



WYOMING COMMUNITY COLLEGES

CORRECTED

Annual Performance Report: Performance Indicators

2012-2013

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Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Table of Contents

Introduction.....	3
Performance Indicator A: Student Goal Attainment and Retention.....	5
Performance Indicator B: Student Persistence (Fall to Fall).....	8
Performance Indicator C: Degree and Certificate Completion Rates.....	9
Performance Indicator D: Placement Rate of Graduates in the Workforce.....	11
Performance Indicator E: Licensure/Certification Pass Rates.....	12
Performance Indicator F: Demonstration of Critical Literacy Skills.....	12
Performance Indicator G: Success in Subsequent, Related Coursework.....	13
Performance Indicator H: Number and Rate of Students Who Transfer.....	14
State of Wyoming’s Return on Investment.....	17
Summary.....	18

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Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Introduction

W.S. 21-18-202 (h)(iii) mandates that the Wyoming Community College Commission (WCCC): develop performance benchmarks, outcome measures and other performance indicators which serve as the basis for annual reporting to the legislature and the governor. The annual reporting must include but is not limited to the following measures:

- (A) Student goal attainment and retention;
- (B) Student persistence;
- (C) Degree and certificate completion rates;
- (D) Placement rate of graduates in the workforce;
- (E) Licensure and certification pass rates;
- (F) Demonstration of critical literacy skills;
- (G) Success in subsequent, related coursework; and
- (H) Number and rate of students who transfer.

In an effort to accommodate the mandate set forth in Wyoming statute and to streamline the performance indicator reporting process, the decision was made to specifically address the required performance measures.

The Wyoming Community College Commission Statewide Strategic Plan: Planning for the Future of Wyoming's Community Colleges developed in 2009 identified five primary state interests that will drive investment in community college programs and services. These state interests focus on what colleges can do to promote statewide goals, what structures and supports are needed to help Wyoming community colleges improve their services, and most importantly what services and resources are necessary to assist Wyoming residents in achieving their potential as productive, educated citizens. On-going development in 2013-14 identified four derivatives of these five primary state interests. These state interests as defined by the Wyoming Community College Commission Statewide Strategic Plan are:

- **Educated Citizenry**
 - Increase the educational attainment of Wyoming residents by offering them access to a wide range of educational, training, and cultural programs.
- **Diversified Economy**
 - Contribute to the diversification of Wyoming's economy by supporting the expansion of business and industry into new areas.
- **Workforce Development**
 - Respond to the needs of existing and emerging industries by providing a well-prepared and well-trained workforce.
- **Effective and Efficient Systems**
 - Maximize return on investment by implementing system-wide efficiencies to enhance community college operations.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

- **Accountability and Improvement**
 - Improve the educational success of Wyoming residents by measuring outcomes and responding to findings, whether negative or positive.

Derivatives of the Primary State Interests:

- **Participation (Access)**
 - Increase participation in credit-bearing coursework and programs.
 - Increase Wyoming high school students' participation in dual and concurrent enrollment.
 - Increase the number of students enrolling in high school equivalency programs at Wyoming community colleges.
 - Continue to strengthen participation in non-credit courses to serve business and industry's workforce, or for lifelong learning and enrichment.
- **Progress**
 - Increase the percentage of students completing college level English and mathematics within their first 30 credit hours.
 - Improve timely progress in the first year toward completion of degrees, certificates and credentials.
 - Increase student persistence from semester to semester.
 - Monitor demographic sector performance in order to target specific strategies to better serve sub-cohorts of students.
- **Performance**
 - Increase the number of degrees and certificates produced, with a specific focus on those seen as high-value for Wyoming's needs.
 - Ensure colleges are working with local businesses and industry to provide non-credit certificates and credentials which are nationally recognized wherever possible for Wyoming's workforce.
 - Ensure Wyoming community college graduates outpace the nation in regards to the rates at which they pass licensure and certifications required to enter the workforce.
- **Placement**
 - Increase the successful placement of community college graduates into the Wyoming workforce and/or the labor force in other states.
 - Increase Wyoming community college students' successful transfer to a four-year institution to pursue a bachelor's degree.
 - Increase the successful placement of at-risk and underrepresented students.

This report aligns the performance indicators required by statute with the objectives contained in the WCCC Statewide Strategic Plan 2.0. Commission staff have matched the eight Wyoming statutorily required performance indicators with the new Strategic Plan's 4 P's of success. Progress and performance house many of the components of the eight requirements. Many of

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

the requirements can be combined for a more concise picture of Wyoming community colleges' performance indicators.

<u>Wyoming Statute Requirements</u>	<u>Strategic Plan 4 P's</u>	<u>Match</u>
A) Student goal attainment and retention	Participation	C, E
B) Student persistence	Progress	B, C, E, F, G
C) Degree and certificate completion pass rates	Performance	A, C, E, F, G
D) Placement rate of graduates in the workforce	Placement	D, H
E) Licensure and certification pass rates		
F) Demonstration of critical literacy skills		
G) Success in subsequent, related coursework		
H) Number and rate of students who transfer		

The seven Wyoming community colleges are members of the National Community College Benchmark Project (NCCBP). Participation in the NCCBP has provided data that have been included in this report for Performance Indicators 2012-2013. The seven community colleges also submit data for this report from CCSSE (Community College Survey of Student Engagement), IPEDS (Integrated Postsecondary Education Data System), their own graduate surveys and Colleague® software by Ellucian.

A: Student Goal Attainment and Retention

Measures: *The number of students who, upon leaving community college, report ~~that~~ their original goal in attending (or subsequent goal decided while enrolled) has been met. Student success and retention rates measured for college level and developmental courses.*

Data Sources: *2012 CCSSE, 2010-2011 Graduate Surveys and 2013 National Community College Benchmark Project (NCCBP) reported by each of the seven Community Colleges*

Strategic Plan Match: *Performance*

Students enroll in community colleges for a variety of reasons from self-improvement to four-year university transfer. To measure student goal attainment Table A.1 (N=871) illustrates ~~that~~ between 93% and 98% of students accomplished their primary goal while attending a Wyoming community college based on results from the National Community College Benchmark Project (NCCBP).

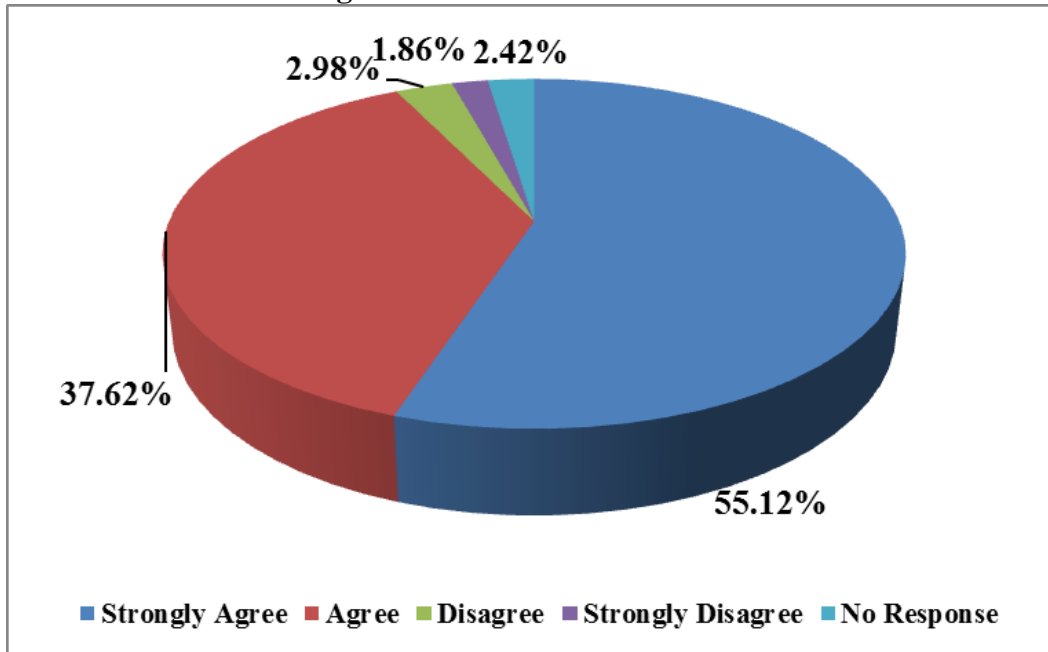
Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Table A.1: NCCBP Student Goal Attainment

College	Percentage of Graduates and Completers that Accomplished their Primary Goal while Attending Community College	NCCBP National Percentile Rank
Casper (CC)	95.70%	60.00%
Central (CWC)	97.14%	76.00%
Eastern (EWC)	93.44%	47.00%
Laramie County (LCCC)	93.00%	45.00%
Northwest (NWC)	93.00%	45.00%
Northern (NWCCD)	97.00%	76.00%
Western (WWCC)	98.00%	82.00%

Figure A.1 shows of the 537 students responding to the college Graduate Surveys, 92.74% “Strongly Agree” or “Agree” they accomplished their community college educational goals while attending the community college.

Figure A.1: 2010-11 Survey Result, “I Accomplished my Community College Educational Goals while at this College”



In addition to student goal attainment, Performance Indicator A also examines student retention and success rates for the fall 2011 cohort based on results from the NCCBP. Table A.2 illustrates credit college-level retention, enrollee success and completer success rates by college and how the individual colleges rank based on the NCCBP national percentiles. Table A.3 examines credit developmental retention rates for math, writing and reading courses. Enrollee

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

and completer success rates in credit developmental courses and where the colleges rank according to the NCCBP national percentiles are shown on Tables A.4 and A.5 respectively.

Table A.2: NCCBP Credit College-level Course Retention and Success Rates Fall 2011

College	College Retention Rate	NCCBP National Percentile Rank	College Enrollee Success Rate	NCCBP National Percentile Rank	College Completer Success Rate	NCCBP National Percentile Rank
CC	88.17%	26.00%	74.70%	49.00%	84.72%	60.00%
CWC	80.32%	87.00%	80.32%	87.00%	89.83%	92.00%
EWC	87.37%	22.00%	78.77%	79.00%	90.16%	93.00%
LCCC	94.29%	89.00%	82.53%	93.00%	87.53%	82.00%
NWC	86.85%	20.00%	75.90%	59.00%	87.39%	81.00%
NWCCD	89.79%	45.00%	80.07%	86.00%	89.17%	87.00%
WWCC	92.44%	76.00%	78.93%	81.00%	85.38%	65.00%

Table A.3: NCCBP Credit Developmental Course Retention Rates Fall 2011

College	Math Retention Rate	NCCBP National Percentile Rank	Writing Retention Rate	NCCBP National Percentile Rank	Reading Retention Rate	NCCBP National Percentile Rank
CC	80.97%	29.00%	83.50%	31.00%	87.88%	50.00%
CWC	82.96%	39.00%	83.94%	34.00%	88.89%	53.00%
EWC	75.40%	11.00%	52.33%	0.00%	59.09%	0.00%
LCCC	89.29%	75.00%	90.74%	73.00%	86.70%	9.00%
NWC	87.29%	61.00%	92.45%	82.00%	89.47%	58.00%
NWCCD	77.94%	18.00%	82.23%	27.00%	89.02%	55.00%
WWCC	78.79%	21.00%	89.21%	61.00%	90.59%	65.00%

Table A.4: NCCBP Credit Developmental Course Enrollee Success Rates

College	Math Enrollee Success Rate	NCCBP National Percentile Rank	Writing Enrollee Success Rate	NCCBP National Percentile Rank	Reading Enrollee Success Rate	NCCBP National Percentile Rank
CC	57.55%	54.00%	57.28%	20.00%	68.69%	61.00%
CWC	64.81%	78.00%	45.48%	51.59%	66.67%	53.00%
EWC	50.80%	22.00%	33.72%	1.00%	54.55%	12.00%
LCCC	75.56%	95.00%	62.35%	43.00%	59.44%	10.00%
NWC	59.66%	63.00%	76.73%	93.00%	89.47%	99.00%
NWCCD	52.71%	29.00%	58.38%	27.00%	70.73%	67.00%
WWCC	52.51%	28.00%	62.27%	42.00%	65.73%	49.00%

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Table A.5: NCCBP Credit Developmental Course Completer Success Rates

College	Math Completer Success Rate	NCCBP National Percentile Rank	Writing Completer Success Rate	NCCBP National Percentile Rank	Reading Completer Success Rate	NCCBP National Percentile Rank
CC	71.07%	61.00%	68.60%	28.00%	78.16%	60.00%
CWC	78.13%	83.00%	66.96%	20.00%	75.00%	46.00%
EWC	67.38%	46.00%	64.44%	13.00%	92.31%	94.00%
LCCC	84.62%	94.00%	68.71%	29.00%	68.56%	23.00%
NWC	68.35%	51.00%	82.99%	79.00%	100.00%	100.00%
NWCCD	67.63%	48.00%	70.99%	38.00%	79.45%	66.00%
WWCC	66.64%	43.00%	69.80%	0.35%	72.56%	38.00%

B: Student Persistence

***Measure:** The proportion of the cohort of first-time, full-time students who registered for their first credits at a community college in one fall term, are still enrolled for at least one credit the following fall term, and have not completed a degree or certificate.*

***Data Source:** Individual college Colleague software files fall 2012 through fall 2013*

***Strategic Plan Match:** Progress*

Wyoming community colleges enrolled 2,493 first-time full-time degree seeking students in the fall of 2012. The aggregate persistence rate from fall 2012 to fall 2013 was 55.15%. This percentage has been relatively stable over the last eight years, ranging from 53.8% to 57.5%, as can be seen in Table B.1. Table B.2 shows the first-time part-time persistence rate for students enrolled for the first time in fall 2012 and returned for the fall 2013 semester. Table B.3 displays the first-time full-time persistence rates by college. Table B.4 illustrates the first-time part-time persistence rates by college.

Table B.1: 2012 NCCBP First-time Full-time Historical Persistence Rates¹

Rate of Fall 2012 Cohort Persistent in Fall 2013	55.15%
Rate of Fall 2011 Cohort Persistent in Fall 2012	55.40%
Rate of Fall 2010 Cohort Persistent in Fall 2011	53.80%
Rate of Fall 2009 Cohort Persistent in Fall 2010	55.60%
Rate of Fall 2008 Cohort Persistent in Fall 2009	57.50%
Rate of Fall 2007 Cohort Persistent in Fall 2008	55.50%
Rate of Fall 2006 Cohort Persistent in Fall 2007	54.40%
Rate of Fall 2005 Cohort Persistent in Fall 2006	54.80%
Rate of Fall 2004 Cohort Persistent in Fall 2005	56.90%

¹ Wyoming Community Colleges, Colleague Software Files

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Table B.2: First-time Part-time Persistence Rates

Rate of Fall 2012 Cohort Persistent in Fall 2013	32.81%
Rate of Fall 2011 Cohort Persistent in Fall 2012	32.10%
Rate of Fall 2010 Cohort Persistent in Fall 2011	36.40%

Table B.3: First-time Full-time Persistence Rates by College Fall 2012 Cohort

College	Number of First-time, Full-time Degree-seeking Students Fall 2012	Persistence Rate
CC	584	62.50%
CWC	208	47.10%
EWC	200	57.00%
LCCC	340	52.35%
NWC	420	53.57%
NWCCD	508	54.13%
WWCC	232	51.72%

Table B.4: First-time Part-time Persistence Rates by College Fall 2012 Cohort

College	Number of First-time, Part-time Degree-seeking Students Fall 2012	Persistence Rate
CC	81	37.04%
CWC	91	23.10%
EWC	43	16.28%
LCCC	104	26.92%
NWC	32	28.13%
NWCCD	77	37.66%
WWCC	532	35.90%

C: Degree and Certificate Completion Rates

Measure: The proportion of an entering community college cohort officially enrolled in a degree program that actually completed a degree or certificate, reported at annual intervals.

Data Source: Integrated Postsecondary Education Data Systems (IPEDS)—Graduation Rate Surveys, 1999-2012

Strategic Plan Match: Participation, Progress & Performance

To comply with the United States Department of Education (USDOE) Student Right-to-Know Act (Public Law 101-542), all postsecondary educational institutions participating in Federal

Wyoming Community Colleges

ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Student Aid Programs are required to report to IPEDS the percentage of first-time, full-time, degree or certificate-seeking students who graduate or transfer within 150 percent of the length of average programs of study. This group is referred to as a “cohort” and is further defined as students in their first semester of college after completing high school or a high school equivalency certificate, enrolled for 12 credit hours or more, and enrolled in a program of study that could result in an associate degree or certificate, followed for three years.

Students enroll at a Wyoming community college to upgrade or develop job skills, or simply enroll for personal enrichment opportunities. It is important to note some students transfer from the community colleges to four-year institutions prior to completing a degree. This is one of the main purposes of community colleges and is actually indicative of an institution fulfilling one of its most important goals: facilitating student success in furthering their postsecondary education ambitions. It must be prominently noted that students must also declare themselves as degree-seeking in order to qualify for financial aid. This stipulation inflates the cohort size even when their intentions may be otherwise. This trend does not indicate those students enrolled in community colleges that fail to complete degrees, but it does indicate the length of time to complete a degree can vary substantially.

As illustrated in Table C.1, the 2009 cohort aggregate average completion rate at Wyoming community colleges is 25.42%, down from 27.8% in last year’s cohort. The average aggregate completion rate for the Wyoming community colleges has remained fairly stable over the last thirteen years.

Table C.1: Historical Degree Completion Rates

2009 Cohort Graduation Rate within 3 years (spring 2012)	25.42%
2008 Cohort Graduation Rate within 3 years (spring 2011)	27.80%
2007 Cohort Graduation Rate within 3 years (spring 2010)	28.00%
2006 Cohort Graduation Rate within 3 years (spring 2009)	27.10%
2005 Cohort Graduation Rate within 3 years (spring 2008)	31.50%
2004 Cohort Graduation Rate within 3 years (spring 2007)	32.10%
2003 Cohort Graduation Rate within 3 years (spring 2006)	31.60%
2002 Cohort Graduation Rate within 3 years (spring 2005)	31.40%
2001 Cohort Graduation Rate within 3 years (spring 2004)	29.40%
2000 Cohort Graduation Rate within 3 years (spring 2003)	30.70%
1999 Cohort Graduation Rate within 3 years (spring 2002)	30.00%
1998 Cohort Graduation Rate within 3 years (spring 2001)	28.10%
1997 Cohort Graduation Rate within 3 years (spring 2000)	24.20%
1996 Cohort Graduation Rate within 3 years (spring 1999)	29.60%

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Table C.2: 2009 Cohort Degree and Certificate Completion Rates by College

College	2009 Cohort Size	Certificate Completion Rate	Degree Completion Rate	Degree and Certificate Completion Rate
CC	661	2.42%	27.23%	29.65%
CWC	291	9.97%	19.59%	29.55%
EWC	196	62.50%	36.00%	39.29%
LCCC	354	0.28%	16.67%	16.94%
NWC	509	0.59%	28.49%	29.08%
NWCCD ¹	528	-	-	25.57%
WWCC	312	5.77%	36.54%	42.31%

¹NWCCD does not wish to report certificate and degree completion rates separately.

The cohort includes all full-time, first-time degree and certificate-seeking undergraduate students entering the institution either during the fall term or during the 12-month period as described above. The certificate completion rate is low due to adding both certificate and degree seekers together as the divisor, since most students are degree seekers.

D: Placement Rate of Graduates in the Workforce

Measure: The proportion of students graduating from a community college with a degree or certificate and employed one year after graduation.

Data Source: 2010-2011 System Graduation Surveys

Strategic Plan Match: Placement

Graduates (N=777) responded to questions administered by each of the Wyoming community colleges' Graduate Surveys regarding employment status. Surveys are typically administered six months to a year after graduation. Table D.1 provides an aggregate percentage of employment status. Table D.2 shows current employment status by college. Future Performance Indicator Reports will use data from Workforce Services and the new State-wide Longitudinal Data System, (SLDS) for more concise placement data.

Table D.1: 2012-13 Graduate Surveys "Which Statement Best Describes your Current Employment Status?"

Employment Status	2012-13	2011-12	2010-11	2008-09	2006-07	2004-05
Employed Full-time (40 hours or more / week)	25.35%	25.35%	43.50%	41.10%	55.30%	56.40%
Employed Part-time (less than 40 hours / week)	19.82%	19.82%	29.30%	30.00%	28.90%	26.40%
Unemployed, actively seeking employment ¹	6.82%	6.82%	9.50%	10.80%	6.20%	5.50%
Unemployed or retired, not seeking employment	8.75%	8.75%	14.70%	13.00%	9.50%	11.80%
No Response	2.83%	2.83%	3.00%	4.10%	²	²

¹ CWC does not include this option in their survey.

² No previous data available

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Table D.2: Graduate Surveys "Which Statement Best Describes your Current Employment Status?" by College

College	N	% Employed Full-time (40 hours or more/week)	% Employed Part-time (less than 40 hours/week)	% Unemployed, actively seeking employment ¹	% Unemployed or retired, not seeking employment	% No Response
CC	116	50.86%	24.14%	12.07%	12.93%	0.00%
CWC	38	42.11%	34.21%	5.26%	7.89%	10.53%
EWC	36	61.11%	19.44%	8.33%	11.11%	-
LCCC	130	37.69%	24.62%	13.85%	11.54%	12.31%
NWC	61	42.62%	36.07%	6.56%	13.11%	1.64%
NWCCD	84	42.86%	33.33%	8.33%	14.29%	1.19%
WWCC	70	42.86%	34.29%	5.95%	15.71%	0.00%

E: Licensure/Certification Pass Rates

***Measure:** The proportion of those who complete or graduate from a community college vocational program and then actively seek licensure or certification for the first time within a given year, who achieve licensure or certification in areas traditionally requiring licensure or certification to obtain a job in that field.*

***Data Source:** Various certifying/licensing bodies as provided by Wyoming community colleges for program completers who took the exam within one year of completing the program*

***Strategic Plan Match:** Progress & Performance*

Wyoming's seven community colleges have different vocational/technical programs that lead to certificates or licenses. The colleges offer 28 different licenses and certificates reflecting a high level of quality instruction at Wyoming community colleges. The pass rates represent those students who passed their exam on the first attempt. Casper College's pass rate spans from 81.82% to 100% with most of the pass rates of their 9 exams at 100%. Central Wyoming College has one low pass rate of 25% for Hardware Maintenance with the rest of the distribution from 76%-100% for ten exams. Eastern Wyoming College has four exams with a pass rate from 92% - 100%. Laramie County Community College's pass rate is 92%-100%, with five of the eight exams at 100%. Northern Wyoming Community College District's pass rate for their four exams was half at 95% and half at 100%. Northwest College's pass rate was 89% for one exam and 100% for another exam. Western Wyoming College's pass rate was 100% for both exams administered academic year 2012-13.

F: Demonstration of Critical Literacy Skills

***Measure:** Various institutional measures satisfy the intent of this indicator, which is to assess the general skills and broad analytical capabilities of students.*

***Data Source:** 2013 NCCBP and Wyoming community college's individual assessment reports, 2002-2013*

***Strategic Plan Match:** Progress & Performance*

The NCCBP identifies four key courses to demonstrate core academic skills: Composition I, Composition II, Algebra and Speech. Table F.1 examines retention, enrollee success and

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

completer rates in these four courses for all seven colleges. The retention rate measures total credit grades divided by credit and non-credit grades. This is a measurement to indicate all grades possible out of all taking the class, for credit or not. The enrollee success rate measures only the A, B, C and P/S grades from all possible credit and non-credit grades to indicate those grades above a D. The completer success rate measures those grades above a D against the total population of credit-bearing grades, (excludes W grade).

Table F.1: NCCBP Core Academic Skills Retention, Enrollee & Completer Success Rates Fall 2012

	NCCBP Form 11 - Submitted Values			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U, and W grades	2,922	853	795	1,089
Total A, B, C, P/S, D, and F/U grades	2,512	715	692	976
Total A, B, C, and P/S, grades	2,032	579	552	812
Retention Rate	85.97%	83.82%	87.04%	89.62%
Enrollee Success Rate	69.54%	67.88%	69.43%	74.56%
Completer Success Rate	80.89%	80.98%	79.77%	83.20%

G: Success in Subsequent, Related Coursework

***Measure:** The proportion of an identified entering student cohort assessed as deficient in one or more of the basic skills, (reading, writing, computation) who subsequently (a) successfully completes developmental work intended to remediate this deficiency and (b) completes college-level course, with a grade of “C” or better, after one year, five semesters, or eight semesters including summers.*

***Data Source:** Individual College Colleague software files, fall 2010 Cohort*

***Strategic Plan Match:** Progress & Performance*

A number of community college students enroll in developmental courses to prepare for college-level courses. In fall 2010, 5,075 (duplicated headcount) community college students were enrolled in developmental mathematics and English courses. Of these, 3,084 (duplicated headcount) students (60.77%) completed their respective developmental coursework that semester. Of the 3,084 students who completed developmental coursework, 1,362 students (44.16%) completed subsequent college-level courses within one year. Another 150 completed in the fifth semester, (49.03%) and 87 more successfully completed within eight semesters, (51.85%). Of those enrolled fall 2010, 31.51% were successful Gateway Course, (developmental) completers.

It is important to note many students must complete a series of developmental courses before they are able to complete a college level course, which accounts for the lower numbers in Subsequent College Level Coursework (within 1 year).

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Table G.1: Subsequent College Level Coursework Fall 2009 Cohort

	Developmental			Subsequent Related College Level Course						
	Enrolled 10/FA	Successful 10/FA	Success rate	Successfully completed within 1 year (11/FA)		Successfully completed within 5 terms (12/SU)		Successfully completed within 8 terms (13/SU)		Successful Gateway Course Completers %
				N	%	N	%	N	%	
Math	3,851	2,292	59.52%	940	41.01%	1,061	46.29%	1,132	49.39%	29.39%
Writing	1,224	792	64.71%	422	53.28%	451	56.94%	467	58.96%	38.15%
Total	5,075	3,084	60.77%	1,362	44.16%	1,512	49.03%	1,599	51.85%	31.51%

Gateway courses are currently defined as English 1010, Math 1000 and Math 1400. “Successful Gateway Course Completers” are the percent of those who enrolled in a remedial course in fall 2010 and successfully completed a related college-level course by the end of summer 2013.

Table G.2: Subsequent College Level Coursework Fall 2009 Cohort by College

College	Course	Developmental			Subsequent Related College Level Course						
		Enrolled 10/FA	Successful 10/FA	Success rate	Successfully completed within 1 year (11/FA)		Successfully completed within 5 terms (12/SU)		Successfully completed within 8 terms (13/SU)		Successful Gateway Course Completers
		N	N	%	N	%	N	%	N	%	%
CC	Math	674	403	59.79%	233	57.82%	257	63.77%	262	65.01%	38.87%
	Writing	241	163	67.63%	108	66.26%	110	67.48%	114	69.94%	47.30%
CWC	Math	243	128	52.67%	47	36.72%	54	42.19%	58	45.31%	23.87%
	Writing	131	81	61.83%	36	44.44%	39	48.15%	40	49.38%	30.53%
EWC	Math	148	81	54.73%	29	35.80%	33	40.74%	33	40.74%	22.30%
	Writing	68	46	67.65%	22	47.83%	24	52.17%	25	54.35%	36.76%
LCCC	Math	1218	770	63.22%	204	26.49%	242	31.43%	270	35.06%	22.17%
	Writing	302	168	55.63%	95	56.55%	101	60.12%	103	61.31%	34.11%
NWC	Math	495	293	59.19%	85	29.01%	103	35.15%	119	40.61%	24.04%
	Writing	150	98	65.33%	47	47.96%	49	50.00%	51	52.04%	34.00%
NWCCD	Math	571	309	54.12%	181	58.58%	189	61.17%	193	62.46%	33.80%
	Writing	203	144	70.94%	66	45.83%	75	52.08%	78	54.17%	38.42%
WWCC	Math	502	308	61.35%	161	52.27%	183	59.42%	197	63.96%	39.24%
	Writing	129	92	71.32%	48	52.17%	53	57.61%	56	60.87%	43.41%

H: Number and Rate of Transfer

Measure: The number of students who transferred to the University of Wyoming (UW).

Data Source: “New Transfer Students 2012-2013,” University of Wyoming Office of Institutional Analysis, 2012, Colleague®, National Student Clearinghouse’s Student Tracker and 2013 NCCBP

Strategic Plan Match: Placement

A total of 854 students from Wyoming community colleges transferred to the University of Wyoming during the academic year 2012-2013. The data do not represent any specific cohort

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

but rather a total of transfer students who most recently attended a Wyoming community college before enrolling at the University.

Figure H.1 below highlights the enrollment of transfer students to UW during the last ten academic years. During the 2012-13 academic year, enrollment decreased after two consecutive increases.

Figure H.1: The Number of Community College Students Who Transfer to the University of Wyoming (Academic Year)

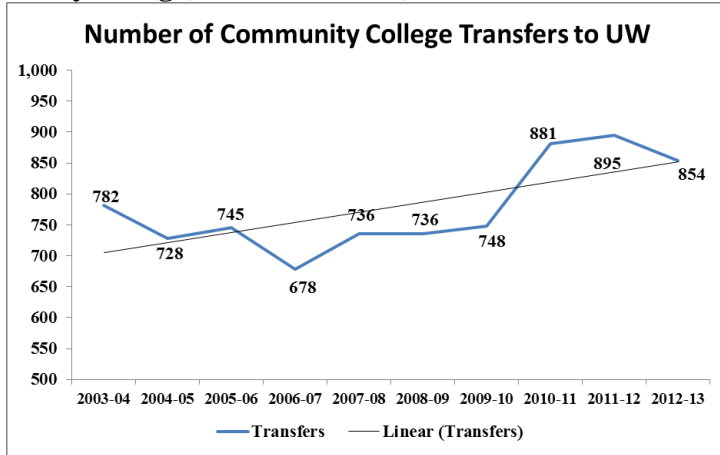


Figure H.2 highlights the fall enrollment of transfer students to UW during the last eight years. In fall 2012, enrollment decreased by 145 students from the previous year breaking the upward trend that began during the 2007-2008 academic year. During the last four years, fall transfers from the community colleges to the University of Wyoming have consistently increased.

Figure H.2: The Number of Community College Students who Transferred to the University of Wyoming (Fall Term)

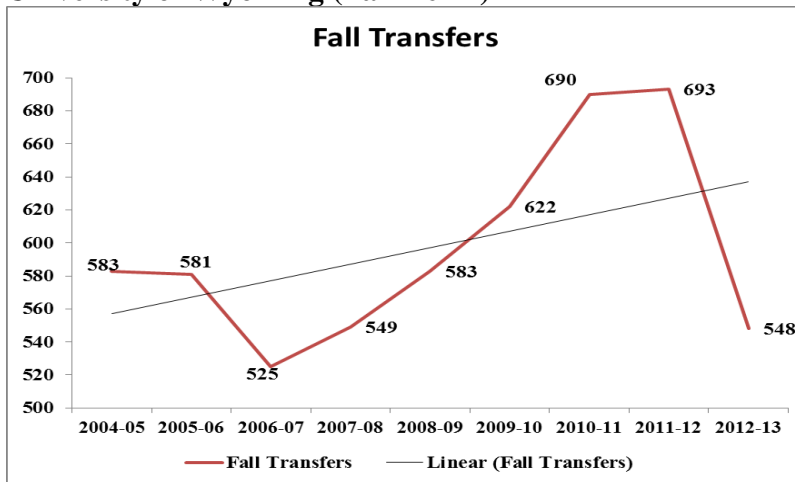


Table H.1 represents the top 4 year institutions that received the largest number of transferring Wyoming community college students by college (2012-13 degree seeking students). Table H.2

Wyoming Community Colleges

ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

looks at transfer rates by college (percent of students who transferred to a 4-year institution in three years). Table H.2 indicates WWCC has much higher rates of transfer from the 2009 cohort for both first-time full-time and part-time students. These data were submitted to NCCBP by each of the colleges.

Table H.1: Top Receiving 4 Year Institutions by Number of Transferring Students

College	Top Receiving 4 Year Institutions	Number of Transfer Students
CC	University of Wyoming	147
	Chadron State College	9
	Valley City State College	8
	Colorado State University	4
CWC	University of Wyoming	12
	Colorado Mesa University	2
	Montana State University-Billings	2
	Adams State University	1
EWC	University of Wyoming	13
	Chadron State College	9
LCCC	University of Wyoming	441
	University of Northern Colorado	11
	Colorado State University	10
	Ashford University	7
NWCCD	University of Wyoming	45
	Black Hills University	12
	Chadron State College	7
	Montana State University	7
NWC	University of Wyoming	105
	Montana State University - Billings	20
	Montana State University - Bozeman	12
	Valley City State University	8
WWCC	University of Wyoming	148
	Utah State University	30
	Weber State University	21
	Valley City State University	10

Table H.2 illustrates transfer rates for only those students who transferred without previously earning a degree. This is the methodology specified by IPEDS and NCCBP. Rates would be much higher if it included graduates who also transferred.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2012-2013

Table H.2: Transfer Rate (Percent of Students who Transferred to a 4-Year Institution in Three Years) Fall 2009 Cohort

College	First-time Full-time	First-time Part-time
CC	10.59%	4.55%
CWC	11.68%	10.99%
EWC	23.70%	30.30%
LCCC	11.76%	14.29%
NWC	12.18%	11.76%
NWCCD	10.44%	3.80%
WWCC	19.23%	20.45%

State of Wyoming’s Return on Investment

During the 2012-2013 academic year, the seven Wyoming community colleges enrolled 9,128 full-time students (annualized credit headcount), 346 less than last year and about 899 less part-time students, 17,795.5 (annualized credit headcount). Graduates from Wyoming community colleges earned 875 Associate of Arts (AA) degrees, slightly less than last year; about 50 more or 977 Associate of Science (AS) degrees than last year, another 31 more or 809 Associate of Applied Science (AAS) degrees compared to last year, 23 Associate of Business (AB) degrees, 2 less Associate of Fine Arts (AFA) degrees or 39 and 170 more or 871 certificates of completion.

The State of Wyoming provided \$127.4 million in operational funding to support the seven community colleges during fiscal year 2013.

During reporting year 2009-10, a report completed by Economic Modeling Specialists, Inc. (EMSI) determined taxpayers see a 5.2% rate of return on their investment in Wyoming’s community colleges. EMSI’s economic growth analysis concluded the spending of out-of-state students attending Wyoming community colleges generates approximately \$29.8 million in added income to the Wyoming economy each year. EMSI also determined the rate of return to the State of Wyoming is \$1.40 for every \$1.00 invested and 89% of Wyoming community college graduates stay in Wyoming after graduation. The college presidents may decide to fund another EMSI study for 2015-16, so this data will be updated in future performance indicator reports.

Summary

Using these performance indicators, Wyoming’s seven community colleges are able to document their performance in meeting the needs of their stakeholders. Wyoming’s community colleges take their responsibility of accountability seriously and intend to use this report not only to document performance, but to evaluate where improvements can be made and make plans of action to not only meet, but to exceed stakeholders’ expectations. Future Performance Indicator Reports will associate the Strategic Plan 2.0 with the performance indicators required by Wyoming Statute.