



# WYOMING

## COMMUNITY COLLEGES

### **Annual Performance Report: Performance Indicators**

**2019-2020**  
*(Revised March 2021)*

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*Special Note - This report was revised in March 2021 with corrected data specifically in Performance Indicators B and G. Questions regarding the revisions should be directed to the Attention of Rob Dennis, WCCC Chief Operating Officer.*

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March, 2021

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**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 adopted by the Commission in October 2020 has identified four primary goals and related objectives. All former and current strategic plans center around the Commission's Mission

Wyoming community colleges provide dynamic lifelong learning environments through higher education, workforce development, innovative partnerships, and civic and global engagement that lead to responsible citizenship and economic, social, and cultural prosperity. Planning for the Future of Wyoming's Community Colleges, the mission and purpose of the Wyoming Community College Commission is to provide coordination, advocacy, funding, and accountability. Current goals identified in the 2020-2025 strategic plan include:

- Goal #1 Educational Attainment – Facilitate postsecondary educational attainment to the betterment of all Wyoming citizens.
- Goal #2 Affordability – Facilitate community college system sustainability, funding, and affordability while keeping higher education as nearly free as possible.
- Goal #3 Program Alignment – Facilitate alignment of post-secondary programs with UW, workplace, and workforce providing a seamless pathway for Wyoming citizens to their future endeavors and to the benefits of the state.
- Goal #4 Economic Development – Facilitate initiatives leading to the diversification and growth of Wyoming's economy.

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This 2019-2020 Performance Indicator Report aligns the performance indicators required by statute with the objectives contained in the WCCC 2020-2025 Statewide Strategic Plan. Commission staff have matched the eight Wyoming statutorily required performance indicators with the new Strategic Plan's four goals.

<u>Wyoming Statute Requirements</u>	<u>Goal Match</u>	<u>Match</u>
A) Student goal attainment and retention	Educational Attainment	A, B, C, D, E, F, G
B) Student persistence	Affordability	G
C) Degree and certificate completion rates	Program Alignment	D, E, H, G
D) Placement rate of graduates in the workforce	Economic Development	D, E
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 the 2019-2020 Performance Indicator Report. The seven community colleges also submit data for this report from IPEDS (Integrated Postsecondary Education Data System), their own graduate surveys and administrative computing systems (Colleague® software by Ellucian) and a central reporting business intelligence application (WCCC/Community College Data Warehouse) for reporting statewide aggregate data.

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**A: Student Goal Attainment**

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

**Data Sources:** Most recent (Spring 2019) Community College Survey of Student Engagement (CCSSE) results reported by each of the seven community colleges and an aggregate report for the commission and nation.

**Strategic Plan Match: Educational Attainment**

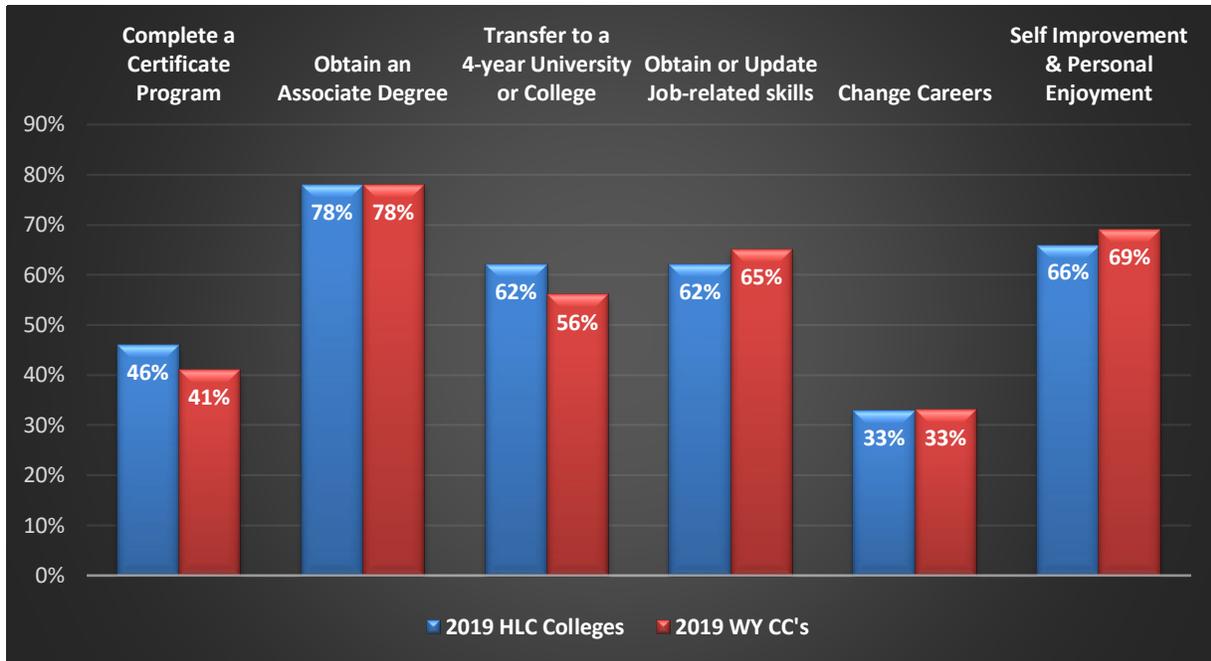
Students enroll in community colleges for a variety of reasons from self-improvement to four-year university transfer. To determine student goals in attending a Wyoming community college, the CCSSE survey can be utilized. Table A.1 demonstrates percentages of students indicating their goals for attending community college and Figure A.1 shows the system and national aggregate reasons.

**Table A.1: Student Goals**

	Complete Certificate Program	Obtain Associate Degree	Transfer to a 4-year College or University	Obtain / Update Job-Related Skills	Self-Improvement/ Personal Enjoyment	Change Careers
Casper College (CC)	39%	79%	58%	66%	68%	31%
Central Wyoming College (CWC)	33%	78%	58%	68%	74%	40%
Eastern Wyoming College (EWC)	39%	69%	33%	67%	69%	23%
Laramie County Community College (LCCC)	33%	76%	64%	46%	56%	37%
Northwest College (NWC)	43%	81%	66%	67%	73%	27%
Northern Wyoming Community College District (NWCCD)	51%	80%	52%	74%	70%	38%
Western Wyoming Community College (WWCC)	47%	79%	60%	64%	75%	36%
System Average	41%	78%	56%	65%	69%	33%

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**Figure A.1: Percent of aggregate students responding positively to goals and reasons for attending all Wyoming community colleges.**



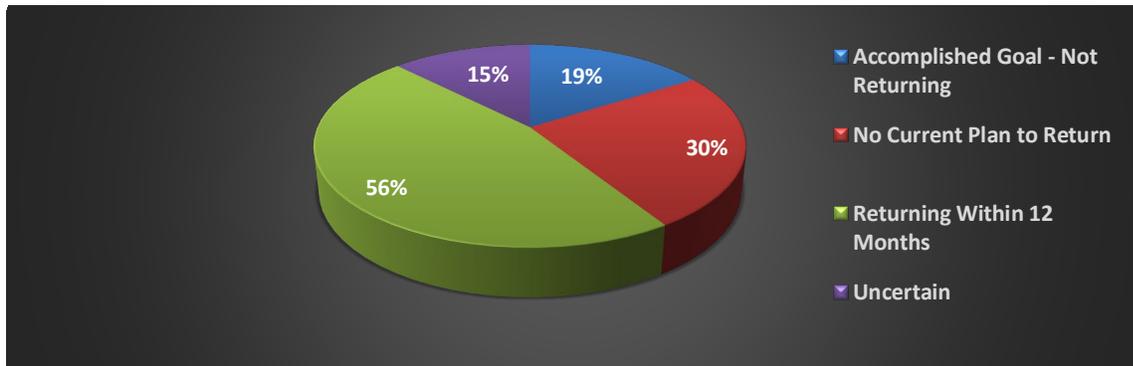
CCSSE 2019, Item 26 on Survey, HLC Schools Comparative Data. Survey completed every other year.

Additionally, the CCSSE is utilized to measure students' intentions to take classes at the same college again in the future. Table A.2 and Figure A.2 note students' timeframes for planning to take classes again at the college.

**Table A.2: Percent of Students Indicating Reasons to Return and Take Additional Classes**

	"I will accomplish my goal(s) during this term and will not be returning"	"I have no current plan to return"	"Within the next 12 months"	"Uncertain"
CC	16%	4%	60%	20%
CWC	19%	8%	58%	15%
EWC	23%	15%	55%	7%
LCCC	16%	85%	60%	15%
NWC	25%	11%	49%	15%
NWCCD	21%	5%	59%	15%
WWCC	16%	12%	52%	20%

**Figure A.2: WY CC Aggregate Percent of Student Responses Returning to Take Additional Classes**



CCSSE 2020

**B: Student Persistence and Retention**

**Measure:** The proportion of the cohort of first-time, full-time/part-time, degree-seeking, non-dual or concurrent students who registered for their first credits at a community college in one fall term, and are still enrolled, at the same college (Retention) or at any college (Persistence), for at least one credit the following fall term,

**Data Source:** WCCC/Community College Data Warehouse

**Strategic Plan Match:** Educational Attainment

Retention rates demonstrate the number of students who return to or graduate from the same college in a subsequent term(s). Wyoming community colleges enrolled 2,905 full-time and part-time, first-time degree seeking students in the Fall of 2019. The aggregate full-time retention rate from Fall 2019 to Fall 2020 was 56%. This percentage has been relatively stable over the last five years, ranging from 55% to 58% for full time students, as can be seen in Table B.1. The first time part-time and full-time retention rates, by college, for students enrolled for the first time in Fall 2019 and returning for the Fall 2020 semester is displayed in Table B.2 and Figure B.1.

**Table B.1: Trend *First-time/Degree-Seeking* Students' Retention Rates for Colleges Combined**

	Retention Rate Full-Time	Retention Rate Part-Time
Rate of Fall 2019 Cohort Retention in Fall 2020	56%	37%
Rate of Fall 2018 Cohort Retention in Fall 2019	57%	30%
Rate of Fall 2017 Cohort Retention in Fall 2018	56%	32%
Rate of Fall 2016 Cohort Retention in Fall 2017	58%	34%
Rate of Fall 2015 Cohort Retention in Fall 2016	57%	25%
Rate of Fall 2014 Cohort Retention in Fall 2015	57%	30%

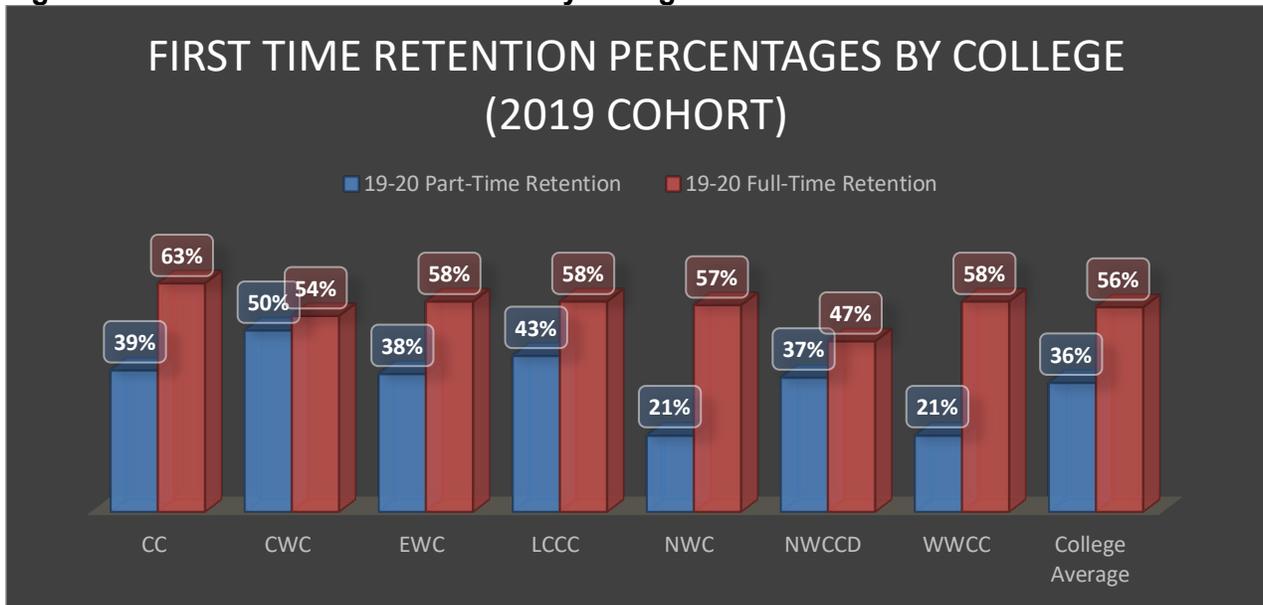
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**Table B.2: 2019 Cohort *First-time* Retention Rates by College**

College	Number of First-time Degree-seeking Students Fall 2019	Retention Rate Full-Time	Retention Rate Part-Time
CC	670	63%	39%
CWC	264	54%	50%
EWC	210	58%	38%
LCCC	652	58%	43%
NWC	288	57%	21%
NWCCD	624	47%	37%
WWCC*	452	58%	21%
All Colleges Sum & Average	2,905	<b>56%</b>	<b>37%</b>

\* Numbers provided by WWCC IR separate from CSI reporting database.

**Figure B.1: First Time Retention Rates by College**



\*WCCC/Community College Data Warehouse 2019

Persistence rates demonstrate the percentage of students who return to or graduate from any institution in a subsequent term(s). Table B.3 and Figure B.2 show the percentage of first-time students in the most recent Fall 2019 cohort who persisted to any college during the Fall 2020 semester. Table B.4 and Figure B.3 show a full three-year persistence history.

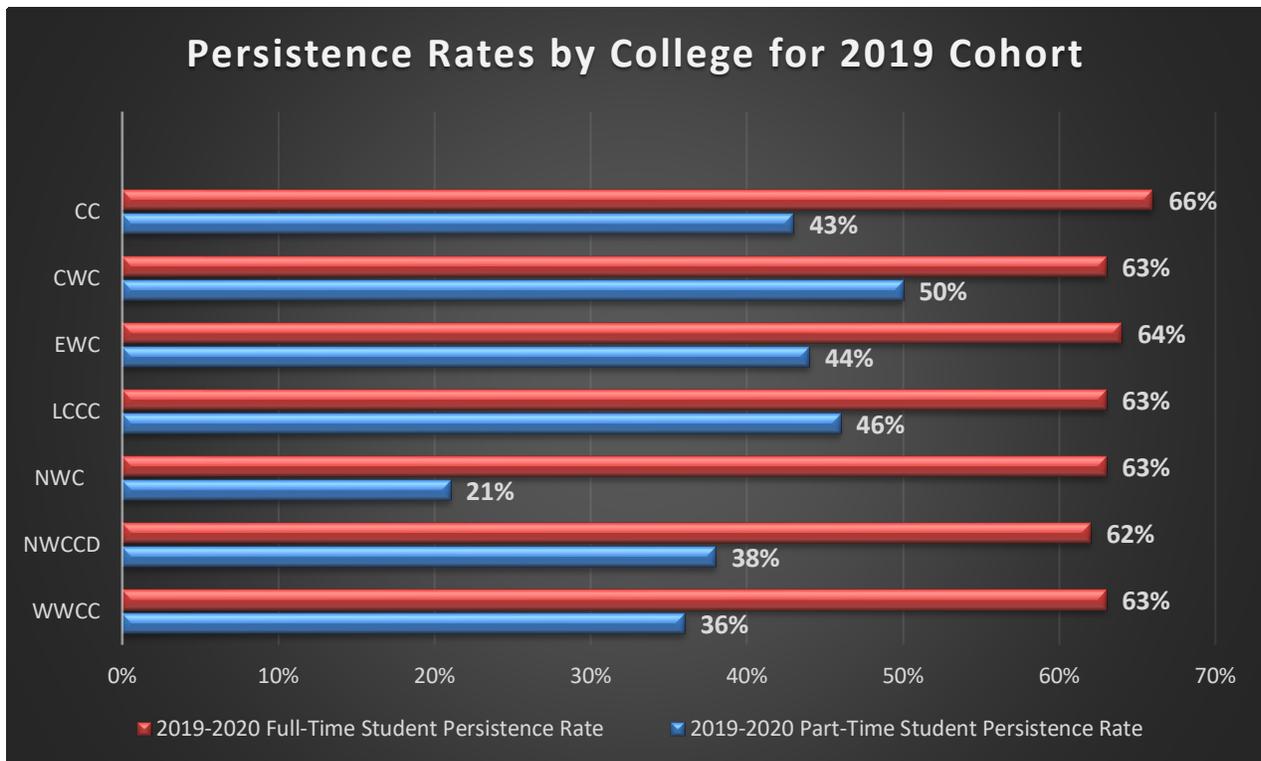
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**Table B.3: First-time Persistence Rates by College Fall 2019 Cohort**

College	Number of First-time Degree-seeking Students Fall 2019	Persistence Rate Full-Time	Persistence Rate Part-Time
CC	670	66%	43%
CWC	264	63%	50%
EWC	210	64%	44%
LCCC	652	63%	46%
NWC	288	63%	21%
NWCCD	624	62%	38%
WWCC*	452	63%	36%
Average College Persistence Rate		<b>63%</b>	<b>40%</b>

\* Numbers provided by WWCC IR separate from CSI reporting database.

**Figure B.2: First-Time Full-Time and Part-Time, Degree-Seeking students Persistence Rates by College (2019 Fall to 2020 Fall)**



\*WCCC/Community College Data Warehouse 2019 + WWCC data provided separately

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**Table B.4: Three-Year *First-time Degree-Seeking Persistence Rates by College* Fall 2017 Cohort**

		Cohort 17/Fall	Persisted to 18/Fall	Persisted to 19/Fall	Persisted to 20/Fall
CC	Part Time	84	42%	33%	18%
	Full Time	519	62%	51%	24%
CWC	Part Time	30	43%	17%	23%
	Full Time	196	62%	40%	19%
EWC	Part Time	30	17%	10%	7%
	Full Time	179	66%	39%	21%
LCCC	Part Time	85	35%	34%	20%
	Full Time	398	67%	48%	23%
NWC	Part Time	19	26%	11%	11%
	Full Time	351	68%	46%	21%
NWCCD	Part Time	81	44%	32%	26%
	Full Time	526	68%	46%	23%
WWCC*	Part Time	134	19%	18%	11%
	Full Time	450	66%	50%	38%
Average Colleges	Part Time	351	38%	25%	19%
	Full Time	2345	65%	45%	22%

\* Numbers provided by WWCC IR separate from CSI reporting database.

**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. The cohort includes only full-time, first-time, degree-seeking students.

**Data Source:** Integrated Postsecondary Education Data Systems (IPEDS)—Graduate Rate Survey on Fall 2016 first-time, full-time, degree seeking cohort.

**Strategic Plan Match: Educational Attainment**

As illustrated in Table C.1 and Figure C.1, the 2016 cohort average completion rate at Wyoming community colleges is 39%, which is higher than rates for recent previous cohorts. The average completion rate for the Wyoming community colleges had remained fairly stable over the last ten years but has shown significant increases in the past two years and is currently at its highest completion rate in a decade. According to the U.S. Department of Education, National Center for Educational Statistics (NCES), IPEDS, 2015 Starting Cohort, Table 326.20, the graduation rate for public 2-year institutions was 27 percent, putting Wyoming community colleges above this national percentage.

**Table C.1: Current and Historical Degree and Certificate Completion Rates**

2016 Cohort Graduation Rate within 3 years	39%
2015 Cohort Graduation Rate within 3 years	37%
2014 Cohort Graduation Rate within 3 years	39%
2013 Cohort Graduation Rate within 3 years	35%
2012 Cohort Graduation Rate within 3 years	30%

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2011 Cohort Graduation Rate within 3 years	31%
2010 Cohort Graduation Rate within 3 years	30%
2009 Cohort Graduation Rate within 3 years	25%
2008 Cohort Graduation Rate within 3 years	28%

**Figure C.1 Trend Degree and Certificate Completion Rate for All Community Colleges by Cohort**



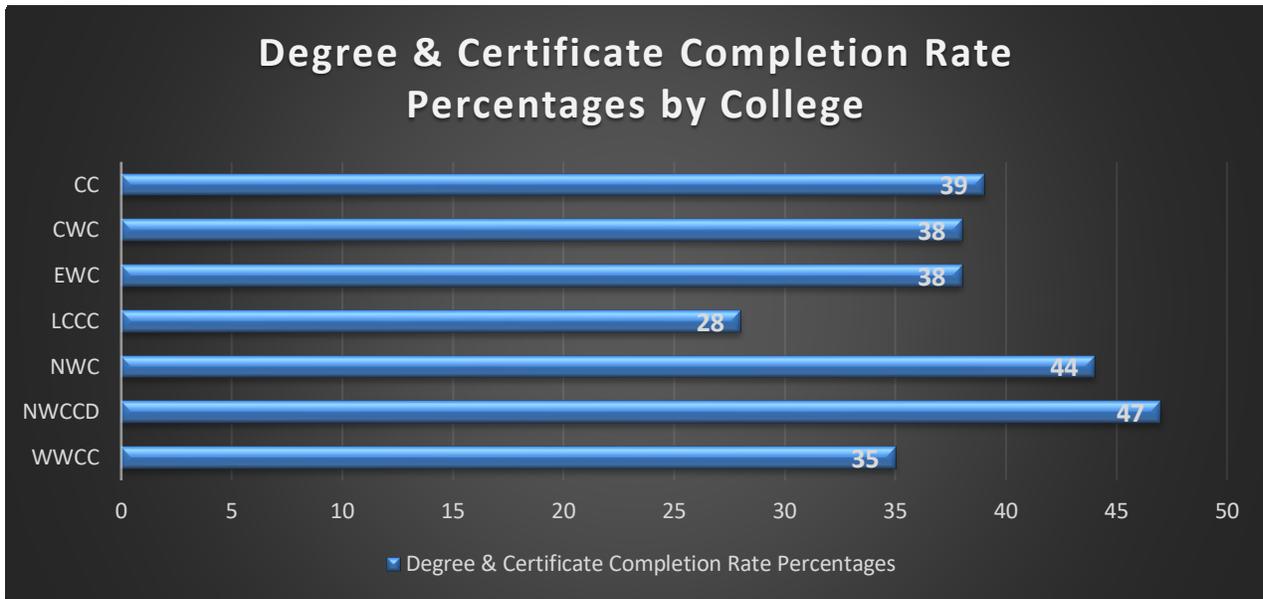
*\*IPEDS Graduation Rate Survey (2018-2019)*

Table C.2 and Figure C.2 show the degree and certificate completion rates, by college, for the 2016 cohort. 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 cohort size includes the sum of the certificate and degree seekers which is used as the denominator, since most students are degree seekers.

**Table C.2: 2016 Cohort Degree and Certificate Completion Rates by College**

College	2016 Cohort Size	Certificate/Degree Completers within 150% of normal time	Degree and Certificate Completion Rate
CC	567	219	39%
CWC	229	86	38%
EWC	175	67	38%
LCCC	441	125	28%
NWC	410	179	44%
NWCCD	535	254	47%
WWCC	454	160	35%

**Figure C.2: Degree and Certification Complete Rate Percentages by College**



\*(IPEDS)—Graduation Rate Surveys, 2019-2020

A similar measure to assess graduation rate success is through a degree or certificate productivity rate. Tables C.3 and C.4 look at success rates by equating degree and certificate award rates to full-time equivalency (FTE). Table C.3 shows the number of degree and/or certificate graduates in one academic year per 100FTE. Table C.4 shows the number of degrees and/or certificates awarded in one academic year per 100FTE. Figure C.3 shows the total number of awards and graduates, by college, per 100FTE.

**Table C.3: Graduates by Full Time Equivalency 2019-2020**

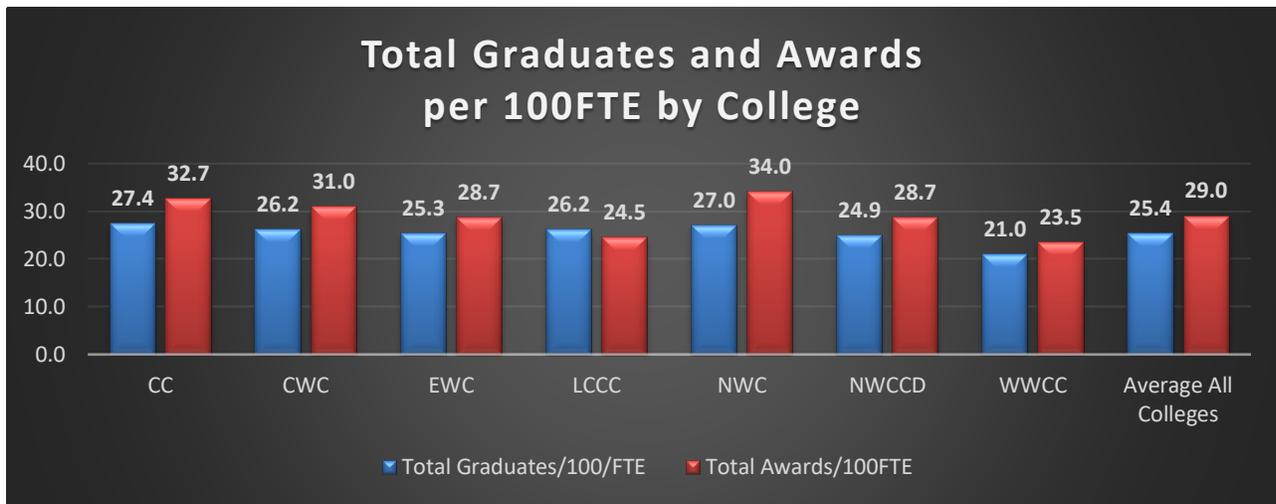
	Associate Degree Graduates/100FTE	Total Graduates/100FTE
CC	23.5	27.4
CWC	19.4	26.2
EWC	18.3	25.3
LCCC	21.4	26.2
NWC	25.7	27.0
NWCCD	20.9	24.9
WWCC	15.7	21
Average All Colleges:	20.7	25.4

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**Table C.4: Degree/Certificate Awards by Full Time Equivalence 2019-2020**

	Associate Degrees Awarded/100FTE	Total Awards/100FTE
CC	25.7	32.7
CWC	20.9	31
EWC	18.7	28.7
LCCC	21.4	24.5
NWC	28.7	34.1
NWCCD	20.9	28.7
WWCC	16.1	23.5
Average All Colleges:	21.8	29.0

**Figure C.3: Total Graduates and Awards per 100FTE by College**



\*IPEDS Completion Survey and 12-Month Enrollment Survey (2019-2020)

**D: Placement Rate of Graduates in the Workforce**

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

**Data Sources:** Most recent System Graduation Surveys\*

**Strategic Plan Match:** Educational Attainment, Program Alignment, Economic Development.

Over 2,500 graduates were surveyed with only 401 responding (16% response rate) 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, every year or every other year. Given the extremely limited response rate, other data sources should be considered in future years. Table D.1 provides an aggregate percentage of employment status. Table D.2 shows current employment status by college.

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**Table D.1: Most Recent Aggregate Graduate Survey Results. Student Responses to "Which Statement Best Describes your Current Employment Status?"**

Employment Status	2016-2017 or 2017-18	2017-2018 or 2018-19	2018-19 or 2019-20
Employed Full Time (40 hours or more/week)	38%	30%	24%
Employed Part-Time (less than 40 hours/week)	29%	19%	25%
Unemployed, actively seeking employment	6%	12%	15%
Unemployed or retired, not seeking employment	17%	6%	11%
No response	3%	33%	25%

*\*The most recent graduate survey was completed in different years per college. Graduate surveys are completed by colleges every year or every other year. Table D.1 aggregates percentages from Table D.2.*

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

College	% Employed Full-Time (40 hours or more/week)	% Employed Part-Time (less than 40 hours/week)	% Unemployed, actively seeking employment	% Unemployed or retired, not seeking employment	% No Response
CC	75%	0%	0%	25%	0%
CWC	22%	58%	12%	8%	0%
EWC	50%	50%	0%	0%	0%
LCCC	26%	53%	21%	0%	0%
NWC	21%	54%	0%	25%	0%
NWCCD	18%	3%	12%	3%	0%
WWCC	46%	34%	4%	16%	0%

*\*Most recent graduate survey was completed 2018-2019 or 2019-2020. Graduate reports are completed by colleges every year or every other year.*

*\*\*NWCCD has an additional category on their graduate survey: "Continuing educational pursuits". 65 percent of students selected this option.*

**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 Sources:** 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:** Educational Attainment, Program Alignment, Economic Development

Wyoming's seven community colleges have over 34 different workplace placement programs that prepare students for licensure or certification, reflecting a high level of quality instruction at

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Wyoming community colleges. The pass rates represent those students who passed their exam on the first attempt.

<b>License / Certification</b>	<b>CC</b>	<b>CWC</b>	<b>EWC</b>	<b>LCCC</b>	<b>NWC</b>	<b>NWCCD</b>	<b>WWCC</b>
AIARE LEVEL 1 – Avalanche Training							
ARRT (American Registry of Radiologic Technologists)							
American Society for Clinical Pathology (ASCP) Board of Certification Examination	79%						
American Registry for Diagnostic Medical Sonography – Abdominal/Small Parts				100%			
American Registry for Diagnostic Medical Sonography – Obstetrical and Gynecology				100%			
American Registry for Diagnostic Medical Sonography- Sonography Principals and Instrumentation				100%			
American Registry of Radiologic Technologists (AART)	92%			93%			
American Society for Clinical Pathology (ASCP) Board of Certification Examination							
Basic Life Support for Health Care Providers		100%					
Barber Technician			100%				
Certified Respiratory Therapist (CRT)	100%						
Certified Respiratory Therapist (RRT)	78%						
Central Regional Dental Testing Exam (CRDTS)						83%	
Cosmetology (National-Interstate Council of State Boards of Cosmetology (NIC))			100%				
Dental Hygiene Clinical Exam				100%			
Esthetician			67%				
Federation on State Boards of Physical Therapy (FSBPT)				61%			

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<b>License / Certification</b>	<b>CC</b>	<b>CWC</b>	<b>EWC</b>	<b>LCCC</b>	<b>NWC</b>	<b>NWCCD</b>	<b>WWCC</b>
Hair Technician			100%				
NCLEX-PN	100%			96%	78%	100%	100%
NCLEX-RN	88%	97%	50%	82%	84%	81%	94%
Nail Technician (NIC)			100%				
National Board for Certification in Occupational Therapy (NBCOT)	100%						
National Board for Surgical Technology and Surgical Assisting				80%			
National Center for Competency Testing Medical Assistant Certification (NCMA)		100%					
National Certification Examination for Addictions Counselors (NCEAC)							
National Dental Hygiene Exam (NBDHE)				94%		83%	
National Healthcare Association - Certified Clinical Medical Assistant (CCMA)						100%	
National Registry of EMT- (NREMT-EMT)	65%						
National Registry of EMT- (NREMT-Paramedic)	90%						
National Registry of EMT- Paramedic Psychomotor Exam				92%			
National Registry of EMT- Paramedic Cognitive Exam				73%			
Pharmacy Technician Certification Board	100%						
Veterinary Technician			100%				
Welding 3/8" Plate Test (American Welding Society (AWS))			95%				
Western Regional Exam Board - Anesthesia (WREB)						100%	
Welding 1" Plate Test (AWS)			70%				
Wilderness First Responder		97%					

**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:** 2020 NCCBP (2017 for Casper College – last year Casper completed NCCBP)

**Strategic Plan Match:** Educational Attainment

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 completer rates in these four courses for all seven colleges. The retention rate measures total credit grades divided by credit courses that are requirements for associate degrees or certificates. 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 course 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: Average NCCBP Core Academic Skills Retention, Enrollee & Completer Success Rates Fall 2018**

	NCCPB Form 11 – Average Submitted Values			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U and W grades	3288	421	1339	823
Total A, B, C, P/S, D and F/U grades	3105	388	1221	751
Total A, B, C, and P/S grades	2643	327	979	647
Retention Rate	92%	87%	92%	91%
Enrollee Success Rate	81%	74%	78%	78%
Completer Success Rate	88%	85%	84%	86%

**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 (writing/mathematics), who subsequently (a) successfully completes developmental/remedial work or is required to participate in a co-requisite course in the same academic discipline all intended to remediate this deficiency and (b) completes a college-level course, with a grade of “C” or better, after one year, five semesters, or eight semesters including summers.

**Data Source:** WCCC/Community College Data Warehouse, 2019 Cohort

**Strategic Plan Match:** Educational Attainment, Program Alignment

**Remedial Course Cohort**

A number of community college students enroll in developmental/remedial courses to prepare for college-level courses. In Fall 2017, 2,529 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of these, 1,541 (duplicated headcount) students completed their respective developmental/remedial coursework that semester. Of the 1,541 students who completed developmental/remedial coursework, 685 completed subsequent college-level courses within one year. Additionally, 771 completed in the fifth semester and 818 completed within eight semesters for a total of 818 successful students. Of those enrolled Fall 2017, 32% in math and 34% in English were

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successful college level course (prerequisite courses which must be completed satisfactorily to continue in subsequent classes in the discipline) completers.

It is important to note many students must complete a series of developmental/remedial 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).

**Table G.1: Aggregate Subsequent College Level Coursework Fall 2017 Cohort**

	Developmental/Remedial			Subsequent College Level Course						
	Enrolled 17/FA	Successful 18/FA	Success rate (%)	Successfully completed with 1 year (18 F/A)		Successfully completed with 5 terms (19/SU)		Successfully** completed within 8 terms (20/SU)		Successful College Level Course Completers
				N	%	N	%	N	%	
Math	2202	1317	62%	576	28%	660	30%	706	32%	32%
English	327	224	69%	109	33%	111	34%	112	34%	34%
Total	2529	1541		685		771		818		

\*\* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in Fall 2017 and successfully completed a related college-level course by the end of Summer 2020.

**Table G.2: Subsequent College Level Coursework**

Fall 2017 Cohort by College Developmental Courses

College	Course	Developmental/Remedial			Subsequent College Level Course			Successful** College Level Course Completers
		Enrolled 17/FA	Successful 17/FA	Success Rate	Successfully completed within 1 year (18/FA)	Successfully completed within 5 terms (19/SU)	Successfully completed within 8 terms (20/SU)	
CC	English	132	73	55%	45	46	46	35%
	Math	443	248	56%	122	145	153	35%
CWC	English	165	106	64%	40	48	53	32%
	Math	--	--	--	--	--	--	--
EWC	English	53	43	81%	8	8	8	15%
	Math	113	77	68%	29	31	32	28%
LCCC	English	45	33	73%	14	15	16	36%
	Math	573	338	59%	136	150	164	29%
NWC	English	66	55	83%	30	30	30	45%
	Math	135	66	49%	38	41	44	33%
NWCCD	English	31	20	65%	12	12	12	39%
	Math	328	208	63%	85	100	106	32%
WWCC	English	--	--	--	--	--	--	--
	Math	445	274	62%	126	145	154	35%

\*\* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in fall 2017 and successfully completed a related college-level course by the end of summer 2020.

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Fall 2018 Cohort by College Developmental Courses

College	Course	Developmental/Remedial			Subsequent College Level Course		Successful College Level Course Completers
		Enrolled 18/FA	Remedial Student Success	Success Rate	Successfully completed within 1 year (19/FA)	Successfully completed within 5 terms (20/SU)	
CC	English	125	77	62%	46	48	38%
	Math	425	249	59%	105	126	30%
CWC	English	--	--	--	--	--	--
	Math	109	65	60%	35	36	33%
EWC	English	24	15	63%	2	2	8%
	Math	111	76	68%	35	37	33%
LCCC	English	52	27	52%	19	19	37%
	Math	562	356	63%	139	150	27%
NWC	English	12	5	42%	4	4	33%
	Math	145	105	72%	45	53	37%
NWCCD	English	16	12	75%	5	5	31%
	Math	312	209	67%	97	110	35%
WWCC	English	--	--	--	--	--	--
	Math	359	233	65%	111	124	35%

Fall 2019 Cohort by College Developmental Courses

College	Course	Developmental/Remedial			Subsequent College Level Course	
		Enrolled 19/FA	Successful 19/FA	Success Rate	Successfully completed within 1 year (20/FA)	Success Rate
CC	English	92	60	65%	35	38%
	Math	440	262	60%	144	33%
CWC	English	--	--	--	--	--
	Math	93	52	56%	24	26%
EWC	English	13	8	62%	3	23%
	Math	138	80	58%	41	30%
LCCC	English	43	17	40%	11	26%
	Math	456	264	58%	102	22%
NWC	English	5	2	40%	2	40%
	Math	66	49	74%	28	42%
NWCCD	English	9	7	78%	5	56%
	Math	313	190	61%	82	26%
WWCC	English	--	--	--	--	--
	Math	321	225	70%	110	34%

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**Co-Requisite Course Cohort**

Wyoming community colleges are utilizing progressive techniques to facilitate enhanced options for students requiring remedial level coursework. Many colleges (CWC, LCCC, NWC, & WWCC) are providing co-requisite “lab” courses, specifically in English, to be taken along with college level courses, to supplement instruction providing extra assistance to the students in achieving the college level material. While Fall 2017 enrollment numbers were rather low compared to students in the remedial cohort, this instructional technique is gaining in popularity. Numbers provided below provide perspective as to the efficiency and promotion of student success.

**Table G.3: Co-Requisite College Level Coursework**

Fall 2017 Cohort by College Co-Requisite/Developmental

College	Course	Co-Requisite/Developmental			Subsequent College Level Course			Successful** College Level Course Completers
		Enrolled 17/FA	Successful 17/FA	Success Rate	Successfully completed within 1 year (18/FA)	Successfully completed within 5 terms (19/SU)	Successfully completed within 8 terms (20/SU)	
CC	English	--	--	--	--	--	--	--
	Math	--	--	--	--	--	--	--
CWC	English	130	84	65%	77	77	77	59%
	Math	40	35	88%	34	34	34	85%
EWC	English	17	10	59%	7	7	7	41%
	Math	11	5	45%	2	2	2	18%
LCCC	English	75	52	69%	50	50	50	67%
	Math	--	--	--	--	--	--	--
NWC	English	53	43	81%	39	39	39	74%
	Math	21	19	90%	19	19	19	90%
NWCCD	English	123	91	74%	82	82	82	67%
	Math	--	--	--	--	--	--	--
WWCC	English	71	37	52%	36	36	36	51%
	Math	--	--	--	--	--	--	--

\*\* “Successful College Level Course Completers” are the percent of those who enrolled in a co-requisite class in conjunction with a standard academic course and successfully completed a related college-level course by the end of summer 2020.

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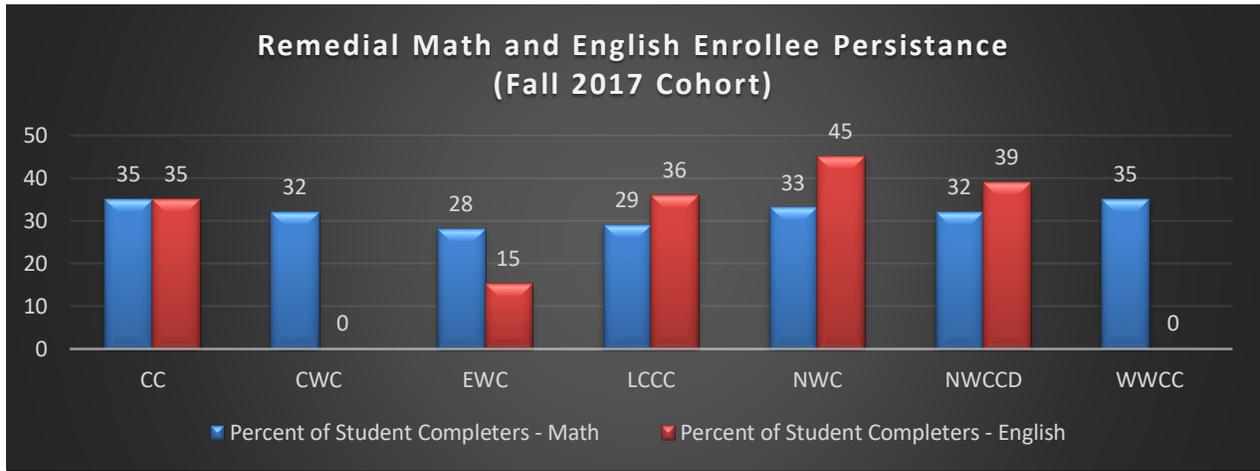
Fall 2018 Cohort by College Co-Requisite/Developmental

College	Course	Co-Requisite/Developmental			Subsequent College Level Course		Successful College Level Course Completers
		Enrolled 18/FA	Remedial Student Success	Success Rate	Successfully completed within 1 year (19/FA)	Successfully completed within 5 terms (20/SU)	
CC	English	21	16	76%	15	15	71%
	Math	--	--	--	--	--	--
CWC	English	140	103	74%	98	98	70%
	Math	51	40	78%	35	35	69%
EWC	English	21	13	62%	12	12	57%
	Math	--	--	--	--	--	--
LCCC	English	76	52	68%	50	50	66%
	Math	--	--	--	--	--	--
NWC	English	54	46	85%	43	43	80%
	Math	25	16	64%	15	15	60%
NWCCD	English	142	106	75%	101	101	71%
	Math	--	--	--	--	--	--
WWCC	English	56	32	57%	31	31	55%
	Math	--	--	--	--	--	--

Fall 2019 Cohort by College Co-Requisite/Developmental

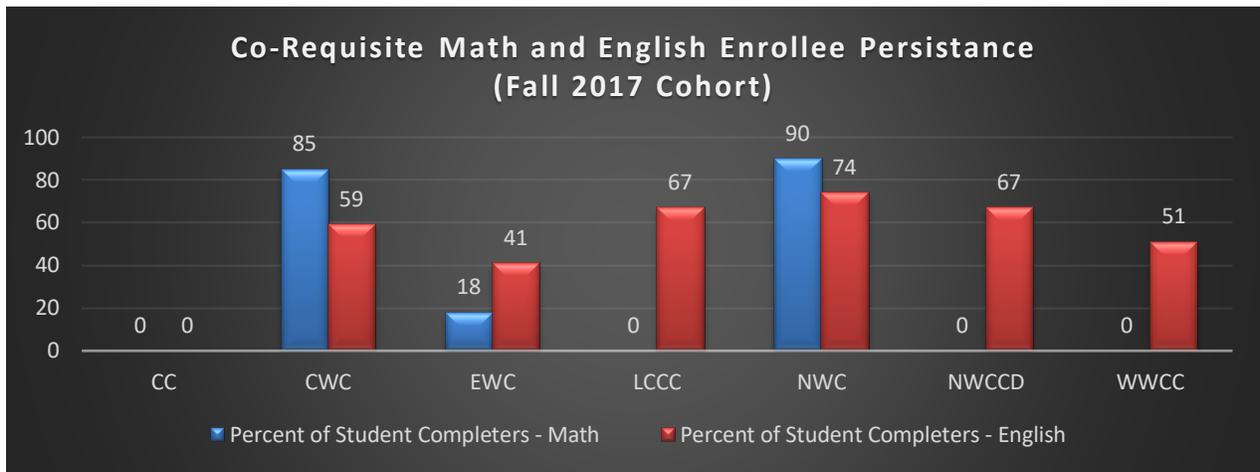
College	Course	Co-Requisite/Developmental			Subsequent College Level Course	
		Enrolled 19/FA	Successful 19/FA	Success Rate	Successfully completed within 1 year (20/FA)	Success Rate
CC	English	32	22	69%	22	69%
	Math	--	--	--	--	--
CWC	English	131	100	76%	88	67%
	Math	49	35	71%	35	71%
EWC	English	11	8	73%	7	64%
	Math	--	--	--	--	--
LCCC	English	70	54	77%	46	66%
	Math	--	--	--	--	--
NWC	English	59	49	83%	44	75%
	Math	43	30	70%	30	70%
NWCCD	English	113	75	66%	65	58%
	Math	--	--	--	--	--
WWCC	English	74	53	72%	39	53%
	Math	--	--	--	--	--

**Figure G.1: Percentage of Enrollees in Remedial Math and English Courses Who Persist Through Eight Semesters of College Courses (Fall 2017 Cohort)**



\*WCCC/Community College Data Warehouse 2020

**Figure G.2: Percentage of Enrollees in Co-Requisite Math and English Courses Who Persist Through Eight Semesters of College Courses (Fall 2017 Cohort)**



\*WCCC/Community College Data Warehouse 2020

**H: Number and Rate of Transfer**

**Measure:** Transfer information for Wyoming community college students.

**Data Sources:** "New Transfer Students 2019-2020," University of Wyoming Office of Institutional Analysis, 2019 Colleague®, National Student Clearinghouse's Student Tracker and 2019 NCCBP, Integrated Postsecondary Education Data Systems (IPEDS), WCCC/Community College Data Warehouse

**Strategic Plan Match:** Program Alignment

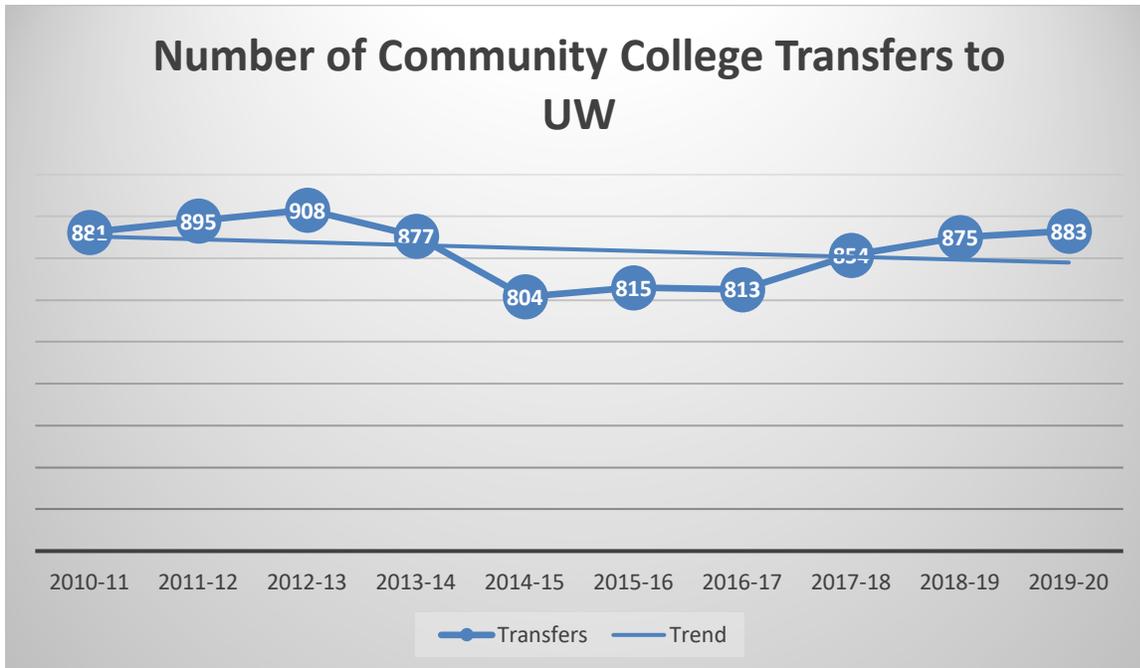
According to the University of Wyoming Annual Transfer Report, a total of 883 students from Wyoming community colleges transferred to the University of Wyoming during the academic

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year 2018-2019. The data do not represent any specific cohort 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.

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



\* 2019-2020 University of Wyoming New Transfer Student Report

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Table H.1 represents the top 4-year institutions that received the largest number of transferring Wyoming community college students by college (2019-20 degree seeking students).

**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	184
	University of North Dakota	7
	Grand Canyon University	6
	Chadron State College	5
	South Dakota School of Mines	4
CWC	University of Wyoming	58
	Black Hills State University	3
	Fort Hays State University	2
	Montana State University Billings	2
	University of Wisconsin Oshkosh	2
EWC	University Of Wyoming	35
	Chadron State College	9
	Black Hills State University	3
	Southern New Hampshire University	2
	University of Alaska – Fairbanks	1
LCCC	University Of Wyoming	234
	Western Governor's University	10
	West Texas A&M University	6
	American Public University	5
	Valley State University & Colorado State University	5, 5
NWC	University of Wyoming	69
	Montana State University-Billings	10
	Montana State University	6
	Black Hills State University	5
	Western Governors University	3
NWCCD	University of Wyoming	124
	Montana State University - Billings	18
	Black Hills State University	8
	Western Governors University	8
	Chadron State College	6
WWCC	University Of Wyoming	87
	Weber State University	11
	Utah Valley University	6
	Western Governors University	4
	Utah State University	4

H.2 Tables illustrate 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. Table H.2.A looks at transfer rates by college (percent of first-time, full-time students who transferred to any institution in three years). These data were submitted to NCCBP by each of the colleges. Table H.2.B shows first-time full-time and first-time, part-time transfer rates by college for students who transferred to a 4-year institution from the Fall 2017 Cohort.

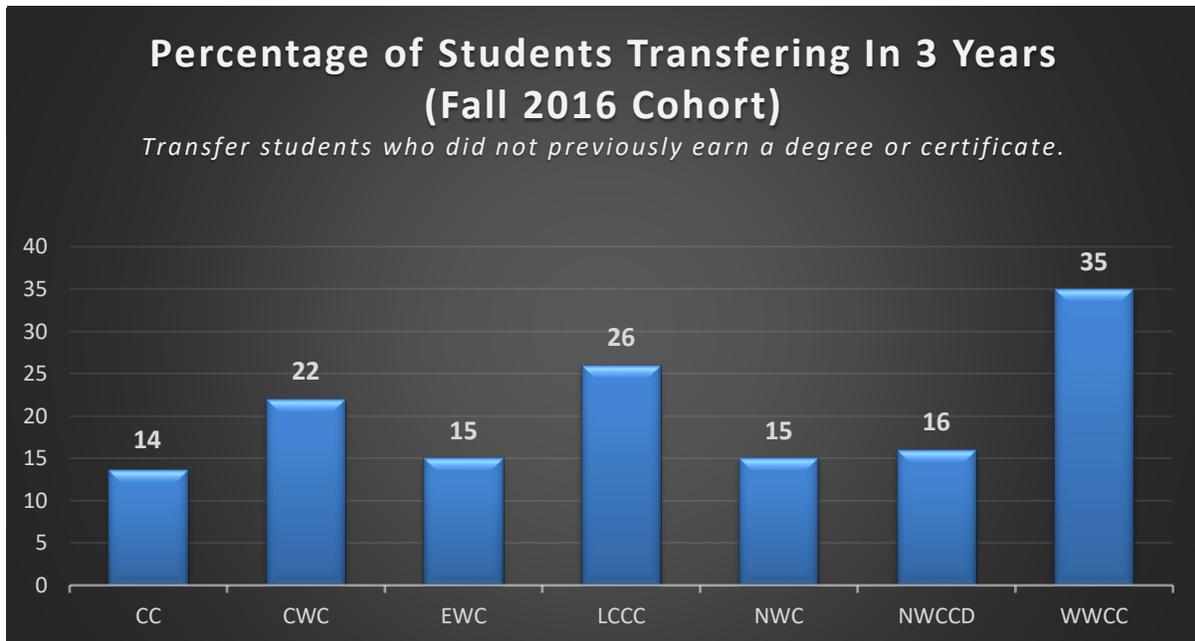
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**Table H.2.A / Figure H.3: Transfer Rate (Percent of Students who Transferred to any Institution in Three Years) IPEDS Fall 2016 Cohort**

College	First-time Full-time
CC	14%
CWC	22%
EWC	15%
LCCC	26%
NWC	15%
NWCCD	16%
WWCC	35%

*\*Note: Colleges do not report transfer rates for First-time, Part-time to IPEDS. These are transfers who did not previously earn a degree or certificate.*

**Figure H.3: Transfer Rate of Students to Any Institution in three years for the IPEDS Fall 2016 Cohort**



*\*IPEDS 2018-2019*

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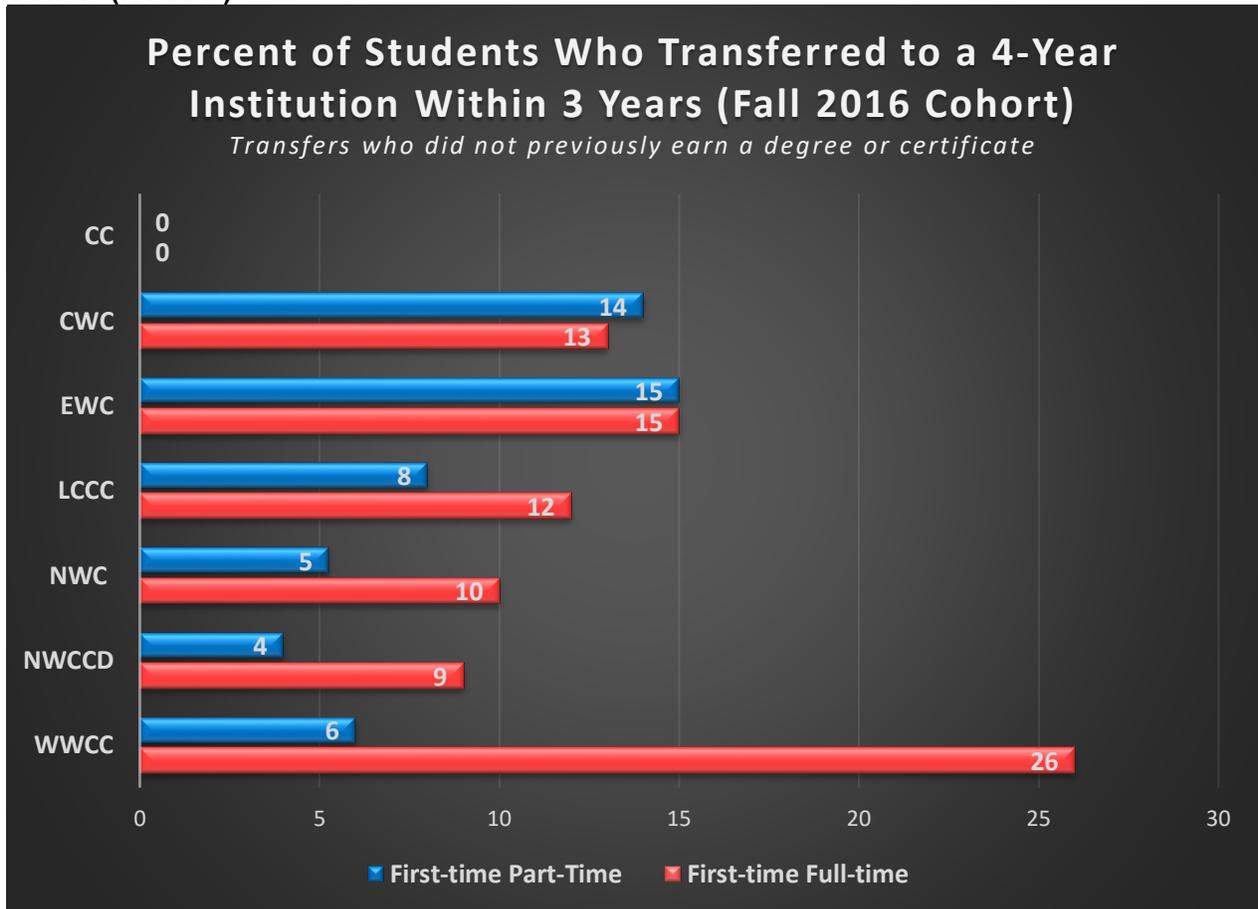
**Table H.2.B and Figure H.4: Transfer Rate (Percent of Students who Transferred to a 4-year Institution in Three Years) Fall 2016 Cohort (NCCBP)**

College	First-time Full-time	First-time Part-time
CC**	--	--
CWC	13%	14%
EWC	15%	15%
LCCC	12%	8%
NWC	10%	5%
NWCCD	9%	4%
WWCC	26%	6%

*Note: These are transfers who did not previously earn a degree or certificate.*

*\*\* Casper College did not collect NCCBP information in 2017-018 or 2018-2019. These are transfers who did not previously earn a degree or certificate*

**Figure H.4: The Percent of Students who transferred to a 4-year College in 3 years – 2016 Cohort (NCCBP)**



*\*NCCBP 2019 (Not reported for Casper College)*

### **State of Wyoming's Return on Investment**

While the data available may not be what are traditionally seen in demonstrating return on investment, it does show numbers of individuals achieving milestones during the past year, demonstrating a benefit of state-provided operational funding. During the 2019-2020 academic year, the seven Wyoming community colleges enrolled 5,842 full-time students (unduplicated headcount), and 22,641 part-time students (unduplicated headcount). Graduates from Wyoming community colleges earned 687 Associate of Arts (AA) degrees, 948 Associate of Science (AS) degrees, 593 Associate of Applied Science (AAS) degrees, 30 Associate of Business (AB) degrees, 217 Associate of Fine Arts (AFA) degrees, 31 Associate in Nursing degrees (ADN) and 699 certificates.

The State of Wyoming provided \$142,455,419 million in operational funding to support the seven community colleges during fiscal-year 2020.

### **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 to make plans of action to not only meet, but to exceed stakeholders' expectations. The current and future Performance Indicator Reports will associate the 2020-2025 WCCC System Strategic Plan with the performance indicators required by Wyoming Statute.