

Year One
Year Two
Year Three

Year Four
Year Five

Strategy	Implementation Steps	Person(s) Responsible	Begin Date	End Date	Resources	Benchmark Checks	Evaluation Evidence
<p>1.1: Increase student persistence and completion by identifying barriers that prevent students from continuing semester-to-semester and implement strategies to support student progress.</p>	<ul style="list-style-type: none"> a. Ensure availability of campus resources for all students. b. Discuss resources for students at orientation. (Year 1) c. Reach at-risk students before they leave. (Year 1 and on-going) d. Define student success. (Year 1) e. Build a sense of community. (Year 1 / Define – Year 2 / Implement Strategies – Year 3 / Assess) f. Increase academic advising to include career information too. (Year 1 / Training; Year 2 / Implementation; Year 3 / Employment plan for graduating students) g. Focus on cohort concentration through retention efforts. (Year 1 – Year 2 / Learning Communities) h. Strategies focused on the success of non-cohort and non-traditional students. (Year 2) i. Rename the Tutoring Center to Student Success Center and provide appropriate resources for its use. (Year 1) j. Find out what the modern library looks like and what it needs. (Year 1 – Year 2 / Develop plan – Year 3 / Implement Plan) k. Create a strategy to expand and review programs. <ul style="list-style-type: none"> i. Assess all programs/classes; their instructor, times and how they are doing. l. Care Team Development 	<p>Don/Roger</p>					
<p>1.2: Provide an environment that helps foster a sense of belonging through high quality customer</p>	<ul style="list-style-type: none"> a. Normalize transitions through the process of personalization by creating a sense of belonging and inclusion. 	<p>Don/Roger/ Kwin</p>					

<p>service with performance measured by an established student satisfaction survey.</p>	<ul style="list-style-type: none"> i. Developing educational pathway to graduation for all first time students. ii. Ongoing evaluation of educational goals for all students. iii. Providing an attainable educational path for underprepared students. iv. Provide Academic Counseling for students returning on academic probation. <p>b. Promote, enhance and foster a sense of school, community and diversity.</p> <ul style="list-style-type: none"> i. Explore practical ways to invest in relationships with students to promote belonging, inclusion and participation. ii. Recognize the importance of relationships in a positive school community in order to build a sense of belonging, inclusion and participation. iii. Be aware of the factors that enhance or inhibit a sense of community at school and how to improve it. iv. Understand the elements of a positive school community (belonging, inclusion and active student participation) and how they support mental health. <p>c. Measure student sense of community through student satisfaction survey.</p>						
<p>1.3: Establish guided pathways for all programs that provide clear direction with support services and on ramps to improve student access and success.</p>	<p>a. Evaluate and re-design developmental studies to provide on-ramps for college level programs of study.</p> <p>b. Provide career services and advising.</p> <ul style="list-style-type: none"> i. Identify and purchase appropriate career interest/skills survey for students to identify potential career paths. ii. Provide training to Career Services and Recruiting staff on survey use and interpretation of survey results. iii. Establish a Career Services budget to be used for funding the annual Job Expo and providing career services materials to students. iv. Remove barriers to career development. v. Track academic programs and their incoming student demand. 	<p>Don/Roger</p>					

	<p>c. Develop degree maps through the implementation of Student Planning Tool to monitor academic progress of students.</p> <p>i. Progress tracking, feedback and support with “early alerts” use.</p> <p>d. Developmental education is redesigned as a critical part of the on-ramp to a college level program of study.</p> <p>i. Use of Summer Bridge Program</p> <p>e. Review annually the region’s workforce demand.</p> <p>f. Utilize Academic Program Review to analyze program cost, longitudinal enrollment trends, etc.</p>						
<p>1.4: Improve support for students in the area of financial aid by increasing the proportion of students who complete the FAFSA and the percentage of students meeting with financial aid personnel.</p>	<p>a. Big picture execution</p> <p>i. First year is for planning and transition period (AY18-19/FY19)</p> <p>ii. Second year is for initial implementation/roll-out/IOC (AY19-20/FY20)</p> <p>iii. Third year is for adjustments/tweaks and then total implementation/FOC (AY20-21/FY21)</p> <p>b. Data collection and planning actions</p> <ul style="list-style-type: none"> • Define which students must complete the FAFSA by when? • Must all students complete the FAFSA or just some (trad vs non-trad; Dual/Concurrent HS students; Distance/On Campus)? • Track FAFSA completion as a cohort? • Include students from across entire Service Area or just Goshen and Converse Counties? • Armed with above 4 answers...Determine current annual rate of FAFSA completion (also calculate 3-yr average and 5-yr average) • List FAFSA completion/timeline dates per federal gov’t • Identify and list locations of EWC Service Area Regional Learning Centers (RLC) and their respective point of contact with contact information • Identify and list all available and possible FAFSA assistance opportunities 	<p>Don</p>					

- Identify and list all locations within EWC Service Area where FAFSA completion assistance is needed (i.e. where EWC students are located)
- Add FAFSA completion seminar/work group to Agenda for Registration Days & Freshman Orientation each year
 - Include an encouraging message that describes the benefits of completing the FAFSA
- Create a draft, prioritized Service Area route/schedule to visit RLCs
- Estimate quarterly travel costs to execute draft route
- Balance 2d year visit schedule with year 1 visit results/ROI
 - Track customers/students served at each visit/RLC location
 - Track FAFSAs completed at each visit/RLC location
- Submit (or Brief) quarterly progress updates to Leadership Team
- Add overall FAFSA completion metric to Work Center & Student Services KPIs

c. First Year Steps

- Initiate planning and development meeting for buy-in and concept explanation (Aug2018)
- Collect unknown data (to include barriers for students to complete FAFSA) and establish definitions (Sept2018)
- Create initial metrics list/KPIs (Oct-Nov2018)
- Create SMART Goals for SI 1.4 (Dec2018)
- Coordinate within Student Services for key players to attend/be on Agenda for 2019 Registration Days and Orientation (Jan2019)
- Write AY19-20 quarterly RLCs visit schedule and ensure funds available and allocated in FY20 budget (Feb2019)
- Brief overall Second Year Plan with Leadership Team; document suggestions / comments (Mar2019)
- Adjust Second Year Plan (Apr2019)
- Begin to execute Second Year Plan at Registration Day #1 (May2019)
 - Track and maintain data collected referencing effort/Initiative

	<ul style="list-style-type: none"> Brief/Update Board of Trustees (Jun2019) 						
<p>1.5: Engage in activities that improve the college and career readiness of EWC students.</p>	<ul style="list-style-type: none"> a. Collaborate with high schools in our service area to establish strong English and Math pathways to assist students in transitioning from high school to college. b. Strengthen advising practices of high school counselors and outreach coordinators. <ul style="list-style-type: none"> i. Designate Academic Advisors on both EWC campuses who are available to work with high school students. c. Ensure access to all EWC support services for concurrent and dual students. <ul style="list-style-type: none"> i. Provide on-going communication regarding access to services. d. Create, implement, and monitor job placement data for A.A. degrees and certification programs. 						
<p>1.6: Completion of a Strategic Enrollment Management Plan.</p>	<ul style="list-style-type: none"> a. Engage in a program specific capacity study and data collection and analysis practices <ul style="list-style-type: none"> i. An annual review by programs or departments to set enrollment targets based on capacity study and data analysis in each enrollment population/category such as degree seeking student, certificate students, concurrent and dual enrollment students and part-time students for each campus and outreach area ii. Increase retention, persistence, and completion (AA/AS/AAS & Certifications) of current and future students <ul style="list-style-type: none"> a. Annual, program specific increase of students graduating with degrees and/or certifications based on capacity study b. Annual improvement, based on data, in retention from semester to semester and year to year iii. Development and implementation of a Comprehensive Marketing and Recruitment Plan that supports enrollment, retention, persistence and completion based on the capacity study and relevant data <ul style="list-style-type: none"> a. Increased digital presence b. Redesigned website c. More digital marketing campaigns d. Higher visibility in Outreach areas 	Roger/Don/Tami					

	<ul style="list-style-type: none"> e. Amp up marketing and recruiting efforts Converse County f. Annual review of fall college fair schedule g. Annual review of prospective student and applicant communication cycle, institution-wide and service area 						
1.7: Develop, maintain, and expand articulation and transfer agreements with other institutions.	<ul style="list-style-type: none"> a. Annual review and evaluation of all existing institutional articulation agreements with regional institutions. b. Expand articulation agreements and develop and monitor MOUs with regional institutions. 	Roger/Heidi					
1.8: Create a strategy for better integration of online and classroom settings for our students.	<ul style="list-style-type: none"> a. Development of strategic enrollment plans for the service area with defined programs and classes, enrollment, retention, completion, placement, and transfer goals. b. Develop innovative instructional delivery models using a cohort model. c. Develop programs, certificates, and workforce opportunities applicable to the service area, population, and their needs. 	Roger/Heidi					
2.1: Align and empower employee strengths that benefit the institution in meeting strategic goals with opportunities for all EWC staff and faculty participation.		Ed					
2.2: Identify and secure alternative revenue streams.	<ul style="list-style-type: none"> a. Create micro development plans for departments and programs. <ul style="list-style-type: none"> i. Identify grants and secure additional funding opportunities. ii. Add and/or redefine duties to include management of funds and rewards. b. Implement a targeted survey towards employers to explore training opportunities. 	Kwin/Roger/John					

<p>2.3: Optimize human, economic and environmental expenses with available resources.</p>	<p>a. Cost per hire.</p>						
<p>2.4: Attract and retain high quality individuals by sharing and highlighting the positive aspects of EWC and the local area and advertising positions to reach a national and multi-regional audience.</p>		Ed/Tami					
<p>2.5: Continuously strive to attract and retain high quality individuals by sharing and highlighting the positive aspects of EWC and the local area and advertising positions to reach a national audience</p>	<p>a. Advertise positions to reach a national and culturally diverse audience.</p> <ul style="list-style-type: none"> i. Data collection, one-on-one verbal survey of current employees. ii. Research and collect national trend data. <p>b. Increase retention of quality faculty and staff.</p> <ul style="list-style-type: none"> i. Mentoring program ii. Climate/Engagement survey <p>c. Create and implement a Talent Development program which contributes to retention and succession planning.</p> <ul style="list-style-type: none"> i. Professional Growth, training and Development Opportunities. ii. Leadership Academy iii. Guest speakers and topics library with specific and measureable objectives. 	Ed/Tami/Roger					
<p>3.1: Develop a strategic Facilities Master Plan – derived with input from personnel, surveys, goals, and initiatives. The plan will drive the spending of major maintenance dollars and the development plans of the College.</p>	<p>a. Facilities management group – yearly report on current infrastructure which include comparisons of current and aspirational facilities plan.</p> <ul style="list-style-type: none"> • Increase directional signage in Lower Tebbet to direct students and clients to all offices in the Lower Tebbet area, but especially those that are not in the main hallway such as the classrooms and offices in the Testing Center/GEAR-UP hall. 	Kwin/Lesley/Keith/All					

- ADA lift in Fine Arts area needs to be updated or replaced to be user friendly.
- Fire Alarm System to be updated across campus to allow for campus wide emergency notification.
- ATEC building completed/constructed to enhance the Vet Tech and Agriculture programs.
- Vet Tech building renovations. This includes the HVAC system. Phase I has been completed, which involved renovating 2 classrooms, the x-ray room and the surgery room. Now ready to move forward with Phase II, which involves replacing air handlers in 2 of the classrooms and the hallway. This also includes replacement of all exterior doors, windows and flooring. Finally, this also includes the lab remodels.
- Resurface the main parking lot.
- Cafeteria Renovation and expansion.
- Renovate the old cosmetology building
- Construct a maintenance building on the Douglas campus.
- Construct Douglas student housing.

b. Faculty Group:

- The EWC Testing Center research and determine acquisition of National College Testing Association certification.
- Purchase and install video surveillance equipment for both the main testing room and the distraction reduced room.
- Purchase and install screen monitoring software for better monitoring of examinee computer stations.
- Develop and utilize community advisory councils to provide insight and suggestions into facility needs.

c. Staff Group – develop a facilities plan that assesses the current infrastructure according to their needs.

- Change the environment of the Lower Tebbet area from a plain, cold industrial atmosphere to one that is more inviting and welcoming by adding appropriate art work (paintings/sculptures, murals, graphic designs, etc.) to the hallways.

	d. Industry experts – receive input and analysis from community experts to develop a long-range plan.						
3.2: Review Facilities Master Plan every year; update every five years.		All					
3.3: Align faculty utilization with program needs.		Roger/Lynn /Heidi					
3.4: Develop a comprehensive, multi-year institutional technology plan.	<ul style="list-style-type: none"> a. Conduct annual assessments in order to evaluate the allocation and prioritization of resources (e.g. funding, staffing, facilities, etc.) b. Engage in ongoing maintenance of integrated student management system. c. Conduct annual analysis of hardware and software infrastructure usage and needs. 	Roger/Don Tyler/Kwin					
4.1: Foster a climate of inclusivity so that all students and employees, full-time and part-time are welcomed, supported and valued for their contributions.		Don					
4.2: Development of a plan that addresses hiring and retaining a more diverse workforces.		Ed					
4.3: Development of a plan to achieve equity in outcomes for students from underrepresented groups.	<ul style="list-style-type: none"> a. Identify underrepresented students in the EWC Service Area through a data informed assessment. b. Work within the community in underrepresented groups to assess their needs and interests. 	Don/Kim R.					

	<p>c. Inform underrepresented students of opportunities to help them transition from high school to EWC.</p> <p>d. Provide enrollment opportunities that connect the student with community services based on data informed individual student needs to ensure student persistence.</p>						
<p>4.4: Foster partnerships that embrace and support concurrent and dual enrollment.</p>		Roger/Heidi /Margaret					
<p>4.5 Strengthen advising and scheduling for students.</p>	<p>a. Develop and implement a comprehensive process for the assignment of prospective students to advisors.</p> <p>b. Utilize the Student Planning Tool for program and degree planning, registration, and scheduling of student.</p> <p>c. Implement and monitor the intrusive advising model and create an advising handbook for faculty.</p> <p>d. Develop and implement a systematic process for identifying at-risk students within the first three weeks of the semester and mid-term for advising and coaching.</p> <p>e. Develop a two-year course schedule for effective planning.</p> <p>f. Utilize a course rotation process to reduce and eliminate course and schedule conflicts.</p>	Roger/Heidi					
<p>4.6: Develop a plan for providing raises to employees of EWC.</p>	<p>a. Develop and implement a three-year plan to provide faculty and staff raises based on market rates within higher education institutions located in Wyoming and rural areas, linked to enrollment and performance.</p> <p>i. Market rates – work with Personnel Advisory Council (PAC), hire outside vendor to help determine this.</p> <p>ii. Enrollment, retention and completion – define and develop.</p>	Lesley/Ed/ Kwin					

	<ul style="list-style-type: none"> iii. Performance – investigate/research merit-based performance evaluation programs to find a fit for EWC, involve PAC. b. Provide additional days off or flex time when opportunities are seen. 						
4.7: Review current practices and strategies that support and recognize employee engagement and innovation.		Lesley/Ed					
5.1 Strengthen partnerships with all high schools in our Outreach areas by developing data driven focused plans for recruitment and services.	<ul style="list-style-type: none"> a. Engage in on-going data collection and analysis practices such as focus groups, course evaluations, instructor observations and evaluations, and other applicable methods. b. Change the name of Outreach Service Areas to Regional Learning Centers with persons assigned to those areas to ensure that EWC is meeting those needs in those areas. c. Schedule monthly contacts with Regional Learning (Outreach) areas to ensure the communities know what we offer and can provide. <ul style="list-style-type: none"> i. Various college entities including Financial Aid, Faculty, Student Services, and Administration host the monthly contacts in order to support enrollment and retention. d. Partner with K-12 schools in the EWC Service Area to support a seamless transition from high school to EWC. <ul style="list-style-type: none"> i. Develop guided pathways for high school students entering college. 	Roger/ Margaret/ Kim R.					
5.2: Identify common workforce needs and opportunities to strengthen community relationships.	<ul style="list-style-type: none"> a. Monthly visits by Work with the ENDOW program as opportunities arise. b. All President’s Cabinet members will be assigned to attend and participate regularly at least one Advisory Committee to ensure there is Cabinet level presence on each of the eight established committees. 	Lesley/ Roger					

<p>5.3: Support workforce and economic development opportunities through economic development initiatives and partnerships.</p>	<p>a. Engage community partners while developing effective and efficient credit and non-credit programs that support our students' attainment of relevant skills.</p> <p>i. Meet with local employers quarterly to determine training needs and define EWC's role in providing assistance.</p> <p>ii. Participate in collaborations such as ENDOW and Next Gen to coordinate services with local partners to grow community employment opportunities.</p>						
<p>5.4: Evaluate and develop, as appropriate new programs in high demand occupations that lead to sustainable employment opportunities.</p>	<p>a. Keep up with current national and local employment needs.</p> <p>b. Ensure that our own programs are current. Also in second year.</p>	<p>Lesley/ Roger</p>					
<p>5.5: Promote positive community and alumni relations.</p>	<p>a. Identify and curate alumni lists, digitize and implement a comprehensive contact plan.</p> <p>b. Hold quarterly meetings that target alumni and friends of EWC.</p> <p>c. Establish a constant presence at community events through engaging alumni, faculty, staff and administration in participation.</p>	<p>John/Tami</p>					