

Northern Wyoming Community College District

Strategic Plan 2018 to 2023



www.sheridan.edu/strategic-plan

Our College

Founded in 1948 as the Northeastern Wyoming Agricultural Junior College, the Northern Wyoming Community College District now operates Sheridan College, Gillette College and an outreach center in Buffalo, WY and includes a tri-county service area that enrolls over 5,500 students annually. Our mission reflects our commitment to (1) help our students succeed in their lives and careers and (2) be an active and vibrant player in our communities.

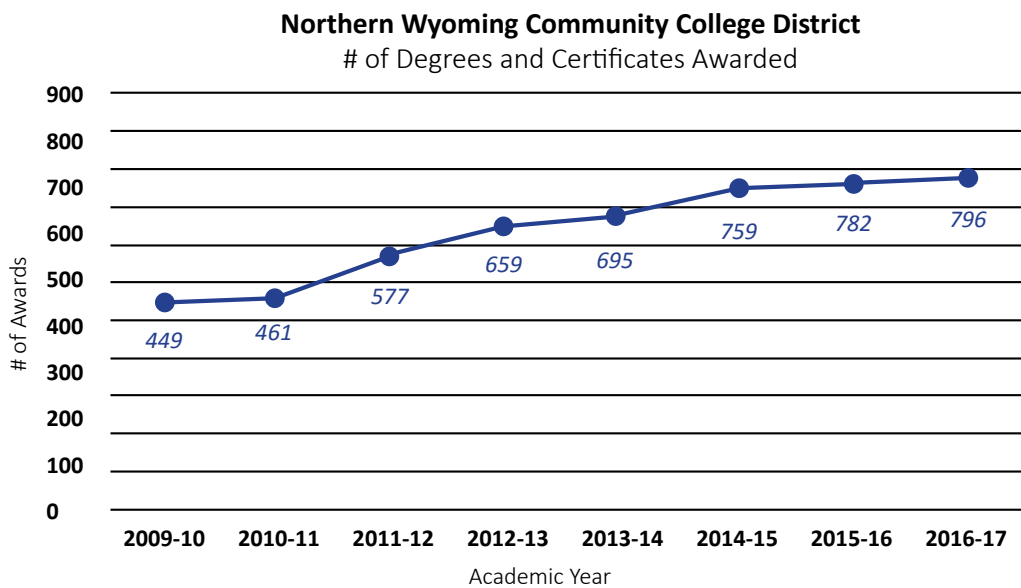
Strategy 2018-2023 embraces the national completion agenda and centers on improving student success. It has two main elements: Student Success and Organizational Health.

Our Mission

Creating student success and making a difference in our communities through educational leadership.

Our Vision

NWCCD will help fill the Wyoming skills gap by producing 1,000 graduation awards per year by 2020. We will align our programs to the local and regional economies to ensure our curricula, schedules, campus environment, and services help students graduate on time with minimal debt and multiple job opportunities.



Source: Internal data, as reported to the Wyoming Community College Commission



The National Challenge

Our Nation's colleges and universities have been challenged to increase our higher education attainment rate from 40 percent to 60 percent by 2025 (https://www.luminafoundation.org/goal_2025#goal-issue). As our national economy has become more technology-based, even in industrial settings, the demand for employees with training beyond high school has grown steadily. In the recent recession, Americans with a high school diploma or less accounted for four out every five jobs lost. This is a serious challenge to the nation as a whole and to community colleges in particular, because we are the front line offering low-cost education and training and responding rapidly to regional needs for specialized training.



The Wyoming Challenge

Wyoming is making progress in increasing educational attainment, but not enough Wyoming high school graduates are choosing to pursue post-secondary education or training immediately after graduation. In fact, the total college-going rate declined from 64 percent in 2010 to just 56 percent in 2014. This trend is moving in the wrong direction if we are to ensure Wyoming has the skilled workforce it needs to be economically competitive in a national and global environment.



On January 26, 2018 Wyoming Governor Matt Mead signed an executive order based on recommendations by the Economically Needed Diversity Options for Wyoming (ENDOW) Executive Council in their December 2017 Findings and Recommendations report. The Governor's action on educational attainment calls for 67 percent of Wyoming's working age population to hold a post-secondary credential (certificate or degree) by 2025 and 82 percent to hold a post-secondary credential by 2040.



The Local Challenge

Making a significant impact takes time, energy, and resources. Our investments over the past decade have resulted in better outcomes – but we have more to do to reach our goal and to help Wyoming succeed in diversifying and strengthening its economy.

We have done the research and invested in changes in how we recruit students and help them efficiently complete a certificate or degree, ready to enter the workforce or transfer to a four-year college. We have engaged our industry partners to selectively add capacity for more students and upgraded technology and curriculum across all programs. We have also improved student housing and campus life. We are better aligned with the University of Wyoming to help students transfer with fewer extra credits to complete four-year degrees in a timely fashion.

Over the past decade, Northern Wyoming Community College District has aggressively and successfully aligned its Career Technical Education and Health Science programs with industry needs. Active occupation-specific advisory committees have worked with faculty and administrators to identify skill needs and anticipate demand for future workers. The college has sought and obtained funding from local (both philanthropic and public), state, and federal sources to build capacity with highly skilled faculty, new and renovated facilities, industry-aligned curriculum, and state-of-the-art equipment. The college's alignment with regional employers such as: manufacturing firms; oil and gas, mining, and mining equipment companies; and clinics and hospitals ensures that graduates are prepared to enter the workforce with skills needed by future employers.



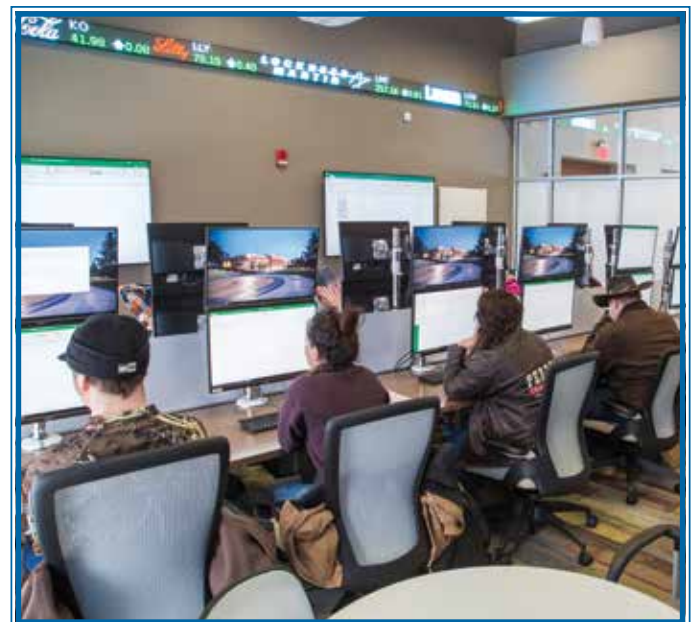
Student Success Strategy

GOAL ONE Improve student retention by reducing obstacles to completion.

Initiatives:

- Improve enrollment services' processes and communications to ensure students understand their program requirements and status of their progress toward completion.
- Implement new course scheduling protocol to ensure access to required courses.
- Utilize summer and late-start offerings for students who may be off their required program track.
- Expand alternative placement practices and continue to explore best practices regarding our approach to developmental courses.
- Ensure all faculty complete advisor training.

Performance Indicators	Baseline	Target
Student retention ^a	Full-time student retention: 56% Part-time student retention: 26%	Increase .5% per year
Student satisfaction: academic advising ^{b,d}	NWCCD mean: 5.48 National mean: 5.36	Continue to meet or exceed national mean
Student satisfaction: registration effectiveness ^{b,d}	NWCCD mean: 5.43 National mean: 5.57	Meet or exceed national mean



GOAL TWO Support retention and completion through student out-of-the-classroom engagement.

Initiatives:

- Open the College Success Program, a retention program modeled after the TRIO Student Success Services Program.
- Create inaugural annual events to promote school spirit.

Performance Indicators	Baseline	Target
Increase size of cohort and corresponding success factors for College Success Program students	Cohort Size: 140 Persistence/retention: 80% Transfer Rate: 39%	Cohort Size: 250 Persistence/retention: 80% Transfer Rate: 40%
Student satisfaction: 'Most students feel a sense of belonging here.' ^b	NWCCD mean: 5.35 National mean: 5.40	Meet or exceed national mean
Student satisfaction: 'It is an enjoyable experience to be a student on this campus.' ^b	NWCCD mean: 5.47 National mean: 5.61	Meet or exceed national mean

GOAL THREE Align programs, capacity, and enrollment strategies with statewide and regional demands.

Initiatives:

- Create a strategic enrollment plan.
- Revise program self-study process to include plans for enrollment management, retention, and completion.

Performance Indicators	Baseline	Target
Enrollment of credential seeking students	Academic Year 2016-17, credential seeking students: 2,486	Increase 5% per year
Specific program enrollment	2016-17 credential seeking enrollment at program level	Program-specific enrollment growth targets



Organizational Health Strategy

GOAL ONE Promote an environment where employees feel valued and supported as contributors to the organization.

Initiatives:

- Create a competitive compensation plan with regular wage increases in order to attract and retain high quality, engaged employees.
- Foster a district culture of shared governance, engagement, and accountability.
- Develop a comprehensive and systematic approach to employee recognition.

Performance Indicators	Baseline	Target
Campus climate: institutional structure ^{c,d}	NWCCD mean: 3.225 National mean: 3.481	Meet or exceed national mean

GOAL TWO Develop leadership capacity across the organization.

Initiatives:

- Support supervisors in being highly effective in their roles.
- Develop academic leadership depth through the Academic Administrators Leadership Academy.
- Provide relevant professional development opportunities to non-supervisory employees.

Performance Indicators	Baseline	Target
Campus climate: supervisory relationship ^{c,d}	NWCCD mean: 3.896 National mean: 3.864	Continue to meet or exceed national mean



GOAL THREE Strengthen Continuous Quality Improvement (CQI) and the intentional use of data.

Initiatives:

- Create accountability model and process.
- Provide opportunities for all employees to learn data-driven techniques and practices.

Performance Indicators	Baseline	Target
Campus climate: change readiness ^{c,d}	NWCCD mean: 2.991 National mean: 3.864	Meet or exceed national mean



^a U.S. Department of Education, Institute for Education Sciences, National Center of Education Statistics. Integrated Postsecondary Education Data System. <https://nces.ed.gov/ipeds>.

^b Ruffalo Noel Levitz Student Satisfaction Inventory, Spring 2016 administration.

^c National Institute for Leadership and Institutional Effectiveness, North Carolina State University, Personal Assessment of the College Environment, Spring 2017 administration.

^d Factor analysis is a statistical tool that is useful to examine complex constructs or items. Survey factors are a collection of questions that are designed and have been psychometrically determined to assess opinions a participant's feelings regarding a particular function or organizational attribute.



Sheridan College

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Sheridan, WY 82801
(307) 675-0505
(888) 675-0505

Gillette College

300 W. Sinclair
Gillette, WY 82718
(307) 681-6000
(888) 681-6070

Sheridan College in Johnson County

63 North Burritt Avenue
Buffalo, WY 82834
(307) 684-2001



www.sheridan.edu

Fast Facts

COMMUNITIES SERVED BY THE NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT

Arvada, Big Horn, Buffalo, Clearmont, Dayton, Gillette, Kaycee, Ranchester, Rozet, Sheridan, Story, Wright

FOUNDED

1948

NWCCD EMPLOYEES (Fall 2017)

291 Full-Time, 242 Part-Time

ENROLLMENT (Academic Year 2016-17)

Unduplicated Headcount: 5,722

Credential Seeking: 2,486

Non-credential seeking: 3,236

AVERAGE STUDENT COST (2017-18)

\$3,336 for one Academic Year (full-time, tuition & fees)

STUDENT DEMOGRAPHICS (Fall 2016)

From Wyoming: 88%

Average Age, full-time: 22.7

Average Age, part-time: 29.5

