

## Standard Five: Students

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### DESCRIPTION

Consistent with our mission, Washington County Community College (WCCC) “serves as an educational, community, and economic development resource for Washington County and beyond by providing educational opportunities with individualized attention to all who desire to gain technical skills, develop career specializations, engage in self-improvement, and/or prepare for transfer.” WCCC believes in and practices a student-centered approach to providing comprehensive student support that encompasses the entire student lifecycle, from onboarding to graduation and transfer. WCCC is proud of our ability to focus on the needs and supports necessary to support under-resourced students within our population and to assist students to create positive outcomes and experiences that lead to persistence and success.

#### Admissions

WCCC maintains a rolling open admissions policy that creates an academically diverse campus, fostering the intellectual and personal development and growth of the student body and the greater community. The College has well-articulated program requirements and admissions criteria, which are readily available in print publications and on the [WCCC website](#). We strive to admit students with varying backgrounds and experiences in an effort to promote diversity, equity, and inclusivity. In so doing, we recognize the importance of enhanced services to support under-resourced students and are continually developing and improving academic and student affairs educational programming to foster persistence, retention, and graduation. The student body reflects our geographic area served and is diverse in age, gender, education, ethnicity, socioeconomics, religion, sexual orientations, and capabilities and disabilities. WCCC developed a [Diversity Plan](#) in 2016 to examine and increase the diversity of the College’s campus.

Target marketing via print, television, radio, social media, and online is an integral component of our enrollment recruitment plan. All materials developed for promotion of the College are reflective of our diverse student population and showcase student success in an effort to motivate and inspire other potential students. The diversity of our student body for Fall 2018 was 80% White, 10% American Indian or Alaska Native, 5% race unknown, 2% Hispanic/Latino and 2% two or more races. The majority of our student population was age twenty-four or below, while 33% were twenty-five or over. Females represent 56% of our undergraduate population and males represent 44%. Fifty-six percent of our students are full-time, and our first-time, full-time student retention rate is 62%. Our graduation rate cohort as a percent of total entering students is 55%.

The College’s student-centered approach to services remains our main objective in serving the students from within our region and beyond. We remain dedicated to providing supports that reflect the population we serve and continually improve services focused on low income, first-generation college students in an effort to improve our college persistence and completion

rates. With these populations in mind, Enrollment and Student Services has maintained our one-stop-shop model of providing services. This creates a level of support needed for our student population to assist with navigating college. With the changing economic status of the region improving and unemployment decreasing over the last couple of years, we have seen a reduction in our FTE enrollment at the institution. This is particularly so for our non-traditional age adult learners who are opting for employment instead of retraining and retooling their skills.

Academic supports are in place to support students who arrive at the College underprepared for the academic rigors of college. WCCC has a summer bridge program: Bridge to Academic Success. This program offers students who do not assess directly into college-level math and/or English an accelerated summer learning opportunity to improve their skills and be ready to take program-specific math and English in the Fall. We also have a TRiO Academic Support Services Program and a campus-wide study center. We also piloted co-requisite model math and English courses during the Fall 2017 semester. These services and courses are designed to support learning, to assist students with building self-efficacy, and to improve overall college completion rates.

Because a large segment of our population (29%) are first-generation college students with developmental needs, the College has secured a grant through the John T. Gorman Foundation for three years to hire a student Navigator. This is the Navigating Success Grant, which is part of a system-wide initiative. This employee works with the abovementioned demographic to assist them with creating an enhanced understanding of college, guide them through college policies and procedures, and assist with helping them to understand the intricacies of navigating barriers as they arise. In addition, we are also fortunate to have a partnership with the Jobs for Maine Graduates (JMG) program to have a part-time JMG College and Career coach co-located on our campus to advise and mentor students coming from a JMG high school program directly to college. This same individual also works part-time for the MCCS Embark program, which supports high school and college students who have shown potential for college success to raise their aspirations, attend college, and succeed once they matriculate.

The College has a well-established admissions procedure to ensure consistent and equitable treatment of all candidates for admission to the institution. The National Association for College Admission Counseling (NACAC) [statement of principles of good practice](#) governs our admissions and enrollment processes and procedures. The College maintains an ethical process of admitting students to the institution and values our community college open door policy, which provides an access point to higher education for all who seek the opportunity. Admissions policies and procedures are well-articulated in our [catalog](#), on our [website](#), and in all our print materials. They outline the steps in the acceptance decision-making process. Prospective students must show evidence of high school completion by submitting official high school transcripts or documentation of successful completion of the HiSET or GED directly from DiplomaSender.com. In order to qualify for Federal Financial Aid, homeschool students must abide by the [Maine Homeschool Statute](#) and provide official documentation to support that they were a recognized Homeschool entity by the State Department of Education. This

documentation includes the original Intent to Homeschool and the most recent Subsequent Year letter filed with the student's school district or the DOE. Applicants for admission must also submit official transcripts for any prior colleges they have attended.

As part of a comprehensive recruitment plan, recruitment and admissions efforts focus predominantly on Washington County; however, they also span the State of Maine, parts of New England, as well as Charlotte County, New Brunswick, Canada. Recruitment events the College participates in include National Association for College Admission Counseling College Fairs, high school and career & technical education site visits, postsecondary fairs, individual one-on-one campus appointments, drop in inquiries, open houses, job fairs, regional festivals, adult education centers, Native American career and college fairs, and on-the-spot admissions at local high schools. We have a longstanding relationship of collaboration with the Maine Department of Labor (MDOL) Career Center, which is co-located on campus. The College hosts weekly test and tour days, semiannual admitted student days, an annual Totally Trades event designed to expose young women to non-traditional career pathways, and various youth college exposure events on campus. The College has provided personnel support for enhanced department staffing over the last decade to include for a Dean of Enrollment Management and Student Services, Associate Dean of Student Affairs and Retention, an Enrollment Representative, Coordinator of Enrollment and Student Services, and two full-time admissions counselors. The College also employs student ambassador work-study positions as a means for imparting a student perspective into the admissions process. These ambassadors assist admissions counselors with recruitment events on campus and occasionally off campus at their former high schools.

A strong relationship has been cultivated between the WCCC Student Services Office and the Maine Indian Education student liaison officers. WCCC provides programs at Indian Township and Pleasant Point, including financial aid and admissions awareness nights, and course offerings at Indian Township. The Coordinator for Student Engagement and Leadership is charged with developing, in collaboration with the tribes, ongoing cultural awareness and cultural celebration programming. In partnership with Community Caring Collaborative, the College hosts and participates in Native American cultural competency trainings.

WCCC is also committed to supporting strong partnerships with the local Passamaquoddy tribe to create a pipeline for Native American students to attend WCCC. The first program, facilitated by the WCCC Outdoor Adventure Center, reaches out to 5<sup>th</sup>- 8<sup>th</sup> grade classes in the Pleasant Point and Indian Township elementary schools and provides students with hands-on, skills-based outdoor learning opportunities through two day-long field trips. These field trips promote outdoor, human-powered physical activity and emphasize stewardship of the land. The second program is called Rising Eagles. Rising Eagles is a grant-funded, collaborative program with the Pleasant Point Health Center, Beatrice Rafferty School teachers, elders within the Passamaquoddy community and other tribal volunteers. This program seeks to develop a culture-based outdoor recreation pilot program to deepen cultural identification and build resilience revolving around substance abuse prevention. The WCCC Outdoor Adventure Center provides the 6<sup>th</sup> grade class with three separate sessions.

The College currently utilizes the College Board's Accuplacer assessment for placement into transfer-level English and math courses. By the Spring 2019 semester, the College will be using SAT scores, paired with other measures such as high school and prior college GPA, to place students into transfer courses. We will continue using the Next Generation Accuplacer assessment for students who are not matriculating directly from high school. Students must meet [minimum benchmarks](#) to show evidence of college readiness for placement purposes only. This assessment is not factored into the acceptance process as we are an open enrollment institution.

To reduce developmental education placement and to support students who place into developmental courses, the College refers students to our specialized programming for intensive intervention. Students with identified academic deficiencies in math and English have an option to participate in a free summer bridge program to improve their skills in preparation for college readiness. Two one-week intensives, as well as a six-week option, are offered. These bridge programs are funded by scholarships and are free to students. The College also staffs multiple tutors in the Study Center to work with students taking developmental courses to mitigate any identified academic deficiencies and improve student success. In Fall 2017 we piloted co-requisite math and English courses. Based on a score range from the Accuplacer, students were placed directly into their college level math and/or English courses with a requirement that they register for a one-credit co-requisite course taught concurrently with the transfer course. We hope to make these courses permanent offerings in our academic inventory.

Students entering programs that require a clinical/field site placement for practicum, externships or field placements require a [Student Disclosure of Criminal Convictions](#) form. Disclosure does not preclude a student for admission into a program, but it is utilized to advise students of their potential ability to benefit from specific programs based on prior convictions.

WCCC disseminates its policies and procedures for [nondiscrimination, affirmative action](#), and [sexual harassment](#) on our website, in our handbook, and in the course catalog. The College publishes a [Student Handbook](#) annually, which outlines all relevant policies and procedures for student awareness. This handbook is available in paper or online. All policies and procedures impacting students are available in many forms: on the campus website, in print in our campus catalog, and on the student portal with the option to download and print. The College clearly defines what constitutes satisfactory academic progress at the institution. These policies can also be found in the College Catalog and on our website. WCCC focuses a significant effort on tracking students during the semester to support effective enrollment management and student retention.

#### [Student Affairs and Co-Curricular Activities](#)

The Student Affairs mission aligns with the institutional mission and states that *the Office of Student Affairs provides a safe living and learning environment focused on fostering a community that supports intellectual and personal growth while encouraging students to take*

*individual responsibility in a setting that is respectful and appreciative of diversity.* The Student Services mission and values are published on the College website, as well as posted on the walls within the Student Services office suite for transparency and as a continual reminder of our guiding principles.

Student Affairs is committed to a students-first approach and always ensures students' needs are foremost in our decision-making. We are committed to promoting a student-centric approach in our services and programming, with a focus on academic and personal success. Student Services is committed to empowering students by providing high-quality programs that are evidence-based and promote excellence while balancing the academic and personal needs of the individuals. The department models integrity and works to develop mutual respect and ethical behavior through guidance, mentorship, programming, role modeling, and direct intervention. Our work focuses on the importance of student self-responsibility and setting high expectations that empower students to see themselves as the primary cause of their outcomes and experiences. We provide an educational and living environment which celebrates diversity and promotes an inclusive, civil, and respectful campus. We accomplish this by adhering to the golden rule of treating all with dignity, and in so doing, we are building credibility and trust through compassionate, respectful interactions and communications in a supportive environment based upon mutual respect and social responsibility. The department takes pride in the support we provide to the student body. We are instilling a sense of pride in self, school, and community through collaboration and community connectivity by creating and providing opportunities for students, faculty, and staff to collaborate and strengthen learning in the classroom and beyond. By forging partnerships and opportunities which enhance student learning and responsible citizenship while maintaining the welfare of the institution and community we are instilling a sense of stewardship and leadership in our student body. Our goal is to develop student leaders that demonstrate enthusiasm, mutual respect, integrity, professionalism, and self-confidence.

Student success is a priority at WCCC, and the College continues to monitor, assess, and improve its services to enhance the student experience. We offer support programs that meet students where they are and help mitigate barriers that can lead to attrition. The College continues to advance our goal of developing student services to better support the needs of our student body, which is predominantly first-generation, from low socioeconomic backgrounds, and underprepared for college. These characteristics are representative of the diversity of our surrounding communities and are utilized to inform our recruitment, admissions, and student affairs programming. The College is committed to creating an inclusive and enriched learning environment that embraces the diversity of our student population

Newly admitted student days and first-year student orientations are one of the College's earliest retention strategies. We have two admitted student days; one in mid-April and the other in mid-June. These days provide prospective students an opportunity to tour the campus, meet with faculty and staff at the institution, complete the necessary paperwork for enrollment, participate in advising sessions with their academic advisors, and register for fall semester courses. This event fosters a connection to the College and provides candidates for

admission an opportunity to engage with peers, meet student leaders during our student panels, and receive salient information about the College community as well as the geographic region. Students and families develop a better understanding of our policies and procedures, health and safety, recreational activities, and academic support programs offered. Students leave this event with their course schedules, a sense of belonging and fit with the institution, an understanding of the campus climate and culture of caring, and several contacts who can answer questions and provide help in navigating the college environment.

Our mandatory new student orientation begins during the first two days of the academic year. Students are divided into teams, and each team has a student or staff leader. These teams compete in events designed to build confidence and efficacy among the student body. The orientation is purposefully designed to build relationships and a sense of belonging, and to demystify and dispel common assumptions and concerns perceived by new college students, particularly those of low income, first-generation students. The orientation learning outcomes are designed to build a sense of academic and social capacity and to increase student-to-faculty and -staff engagement. WCCC also offers an online orientation to supplement our two-day in-person orientation. This program was created and delivered this past academic year for the first time. The purpose of this endeavor was to capture those students that do not typically come to the onsite orientation to ensure they have the essential information necessary for success. This program was administered through our e-learning LMS, and course completion was monitored by staff. The College recognizes this orientation module is a work in progress, and we will continue to adapt and improve this program each year to meet the needs of our students.

A first-year experience course is fully implemented and institutionalized and is a requirement for graduation within all degrees conferred at the College. This course is an integral part of the retention strategies at WCCC. The curriculum is Skip Downing's *On Course: Strategies for Creating Success in College and in Life*. Students learn the necessary skills for success through a curriculum that emphasizes self-responsibility, self-motivation, self-management, interdependence, self-awareness, the adoption of life-long learning, emotional intelligence, and self-belief. This course has assisted with creating a shared knowledge base among our incoming freshman. The course is designed to assist students with understanding their barriers to success, to create a life and college plan with specific goals, and to understand the available student support resources on campus to support retention.

WCCC purchased and installed a new Jenzabar Retention Module in Spring 2018. The retention model, which is based on three years of WCCC data, provides an electronic early alert system as well as predictive analytics on entering students. This system allows the College to intervene sooner with students who are at risk of leaving the institution. The Retention Module also provides much-needed data for the College to better understand our retention and attrition trends and provides data insights into how we can impact and improve our rate of persistence moving forward. This data will be key to developing and improving our retention plans at the College. Academic advising is another key retention strategy at WCCC.

The College has implemented a Jenzabar degree audit tool, an advising worksheet, and a program planning tool for advisors and students to utilize in planning degree completion and/or change of career pathways to better understand the impacts of their decisions on completion of a degree. This tool is available on the web-based student portal, MyWCCC. Although our advising model is faculty-led, Student Services also assists students with program-related advising for educational success. This system allows explorative inquiry based on program advising trees, allowing students to change programs by using the “What If?” tool functionality to determine potential completion impacts on their change of major. Our Jenzabar EX database system is an integrated data management program utilized across all departments at the College for program advising, degree audits, registration, financial aid, scheduling, retention, early alerts, grades, degree completion, and much more.

Student Services Staff are strategically located for easy access, with the Dean of Enrollment Management and Student Services, Associate Dean of Student Affairs and Retention, Registrar, Coordinator of Enrollment and Student Services, Enrollment Services Representative, Admissions Counselors, Student Navigator, and Financial Aid in close proximity. TRiO and the Study Center are also located in one office suite, providing students immediate access to tutoring, accessibility services, transfer and career counseling service, as well as a quiet place to study all in one locale. WCCC has an open-door policy and prides itself on student’s ease of access to all faculty, staff, and administrative offices for just in time services.

WCCC provides various programs on issues impacting our students. Topics include but are not limited to healthy relationships, substance use, sexual assault and domestic violence awareness, and mental health destigmatization programs. Student Services also provides programs with an intentional focus on content areas which impact students’ daily lives. Subjects include but are not limited to building relationships and community in the early weeks of the semester, food insecurity awareness, financial literacy, and honoring student diversity. Student Services is in the process of systematically assessing programs offered. In the last two years, the institution has created a new position, the Coordinator of Student Involvement and Engagement. This position creates a directed focus on program initiatives for the learning that occurs outside the classroom. With this focus, we can offer various opportunities for all members of our community. Student needs are identified on a monthly basis. A matrix to identify and align programming based on these needs was designed to mitigate student success barriers. This work is a concerted effort to be more intentional with our services and resources.

WCCC employs two full-time professional employees who live on campus to assist with any after hour student needs, a Resident Director and the Coordinator of Student Engagement and Involvement. The Coordinator of Student Engagement and Involvement creates programming and out of classroom experiences for the entire campus community. One such program is our annual Fall Festival, which is open to the entire campus and surrounding community. Faculty and staff are invited to prepare a dish to serve; faculty is invited to ask their students to participate in part of the program or just bring their families and join in the fun. Campus-wide events assist with creating community, connectivity and a sense of belonging, and they are an important part of our retention strategy and student services programming. Students are hired

to serve as Residential Assistants (RAs) for the residence hall population. The College provides a comprehensive training program for our student Resident Assistant staff before the start of the fall semester.

WCCC also has a Student Navigator whose focus is on serving first-generation, first-time in college students who are in developmental education. This program is a three-year, grant-funded position that provides support for under-resourced students from the identified demographic. These supports include mentoring, proactive advising and troubleshooting navigation of institutional systems to reduce barriers, external resource connections for barrier removal, activity coordination for campus connectivity, career development advising, connection to campus resources, and supplemental instruction. In order to provide resources to approximately 150 students, the Navigator now has two student peer mentors working for the program. To assist students further with reinforced learning opportunities, the Navigator provides supplemental instruction in English and Math for students in the program who choose to take advantage of the opportunity. There are designated times set up outside of class time to seek extra supports in these subject areas.

TRiO Student Support Services is a Federal grant administered by the Department of Education, which provides support to students who are first-generation, from low-income households and/or have a documented disability. TRiO offers a large array of student success services designed to assist these specific populations on campus. Services include tutoring, exam proctoring, learning and academic accommodations, a quiet study environment, computer lab, transfer counseling, career counseling, academic advising support, study skill development workshops, and one-on-one and group tutoring across the curricula. These services are free of charge and open to all students.

WCCC's Accessibility Specialist and the Office of Disability Services is located in the TRiO department. This office works with students to meet the needs of students with documented learning, physical and psychological disabilities. These services include coordination of accommodations, advocacy for College access, and consultation with faculty and staff to develop a success plan that meets the needs of both the student and the institution. Assistive technology is available for students with disabilities, as well as study-skills tutoring, testing accommodations, and a full spectrum of services tailored to close achievement gaps and improve success in courses.

WCCC has a Jobs for Maine Graduates (JMG) staff person on campus who provides one-on-one support for students who went through that program while in high school.

Recognizing that many students have families and may face external barriers, WCCC is fortunate to be one of two Family Futures Downeast sites in Washington County, Maine. Family Futures Downeast is a two-generational educational approach, providing college opportunities for parents and children to assist with finding their way out of poverty. This program is one of ten across the country as part of the White House Rural Impact Initiative and is supported by multiple partner agencies and funders. The program provides college and life coaches who



work with the students and their families to provide wraparound supports. While parents are attending college classes, their children are also on campus attending Early Childhood Educational programming with Downeast Community Partners Head Start program. This program is at no cost to the students and their families and is supported by generous grants from the Annie E. Casey Foundation, the John T. Gorman Foundation, and a State of Maine SNAP E&T/TANF contract.

WCCC offers an array of financial resources. These resources are available to all eligible students at the College with a focus on those from lower socioeconomic backgrounds who've shown evidence of unmet need. The College has in-house scholarships, including attraction and retention scholarships, discretionary fund scholarships, childcare scholarships, and an emergency loan fund. In the 2017/2018 academic year, the College expended approximately \$110,000 in scholarships to students to assist with retention.

As more and more college students are faced with mental health concerns that are interfering with their persistence, we have provided ease of access to counseling services via a partnership agreement with a local agency, Aroostook Mental Health Center (AMHC). Although wait time in our region to see a counselor is typically up to a month at times, this contract provides students with preferential scheduling for appointments, which are scheduled within a week of the referral by the College. AMHC also provides immediate crisis response for the campus. Also, the contract provides professional development opportunities for faculty and staff as well as access to counselor supports assisting with relevant events occurring on campus. Examples of such events include Art with Impact, Violence Against Women Act (VAWA) and Campus Sexual Violence Elimination (SaVE) Act workshops, Substance Abuse Awareness Programming, One Love, and health and well-being seminars around topics like mental health destigmatization, suicide prevention, sexual assault, bystander training, conflict resolution, diversity and inclusivity, and stress reduction.

The College is a new member of the national Achieving the Dream (ATD) network. We are presently in our second year of three within the network. The College has developed and submitted an annual [Action Plan](#), and we are presently implementing this plan for the coming academic year. The primary and secondary priorities we will be working on are around building capacity in teaching and learning with the academic and student affairs departments. These priorities include enhancing faculty and staff professional development, working with the Dana Center to build Math Pathways, implementing multiple measures for determining college readiness, making improvements to developmental education, implementation of our retention module with an early alert system, and working to create partnerships to provide barrier removal services via an Advocacy and Resource Center on campus. ATD is providing the College with a renewed focus on enhancing our collection and use of data and evidence-based resources and strengthening our capacity for data-driven decision-making.

Each student has a faculty advisor with whom they meet for guidance on course registration. Due to WCCC's small size, students can meet one-on-one with their faculty advisors. Advisors provide students with guidance on all academic matters. Many students have daily direct

access to their advisors as they are also their primary program faculty for their classes each day. The nature of our size allows for organic learning communities to form within the trade and technical and career departments at the College. Faculty members have insight into student matters and are quick to respond and, when warranted, encourage interventions to assist with student persistence. This individualized attention is a strength of the institution and reinforces our student-centric approach to living and learning at the College.

Students have the opportunity to gain leadership experience on College committees. Student Senate has elected officers, including President, Vice President, Secretary, and Treasurer. Phi Theta Kappa Honor Society and the Jobs for Maine Graduate Club have elected officers, as well. Students also participate in College governance and hold seats on the following committees: Community Council, Accreditation Committee, Information Technology committee, Achieving the Dream Core Team, and Diversity Committee.

The College does not participate in athletic leagues but rather has an intramural and recreational program that is managed by the Coordinator for Student Involvement and Engagement. This program consists of weekly dodgeball or volleyball games, open gym basketball, pool tournaments, and rock climbing on the Rock Wall. The Outdoor Adventure Center (OAC) provides free recreational equipment for student use.

The College employs qualified, experienced, and dedicated Student Services staff. Student Services employees take part in in-house professional development training, including training on utilizing specific components of retention software and trainings by the Community Caring Collaborative on topics related to trauma-informed Student Services, substance use and abuse, executive functioning, and poverty informed approaches to Student Services. We have collaborated with University of Maine Machias faculty and their 100% Society to provide Safe Zone training for staff. We have collaborated with Aroostook Mental Health Center on Understanding and Identifying Student Mental Health Illnesses in the Educational Environment, Breaking Down Stigma and Stereotypes, and De-escalation techniques. National Alliance on Mental Illness (NAMI) Maine provides Suicide Prevention Training, Youth and Adult Mental Health First Aid, and Gatekeeper Training. Bangor Public Health provides Substance Abuse Training. We partnered with One Love Train-the-Trainer in order to facilitate their program on campus for student awareness of relationship violence. Local Law Enforcement Agencies have provided training on drug & alcohol prevention and awareness. In addition, Student Services staff participate in various professional development training opportunities such as our annual National Jenzabar conference (JAM), Statewide Mini-JAM, MCCS Student Success Forums, ATD national conferences, Center of Educational Opportunity (CEO) trainings, New England Educational Opportunity Association (NEOA) conferences, and Maine Educational Opportunity Association (MEEOA) conferences and more.

The Student Services department adheres to the policies stated in the [MCCS Student Code of Conduct](#). Policies on student rights and responsibilities are clearly stated in the Student Handbook, which is on the website and the portal. Students are directed to these electronic versions during the admissions process, through the online student orientation, during

mandatory in-house orientation, in their First-Year Experience course, and by faculty and Student Services staff. The [Student Code of Conduct](#) for WCCC follows the MCCS policy for Student Code of Conduct. It is available electronically on the WCCC website and portal. Portions of the code are reiterated in each course syllabus, including the attendance and academic ethics expectations for students. Throughout campus, posters and flyers inform and encourage students to adhere to their rights and responsibilities, which includes recognizing and reporting harassment, discrimination, and concerns related to equity.

Document Retention, which includes academic record retention, safety, security, and disposal policies, is clearly stated under the Maine Community College System's General Administration [Section 200.1](#). This information is available to MCCS employees on the MCCS intranet. Student records are securely maintained and accessed on a need-to-know basis only with legitimate educational interest as outlined in FERPA. Many records are maintained electronically within our Jenzabar database as well as in paper version files. Paper versions are stored in locked and secured file cabinets with access granted only to specifically designated Student Services personnel. Files are never removed from the file cabinet location; however, files may be requested to be viewed by staff members with permission from the Dean of Enrollment and Student Services. A [Privacy Statement](#) is posted on the College website providing students with the Annual Notification of Rights under FERPA for Postsecondary Institutions to which the school adheres. This statement includes informing students how their student academic records are inspected and recorded, what the student's rights to disclosure are, and how their permanent academic record is maintained. The Student Handbook also provides students with the Notification of Rights under FERPA for Postsecondary Institutions.

The Student Services/Affairs office completes [Programming Proposal forms](#) that identify the program and purpose; the target audience; and the specific value the program or activity addresses. Learning objectives, which are aligned with developmental theories, are established prior to the implementation of the programming. The rationale for doing the program and the tool used to assess student learning are identified. This information is used to ensure the efficacy of the program. Anyone proposing a program completes the form and the Dean of Enrollment Management and Student Services, in collaboration with the program developer, determines the value of proceeding with the program.

## APPRAISAL

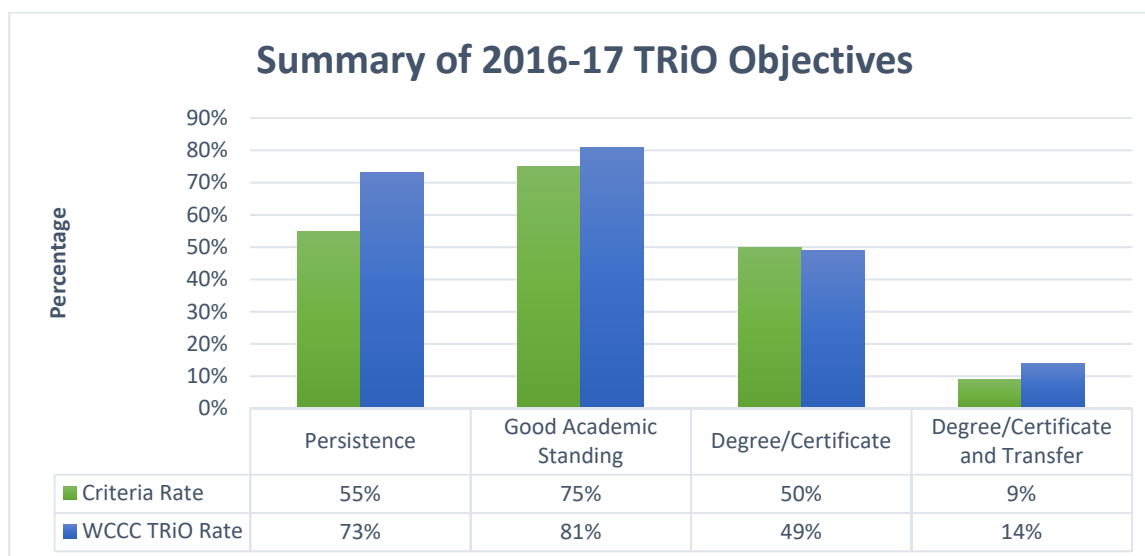
Pre- and post-surveys are conducted for Student Services events and programming. Qualitative evaluation is conducted in the form of student focus groups and dinners with the deans. Student Services staff facilitate conversations with students to determine needed improvements and adjustments.

The TRiO program completes an Annual Performance Report each autumn that is used to assess the efficacy of the services offered by the TRiO program, which includes monitoring the program's performance and determining whether program outcomes are being met. The

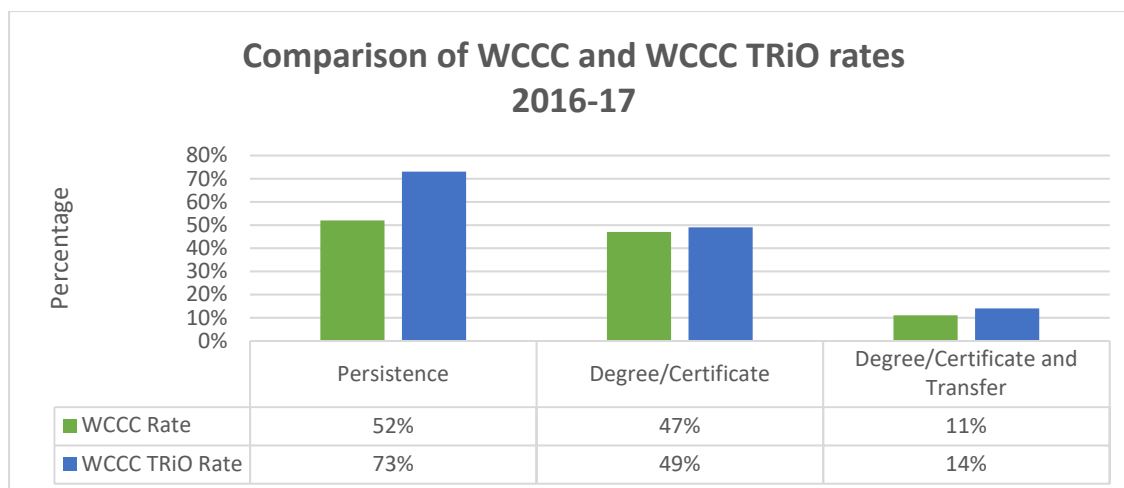
annual report measures five key objectives and criteria rates associated with TRiO students:

- Student persistence rate;
- Student maintenance of good academic standing;
- Student completion of a Certificate or Associate Degree;
- Student completion of a Certificate or Associate Degree and transfer to a four-year institution;
- The funded number of students being served is met (160 in WCCC's case).

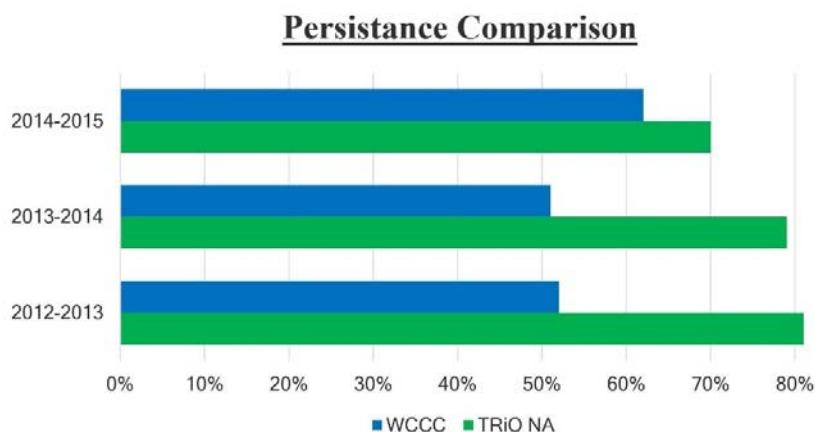
In the 2017-2018 academic year, students who participated in TRiO exceeded four out of five key areas. TRiO has been successful in assisting students and maintaining a success rate that exceeds the proposed TRiO objectives in the key areas of Persistence (73% vs. 55%), Degree and Certificate acquisition (50% vs. 49%) and Degree and Certificate acquisition combined with a transfer to a four-year institution (14% vs. 9%). The chart below illustrates the outcomes of TRiO.



The chart below illustrates the success of TRiO students as compared to students not participating in TRiO support services. TRiO students persisted 21% higher than non-TRiO students; 2% higher in degree/certificate completion; and 3% higher in degree/certificate completion and transfer.



When we compare Native American TRiO students to the general student population over three years (2012-2015), Native American students outperformed the general WCCC population by up to 30% in persistence and graduation rates.



FYE has pre- and post-assessments to determine student self-assessment based on eight successful student criteria: Accept personal responsibility, discover self-motivation, master self-management, employ interdependence, gain self-awareness, adopt lifelong learning, develop emotional intelligence, and believe in themselves. The FYE course success rate is consistently higher than the overall college course success rate for fall semesters with the most recent Fall 2018 rate at 73.9% and the institutional rate at 68%. FYE is a pass/fail course with the standard for passing set at C.

The Student Affairs Office is getting better at collecting evaluation data, but we still need work on managing, analyzing and assessing that data. Beginning in the summer of 2018 we are redesigning the Associate Dean of Student's position to include the following duties: creating and improving a student affairs assessment plan, serving as a retention specialist, and providing oversight for student life and admissions. The Dean of Enrollment Management and Student Services is working with staff to establish student learning outcomes, Key Performance

Indicators (KPIs), and an Enrollment Management and Student Services executive dashboard. The dashboard includes admissions and enrollment trends, housing capacity, and conduct statistics.

According to IPED data for November 2017, the College fall enrollment was 342 students with a student-to-faculty ratio of 12 to 1. The student body composition was 56% female and 44% male, 56% are full-time students. Percent by ethnicity of the student population is as follows: American Indian or Alaska Native, 10%; Hispanic/Latino, 2%; White, 80%; Two or More Races, 2%; and Race unknown, 5%. Age demographics of the student population are 73% 24 and under; 27% 25 and over.

Although the majority of students campus-wide are females, we have a high percentage of male students in our trade and technical programs, with the male composition of these programs being at 97% compared to females at 3%. Conversely, our ECE, HUS, MA & EDU programs are predominantly female at 98% with only 2% males. Therefore, the College developed a gender equity report to focus on increasing females and males enrolling in non-traditional career programs at the institution. We also have an annual Totally Trades Event each fall to provide young women from Washington County primary and secondary schools with exposure to trade and technology-related careers. They come to campus for a day to participate in hands-on, skills-based workshops. In the Spring of 2018, we planned our first annual event to provide a similar experience that exposes boys to traditionally female-dominated fields. Unfortunately, due to weather and scheduling constraints, this event had to be canceled, but we will proceed with the event this coming academic year.

Financial aid is vital for our students and to the operations of WCCC. According to our FY 2013 cohort data, 39% of defaulters had obtained a GPA of 2.0 or higher in their first semester at WCCC; however, external factors were such that they had to leave college. 74% of our defaulters did not graduate from the College. The Cohort Default Rate (CDR) for the institution was at 34.5% for FY12 and was at 24.8% for FY 14. Our most recent FY 15 official CDR was at 17.6%. This decrease is due to the restructuring of financial aid and a shift from an external loan default management company (SALT) to a more deliberate in-house, focused approach, which includes a new part-time position to manage loan default. By making this switch and implementing our CDR Prevention Plan, the College was able to meet and exceed our established goals in year one of the plan by reducing the CDR to below 30% and obtaining a rate of 26.8%. In year two, our goal was to be at or below 28%, and the official rate is at 17.6%. This was achieved by focusing on monthly review and management of the National Student Loan Data System (NSLDS) delinquency reports and improved outreach to all borrowers to assist with income-based repayment options, deferment and/or forbearance to help students understand their loans better and work toward bringing loans that were at or close to delinquency into good financial standing.

To reduce the federal student loan default rate and ensure that WCCC could continue to offer an accessible and affordable education to students, WCCC implemented initiatives to (1) decrease the student loan default rate and (2) provide additional financial education to

students. All first-time borrowers participate in mandatory entrance counseling and complete a Master Promissory Note online before receiving a student loan. WCCC utilizes the NSLDS to review a student's prior loan indebtedness before packaging loans, and the Financial Aid Director counsels students on indebtedness and wise borrowing prior to loans being disbursed. The College has hired a part-time Financial Aid Representative who is responsible for default prevention, financial literacy and loan counseling. This position has been instrumental in lowering the College's default rate, which was 29.5, 34.5, 30.8, and 26.8 for 2011-2014. Our 2015 official rate was 17.6, which is down from our last official rate by 9.2%.

This improvement is directly related to redirecting our efforts from an external agency managing our default prevention to an in-house model, the College's Default Prevention Plan. Loan exit counseling is provided face-to-face at the institution prior to graduation, transfer, or early withdrawal. Students are required to meet with the Director of Financial Aid when withdrawing from the College and provided with information on repayment options. This counseling is provided to students live, with online training being a last resort. All students meet with the Director of Financial Aid to discuss needs, alternatives to loans (scholarships), and the available repayment options. When loans are dispersed for students in a refund situation, the Business Office includes a statement about repayment and loan reduction, which informs students of their ability to apply their refund toward the current loan balance.

Financial literacy workshops are held at least once a semester. Workshop topics include the following: Responsible Borrowing, Building Credit, the Ins-and-Outs of FAFSA, and Mastering Your Money with FAME. The College hosts an annual Financial Literacy Week with workshops on these money management topics and more. The College has experienced a 32% decrease in loan dollars disbursed from \$463,434 in FY 16 to \$314,105 in FY 18. Some of this is due to a decline in the FTEs, but much is attributed to the financial literacy and counseling sessions. According to IPED's 2017 Feedback Report, WCCC has 43% of our students accessing Federal loans, compared with 24% in similarly situated colleges. Our average amount borrowed for Federal loans (N=22) is \$4,108 compared to cohort rate of \$5,402. The average amount of PELL grants (N=33) is \$4,499 compared to \$3,859 in the comparison cohort. According to the 2017 IPED's report, 80% of WCCC students received PELL compared with 60% within the comparison institutions.

## PROJECTIONS

WCCC will continue to evaluate and implement onboarding initiatives (e.g., pre-orientation, orientation, First Year Experience course (FYE 100)) to determine barriers impacting student success and persistence to graduation. A new student intake survey will be launched in the summer of 2019 to capture student self-disclosure of external barriers. The survey will be provided each summer to new students—first time, transfer, and returners away for at least five years.

WCCC will continue to enhance co-curricular initiatives and programs that align with the College's current mission and support the learning outcomes of the academic programs; increase students' awareness of educational, cultural, social, financial, mental health, and community resources that reduce barriers to educational attainment; and increase students' information literacy skills, interpersonal skills, and mindset using grit and resiliency programming. During the spring of 2019, the Residence Life and Student Activities team will survey students to better understand their programming needs.

WCCC will monitor and improve upon the Student Services and Enrollment Management assessment plan; the assessment and evaluation process; and data collection and analysis for use within the Student Services and Enrollment Management division to make informed decisions about enrollment, programs, and services. A variety of qualitative and quantitative tools, including surveys, focus groups, interviews, and student segmentation analysis will be used to help us to gather information more effectively; define our problems and student learning gaps with more clarity; describe student's attitudes and beliefs regarding our services; and use the data samples to determine programs and initiatives that support the educational and co-curricular mission of the College. The Student Affairs Assessment Plan is located in the workroom.

Enhancements will continue to be made with integrated student support services (i.e., Navigator, TRiO, Advocacy Resources Center, JMG, and EMBARK) and the technology to support these enhancements will continue to be improved. All aspects of the Jenzabar Retention module will be fully implemented by Fall 2019 with additional exploration of Jenzabar training modules to support data capture. Training will result in a strengthened ability to analyze data to produce early interventions that increase student retention to graduation. The Retention Module formula will be evaluated every three years and revised, as needed, when it is necessary to address current student barriers, demographics, and trends.



**Standard 5: Students**  
**(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

						?
Credit Seeking Students Only - Including Continuing Education						
		<b>3 Years</b>	<b>2 Years</b>	<b>1 Year</b>	<b>Current</b>	<b>Goal</b>
		<b>Prior (FY 2015)</b>	<b>Prior (FY 2016)</b>	<b>Prior (FY 2017)</b>	<b>Year (FY 2018)</b>	<b>(specify year) (FY 2019)</b>
<b>Freshmen - Undergraduate</b>	?					
Completed Applications	?	187	157	176	171	180
Applications Accepted	?	183	148	169	159	170
Applicants Enrolled	?	116	106	116	120	125
% Accepted of Applied		97.9%	94.3%	96.0%	93.0%	94.4%
% Enrolled of Accepted		63.4%	71.6%	68.6%	75.5%	73.5%
Percent Change Year over Year						
Completed Applications		na	- 16.0%	12.1%	-2.8%	5.3%
Applications Accepted		na	- 19.1%	14.2%	-5.9%	6.9%
Applicants Enrolled		na	-8.6%	9.4%	3.4%	4.2%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
<b>Transfers - Undergraduate</b>	?					
Completed Applications		66	41	38	51	55
Applications Accepted		61	35	34	41	50
Applications Enrolled		45	24	18	29	35
% Accepted of Applied		92.4%	85.4%	89.5%	80.4%	90.9%
% Enrolled of Accepted		73.8%	68.6%	52.9%	70.7%	70.0%

**Standard 5: Students  
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Goal (specify year) (FY 2019)
<b>UNDERGRADUATE</b>		?				
First Year	Full-Time Headcount	?	183	151	147	165
	Part-Time Headcount	?	152	138	121	118
	Total Headcount		335	289	268	283
	Total FTE	?	245	206	194	211
Second Year	Full-Time Headcount		85	81	60	48
	Part-Time Headcount		69	55	44	49
	Total Headcount		154	136	104	97
	Total FTE		118	103	78	66
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount		0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount		0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount	?				
	Part-Time Headcount					
	Total Headcount		0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount		268	232	207	213
	Part-Time Headcount		221	193	165	167
	Total Headcount		489	425	372	380
	Total FTE		363	309	272	277
	% Change FTE Undergraduate		na	14.9%	12.0%	1.8%
<b>GRADUATE</b>		?				
	Full-Time Headcount	?				
	Part-Time Headcount	?				
	Total Headcount		0	0	0	0
	Total FTE	?				
	% Change FTE Graduate		na	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount		489	425	372	380
	Grand Total FTE		363	309	272	277
	% Change Grand Total FTE		na	14.9%	12.0%	1.8%

**Standard 5: Students**  
**(Financial Aid, Debt, Developmental Courses)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

	(FY2013)	(FY2014)	(FY2015)
? Three-year Cohort Default Rate	30.8	26.8	17.6
? Three-year Loan repayment rate	59.5	64.8	43.6

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
? <b>Student Financial Aid</b>					
Total Federal Aid	\$1,540,102	\$1,428,883	\$1,225,717	\$1,318,713	\$1,400,000
Grants	\$1,058,684	\$1,027,444	\$893,002	\$906,900	\$975,000
Loans	\$463,434	\$381,653	\$314,105	\$401,603	\$350,000
Work Study	\$17,984	\$19,786	\$18,610	\$10,210	\$16,650
Total State Aid	\$166,425	\$192,817	\$178,075	\$83,925	\$155,000
Total Institutional Aid	\$300,090	\$260,547	\$347,717	\$296,848	\$300,000
Grants	\$300,090	\$260,547	\$347,717	\$296,848	\$300,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$199,289	\$337,574	\$299,466	\$220,015	\$265,000
Grants	\$191,066	\$312,074	\$234,422	\$183,919	\$230,000
Loans	\$8,223	\$25,500	\$65,044	\$36,096	\$34,000
<b>Student Debt</b>					

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	48%	56%	56%		
Graduates	0%	0%	0%	0%	0%
First professional students	0%	0%	0%	0%	0%
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$5,500	\$5,500	\$5,500		
Graduates	\$0	\$0	\$0	\$0	\$0
First professional students	\$0	\$0	\$0	\$0	\$0
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$3,500	\$4,565	\$4,565		
Graduate Students	\$0	\$0	\$0	\$0	\$0
First professional students	\$0	\$0	\$0	\$0	\$0

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Math and English combined	N/A	N/A	44	58	40

**\*Note:** We started tracking students that are first-time and in developmental courses last year with our National Clearinghouse report. This tracking was initiated for our Achieving the Dream program.

### Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information		Completed Applications	Applicants Accepted	Applicants Enrolled	FTE	Headcount Goal (1920)
1	<b>Category of Students (e.g., male/female); add more rows as needed</b>					
	Female	150	119	71		80
	Male	156	139	99		100
	First Generation	171	148	98		100
	Traditional age	196	170	125		130
	Non-traditional age	111	88	45		50
	Native American	23	20	11		20
	Career/Technical	259	216	146		150
	Liberal Studies	47	42	24		30
	Certificate	130	116	81		90
Associate Degree	177	142	89		90	
<b>Graduate Admissions information</b>		<b>Completed Applications</b>	<b>Applicants Accepted</b>	<b>Applicants Enrolled</b>	<b>FTE</b>	<b>Headcount Goal (specify year)</b>
<b>Category of Students (e.g., male/female); add more rows as needed</b>						
<b>Undergraduate Enrollment information</b>		<b>Full-time Students</b>	<b>Part-time Students</b>	<b>Total Headcount</b>	<b>FTE</b>	<b>Headcount Goal (specify year)</b>
<b>Category of Students (e.g., male/female); add more rows as needed</b>						
2	Female	79	46	125		135
	Male	126	17	143		155
	First Generation	98	11	109		110
	Traditional age	154	31	185		190
	Non-traditional age	58	35	93		100
	Native American	10	11	21		30
	Career/Technical	195	45	240		240
	Liberal Studies	17	21	38		40
	Certificate	83	5	88		90
Associate Degree	129	61	190		190	