focused on improving these scores.

Table 3R6a: Reading Scores 2002-2010

The Washington Monthly’s 2010 acknowledgement of America’s 50 best community colleges ranked Western Wyoming Community College 15th place in the nation. Western ranked 50th out of 1198 colleges in the 2011 StateUniversity.com rankings.

Table 3R6: Washington Monthly’s Scores

The Wyoming Community College Commission produces a series of reports on the seven community colleges. These reports compare the state community colleges in several categories including enrollment, cost of attendance, and workforce development activities. Western consistently ranks within the top third of the state in these reports.

http://www.communitycolleges.wy.edu/

3I1-Recent Improvements

Recent improvements made to this category are:

- Creation of the Adjunct Leadership Academy
- Transition from Assessment Day to an online Student Portfolio, MyFolio.
- The Children’s Center extended its hours.
- Married student housing made available on campus.
- Started the Behavior Intervention Team (BIT) and use of Maxient software.
- Restructuring of the advising process and creation of the ACE IT Center.
- Established Math Advancement Center (MAC Lab).
- Creation of a Forensics Team.
• Initiated Scheduling Action Project as identified in Western Strategic Plan.
• Began the Mustang Mentor program.
• Increase in the number of available online classes.

Many of Western’s processes for collecting student and stakeholder feedback are systematic and are scheduled regularly.

3I2-Culture and Infrastructure Supports for Improvement
"Ethical Standards Guide Our Actions"

Western Wyoming Community College has a diverse culture and infrastructure that utilizes campus committees, divisions, Outreach sites and community members working together to improve performance results and understand student and stakeholder needs (3P3, 3P4). Western’s culture reflects the region and its hardworking, can-do attitude. Since 1959, Western has worked to provide its students and local communities with an option for quality higher education, training and cultural experiences. It is through a culture of open communication and a flexible infrastructure that the College is able to adapt and change in accordance with the needs of the students and stakeholders. Western Wyoming Community College is constantly analyzing which projects have the most impact in the process for improvement (3P1, 3P3). Western’s Strategic Plan includes six strategic objectives, strategies, and action step guidelines to address cultural and infrastructure objectives. The College works to promote a culture of academic quality that exceeds the needs and expectations of all stakeholders within the Western region. The AQIP process supplements the action plans of committees already in place, although the College has intensified its focus as a result of the AQIP process.
Valuing People

4P1-Identifying Credentials Required for Faculty and Staff

Western has the following processes for defining the skills needed for various positions.

The College has established core values in the form of Guiding Principles. These Guiding Principles establish the values required for all faculty, staff, and administrators.

Minimum and preferred degree requirements and skill sets are established for all faculty, professional and administrative positions. The College has established position descriptions for all positions. Also, minimum requirements have been established for all adjunct faculty positions that mirror full-time faculty requirements for each discipline.

Academic Council developed a template for all full-time faculty position descriptions and reviewed and updated that template in 2011. This template ensures consistency in defining the essential duties and skills for all faculty. The identical process is followed for professional and administrative positions.

In 2007, Western revised its system for classifying all of its paraprofessional (classified) positions. This revision included the creation of Position Description templates that describe the skills, duties, and minimum qualifications for each of these grade levels.

Prior to a position being filled, a 5-member Professional Standards Board (PSB), comprised of an administrator, the division chair or supervisor and three faculty members (for faculty positions) or two College Senate appointments and two supervisor appointments (for administrative and professional positions), reviews the position description including the template components and adds the unique skills or qualifications needed for a specific position. The PSB may revise the language in the template if appropriate in order to address specific needs of the current position.

4P2- Ensuring New Employees Meet Requirements

All position descriptions are reviewed by the supervisor and the selection committee prior to hiring a replacement. This assures that the credentials and job skills are current and appropriate for the position at the time the position is advertised. A comprehensive review of job descriptions for paraprofessional positions was completed in February of 2007.

The College advertises locally, regionally and nationally for faculty, professional and administrative positions to assure an adequate pool of qualified candidates. The application form contains questions that require narrative statements that describe the applicant’s values in connection with working at a community college.

As a part of the interview process for faculty, candidates provide a teaching demonstration on a topic selected by the PSB. Professional and administrative candidates present on a topic relevant to their field.

The College requires official copies of all academic transcripts to verify degrees for professional, administrative, and faculty. The College also has a process to provide additional compensation for market-impacted positions thereby assuring its ability to remain competitive. The College requires that job references are checked prior to offering employment. With the recent addition of an associate vice president for Administrative Services, the hiring process is currently under review.

4P3-Recruiting, Hiring, and Retaining Employees

The College uses a hiring process which provides for input from various employee groups. This process is described in 4P1 and 4P2.

Paraprofessional positions are first advertised internally to give existing employees an opportunity for advancement. If a qualified internal applicant is not identified, the position is advertised locally and through the state workforce service center. Candidates are ranked based on the criteria previously identified by the search committee. The committee recommends the top candidate for hire. An offer of employment is made after references are checked.

Faculty, professional, and administrative positions are advertised locally, regionally, and nationally. Candidates are screened based on the qualification defined in the job description. Interviews of the top three to five candidates are conducted by the supervisor and members of the PSB; lunch is normally
4P4-Orienting Employees to Organization’s Mission

Western recognizes the importance of helping new employees understand and embrace the College’s values and priorities and feel connected to the institution. Each semester, an in-service kick-off session is required for all full-time employees. This opening session reinforces important priorities and also assesses where the institution is and where it is going. In addition, In-Service Week offers a variety of sessions for full-time faculty and professional employees to build knowledge of current projects and to be involved in moving them forward. For the paraprofessional staff, earlier sessions, which cover similar topics, are conducted prior to the start of each year. The 50th Anniversary celebration in 2009 provided the College with a great opportunity to not only share its history and mission with all employees, but also to educate the community.

The College has an orientation program for all new full-time employees. Various key entities of the College lead interactive sessions that focus on the Guiding Principles, the Strategic Plan, student learning priorities and student success initiatives. Prior to the start of their first year, new full-time faculty also participate in a week of introductions to the values and priorities of both student learning and student engagement.

Adjunct faculty must attend at least one adjunct in-service session annually. These sessions are specifically designed for adjunct faculty and include a variety of topics that inform and involve them in the institution. Topics are identified through the Adjunct Advisory Board and have recently included the Guiding Principles, assessment efforts, student engagement initiatives, FERPA guidelines, teaching strategies for a variety of media, key performance indicators, student behavior issues, and utilizing library resources.

The College recognizes, however, that new employee orientations are still not as strong as they could be. It will become an initiative for improvement in the future.

4P5-Planning for Personnel Changes

Planning for New Personnel: Planning for new positions is part of the budgetary process; additional considerations include: student enrollment, work load and programmatic changes and budget constraints:

- When an existing position becomes vacant, the supervising vice president reviews the need to maintain, change, or eliminate the position. The vice president along with the direct supervisor can change the duties or ask the Executive Council to eliminate or re-allocate the position to another new position.
- Each Fall, the three councils associated with, Student Learning, Student Success Services, and Administrative Services, review and prioritize personnel needs. Each council is composed of a vice president and division/department heads operating within the specific administrative area. Any member of a council can propose a new position based on documented need, such as student load, expanded services, or excess hours needed.
- In November, the Executive Council (EC) reviews the proposals. College-wide priorities are established by EC.
- In early January, the list is presented to the three councils. This early notification helps each council plan for the up-coming year. For example, an academic division will know whether it can plan on hiring adjuncts or possibly a new full-time position for the next Fall semester.

From March-May, the list of new personnel is revised, depending on budget projections and priorities.
Western is aware that no formal succession planning process exists and considers this a high priority (SP10).

4P6-Designing Work Processes for Productivity and Satisfaction

Western Wyoming Community College’s processes and activities are designed to be collaborative. Voices of all employees are valued in improving college-wide processes, reaching conclusions, solving problems or designing new processes. Decisions which relate to productivity and satisfaction are generally made through consensus. Departments design work processes that best meet their needs, usually being conscious of how they affect other areas of the College, and the students served.

Collaboration is also apparent in many working committees. The committee structures are cross-representational, involving administration, faculty, professional staff and paraprofessionals; this lends to communication, innovation, and skill-sharing.

Through the strategic planning process, concerns regarding internal communication were identified. Therefore, an internal communication action team, with cross-campus representation, was formed to identify the issues and develop a plan to improve communication.

Employees at all levels are encouraged to seek professional development, with funding available to support these pursuits. High employee satisfaction is evident in Western being chosen as one of the Chronicle of Higher Education’s “Great Colleges to Work For” in 2010 and 2011 (one of only 20 two-year institutions chosen for this accolade). A very low voluntary turnover rate of only 7 percent for faculty, including retirees, and 4 percent for professional staff support the idea that Western employees are productive and satisfied at their work (Complete report found at http://chronicle.com/academicworkplace).

4P7-Ensuring Ethical Practices of Employees

“Ethical Standards Guide Our Actions.”

Western takes ethics very seriously such that it is one of the College’s six Guiding Principles, “Ethical Standards Guide Our Actions”. Western embraces consistency in dealing with employees, students, and the community by establishing equitable practices and processes. Western Board Policy 3910F: Deviations from Fiscal Procedures. Ethical practices are established and communicated in multiple ways to the campus community:

- The new employee orientation process familiarizes individuals with the College’s Guiding Principles, practices, policies and procedures.
- Employee evaluations provide feedback from supervisors.
- Student evaluations of faculty provide feedback to faculty.
- Division chairs evaluate new faculty by visiting their classes and providing written feedback.
- Distance Learning has adopted a national rubric, Quality Matters. It uses this rubric and other methods to verify that instructors are providing quality instruction.
- Employees adhere to the FERPA rules and are reminded of such through an automatic pop-up while looking at student accounts in Datatel Colleague.
- The Board of Trustees’ Treasurer, the College president, the vice president for administrative services, and the director of finance all provide an annual financial disclosure statement for transparency reasons.
- Background checks are conducted on Protective Services and Children’s Center personnel.
- Generally Accepted Accounting Principles (GAAP) are followed in the Business Office.

External auditors annually review the College’s business processes and provide reports to the vice president for administrative services, the president, and the Board of Trustees to improve those processes.

4P8-Determining Training Needs

“Employees Are Our Most Important Resources.”

The present methods to identify training needs for faculty and professionals include the following:

- Student and faculty data from CCSSE, SENSE, and other surveys help identify areas that need to improve.
- The Assessment Team identifies three to four “vital few” areas for all faculty to focus their efforts. Communicating the vital few goals to adjuncts has improved through in-service activities and newsletters.
- The Adjunct Advisory Council identifies topics that it believes are important topics to cover during adjunct faculty in-services sessions.
- Faculty and professionals identify their own personal needs for development in collaboration with their supervisor as a part of the evaluation process and use Professional Development funds to attend training or conferences.
- Divisions, departments, and operating units collectively identify professional development and training needs based on current projects focused on meeting student and stakeholder needs; for
example: Student Services Retreats, Specialized Information Technology Training, and instructional program specific curriculum training.

Training needs for paraprofessionals are identified by supervisors and employees during the evaluation and goal setting process. Supervisors may identify additional training needs due to the nature of a respective department. Career Development funds are available to paraprofessionals to cover the cost of books, workshops and other educational experiences. Full-time employees and their dependents may take Western classes with no tuition. Part-time benefited employees may take Western classes with no tuition for themselves.

Campus-wide training needs, such as sexual harassment and blood borne pathogens, that are appropriate to all college employees or specific groups of employees are identified and organized by the administration.

“Employees are Our Most Important Resource” is one of the College’s six Guiding Principles. In the 2009 Strategic Plan, quality employees were again designated as an important resource to support in order to move the campus forward. Although training plans have not yet been totally aligned with organizational plans, the College is more aware of this need and is improving its efforts.

Employee training strengthens instructional and non-instructional programs and services by ensuring that employees:

- Remain current in their fields and areas of subject disciplines.
- Respond to new directions in training and education.
- Enhance existing skills and knowledge base.
- Remain aware and understand compliance-oriented issues.

### 4P9-Training and Developing Faculty, Staff, and Administrators

Based on the College’s Guiding Principle, “Employees are Our Most Important Resource,” Western provides and reinforces training and development for all faculty, staff, and administrators to ensure that every employee contributes fully and effectively throughout their careers here.

- Western supports professional development for faculty and professionals by having each employee establish an annual written professional development plan with their immediate supervisor that includes activities such as conferences, workshops, and educational coursework to be accomplished during the upcoming year. Western allocates $500 per year for each full-time faculty or professional to attend nationally sponsored conferences or training events, pursue advanced education, conduct research, or participate in other focused trainings. In addition, each division has another $150 per person that it can allocate as it chooses to individuals within that division. Individual departments have additional professional development dollars for conferences and targeted efforts.

- Western funds and promotes a tuition waiver program. Employees may receive a supervisor’s approval to take Western classes during their normally scheduled work time. Western employees may take one course from the University of Wyoming each semester with a tuition waiver.

- Academic Leave may also be awarded after every six years of service.

- Internal training is offered to faculty through College Senate forums and Fall and Spring in-service. Internal training sessions within departments reinforce existing or changing processes and procedures.

- The Adjunct Leadership Academy and adjunct inservices provide professional development for adjunct faculty.

- The College allocates $150 per full-time and part-time benefited paraprofessional annually to support educational endeavors to enhance job performance. Paraprofessionals receive training through in-service activities designed solely for this audience. Topics include customer service training, updates on current college programming, status of projects, and funding. An annual custodial conference is held each summer.

- Vice presidents submit an annual professional development plan to the College president, and the president submits a professional development plan to the Board of Trustees.

- Western has become a member of Mountain States Employers Council (an organization specializing in supervisor/manager training) and is planning a series of supervisory training classes this coming year.

- The Executive Council identifies a need for specific training. In 2011, the concentration was providing Supervisor Training to any employee responsible for supervision.

- Faculty, administrative and professional employees are given a percentage salary increase upon completion of an additional position related degree. The percentage increase is dependent upon the level of the degree.
4P10-Designing and Using Personnel Evaluation System

Western’s personnel evaluation system has been developed through supervisor and employee input. The evaluation system uses individual goal setting and feedback from multiple sources.

All employees engage in a summary evaluation with their immediate supervisor. Supervisors and employees use this feedback to reflect on accomplishments and plan for future performance goals. Western’s personnel evaluation system has been developed through supervisor and employee input. The evaluation system uses individual goal setting and feedback from multiple sources.

The evaluation system is designed to review previous performance objectives, establish new performance objectives to include timelines and establish professional development goals. If an employee should have an unsatisfactory evaluation, a formal performance improvement plan is required. This assures that identified issues are addressed and the employee has the opportunity to improve his/her performance.

The College has developed a Performance Plan and Evaluation Manual for administrative/professional and paraprofessional employees. This manual outlines the purpose and process for conducting performance evaluations. The faculty performance process is outline in the Plan for Evaluation for Full-Time Faculty. These plans and the evaluation tools are available to all employees on the Western intranet.

Full-time faculty are also evaluated by students and division chair classroom observation. Adjunct faculty are evaluated by students. Non-teaching personnel receive feedback from peers and/or subordinates. Information from these stakeholders is compiled into an evaluation summary.

4P11-Designing Employee Recognition System

To support the principle ”Employees Are Our Most Important Resource,” Western Wyoming Community College has designed its compensation, benefit, and recognition system to attract and retain quality employees.

The College set a goal that employee salaries and benefits would be established at not less than 75 percent of the total budget.

The Human Resources department conducts annual salary surveys to ensure salaries are comparable to other colleges in the western region for all jobs.

Paraprofessional pay is determined using a market-based pay plan to stay competitive with local industry.

The Wyoming state health plan is provided to all full-time and benefited part-time employees. The College also provides an additional stipend of $3,000 per year for full-time employees. Further, Western is one of only two schools in Wyoming that chose to pay the full employee share to the retirement system.

In order to recognize and compensate high quality employees, the College has a system of horizontal advancement. This process recognizes faculty and professionals who have provided exceptional service to the College, their field and the community. A committee meets to review applications and make recommendations. If approved, the professional or faculty receives a salary and grade increase. This policy and procedure is currently being reviewed by the Human Resources Department and College Senate. Similarly, paraprofessionals have a Performance Incentive Award. Applications are reviewed by a committee and if approved the paraprofessional receives a percentage increase in pay.

Annually, the College Senate and the Paraprofessional Association survey employees and present salary and benefit recommendations to the Executive Council and the Board of Trustees to consider as a part of the budget process.

Faculty or professionals who complete advanced degrees related to their positions receive additional salary.

Annually, the College holds an employee awards ceremony and reception where employees are recognized for years of service. This ceremony is designed and spearheaded by a representative employee group called the We Welcome and Care Committee. Employees also nominate fellow employees to receive the "Extra Mile Award.” This award recognizes employees, in various categories, who have gone above and beyond their normal job duties in their contributions to the College, students, and/or community. This award is also presented at the awards ceremony.

The College celebrates employee accomplishments at the Board of Trustee meetings, in the local newspaper and on the College website.

The We Welcome and Care Committee surveyed employees in 2011 regarding the existing reward system and will be working on changes in the next year.
4P12-Determining Motivation Factors

The text that accompanies the Guiding Principle, "Employees are Our Most Important Resource," is: "Growth opportunities and recognition are important in creating leaders and professionals and in enhancing employee satisfaction."

This principle articulates the importance of motivating employees at Western. In practice, Western recognizes that each employee is motivated by different factors including recognition, money, or personal satisfaction of doing the job well.

Getting to know the employees and what motivates each is both the duty of the individual and the duty of the supervisor. Supervisors have to be alert and honest in their assessment of motivation. If College systems and structures have led to the loss of motivation the supervisor must evaluate what and if changes can be made.

Western recognizes a number of key issues related to motivation:

- Advancement is important to employees because this is a recurring topic in individual and group discussions. Due to limited funds the current advancement system does not award advancement to everyone who qualifies. Human Resources and the College Senate have agreed to review the existing policy and seek improvements.
- Western recognizes the need for involvement. Western has over 19 standing committees to help with communication, governance, and institutional involvement. Faculty and staff members are either selected by their peers for committee positions or seek such voluntarily.
- Incentives in the form of additional release time or pay are offered. For example, faculty and professional staff receive an increase in salary upon attaining an advanced degree. Release time may be provided for developing new online courses or for participating in leadership roles.
- Western staff recognizes the need for communication at all levels within the institution. Considerable energy is spent to involve everyone in Western governance.
- Many of the existing committees report to other committees, such as the Paraprofessional Association or the College Senate, which in turn inform the Executive Council of key issues. Employees always have the opportunity to speak directly with the College president, to have their concerns heard and addressed.
- Training or professional development are important motivators. The staff consistently state this. Western’s process is detailed in 4P9.

- The College has an annual “Extra Mile Award” ceremony. Although the concept is worthwhile, this process for nominating and selecting employees is in need of review. Staff members have indicated a need for clear and high standards for College awards.
- Employees are recognized in the ceremony for their years of service to the College.

The College evaluation system is geared toward assessing the motivation of individual employees. Peer and subordinate reviews help assess a supervisor’s effectiveness in motivating assigned staff.

Exit Interviews are conducted with all full-time employees upon their departure from the College.

Ultimately it is left to the individual to find motivation to act and continue to pursue excellence. Fortunately the College has carefully interviewed and hired positive employees in recent years, such that the majority of Western employees are self-starters driven by an internal desire to do what is best for students.

Western has participated in The Chronicle of Higher Education’s “Great Colleges to Work For” survey for three consecutive years. See 4P13. These survey results have been shared college-wide and changes have been identified and made as a result of the survey findings. An example is the involvement of employees in the development of the Children at Work regulation.

4P13- Evaluating Employee Satisfaction

There are several assessment methods used to evaluate employee satisfaction. The College has participated the last three years in The Chronicle of Higher Education’s “Great Colleges to Work For” survey. The College also participates in the National Community College Benchmarking Project. This project provides important information regarding turnover rates, and grievance and harassment complaints. The College has also participated in the Noel-Levitz and other satisfaction surveys. The College plans to conduct employee opinion surveys annually.

Annual employee listening sessions have been held the last three years and will continue this year. During these sessions, the College president meets with all employees in small groups to discuss ideas, concerns and obtain input on current projects. Administrators maintain an open-door environment where employees can provide feedback or express concerns.
Exit interviews are also conducted with all departing employees. This is an area where plans will be developed in future years to create a more systematic form of employee satisfaction assessment.

The health insurance provider conducts a wellness assessment and incentive program. Individuals who participate are given a financial incentive that reduces their health insurance premiums. The College has a number of programs that allow employees to improve job skills (4P9).

There is an active, college-wide, Safety Committee that meets regularly to address safety concerns. The safety committee surveyed employees three years ago to assist in identifying and addressing safety issues. Resulting changes included enhanced outdoor lighting, adding outdoor surveillance cameras and adding security staff in the daytime. The College replaced the fire alarm system with a state-of-the-art system that includes network audio communications technology.

The College has developed an enterprise risk management program. This is an ongoing process which allows the College to assess and prioritize major risks and address those risks. Three top priority risk areas were identified and addressed for the first update and review: information technology back-up system, Code of Student Conduct, and student travel procedures. A second set of three are in process for FY12.

4R1-Measures of Valuing People

One of Western’s six Guiding Principles is that “Employees are Our Most Important Resource”. Western Wyoming Community College has participated in the Great Colleges to Work For survey for the last three years. The College was recognized by The Chronicle of Higher Education in 2010 and 2011 as one of the great colleges to work for. The survey was expanded in 2011 to include all paraprofessional employee groups. The College has used other measures in the past as outlined in 4P13. The College’s Internal Communications team is conducting an externally administered employee satisfaction survey.

4R2-Performance Results in Valuing People

In 2009, the AQIP Examiner results indicated that improvement was needed in the area of employee communication and interaction. The AQIP Internal Communications Action Project addressed the need for a central location to gather and disseminate information to and from personnel. In recognition of that need, Western has implemented the following:

- Executed the Western Progress knowledge management system.
- Redesigned the Intranet for centralized access to information.
- Continued periodic employee listening groups.
- Developed comprehensive newsletters with more consistent dissemination.

The Chronicle of Higher Education’s survey recognized Western in the categories of compensation and benefits in 2011 and in compensation and benefits, and facilities and safety in 2010. Refer to table 4R4 in section 4R4 for Carnegie Associate Averages for the 2011 Great Colleges To Work For survey results. The Noel-Levitz Institutional Priorities Survey has been used in the past, but has not been used recently. However, administration is considering implementing it in the future to gauge employees’ priorities. No recent results to report.

4R3-Productivity of Employees

Evidence of employee productivity is best noted by Western’s history of increasing student enrollment (see 1P1). At Western, it is important to not only meet the needs of an increasing student body by boosting productivity but also to focus on quality.

Graduation/transfer rates, employee evaluations, program reviews, and student retention rates at Western show evidence of the effectiveness of employees. Other evidence includes the improving student scores for the cross-curricular vital few goals for student learning, results of Western survey data when compared to national measures, participation of faculty in implementing learning guidelines (like Quality Matters for online learning), increased online classes as a mode of delivery, and the increased number of repeating contracts for workforce training for local industry.

Employee effectiveness can be further evidenced by the fact that for many years the science and social science faculty have been awarded the Experimental Program to Stimulate Competitive Research (EPScOR) by the University of Wyoming. The biology department has participated in the Idea Network for Biomedical Research Excellence (INBRE) grant for promoting student research at the undergraduate level. This is a unique honor for a community college.

4R4-Performance Results Compare to Other Institutions

The 2007-2008 Community College Faculty Survey of Student Engagement collected the data for community college full-time and part time faculty within Wyoming and compared it to other community colleges. In
regional comparators, Western continues to rank above the mean.

_The Chronicle of Higher Education_’s “Great Colleges to Work For” survey provides a comparison of performance and satisfaction rates among faculty and staff across a number of diverse higher educational institutions. Western Wyoming Community College exceeded the 2011 Carnegie Associates average in seven of 15 areas. The College ranked very good to excellent in table categories 1, 3, 4, 5, 8 and 9; good in table categories 2, 6, 7, 10, 11, 13 and 15; Fair to Mediocre in table categories 12 and 14. The overall ranking was good (Table 4R4).

### Table 4R4: 2011 Survey Results Great Colleges to Work For

<table>
<thead>
<tr>
<th>WWCC Best in Size: 3000-9,999</th>
<th>Carnegie Associates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  Job Satisfaction/Support</td>
<td>83% 89% 78%</td>
</tr>
<tr>
<td>2.  Teaching Environment</td>
<td>70% 85% 69%</td>
</tr>
<tr>
<td>3.  Professional Development</td>
<td>80% 90% 77%</td>
</tr>
<tr>
<td>4.  Compensation, Benefits, and Work/Life Balance</td>
<td>80% 85% 75%</td>
</tr>
<tr>
<td>5.  Facilities</td>
<td>85% 86% 77%</td>
</tr>
<tr>
<td>6.  Policies, Resources and Efficiency</td>
<td>71% 82% 67%</td>
</tr>
<tr>
<td>7.  Shared Governance</td>
<td>66% 85% 67%</td>
</tr>
<tr>
<td>8.  Pride</td>
<td>86% 93% 82%</td>
</tr>
<tr>
<td>9.  Supervisors/Department Chairs</td>
<td>79% 87% 77%</td>
</tr>
<tr>
<td>10. Senior Leadership</td>
<td>68% 86% 68%</td>
</tr>
<tr>
<td>11. Communication</td>
<td>61% 79% 63%</td>
</tr>
<tr>
<td>12. Collaboration</td>
<td>68% 84% 67%</td>
</tr>
</tbody>
</table>

13. Faculty, Admin. and Staff Relations | 67% 87% 67% |
14. Fairness | 64% 81% 66% |
15. Respect and Appreciation | 67% 83% 69% |
Overall Average | 73% 85% 71% |

### 4I1-Recent Improvements

Several initiatives have been implemented to confirm the Guiding Principle “Employees are our most important resource."

- The We Welcome and Care Committee is an employee group established to respond to the personal life events of college employees such as births, deaths, and celebrations and to welcome new employees into the college community. The committee surveyed employee groups to assess the degree of satisfaction with the committee’s functions and sought feedback on additional or enhanced activities.
- A policy for bringing children to work was approved. This policy assured children were welcome in the workplace but the workplace was not to be used as childcare.
- College Senate has initiated a series of forums where faculty showcase innovative teaching strategies or use of new technologies. One event is held each month.
- Salary increases were awarded to all employees for the 2011-2012 academic year. Western gave the largest increase of the Wyoming community colleges by 2 percent. Benefits were maintained.
- For 2011-12, Horizontal Advancement for faculty and professionals was approved to be funded for ten qualified applicants. The usual number of funded advancements is three.
- For 2011-12, the Performance Incentive Award was approved to be funded for ten qualified paraprofessionals. The usual number of advancements funded is three.
- Science faculty were instrumental in designing the new science area. The $780,000 project provided additional space for students enrolled in science classes.
- Faculty are leading the initiative to build a comprehensive, coordinated schedule of classes. The committee is chaired by a faculty member and all divisions have representation.
- The Safety Committee was formed and pursued an up-to-date fire alarm system. The new system was installed Fall 2011.
- The Employee Development Calendar was added to the intranet. The calendar announces all training
opportunities and activities of interest to faculty including teaching forums and AQIP response deadlines.

- All employees have had input into the Master Plan. Consultants met with employee groups from various areas to create the plan.
- In an effort to provide more consistent employee supervision, a series of supervisory training courses were held, and attendance was required.

### 4I2-Culture and Infrastructure Supports for Improvement

The Western culture is one that truly does view employees as the institution’s most valuable resource, students as its main focus, and the community of citizens as its partner. Concerted efforts are made each year to involve employees in key institutional conversations ranging from salaries and benefits to master planning. Western’s Strategic Plan is developed around input from all College staff as well as from the community. Employee input is valued and regularly solicited.

The College encourages an active Associated Student Government to contribute in a meaningful way to college life. Regular meetings are held involving the ASG and its advisors. College employees are active in the community and serve on various local civic committees and boards.

The College’s governance infrastructure, which is participatory in nature, contributes significantly to the College’s “people valuing” culture. Extensive committee work throughout the institution produces many ideas to improve the lives of the various people who strive to make Western the best it can be. The College uses internal surveys to identify specific issues and goals.

The campus facilities are beautiful and functional. Students and staff are able to access all areas without going outside. Space utilization and new construction are proposed and studied through a five-year Master Plan. Changes and additions to that plan are made only after consultation with the College staff as a whole.

Silos still exist in the decision-making process and in communication of information. As such, the following initiatives have been established:

- Improving Internal Communication has been an AQIP Initiative for the past three years and will continue into at least the next year.
- The College is reviewing the current decision-making process and the make-up of the decision-making team to identify whether the existing structure is adequate.

A target for improvement is to increase its rating for communication from the fair-to-mediocre category to the very-good-to-excellent designation in the *Great Colleges to Work For* Survey.
Leading and Communicating

5P1- Defining and Reviewing Mission and Values

The mission for Wyoming community colleges was defined by the Wyoming Legislature in session laws and was adopted under the Post-Secondary Omnibus Act in 1991. Western augmented this mission in 2000 to reflect the local college’s mission. Western does not have a formal process to review the mission. Due to the universal nature of the mission, the College focuses on the six Guiding Principles the employees identified in 2000 as the guiding force for planning and direction.

As described extensively in OV5, Western’s six Guiding Principles define Western’s core values impacting day-to-day decision-making. The Guiding Principles are used during the strategic planning process, curriculum-level assessment of the Goals for Student Success, and through alignment with program review portfolio efforts. The Guiding Principles are referenced regularly by Western’s board members, leaders, and employees in a variety of groups and settings. Western believes the Guiding Principles represent the core values of the institution and remain unchanging.

Table 5P1: WWCC’s Guiding Principles

<table>
<thead>
<tr>
<th>Western’s Guiding Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning is Our Purpose</strong></td>
</tr>
<tr>
<td>Our purpose is to provide quality experiences that foster lifelong learning. We assess learning through our five Goals for Student Success, and we then adapt to improve learning.</td>
</tr>
<tr>
<td><strong>Students are Our Focus</strong></td>
</tr>
<tr>
<td>As students succeed in meeting individual goals, WWCC succeeds. Our task is to provide an environment that encourages success for a diverse student population. Underlying every decision should be the question: Does this contribute to the success of our students?</td>
</tr>
<tr>
<td><strong>Employees are Our Most Important Resource</strong></td>
</tr>
<tr>
<td>Growth opportunities and recognition are important in creating leaders and professionals and in enhancing employee satisfaction.</td>
</tr>
<tr>
<td><strong>The Community is Our Partner</strong></td>
</tr>
<tr>
<td>We interact with community members, organizations, local business and industry to enrich community life.</td>
</tr>
</tbody>
</table>

Adapting to Change Defines Our Future

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

Ethical Standards Guide Our Actions

We commit ourselves to treating all individuals with respect, demonstrating integrity and professionalism, developing and implementing fair solutions to problems, and assuming responsibility for our work.

5P2-Setting Direction in Alignment with Mission

Western participates in collaborative decision-making that involves a number of councils and committees. Institutional leadership stems from the Board of Trustees which sets broad policy direction for specific actions taken by the Executive Council, Student Affairs Council, Academic Council, Administrative Services Council, College Senate, and Paraprofessional Association. Each of these provides leadership, considers projects, shares information, and facilitates and encourages communication and involvement in their respective areas. Additional leading and aligning roles are guided by standing committees, such as Curriculum Committee, Safety Committee, Building Student Connections team, Assessment of Student Learning team, Internal Communications team, Marketing team, and the Adjunct Advisory Board. Specific focus teams are organized to address concerns in student assessment, student engagement, and internal communications. Decisions and actions taken by these councils, committees, teams, and groups often include references to the Guiding Principles.

The College conducted its first formal strategic planning process in 2008-2009 using employee, community, board, industry, and Outreach stakeholder input through nine meetings. From this input, seven strategic initiatives were identified which tied directly to the Guiding Principles. The Strategic Plan was aligned with the Guiding Principles as well as the Wyoming Community College Commission Statewide Strategic Plan.

The College’s commitment to AQIP is a natural progression for an institution that focuses on high performance and meeting or exceeding expectations of its stakeholders. For example, the AQIP Action Project on Scheduling ties directly to the College’s Strategic Plan.
5P3-Considering Needs and Expectations of Students and Stakeholders

Western’s vision statement, mission statement, and Guiding Principles serve as guideposts for addressing needs and expectations of students and stakeholders. As reiterated by the president, “Everyone is responsible for student success.” Faculty and staff, along with others on campus, are encouraged to be innovative in identifying and developing the means to satisfy those needs and expectations (3P1-4). These means include:

- The implementation of “listening groups” in which students, community members, and others are regular participants.
- Increased interaction with individuals and groups in the College’s total service area.
- The use of surveys, conversations, listening sessions, and other data collection that specifically reflects concerns, needs and expectations.
- The study of current trends and characteristics among student populations and other groups to which the College gives attention and service.

5P4- Seeking Future Opportunities

One of Western’s Guiding Principles is “Students are Our Focus.” The College’s leadership encourages faculty and staff to continue acquiring expertise, skills and other learning techniques and technologies that will enhance the student learning experience in and out of the classroom. This effort is supported through the use of professional development funds, interactive in-service sessions, and discussion groups. Program review portfolios also include a focus on anticipating and addressing future opportunities and challenges for improved instruction and learning, in part by assessing previous and current experience. Faculty and staff are encouraged to seek out, develop and foster constructive and interactive relationships with industries and other groups represented in the College’s service area. Local area high school enrollment yield and area population are carefully monitored to assess enrollment opportunities.

5P5-Making Collaborative Decisions

To encourage input from multiple perspectives throughout the College, Western has over 19 committees and councils (3P4, 4P12, 5P2, 7P6). In groups, surveys and evaluations are conducted. These efforts result in open discussions, decisions, and recommendations. When appropriate, recommendations may be forwarded to the next level of administration. Specific groups or teams are organized based on need. Composition of a team is generally representative of the entire College staff.

Implementation of any decision may involve establishing a policy, procedure, or practice that is communicated by electronic means, group meetings, or other venues. The AQIP process has spurred numerous teams (1P2, 1P12, 8P1 and 8P2) to improve performance.

- Committees are used to hire employees, including the stakeholders of those areas as well as peers.
- The Policy and Procedure Committee make recommendations for change.
- Curriculum Committee considers requests for changes in courses or programs.
- Cross-departmental listening groups were formed and small/large group discussions were employed to contribute to prioritization of needs and goals.

5P6-Using Data and Information in Decision-Making Processes

Western is a data-informed institution; several levels of data facilitate many decisions. Below are some examples:

- Daily budget reports are uploaded to the intranet by the Business Office. Many offices depend on this data for planning and marketing as well as day-to-day operations.
- Data collected from surveys (SENSE, CCSSE, SSI, students, faculty) partnered with the UW Transfer data help the College make decisions about student engagement and learning. When necessary AQIP teams are formed to address opportunities for improvement in performance or process (a recent example is the scheduling action team).
- Performance data are kept by various departments and divisions, which are used to make adjustments to all facets of operations.
- Strategic planning is discussed and refined at many faculty division meetings.
- Data such as course enrollment, student grade profiles and graduate achievement at transfer schools as compared to “native” students are used to determine the relevance of curricula, courses and course content.
- Yearly evaluations drive decisions relative to employee performance, professional development, and opportunities for advancement.
- The College’s office of planning and improvement implements program level and institution-wide assessments that provide insight to help guide the institution towards continuous quality improvement.
• The Marketing team uses internal and external data to identify and reach targeted groups.

5P7-Communicating between Levels and Units

Western has several communication tools and processes in place for employees. Held twice each year, the in-service meetings disseminate information to all employees at once. Meetings occur between divisions and committees and include employees located at Outreach sites via technology such as Elluminate and Live Conferencing. Daily communication occurs across campus through email, phone calls, two-way radio, written communication and face-to-face. Informal meeting locations serve as gathering places for communication. The College culture supports an open-door environment where unscheduled meetings are encouraged.

Formal and regular communications with all employees takes place in employee newsletters, including: Western Progress, Western in Motion, the student newspaper Mustang Express, The Family Newsletter, The Advising Newsletter, The Adjunct Faculty Newsletter, The Alumni and Friends Newsletter, mailings, postcards, and invitations.

Western's website was updated in 2008, and remains a place where most information is located including daily campus events and news items. As a part of the Internal Communications Action Project, the intranet was redesigned to serve as a central of important information for all employees. All committees, for example, can post their minutes on the intranet for everyone to view. Western implemented Sharepoint in 2010 as a shared communication device for collaboratively developing documents.

The College implemented Maxient reporting software in 2011 to provide real time access to report issues and gather information regarding student behavior and other concerns.

5P8- Leaders Communicate a Shared Mission

Western’s leaders communicate values and the College’s commitment to high performance through a number of regular and ad hoc methods. Western is a value-driven organization directed by the six Guiding Principles. These Guiding Principles were developed through a college-wide process that involved all employees. As such, the Guiding Principles are pervasive within the College and are visible throughout the institution and are even printed on business cards.

Most organizational functions and processes are tied to the Guiding Principles.

In-service activities are conducted twice each year for all employees. During this time, leaders share information on key performance indicators, action planning, and the role that each employee plays in student success. The Executive Council meets regularly to ensure collaborative efforts among that level of institutional leadership. Each of the primary vice president councils: Academic Council, Student Affairs Council, and Administrative Services Council meet regularly to share and discuss priorities within the given area as well as institutional impacts.

Standing groups such as the Assessment of Student Learning, Building Student Connections, and Marketing teams are charged with developing plans, carrying them out and assessing success or failure; additionally they must stay current on trends and best practices in their areas and incorporate as appropriate for Western’s quality journey. Ad hoc groups are also created to address specific, usually shorter-term challenges. These Guiding Principles are foundational to the work of the teams.

5P9- Encouraging and Developing Leadership Abilities

Western dedicates resources to professional development. Employees at all levels are encouraged to take advantage of available opportunities, including an emphasis on leadership development, supervisory training, and instructional methodologies. College employees are encouraged to be involved with committees and teams that help broaden institutional knowledge and develop skills while working with others from different segments of the campus community. Professional development funds are often used by individual employees to participate in conferences that not only provide discipline-specific improvement but also information, knowledge and other resources that can be used to build leadership skills. In-service sessions are also regularly held for Western employees and conducted with the aim of encouraging employee involvement in leadership-building activities.

Western uses a variety of methods to share and communicate institutional directions and priorities, including leadership knowledge, skills, and best practices. Multiple examples exist throughout the College, including the College Senate and Para-professional Association, both of which have broad membership with rotating leadership. Similar structures exist for the various teams, each of which has specific cross-institutional membership positions with a structured rotation of membership to allow for both retaining team memory and adding new perspectives. Other examples include the committee
structures put in place for the Action Project process as well as for the development of the Systems Portfolio; the latter effort uses a dual co-chair leadership for each Systems Portfolio category. Employees from across the institution are charged with moving the category forward using a team approach. Additional structures such as the Executive Council and the three vice presidents’ councils facilitate leadership development for directors, division and department leaders, their teams and staffs. Division chairs are selected from the academic divisions and departments. Faculty members are encouraged to apply for these leadership opportunities. Various departments and divisions do professional development activities throughout the year, for example student success services, Executive Council retreat, Custodial Workshop, and English department retreats.

5P10-Planning for Succession

Western’s strong and consistent advocacy of the Guiding Principles for the past 11 years provides some assurance that the core values continue during a change in leadership. Leadership succession planning, however, is a recognized deficiency at Western. Some members of the leadership team have been with the College for many years and it is recognized that there will be challenges when transitions occur. The leadership team has identified ‘mission critical’ positions and has considered plans for meeting the needs of succession, but these plans are not in place at this time and will continue to be addressed.

5R1-Performance Measures of Leading and Communicating

As noted in 5P2 and 5P6-8, Western uses a variety of teams and councils to lead and communicate throughout the organization. Additionally, Western’s Strategic Plan guides the institution and prioritizes initiatives and action projects. As such, a variety of performance measures are gathered and analyzed on a regular and systematic basis.

Performance measures related to Leading and Communicating include surveys conducted both internally and externally as well as other data including salary comparisons and IPEDS data for staffing and enrollment. Surveys include internally conducted in-service follow-up surveys, College Senate survey, Paraprofessional Association survey, faculty survey, and a variety of current and previous student surveys. External surveys include CCSSE, SENSE, Noel-Levitz SSI, community needs assessment (conducted on a semi-regular basis), salary surveys, and Great Colleges to Work For. An employee satisfaction survey will be conducted in Spring 2012. Other measures gathered and analyzed include IPEDS faculty/staff to student ratio, Wyoming community college employment information, governmental employment information, Economic Impact of the College on the State and local communities, foundation giving, and College position relative to statewide funding.

All Western administrative and professional employees are evaluated annually. Annual evaluations assist employees in gauging their ability to lead and communicate. Subordinate evaluations are done annually and peer evaluations must be completed at least every three years. Scales include questions on leadership and communication. Some councils, committees, and groups at Western also do regular forums with staff on key issues (4R2, 5R2, and 8R2).

5R2-Results for Leading and Communicating

Results are gathered and analyzed in a variety of settings. Teams, councils, and committees are encouraged to base interventions and priorities on the analysis of these results. For example, in-service surveys conducted during several recent semesters provide the following results showing combined percentage scores of “satisfied” and “very satisfied” responses regarding a number of different in-service activities.

Table 5R2a: Feedback on In-Service Surveys

<table>
<thead>
<tr>
<th></th>
<th>FA09</th>
<th>SP10</th>
<th>FA10</th>
<th>SP11</th>
<th>FA11</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Session</td>
<td>86%</td>
<td>95%</td>
<td>93%</td>
<td>98%</td>
<td>88%</td>
</tr>
<tr>
<td>Office Hours</td>
<td>86%</td>
<td>89%</td>
<td>82%</td>
<td>96%</td>
<td>88%</td>
</tr>
<tr>
<td>Time to Complete Other Duties</td>
<td>65%</td>
<td>84%</td>
<td>71%</td>
<td>87%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Assessment of Student Learning results are analyzed longitudinally and are shared during in-service and with the Board of Trustees (Tables 7R1, 8R3a, and 8R4). These include statewide and national comparators for benchmarking.

The Annual Report is used as a communications piece that includes the update on the following areas: Strategic Plan, Foundation status, Institutional Highlights, Awards and Accomplishments, Economic Impact, Key Performance Indicators, Graduation and Transfer Information, Grade Distribution, Preparation and Articulation/Success for Students in Remediation, Enrollment, Retention, Employee Comparisons, Penetration of the Service Area, and Fiscal Position. The full Annual Report can be found at http://www.wwcc.wy.edu/Annual_Report.pdf.

As noted in 5R1 the two employee organizations on campus, the College Senate and the Paraprofessional...
Association, annually survey their respective members in order to gather information regarding salary and benefits. This information is used each year to prioritize initiatives and to make salary recommendations, on behalf of the faculty and staff that each organization represents, to the College’s Executive Council and Board of Trustees. The Paraprofessional Association gathers additional information that is presented with the survey results. Results of the previous year’s surveys are shown below, as an example of the outcome for this kind of communication process:

### Table 5R2b: 2010-11 College Senate Survey on Salary and Benefits

<table>
<thead>
<tr>
<th>Item</th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat unimportant</th>
<th>Not Important</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase current base salary</td>
<td>67.0%</td>
<td>25.3%</td>
<td>4.4%</td>
<td>0.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Maintain or increase present benefits and institutional benefit amount</td>
<td>67.0%</td>
<td>25.3%</td>
<td>4.4%</td>
<td>2.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Maintain or increase institutional retirement contribution</td>
<td>50.5%</td>
<td>36.3%</td>
<td>8.8%</td>
<td>3.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Provide adequate horizontal advancement funding for 2011-12 to minimize backlog</td>
<td>33.0%</td>
<td>30.8%</td>
<td>20.9%</td>
<td>11.0%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Provide a one-time off schedule salary payment</td>
<td>24.2%</td>
<td>28.6%</td>
<td>34.1%</td>
<td>7.7%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Revise current sick day bank to allow donation of personal or PTO days to fellow Western employees</td>
<td>9.9%</td>
<td>29.7%</td>
<td>34.1%</td>
<td>22.0%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

### Table 5R2c: 2010-11 Paraprofessional Survey on Salary and Benefits

<table>
<thead>
<tr>
<th>Item</th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat unimportant</th>
<th>Not Important</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request a 5% salary increase</td>
<td>69.8%</td>
<td>13.2%</td>
<td>15.1%</td>
<td>1.9%</td>
<td>0</td>
</tr>
<tr>
<td>Increase the institutional stipend</td>
<td>1.9%</td>
<td>22.6%</td>
<td>22.6%</td>
<td>45.3%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Maintain current salary base and institutional benefits amounts</td>
<td>30.1%</td>
<td>24.5%</td>
<td>26.4%</td>
<td>9.4%</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

The Paraprofessional Association also holds monthly meetings to which all campus paraprofessionals are invited to attend. Agendas are emailed out a week in advance so that members may review and/or add to it.

In FY 2011, they implemented a new program called the "Para Voice". On this webpage paraprofessionals can submit their concerns and ideas. People using the “Para Voice” can leave contact information if they would like updates on how their comment/concern is being handled, or they may remain anonymous. The Paraprofessional Association Executive Committee (consisting of the association’s chair, co-chair, secretary, and treasurer) will have a meeting once a semester with the vice president of Administrative Services to go over the information received through the Para Voice, any necessary action or solutions will be taken through the proper chain of command.

The Paraprofessional Association has placed two ballot boxes on campus, one at the information desk and one in the bookstore, to be used as "Thank You" boxes. It encouraged all staff and faculty to use this as a resource to say "thanks" to our colleagues who have done a good deed. The "thank you notes" are then delivered to their respective owners and an email is sent out across campus recognizing those who have been thanked.

The Great Colleges To Work For survey has been conducted at Western for the last three years. Results from the 2011 survey are in Table 5R5 and Table 5R6 below.

The AQIP Examiner was given once in 2008, and will be given every four years prior to the AQIP Strategy Forum. These results along with student and employee survey data are shared via the Western In Motion newsletter, mailbox inserts, newspaper articles, and email. Below is a sample from the Fall 2008 AQIP Examiner that was used as a guide as a part of entering AQIP and the first Western Strategic Planning development process:
**5R2d: Sample of 2008 AQIP Examiner Survey**

<table>
<thead>
<tr>
<th>Characteristic of Effective Processes</th>
<th>Western Wyoming Community College</th>
<th>Other Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>is well understood by those involved in it</td>
<td>4.54</td>
<td>4.57</td>
</tr>
<tr>
<td>is designed to achieve its goals with no unnecessary steps</td>
<td>4.05</td>
<td>4.08</td>
</tr>
<tr>
<td>never or rarely fails to accomplish its intended purpose</td>
<td>3.6</td>
<td>3.72</td>
</tr>
<tr>
<td>has been in use for a long time</td>
<td>2.83</td>
<td>2.68</td>
</tr>
<tr>
<td>specifies what, and when they do it</td>
<td>4.11</td>
<td>4.15</td>
</tr>
<tr>
<td>is designed to eliminate bottlenecks and delays</td>
<td>4.35</td>
<td>4.36</td>
</tr>
<tr>
<td>is designed to recover rapidly when breakdowns occur</td>
<td>4.35</td>
<td>4.34</td>
</tr>
<tr>
<td>costs less than alternative processes would cost</td>
<td>3.41</td>
<td>3.3</td>
</tr>
<tr>
<td>is predictable, producing desired results consistently for those served</td>
<td>3.95</td>
<td>4.07</td>
</tr>
<tr>
<td>is used widely throughout an organization</td>
<td>3.89</td>
<td>3.83</td>
</tr>
<tr>
<td>is capable of handling the volume of work that must be done</td>
<td>4.41</td>
<td>4.44</td>
</tr>
<tr>
<td>can handle increases in the volume of work</td>
<td>4.3</td>
<td>4.25</td>
</tr>
<tr>
<td>results in the kinds and levels of performance that the organization wants</td>
<td>4.3</td>
<td>4.35</td>
</tr>
<tr>
<td>is one an organization can maintain with available resources</td>
<td>4.26</td>
<td>4.21</td>
</tr>
</tbody>
</table>

**5R3-Performance Results Compared to Other Institutions**

Western uses other organizations as a basis of comparisons as much as possible. External and internal surveys are often conducted that allow for such comparisons. Surveys such as the College Senate and Paraprofessional surveys often use other institutions information as a frame of reference. Additionally, surveys such as the AQIP Examiner, Great Colleges to Work For, salary surveys, student surveys, and other measures are often benchmarked against other organizations. See 4R2, 5R2, and 8R4-5 for comparisons that are used for purposes including Leading and Communicating.

As a representative example, the results in the 2011 The Chronicle of Higher Education’s “Great Colleges to Work For” survey for Senior Leadership and Communication were as follows:

<table>
<thead>
<tr>
<th>Percent Positive</th>
<th>WWCC</th>
<th>Best in Size</th>
<th>2011 Carnegie Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Leadership</td>
<td>68</td>
<td>86</td>
<td>68</td>
</tr>
<tr>
<td>Communication</td>
<td>61</td>
<td>79</td>
<td>63</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>83</td>
<td>89</td>
<td>78</td>
</tr>
</tbody>
</table>

Senior Leadership - Good
Communication - Fair to Mediocre
Job Satisfaction - Very Good to Excellent.

A more comprehensive set of results from the same survey is in Table 5R3b below:
Table 5R3b: Comprehensive Results from GCTWF Survey

GREAT COLLEGES TO WORK FOR 2009-2011
Result Comparisons

- Job Sats/Support
- Teach Environment
- Prof Dev
- Comp & Benefits
- Facilities & Security
- Policies, Resources & Efficiency
- College Governance
- Pride
- Sup/Depart Chair
- Relationship
- Confidence in Senior Leadership
- Faculty, Admin & Staff Relations
- Internal Communications
- Collaboration
- Fairness
- Respect & Appreciation

2009: [Data]
2010: [Data]
2011: [Data]
5I1-Recent Improvements

The College strives to improve and create systematic and comprehensive processes for Leading and Communicating. Western has grown rapidly and has moved from a small college to a medium college in a fairly short period of time; as such, disaggregated and less systematic efforts for Leading and Communicating became problematic. The College intentionally and formally entered into the AQIP process and created the first Strategic Plan which was developed by the employee base along with community and stakeholder input. Specific improvements have been made such as:

- A commitment to strengthening connections to adjunct faculty, the College has dedicated time to this employee group; they have been included in faculty surveys for teaching and learning activities since 2006. Additionally, the College publishes an Adjunct Connections newsletter four times per year and is in the middle of the second annual Adjunct Leadership Academy.
- In the area of in-service planning, all paraprofessionals have been included in the all employee general session, which kicks off each semester. Given the intense workload during the week of in-service, this employee group requested that their focused in-service sessions be the week prior. New in the last two years has been including the Paraprofessional Association’s president in the planning process as well as the feedback results. In 2011, the paraprofessionals decided to restructure their Spring in-service session using specific topics and breakout sessions.
- In the last year, an ad hoc team of faculty and professional staff was gathered to create and implement the in-service schedule for their respective groups. During this process, the team used the in-service survey results and considered the time needed from specific groups to come up with modifications, the week now has more focused time which is dedicated to required meetings, thus leaving the last 2.5 days as contiguous time for office hours and pre-semester preparation.
- Also new in the last year was the inclusion of a broader group to contribute to the Western In Motion newsletter that is published four times per year. The newsletter includes: letter from the president, information on AQIP, updates on Action Projects, survey results, Assessment Results, Information on Building Student Connections, College Senate, Paraprofessional Association, program review portfolios, Strategic Plan updates, and other updates such as the new advising effort, new library directions, and other updates from different initiatives.
- The president’s Executive Council expanded by two members in 2011, adding the new Director of Information Technology Services and one division chair from Academic Council.
- All supervisors attended a two and one half day training to improve supervisory skills and knowledge.
- A Professional Development Calendar was developed and posted on the College’s intranet for access to all employees with dates of forums or any other meetings people may be interested in attending.
- An internal communication AQIP project and team were created.

The College Senate has undergone a few improvements recently. Meeting agendas, meeting minutes, Senate discussions and Senate actions are posted on the College intranet for review by all. Communication of activities of other groups and committees through the Senate is electronically linked to Senate minutes as well. Senators further direct communication efforts to faculty members and professionals in person as well as through email. In an effort to improve campus communication, a member from the Senate attends monthly paraprofessional meetings, and a paraprofessional representative attends Senate meetings. The College Senate president was part of a team sent to other institutions to investigate how policies and procedures are handled.

This year the Paraprofessional Association reviewed and made changes to the association’s By-Laws (which had not been changed in over ten years). The intention was to unify and refocus on the Association’s purpose. The next step for the Paraprofessional Association is to concentrate on the committees within the association, and update their individual purpose statements.

5I2-Culture and Infrastructure Supports for Improvement

Western is a small community of employees who work closely together; one of the College’s Guiding Principles is "Employees Are Our Most Important Resource." As such, employee input and involvement is critical to the College’s success. The culture promotes shared leadership and continual communication.

Communication is through word-of-mouth, informal and formal meetings, newsletters, councils and committees, email, and intranet postings. Steps used in conveying and assessing ideas are not complex. Committees are established to evaluate performance of the College’s methods. The College has always had a culture of inclusiveness and involvement and openness to hearing about areas of concern and possible attention. In recent years, tying issues to the
Strategic Plan and the Guiding Principles through the budgeting and planning processes has helped to focus some activity. The council structure and the cross-campus specialized teams, such as Assessment of Student Learning, Building Student Connections, Internal Communications and Marketing teams and Scheduling Committee, help to identify challenges in a process where change might have the greatest impact for the institution. The Key Performance Indicators, as covered in the Annual Report, help to standardize key elements to review and analyze. While there is plenty of room for refinement, the foundation is in place for more data-informed decision-making.

New efforts that have been recently implemented are AQIP and strategic planning, creating a supportive culture and developing infrastructure have been essential and quite successful. This is still very much an area in development. Nonetheless, very specific methods are utilized as indicated through the use of councils and cross-institutional teams as discussed in 411-12, and 811-2. The AQIP Action Projects are used to move the different initiatives of the Strategic Plan forward. Both the Scheduling and Internal Communications Action Projects are direct results. Including a variety of members with team rotation has helped create a structure that will foster trust and cohesiveness. The College Senate and the Paraprofessional Association have been supported and encouraged to take a more active leadership role. Examples include in-service development, revision of by-laws, and Innovative Teaching and Learning Forums.

Surveying of employees and students is a very systematic and comprehensive process where the results are used to help support efforts and to guide directions in alignment with the Strategic Plan, Action Project efforts, team purposes, Goals for Student Success, and the Guiding Principles.

Involvement in statewide initiatives and the Wyoming Community College Commission Statewide Strategic Plan also help to focus efforts in a more global way.
Supporting Institutional Operations

6P1-Supporting Service Needs of Students

Western Wyoming Community College uses numerous techniques to identify the needs of the students and key groups of stakeholders for support services. Services for students are identified by survey responses from student registration programs, SENSE, and CCSSE, SSI. Services for stakeholder groups are identified primarily through Advisory Councils, formal and informal contact and community needs assessments. Stakeholders included in the Advisory Councils are faculty, staff, industry, community members, and Western students (3P1-4).

6P2-Identifying Administrative Support Services Needs

Western identifies the administrative support services needs of faculty, staff, and administrators using various methods. Faculty, staff, and administrators are queried on a regular basis to determine their needs. Other methods include council, team, division, monthly manager, College Senate, and Paraprofessional Association meetings. Through budgeting processes these requests are then considered. A grassroots process that allows administrative review at the department level also identifies personnel needs. This analysis is also contained in the program review portfolios. This input is sent forward through the established councils and then to the Executive Council for prioritization.

A general theme for administrative support also includes training for supervisors. Facilities that support service needs are assessed through the 5-year Master Planning sessions and are further developed using feedback from staff, faculty, and the Board of Trustees. Information Technology support service software needs are typically determined by curriculum requirements and administrative needs; hardware requirements are determined by the applicable departments with input from staff and faculty.

6P3- Maintain Safety and Security

The College’s Protective Services department is primarily responsible for creating a safe and secure environment on campus. Uniformed officers regularly patrol the campus and monitor the systems using the ProTrack, alarm, and surveillance systems. The Protective Services office is centrally located on the main hallway where they can observe surveillance cameras via a television monitor. Protective Service officers are in constant contact with local police by shortwave radio. High traffic parking lots have high-definition camera systems with video capture capabilities. Additional services offered by this department include assistance for students and staff with disabilities and escorts to parking lots after dark. Officers are provided ongoing professional development focused on providing a secure campus environment.

Western maintains a Campus Security Information Brochure that outlines guidelines on safety and security. Statistics required by the Clery Act are found in this brochure with a copy available on the College website. This information is distributed annually through electronic means to staff and students.

The Campus Safety Committee reviews campus emergency plans and develops the Safety Brochure, which is distributed to students and staff during in-service and kick-off sessions. The Safety and Security Brochures can be found on the College website. The Crisis Plan is available on the employee intranet. The College has an emergency alert system that allows for text and email notification and a voice messaging system for customized notifications through the fire alarm system.

Western also gathers feedback from a Safety Committee that helps shed insight on these processes. Support processes are disseminated through meetings of the Student Affairs Council, Academic Council, Administrative Services Council and departmental staff meetings. Training provided for the staff and students comprises fire, natural disaster, first aid, and CPR training. Evacuation routes are posted on doors along with contact information for key offices and individuals on campus. Mandatory fire drills are performed at least once per semester for all residence hall and campus buildings. Design for safety and security is developed using best-practice techniques that are discussed with various committees and groups on campus. Ideas are also collected from concerned employees, community, and student groups.
6P4-Managing Support Service Needs

The appropriate vice president conducts regular meetings with department directors to assure that key student, administrative and organizational support processes are addressed on a day-to-day basis. Directors and supervisors are charged with the oversight and planning in their individual areas. Evaluating processes are performed in a variety of ways, including formal review through the program review portfolio process.

6P5-Documenting your Support Processes

Western encourages knowledge-sharing by holding open forums for communication and feedback. In addition, opportunities are available to discuss support processes at college-wide meetings, committee and council meetings, and Executive Council meetings.

Western documents support processes through a variety of written documents including policies and procedures, job descriptions, operational manuals, annual reports, newsletters, and web pages. Other examples include work orders, contracts, process manuals, and rubrics developed by divisions and departments. The Internal Communications Action Project redesigned the intranet to serve as the central collection depot of information for all employees (5P7).

College Senate forums highlight faculty innovation and knowledge sharing. At Student Affairs Council meetings, professional staff is encouraged to share information obtained at trainings and off-campus conferences. Extra Mile Awards ceremony, Horizontal Advancement and Paraprofessional Incentive Awards recognize innovation and empower staff to contribute at the highest levels.

6R1-Measures of Support Services

Western collects and analyzes information through informal and formal methods.

Informal feedback from student, administrative and organizational support areas is provided regularly through Executive Council meetings; annual written reports; statistical web usage information; work order statistics; surveys completed by the Marketing Team; and rubrics developed by instructional divisions which measure teaching goals for student success.

Western formally collects and analyzes information from student, administrative and organizational support areas through CCSSE surveys; SENSE surveys; Noel-Levitz Student Satisfaction Inventory; Noel-Levitz Second-Year Assessment; and registration program surveys.

6R2-Performance Results for Student Support Services

Western collects information informally from student, administrative and organizational support areas and discusses possible actions for addressing the concerns. If significant or global institutional issues emerge, plans are regularly sent forward to the Executive Council for consideration. The results from the tools noted in 6R1 are used to identify and develop solutions for institutional support challenges. Results from formal instruments described in 6R1 are utilized by committees, councils, and teams to create action items.

Table 6R2: Performance Results for Student Support Service Processes (CCSSE, 2010)

<table>
<thead>
<tr>
<th>Item</th>
<th>Western's Mean</th>
<th>Small Colleges Mean</th>
<th>2010 Cohort Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very Much</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing the support you need to help you succeed at this college</td>
<td>2.97</td>
<td>3.01</td>
<td>2.98</td>
</tr>
<tr>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>2.50</td>
<td>2.47</td>
<td>2.50</td>
</tr>
<tr>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>2.06</td>
<td>1.98</td>
<td>1.95</td>
</tr>
<tr>
<td>Providing the support you need to thrive socially</td>
<td>2.27</td>
<td>2.18</td>
<td>2.15</td>
</tr>
<tr>
<td>Providing the financial support you need to afford your education</td>
<td>2.56</td>
<td>2.54</td>
<td>2.46</td>
</tr>
</tbody>
</table>
6R3-Performance Results for Administrative Support Services

Results of key administrative support service processes are found in Table 6R3. Western was recognized in the Great Colleges To Work For in the category of Facilities, Security, and Physical Workspace.

Table 6R3: Key Administrative Support Data (WWCC Facilities Data, 2011)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Square footage per worker</td>
<td>1541 ft²</td>
</tr>
<tr>
<td>Average age of plant</td>
<td>27 years</td>
</tr>
<tr>
<td>Receivable percent of revenue</td>
<td>7.6%</td>
</tr>
<tr>
<td>Unrestricted cash balance as a percentage of operating fund expenditures</td>
<td>15.5%</td>
</tr>
<tr>
<td>Mill levy</td>
<td>5,225</td>
</tr>
<tr>
<td>Actual capital</td>
<td>$4,875,462</td>
</tr>
</tbody>
</table>

6R4-Support Areas Use Information to Improve Services

Using measures of support services identified in 6R1, goals are set by key student, administrative, and organizational support areas to identify target levels of performance. The measures are reviewed to determine responsibility for low performance results in the support areas. Area leadership establishes an action plan to address low performance results. The Board of Trustees and members of Executive Council are implementing strategies to monitor the results from the action plan to determine its effectiveness.

6R5-Performance Results Compare with Other Institutions

In 2010 and 2011, Western Wyoming Community College was ranked by The Chronicle of Higher Education as the only two-year institution in the Mountain States region that was rated as one of the Great Colleges to Work For. The National Community College Benchmarking Project, found Western’s voluntary turnover rate to be much lower than the average.

Western was also recognized in the category of Facilities which "provides insight into the reported satisfaction with physical workspace, overall campus appearance, and confidence in experience a safe and secure environment" (Table 5R3b).

In September of 2010, Washington Monthly rated Western as number 15 of the top 50 community colleges (Table 3R10). Western’s four-year graduation rate, supports for learning, student-faculty interaction, student effort, and active and collaborative learning were all rated higher than average when compared to other colleges on the list.

Tables 8R2 and 3 also reference student success and completion.

6I1-Recent Improvements

Recent improvements made in this category are:

- Technology enhancements:
  - New recruitment software.
  - Purchased motor pool management software.
  - Consolidation of server equipment.
  - Data retrieval and retention system with systematic network backup capabilities.
  - Improvements in network infrastructure.
  - Applicant tracking system.
  - New payroll system.
  - Paperless Board information system.
  - Maxient Reporting system.

- Campus Safety Improvements:
  - Enhancements to the surveillance system.
  - Fire alarm with voice messaging.

- Departmental restructuring:
  - New associate vice president of administration and human resources position.
  - Restructured associate vice president of student learning to associate vice president of planning and improvement.
  - Combined all technology support functions including information technology, media services, and administrative programming.

By comparing Western to other high-quality institutions, the comprehensive and systematic approach to process design and performance results for supporting organization operations is all-inclusive.

6I2-Culture and Infrastructure Supports for Improvement

Organizational committees continually review support processes for both student and administrative areas to
identify weaknesses and inefficiencies in the processes. After a weakness is identified, the committee establishes an action plan to remediate any flaws and improve efficiency in the process. One recent example is the implementation of motor pool management software to replace a paper-based absence from campus workflow. The process was identified as high-priority from feedback given to the committee from employees using the current system. The committee established an action plan to research and purchase software to replace the paper-based system. This software will correct errors in the absence from campus workflow and increase overall efficiency.
Measuring Effectiveness

7P1-Selecting, Managing, and Distributing Data

Western uses a variety of sources and methods to determine data needs including the College’s Strategic Plan, IPEDS, Wyoming Community College Commission, key performance indicators, strategic enrollment management, assessment of student learning, and program review portfolios. The majority of these areas of focus have specific objectives and/or measures that guide the data selection process.

Institutionally the College has identified 30 key indicators of success. These are published in the Annual Report, presented at in-services and are part of the institutional dashboards. Table 7P1 below is a sample of some of the metrics that are used to evaluate our Key Performance Indicators.

**Table 7P1: Sample of KPI Metrics**

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation and Transfer</td>
<td>UW transfer GPA</td>
</tr>
<tr>
<td>Grade Distribution</td>
<td>All classes and online classes compared to NCCBP data</td>
</tr>
<tr>
<td>Transfer</td>
<td>Remediation analysis of Wyoming high school students</td>
</tr>
<tr>
<td>Enrollment Trends and Retention Rates</td>
<td>Comparison to IPEDS cohort</td>
</tr>
<tr>
<td>Employer Satisfaction</td>
<td>Comparison to IPEDS cohort and CUPA-HR Mountain States cohort</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>Comparison to NCCBP data</td>
</tr>
<tr>
<td>Fiscal Health</td>
<td>Comparison to IPEDS cohort</td>
</tr>
</tbody>
</table>

The Western Assessment of Student Learning Team, in place since 1996, has a model process for data selection, management, and distribution. The Team selects data to study students’ progress toward institutional Goals for Student Success. The data generates from a variety of sources, which include nationally standardized surveys and assessments, and original student work samples gathering through the assessment day and the assessment portfolio class (see a portion of the Measures Table at end of Category 7). The Team reviews this information annually during a focused retreat, recommends areas of priority for the Student Learning Action Project, and informs all full-time faculty and staff and adjunct faculty during the Fall in-service session. Work sessions with campus-wide involvement sometimes occur to address an action project during in-service as well. Assessment Team members also conduct follow-up departmental and division meetings as needed.

The College participates in the National Community College Benchmarking Project (NCCBP), the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) in alternating years. The Noel-Levitz Student Satisfaction Inventory (SSI) has been added for Spring 2012 after a number of years of not being conducted. This is representative data for entering students (SENSE) and all students (CCSSE and SSI). Data is utilized in the assessment of student learning for graduates and is also utilized in the student engagement improvement projects overseen by the Building Student Connections Team.

Western programs (instructional and non-instructional) review their programs every five years through the Program Review Portfolio process. In preparation for the portfolio, instructional programs are provided with the past five years’ FTE data. Upon request, instructional programs can also obtain some transfer data from our primary transfer institution, and annualized analysis of their students’ performances in nationally standardized assessments, such as the ETS Proficiency Profile and the SimNet computer competency. Recently, one instructional program also requested a breakdown of their students’ high school GPA and ACT scores, and a comparison of online versus face-to-face GPA.

Student Success Services areas utilize the Council for the Advancement of Standards in Higher Education (CAS), when available, to help frame and assess area program review. Both instructional and support services programs may request assistance designing and disseminating surveys, which address audiences such as students, community members, employees, or adjunct instructors. Starting in the 2010-2011 academic year, program review portfolios are managed through an electronic portfolio platform online. Completed program portfolios are posted online for open viewing by internal and external audiences.

The Building Student Connections Team utilizes a variety of data to help inform action projects in the student engagement and retention arena. The cross-campus team annually reviews data on student success initiatives, retention for both full and part-time degree seeking students, student intervention programs such as alert, probation and suspension, and special population’s data. For example, student athletes are tracked based upon semester GPA, progress toward degree attainment, retention and
graduation. Annually, data is selected to share campus-wide during the in-service program. Action projects may involve selected areas or the entire campus community.

Data that is required for national reporting related to things such as the Clery Act are gathered and disseminated to students, staff and the general public electronically through the campus web site and the student portal, Mustang Cruiser. Beginning in FY11, data is gathered and analyzed through the Behavior Intervention reporting and team action process utilizing the Maxient Software program.

Managing data so that it is accessible to those who need it and people are aware of what is available is always a challenge. Western has purchased a new TaskStream Accountability Management System (AMS) to serve as the consolidation point for information.

7P2- Distributing Data to Support Improvement

Western has not had a formal office of institutional research for many years. The process of managing and distributing data to those who need it for informed decision-making has been done by several offices including the vice president for Student Success Services, Administrative Services, and the Registrar. These offices have been responsible for providing consistent and timely information to individuals, departments, teams and councils that use data.

During FY12, the function of institutional research has been incorporated into the Office of Planning and Improvement. Processes for identifying who will provide which types of data are still in the development stage. A cross-campus Data Advisory Group has been formed to help bring greater structure to the data development and dissemination process. The group is in the organizational stages and is creating a mission statement for institutional research at Western for purposes of data request processes, and structure for the who, what, and how of data development.

Because there has been no centralized point for data oversight, management and distribution typically is handled by the office working most closely with the data. For example, the registrar’s office provides regular data to programs and teams for analysis and use. Team chairs provide data to their individual groups to utilize in planning annual action projects, to review trends, and to identify areas that need more study. The College’s administrative computing system, Datatel Colleague, provides a robust data source. Western often faces the situation of having so much data that it is difficult to select the right elements to utilize for a particular task. The Data Advisory Group will help to develop a system that will make data discovery easier for end users.

An example of how data is selected and distributed to be used in the planning and improvement efforts of the College can be found in the annual Marketing Plan. Data is utilized to help identify targets, strategies, enrollment trends, and annual action items. It is also utilized to assess the success of marketing initiatives at the end of each year. The College is on the 19th iteration of the annual Marketing Plan.

Other data such as the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), Noel-Levitz Student Satisfaction Inventory (SSI) and 2nd Year Student Survey, National Community College Benchmark comparisons, and transfer data are available to campus groups to analyze and use for planning and improvement.

Other sets of data are gathered and analyzed annually or biennially related to assessment of student learning and student success. Data from the Colleague system and from ClassTracks (software used for tracking of course and curriculum offerings and facility use) have been utilized as a part of the AQIP Scheduling project to determine course offerings, start times, and fill rates of credit courses.

Further, faculty and staff use a variety of data sets related to their programs such as enrollment, assessment data, transfer information, survey information, engagement data, budget, and finance information. Table 7P2 provides a sample of standard data that is widely distributed for decision-making.

<table>
<thead>
<tr>
<th>Table 7P2: Types of Data and Detail Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
</tr>
<tr>
<td>Enrollment by credit hours and FTE</td>
</tr>
<tr>
<td>Enrollment by headcount credit and non-credit</td>
</tr>
<tr>
<td>Financial Aid</td>
</tr>
<tr>
<td>Course Placement data</td>
</tr>
<tr>
<td>Assessment Data</td>
</tr>
<tr>
<td>Transfer data</td>
</tr>
<tr>
<td>College Service Area</td>
</tr>
<tr>
<td>Retention</td>
</tr>
</tbody>
</table>
The data gathered are current, valid, and valuable. However, communication of this data analysis and interpretation to the general staff population is varied, depending on the communication methods of the lead team or individual managing that information. This is an area the College continues to improve, but it remains a challenge. The institution is in the process of implementing an online location for much of the general data and planning information; stakeholders can find this information on the Western Progress site to review many standard data sources. The College has purchased the TaskStream Accountability Management System (AMS) to help manage the access to standard data. It is also using the Colleague Business Objects system to develop a broader range of standard reports that will be readily available to everyone and include performance dashboards for quick assessment.

The College will be implementing iStrategy, a component of the Colleague system, in FY13-14, which will provide the culminating aspect of data delivery. It allows for data warehousing and better control over maintaining historical data as of key points in time.

### 7P3- Determining Data Needs of Departments

At the institutional-level, the College uses its Guiding Principles to help identify data needs, with the Key Performance Indicators serving as the metric. At the curriculum-level, the College uses a variety of measures to determine how well students are meeting the Goals for Student Success. The Assessment Team has primary responsibility for working with the College community to identify student learning indicators, determine how best to assess them and to gather, evaluate and produce summary conclusions and recommendations.

A variety of offices that conduct institutional research have been instrumental in many reporting efforts and helped to define the criteria for gathering data to report. For example, the College has programs to gather data for the following reporting efforts: National Community College Benchmarking Study (NCCBP), Community College Survey of Student Engagement (CCSSE), and Survey of Entering Student Engagement (SENSE). Determination of reporting needs and strategies for collecting and analyzing data are influenced by State and National reporting requirements. Western was a pilot college for the AACC Voluntary Framework of Accountability (VFA) which will help to frame institutional reporting at the global and micro level.

Figure 7P3 provides a visual representation of key entities where Western places responsibility for determining data needs and assuring that the information is available for decision-making.

### What processes or groups help to determine data needs?

- Strategic Plan Focus Groups.
- Teams such as Assessment of Student Learning, Marketing, and Building Student Connections
- Action Project Committees.
- State and Federal reporting requirements.
- Regulation requirements of discreet units such as Nursing Program.
- Participation in national initiatives such as the National Community College Benchmark Project and Volunteer Framework for Accountability pilot.
- Program review portfolio committees request program-level data.
- Individual department and unit planning activities.
- Requests from Datatel Colleague users.
- Requests for customized reports.

### Who handles requests for data?

- Student Success Services.
- Planning and Improvement staff.
- Assessment of Student Learning Team.
- Registrar.
- Administrative Services.
- Student Engagement.
- Financial Aid.
- Information Technology Services Department Colleague support (generally serves as a referral to the appropriate offices).

### How is this data stored?

State and federal regulations for archiving student/business records and Federal Regulations for storage of documents from grant-funded projects are followed.
How is this data accessed?

- Broad institutional access to Datatel Colleague reports and query capability with appropriate levels of security.
- Responsive approach to requests for ad hoc reporting.
- Digital dashboards providing all institutional stakeholders access to current visual reports on institutional and department/program-specific key indicators.
- Web reports that expand access to detailed information on a large number of variables.
- Accountability management system (Western Progress) that was recently implemented for data sharing for program review portfolios, strategic planning, and key performance indicators.

Figure 7P3: Flow chart of data and performance information and committees

![Flow chart of data and performance information and committees]

7P4-Analyzing and Sharing Data Regarding Overall Performance

Many offices contribute to analyzing the data reports distributed internally and to outside entities. Recent implementation of the Western Progress Accountability Management System (TaskStream AMS) and Western digital dashboards (with data gathered from Colleague) have made it possible for Western to move towards a more centralized system for analysis and distribution of data necessary at the organizational level.

How are Data Analyzed?

Data are analyzed by the team or council who is responsible for creating action plans related to gathered outcomes.

- **In-service Feedback:**
  - Review involvement of faculty and professional staff.
  - Develop strategic initiatives on an annual basis.
  - Divisions/departments responsible for various aspects of programming.
- **Surveys:**
  - Graduate Exit Survey, UW transfer survey, Graduate follow-up survey.
  - SENSE, CCSSE and Noel-Levitz Surveys.
  - Internally conducted surveys of students, faculty, staff, and community members.
  - Events evaluations.
  - Course evaluations.
- **State comparison with other Wyoming community colleges, UW transfer data.**
- **Local advisory committees discussion and recommendations.**
- **National Clearinghouse transfer and graduation information.**
- **Assessment of student work samples, and results from nationally standardized tests.**
- **Key Performance Indicators are analyzed in the Annual Report.**

How are Data Shared?

Data is shared through a variety of methods, formal and informal, verbal and written, for both internal and external audiences (7P6). Examples include:

- Data trend discussions at Student Success Services, Academic Council, Executive Council and Board of Trustees retreats.
- Internal reports.
- Customized reports that are available through Colleague.
- Team meetings (Assessment of Student Learning Team, Building Student Connections Team, Internal Communications Team, etc.).
- Annual in-service meetings and State-of-the-College Address.
- Annual Report.
- Newsletters such as Western in Motion and Advising Newsletter.
- Formal Presentations at Board Meetings.
• Western has a comprehensive system for assessing student accomplishment of the Goals for Student Success. Table 712 at the end of section seven demonstrates how the rubrics are designed. The College uses direct and indirect measures as well as internal and external data to do comparisons and trend analysis. External measures include the ETS Proficiency Profile and SimNet computer competency test. Internally, the College collects annual samples of student work, including oral presentations and a variety of writing assignments as well as survey data. In any given year, approximately 20 percent of the College’s programs are in the portfolio phase of program review; all other remaining programs are in some stage of follow-up reporting on goals assessment and action plans. Effort is made to develop and assess quantifiable objectives for every teaching and support services component of the College. In addition, internal surveys of students, faculty and staff are conducted each semester. Program Review Portfolios are evaluated annually by administrative staff and publicized to other stakeholders; cross-institutional teams of Western employees gather and analyze these other data sets with the intention of making informed decisions about student learning and engagement. Enrollment management goals are reviewed and assessed as a part of the annual process for developing the Marketing Plan. Target-group yield analysis is done along with matriculation assessment and review of marketing program success.

As a part of strategic planning and institutional accountability, Western’s Key Performance Indicators are updated and reviewed annually and included in the Annual Report. They are used to assess broad institutional goals in areas such as progression and retention. During FY11, the College started the process of developing dashboards and web reports that display the key indicators and micro-level departmental indicators; for example, the financial aid awards by category. TaskStream AMS will be utilized to compile and share all institutional data.

7P5- Determining Needs and Priorities for Comparative Data

Comparative data, both internal and external, is extremely useful in providing important information about how well the College is serving its stakeholders and meeting its goals and mission. Internal and external data helps the College determine trends locally, regionally, and nationally; determine opportunities and challenges; and determine program and service effectiveness.

Western is very intentional regarding decisions about what data to compare internally or with external entities. There are some data that are only compared internally (e.g., student writing samples and oral presentations). The College has defined rubrics and compares student performance over time, which provides a good comparison for how the average Western student performs on a particular indicator and whether interventions have made a difference.

It is critical to make comparisons to the other six Wyoming community colleges because the institutions are part of a statewide data reporting system that provides information to legislators and other key decision-makers. Funding is based upon enrollment and as a result, relative enrollment position and mix is important to the financial position of the institution.

National comparators are selected based upon a review and determination that the data will provide relative comparisons on indicators that are most important to Western and student success initiatives. The College tries to be a partner in helping to test-run some of the national accountability areas (served as a pilot for SENSE, the Noel-Levitz 2nd Year Student Survey, and The Voluntary Framework of Accountability (VFA). Data comparisons outside higher education are utilized in broad ways (e.g., local population information and relative percentages of student ethnicity compared to that population). The College plans to have a greater presence in comparative data gathering.

Data are analyzed through assessments and using comparisons such as benchmarking against similar institutions at the state and national level. Some sources used are NCCBP, IPEDS, CCSSE, SENSE, and Noel-Levitz. The statewide longitudinal database system (SLDS) project is a plan to develop a state system of data gathering and dissemination. Western has been selected as a pilot institution for the American Association of Community Colleges (AACC) Voluntary Framework of Accountability (VFA) project. This project will allow the College to participate in the development of standard accountability for community colleges across the country. In addition, periodic statewide reports such as the recent economic impact study are also helpful. Table 7P5 lists organizations and some of the data that is regularly requested from these organizations. This is not meant to be an all-inclusive list but an example of the reporting Western provides and receives.

The determination of which data Western uses depends on which level of the institution is being evaluated. At the institutional-level, the College uses its Guiding Principles as the guide with the Key Performance Indicators as the metric. At the curriculum-level, the College uses its Goals for Student Success with a very specific set of competencies and measures identified to determine effectiveness. Within specific programs and initiatives, goals and objectives are targeted with a variety of measures identified. In all of these instances, internal and external
comparative data are selected and analyzed. For example, longitudinal enrollment trends are compared internally for institutional historical context. Additionally, state and regional enrollment trends are analyzed for higher-level impact. At the curriculum-level, similar approaches are used. For example, CCSSE data is used on a biennial basis and compared both internally and externally for institutional, state, and national comparisons.

### Table 7P5: Organizations and Data Requested

<table>
<thead>
<tr>
<th>Organization Requesting Data</th>
<th>Type of Data Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Agencies:</strong></td>
<td>Financial Aid, Enrollment, International Student Information, Grant reporting.</td>
</tr>
<tr>
<td>VA, CIS, IRS, SSA, NASA, EPScoR, BLM</td>
<td></td>
</tr>
<tr>
<td><strong>Wyoming Agencies:</strong></td>
<td>Enrollment, Program Information, GEAR UP and Perkins grant services and expenditures, Dads Making a Difference and ABE-GED Service Delivery grants – services and expenditures. Pay rates for adjuncts, comparison of load policies, curriculum processes, processes with high schools, etc.</td>
</tr>
<tr>
<td>WCC, WDE, BLM, WDWS Other Wyoming colleges University of WY</td>
<td></td>
</tr>
<tr>
<td><strong>US Department of Education:</strong></td>
<td>Enrollment Data, Graduation Rates, Student Financial Aid, Salaries for Employees, Institutional Features.</td>
</tr>
<tr>
<td>The Chronicle of Higher Education</td>
<td></td>
</tr>
<tr>
<td>IPEDS</td>
<td></td>
</tr>
<tr>
<td><strong>Publications:</strong></td>
<td>Great Colleges to Work For, Sports and other Events.</td>
</tr>
<tr>
<td>Rocket Miner local newspaper</td>
<td></td>
</tr>
<tr>
<td>The Chronicle of Higher Education</td>
<td></td>
</tr>
<tr>
<td><strong>Associations:</strong></td>
<td>Various Business Office and Human Resources reports. college profile/international student enrollment survey.</td>
</tr>
<tr>
<td>NACUBO, CUPA-HR, AACC, SOC, SCUP, MSEC</td>
<td></td>
</tr>
<tr>
<td>Institutional information for SOC Consortium Guide.</td>
<td></td>
</tr>
<tr>
<td><strong>National Agencies:</strong></td>
<td>Institutional Demographic, Type, Size, Public Assessment, Action Projects. Credit card payment compliance with PCI for our e-commerce, Services and expenditures, International Student</td>
</tr>
<tr>
<td>HLC, AQIP, PCI, NASA, EPScoR, IIE</td>
<td></td>
</tr>
</tbody>
</table>

### Financial Aid Organizations:
- HATH = Enrollment and Financial Aid Information, State Hathaway Scholarships.

### WWCC - External
- Demographics of the service area.
- Economic impact and workforce trends of the service area, state, and region.
- IPEDS, CCSSE, SENSE, NCCBP, Noel-Levitz UW Transfer data
- ETS Proficiency Profile
- ACT, COMPASS
- Input from industry-oriented advisory councils.

### WWCC – Internal
- Nursing Exam data.
- AWS, NATEF, NACUBO Phlebotomy certification exam.
- WFS employment data Audits.
- WWCC Enrollment data
- FTE by location, course, program, and modality.
- Revenue versus expenditure local and statewide.
- Fixed vs. Variable costs center local and statewide.
- HR data.

**Key to Organization Abbreviations for Table 7P5 in alphabetical order**
- **AACC** = American Association of Community Colleges
- **AQIP** = Academic Quality Improvement Program
- **BLM** = Bureau of Land Management
- **CIS** = US Citizenship and Immigration Services
- **CUPA-HR** = College and University Professional Association for Human Resources
- **EPScoR** = Experimental Program to Stimulate Competitive Research
- **HATH** = Wyoming Hathaway Scholarship Program
- **HLC** = Higher Learning Commission
- **IIE** = Institute of International Education
- **IPEDS** = Integrated Postsecondary Education Data System
- **IRS** = Internal Revenue Services
7P6- Aligning Analysis of Data with Institutional Goals

Core components of Western alignment of goals are its Guiding Principles and Goals for Student Success:

**Western Guiding Principles**

1. Learning is Our Purpose
2. Students are Our Focus
3. Employees are Our Most Important Resource
4. The Community is Our Partner
5. Adapting to Change Defines Our Future
6. Ethical Standards Guide Our Actions

**Western Goals for Student Success**

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Western has structured processes to ensure department and unit efforts align with organizational goals. As described in Category 8, the College has a multi-layered planning process that incorporates a Strategic Plan, a Facilities Master Plan, and a Marketing Plan. Many councils, teams, and groups are charged with carrying out actions for improvement. The Wyoming Community College Commission Statewide Strategic Plan is also incorporated in Western’s Strategic Plan.

The institutional Strategic Plan and Key Performance Indicators are aligned with the Guiding Principles. The institution’s Assessment of Student Learning process focuses on measuring the success of the Goals for Student Success using specific criteria and competencies. The program review portfolio process is purpose- and goal-driven, and tied directly to the Guiding Principles and/or Goals for Student Success depending on the specific functions and whether or not the unit is instructional or a support service.

Western collects a tremendous amount of data and over the years has worked hard to assure that the right information is analyzed on an on-going basis and that appropriate information is available to key audiences.

Some of the ways data are shared are:

- **Publications**: Annual student profile and *Just the Facts* brochures allow departments and the College as a whole, to understand who the College's students are and some key pieces of information on faculty and resources. *Western in Motion*, a newsletter, published quarterly and posted online, highlights Action Projects, gives updates on strategic planning and student retention efforts, and reports survey results from students and staff. The State of the College, the Strategic Plan update, the KPIs, and the department/unit overviews are shared with the Board of Trustees annually.

- **Key Performance Indicators**: The College has identified 30 key indicators that are categorized using the six Guiding Principles and are published in the *Annual Report*, made available online and included at in-service presentations and other settings for various employee groups. The process is still being refined and will be enhanced with published dashboards for FY12.

- **Program Review Portfolio**: Western utilizes a program review process that provides the opportunity to review and reflect on what works and what does not work within our programs. This review process occurs for all college programs on a five-year rotation. Programs must determine program-level goals that tie directly to the College’s Guiding Principles and/or Goals for Student Success, as applicable. Some programs, such as Nursing or Automotive, also must align their program goals with regulations set by their national certification organizations.

Data analysis must relate to program-level goals, and may include student or customer surveys, enrollment data, feedback from community or industry partners, transfer data, etc. The program level assessment process is constructed of the Program Review Portfolio, Assessment Reporting, and Follow-up. Areas are asked to conduct annual assessment using multiple means (direct, indirect, internal, and external) and to summarize the results in their assessment records. In addition, programs create an action plan based on their individual and unique programmatic needs. Program Review Portfolios are posted on the
Western Assessment website for both internal and community access, and each program must give an annual update to the Board of Trustees.

- **Councils:** such as the Student Affairs Council, Academic Council, Curriculum Committee, Administrative Services Council, and Executive Council are provided with a variety of data that are utilized in decision-making for their areas. This includes budgetary information, student and class information, resource allocations, etc. Departments and units report through open forums, their respective councils, newsletters or other shared formats.

- **Teams:** such as the Assessment of Student Learning Team and Building Student Connections Team, generate data that are directly related to student learning and student engagement and success. These data are the foundation for the development of annual projects and initiatives developed by those teams and shared during in-service sessions. The Scheduling Action Project is a good example of a cross-campus team utilizing data to find solutions to an identified campus-wide initiative. They have done a good job of analyzing current data, conducting research, and using that information to implement necessary change.

- **Student Database:** Western employees are given access to the Colleague system on a need-to-know basis. Reports generated by the database are used by various distinct units to evaluate enrollment information, graduation rates, and to assist in class scheduling.

- **Online Information:** A vast majority of the information is available through the institution’s website or Intranet. The College is currently developing Western Progress, which will serve as a single access point for the combined information, and will ultimately be available to all stakeholders, internal and external.

The College continues to strive for timely data availability and to assure that departments use data for appropriate decision-making. While progress is made each year, some individuals and departments still make decisions based upon anecdotal feedback. In addition, there is a great deal of variation in data-sharing among discrete units, teams, or committees. Some groups excel at sharing data results within and outside the group; some groups succeed in sharing the data among their own group members, but are less successful in disseminating the information elsewhere; some groups do not appear to use data at all.

### 7R1 Performance Measures Collected Regularly

College departments have provided consistent high quality data to inform the College’s decision-making process. The College has been a Datatel Colleague client since 1992 and has substantial proficiency in understanding the data structure and capabilities, query and report writing within the administrative computing system. Purchases of new modules such as Business Objects Reporting have helped to augment the reporting function. A system is in place through the help desk for users to ask for systems help or identify project needs. A new request form and procedure is being developed for ad hoc reporting requests.
The College has grown and the need for accountability measures continues to increase. The move to a more centralized system of data delivery through the Planning and Improvement Office is helping to facilitate and streamline data delivery. The Western Progress web presence will help to consolidate information and help faculty and staff understand the best means to access information.

Coordination of planning efforts will help the effectiveness of the system and will tie more closely the strategic planning and other assessment efforts.

7R2-Measuring Effectiveness Meets Organization’s Needs

Western’s system for measuring effectiveness is consistently tied to the activities and functions of the goals and teams. The data gathered for graduating student accomplishment is related to the Goals for Student Success and is gathered and assessed based upon the rubrics developed to monitor this success. Priorities are set through the action planning process and data gathering and analysis is focused based upon these priorities. The Assessment of Student Learning Team developed its first action plan in 2005 and based upon internal and external data gathered, determined that focus areas would be writing across the curriculum and computer competency. Strategy changes were made to address these challenges.

Major progress in student accomplishment was noted in computer competency after the Curriculum Committee approved adding a computer requirement for all degrees and after students were tested for computer skills in English classes. For some students, additional computer classes were recommended early in their studies based on these tests. This initiative was sunset, and active reading and critical thinking were added as action items. Numerous activities were developed to address the concerns identified as a result of scores in these areas.

Data gathered regarding student entry goals and comparison to end of first term accomplishment, helped the Building Student Connections Team to create a 3-part action plan to analyze students’ goals, entry ability, and common characteristics and to develop student engagement actions to meet the needs of high risk groups of students. A restructuring of the advising function was a result of some of the data gathered through this effort. Table 7R2 shows a representative sample of the assessment of student learning.

Student enrollment data and analysis of target groups and matriculation helps the College with the market planning process to identify key recruiting efforts and to provide entry information for the student engagement effort.

Key Indicator data has assisted in adjusting strategic planning initiatives and move actions to a higher level of priority.

7R3-Performance Measures Compared to Other Institutions

Western’s results for measuring effectiveness are compared to a number of common indicators, both locally and nationally. Western compares favorably and most often above the comparative group in key performance indicators that impact student success.

Western is compared with the other community colleges in Wyoming through the Wyoming Community College Commission’s Core Indicator reporting as well as enrollment trending, financial analysis, and other common reporting functions. Western consistently ranks higher in the percentage of students who graduate within 150 percent of time to degree. Relative success in areas such as retention and success in developmental coursework and subsequent college-level gatekeeper courses varies.

Table 7R3: IPEDS data

<table>
<thead>
<tr>
<th>Student Completion and Transfer</th>
<th>WWCC</th>
<th>Nat’l % Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent Completing in 3 years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time,</td>
<td>41.56%</td>
<td>94%</td>
</tr>
<tr>
<td>Part-time,</td>
<td>13.08</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Percent Transferring in 3 years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time,</td>
<td>37.23%</td>
<td>98%</td>
</tr>
<tr>
<td>Part-time,</td>
<td>9.35%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Percent Completing or Transferring in 3 years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time,</td>
<td>78.79%</td>
<td>99%</td>
</tr>
<tr>
<td>Part-time,</td>
<td>22.43%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Source: National Community College Benchmarking Project Results, 2011

Western works annually to review rankings and talk to other institutions about successes and challenges. This data regarding student success in developmental courses supported the College’s initiative to revamp the entire developmental math teaching approach.
Transfer data from the University of Wyoming is utilized to compare with other community colleges how Western students do upon transfer and how they compare to UW’s indigenous population.

Western has used CCSSE results for the past eight years to inform itself of challenges related to student perspectives about the institution and on their responsibility related to their education. Western consistently has higher scores in the benchmarking areas over the other Wyoming colleges and the cohort national groups. Western has been asked to share the ways in which it uses CCSSE results at the statewide CCSSE conference. This data was utilized in gaining Western the 15th ranking in the 2010 Washington Monthly ranking of community colleges. SENSE is also utilized to compare Western students to the nation and to determine where intervention strategies might be needed. The institution attended the Entering Student Survey Institute (ESSI) in FY09 and FY12 to spend intensive time analyzing data and development student engagement strategies.

Western participates in the National Community College Benchmarking Project allowing the College to compare a number of indicators across institutions. The comprehensive nature of these indicators helps the College to compare items from employees to student success. In FY11, Western was a pilot institution for the AACC Voluntary Framework of Accountability (VFA) to help develop national indicators of student success.

**7I1-Recent Improvements**

The consolidation of institutional research into the Planning and Improvement Office is a necessary change in the College’s effort to provide accessible and timely information for informed decision-making.

The College purchased Datatel Business Objects (SQL reporting) and the TaskStream AMS system (Western Progress).

The College is working toward a comprehensive and systematic process for data management and delivery.

**7I2-Culture and Infrastructure Supports for Improvement**

The AQIP-like Action Project process has impacted the culture at Western, and has allowed the College to approach areas of concern in a more systematic, priority-driven, and effective manner. At the executive level and throughout the campus, there is a commitment to quality improvement and many of the initiatives are reflected throughout the institution.
Table 7I2: Example of Assessment of Learning Goals for Student Success

Competencies, Assessments, Criteria for Success, and Results for Communicate Competently: Writing
One of four competencies in this category.

Color legend for the measurement table:
- **Significant Improvement**—meeting Criteria for Success
- Met Criteria for Success partially with some caution
- Did not meet criteria and warrants discussion

<table>
<thead>
<tr>
<th>Competency</th>
<th>How we assess this competency</th>
<th>Criteria that indicates this competency has been met</th>
<th>RESULTS from 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an organized essay or report with a clear purpose, appropriate</td>
<td>Review sample student research papers collected on Assessment Day and in Portfolio courses.</td>
<td>Of the students who are scored using the 12 point research papers rubric, -60% will score between 10-12 and 8-9. Average of 10 or higher.</td>
<td></td>
</tr>
<tr>
<td>structure, sufficient evidence and content, and presentation.</td>
<td>Based on rubric.</td>
<td>and -30% will score between 8-9. Average of 10 or higher.</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Review sample student self-reflection papers collected on Assessment Day and in Portfolio courses. Based on rubric.</td>
<td>Of the students who are scored using the 12 point self-reflection papers rubric, 60% will score between 10-12 and 30% will score between 8-9. Average of 10 or higher.</td>
<td></td>
</tr>
<tr>
<td>Write an organized reflective essay or report with the above criteria AND</td>
<td>ETS Proficiency Profile Writing scores</td>
<td>WWCC average will meet or exceed the national average. WWCC will examine trends over time to identify changes.</td>
<td></td>
</tr>
<tr>
<td>future application, analysis and reflective summary.</td>
<td></td>
<td>Proficiency will be 90% at level 1 and 60% at level 2.</td>
<td></td>
</tr>
</tbody>
</table>

ETS PP (MAPP)
- WWCC Average=113.81
- National Average=113.8
  - 89% L1; 55% L2

MAPP
- WWCC Average=114.07
- National Average=113.8
<table>
<thead>
<tr>
<th>Competency</th>
<th>How we assess this competency</th>
<th>Criteria that indicates this competency has been met</th>
<th>RESULTS from 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Graduate Exit Survey 8 a:</strong> Rate ability to communicate in writing</td>
<td>95% of all students will rate the top 2 categories: Improved Significantly or Improved Somewhat</td>
<td>93% L1; 56% L2</td>
</tr>
<tr>
<td></td>
<td><strong>UW Transfer Survey:</strong> 19p WWCC improved your skills in written communication</td>
<td>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</td>
<td>CAAP WWCC Average=62.9* {62.4} (63.3*) National Average=62.1 {62.2} (62.3) *Statistically significantly greater than national average.</td>
</tr>
<tr>
<td></td>
<td><strong>Graduate Follow-up Survey:</strong> 9a WWCC improved your skills in written communication</td>
<td>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</td>
<td>(92% 2008); 87% 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(69% 2008); no survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(91% 2008); 79% 2009</td>
</tr>
</tbody>
</table>

-S1, S2, S3, S4 refer to subcategory 1, 2, 3, 4 respectively; see rubric for details

-Results listed in parentheses such as (63%) refer to the previous years’ data

-“*” refers to statistically significant at the institutionally adopted tolerance level of α = 0.10
Planning Continuous Improvement

8P1-Key Planning Processes

Western has multiple levels where planning occurs at the institutional, curriculum, and program levels. Planning is tied to the Guiding Principles, Goals for Student Success, or through specific council, committee, or team agendas, which are aligned with the Guiding Principles and Goals for Student Success. The College underwent its first complete 3-year Strategic Plan in 2009, which included an all-stakeholder approach and crosswalks with both the institutional Guiding Principles and the WCCC Statewide Strategic Plan. Additionally, the College is statutorily required to conduct a 5-year Facilities Master Plan. Further, the College has a Marketing Plan that is reviewed annually.

The three vice president councils (Academic Affairs, Student Affairs, and Administrative Services) develop plans that are more directly related to their segment of the institution. Between Student Learning and Student Success Services, there is substantial cross-over and joint activity.

Other planning elements consist of:

- Annual Budget Process
- Annual Assessment of Student Learning lead by a team, which currently has an active AQIP action project (targeted within the Strategic Plan).
- Building Student Connections lead by a team, which currently has an active AQIP action project.
- Curriculum Committee (targeted within the Strategic Plan).
- Course Schedule Building Process, which is currently an active AQIP action project (targeted within the Strategic Plan).
- Internal Communications, which is currently an active AQIP action project (targeted within the Strategic Plan).
- Strategic Enrollment Management.
- Department/unit-level planning using an AQIP approach with action plans on a 5-year program review cycle with 3-year follow up.

As these efforts continue to move forward, they are intentionally becoming more linked and integrated. For example, the current budget process incorporates information based on efforts related to scheduling, assessment, student engagement, facilities, and program review and evaluation, which are all components of the institutional Strategic Plan.

8P2-Selecting Short and Long-Term Strategies

Short-term strategies are addressed by the College through AQIP action projects and 3-year plans with identified opportunities associated with the program review portfolio. College committees and teams select and address specific area and specialized strategies and other initiatives. Some short-term strategies are identified during the annual budgeting process. Projects are identified and ranked by the various College councils and then reviewed by the Executive Council.

Long-term strategies are selected and addressed through collaborative efforts involving various groups including the Executive Council, College stakeholders, and the Board of Trustees. Typically, the College’s Strategic Plan, Facilities Master Plan, and Guiding Principles play a significant role in this process. Also playing a vital role in addressing long-term strategies are data obtained through sources such as SENSE, CCSSE, CCFSSE, SSI, and University of Wyoming transfer data.

Factors that are always considered in the selection process for both short and long-term strategies are funding availability, staffing capacity, available time horizons for accomplishing the strategies, and strategic fit within the College’s mission.

8P3-Developing Key Action Plans to Support Organizational Strategies

Under administrative oversight, key action plans are developed by those units in the College organizational structure that are most instrumental in the implementation of the strategy. These action plans are sometimes developed in conjunction with the College’s program review portfolio process. Often, action plans are formulated and developed in one of the College’s three vice president’s councils.

Examples of key action plans include class scheduling and major maintenance planning. Class scheduling was targeted in FY 2010 as a strategic planning effort. A cross-institutional team was formed and charged with clearly identifying the problems and developing a concrete action plan to address the issues. Each year the College develops a major maintenance plan with the support of the Physical Resources department.
From this plan, specific major maintenance projects are selected for funding and implementation.

8P4-Coordinating and Aligning Planning Processes

The College's Strategic Plan is the overarching umbrella for the planning effort. Western's Strategic Plan pulls together the planning processes, strategies and action plans from across the College. Key initiatives are identified on a 3-year rotation. The three vice presidential councils and the Executive Council share a role in developing action plans and carrying out strategic initiatives. College committees such as the Assessment of Student Learning Team and the Building Student Connections Team as well as individual departments work on action plans from AQIP and program review portfolios with input from the vice president councils and Executive Council. Teams, such as the Internal Communications Team are developed to oversee a specific planning initiative. If the strategies involve a policy change, the Board of Trustee will be consulted.

8P5-Defining Objectives and Selecting Measures for Action Plans

At the state level, all of the seven community colleges and the Community College Commission have agreed on a subset of the Core Indicators as published by the American Association of Community Colleges, which are measured annually. Some of these indicators are based on CCSSE or the National Community College Benchmarking Project data, providing the colleges with both state and national comparators. Within the College, the College’s Guiding Principles serve as a framework for all objectives, measures, and performance targets. In alignment with the Guiding Principles, the Key Performance Indicators and Strategic Plan were developed. Progress on the Key Performance Indicators and Strategic Plan are reported annually through the College’s Annual Report. Annual objectives for the institution stem from the Strategic Plan. Measures are established in a number of ways. AQIP action plans include defined performance measures and assessment techniques as a part of the process.

The Scheduling Action Project is an example of a performance project. Course Scheduling emerged as an objective under the strategic initiative Strengthen and Develop Programs. This particular strategic objective was targeted by the Executive Council to begin work in year two of the Strategic Plan. This was brought forward by the vice president for Student Learning to the Academic Council and the vice president for Student Success Services to the Student Affairs Council; all agreed this was a key institutional issue. The Executive Council and Academic Council identified an initial team structure for an action project team including an Academic Council member as the chair. From that point, a team was identified and resources were allocated through the budget development process. The team formalized the membership including on-going team rotation and they have moved the strategic objective forward using sequential AQIP Action Projects with clear objectives, defined actions, and desired outcomes.

The three major areas of the campus with oversight by one of the three vice presidents establish their objectives based upon the broader institutional needs as defined in the Strategic Plan and on needs that are more specific to the various programs and services. For example, student success service managers established annual performance objectives for the entire division. Individual departments also establish objectives that address the Strategic Plan and action items through their annual performance targets as well as the program review process. At the Student Learning level, objectives are identified and performance measures are established, benchmarks created and accessed for each of the Goals for Student Success. Based on the results of that process, specific areas are targeted for improvement based on the greatest potential for strategic and systemic impact. Additionally, individual areas develop specific action plans through the program review process.

8P6-Linking Strategy Selection and Action Plans for Future Needs

Long before the College officially joined AQIP, Western employees adopted and bought into the "vital few" concept. This practical approach clearly resonated with many employees. The AQIP approach takes into account limited resources including funding, staffing, time, and facilities. With this approach in mind, the Western Strategic Plan is reviewed and updated annually from the standpoint of not only what has been accomplished, but also in terms of what needs to be a priority item for the coming year. A variety of things are considered when selecting the annual priorities: external mandates that impact the institution's priorities; items that are having or may have a serious impact on student engagement, learning and success; areas that can move the institution to new levels of performance; significant employee issues; and demand from the local business and economic environment.
Budget planning is also tied into the Guiding Principles and Strategic Plan. This keeps accountability focused and strategies achievable with clear timelines. Two current examples are engaged reading in the content area and revamping information technology throughout the College. The decline in Western student reading scores led the College to focus on engaged reading techniques across the curriculum. The need to strengthen information technology led the administration to select this area as a priority during the budget development process.

8P7-Assessing and Addressing Risk in Your Planning Processes

The College has in place a formalized comprehensive enterprise risk management program. This program involves getting stakeholders to understand, identify, assess, accept, mitigate, communicate, and monitor risks as needed. Each year select stakeholders representing various areas of the College to participate in a risk management exercise. The Executive Council narrows down all the identified risks and focuses on three risks to be addressed during the year. Risk statements are written, existing processes are identified, action plans are developed, and a final written report is submitted. A member of the Executive Council takes responsibility to follow through on one of these areas of focus. The end goal each year is to raise College awareness of risks that are taken by the College and to effectively address those risks identified as critical to the success of the College’s mission. The process is repeated each year.

8P8-Ensuring Faculty, Staff and Administrators are Nurtured

Western spends significant time and energy in developing and nurturing faculty and staff in this area. As identified in multiple areas in Category 4 (4P1, 4P6, 4P8, 4P9, 4R1, 4I1, and 4I2), the College’s governance infrastructure and participatory nature have fostered a culture that views employees as the College’s Most Important Resource. Specifically, the College orients new employees to the planning processes (4P4), uses cross-institutional teams for collaborative decision-making (4P6), identifies aligned training needs for new and existing employees (4P8-9), and uses feedback to guide the institution in selecting next directions in employee development and support (4R1, 4I1-2).

In particular, the institution uses intact and ad hoc teams to address organizational strategies and action plans. Most teams have an administrative leadership team member or liaison. Through this structure, teams have support for training and work time. Additionally, several teams share different members and administration, which helps to enhance cross functional communication. Focused time is given during in-service and open forums to share activities as well. Further, other communications such as emails and newsletters are used to keep the information consistent and current.

For example, the Western In Motion newsletter is published four times per year and includes information and updates relative to the Strategic Plan, Master Plan, AQIP activities including Action Project updates and status of the Systems Portfolio development, and progress reports on program reviews as well as updates on areas such as Advising, College Senate, Paraprofessional Association and other efforts that may impact various groups across the institution.

8R1-Measures are Collected Regularly

Western’s Guiding Principles are interconnected with planning efforts including the institutional Strategic Plan, Key Performance Indicators, Marketing Plan, Assessment of Student Learning Team action plans, Building Student Connections Team action plans and activities as well as other initiatives and unit/program level plans. There are a variety of effectiveness measures gathered and analyzed to guide the planning processes related to future directions. The table below summarizes the measures gathered and analyzed.

Table 8R1: Summary of Measures Utilized in Planning

<table>
<thead>
<tr>
<th>Measure</th>
<th>Occurrence of Use</th>
<th>Comparator Locale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSSE</td>
<td>4 times in alternating years</td>
<td>Institutional, state, and national</td>
</tr>
<tr>
<td>SENSE</td>
<td>3 times in alternating years</td>
<td></td>
</tr>
<tr>
<td>Noel-Levitz Student Satisfaction Inventory (SSI)</td>
<td>3 times in 3-4 year increments</td>
<td></td>
</tr>
<tr>
<td>Workforce Trends</td>
<td>Twice annually: 20 or more years</td>
<td>Local, state, regional, national</td>
</tr>
<tr>
<td>External Salary Surveys</td>
<td>Every 2-3 years</td>
<td></td>
</tr>
<tr>
<td>Enrollment Trends</td>
<td>Semester; Annual</td>
<td></td>
</tr>
<tr>
<td>Grant Acquisition and Status</td>
<td>Twice (annually)</td>
<td></td>
</tr>
<tr>
<td>Entering and graduating student performance measures such as ACT, COMPASS, and ETS Proficiency Profile</td>
<td>Annually: -10 or more years for ACT; -8 or more years for ETS or similar</td>
<td>Local, state, national</td>
</tr>
<tr>
<td>Retention, Transfer, and Graduation Rates</td>
<td>Semester; Annual</td>
<td></td>
</tr>
<tr>
<td>Great Colleges to Work For</td>
<td>Twice (annually)</td>
<td>Local and national</td>
</tr>
</tbody>
</table>
Although strategic planning and using key performance indicators at the institutional level in a formalized method are relatively new and the College is just beginning to systematize and integrate these efforts, areas such as the Marketing Plan Assessment of Student Learning, and Program Review Portfolio have been successful for many years. These efforts have provided a framework to begin building an institutional level approach that integrates and leverages the different activities.

### 8R2-Performance Results for Accomplishing Strategies

The College has a great deal of data that it uses in the different efforts. Below is a SAMPLE of the performance results gathered from the various measures (8P1-5).

#### Table 8R2: Samples of Results from Multiple Surveys

##### (a) CCSSE Results for FT Students

<table>
<thead>
<tr>
<th>Item</th>
<th>2005</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>WWCC</td>
<td>WYO</td>
</tr>
<tr>
<td>5b</td>
<td>74.9%</td>
<td>n/a</td>
</tr>
<tr>
<td>5c</td>
<td>60.2%</td>
<td>n/a</td>
</tr>
<tr>
<td>9</td>
<td>52.7%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Note 1: The Wyoming Community College Commission began implementing CCSSE for all the community colleges. 
*Note 2: WWCC also breaks out PT students as a part of improvement efforts.

##### (b) SENSE Results (2009)

<table>
<thead>
<tr>
<th>Question</th>
<th>WWCC</th>
<th>WY</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Did you add or drop any classes in the first 3 weeks of your first semester without discussing with a college staff/faculty?</td>
<td>14.1%</td>
<td>4.5%</td>
<td>5.7%</td>
</tr>
<tr>
<td>19c. Turned in an assignment late during the first three weeks of a semester on one or more occasions.</td>
<td>45%</td>
<td>31%</td>
<td>32%</td>
</tr>
</tbody>
</table>

##### (c) Noel-Levitz 2nd Year Assessment (2011)

<table>
<thead>
<tr>
<th>Question</th>
<th>WWCC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student study plans: Won’t study as much as I did last year</td>
<td>3.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Will need to study about the same amount as last year</td>
<td>24.4%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Will need to study more than I did last year</td>
<td>72.1%</td>
<td>71.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work hours this term</th>
<th>WWCC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>41.5%</td>
<td>42.7%</td>
</tr>
<tr>
<td>1-10</td>
<td>12.8%</td>
<td>14.1%</td>
</tr>
<tr>
<td>11-20</td>
<td>21.9%</td>
<td>22.6%</td>
</tr>
<tr>
<td>21-30</td>
<td>15.5%</td>
<td>12.7%</td>
</tr>
<tr>
<td>31-40</td>
<td>6.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Over 40 hours/week</td>
<td>2.0%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

##### (d) NCCBP Results (2011)

<table>
<thead>
<tr>
<th>Data Comparator</th>
<th>WWCC</th>
<th>National Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Faculty Ratio</td>
<td>11.88</td>
<td>18.39</td>
</tr>
<tr>
<td>Development/Training Expenditures per FTE Employee</td>
<td>$36 (7% rank)</td>
<td>$270</td>
</tr>
</tbody>
</table>
(e) In-Service Survey Results for FT employees

<table>
<thead>
<tr>
<th>Measure (Fall to Fall)</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessional In-service</td>
<td>n/a</td>
<td>93%</td>
</tr>
<tr>
<td>General Session</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td>Group or Breakout Sessions</td>
<td>73/74%</td>
<td>80%</td>
</tr>
</tbody>
</table>

(f) Economic Impact Assessment FY 2011

<table>
<thead>
<tr>
<th>Measure</th>
<th>WWCC</th>
<th>State Across colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Economic Growth to Service Area annually</td>
<td>$20.4 million</td>
<td>$20.3 million</td>
</tr>
<tr>
<td>Local Student Employment Impact annually</td>
<td>$139 million</td>
<td>$103.5 million</td>
</tr>
<tr>
<td>Individual Economic Impact 6.6 year ROI</td>
<td>23.1% (20.9% in 2003)</td>
<td>19.3%</td>
</tr>
<tr>
<td>Taxpayer ROI</td>
<td>9.6% (10.3% in 2003)</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

Note: Economic Impact study for WWCC has been conducted approximately every eight years for the last 16 years. This was the first year the study was conducted statewide by an externally selected firm.

(g) UW Transfer GPA after first Fall semester

<table>
<thead>
<tr>
<th>60 + hours transfer</th>
<th>WWCC</th>
<th>WYO CC</th>
<th>Out-of-State</th>
<th>UW Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2.94</td>
<td>2.91</td>
<td>2.91</td>
<td>3.01</td>
</tr>
<tr>
<td>2008</td>
<td>2.93</td>
<td>2.86</td>
<td>2.74</td>
<td>3.00</td>
</tr>
<tr>
<td>2007</td>
<td>3.13</td>
<td>3.04</td>
<td>3.01</td>
<td>2.94</td>
</tr>
</tbody>
</table>

(h) Retention

<table>
<thead>
<tr>
<th>Fall to Fall</th>
<th>WWCC</th>
<th>State*</th>
<th>National**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>60.2</td>
<td>53.8</td>
<td>55.4</td>
</tr>
<tr>
<td>2009</td>
<td>57.7</td>
<td>55.6</td>
<td>55.7</td>
</tr>
<tr>
<td>2008</td>
<td>58.7</td>
<td>57.5</td>
<td>53.7</td>
</tr>
</tbody>
</table>

* Source: Wyoming Community College Commission Performance Report
**Source: ACT Research Services

8R3-Projections or Targets for Performance of Strategies

The majority of the components of the planning efforts identified in 8R1 identify goals, measures and performance targets for the coming years. For example:

Table 8R3a: Example of Strategic Plan Components

<table>
<thead>
<tr>
<th>Strategic Initiative</th>
<th>Priority Level</th>
<th>Target</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Level Ownership</td>
<td>II for Year 2010-2011</td>
<td>Implement process FY 2011</td>
<td>Created future-focused process within the web-based Western Progress. New Learning Pathway was added for instructional programs. FTE and enrollment data is now provided at the beginning of the process. New chair agreement clarifies responsibilities and timelines. Moving forward in the next steps to remediate delinquent programs.</td>
</tr>
</tbody>
</table>

| Student Goals (AQIP Action Project) | I for Year 2009-2010 | Implement Action Project in 2009 for completion April 30, 2010. | Developed culture to promote student goal setting with new and entering students. Developed first retention plan, College Studies Institute, Critical Sciences Skills, and Math Advancement Lab. Kick-off day was revamped. Mid-term grades became required. Next generation AQIP Action Project was implemented focusing on first year to second year student success and retention. |

Table 8R3b: Key Performance Indicators

(a) Graduation Rate and Annual FTE

<table>
<thead>
<tr>
<th>Comparator 2009*</th>
<th>WWCC</th>
<th>IPEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate (1st time, full-time)</td>
<td>49%</td>
<td>18%</td>
</tr>
<tr>
<td>Annual FTE</td>
<td>2244</td>
<td>2158</td>
</tr>
</tbody>
</table>

*These are tracked annually using a 5-year average.
(b) Assessment of Student Learning  (Tied to Strategic Plan initiative II)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Target</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSSE</td>
<td>Question #12h—How much has your experience at this college contributed to your knowledge, skills, and personal development [regarding] working effectively with others 70% of FT and PT students will respond “very much” or “quite a bit”</td>
<td>2010-2011 results: 72% FT (65% WYO cohort) 61% PT (51% WYO cohort)</td>
</tr>
<tr>
<td>Writing Sample</td>
<td>Of the students who are scored using the 12-point research papers rubric, 60% will score between 10-12 and 30% will score between 8-9; 90% will score 8-12. Average of 10 or higher.</td>
<td>2010-2011 results: Average=9.46 52% scored 10-12 35% scored 8-9 87% scored 8-12</td>
</tr>
<tr>
<td>ETS PP Reading</td>
<td>WWCC average will meet or exceed the national average. Proficiency will be 90% at Level 1 and 60% at Level 2.</td>
<td>2010-2011 results: WWCC average statistically significantly above national mean. 82% at Level 1; 51% at Level 2.</td>
</tr>
</tbody>
</table>

(d) Marketing Plan  (Tied to Strategic Plan initiative III)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Target</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment FTE</td>
<td>FT increase of at least 5%; PT breakeven FTE</td>
<td>FT: Increased 3.5% PT: Increased 10.5%</td>
</tr>
<tr>
<td>Local Area High School Penetration</td>
<td>Rock Springs and Green River: 40%; Farson: 20%; Service area: 10%</td>
<td>RS and GR: 55% Farson: 50% Area: Out of 12 area high schools, 10 met or exceeded the target ranging from 11% to 52%</td>
</tr>
</tbody>
</table>

(e) English Program Review Portfolio  (Sample from an instructional program)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will produce effective written communication at the collegiate level.</td>
<td>Blind evaluation of 50 randomly selected ENGL 1010 essays, using departmentally-designed 5-point rubric.</td>
<td>Process refined over six years. Scoring takes place in early summer, data analysis in mid-summer. Report ready for department in August. Department uses results to make informed decisions about modifications to curriculum.</td>
</tr>
</tbody>
</table>

(f) Student Development Center  (Sample of ONE of the admin/support programs.)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide diverse opportunities for self-expression and personal development (enrich and challenge their values and skills).</td>
<td>Student Development Center will offer at least 10 different personal enrichment workshop topics each semester.</td>
<td>This criteria for success has been exceeded in each semester for the past three years.</td>
</tr>
</tbody>
</table>
**8R4-Results for Performance of Processes for Planning**

Western routinely uses comparative data as a means for guiding and evaluating overall planning efforts. As identified in 8R1 and 8R2, the College gathers data for the purpose of making external comparisons. In addition to many program or initiative-specific measures, routine measures include CCSSE, SENSE, SSI, NCCBP, budget information, Great Colleges to Work For, University of Wyoming Transfer data, salary surveys, ETS Proficiency Profile, ACT, and COMPASS.

For example, the CCSSE and the University of Wyoming Transfer data identified in Table 8R2 as well as the budget and salary information used for benchmarking and development purposes (Table 8R4) as listed below:

**Table 8R4: Budget Information**

<table>
<thead>
<tr>
<th>(a) Expenditures Unrestricted Operating Fund</th>
<th>WWCC</th>
<th>Percent of Statewide Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Year</td>
<td>2012</td>
<td>25,900,412</td>
</tr>
<tr>
<td>2011</td>
<td>24,562,722</td>
<td>13.91%</td>
</tr>
<tr>
<td>2010</td>
<td>23,598,412</td>
<td>13.87%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) Comparison of Average 9-Month Faculty Salary</th>
<th>WWCC</th>
<th>WY community colleges</th>
<th>Mt States or CUPA-HR*</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Year</td>
<td>2011</td>
<td>57,078</td>
<td>56,006</td>
</tr>
<tr>
<td>2010</td>
<td>57,984</td>
<td>57,233</td>
<td>51,937</td>
</tr>
<tr>
<td>2009</td>
<td>56,884</td>
<td>56,661</td>
<td>51,057</td>
</tr>
</tbody>
</table>

*The 2010-11 data were taken from CUPA-HR Data on Demand as the Mountain States Association of Community colleges did not do a survey for the 2010-11 fiscal year.

<table>
<thead>
<tr>
<th>(c) Comparison of Average Professional and Administrative Salary</th>
<th>WWCC</th>
<th>WY community colleges</th>
<th>Mountain States</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Year</td>
<td>2010</td>
<td>89,154</td>
<td>84,254</td>
</tr>
<tr>
<td>2009</td>
<td>88,660</td>
<td>84,949</td>
<td>82,758</td>
</tr>
<tr>
<td>2008</td>
<td>84,930</td>
<td>82,448</td>
<td>80,209</td>
</tr>
</tbody>
</table>

*Note 1: Did not use 2010-11 data for Administrative and Professional salary data as it is not available from the Mountain States Association of Community Colleges.

*Note 2: WWCC Mean averages for FY 2008-09 and for FY 2009-10 vary slightly as the comparators slightly differed between the Mountain States comparator group and the Wyoming Community Colleges.*

**8R5-Evidence that System for Planning Improvement is Effective**

Formal strategic planning at the institutional level is relatively new. However, Western has a long history of developing plans and moving them into action in an effort for targeted improvement within departments and across functions.

Evidence that planning continuous improvement is effective exists in virtually all planning and improvement efforts underway. Examples include:

**Strategic Plan:** This plan was the driver behind Student Engagement Action Project and Course Scheduling Action Project (8R3). Additionally, the College expanded student housing by acquiring a former hotel located adjacent to the campus. The College also implemented new guidelines, pathways, and platforms for program review portfolio process. Both of these initiatives were identified within the Strategic Plan.

**Marketing Plan:** This particular effort has been ongoing for 19 years and includes goal development, data gathering, action planning, and implementation of marketing strategies. This process ensures that the College’s marketing efforts are aligned, relevant, current, and consistent. For example, each year an analysis is done of service area high school population numbers, particularly at the senior level, as well as graduation rates. Yield analysis is done to monitor trend enrollment from these high schools and to predict enrollment patterns for the coming year. Local population, economic indicators, and percent of the local population that take classes from the College is analyzed. This analysis helps to determine enrollment management goals and tuition predictions for the coming cycle. It is also used in budget planning. The College began a strategic enrollment management (SEM) process in 2010 to better manage the variability in enrollment patterns resulting from a “boom and bust” economy in the service area.

**Student Engagement:** Western’s retention efforts focus on student engagement and planning those efforts that have the greatest impact on student success. Data from the CCSSE and SENSE helped the College determine that a focus needed to be placed on the first three weeks of the semester when students were making some decisions that could impact their future academic success. The last day to add classes was changed from seven to three days to address
student engagement. Faculty were encouraged to create strategies for engaging students early, and to hold students accountable for missed classes and late assignments. The efforts appear to have a positive impact on retention rates.

**Assessment of Student Learning:** Since the process for Assessment of Student Learning first began in 1996, it has evolved and has become more systematized. Recent efforts include Action Projects focused on Computer Use Across the Curriculum, Writing Across the Curriculum, and Active, Engaged Reading Across the Curriculum. The Computer Use effort resulted in early advising for entering students with insufficient computer skills and a significant change to curriculum incorporating a required computer course in all degrees. Currently, the efforts with Writing and Reading are in motion with participation from faculty increasing from 2-3 percent to 58 percent (active reading) and from 52 percent to 95 percent (writing in the content area) usage of strategies in the classroom (7R2).

Measurement and evaluation of the planning process and activities occurs through success of the individual efforts and through combining the status of the different efforts in connection with the College’s *Guiding Principles* (OV). The College developed initial efforts with the Annual Assessment Report (now retired), Enrollment Report, and Retention and Success Report. Now the College has moved this to a more systematized effort using the *Guiding Principles*, *Strategic Plan*, and Key Performance Indicators in the *Western Annual Report*. Currently, the College is constructing the online access portal *Western Progress*, which will house all the different information for both internal and external audiences in an at-a-glance format.

**8I1-Recent Improvements**

Western has been actively conducting planning in some capacity over the last 15 to 20 years. However, many of the efforts were disconnected and were not process-based. In the last ten years, Western has made a concerted effort to promote a culture focused on intentional and strategic directions. Beginning with the movement toward AQIP, the College took the next step to foster a culture of continuous quality improvement and targeted improvement efforts that incorporate planning, targets and use of results. In the last three to five years, the College has formally joined AQIP and developed its first *Strategic Plan*, tied AQIP Action Projects to the *Strategic Plan*, and has refined different efforts such as the Assessment of Student Learning, Building Student Connections, Marketing, and the budgeting process. Additionally, staff time has either been restructured or added in the areas of Student Learning, Student Engagement, Administrative Services, and Planning and Improvement as well as other areas such as Distance Learning and Advising to help facilitate the different efforts and to help develop the processes that are systematic and comprehensive.

**8I2-Culture and Infrastructure Supports for Improvement**

As stated in 8P1, 8P8, and 8I1, the College intentionally worked to promote and support a culture of continuous quality improvement prior to joining AQIP. Since formally joining AQIP, different work groups and councils have integrated the approach for targeting improvement efforts (8P5, 8P6). Staff time and budgeted resources tied to the *Strategic Plan* or targeted improvement initiative helps maintain the level of importance and momentum. This is an intentional and on-going effort from working groups and teams up to the Board of Trustees.
Western addresses the institution’s strategic goal of “engaging the community” and “building community connections” by creating and nurturing relationships with many organizations. The College has key collaborative relationships with local and regional school districts, the other Wyoming community colleges, regional universities, area employers, businesses, and industries, as well as government and community organizations. These relationships are built through collaboration based on common needs and interests. Faculty and professionals connect both one-on-one and with groups of stakeholders to identify services that can be provided by Western. In some cases these connections take place using distance technology and in others onsite teamwork is used to reach goals. Where community needs and Western services intersect, organizations work in partnership with the College to create classes, events, agreements and other formats that foster relationships based on teamwork. For some programs, Advisory Councils function to review the scope and depth of programs and make recommendations for changes or improvements.

### Table 9P1: Collaborative Relationships

<table>
<thead>
<tr>
<th>Collaborating Entity</th>
<th>Nature of Relationship</th>
<th>Scope of Relationship</th>
</tr>
</thead>
</table>
| School Districts in WWCC service area | Feeder | -GEAR-UP Programs  
-WWCC Days: Senior Day, Get Away Day, Career Fairs, etc.  
-Math Bowls  
-FAFSA Frenzy  
-Advising Days  
-High School Counselor Day  
-Academic Challenge |
| Wyoming community colleges | Feeder/Receiver | Agreements:  
- Articulation  
- Transfer  
- Grant partnerships |
| WyCLASS | Feeder/Receiver | |
| University of Wyoming | Feeder/Receiver | |
| Regional Universities | Feeder/Receiver | Agreements:  
- Articulation  
- Bachelor Degree Programs  
- Transfer  
- Western Undergraduate Exchange (WUE) |
| Area Business and Industry/ | Feeder/Receiver | Occupational Training  
| | | Student Internships |
| Government | Feeder/Receiver | Trainings |
| Community Organizations | Feeder/Receiver | Use of Campus Facilities  
Recreation offerings  
Entertainment  
Staff Participation  
Volunteer  
13 Outreach sites: Afton, Cokeville, Baggs, Big Piney, Hanna/Elk Mountain, Evanston, Farson, Kemmerer, Lyman/Mountain View, Pinedale, Rawlins, Saratoga, and Wamsutter |

### 9P2-Building Partnerships with Industry

Western’s Guiding Principles include “The Community is Our Partner”. With this in mind, Western is responsive to state, community, educational, and business partners and their needs. Western has always made partnership with local industry a priority. Industries send employees to certificate and degree programs, customized training and professional development meetings on the Western campus. To this end, advisory councils have been a vital part of the system for many years. They help to establish curriculum, create new programs, and assist with facility planning. The advisory councils meet at least annually to assess needs and to make recommendations for change. For example, local oil and gas companies assisted in the design of the curriculum and paid for the construction of the College’s well-site instructional area. Relationships are created and maintained at many levels within the institution and local business and industry. The
president and Foundation Board meet with industry leaders for high level planning and development.

The Workforce Development Department creates and builds strong relationships on an on-going basis. The College is actively involved with workforce development in the county and is at the table when discussions take place regarding recruiting a new industry to the area. College personnel, for example, traveled with local industry and workforce representatives to recruit workers from Michigan when the county was experiencing a shortage of skilled workers.

Western has strong relationships with educational partners at all levels. The president meets frequently with superintendents in service area schools. Distance Learning staff, admissions, and the high school transition coordinator work closely with staff in the schools to offer dual and concurrent classes for qualified high school students and to make the transition to college as easy as possible.

The College partners with the other six Wyoming community colleges in many ways. Statewide councils meet frequently in the administrative, student services, academic, information technology services, institutional research, and marketing areas. These meetings help facilitate joint projects, share information, and compare standard data elements.

Wyoming has common course numbers for the seven community colleges and the University of Wyoming (UW). An articulation agreement with UW allows students transferring with an associate’s degree to enter UW having met all freshman and sophomore general education requirements. Other joint projects include student support initiatives (such as drug and alcohol awareness), academic undertakings (statewide standards for adjunct faculty teaching high school concurrent classes) and undergraduate student research in partnership with UW.

Examples of community and industry partnerships that depend on Western to help meet training and industry needs include:

- Cooperative grants with State Agencies, other community colleges, and the University of Wyoming.
- Advisory councils for business and industry.
- Innovative projects that enhance the technical and industry training programs, such as the addition of the Oil and Gas Technology program.
- Purchase of state-of-the-art equipment (automotive, diesel, drilling platform, new science labs).
- Occupational and industry internships.
- Providing requested training programs and facilities.

- Articulation and transfer agreements with other colleges and universities.
- Formal and informal agreements and MOUs.
- Providing expertise in content areas when requested.
- Community Education Programs.
- On campus and Outreach literacy, ESL and GED programs.
- Workforce Development Department.

9P3-Building Relationships with Student Service Organizations

Western works hard to develop and nurture relationships with outside agencies that provide services to our students. These outside agencies provide services to the students through both external and internal methods. The relationships are mutually beneficial and are continuously reviewed to ensure a successful association.

Western identifies and researches the organizations utilized by peer institutions, attends conferences for latest trends, and works with appropriate state and local entities to make sure it is using the latest methods and technology. This identification process begins with individual offices that share information with appropriate committees, supervisors, and vice presidents. Once a new service is identified as a cultural and philosophical fit, the evaluation process continues by attending specific conferences and interacting with current users. If approved, the oversight office begins implementing the new service including communicating with all potential constituents on effective processes for using the new service.

Western has established relationships with several vendors that provide particular services to the student population. These external agencies include:

- **Blackboard**—Online learning management system.
- **MAP-Works**—Student success and retention software.
- **Maxient**—At Risk Students—Student conduct software.
- **CampusCruiser**—Comprehensive student portal.
- **Datatel WebAdvisor**—Self-service software giving students access to all academic information needed to succeed at Western.
- **MyStudentBody**—Prevention education tool concerning alcohol and drugs.
- **Smarthinking**—Online tutoring.
- **Sodexo Food Services**—On-campus food and catering services.
- **StudentHealth 101**—Health promotion software.
- **Taskstream**—Program Review software.
• **Turnitin.com**—Online plagiarism technology.

Contracts with these vendors and providers are evaluated, negotiated and revised as necessary to ensure students are receiving the best service.

Academic divisions and Student Success departments have established relationships with organizations in the local and Outreach communities to better serve its students. Hay Library, for example, collaborates with Sweetwater County Library System. Criminal Justice works with local law enforcement. Nursing utilizes Memorial Hospital of Sweetwater County, Public Health, Community Nursing, long-term care facilities, ambulance services, medical centers, school districts, Hospice, and other organizations to help its students gain experience. Admissions coordinates with guidance counselors in the service area and share the latest enrollment information. Student Development Center works closely with Department of Family Services and local counseling centers for referrals.

### 9P4-Building Relationships with Suppliers

Relationships with outside agencies, which supply material and services to Western, are developed through needs assessment and program review. Western builds relationships with suppliers who value education and have business ethics that align with Western, such as going above and beyond for customer service.

Relationships are developed through connections within the community. Western uses area experts to recommend vendors for the work needed. In addition, Western staff uses these experts’ involvement in purchasing organizations to develop relationships and get referrals. Vendors are also invited to participate in campus functions such as Western’s Free Day or Career Day. Vendors have also helped with the United Way campaigns and donations to departments.

Western strives to develop contacts and relationships with vendors by soliciting bids for long-term contracts and providing bid qualification statements to prospective vendors. Western has an approved bidders list of companies. The approved vendors are automatically sent bid packages when projects arise. These vendors also have specific account managers which allow Western to deal with the same person for each project; this consistency helps to establish a relationship with that vendor.

Western prioritizes vendors by evaluating their quality of work, flexibility and availability, limitations that require bidding and bonding and their use of technology. By state statute, Wyoming vendors are given a preference, and Western strives for equity to all businesses in the local community. Bids specifications are tightly written to ensure that vendors are compared fairly.

Past performances on contracts define the relationships between Western and vendors. Western partners with the vendor from beginning to end to ensure the process meets the expectations of all parties.

### 9P5-Build Relationships with Education Associations

Western’s primary service area is Southwest Wyoming. As a community college keenly aware of community in its name, Western seeks to apply its resources to enrich cultural life, to enhance the awareness of the community's unique heritage and environment, and to develop a consistent dialogue and interaction with local business and industry (Western Wyoming Community College Mission Statement, 2001).

Western’s partnerships and associations reflect its active and visible presence in its service area, which encompasses over 29,000 square miles. Western creates, prioritizes and builds relationships with educational associations, external agencies, consortia partners and the community. Divisions work to create positive economic opportunities with businesses in the Western service area to provide adequately prepared students to meet employers’ needs. Western values its role of providing training to the local community, by developing and supporting a Workforce Development and Community Education program. The College is represented by membership in consortia for library services, career services, information technology, administrative services, community colleges in Wyoming, and area chambers of commerce.

The Boards of Cooperative (Higher) Education Services (BOCES/BOCHES) work closely with Western to serve the community and campus by sponsoring special events including published writers, national speakers, artists, theatre programs for youth, and summer camps for children. In some areas, funding for dual and concurrent tuition is provided by the BOCES for children within their service area.

On a statewide level, Western is a member of several organizations including:

- Academic Affairs Council.
- Community College (CC) President’s Council.
- CC Student Services Council.
- CC Administrative Services Council.
- CC Information Technology Council.
- CC Institutional Research Committee.
- CC Marketing Committee.
Western Wyoming Community College

On a national level, Western participates in:
- AACC: American Association of Community Colleges.
- ACCT: Association of Community College Trustees.
- AACRAO: American Association of Collegiate Registrars and Admissions Officers.
- AIR: Association for Institutional Research.
- ASE (National Institute for Automotive Service Excellence).
- Association of International Educators (NAFSA).
- EDUCAUSE.
- Gear UP (Gaining Early Awareness and Readiness for Undergraduate Programs).
- Higher Learning Commission--Academic Quality Improvement Program.
- League for Innovation in the Community College.
- Mountain States Employer’s Council.
- NACAC (National Association for College Admissions Counseling).
- NACADA (National Academic Advising Association).
- NACUBO (National Association of College and University Business Officers).
- NASPA (Student Affairs Administrators in Higher Education).
- NASFAA (National Association of Student Financial Aid Administrators).
- NATEF (National Automotive Technicians Education Foundation).
- NLNAC (National League for Nursing Accrediting Commission).
- NODA (National Orientation Directors Association).
- RMACRAO (Rocky Mountain Association of Collegiate Registrars and Admissions Officers).
- SCUP (Society for College and University Planning).
- CUPA-HR (College and University Professional Association for Human Resources).
- WICHE (Western Interstate Commission for Higher Education).
- Council for Resource Development.
- Mountain States Employer Council (MSEC).

Western is also recognized by G.I. Jobs as being a military friendly college. Various employees have memberships in other national groups. Faculty members participate in or lead national, statewide and local organizations.

9P6- Meeting Partnership Needs

Western takes proactive measures to ensure that it is meeting the needs and expectations of key stakeholders and business and educational partners.

Western designates faculty and other employees as points-of-contact with organizations and associations to ensure the needs of the relationships are being articulated to the College, that the College is aware of emerging institutional and community needs, and that those expectations are being met. Student service employees, for example, go onsite at service area high school and local business and industry sites to answer questions and register students. Interactions with its partners include review and feedback of shared initiatives, evaluations of training, classes and services, formal reviews of College programs, and updates to contractual agreements.

The following measures are used to evaluate effectiveness in meeting the needs of our partners:
- Feedback from advisory councils and articulation committees/agreements.
- Course surveys and evaluations.
- Evaluating programs and services that assess student and stakeholder needs.
- Surveying business and industry.
- Assessing economic impact of Western on service area.
- Participation on economic development boards.
- Periodic community needs assessment.

This feedback is an integral part of each department’s Program Review which includes determining both short and long-term action plans and program goals that tie into the strategic plan of the College, into the identified needs of partners and into planning for the use of financial resources at the College. Upon identification, new program ideas and needs are discussed at a variety of levels including Executive Council, Academic Council and Student Services Council.
9P7-Strengthening Internal Relationships

A variety of structures are in place that actively create and build relationships across the campus. Committees and councils are the primary vehicles for relationship-building. For example, the College Senate winter party, Paraprofessional annual picnic, and Extra Mile Awards, are all created and promoted by various committees to foster interdepartmental and campus-wide connections and recognition of achievement. Additionally, department chairpersons and directors are instrumental in building relationships.

At Western a process exists in which individuals on committees, Academic Council, Student Affairs Council, College Senate or Paraprofessional Association have the opportunity to present program information to the Board of Trustees and to Executive Council. Each month, selected members bring reports or questions to these higher level groups. Also, summaries of Program Reviews are given to the vice presidential councils. Academic departmental chairs and academic directors meet weekly in Academic Council to discuss common concerns, policies, and procedures. A similar weekly meeting occurs with directors in Student Success Services. Guiding Principles and Goals for Student Success were developed by a college wide collaboration that involved staff from all work categories on campus. Effective information flow and two-way communication with faculty, leaders, supervisors, and administrators have been identified through campus focus groups as areas of concern. To remediate this concern, strengthening communication has been a focus over the last two years. Strengthening relationships by improving communications between academic and pre-college departments increases collaboration and student success throughout the academic departments.

Western maintains a website which provides information about College Board meetings, upcoming events, calendar, videos and newsletters. The administration also requires participation in in-service sessions that are conducted prior to the start of each semester where pertinent information is distributed to all full-time and part-time benefited staff.

The Western Workforce and Community Development department provides a source for faculty to investigate and initiate cross-disciplinary projects. This department also promotes and helps facilitate inter-disciplinary projects. The College mission and the Strategic Plan identify the importance of creating strong internal relationships, although the process for integrating these projects tends not to be systematic. Communication occurs based on situation and among individuals.

9R1-Measures of Collaborative Relationships

Wyoming has seven community colleges whose presidents, vice presidents, and other management personnel meet on a regular basis. Articulation agreements are designed and reviewed to promote consistency throughout the College system. Articulation agreements are also in place with the state’s one university, the University of Wyoming.

The state’s colleges are coordinated by the Wyoming Community College Commission, which collects, analyzes and compares data from each of the colleges. The Wyoming Community College Commission is responsible for statewide reporting. Western along with the other six community colleges submits data to the commission. The Wyoming Community College Partnership Report is one example of a Commission report. It catalogs partnerships that Wyoming community colleges established and maintained for each fiscal year. Each community college maintains numerous partnerships for the development and provision of academic, occupational, technical, workforce development, and enrichment educational programs. The Wyoming Community College Commission then analyzes the reports and determines whether new strategies need to be implemented.

Relationships with local high schools and high schools in the service area facilitate the dual and concurrent enrollment classes. Outreach communities have trained Outreach coordinators that work in the communities and with local high schools to help individuals in those communities enter and succeed in college. In the Fall of 2011, a High School Transitions Coordinator was hired as an additional facilitator between Western and school districts within the service area. Student enrollment and success in those communities is tracked. Adult education programs are also under the Commission; it tracks the success of students completing a GED, i.e. their entry into college or the workforce. Data reports can be found at the Wyoming Community College Commission website.

9R2-Performance Results in Building Relationships

Western reaches out to all of its constituencies by creating and strengthening community partnerships with diverse educational, governmental, social, cultural, civic, professional and business organizations. The following table identifies Western’s key collaborative efforts.

New programs are added upon industry requests.
Western Wyoming Community College

June 2012

Table 9R2a: Key Collaborative Relationships

<table>
<thead>
<tr>
<th>Organization</th>
<th>Collaboration Description</th>
</tr>
</thead>
</table>
| K-12 Systems | • Dual/Concurrent credit enrollment  
               • Joint staff development  
               • Internships/Practicum for Education majors  
               • Technology Conference collaboration  
               • Gear-Up  
               • College Awareness Programs (Middle School – High School) |
| Higher Education Collaborations | • University of Wyoming Articulation Initiatives  
                                      • Individual Division Articulation agreements  
                                      • Community College cooperative agreements for out-of-district tuition waivers  
                                      • Shared Distance Learning Systems  
                                      • WyCLASS Distance Learning Web site |
| Business Community | • Apprenticeships/Internships/Job Shadowing in partnership with local employers  
                         • Occupational Program Advisory Committees  
                         • Workforce Training |
| State, Regional and Federal Agencies | • State and Federal grants through various departments  
                                              • Memberships and leadership in state professional associations  
                                              • Higher Learning Commission of the North Central Association of Colleges |
| Community Based Organizations | • Informal referral system for student services  
                                       • Private foundation sponsored programs  
                                       • Facilitation of developing education programs |
| Community Service Organizations | • College staff membership in other community groups  
                                         • College staff participation in fundraising activities  
                                         • College Administration participation in leadership roles for organizations |
| Senior Populations | • Lifelong Learning |

Table 9R2b: Concurrent Enrollment Headcount

<table>
<thead>
<tr>
<th>Organization</th>
<th>Fall 2010</th>
<th>Spring 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afton</td>
<td>273</td>
<td>257</td>
<td>317</td>
</tr>
<tr>
<td>Baggs</td>
<td>10</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Big Piney</td>
<td>0</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Cokeville</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Elk Mountain Hanna</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Evanston</td>
<td>220</td>
<td>215</td>
<td>361</td>
</tr>
<tr>
<td>Farson</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Green River</td>
<td>57</td>
<td>37</td>
<td>80</td>
</tr>
<tr>
<td>Kemmerer</td>
<td>22</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>Lyman</td>
<td>91</td>
<td>37</td>
<td>60</td>
</tr>
<tr>
<td>Mt. View</td>
<td>19</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>Pinedale</td>
<td>0</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>Rawlins</td>
<td>15</td>
<td>31</td>
<td>7</td>
</tr>
<tr>
<td>Rock Springs</td>
<td>50</td>
<td>141</td>
<td>86</td>
</tr>
<tr>
<td>Saratoga</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 9R2c: Dual Enrollment Headcount

<table>
<thead>
<tr>
<th>Organization</th>
<th>Fall 2010</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afton</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Baggs</td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Big Piney</td>
<td>16</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Cokeville</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Elk Mountain Hanna</td>
<td>13</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Evanston</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Farson</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Green River</td>
<td>47</td>
<td>37</td>
<td>47</td>
</tr>
<tr>
<td>Kemmerer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lyman</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Mt. View</td>
<td>18</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Pinedale</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Rawlins</td>
<td>27</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>Rock Springs</td>
<td>79</td>
<td>30</td>
<td>79</td>
</tr>
<tr>
<td>Saratoga</td>
<td>5</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

Western partners with district high schools to offer high school students college-level courses for credit. Courses are offered to high school students in both concurrent and dual formats. The tables listed below show the students enrolled in co-shared credit courses.
9R3- Comparisons to Other Institutions

Western compares its results with several other entities and nationwide in assessing both its workforce and students.

Western has participated in The Chronicle of Higher Education’s “Great Colleges to Work For” survey for the last several years, placing 15th in the nation in 2010 overall and fourth in the nation for compensation. This survey measures the overall categories of leadership, careers, compensation, and workplace, with smaller categories within them such as diversity, facilities, and governance. The College also measures its faculty and staff in the “serving our community criteria” compared to national benchmarks as well as using an Integrated Postsecondary Education Data System (IPEDS) Cohort Full-Time Equivalency comparison of faculty salaries within this group and within Wyoming (6R5).

Western is part of a system within Wyoming, meeting with and collaborating with other organizations through the auspices of the Wyoming Community College Commission, and as a member of the Wyoming Community College Presidents’ Council which meets to discuss collaboration and share information; regular meetings of the academic vice presidents of all Wyoming community colleges share that same purpose.

Student assessment and comparisons are also an important part of the College’s processes. As a part of Western’s Annual Report, Western regularly monitors its transfer rate to the University of Wyoming, comparing its rates with other Wyoming community colleges, and UW students. Western also collects data on the high school preparation of its students compared to a Wyoming standard, and its enrollment compared to the rest of the Wyoming system is also regularly monitored.

Western also regularly makes comparisons to national colleges using the Integrated Postsecondary Education Data System, especially its retention rate and budget distribution. The College uses the Educational Testing Service (ETS/MAPP) to assess its students’ progress, using such tools as the Proficiency Profile writing, critical thinking, reading and mathematics to assess whether or not they meet or exceed national averages.

Western also regularly uses CCSSE to compare itself to colleges nationwide. This survey allows the College to compare itself with 350 other schools. Data from the National Community College Benchmark Project helps the College to compare areas such as student learning and retention to national benchmarks. Table 9R3 is a market penetration comparison from NCCBP.

<table>
<thead>
<tr>
<th>Activity</th>
<th>WWCC % Rank</th>
<th>N</th>
<th>10th</th>
<th>25th</th>
<th>Median</th>
<th>75th</th>
<th>90th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Activities</td>
<td>29.93%</td>
<td>92%</td>
<td>0.39</td>
<td>0.39</td>
<td>4.11</td>
<td>8%</td>
<td>25.45</td>
</tr>
<tr>
<td>Public Meetings</td>
<td>59.89%</td>
<td>97%</td>
<td>0.38</td>
<td>1.47</td>
<td>3.91</td>
<td>7.10</td>
<td>34.66</td>
</tr>
<tr>
<td>Sporting Events</td>
<td>11.34%</td>
<td>77%</td>
<td>0.13</td>
<td>1.00</td>
<td>4.04</td>
<td>9.51</td>
<td>18.00</td>
</tr>
</tbody>
</table>

9I1-Recent Improvements

The College recently improved in a number of areas based on feedback from partners including the students, the community, employers, and industry advisory councils.

**Diesel, Natural Gas Compression Lab, and the Oil and Gas Production Well-Site Training Facility in the Technology and Industry Division:** The completion of the Natural Gas Compression Lab, and Well Site are noteworthy examples of Western’s efforts to build collaborative relationships with the community and service area. The facilities provide state-of-the-art training for students interested in the oil and gas industry as well as provide continuing education training for current workforce members in the community and service area.

The $2.3 million improvements to the Well Site were aided in funding by area oil and gas companies. Contributors to the facility were BP, EnCana, Shell, Questar, Williams, Exxon Mobile, Cameron, JW Williams-Flint, PCE Pacific/Emerson, Basic Energy, Ultra, Chevron, Halliburton, Infinity Power and Controls, Natco, XTO, and EOG Resources. Relationships with these companies are maintained because Western students are hired as interns and/or future employees. The companies also donate equipment and supplies to Western and serve as guest speakers.

**ACE IT Center: Advising, Career, Employment, Internships and Transfer Center:** The ACE IT Center was created in 2011 to centralize several student support services in one office to aid in student success and retention. The center serves entering students, continuing students, part-time and distance students with services such as advising, creating academic goals, testing, assisting with job searches, resume writing, finding internships and more. The center also provides transfer services, assists faculty with advisor training and information and provides community workshops on key topics of career assessment, academic planning and resource location. The ACE IT Center partners with area businesses that provide employment information to Western and in
turn, Western provides internship students to these businesses.

GEAR UP: GEAR UP is a federal grant-funded program that provides service to income-eligible students in 7th through 12th grade. GEAR UP offices are located on Western’s campus and Outreach staff are located throughout Western’s service area. GEAR UP has established partnerships with area middle schools, junior high and high schools to provide services to GEAR UP students. GEAR UP staff also works with area business leaders, civic organizations and college staff to provide various services to students such as workshops, job shadowing and more. Recently the GEAR UP offices were moved near the ACE IT center to provide a more centralized location for students.

MAP-Works Retention Tool: Western recently added the MAP-Works Retention tool to help target intervention services and follow-up with students who have a high risk of dropping out. This helps build relationships with those students who are at risk and lessens the risk that those students Fall through the cracks.

9I2-Culture and Infrastructure Supports for Improvement

The culture and infrastructure of Western encourages and utilizes processes to support collaboration between internal departments and operational areas. Through multiple mediums, such as Assessment of Student Learning Team, Building Student Connections Team, Internal Communications Team, Academic Council, Student Affairs Council, MustangCruiser and cross-educational/campus committees, a level of communication is maintained to ensure the College is consistently improving its relationship building internally. This communication is vital for the success of faculty, staff, administrators, and students. The goal is to reduce internal barriers to collaboration and develop more consistent decision-making.

Externally, each department and operational area of the institution networks with local, region, and statewide constituents, including other institutions, to provide them with the type of education, development, and resources needed to ensure the College is preparing a future workforce and students who can succeed. This culture ensures that Western is providing cutting edge training for the local workforce, specific major and program classes for transfer and resources for the latest trends to the community.
Glossary of Terms and Abbreviations

**A**

**AACC**: American Association of Community Colleges.

**Academic Council** includes directors and chairs of divisions who report to the VP for Student Learning.

**Administrative Services Council** includes directors/supervisors who report to the VP for Administrative Services.

**AQIP**: Academic Quality Improvement Program; Accreditation process through the Higher Learning Commission.

**Assessment of Student Learning Team** is a committee that focuses on improving student learning. It analyzes learning data and identifies the vital few learning projects for the upcoming year.

**BIT**: Behavior Intervention Team.

**BLM**: Bureau of Land Management.

**Building Student Connections Team**: committee that focuses on improving student engagement and retention. It analyzes student data and identifies the vital few student-engagement projects for the upcoming year.

**CCSSE**: Community College Survey for Student Engagement provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges.

**Civitas**: Campus organization devoted to creating mutual respect and consideration of others in all campus communities.

**College Senate**: representatives of the full-time faculty and professionals, below the level of Associate VP.

**Concurrent Enrollment Courses**: college courses taught by college approved high school faculty, as part of their duties. These classes are taught in the high school and the college class is part of the high school schedule.

**Datatel Colleague** is the administrative software system used by all of the Wyoming Community Colleges.

**Dual Enrollment Courses** is given to students who complete college-level courses either online or traditional college classes. Student’s eligibility to take dual enrollment depends on if the school district agrees to allow students high school graduation credit.

**EPSCOR**: Experimental Program to Stimulate Competitive Research, a grant program supervised by the University of Wyoming that provides grants to support student research projects.

**Executive Council** is composed of the President, Vice Presidents, the Associate Vice Presidents, the IT Director and one academic chair.

**FERPA**: Family Educational Rights and Privacy Act. Federal regulation to provide students with access to their educational records, an opportunity to have some of the records amended, and some control over disclosure of information from records.

**FTE**: Full-Time Equivalent: measures student enrollment at an educational institution.

**Goals for Student Success**: 5 learning goals for all students.

**GCTWF**: Great Colleges to Work For Survey conducted by The Chronicles for Higher Education. The Chronicle identified 12 features of excellent academic workplaces. The survey asks faculty and staff at colleges of all sizes and types from across the country to assess their employers in those terms.

**HLC**: Higher Learning Commission: one of 6 regional institutional accreditors in the United States.

**Internal Communications Team** is a committee focused on increasing communications across employee groups and designing consistent means of accessing information.

**IPEDS**: Integrated Postsecondary Education Database System: data collected from all primary providers of postsecondary education.
Maxient is student conduct software to manage student discipline, academic integrity, and behavioral intervention records.

Mustang Cruiser is a single-sign-on electronic portal for students to access campus information, online courses, library, e-mail, and other resources.

NACUBO: National Association of College and University Business Officers.

NCCBP: National Community College Benchmarking Study is the largest comparative survey of community college benchmarking and peer comparisons.

Noel-Levitz: student perception surveys.

Paraprofessional Association: representatives of the classified staff.

SENSE: Survey of Entering Student Engagement collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college.

Student Affairs Council includes directors who report to the VP for Student Success Services.

SimNet: an online assessment of proficiency in computer concepts and Microsoft Office applications.

Western refers to Western Wyoming Community College.

Western Progress will be an area on the college website where progress on key performance indicators will be available.

WCCC: Wyoming Community College Commission.

WDE: Wyoming Department of Education.

WDWS: Wyoming Department of Workforce Services.

WWCC: Western Wyoming Community College.
Index to the location of evidence relating to the
Commission’s Criteria for Accreditation
found in Western Wyoming Community College’s
Systems Portfolio

Criterion One: Mission and Integrity

Criterion Statement The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Examples of Evidence

- Western Wyoming Community College has Vision and Mission statements along with Guiding Principles that clearly articulate its values and priorities (OV5, 5P1, 5P3, 5P8).
- In practice, the College and employees focus on the six Guiding Principles as the guiding force for planning and direction more than they focus on the mission. These principles or core values were identified and developed by all employees and adopted by the Board of Trustees in 2000 (OV5, 5P1, Board of Trustees’ minutes).
- In 2004, a team with representation from all employee groups reviewed and revised WWCC’s mission incorporating the state-mandated mission with elements that address WWCC’s six Guiding Principles (www.wwcc.wy.edu).
- The College’s Strategic Plan articulates its values and incorporates its Guiding Principles and Goals for Student Success (8P1, 5P2, 5P3, 8P2, 8P6).
- Each year progress on the Strategic Plan is shared with stakeholders through the Annual Report (5R2, 7P1).
- Critical mission-related documents are on the College’s web site, including the College’s policies and procedures which support the mission (www.wwcc.wy.edu).

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Examples of Evidence

- The Guiding Principle, Students are Our Focus, acknowledges that “As students succeed in meeting individual goals, WWCC succeeds. WWCC’s task is to provide an environment that encourages success for a diverse student population. Underlying every decision should be the question: Does this contribute to student success?” (OV5)
- One of the five Goals for Student Success, See Issues from Multiple Perspectives, was included because faculty and administration recognized the need for learning from multiple voices (OV1).
- The Guiding Principle, The Community is Our Partner, acknowledges that one of WWCC’s values is “We interact with community members, organizations, local business and industry to enrich community life.”. The College partners extensively with business and industry to provide learners of various industrial and business orientations with training opportunities. (2P1, 3R4, 9P2)
- The College’s processes and activities reflect attention to diversity as appropriate within the constituencies it serves. (OV3, 1P10, 3P2, 3P5).
- The Guiding Principle, Learning is Our Purpose, targets learning not only for students but for all Western employees (OV6, 4P3, 4P4, 4P8, 4P9).

Core Component 1c: Understanding of and support for the mission pervade the organization.

Examples of Evidence

- The six Guiding Principles that articulate WWCC’s values are the guiding force for the institution more than the mission. They pervade the Strategic Plan, the Annual Report and program portfolio reviews and are regularly referenced by most employees (OV5, 5P1, 7P6).
• These six core values help guide the College and the employees in decision-making and process development. All employees are expected to use these values as a guide to working at WWCC. The Guiding Principles were developed with the participation of most employees in 2000 (OV1, OV5, 4P1, 5P1, 5P2).
• Several methods and instruments are used to help determine WWCC’s direction and progress that align with these core values (5P2, 5P8, 5I2, 7P3, 7P6, 8P1).
• One indicator that the College is meeting its mission is the Great Colleges to Work For award (3R4, 4P6, 9R3).
• The Board of Trustees is active in policy and governance matters and sets the tone for mission adherence by stakeholders (OV5, 5P2, Board of Trustees’ minutes).

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Examples of Evidence

• The concept of participative, collaborative decision-making has long been a value at WWCC. The arrival of a new president three years ago increased that emphasis even more, ensuring that cross-institutional representation was more consistent (Overview, 4P6, 5P2, 5P5).
• Although the Board of Trustees delegates responsibility to manage the College to the president and the administration, it actively oversees approval of new programs and major renovation or construction (OV5, 1P3, 1P14).
• Leadership development has been strengthened in recent years with the addition of a new position, the associate vice president for administrative services. Coordinating leadership training is one of the duties of this new position (5P9).
• The College’s Executive Council, comprised of the president, vice presidents, associate vice presidents, the director of information technology, and a division chair, meets regularly to discuss institutional issues and to formulate strategies (5I1).
• Relationships with the other six community colleges and the University of Wyoming are stronger in the past decade. UW annually shares data on community college student transfers that helps WWCC’s assessment of learning. Departmental articulation meetings between the community college and UW faculty occur annually. WyCLASS, a portal that lists distance courses available from any of the Wyoming schools, is a prime example of these stronger collaborations. The portal was developed through the cooperative efforts of the distance education directors without any mandate. Another example is the common course numbering system. The colleges and university have common names and numbers for undergraduate courses facilitating easy transfer for WWCC students. (OV7, OV9, 1P13, 9P1, 9P2, Table 9R-1).
• The presidents and the vice presidents from the seven community colleges each have councils that meet regularly, along with a representative from the Wyoming Community College Commission, to discuss common issues (5P8, 9P2, 9R3).

Core Component 1e: The organization upholds and protects its integrity.

Examples of Evidence

• One of the Guiding Principles is “Ethical Standards Guide Our Actions.” The sub-text explains the meaning that value has at WWCC: “We commit ourselves to treating all individuals with respect, demonstrating integrity and professionalism, developing and implementing fair solutions to problems, and assuming responsibility for our work.” WWCC incorporates ethics into its practices (4P7). Some specific examples evidencing ethical actions include: (1) Conflict of interest disclosures are presented to and from the Board of Trustees each September (4P7); (2) FERPA training is regularly given, and FERPA regulations are carefully followed (4P7); (3) Wyoming Community College Commission special audits of enrollment and health insurance reimbursements show no irregularities (Board of Trustees’ meeting minutes).
• WWCC has policies for addressing student grievances. These appear in the Student Handbook, the College Catalog, the Employee Handbook, in Human Resources policies and procedures, and on its website (3P6).
• The administration has strengthened its efforts to improve communications, based on feedback from employees during the development of the recent Strategic Plan. All
administrators have long had an open door policy allowing employees to talk to whomever they wish. “Listening” sessions with employees and students are regularly held by the president or designee (3P1, 3P2, 4P3).

- Job descriptions are reviewed each time a position is vacant. Duties and qualifications are reviewed by a committee with both supervisors and employees (OV4, 4P1, 4P2).
- The College hires an independent certified public accounting firm to conduct an annual audit of its financial records and ensure that the College is adhering to state and federal requirements (4P7, Board of Trustees’ meeting minutes).

Criterion Two: Preparing for the Future

Criterion Statement The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Examples of Evidence

- Adapting to Change Defines Our Future is one of the six Guiding Principles, indicating WWCC’s awareness of the critical need to readily and regularly adapt to the changing needs of its stakeholders (OV1, 5P1).
- The annual budget is developed through a “ground up” approach to ensure that input from all employees is included (2P1, 2P5).
- Decisions on expenditures for equipment and other high-cost, one-time items goes through a collaborative review process with input from individuals, from advisory councils, from the three vice presidential councils, the Executive Council, and finally the Board of Trustees. This process has ensured that critical equipment is purchased for departments and for the institution (OV6, 6I1, 7P7, 9P2).
- WWCC has professional development opportunities for all employees including professional or academic leave. Such opportunities allow faculty, professionals and administrators to stay current on trends and best practices (1P13, 3P1, 4P9, 5P9).
- Every department, as part of the program portfolio review, develops three-year action plans defining the critical needs for that department. Progress on those plans are reviewed and revised each year (3P1, 5P4, 7P6, 8P1).

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Examples of Evidence

- For a new program to be offered, the state Commission, the Board of Trustees, the Curriculum Committee, and the Executive Council must agree that the program is needed and would be effective (1P3, 3P5).
- WWCC has a strong commitment to maintaining a high level of computer equipment. Therefore, computers are replaced every four years, servers are updated regularly, and the IT department has expanded (7P7).
- The distance education program continues to grow and succeed. A number of years ago, it adopted the standards defined in the Quality Matters programs developed at the University of Maryland to ensure the quality of these courses remained high. In addition, WWCC provides 24 hours a day and seven days a week access to tutors for all online students via SmarThinking to support student success (OV1, 4P7, 9P3).

Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Examples of Evidence

- On a College-wide basis, the Executive Council and the Board of Trustees annually review goals and objectives of the Strategic Plan (OV8, 2P3, 8P2).
Each year the College sums up its progress on the key indicators in the Annual Report (7P4, 7P6, 8R5).

WWCC has a program review portfolio process based on AQIP principles, particularly to identify the “vital few” issues that each department should focus on in the immediate term. This approach has been well-received and effective (1P2, 1P4, 1P18, 8P6).

WWCC has a mandatory assessment and placement program that requires assessment upon entry as a full-time student. In recognition that a high percentage of entering students place into pre-college courses, WWCC began a free two-week summer College Studies Institute and has had great success in improving these students’ placement scores and retaining them as successful students (1P5, 1P8).

The assessment of student learning—based on specific targets, such as writing, reading or computer skills—has been honest in identifying successes and those that need continued work (1P1, 1P17, 8R5).

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Examples of Evidence
- The Strategic Plan allows for input at multiple levels. Each department is responsible for prioritizing its needs, typically as part of its program review portfolio (2P1, 2P4, 3P1, 5P4, 5P6).
- The Strategic Plan’s structure aligns with the six Guiding Principles, the core values of the College (3R1, 5P1, 5P2).

Criterion Three: Student Learning and Effective Teaching

Criterion Statement The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Examples of Evidence
- Learning outcomes are published in every course syllabus. Each of these outcomes is tied, as appropriate, to College-wide learning goals which are identified as WWCC’s Goals for Student Success (OV1, 1P1, 1P2, 1P11).
- Upon completion of the academic year, WWCC assesses its progress toward meeting the five College-wide goals. Progress is reported to all employees at the beginning of the fall semester. Nationally normed assessments, such as CAAP and CCSSE, as well as internally developed assessments, are used in the evaluation effort (1P17, 1P18, 1R1, 1R4, 1R6, 7P1).
- Each year the assessment team identifies three or four learning areas to target for improvement. Progress is reported to all employees. WWCC has had noteworthy success on a number of recent goals: Strengthening writing skills across the curriculum, improving connections and communications with adjuncts, and strengthening word-processing skills (OV1, 1P11, 1P17, 1P18, 4P3, 4P8, 7R2, 8R5).
- Every program is reviewed on a five-year basis. During this review, a committee evaluates the program’s learning outcomes and assesses their success. The program review portfolio addresses the need for action plans which target critical goals. These plans are developed for the next three years (1P2, 5P1, 7P6, 7R1, 8P1).

Core Component 3b: The organization values and supports effective teaching.

Examples of Evidence
- One of WWCC’s Guiding Principles is “Learning is Our Purpose.” In order to teach effectively, faculty members are encouraged by a second Guiding Principle: “Employees are our most important resource” (Table OV5).
- The College annually budgets financial support for faculty and professional staff to participate in professional development activities. Individual faculty and professionals have funds
designated for their use. In addition, each division has professional development funds that can be allocated to members (3P1, 4P9, 5P9).

- Western funds participation in statewide articulation meetings with the other community colleges and the University of Wyoming (1P13).
- The College provides incentive funds and release time for faculty to develop Internet courses. All instructors are provided training through a course titled “Facilitating Online Learning,” before teaching their first online course (1P12, 4P12).
- WWCC is a member of Quality Matters and uses a standard rubric to assess the quality of its online courses and programs (OV1, 4P7).
- The College encourages and supports innovation such as the faculty-sponsored Teaching/Learning Forums (OV3, 1P11, 5P1, 6P5).
- Each year outstanding faculty and professionals are recognized for service and outstanding performance at a recognition ceremony (4P11, 4P12).

Core Component 3c: The organization creates effective learning environments.

Examples of Evidence

- One of the Goals for Student Success is "See Issues from Multiple Perspectives.” Diversity is a key value at WWCC which is reinforced throughout the curriculum. The College actively recruits international students in order to add diversity and global awareness for students from rural Wyoming backgrounds (OV3, 1P10, 3P2).
- WWCC’s facilities are recognized by its students as outstanding for being ADA accessible and "friendly” (1P10).
- One of Western’s priorities has been to renovate technology and remodel the learning environment in all classrooms to stay current and better serve students. (OV6, 2I1, 6I1).
- Each department completes a formal program review portfolio every five years to reflect on the learning goals and the attainment of those goals. An action plan that targets three to five key goals is developed for the next two to three years. Each year updates on the completion of those action plans are coordinated by the office of instructional support (1P1, 1P2, 1P4, 3P1, 5P1, 7P6, 7R1, 8P1).

Core Component 3d: The organization’s learning resources support student learning and effective teaching.

Examples of Evidence

- The College library provides instructional support for students writing research projects whether they are on campus or online. The library provides access to an impressive wide-range of electronic databases allowing students asynchronous access to needed resources. (OV2, OV6, 1P15, 1I1).
- The College provides free access to SmarThinking, an online tutoring program, and Turnitin, plagiarism software that assists students on and off campus 24 hours a day and seven days a week. Assessment data indicates improvement in students’ writing skills (1P8, 9P3, 3R6).
- Western provides access to multiple computer labs and provides free e-mail to all students and faculty (OV6).
- All residence halls have free internet access as well as a computer lab open 22 hours per day (7P7).

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Statement The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Examples of Evidence

- When a professional or faculty member attains an advanced degree related to their position, the College quickly recognizes that attainment with a salary increase (4P12).
• The Board of Trustees has continued to support funding professional leaves for professionals and faculty even in tighter economic times (4P9).
• The College recognizes that learning does not only have to be associated with credit courses; it has active community education and workforce training programs as well as a wildlife museum, art gallery, theater, and natural history museum. In addition, the College is a cultural center for the community sponsoring many cultural events (OV1, OV2, OV6, 2P1).
• The College celebrates the achievements of its students, faculty and professionals at Board meetings, in the local papers, and on its website. It holds an annual “Extra Mile” ceremony to celebrate noteworthy employees (full- and part-time) from all levels of the College (4P11).
• Providing technical/occupational programs for industry has always been part of WWCC’s mission (OV1, OV8, OV9).
• The College’s first Guiding Principle is “Learning is Our Purpose” which states in part “Our purpose is to provide quality experiences that foster lifelong learning…” (OV5).
• New programs and/or courses at WWCC usually originate from faculty members or from community demand. From there, Western follows a process to determine its viability (1P3, Figure 1-P1).

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Examples of Evidence
• Learning objectives for Technology and Industry courses, certificates and associate degrees are developed with regular feedback from multiple sources: (1) advisory councils with industry representatives; (2) full-time employees enrolled in courses; (3) full-time faculty who teach workshops for industry employees; and (4) feedback from workforce training interactions (1P4, 3P1).
• Employees stay current through a variety of internal activities, such as forums and in-service sessions (OV5, 3P1, 4P12, 5P4, 5P9).
• All degree-seeking students are expected to meet the five Goals for Student Success. These goals promote the acquisition of foundational skills and knowledge for life-long learning in any field (7P1, 7P3).
• For many years social science and science faculty have been awarded EPSCoR grants from the University of Wyoming to support student research projects. The biology department has participated in the INBRE grant for promoting student research at the undergraduate level—a unique honor for a community college (4R3).
• Employee training strengthens instructional and non-instructional programs and services by ensuring that employees: (1) stay current in their fields and areas of subject disciplines; (2) respond to new directions in training and education; (3) enhance their existing skills and knowledge base; and (4) remain aware and understand compliance-oriented issues (4P8).

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Examples of Evidence
• Learning objectives for Technology and Industry courses, certificates, and associate degrees are developed with regular feedback from multiple sources: (1) advisory councils with industry representatives; (2) full-time employees enrolled in courses; and (3) full-time faculty who teach workshops for industry employees (1P4, 3P1).
• Departmental articulation meetings with the other community colleges and the University of Wyoming facilitate dialogues about best practices and curricula (1P13).
• The nursing program is one of the few at the community college level that uses Problem-Based Learning, requiring students to learn independent problem solving, an essential skill for a career with an ever-changing knowledge base. Clinicals for nursing students in diverse medical settings provide a breadth of practical experience (9P3).
• Many College departments provide internships, practicums or clinical experiences to provide real-world experience and for employers to provide feedback on WWCC’s students’ preparation (Table 9P1, 9P2, 9R1, 9P3).
Multiple measures are employed to monitor that students have acquired the knowledge and skills required by WWCC (1P1, 1P18, 1R1, 1R2, 1R4, 1R6).

**Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

**Examples of Evidence**
- WWCC’s policies and procedures are followed to ensure consistency and fairness. They are reviewed and revised regularly by a cross-representative committee (6P5).
- A plagiarism and cheating statement is included in most course outlines. To proactively educate, rather than punish students, the College provides free access to Turnitin software (9P3).
- All personnel who have contact with student information have training related to FERPA (4P4, 4P7).

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## Criterion Five: Engagement and Service

**Criterion Statement** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

**Examples of Evidence**
- Western uses a variety of mechanisms to learn about the needs of the various external stakeholders it serves. Surveys, studies and meetings help to determine student and community needs. Meetings with high schools, University of Wyoming, advisory councils, program accrediting bodies, industry leadership, and community leaders help to gather program information Program additions, such as Natural Gas Compression Technology, Mining Maintenance, Instrumentation, and Oil and Gas Technology, were a result of these interactions (2P1, 3P1, 3P3, 3P4, Table 3P1, 9I1, Table 9R2).
- Dual and concurrent high school enrollment is offered in the majority of WWCC’s 11 service-area school districts (OV9, Table 9P1, 9P2, 9R1).
- Western staff meet twice annually with outreach staff and BOCES employees to assess, plan, and collaborate on joint ventures. Other less formal meetings occur frequently at varying levels (OV8, 3P4).
- WWCC serves a large region of over 29,000 square miles; residents in these communities can be full-time students because of WWCC’s online offerings (OV1, OV2, 9P5).
- Along with the opportunities to evaluate instructors and courses, student satisfaction is assessed through survey instruments, such as Noel-Levitz Student Satisfaction Inventory, SENSE, CCSSE, and WWCC’s Graduate Exit Survey (3P3).

**Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

**Examples of Evidence**
- The College has articulation agreements and guaranteed transfer agreements with four-year institutions in the region designed to make transfer as easy as possible for students (3P5, Table 9P1, 9P2, 9R1).
- The College has focused on building relationships with service-area high schools and transition students (OV3, 1P6, 9P2, 9R1, Table 9R1)

**Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

**Examples of Evidence**
- Service areas are responsive to feedback regarding service levels, unmet needs, and gaps in programs. An example is the new ACE IT Center which brings together advising, career,
employment, internships, and transfer services for students into one user-friendly operation (111, 212, 311, 911).

- The institution's Annual Report provides internal and external constituents with information about how the college is doing and opens an avenue to provide feedback. The Western Progress web site will make information about college performance even more accessible (OV7, 5R2, 8P5).
- Workforce Training provides short workshops or training sessions based on industry needs. (1P4, 2R4, 9P2).
- WYCLASS is a web portal collaboratively developed by the seven community colleges and the University of Wyoming to provide one access point for all distance courses offered by these eight entities (OV9).

Core Component 5d: Internal and external constituencies value the services the organization provides.

Examples of Evidence

- The results of the Great Colleges to Work For survey in 2010 – 2012 is one indication that employees value working for WWCC (4P6, 4P12, 4P13).
- Based on the feedback from constituencies during the development of the latest Strategic Plan, satisfaction was high in most areas, but communication internally and externally was one area that clearly warranted improvement (OV5, 4P6, 4R2, 5I1).
- The results of Noel-Levitz Student Satisfaction surveys, SENSE, and Graduate Exit surveys indicated that student satisfaction was strong in most areas, but advising was repeatedly identified as a weakness. Therefore, in 2011, WWCC reorganized its advising efforts with the relocation and re-organization of career and advising services in the ACE IT Center (111, 911).
- The strong support from industry is verified by: (1) the construction of a two million dollar well-site on campus; (2) enrollment of full-time employees as part of their work day; (3) donations of equipment; and (4) high and active attendance during advisory council meetings (3R4, 9P2, 9I1).

Core Component 5d: Internal and external constituencies value the services the organization provides.

- High scores on the Great Colleges to Work For survey from 2010-2012 is one indication that employees value working for WWCC (4P6, 4P12).
- WWCC recognizes that part of its role is to serve as a meeting facility. Over 120,000 use campus facilities each year. Community members may attend meetings, theater productions, legislative forums, guest speakers, sporting events, or the Wellness Center (OV9, 3P2).
## Self-Evaluation Chart — AQIP Systems Portfolio

**Institution:** Western Wyoming Community College  
**Date:** May 21, 2012

**First Portfolio?** X YES □ NO  
**URL link to Portfolio:** http://www.wwcc.wy.edu

### Item # | In-depth? | SS | S | ? | O | OO | This time | Last time
---|---|---|---|---|---|---|---|---
1P1 | YES | X | X | | | | | |
1P2 | NO | X | | | | | | |
1P3 | YES | X | X | | | | | |
1P4 | YES | X | | | | | | |
1P5 | YES | X | | | | | | |
1P6 | YES | X | | | | | | |
1P7 | NO | X | | | | | | |
1P8 | YES | X | | | | | | |
1P9 | NO | X | | | | | | |
1P10 | YES | X | | | | | | |
1P11 | YES | X | | | | | | |
1P12 | YES | X | | | | | | |
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1P14 | YES | X | | | | | | |
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2R3 | NO | X | | | | | | |
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3R4 | YES | X | | | | | | |
3R5 | YES | X | | | | | | |
3R6 | YES | X | | | | | | |
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4P8 | YES | X | | | | | | |
4P9 | YES | X | | | | | | |
4P10 | YES | X | | | | | | |
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4R2 | NO | X | | | | | | |
4R3 | NO | X | | | | | | |
4R4 | YES | X | | | | | | |
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4I2 | YES | X | | | | | | |
5P1 | YES | X | | | | | | |
5P2 | YES | X | | | | | | |
5P3 | NO | X | | | | | | |

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SS — A significant or “super” strength, something the institution does so well that it should be the model of good practice, efficient operation, or effectiveness for others.

S — An institutional strength — a process that is well designed and operating effectiveness, a performance result that everyone is proud of, an improvement system that consistently find and implements effective improvements.

? — A system or performance result that people in the institution cannot agree represents either a strength or an opportunity for improvement.

O — An opportunity for improvement, an area that everyone agrees can and ought to be done better.

OO — An outstanding improvement opportunity, one that urgently needs attention, either because it represents a opportunity to diminish a significant risk to future effective operations, or because it represents an opportunity to innovate in a way that would significantly strengthen the institution in the future.