CENTRAL *Wyoming* COLLEGE

2012 STUDENT MONITORING REPORT

From the office of the Associate Vice President for Student Services

MEMORANDUM

TO: Dr. Jo Anne McFarland
President

FROM: Coralina Daly
Associate Vice President for Student Services

RE: 2011-12 Student Profile Monitoring Report

DATE: July 06, 2012

The 2011-12 Student Profile Monitoring Report presented here relates to the CWC Board policies IA (Mission), IB (Vision), IC (Goals), and ID (Ends). In addition to sketching student-related information at the college and sharing efforts and accomplishments of the Student Services staff on an annual basis, the Student Profile Monitoring Report also provides a basis for making data-driven decisions for quality improvement.

The Student Profile Monitoring Report describes and analyzes several data elements about students enrolled at Central Wyoming College and many of the services provided to CWC students. A significant component of the report is the status of student enrollments. The Annualized Full Time Equivalent (AFTE) for 2011-12 was 1777.27, a decrease of 47.68 from the all-time high experienced in 2010-11. Declining enrollment is a national trend, but even with this 2.68% drop CWC is serving 42.6% more students than in 2007. *[The AFTE is calculated by adding the FTE's for the Summer, Fall, and Spring semesters and dividing it by 2.]*

The following highlights present some interesting facts and figures.

1. The College enrolled 2,312 students in Fall 2011, with an FTE of 1,792.67.
2. The average age of a CWC student is 28 years old. The distribution ranges from age 14 to age 84. The student body continues to be split with an almost equal percentage of traditional-aged students (<25 years old) and non-traditional-aged students (>25.) In the latest reporting year, 51.9% of the students were of traditional age.
3. 155 senior citizens (over 60 years of age) enrolled this year, compared to an average of 139 over the past two years.
4. The gender distribution of students at CWC is nearing equal, with the proportion of male students having increased to 42.6% from 34% ten years ago.
5. Native American students continue to constitute the largest minority group on campus, comprising 11.33% of the total population, compared to 11.09% last year. The number of Native American student enrollments (duplicated count) continues to decrease, however, from a total of 644 in 2009-10 to 569 in 2011-12.
6. CWC continues to be a true "community college," with 59.5% of the students from Fremont County and 88.97% residents of Wyoming.

7. CWC disbursed $7.1 million in financial aid during the 2010-11 academic year to 1,948 students representing a 2% increase in total funding from 2009-10 and an 8% increase in the total number of students.
8. The (unofficial) Federal financial aid cohort default rate for the 2008 cohort (reported in 2010) stayed at the previous year's level of 14.0%. (The rate is reported two years after the start of the cohort.)
9. In 2012, 303 students received 379 degrees, certificates and credentials. Of these, nearly three-fourths (73%) were associate degrees, compared to 66% in 2011.
10. More students (175) participated in the 2012 commencement ceremony than have ever done so before.
11. Students had the opportunity to meet with representatives from over 50 four-year universities on campus this year, and multiple chances to discuss transferring with the Wyoming College Advising Corps (WyCAC).
12. The persistence rate of first-time, full-time, degree-seeking students from Fall 2010 to Fall 2011 stayed consistent at 52.2%. For the first time this year, CWC tracked the persistence rate of first-time, part-time, degree-seeking students and found the rate to be 21.1%, the lowest of the Wyoming community colleges. It will be an area of focus for 2012-13.

Student Profile Monitoring Report
2011-2012 Academic Year

The Central Wyoming College Student Profile Monitoring Report for the 2011-12 academic year relates to the board policies IA (Mission), IB (Vision), IC (Goals), and ID (Ends). This is a **revised/updated version** of the reports submitted in previous years. It is intended to be a snapshot of the many ways students learn at CWC, a celebration of their successes, and a guide for future improvement.

Mission:

The mission of Central Wyoming College is to "*Enhance the Quality of Life through Innovation and Excellence in Education*". The mission of CWC's Student Services Department is "***To empower students to achieve their educational goals***".

As a teaching and learning institution, one measure of how well CWC achieves the college mission is to review how successfully the college provides access to students and help for them to succeed.

Board's "Ends" Statements:

There are two specific board "Ends" that pertain to this Report:

- Because of CWC, students will acquire the knowledge and skills needed to succeed in and contribute to a diverse and global community and to exercise their rights and responsibilities as citizens.

- Because of CWC, the community will have access to opportunities for cultural enrichment, wellness, and lifelong learning.

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I. TREATMENT OF STUDENTS

The CWC Board of Trustees' Policy Governance Manual IIB, entitled "Treatment of Students," encompasses all interactions college staff members have with current and prospective students. This policy, as applied to the Student Profile Monitoring Report, is interpreted as creating an environment to maximize student access and success.

Student Services staff members at CWC take pride in their role of ensuring students' welfare and defending their rights and privileges, regardless of age, race, ethnicity, physical abilities, and economic background. Emphasis is placed on treating students with respect and empowering them to succeed. Every effort is made to provide reasonable accommodations where requested and/or warranted. The staff often goes beyond the dictates of minimal legal requirements and aims for high moral and ethical standards. All job descriptions at CWC stress the need for good interpersonal skills and experience working at a community college.

To stay abreast of ever-changing federal and state mandates and guidelines, strong emphasis is placed on staff development. In addition to staff participation in several professional conferences and workshops, Student Services hosts webinars and audio conferences to improve service to students.

Best practices and standards recommended by American Association of College Registrars and Admissions Officers (AACRAO) are followed for collecting, organizing, and retrieving student records. There are appropriate "firewalls" and security measures in place to restrict unauthorized access of these records. Through regular and frequent program presentations, the faculty and staff are made aware of student confidentiality issues in compliance with the Family Education Right and Privacy Act of 1974 (FERPA). All faculty and staff participate in regular FERPA training workshops to learn about the latest changes and updates.

While the Wyoming Community College Commission sets a standard tuition rate for all state community colleges, CWC pays special attention to student access and success in setting fees and establishing its scholarship budget. CWC's scholarship philosophy focuses on meeting student needs and making education affordable.

Student rights and responsibilities, codes of behavior, proscribed conducts, written procedures for grievances and appeals, the campus crime awareness and security report, and graduation and transfer out data are widely distributed through Student Handbooks and the CWC website. Students have the right - within published guidelines - to freely exchange ideas and to freely express themselves without fear of retribution. These guidelines provide fair and effective means of handling student concerns in and outside the classroom; they are maintained in the office of the AVP for Student Services and are reviewed/updated at least on an annual basis. Most of the students' complaints are resolved in a timely fashion informally, prior to becoming a "formal grievance." The philosophy behind such an approach comes from an unknown author who wrote, "*Problems and crises must be handled, yet the greater challenge is to shape the campus environment creatively so that its inhabitants can change in positive ways.*"

II. STUDENT DEMOGRAPHICS AND STUDENT SERVICES

Student enrollment is often measured by Full Time Equivalency (FTE), which is calculated by dividing the total number of student enrolled credits by 12. A comparison of headcount and FTE's for the last several years is presented below in **Table 1**

Summer Terms

TERM	2003SU	2004SU	2005SU	2006SU	2007SU	2008SU	2009SU	2010SU	2011SU
Headcount	493	502	467	400	494	548	619	717	627
FTE	211.79	207.67	203.96	169.63	217.71	209.00	265.90	290.90	270.83

Fall Terms

TERM	2003FA	2004FA	2005FA	2006FA	2007FA	2008FA	2009FA	2010FA	2011FA
Headcount	1808	1732	1634	1704	2026	2160	2404	2431	2312
FTE	1387.54	1275.96	1229.88	1249.75	1432.71	1581.75	1798.00	1824.00	1792.67

Spring Terms

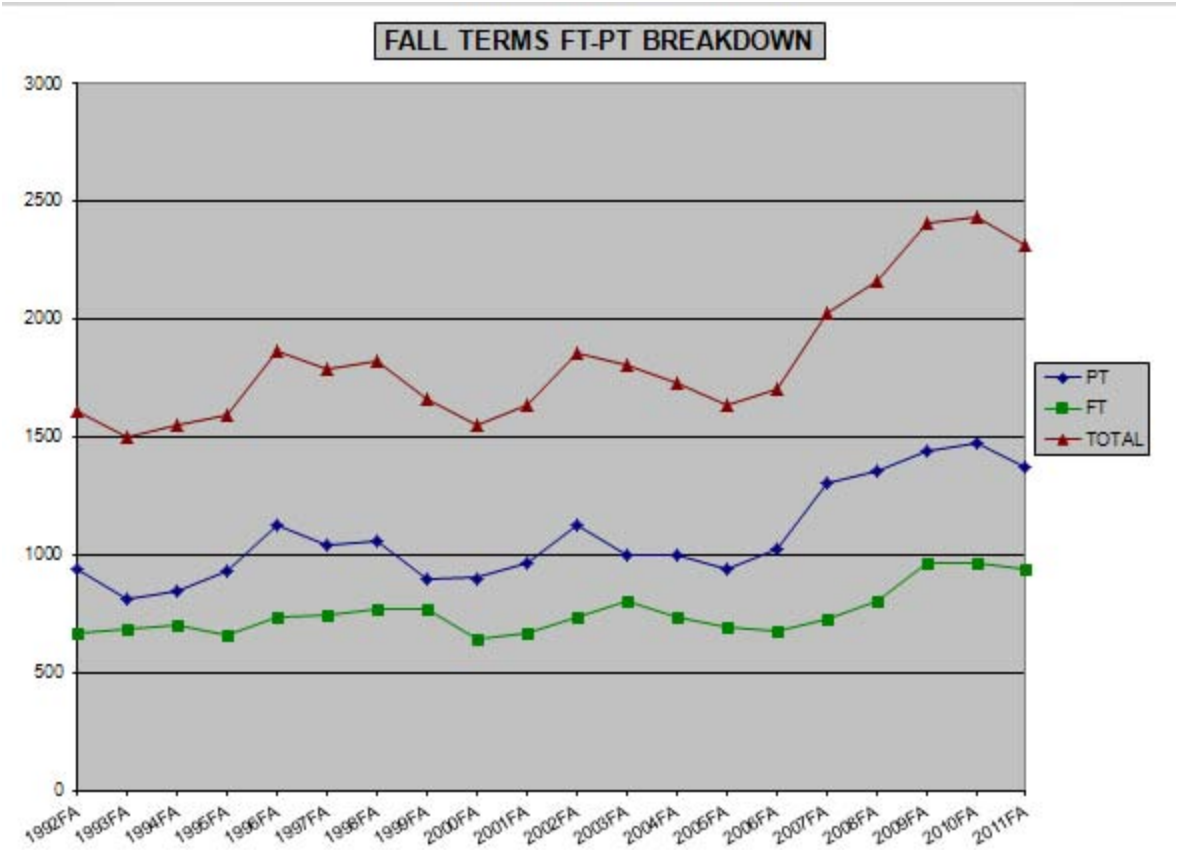
TERM	2004SP	2005SP	2006SP	2007SP	2008SP	2009SP	2010SP	2011SP	2012SP
Headcount	1659	1691	1488	1517	1783	1942	2252	2261	2083
FTE	1261.29	1217.63	1065.92	1070.33	1227.63	1327.96	1576.00	1535.00	1488.58

Student Enrollments-- Headcount and FTE Figures

Table 1

CWC experienced a slight decline in enrollments this year, which is in line with national trends. This may be interpreted as a correction after the recent Annual FTE (AFTE) increase of 45.93% between 2006-07 and 2009-10. The college is committed to continuing to grow and serve more students and will focus on Strategic Enrollment Management (SEM) initiatives to ensure positive growth into the future.

Figure 1 on the following page plots full-time and part-time enrollment figures for several fall terms. Enrollment data by semesters are provided in **Appendix A-1**.


FALL TERMS FT-PT BREAKDOWN
3000
2500
2000
1500
1000
500
0
1992FA
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1994FA
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2002FA
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2004FA
2005FA
2006FA
2007FA
2008FA
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2011FA
PT
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TOTAL

Figure 1

A. Gender

Historically, twice as many females enroll at CWC as male students. However, more male students have been enrolling at CWC over the last few years. Currently, females make up 57.3% of the total enrollment whereas males constitute 42.6%.

Figure 2 on the next page plots fall term trends over the years. Detailed numbers for each semester are included in **Appendix A-2**.

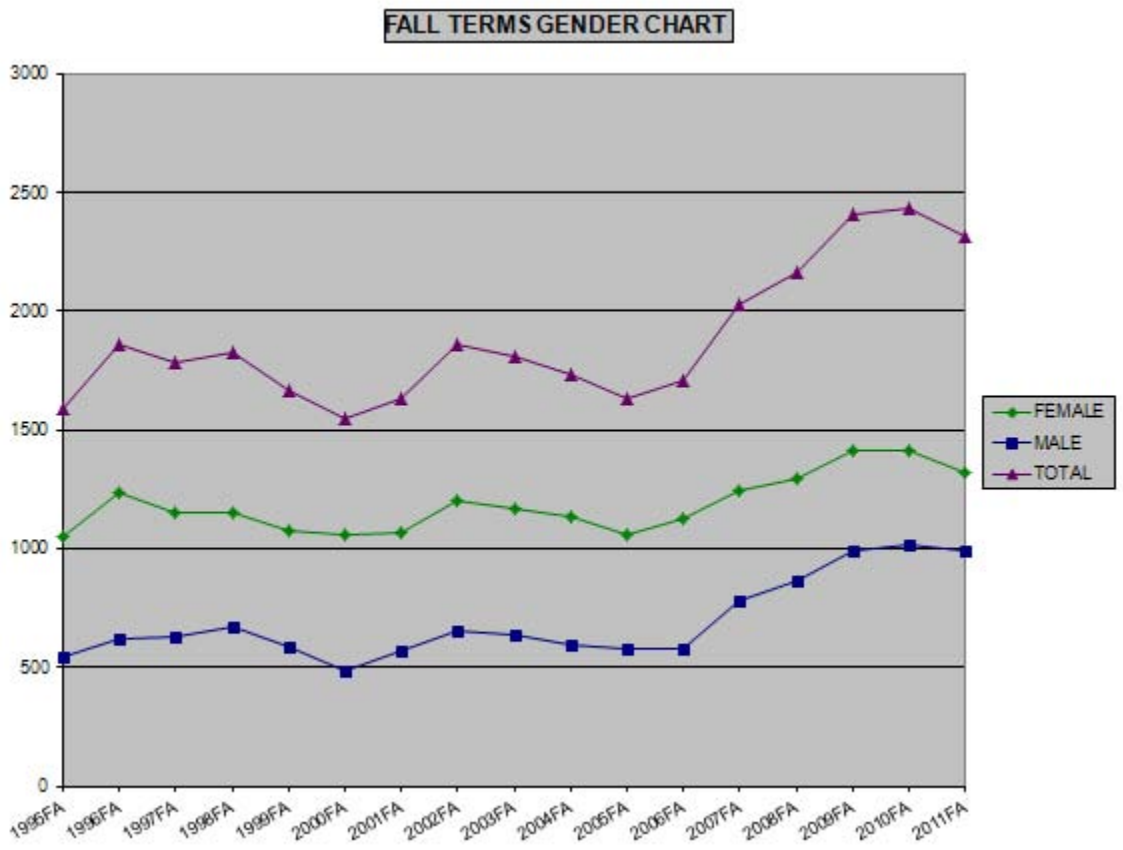


Figure 2

B. Age

CWC has a bimodal age distribution with 51.93% students of traditional age (under 25 years) and 47.98% non-traditional (over 25 years of age.) **Figures 3** and **4** provide trends in student enrollment by broad age categories for fall semesters. The average age has ranged between 28-29 years in the last six years. Enrollment data by semesters for the last several years are provided in **Appendix A-3 & 4**.

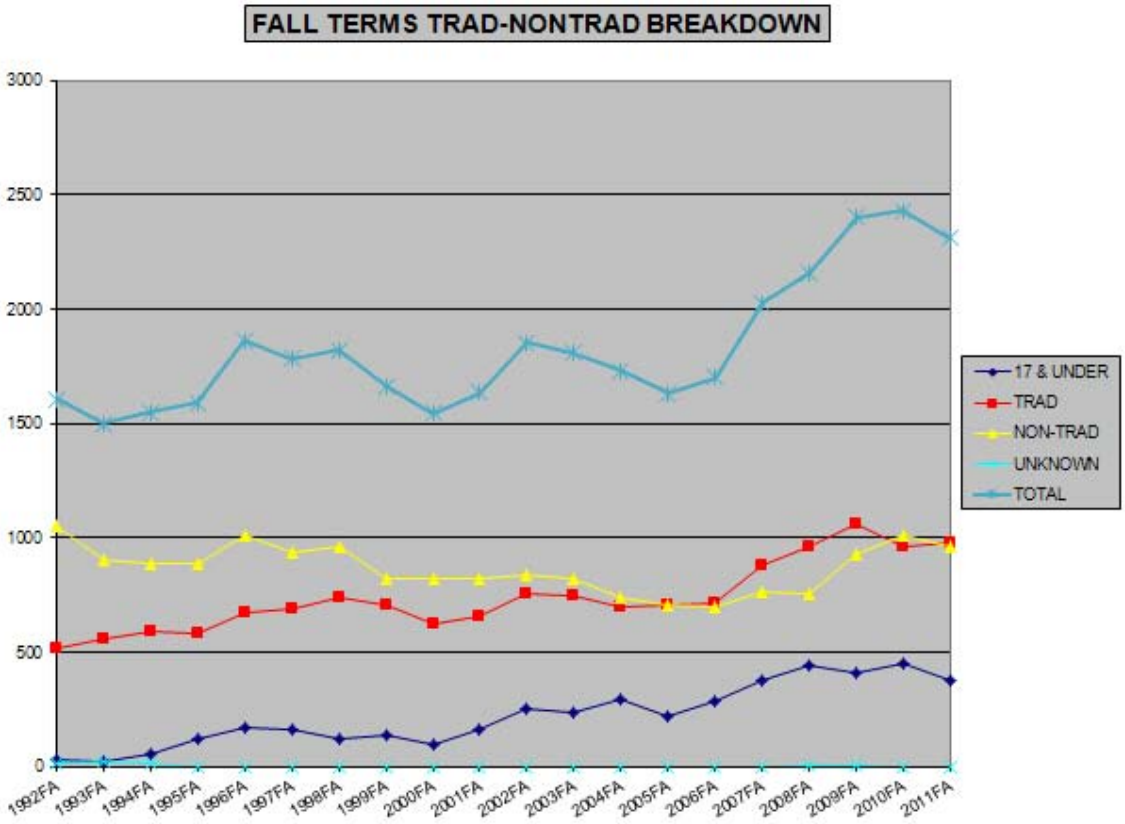


Figure 3

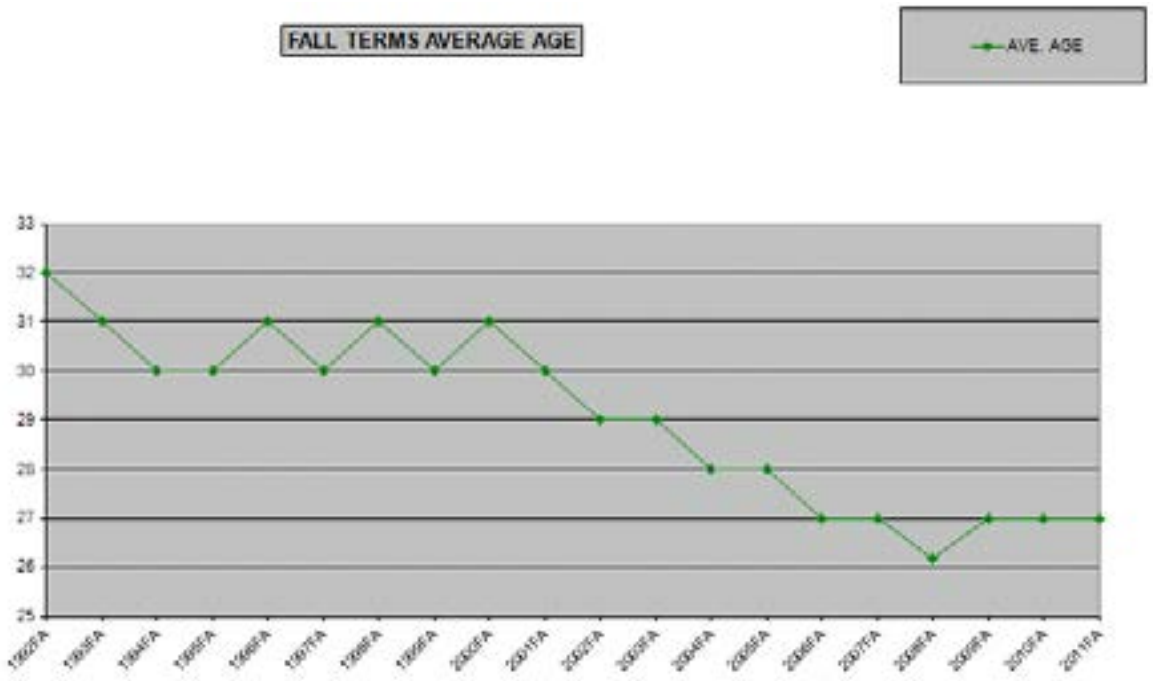


Figure 4

C. Dual Credit

A high number and percentage of high school students in CWC's service area continue to take advantage of the variety and quality CWC courses also approved for high school credit. Having CWC BOCHES pay for all educational costs of concurrent and dual enrollment students, including textbooks, is a great boon to Fremont County residents. **Table 2** provides the total number of dual credit students enrolled at CWC by their high school graduation year.

	DUAL-CREDIT STUDENT ENROLLMENTS													
TERM	2005FA	2006SP	2006FA	2007SP	2007FA	2008SP	2008FA	2009SP	2009FA	2010SP	2010FA	2011SP	2011FA	2012SP
DUAL-CREDIT ENROLLMENTS	653	271	776	329	1093	415	1307	423	1264	423	1381	545	1233	432
ANNUAL ENROLLMENTS	924		1105		1508		1730		1687		1926		1665	
DUAL-CREDIT HEADCOUNT	363	212	449	231	582	281	651	287	616	300	683	359	577	296
TERM HEADCOUNT	1634	1488	1704	1517	2026	1783	2160	1942	2404	2252	2431	2261	2312	2083
DUAL-CREDIT AS A % OF HEADCOUNT	22.2%	14.2%	26.3%	15.2%	28.7%	15.8%	30.1%	14.8%	25.6%	13.3%	28.1%	15.9%	25.0%	14.2%

Table 2

D. Course Placement of Incoming Students

All incoming students are administered a computerized assessment (COMPASS) for academic advising and course placement. Comparable ACT scores are also accepted, where applicable. Test results consistently show that a significant number of incoming students require developmental courses in basic skills, such as English, Mathematics, and Reading. **Table 3** gives a compilation of the COMPASS and ACT tests and the recommended placement of students in developmental courses over the latest three year period.

STUDENTS THAT HAVE TAKEN COMPASS EXAMS AND PLACED IN DEV COURSES 2009-2012		
COMPASS EXAM TAKEN	# OF STUDENTS COMPLETING EXAM	% TESTING AT DEVELOPMENTAL LEVEL
ENGLISH	1636	48.3%
MATH	2267	67.0%
READING	1272	23.1%

STUDENTS THAT HAVE TAKEN ACT EXAMS AND PLACED IN DEV COURSES 2009-2012		
ACT EXAM TAKEN	# OF STUDENTS COMPLETING EXAM	% TESTING AT DEVELOPMENTAL LEVEL
ENGLISH	1506	52.2%
MATH	1507	63.6%
READING	1506	14.7%

Table 3

E. Student Domicile

Most CWC students (88.97%) are Wyoming residents, with a majority (59.5%) from Fremont County. Nearly 6% of our students are from Western Undergraduate Exchange (WUE) states. The remaining students come from non-WUE states or other countries. Note that the bulk of the decline in enrollment is in students coming to CWC from outside Fremont County. **Figure 5** shows student domicile classified by types: In District (ID) Fremont County; Out-of-District (OD) rest of Wyoming; Out-of-state (OS); and WUE. Detailed data are provided in Appendix A-5.

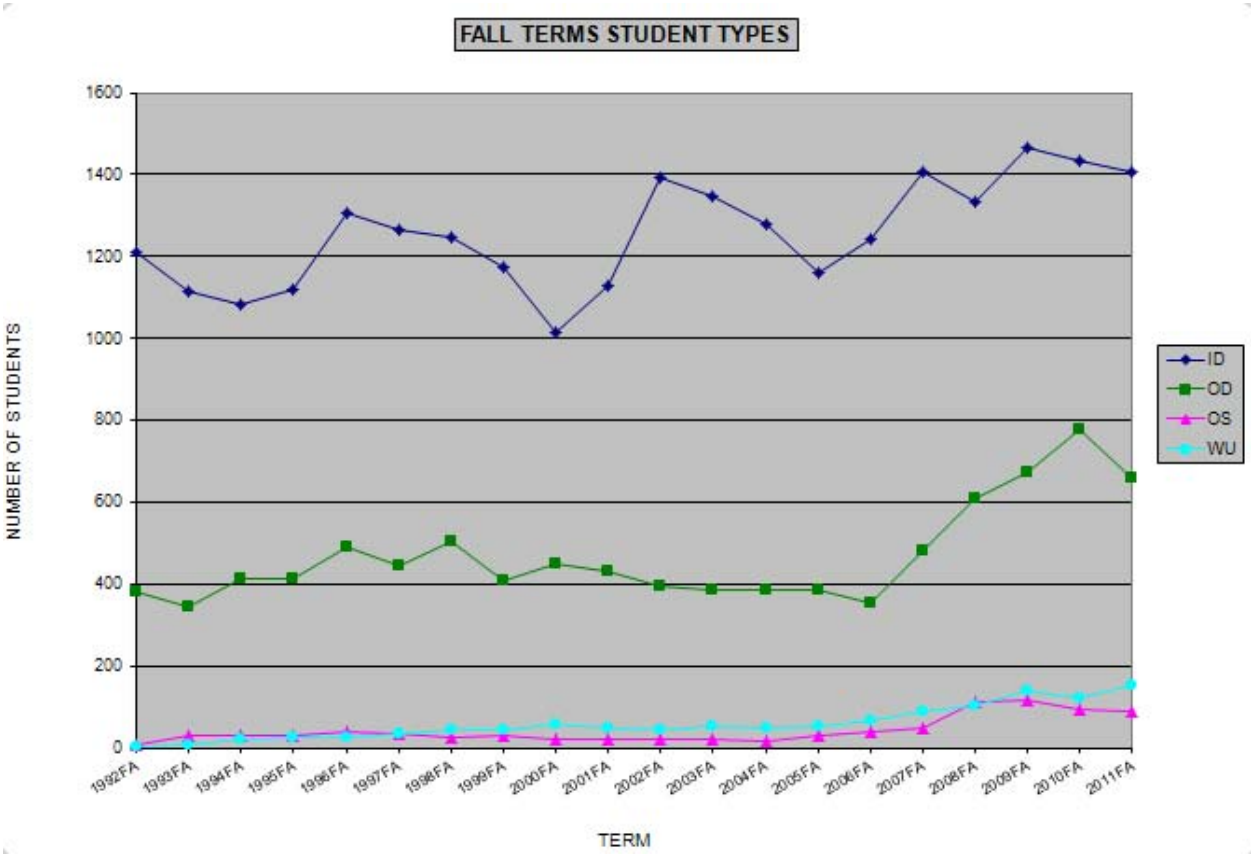


Figure 5

F. Diversity/Native American Students

"Diversity is not about the needs of one or another group competing for scarce resources. It is rather about purposeful and effective designs for supporting all students' educational achievement. As such, it is an integral component of the mission and purpose of the institution, and essential to whether our institutions are or will be positioned to educate all students for full participation in the economic, social, and civic domains of a diverse society." *Diversity works: The emerging picture of how students benefit.* Washington, DC: Association of American Colleges and Universities.

CWC is an open-door institution and, as such, emphasizes access and service to *all* students. The broad objective of diversity that CWC seeks to implement is explicitly affirmed in its institutional Values Statement, developed with extensive input from the college's internal and external constituencies and reaffirmed by its Leadership Team. The 2011-12 college strategic plan included a specific objective to focus college-wide efforts: *"Develop and promote an understanding, respect, and appreciation for diversity through educational opportunities and events."* For more information about diversity efforts please see CWC's nomination for the Association of Community College Trustees Charles Kennedy Equity Award in **Appendix A-6**.

Native American students continue to constitute the largest minority group on campus. While the number of Native American student enrollments (duplicated count) decreased from 600 in 2010-11 to 569 in 2011-12, the percentage of Native American student enrollments is slightly up, from 11.09% in 2010-11 to 11.33% in 2011-12. Efforts to continue this growth include targeted recruitment planning, a new scholarship for Native American student leaders, and building better relationships with Native American students earlier in their educational careers. Contact with high school students is improving through dual and concurrent enrollment in reservation and other local schools and pre-college grant programs such as Upward Bound and Talent Search.

Hispanic students are the second largest ethnic group of minority students with 6.59% of the total student population. These numbers compare to the previous year's percentage of 5.86%, and represent a trend of continued growth; ten years ago only 2.5% of CWC students were Hispanic.

Historical student ethnicity data last several years is available in **Appendix A-7**. For a broader spectrum, fall semester's enrollment distribution of minority students by race over the last number of years is shown in **Figure 6**.

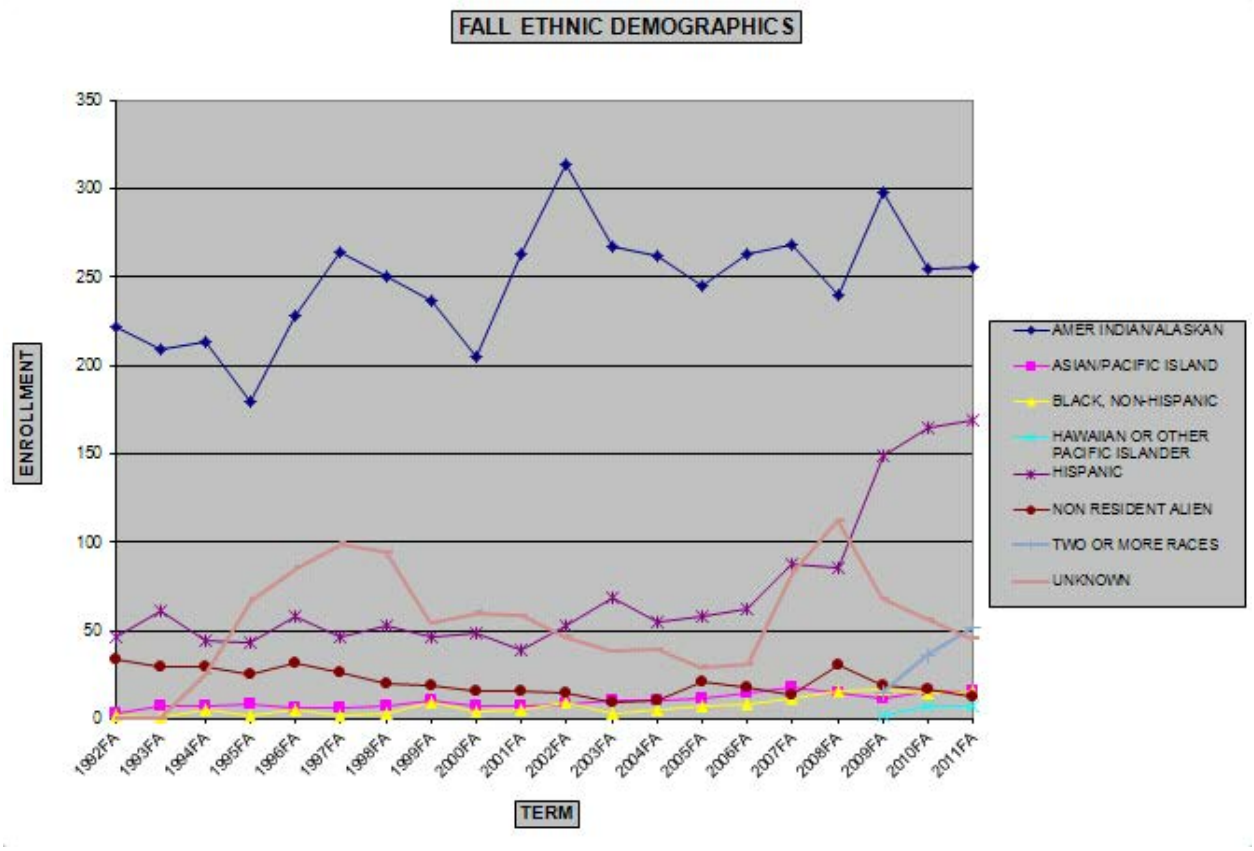


Figure 6

G. Disciplinary/Social Probation

Most of the student problems referred to the Vice President for Student Services this year concerned infractions or disagreements amongst students and between faculty/staff and students. These were usually handled informally through advice, verbal warnings and "serious talks." In other situations, students were given written citations or placed formally on social probation, which revokes their participation privileges in student activities and student-sponsored social events for a specified time period. The next higher level disciplinary action is enacted by placing students on probation. This puts the student on notice for a particular time period and the situation is monitored closely. Students are evicted from campus housing when the situation warrants. On rare occasions, the student may be suspended from school or recommended to the college president for expulsion.

The Student Disciplinary Code of Conduct and proscribed actions along with Student Grievance procedures are detailed in the Student Handbook, which is made widely available to students. The Student Services office also maintains copies of these procedures. **Table 4** gives the number of students placed on disciplinary probation for non-criminal incidents. Housing violations for the last five years are also identified.

Student disciplinary actions

Year	Non-housing disciplinary actions	Housing disciplinary actions	Housing incident notes
2011-12	4	63	32 almost probation, 11 probation notices, 11 eviction notices and 9 final probations
2010-11	5	56	20 probation notices, 11 eviction notices and 25 non-probation write-ups
2009-10	15	55	14 probation notices, 4 eviction notices and 37 non-probation write-ups
2008-09	9	30	16 probation notices and 14 eviction notices
2007-08	4	18	

Table 4

H. Services for Special Needs Students

CWC offers a number of accommodation services and encourages individuals with disabilities to make a request of their needs to the college at least a month prior to the beginning of the semester they plan to attend. Students who request such accommodations are required to provide appropriate documentation of their impairment(s). The Disability Services Office (MH-123E) is the primary source of assistance for students with disabilities. CWC's Disability Services Handbook may be obtained from the Disability Services Office or online at http://www.cwc.edu/resources/studentsupport/disabilities.htm. Some services are coordinated between CWC and local service agencies such as Division of Vocational Rehabilitation (DVR), Northern Arapaho Vocational Rehabilitation, Red Feathered Eagle Vocational Rehabilitation, Eastern Shoshone Tribal Health, Services for the Visually Impaired, and Community Entry Services.

The campus facilities, including its designated parking areas, are physically accessible. Doors designed for handicapped access are appropriately marked and the campus restrooms are equipped for special needs. Campus housing has four reserved apartments and three rooms (Mote Hall) for easy wheel-chair access. There are elevators for access to the upper floors of the Student Center, Library and the stage at the Robert A. Peck Art Center.

This year, support services and special accommodations were arranged through CWC's Disability Services Coordinator, who interviewed the student and the student's previous case manager, when possible, to decide on appropriate methods to best support the student. Some of the services and accommodations offered included: intelligence testing, academic evaluation in language and mathematics achievements, exploration of educational plans, advocacy, academic skill building (note taking and study habits). Additional services provided consisted of tutoring, mentoring, extended time for test taking, specific colored paper and overlays plus other impairment-focused assists.

Equipment available for special needs students includes tools such as Dragon Speak and Dragon Naturally Speaking software for visually or tactilely impaired students to special and necessary seating arrangements. Magnifying computers screens and Kurzweil programs, personal F. M. audio/teaching systems, ergonomic keyboards, cassette recorders, phonic ear systems, textbooks

on tape and head phones were also available. **Table 5** below shows the number of students receiving special services.

Number of Students Receiving Special Services

2003-04	52
2004-05	71
2005-06	69
2006-07	63
2007-08	60
2008-09	66
2009-10	72
2010-11	57
2011-12	66

Table 5

I. GRADUATION AND TRANSFER OUT DATA

	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	Average
Overall Graduation Rate	23%	33%	35%	34%	31%
Overall Transfer Out Rate (prior to graduation)	25%	11%	17%	22%	19%
Rodeo Student Aid Graduation Rate	50%	20%	20%	100%	48%
Rodeo Student Aid Transfer Out Rate (prior to graduation)	33%	40%	40%	0%	28%
Volleyball Student Aid Graduation Rate		100%	100%	29%	76%
Volleyball Student Aid Transfer Out Rate (prior To graduation)		0%	0%	43%	14%
Basketball Student Aid Graduation Rate				14%	14%
Basketball Student Aid Transfer Out Rate (prior To graduation)				50%	50%

The Student Right-to-Know (SRTK) Act was enacted in 1990 by the U.S. legislature. It requires postsecondary educational institutions to disclose their graduation rates and transfer rates for first-time, full-time, degree or certificate seeking students within 150 percent of the institution's longest undergraduate program. Thus, two-year colleges need to disclose these rates within three years of a student beginning a two-year program. The group of students who begin a program is called the "cohort" for that particular year.

Data collection began with the 1994 fall cohort and tracked graduation and transfers by spring of 1997 (150 percent time). Only students who begin their programs of study in the fall term of each year are tracked. Also, only first-time (after graduation from high school or receiving a GED certificate), full-time (considered to be full-time for the entire 50 percent if they are full-time their first semester of college work), degree or certificate seeking (no undeclared students are counted) students are tracked for disclosure by the SRTK Act. Central Wyoming College's large population of part-time students AND students who take classes but do not intend to obtain a certificate or degree are not tracked in the SRTK graduation rate or transfer rate data.

J. Student Financial Aid Highlights

CWC disbursed over $7.1 million in financial aid to 1,948 students during the 2010-11 academic year. This represents a 2% increase in funding from last year ($7,114,875 vs. $6,986,379 in 2009-10). The funding was distributed to 8% more students (1,800 in 2009-10). Nearly three-fourths (74%) of the funding came from federal grants and loans. Sources of state aid are fewer and therefore funding from state sources is declining. This year it represented 11% of the total aid dispersed, down from 14% in 2009-10. More specific data about financial aid sources is available in **Appendix B-1**.

Need-based aid that does not need to be repaid increased to 55% of the total dispersed, up from 52% last year. The increase can be traced to more students qualifying for federal grant programs and better rates of return on investments, allowing an increase in available funding from CWC Foundation endowments. This increase lessened the unmet need overall, meaning students had to rely less on aid that must be earned or repaid such as Federal Work Study or Stafford Loans. This year, self-help aid represented 45% of the total, down from 48% last year. More specific data about types financial aid awarded is available in **Appendix B-3**.

The total scholarship funding available increased by 3% ($37,596) this year, increasing the total to nearly $1.4 million. The increase is due to CWC directly funding more scholarships, better payouts from CWC Foundation endowments, and students attending CWC with more outside scholarships. With institutional dollars and support from the CWC Foundation, CWC now directly funds 56% of all scholarships ($775,030). The remaining funds come from state and federal government sources and private individuals, companies and organizations.

Both the number of students taking out loans to come to CWC and the amount they are borrowing is going up. This year, the total amount borrowed rose 7% (up to $2,382,470) and most of this increase is in need-based loans. This increase is related to the enrollment growth CWC has experienced in recent years. Student debt load is an issue nationally and at CWC. To help students understand the impact of taking out more loans, the business faculty and financial aid staff are working to increase financial literacy skill-building opportunities for our students.

More students with more debt puts both the students and the college at risk for default problems. The U.S. Department of Education has said colleges with more than 30% of students in default are in jeopardy of losing their eligibility to participate in Title IV Federal Aid Programs. Sixty-five percent of CWC students rely on Title IV funds.

The default rate at CWC has varied from 7% to nearly 22%. For the past five years it has remained around 14%, the highest in Wyoming. Last year, new regulations changed the calculation and expanded from measuring the number of defaulters through two years after they began repaying their loans to three years. The National Student Loan Data System estimates show CWC's default rate could reach 25.1% in 2014, when they begin enforcing the new rule. See **Appendix B-4** for Federal Loan Cohort Default Rates.

To better understand student loan default behavior at CWC, financial aid staff conducted extensive research to identify characteristics shared by student loan defaulters across the country, and began analysis of recent CWC defaulters. Anyone going into repayment during the federal

fiscal year (Oct. 1-Sept. 30) is in that year's cohort. Repayment generally begins six months after a student finishes college or is no longer enrolled.

The analysis of CWC defaulters focused on the 1,500 former students who began repayment between 2005 and 2009. The review identified common characteristics of defaulters nationwide: student demographics, academic, socio-economic, ethnicity, first-generation, preparedness, attendance patterns, financial aid, and education attainment. The next step is to evaluate CWC's defaulters to determine whether the above characteristics apply.

The goal of the research project is to inform a campus-wide default prevention plan to further reduce the default rate and ensure CWC's continuing eligibility for Title IV federal funds. In the meantime, several measures have already been taken to educate students about financial aid regulations and to develop financial literacy skills.

Default prevention strategies initiated during the 2011-12 academic year include:

- Financial Literacy course:
    - Designed as a general education requirement commencing with the Fall 2013 term, but available Fall 2012
    - Provides foundation instruction on the basics of personal financial topics with an emphasis on practical application and decision-making
    - Answers the following questions:
        - Do you know where your money goes each payday?
        - Do you have a savings plan?
        - Do you pay your bills on time?
    - All first-time borrowers at CWC will be required to take the course during 2012-13 academic year.
- Faculty Initiated Withdrawals: The CWC Retention Committee suggested faculty members officially withdraw "no show" students by the 12% census date (prior to disbursements).

Another critical element of financial aid operations this year was the implementation of student educational plans (SEP) for students who are not meeting the federally-mandated standards of progress. The counseling office and academic advisors have cooperated with financial aid staff in developing the plans and communicating with SEP students.

<u>Student Educational Plan</u>

- Limits student to one program
- Requires monthly progress reports
- Provides extended advising
- Limits student's enrollment level based on student's academic history
- Student must complete 80% of attempted credit hours with a minimum 2.0 GPA

K. Reasons for Student Enrollment

Measuring student success must begin with an understanding of what students hoped to achieve by enrolling at CWC. **Table 6** provides enrollment reasons, as declared on student application forms for school admission. Most students enroll at CWC to earn a two-year degree or in preparation for a four-year degree.

Central Wyoming College
ENROLLMENT REASONS
Date = April 2012

Count of Enrollment Reason for **ALL** Students Enrolled for Fall 2011

Reason	1	2	3	4	5	6	7	8	9	10	11	12	blank	Grand Total
Students	99	550	99	131	388	18	15	198	33	446	280	9	46	2312
%	4.3%	23.8%	4.3%	5.7%	16.8%	0.8%	0.6%	8.6%	1.4%	19.3%	12.1%	0.4%	2.0%	100%

2312 Total Enrolled; 2266 Gave Reason; 46 Left Blank

Count of Enrollment Reason for **NEW** Students Enrolled for Fall 2011

Reason	1	2	3	4	5	6	7	8	9	10	11	12	blank	Grand Total
Students	39	131	32	48	91	9	7	47	13	177	71	2	4	671
%	5.8%	19.5%	4.8%	7.2%	13.6%	1.3%	1.0%	7.0%	1.9%	26.4%	10.6%	0.3%	0.6%	100%

671 New Students Enrolled; 667 Gave Reason; 4 Left Blank

REASONS FOR ATTENDING CWC:
1. Earn a certificate from CWC (one year or less)
2. Earn a two-year degree from CWC
3. Learn skills to get a new job
4. Learn skills to advance in current job
5. Transfer to a four-year college
6. Transfer to another two-year college
7. Improve basic skills in English, reading, or math
8. Take courses for personal interest
9. High school student taking courses to complete high school diploma
10. High school student taking courses to get a head start on college
11. Earn a two-year degree from CWC and transfer to a four-year college
12. Earn Credential at CWC

Table 6

L. Annual Campus Security and Fire Safety Report

Calendar Years	2008	2009	2010
Criminal Homicide:			
Murder/Non-negligent manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses:			
Forcible sex offenses	1 (1)	1 (1)	0
Non-forcible sex offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	1	0	0
Burglary	7 (2)	0	0
Motor Vehicle Theft	1	[1]	0
Arson	0	0	0
Hate Crime Related	0	0	0
Illegal Weapons Possession:			
Arrests	0	0	0
Campus disciplinary action	0	0	0
Drug Law:			
Arrests	9 (9)	4 (4)	2 (2)
Campus disciplinary action	0	0	2 (2)
Liquor-law:			
Arrests	7 (6)	29 (29)	19 (19)
Campus disciplinary action	28 (27)	27 (27)	46 (45)

Number reflects incidents which occurred on campus.
(Number) reflects incidents which occurred on campus, specifically in Residence Halls.
{*Number*} reflects incidents which occurred in or on non-campus buildings or property.
[Number] reflects incidents which occurred on Public Property.
Lander Center - no reportable offenses
Totals reflect a combination of Riverton Police Department, Fremont County Sheriff's Department, and CWC Security Reports.
Source: Cleary Act compliance report (2011 data will be available in October 2012)

Table 7

M. Counseling and Career Services

The primary elements of Counseling and Career Services include individual counseling, career testing, assistance and job placement, mental health assessments, workshops, classes and campus awareness weeks, and work within the Single Parent/Displaced Homemaker Perkins Grant. Assisting the Financial Aid Office with Student Educational Plan development was added this year.

Every student seeking counseling services who is seen by the counselor develops specific goals for their counseling sessions. These goals are reviewed on a regular basis to determine progress. Goals frequently include such things as healthy behaviors and lifestyle, enhanced self-esteem, clarified values, healthy and meaningful interpersonal relationships, career decision making, and clarification of educational goals. The student and counselor work together in evaluating whether or not the student’s goals have been attained.

The department subscribes to a short-term counseling model, while allowing the counselor to determine the needs of the client as the primary motivator for mental health support. Long term counseling needs that go beyond the scope of practice of the counselor are referred off campus. During the year, the counselor worked with clients on issues ranging from depression, sexual assault, eating disorders, alcohol use, disciplinary follow-up, relationship problems, and a few other miscellaneous issues. All of these were negatively impacting the student's academic goals. Many of these clients were referred by faculty members, but the majority of students sought counseling independently.

The counseling office had **229** individual counseling contacts (272 in 2011, 136 in 2010) and **17** emergency counseling contacts (14 in 2011, 19 in 2010) for 2011-12. This represents a caseload of approximately **63** students for each semester.

The counselor also coordinated a number of People of Courage requests, an emergency financial assistance fund for students.

During 2011-2012 the counselor began assisting the Financial Aid office by conducting individualized Student Educational Plans (SEP). The "intrusive advising" or "full-circle advising" SEP sessions resulted in the number of advising/SEP contacts rising significantly to **44** (2 in 2011, 5 in 2010, 15 in 2009) for the year.

In addition, the counselor provided disciplinary follow-up after alcohol, drug, or behavioral violations on campus, primarily from the housing system. There were **31** of these contacts for the year (38 in 2011, 46 in 2010).

To assist students with career exploration, the department provided a variety of guidance services, including the use of the Strong Interest Inventory, Myers-Briggs Type Indicator, and the Holland Self-Assessment, as well as coordinating access to a variety of online services, including the Choices Planner program and the Career Guidance System, the two most used.

The counseling office provides a variety of means to educate students about mental and physical health. The national publication *Student Health 101* is distributed monthly to all students and widely available on campus. Several issues of particular concern are highlighted through various awareness weeks, such as depression, anxiety, drug addiction, sexual assault and domestic violence, as well as physical health issues (weight loss/gain, exercise, tobacco use, breast cancer, vaccinations). Several tobacco use prevention efforts were conducted throughout the year.

<u>Students of Concern Team (SOC)</u>

The purpose of the SOC Team is to provide a centralized reporting system where faculty and staff can make referrals regarding any academic, mental, or physical health concern of students. This Team assesses the concerns and follows up with appropriate action/ recommendation. During 2010-11, the SOC Team discussed 129 (non-duplicated) student cases. The types of issues referred (duplicated) were:

- Academic = 46 (46 in 2010-11)
- Mental health related = 120 (116 in 2010-11)
- Disciplinary = 46 (46 in 2010-11)
- Disability related = 53 (39 in 2010-11)

- Medical = 35 (17 in 2010-11)
- Miscellaneous = 30 (20 in 2010-11)
- Total discussed in academic year = 330 (291 in 2010-11)

N. International Students

A diverse group of international students attended CWC this year. They came to Riverton from Australia, Belgium, Brazil, Canada, China, Germany, Malawi, Russia, Serbia, the Netherlands, and Uzbekistan. These students focused their studies in areas such as Accounting, Business Administration, Business Management, Computer Technology, General Studies, Homeland Security, International Studies, and Radio/TV Broadcasting. Approximately half of CWC's international students are athletes. The number of international students was 14-18 this past year compared with 21-24 last year.

There have been significant changes recently in how international student programs are offered. English as a Second Language (ESL) programs are now required to be additionally accredited for each institution beyond the institution accepting and enrolling F-1 visa students. As a result, Central Wyoming College no longer offers ESL to international students as a program in the summer.

International recruitment activities in the past included mailing of an electronic search piece sent to all student contacts generated by the EI Group and the International Student Guide and direct mailings to overseas educational advisors, but those were cut due to the paucity of potentially viable applicants generated and budget constraints. International recruitment is currently done by word of mouth through students or web searches that find Central Wyoming College on the internet. This has significantly reduced the number of information requests and number of actual students recruited. **Table 8** lists the number of requests, information packets sent, total applicants, I-20s (visa forms) issued, and new international students enrolled for the past six years.

During the fall of 2011, two international students were able to change their status and become Resident Aliens.

YEAR	Info Requests	Packets Sent	No. of Applicants	No. of I-20s Sent	No. of New Students Registered
2006	82	34 spring/48 fall	16 spring/16 fall	3 spring/12 fall	1 spring/5 fall
2007	106	43 spring/60 fall	17 spring/16 fall	12 spring/11 fall	1 spring/3 fall
2008	175	28 spring/86 fall	18 spring/41 fall	6 spring/21 fall	1 spring/15 fall
2009	241	27 spring/57 fall	23 spring/43 fall	2 spring/14 fall	0 spring/11 fall
2010	87	23 spring/39 fall	13 spring/39 fall	5 spring/10 fall	5 spring/7 fall
2011	85	23 spring/38 fall	19 spring/39 fall	6 spring/9 fall	2 spring/ 2 fall

Table 8

III. GRANT-SUPPORTED PROGRAMS

Under the CWC Student Services umbrella, CWC administers several grant-funded programs to help CWC and pre-college students.

A. Student Support Services (SSS)

The SSS program goal is to increase the college persistence and graduation rates of low-income, first-generation college students and students with disabilities. The grant also facilitates students' transition to four-year educational institutions. CWC's SSS program is one of the largest in the nation with 410 participants, more than double that of any other Wyoming community college. Over 25% of SSS participants are Native American. Many SSS activities focus on developing the non-academic skills essential to succeed in college such as goal setting, time management, and financial literacy.

During 2011-12, 303 SSS students were low-income, first generation students. Through the program, 422 CWC students received tutoring services. SSS exceeded their retention goal of 48% with 58% of students returning in the fall who enrolled the previous fall. Seventy SSS students graduated from CWC in 2012.

SSS also provides assistance to students considering transferring to a four-year college or university, including coordinating visits between CWC students and representatives of four-year institutions, helping with admissions applications, transcript requests, visits to the University of Wyoming, and participating in the Wyoming Transfer Council.

B. Upward Bound (UB)

Upward Bound is a federally-funded program "to reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all." It serves high school students from low-income families whose parents did not attend college. The goal of CWC's Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

CWC Upward Bound provides academic assistance to students in mathematics, science and English. The program also supports tutoring, counseling, mentoring, and cultural enrichment. Other services include instruction in reading, writing, study skills, and other subjects necessary to succeed beyond high school; assistance in completing college entrance and financial aid applications; assistance in preparing for college entrance exams; and work study positions to expose participants to careers requiring a postsecondary degree.

During 2011 – 12 CWC Upward Bound served 70 students, 64% of whom were Native American. Schools served in Fremont County are Riverton High School, Lander High School, Wyoming Indian High School, St. Stephens High School, Wind River High School, and Shoshoni High School.

C. Talent Search (TS)

The CWC Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. CWC is the only Wyoming school to have a Talent Search grant. The program offers academic, career and financial counseling to its 600 participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice. CWC's TS also serves high school dropouts by encouraging them to re-enter the education system and complete their education. The goals of Talent Search are to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in postsecondary education. The schools served are Riverton Middle and High School, Lander Middle School, Lander Valley High, St. Stephens Indian, Ft. Washakie, Wyoming Indian Middle and High, Arapahoe Charter High, and Arapahoe.

Services provided by the program include academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs; career exploration and aptitude assessment; tutorial services; information on postsecondary education; exposure to college campuses; information on student financial assistance; assistance in completing college admissions and financial aid applications; assistance in preparing for college entrance exams; mentoring programs; special activities for sixth, seventh and eighth graders; and workshops for the participants' families.

A measure of the success of the program is the number of students attending CWC this fall who earned Quality Leader scholarships: seven of the 12 students selected to be Quality Leaders participated in Talent Search.

D. CWC-WY-GEAR-UP (State Partnership GEAR-UP)

Because the U.S. Department of Education chose to emphasize funding new and statewide Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) grants instead of renewing existing local grants, CWC's original GEAR-UP grant was not renewed this year. CWC does operate a satellite of the University of Wyoming's statewide GEAR-UP grant and provides services to eligible students in the CWC service area. This state grant supports early intervention programs designed to increase college attendance and success, especially among low-income students. The goals are

1. Educate students and parents on what constitutes a rigorous academic curriculum and assist students to complete such a curriculum.
2. Advise students in making academic plans using assessment data and assist students in overcoming identified deficiencies.
3. Assist students in successfully completing critical steps for high school graduation and college entry.

4. Equip students and parents with the knowledge and tools necessary to successfully complete financial aid and scholarship application processes.
5. Support students enrolling in postsecondary education facilitating their successful completion of the 1st year and persistence into the 2nd year.

GEAR-UP serves 275 students grades 7-12 enrolled in area schools such as Riverton, Lander, Shoshoni, and Jackson. The new grant includes serving students through their first year of college, so a new GEAR-UP club was formed this year and many activities are planned to assist this cohort of students.

IV. STUDENT ACTIVITIES/ATHLETICS/INTRAMURALS

CWC offers a variety of student activities, athletics, and intramural programs with the main goal of involving students in campus events and helping them succeed. Of particular note this year were the new forensics speech and debate team which competed regionally against much larger schools and won many events, and the students involved in undergraduate research opportunities in biology and archaeology who presented at state conferences. There are a number of studies that indicate student involvement in activities translates to higher student persistence in school.

A. Volleyball

The Lady Rustler volleyball team finished second in the regular season with a 25-12 record. They also placed second in the Region 9 Tournament, finishing the year ranked 20th in the nation. Many players were honored this year: Leticia Guimaraes, Courtney Patterson, and Ana Tenorio were named All-Conference players; Leticia Guimaraes and Courtney Patterson were named All-Region players; and Leticia Guimaraes, Jaci Egley, and Kelli Mann were named All-Tournament players. Guimaraes was named to the All-American team and selected as National Player of the Week. Coach Tiffany Stauffenberg was the Coach of the Year.

B. Women's Basketball

The women's basketball team ended the season with a 15-17 record, beating both the number two and number three teams in the semifinals before losing to the team that won the championship. Brynlie Nielsen was an All-Tournament player, and Jacki Nicholson was named both an All-tournament and an All-Region player. Nicholson and Courtney Patterson are moving on to play basketball at four-year colleges.

C. Men's Basketball

New head coach Curtis Condie led the men's basketball team to a 20-11 record, the first time the team has won 20 games in a season since CWC reinstituted basketball. The team was ranked first in Region 9 for defense and first in the conference for field goal percentage. Three players were nationally ranked for their field goal percentages: James Johnson was 3rd and Armani Flannigan was 14th. Davion Pearson was ranked 3rd for his three-pointer field goal percentage. Johnson was named an All-Region player, and Flannigan and Pearson both received honorable mentions. Three players (James Johnson, Malachi Roberts, and Ali Sabra) will soon play basketball at four-year institutions.

D. Rodeo

CWC offers a nationally-ranked intervarsity rodeo program. In addition to its physical rigor, the rodeo program directly and indirectly also teaches students about rodeo business, competition, mental attitude, self-discipline, responsibility, rodeo promotion, rodeo production, and care of livestock. Through participation, athletes are encouraged to develop a positive attitude, sportsmanship, team spirit and integrity. In fall and spring, men's and women's rodeo teams compete in the Central Rocky Mountain Region (CRMR) of the National Intercollegiate Rodeo Association.

In 2011-2012, the CWC men's rodeo team placed fourth in the CRMR standings. The Rustler women's team placed first in the CRMR. Traci Hinman placed first in goat tying with Lacey Tech placing fourth in this event. Colton Miller placed first in saddle bronc riding. Four members of the women's team represented CWC at the College National Finals Rodeo in June 2012. The CWC's women's team placed second at the CNFR and Lacey Tech is the National Goat Tying Champion. Hinman was named an Academic All-Around competitor.

E. Student Athletes/Citizens

CWC athletes performed off the court as well. The volleyball team qualified for academic team of the year with a grade point average of 3.40. Two players, Brynn Foster and Brynlie Nielsen were Academic All-Americans. They and the women's basketball players helped reading groups at Jackson Elementary school twice a week. The women's basketball also qualified for Academic

Team of the year with a team GPA of 3.47. Three players – Jaci Egely, Nichole Meline, and Kelli Mann – were Academic All-Americans. In addition to reading help, the team volunteered at Family Night during the Festival of Trees. The men's basketball players finished the season with a team GPA of 2.84. They helped unload a truck of frozen goods at Rendezvous Elementary school. All three teams had booths at CWC's "Fright Night." The rodeo team had a combined GPA of 3.4. In February, team members conducted a stick horse rodeo at Wyoming Indian Elementary school and in March, they held a "FUNdamentals Rodeo" for local youth.

F. Intramural Activities

Student participants and spectators alike enjoy intramural activities. CWC offerings include indoor soccer, tennis, badminton, three-on-three basketball, co-ed volleyball, dodge ball, basketball, bowling, powerlifting, videogame tournaments, triples volleyball, Frisbee golf, spaghetti wrestling, climbing wall, sand volleyball, pool tournaments, and table tennis.

G. Student Senate

The Student Senate is a group of 12 students elected to represent the entire CWC student body. The Senate plans activities, manages the spending of student activity fee revenues, serves as an advocate for student interests and concerns and appoints members to the college governance committees. It is a powerful and effective organization. All interested students are encouraged to run for Senate positions.

H. Student Clubs

There are a variety of clubs and organizations on campus designed to meet student interests. These include the Student Nurses' Association, Climbing Club, the Outdoor Adventure Club, Club Gear Up, Athletic Training Club, Music Club, Anthropology Club, CWC GSA Club, the United Tribes Club, the Latter-Day Saint Student Association and others.

I. Cultural Events

Cultural programs offer students the opportunity to see live performances by college groups and touring professionals. The CWC Theater Department stages three or more productions each season and auditions are open to students and the community. Students and community members also participate in the CWC Collegiate Chorale and Community Band and summer concerts in the park - Hot Notes, Cool Nites. Student groups tour annually. A winter and summer art fair, student art sale and student college art exhibitions provide opportunities for students to show and sell their work. The library hosts a variety of author presentations, the Diversity committee presents multiple events throughout the year, and the student activities office coordinates excursions to museums, historic sites and other cultural destinations. A variety of art shows, national and local, are featured in the Arts Center Gallery.

J. Wellness

There are several exercise options available to students. CWC has a well-equipped Fitness Center, located on the second floor of the Morfeld Student Center. The Fitness Center features free weights, Nautilus, Universal and cardiovascular machines, as well as a variety of equipment

and exercise DVDs. The “climbing wall” in the Little Theater is available for students and staff. A multipurpose “unicourt” in proximity to the Housing area is available for playing tennis, volleyball, basketball, Badminton, Paddle Tennis, Pickleball, Soft Tennis, ‘no goalie’ soccer and floor hockey. For students interested in open/intramural basketball, the gym is available for pick-up games at various times during the week.

K. Student Activities

In coordination with the Student Senate, the Student Activities office organizes an array of events for student engagement. Examples include comedians, hypnotists, movie nights, roller derbies, dress-up days, dances, theme nights, and poetry slams. Multiple events are held weekly during the academic year; they are designed to interest a wide variety of students and are scheduled to meet the needs of traditional and non-traditional student schedules and responsibilities.

APPENDICES

A. Student Enrollment Data

1. Enrollment by Full-time/Part-time Status

SUMMER TERMS									
TERM	2003SU	2004SU	2005SU	2006SU	2007SU	2008SU	2009SU	2010SU	2011SU
PT	449	465	432	372	454	513	562	673	587
FT	44	37	35	28	40	35	57	44	40
TOTAL	493	502	467	400	494	548	619	717	627
FALL TERMS									
TERM	2003FA	2004FA	2005FA	2006FA	2007FA	2008FA	2009FA	2010FA	2011FA
PT	1001	999	940	1026	1303	1353	1439	1470	1376
FT	807	733	694	678	723	807	965	961	936
TOTAL	1808	1732	1634	1704	2026	2160	2404	2431	2312
SPRING TERMS									
TERM	2004SP	2005SP	2006SP	2007SP	2008SP	2009SP	2010SP	2011SP	2012SP
PT	892	994	878	926	1151	1274	1396	1448	1298
FT	767	697	610	591	632	668	856	813	785
TOTAL	1659	1691	1488	1517	1783	1942	2252	2261	2083

2. Enrollment Data by Gender

SUMMER TERMS													
TERM	1999SU	2000SU	2001SU	2002SU	2003SU	2004SU	2005SU	2006SU	2007SU	2008SU	2009SU	2010SU	2011SU
FEMALE	265	206	285	346	366	346	350	306	365	389	410	435	372
MALE	104	79	92	114	127	156	117	94	129	159	209	282	255
TOTAL	369	285	377	460	493	502	467	400	494	548	619	717	627
FALL TERMS													
TERM	1999FA	2000FA	2001FA	2002FA	2003FA	2004FA	2005FA	2006FA	2007FA	2008FA	2009FA	2010FA	2011FA
FEMALE	1078	1060	1066	1204	1171	1138	1060	1129	1246	1293	1411	1413	1320
MALE	586	487	569	652	637	594	574	575	780	867	993	1018	992
TOTAL	1664	1547	1635	1856	1808	1732	1634	1704	2026	2160	2404	2431	2312
SPRING TERMS													
TERM	2000SP	2001SP	2002SP	2003SP	2004SP	2005SP	2006SP	2007SP	2008SP	2009SP	2010SP	2011SP	2012SP
FEMALE	1079	1032	1023	1121	1098	1112	972	994	1062	1189	1263	1215	1186
MALE	606	546	566	599	561	579	516	523	721	753	989	1046	897
TOTAL	1685	1578	1589	1720	1659	1691	1488	1517	1783	1942	2252	2261	2083

3. Enrollment by Traditional/Non-Traditional Students

SUMMER TERMS													
AGE GROUP	1999SU	2000SU	2001SU	2002SU	2003SU	2004SU	2005SU	2006SU	2007SU	2008SU	2009SU	2010SU	2011SU
17 & UNDER	40	23	22	24	24	31	20	7	5	15	16	28	34
TRAD	95	91	136	141	154	187	153	152	223	220	228	244	230
NON-TRAD	234	171	219	295	315	284	294	241	266	312	375	444	363
UNKNOWN	0	0	0	0	0	0	0	0	0	1	0	1	0
TOTAL	369	285	377	460	493	502	467	400	494	548	619	717	627

FALL TERMS													
AGE GROUP	1999FA	2000FA	2001FA	2002FA	2003FA	2004FA	2005FA	2006FA	2007FA	2008FA	2009FA	2010FA	2011FA
17 & UNDER	136	98	161	255	239	297	218	287	380	443	411	452	377
TRAD	705	627	653	759	745	696	709	717	883	961	1058	965	976
NON-TRAD	823	822	821	842	823	739	707	699	762	752	930	1013	959
UNKNOWN	0	0	0	0	1	0	0	1	1	4	5	1	0
TOTAL	1664	1547	1635	1856	1808	1732	1634	1704	2026	2160	2404	2431	2312

SPRING TERMS													
AGE GROUP	2000SP	2001SP	2002SP	2003SP	2004SP	2005SP	2006SP	2007SP	2008SP	2009SP	2010SP	2011SP	2012SP
17 & UNDER	42	68	60	57	139	143	148	161	184	188	188	220	169
TRAD	758	718	719	711	728	706	598	647	771	859	963	868	822
NON-TRAD	885	792	810	952	792	842	742	709	816	891	1092	1169	1088
UNKNOWN	0	0	0	0	0	0	0	0	12	4	9	4	4
TOTAL	1685	1578	1589	1720	1659	1691	1488	1517	1783	1942	2252	2261	2083

4. Traditional/Non-Traditional Age History

ANNUAL TOTALS											
AGE GROUP	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
AVERAGE AGE	31	31	30	29	29	29	28	28	28	28	29
TOTAL DUPLICATED HEADCOUNT	3410	3601	4036	3960	3925	3589	3621	4303	4650	5275	5409
TOTAL TRAD STUDENTS (18-24 YRS.)	1436	1508	1611	1627	1589	1460	1516	1877	2040	2249	2077
% TOTAL TRADITIONAL STUDENTS	42%	42%	40%	41%	40%	41%	42%	44%	44%	43%	38%
TOTAL NON-TRAD STUDENTS (25 YRS. & OLDER)	1785	1850	2089	1930	1865	1743	1649	1844	1955	2397	2626
% TOTAL NON-TRAD STUDENTS	52%	51%	52%	49%	48%	48%	45%	43%	42%	45%	49%
TOTAL STUDENTS 17 AND UNDER	189	243	336	402	471	386	455	569	646	615	700
% TOTAL STUDENTS 17 AND UNDER	6%	7%	8%	10%	12%	11%	13%	13%	14%	12%	13%
TOTAL STUDENTS UNKNOWN AGE	0	0	0	1	0	0	1	13	9	14	6
% TOTAL STUDENTS UNKNOWN	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

5. Enrollment Data by Domicile

SUMMER TERMS HISTORICAL DATA													
TERM	1999SU	2000SU	2001SU	2002SU	2003SU	2004SU	2005SU	2006SU	2007SU	2008SU	2009SU	2010SU	2011SU
ID	287	215	301	356	393	371	328	286	355	319	334	404	360
OD	78	61	64	95	82	113	120	98	115	180	197	220	184
OS	2	4	6	3	6	8	5	8	10	20	46	41	38
WU	2	5	6	6	12	10	14	8	14	29	42	52	45
TOTAL	369	285	377	460	493	502	467	400	494	548	619	717	627

FALL TERMS HISTORICAL DATA													
TERM	1999FA	2000FA	2001FA	2002FA	2003FA	2004FA	2005FA	2006FA	2007FA	2008FA	2009FA	2010FA	2011FA
ID	1173	1015	1129	1393	1347	1279	1161	1242	1405	1333	1468	1432	1406
OD	411	451	434	395	385	387	386	356	481	608	674	780	660
OS	33	24	23	24	21	16	32	39	51	112	119	96	90
WU	47	57	49	44	55	50	55	67	89	106	143	122	156
TOTAL	1664	1547	1635	1856	1808	1732	1634	1704	2026	2159	2404	2430	2312

SPRING TERMS HISTORICAL DATA													
TERM	2000SP	2001SP	2002SP	2003SP	2004SP	2005SP	2006SP	2007SP	2008SP	2009SP	2010SP	2011SP	2012SP
ID	1169	1075	1122	1228	1199	1233	1135	1126	1175	1199	1385	1376	1222
OD	452	434	404	431	389	383	273	289	456	545	588	661	636
OS	26	26	23	22	18	18	30	33	61	98	119	96	82
WU	38	43	40	39	53	57	50	69	91	100	159	128	143
TOTAL	1685	1578	1589	1720	1659	1691	1488	1517	1783	1942	2251	2261	2083

6. Enrollment Data by Ethnicity

ETHNICITY	1999SU-2000SP	2000SU-2001SP	2001SU-2002SP	2002SU-2003SP	2003SU-2004SP	2004SU-2005SP	2005SU-2006SP	2006SU-2007SP	2007SU-2008SP	2008SU-2009SP	2009SU-2010SP	2010SU-2011SP	2011SU-2012SP
AMER INDIAN/ALASKAN	375	367	459	514	467	473	385	385	421	400	443	418	396
ASIAN/PACIFIC ISLAND	18	8	11	13	15	15	16	21	22	25	25	26	22
BLACK, NON-HISPANIC	11	5	9	11	8	11	8	11	15	19	22	17	20
HAWAIIAN OR OTHER PACIFIC ISLANDER											4	8	7
HISPANIC	63	70	62	82	92	95	87	94	123	125	205	225	233
NON RESIDENT ALIEN	21	20	23	19	14	13	25	22	28	39	25	23	15
TWO OR MORE RACES											23	50	68
UNKNOWN	110	85	70	70	61	56	48	45	214	268	179	100	89
WHITE NON-HISPANIC	1951	1872	1858	2040	2027	2004	1814	1922	2140	2337	2645	2808	2518
TOTAL	**2549**	**2427**	**2492**	**2749**	**2684**	**2667**	**2383**	**2500**	**2963**	**3213**	**3571**	**3675**	**3368**

Note: Based on unduplicated headcount

B. FINANCIAL AID DISTRIBUTION ANALYSIS

Aid Distribution Administered Through the Financial Aid Office

1. Total Financial Aid Distributed by Source:

Source	**06/07**	**07/08**	**08/09**	**09/10**	**10/11**
Federal	$2,932,597	$2,943,116	$3,237,541	$4,934,586	$5,254,735
State	$ 335,872	$ 631,450	$ 805,373	$ 987,765	$ 772,834
Institutional	$ 477,000	$ 485,888	$ 584,353	$ 604,082	$ 677,946
Foundation	$ 226,708	$ 254,142	$ 263,104	$ 206,191	$ 195,962
Other Outside	$ 292,019	$ 306,068	$ 231,851	$ 253,755	$ 213,398
Total Funds	**$ 4,264,196**	**$4,620,664**	**$5,122,222**	**$6,986,379**	**$7,114,875**

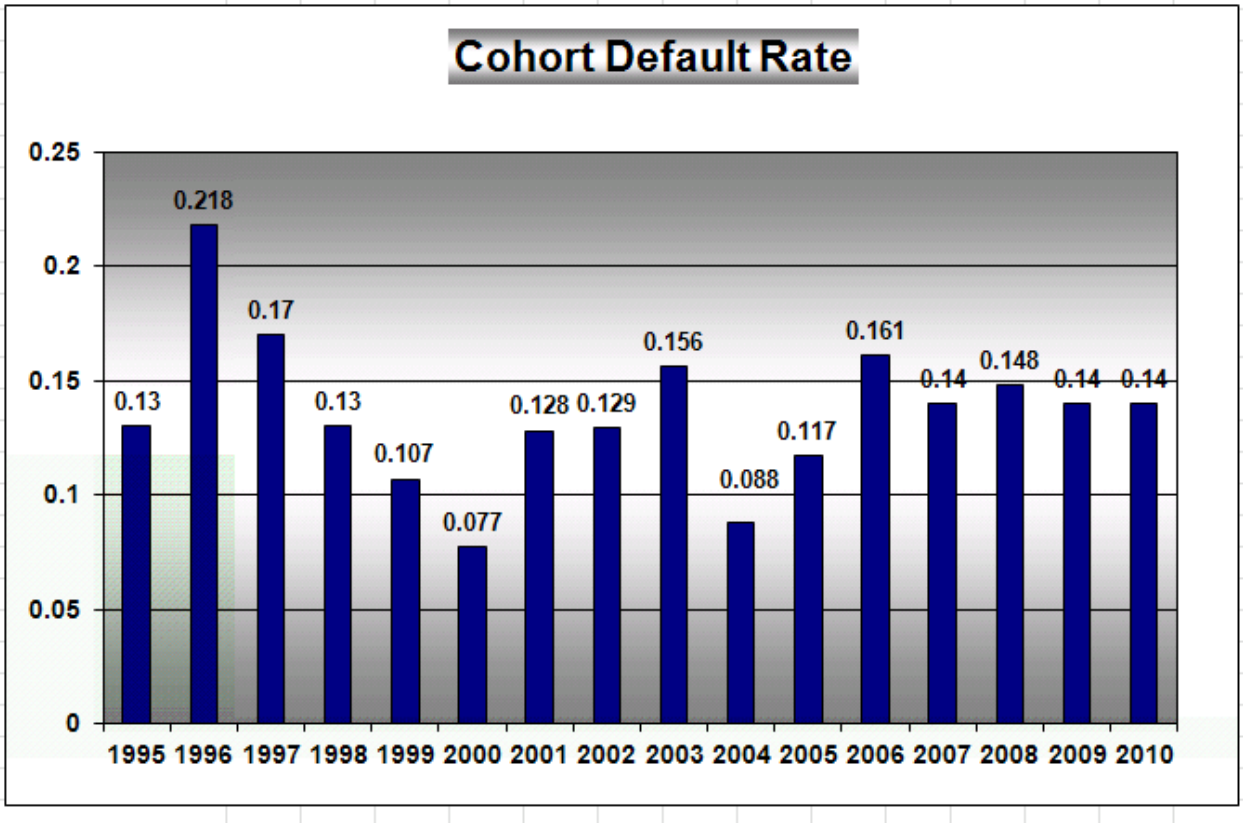
2. Percentage of Total Funds Awarded by Source:

	06/07	**07/08**	**08/09**	**09/10**	**10/11**
Federal	69%	64%	63%	70%	74%
State	8%	14%	16%	14%	11%
Institutional	11%	10%	11%	9%	10%
Foundation	5%	5%	5%	3%	2%
Other Outside	7%	7%	5%	4%	3%
Total	100%	100%	100%	100%	100%

3. Total Aid distributed by Type of Aid:

Type of Aid	**06/07**	**07/08**	**08/09**	**09/10**	**10/11**
Need based (Gift Aid):					
Grants	$1,789,073	$1,534,758	$1,735,788	$2,650,569	$2,837,650
Work Study	$ 52,849	$ 39,212	$ 37,743	$ 50,225	$ 37,348
Loans	$ 638,088	$ 617,318	$ 621,542	$ 883,881	$1,079,390
Subtotal	$2,480,010	$2,191,288	$2,395,073	$3,584,675	$3,954,388
% of Total	58%	47%	47%	52%	45%
Non-need based (Self-Help):					
Scholarships	$ 956,892	$1,207,886	$1,285,145	$1,344,265	$1,381,861
Billings	$ 84,778	$ 502,154	$ 580,486	$ 718,843	$ 475,546
Loans	$ 742,516	$ 719,336	$ 861,518	$1,338,596	$1,303,080
Subtotal	$1,784,186	$2,429,376	$2,727,149	$3,401,704	$3,160,487
% of Total	42%	53%	53%	49%	45%
Total Awarded	**$4,264,196**	**$4,620,664**	**$5,122,222**	**$6,986,379**	**$7,114,875**

4. Federal Loans Cohort Default Rate



C. ACCT Charles Kennedy Equity Award Nomination: Central Wyoming College

A commitment to expanding opportunities for all members of our community drove the founders of Central Wyoming College (CWC) to build along the exterior boundaries of the Wind River Indian Reservation in 1966, and that same drive has propelled the institution – and the area – forward. The symbol of this progress is CWC's Intertribal Education and Community Center, completed in 2010 after more than ten years of planning and fundraising. A 1930s-era photograph hangs on the wall in the Intertribal Center of a sign in a local storefront: "No Indians or Breeds allowed." It is a clear reminder of the expansive divide CWC seeks to bridge.

CWC is an open-access institution funded to serve the people of Fremont County, Wyoming, which is roughly the size of Connecticut, Delaware and Rhode Island combined. Over two million acres of the county is the Wind River Indian Reservation, which is unique as the home of two American Indian tribes. The population of Wyoming is 91 percent Caucasian. The population of Fremont County is 21 percent American Indian, making Fremont County the most diverse area in the state. As a result, CWC has the highest percentage of minority students of any community college in Wyoming. The population of Native American students is consistently between 10 and 20 percent of the total. In 2004 and 2005, Community College Week recognized CWC as among the *"top 100 associate degree producers of American Indian students."*

Enrollment

In the fall of 2011, 169 minority students enrolled at CWC, up from 62 in the fall of 2006. Over two hundred more minority students enrolled in 2011 than did in 1999. The total percentage of minority students has risen from 19.1 percent to 20.6 percent during the same period, but the true story of growth has been in the additional diversity within that population. Previously, most identified themselves as American Indian. Today, there are significantly more black, Asian and Hispanic students enrolling at CWC. The first Hawaiian/Pacific Islanders enrolled in 2009 and the percentage of Hispanic students has more than doubled since 2007. Some of this can be attributed to the reintroduction of athletics in 2006, which has dramatically shaped the culture of diversity on campus. Student athletes come from various parts of the country and from around the world for basketball, volleyball, and rodeo. A diverse student population affords local students and community members a chance to become friends with people from Uzbekistan, Brazil, Malawi, Serbia, and many other places.

Successful completion

While some community colleges consider narrowing access to improve success rates, CWC has strongly maintained its commitment to both access and success, especially for vulnerable populations such as our Native American students. This emphasis topped the list in last year's strategic plan and remains a top priority for the coming year's plan as well. The college works to accommodate logistical barriers to access, educational preparation challenges, and any physical or mental disabilities that might interrupt learning.

One indicator of the success of this focus is the significant increase in Native American students returning to continue their education. *The persistence rate for first-time degree-*

seeking Native American students has increased from 27.5 percent in 2007 to 48.6 percent in 2011.

Multiple efforts make this improvement possible. To assist those without reliable transportation, the college pays the Wind River Transit Authority to allow CWC students to ride the bus at no cost to the student. For those without access to a computer or the Internet, the college has partnered with a variety of reservation entities for computer labs. The number of courses and programs being made available online is growing quickly. There has been a disabilities coordinator on campus for many years.

Efforts to ensure students are prepared for college-level coursework have led to a variety of pre-college programs. Fewer than 30 percent of students from the reservation who enter kindergarten will later graduate from high school. The unemployment rate fluctuates between 70 and 80 percent. The college has worked hard to address this concern by aggressively seeking tens of millions of dollars in grant funds for pre-college programs such as TRiO (Student Support Services, Upward Bound and Talent Search) and Gear-Up. The Gear Up and Talent Search programs are geared toward directing middle and high school students to higher education through specialized advising, activities and tutoring, plus numerous academies offered during the school year, on weekends and during the summer. About one-third of the program participants are Native American. Half of the students in the college's Upward Bound program, which is directed to disadvantaged high school students, are Native American. Furthermore, half of the college employees in this grant program are Native American. All of the early awareness programs have components for teacher and parent professional and personal development. More than half of CWC's most recent Quality Leader scholarship (CWC's most prestigious scholarship award) recipients participated in Talent Search. CWC's TRiO program is one of the largest and longest-running in the United States. Every year, it provides advising, tutoring, books and equipment, specialized instruction and additional support to over 400 disadvantaged CWC students (over 20 percent of the total student population). The Challenge Access Grant created a bridge program for underprepared students to improve Math and English skills prior to the start of their first college semester. The students served by these grants consistently do better in college than similar students who have not had access to such preparation.

To assist those students ready to learn before they reach college CWC levies a tax to support a dual and concurrent enrollment program that funds tuition, fees and textbooks for all Fremont County high schools. Since 2005, 187 Native American students have completed 1,341 credit hours through Central Wyoming College prior to graduating from high school. A total of 274 minority students have earned 2,322 credits. The college has also worked with NASA and the National Oceanic and Atmospheric Administration to guide Native American high school students toward careers in Science, Math, Engineering and Technology through Men and Women in Science conferences held annually on the campus. This year, CWC is also hosting the Wyoming Council for Women's Issues career fair for 7th-12th grade girls.

Overcoming financial barriers to access has also consistently been a focus. The CWC Foundation has cultivated donors who have established multiple scholarships specifically for Native American students. In 2009, the foundation's economic losses threatened this access.

To buttress it, the college allocated institutional funds for scholarships to students from under-represented groups. CWC's scholarship package is highly desirable, and the college has worked hard to make it a tool for persistence by not only providing funding, but managing the distribution to encourage, reward, and support student success.

While many factors have helped enhance inclusion at CWC, one is the establishment of an ad hoc Cultural Think Tank in 2007. Cultural diversity is a cause dear to CWC President Jo Anne McFarland, who became the first female college president in Wyoming in 1989. The group is comprised of individuals she appoints with experience, passion and connections to achieve the committee charges: "*Cultural diversity is integral to the college's achievement of excellence. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students, faculty and staff learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. This group will plan and organize regular activities to promote self-awareness of attitudes and values regarding life in a multicultural society, particularly relating to Native Americans.*"

Even through statewide budget cuts administrators continue to allocate more than $20,000 each year to diversity efforts. In 2008, the think tank was institutionalized as the Diversity Committee and a new Diversity Coordinator position was created that is half-time faculty (teaching Native American studies) and half-time responsible for diversity initiatives. The person selected, Sergio Maldonado, is an enrolled member of the Northern Arapaho tribe whose father is from Mexico. He works tirelessly as a representative of the reservation community at CWC and as a CWC representative to the reservation community.

At this stage in the college's history the most important diversity achievement deepens our commitment from isolated moments into the heart of the education we provide. In 2012, the Curriculum and Academic Policies Committee unanimously approved the creation of an additional student attribute related to diversity. All students will soon learn to demonstrate their capacity to understand and effectively communicate with people whose identities and values differ from their own. Previously students were required to take a single diversity class such as Introduction to Native American Studies to graduate. Now, *students will all be exposed to various aspects of diversity education in every general education class*.

Campus environment

In 2011, trustees celebrated with U.S. Senators and state legislators, tribal elders and elected officials, prominent philanthropists, and other supporters during the dedication of the Intertribal Center. College leaders had long dreamed of a center for American Indian education, but it took decades for community members to recognize the value of such a space. The Intertribal Center is an outreach site for the University of Wyoming and every day community members come together there for events such as government meetings, social gatherings, and cultural activities. Most importantly, they converse with people whom they might not otherwise meet.

Named for the intertribal powwow dance in which all are welcome to participate, the building was designed with attention to traditional Native American values such as common areas, an Eastern orientation and an elder's room. It is now a jewel of the campus, reminding all of the

possibility of partnerships and potential in inclusive collaboration. The college hosted Pulitzer-prize winning Kiowa author N. Scott Momaday in 2009 and has embraced the theme of his presentation, "Establishing Good Relations," as the informal mission of the Intertribal Center.

The Intertribal Center may be the most visible manifestation of the college's commitment to multicultural inclusion but many other efforts are also enhancing the quality of life for citizens in our district, especially our American Indian culture and history courses. CWC offers an associate of arts degree in Native American Studies. The college also offers classes in both the Arapaho and Shoshone languages, and encourages non-credit classes for community members. For over ten years there has been a Native American student advisor, a position often held by a member of a local tribe. The library houses the largest collection of American Indian books in the state, as well as a set of rare oral history interviews with Eastern Shoshone and Northern Arapaho elders. The college also provides educational resources, programs and activities to help incorporate Native American culture into the curricula of public schools in the region.

CWC students, staff and community members enjoy many opportunities to interact with people of different backgrounds and perspectives. The 2011-12 college strategic plan included a specific objective to focus college-wide efforts: "*Develop and promote an understanding, respect, and appreciation for diversity through educational opportunities and events*." Among the events were a book signing/exhibit for a collection of photographs and essays about Northern Arapaho life, a social powwow featuring over 125 dancers and seven drums and a gourd dance honoring veterans, a variety of celebrations for Veteran's Day including shipping donated items to active duty soldiers from Wyoming, a Southern Poverty Law Center speaker about hate crimes, a Woman's History month event featuring a Northern Arapaho woman speaking about her education and professional career, an MIT graduate transgendered physician undergoing a transition from a woman to a man, a U.S. Holocaust Museum Fellow speaking about stopping genocide, and a literary/art contest with the theme "Show Us Humanity."

The ways in which college departments express their commitment to diversity and inclusion are extremely varied. One area permanently displays both the Eastern Shoshone and Northern Arapaho flags. Another invites tribal elders to conduct cedaring ceremonies at the start of each semester. A Native American color guard and drum group is featured at every convocation ceremony. Speakers from the reservation are invited to address classes. The college is home to Wyoming PBS, which recently received a grant to create a Wind River Virtual Museum. A major part of the project was recording tribal elders visiting the Field Museum in Chicago to handle and describe artifacts in the museum collections that may have belonged to their ancestors. The Rural Justice Training Center at CWC trains U.S. Bureau of Indian Affairs police officers. The Western American Studies students preserve and exhibit the college's considerable collection of American Indian artifacts.

CWC has a vibrant workforce division which has often partnered with economic and workforce development entities to encourage job placement for women and minorities. They have been a sponsoring agency of the Native American Business Expo since its inception and worked with the Wyoming Department of Workforce Services on a variety of initiatives. A telling measure of CWC's success in serving the educational and workforce needs of the

reservation community is the increasing number of organizations reaching out to the college for partnerships. Most recently, the Wind River Development Fund and the Wind River Unity Council approached CWC to assist in training students who had dropped out of high school. The three largest reservation communities have asked CWC to teach these students entrepreneurial skills.

The grants have also allowed the college to develop programs as direct pathways to careers with workforce needs, such as health care, environment, health and safety, entrepreneurship, facilities maintenance and information technology. This is critical since the unemployment rate on the reservation is over 50 percent. CWC and two state partners have recently been awarded a sizable federal grant to educate Wyoming workers seeking careers in health care. CWC will receive half of the $5 million grant to provide training to a target group that includes low-income single mothers, Native Americans, veterans and eligible spouses as well as unemployed workers. The Department of Labor grant funds allow for the training of 1,410 workers in high-demand fields over the next four years.

CWC was recently awarded another $1.2 million Department of Labor grant to provide vocational and life skills to 18-21 years-old adults who had been juvenile offenders. Wyoming has the second highest rate of juvenile detention in the nation, and the reservation area has the highest crime rate per capita in the state. The goal is to reduce recidivism by providing positive options to the target population.

The Diversity Committee began the 2011-12 year by hiring a diversity consultant to conduct a cross-cultural campus climate assessment. In his report, he praised college leaders for advancing campus cross-cultural initiatives, the CWC Diversity Committee, the Intertribal Education and Community Center and for hosting diversity programming. He also recognized recruitment activities designed to attract a culturally-diverse campus community, the CWC Student Support Services program and for creating opportunities for students to experience facets of various cultures. He also praised the institution's minority scholarships program, the annual cultural trips and campus powwows as well as the general perception that differences of people are valued and that the overall belief that a culturally-diverse student body is welcome. In his final report, the consultant noted that 88 percent of the participants agree or strongly agree that they have the opportunity on campus to interact with persons who come from other cultures, *85 percent of respondents indicate they agree or strongly agree that the climate of the campus reflects the belief that a culturally diverse student body is welcome*, and 92 percent of the participants agree or strongly agree that people at CWC treat them with respect and dignity.

Employment and promotion

CWC is committed to encouraging staff diversity; the new Executive Director of Human Resources is working to update our Equal Employment Opportunity plan and evaluating our recruitment strategies to encourage minority applicants. For 30 years, the college has been led by Vice President for Student Services Mohammed Waheed, who moved to the United States from India to begin his professional career. He and his family are one of the few Muslim families in the area. In 2011, the college recruited former Eastern Shoshone Business Council member Willie Noseep from his position with the tribe to become CWC's accounting instructor. Former Wyoming legislator Scott Ratliff, a member of the Eastern Shoshone tribe,

began his career at CWC in 1975 as a counselor. After he retired he took on a new role as tribal liaison for U.S. Senator Mike Enzi. Because his work is so important to maintaining quality relationships building opportunities for collaboration, the college asked him to also work as a tribal liaison on CWC's behalf in 2007. He is an active member of the CWC Diversity Committee.

While hiring minorities is important, it is equally important to help employees new to the area understand the complexities of serving this reservation/border population. When Executive Vice President Jason Wood was hired in 2010, he spent a full day visiting the reservation and meeting with various educators and elders. Tours of the area are often provided for new employees and always much appreciated. *"I've lived here my whole life," said one employee, "but not until I started working here did I ever go on the reservation."*

Involvement of college in minority community
A common barrier to a college education is a lack of a high school diploma or the skills to earn one. The college's adult basic education and GED programs have expanded and adapted to best meet the needs of our population. Classes are available in all five of our rural CWC locations, plus at the Fort Washakie Learning Center on the reservation. Nearly one-third of all GED graduates since 2000 have been Native American. CWC also allocates $12,000 specifically for GED recipients.

Representation of board of trustees, committee, and advisory groups of the college
The CWC Board of Trustees consists of members elected from sub-districts established to achieve geographical representation. Since it was established, CWC has always had a trustee representing the reservation. The most recent representative, Caroline Mills, who was elected in 2004, has been Board Chair since 2011. Mills, a member of the Eastern Shoshone Tribe, is the quiet driver behind major initiatives on the Wind River Reservation. She recognizes that cultural identity, financial resources, family support and motivation are keys to getting reservation residents to enroll in college, and has spent many years working in education for both the Shoshone and Northern Arapaho tribes. She is currently the director of the Eastern Shoshone Fort Washakie Learning Center and has also taught social studies at a reservation high school and worked as the tribe's Higher Education Director.

The CWC Board of Trustees has consistently focused on maintaining a high level of service for CWC students and for the community. In 1999, they endorsed a process to establish a mission, vision, goals, and set of values. The values speak to how members of the college community achieve the goals and fulfill the mission. Among the values are:

- *Mutual Respect and Civil Discourse*. Respect contributions of employees and students, and promote a free exchange of ideas and information.
- *Diversity*. Appreciate individual and cultural differences and respect human dignity in the service of diverse communities.
- *Community Building*. Expand lifelong learning opportunities through economic development and promoting and building partnerships.

The value CWC places on diversity and community building extends from the highest level of administration to the most basic of all college operations. In 2002, the CWC Board of Trustees adopted policy governance structure and two of their six ends relate to cultural diversity:

- *Because of CWC, students will acquire the knowledge and skills needed to succeed in and contribute to a diverse and global community and to exercise their rights and responsibilities as citizens.*
- *Because of CWC, the community will have access to opportunities for cultural enrichment, wellness, and lifelong learning.*

The CWC Board's commitment to the reservation community is further met by regularly holding meetings in reservation communities and by including in a rotation a community dialogue dinner with education and workforce leaders from the reservation.

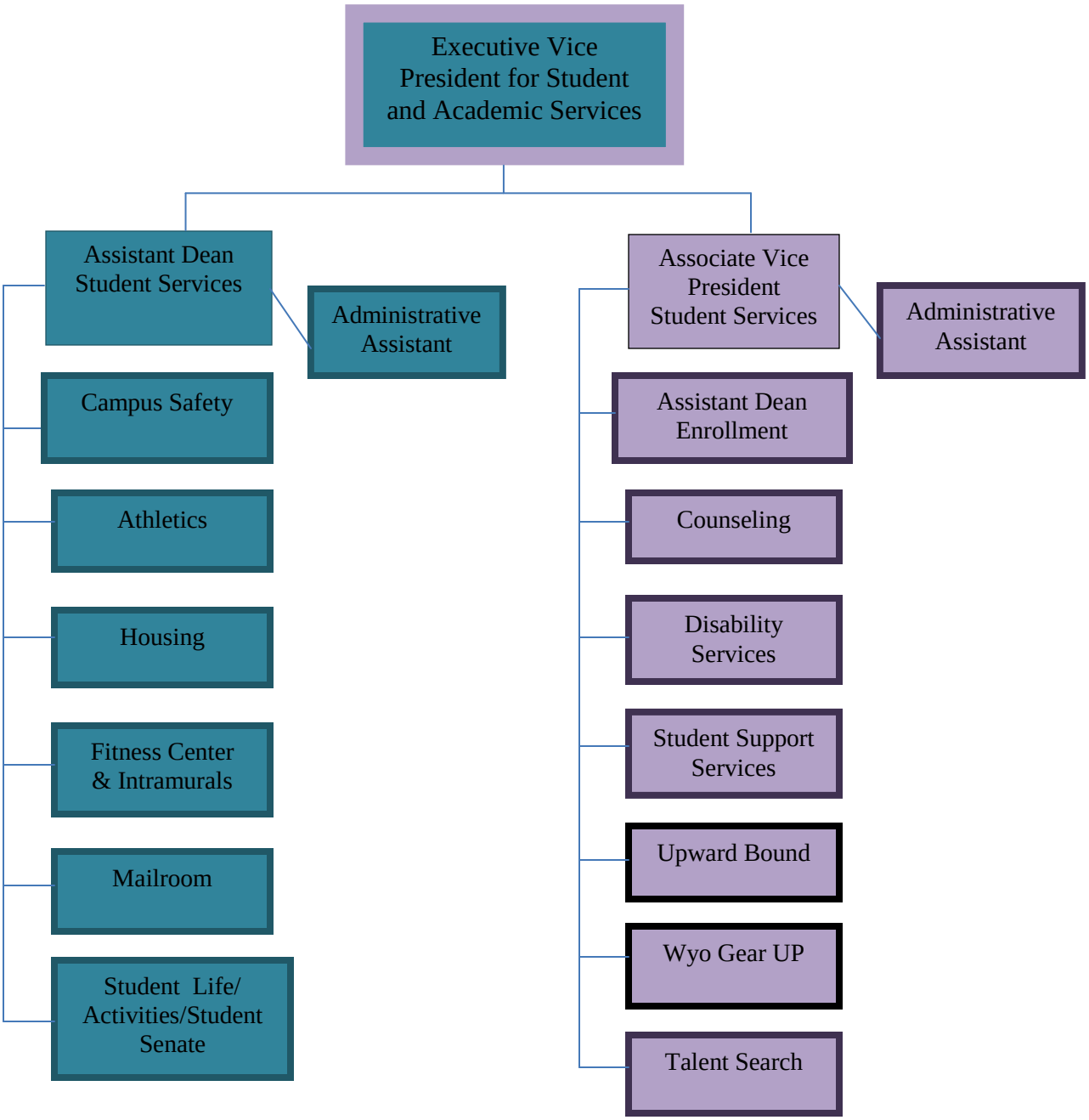
Contracting and vendor participation with the college

In addition to our standard non-discrimination statement, CWC adds the following to all requests for proposal and request for bid forms: *Minority business enterprises will be afforded full opportunity to submit a proposal and to contract with the college and will not be subject to discrimination on the grounds of race, creed, national origin, sex or handicap in consideration for an award.*

One recent example of CWC's vendor relations is the $160,463 contract awarded in 2011 to a female-owned local business for the construction of a Wyoming Public Television storage building.

D. Student Services Organizational Chart

As of July 1, 2012 Student Services at CWC are managed by the Associate Vice President for Student Services and the Assistant Dean for Student Services under the supervision of the Executive Vice President for Student and Academic Services.



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