



# WYOMING

## COMMUNITY COLLEGES

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

**2015-2016**

Wyoming Community College Commission  
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02/01/2017

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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: 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 meet 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. These state interests as defined by the 2010 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.
- **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:

On-going development and adaptation of the Strategic Plan in 2013-14 identified four derivatives of these five primary state interests.

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- **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 and certificates.
  - 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 obtained, 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, 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 under-represented students.

This 2015-2016 Performance Indicator 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 incorporate many of the components of the eight requirements.

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<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 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 2015-2016. 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:** 2014-2015 (the most recent) Graduate Surveys, 2016 National Community College Benchmark Project (NCCBP), and most recent (Spring 2015) Community College Survey of Student Engagement (CCSSE) results reported by each of the seven community colleges

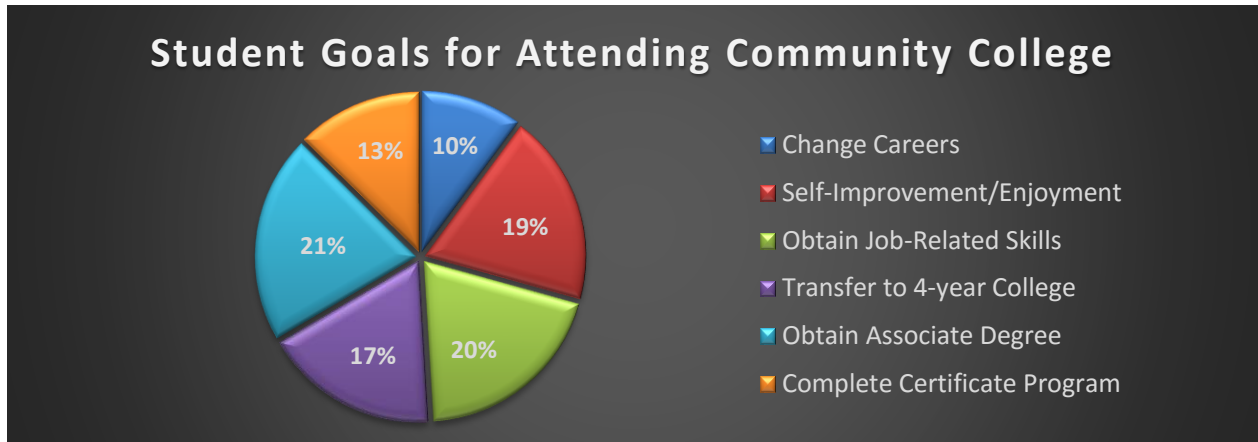
**Strategic Plan Match:** Performance

Students enroll in community colleges for a variety of reasons from self-improvement to four-year university transfer. To determine student goals in attending a Wyoming community college, the CCSSE survey can be utilized. Table A.1 demonstrates student percentages of primary or secondary goals for attending community college and Figure A.1 shows the 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)	52%	82%	65%	80%	78%	40%
Central Wyoming College (CWC)	47%	75%	64%	76%	83%	43%
Eastern Wyoming College (EWC)	62%	79%	55%	74%	75%	38%
Laramie County Community College (LCCC)	36%	77%	77%	70%	39%	32%
Northwest College (NWC)	55%	87%	67%	83%	79%	38%
Northern Wyoming Community College District (NWCCD)	49%	79%	70%	76%	78%	39%
Western Wyoming Community College (WWCC)	40%	86%	76%	75%	88%	44%

**Figure A.1: Student Goals for Attending Community College for all Colleges**



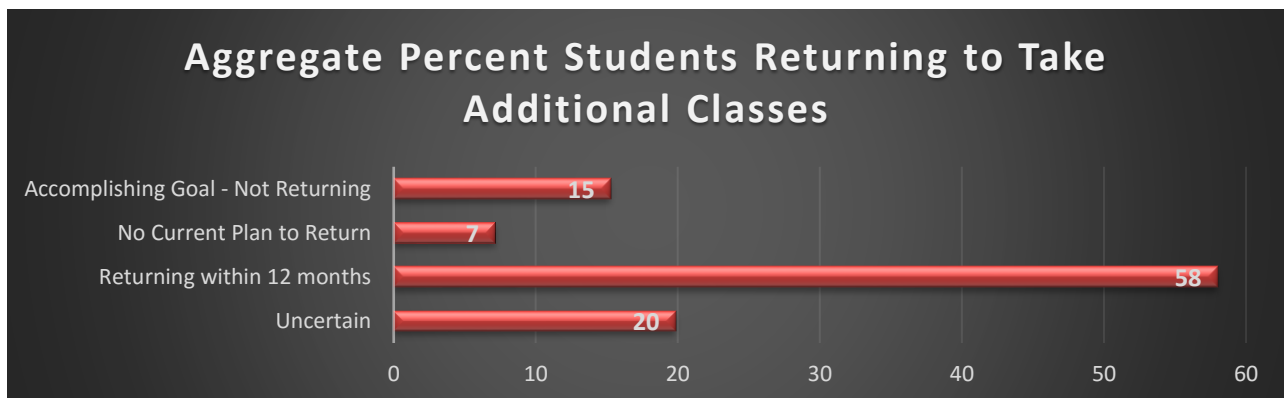
\*CCSSE 2015

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 Students Returning to 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	12%	5%	67%	16%
CWC	12%	2%	66%	26%
EWC	16%	10%	47%	27%
LCCC	16%	7%	62%	15%
NWC	23%	11%	51%	16%
NWCCD	13%	10%	57%	19%
WWCC	16%	6%	57%	21%

**Figure A.2: Aggregate Percent Students Returning to Take Additional Classes**



\*CCSSE 2015

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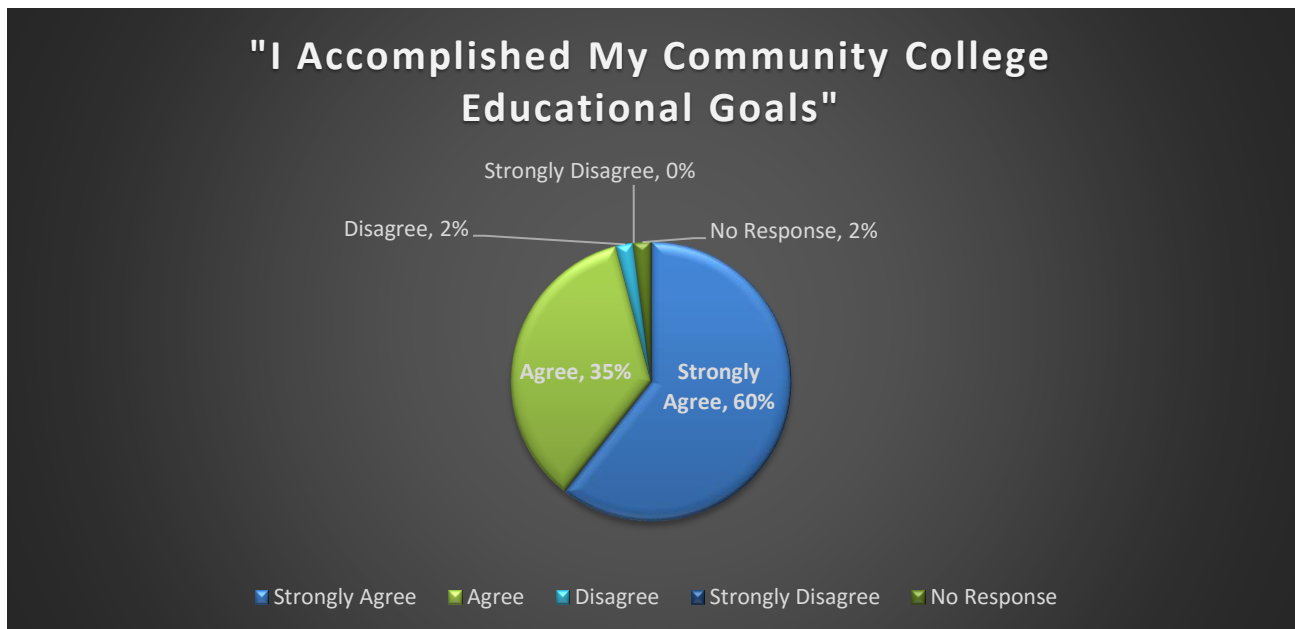
To measure student goal attainment, Table A.3 (N=495) illustrates between 89% and 100% of students accomplished their primary goal while attending a Wyoming community college based on results from the National Community College Benchmark Project (NCCBP).

**Table A.3: NCCBP Student Goal Attainment**

College	Percentage of Graduate Completers that Accomplished their Primary Goal while Attending Community College	NCCBP National Percentile Rank
CC	90%	27%
CWC	92%	38%
EWC	100%	>99%
LCCC	89%	22%
NWC	94%	46%
NWCCD	98%	80%
WWCC	96%	62%

Figure A.3 shows of the 750 students responding to the college Graduate Surveys, 95% “Strongly Agree” or “Agree” they accomplished their community college educational goals while attending the community college.

**Figure A.3: 2014-2015 Survey Result, “I Accomplished my Community College Educational Goals while at this College”**



\*Most recent graduate report was completed 2014-2015. Graduate reports are completed by colleges every other year. Data from 2014-2015 student population is therefore reported for 2014-2015 and 2015-2016 report.



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**B: Student Persistence and Retention**

**Measure:** *The proportion of the cohort of first-time, full-time/part-time 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:** *Progress*

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 2,825 full-time, first-time and full-time degree seeking students in the Fall of 2015. The aggregate full-time retention rate from Fall 2015 to Fall 2016 was 57%. This percentage has been relatively stable over the last five years, ranging from 54% to 57%, 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 2015 and returning for the Fall 2016 semester is displayed in Table B.2 and Figure B.1.

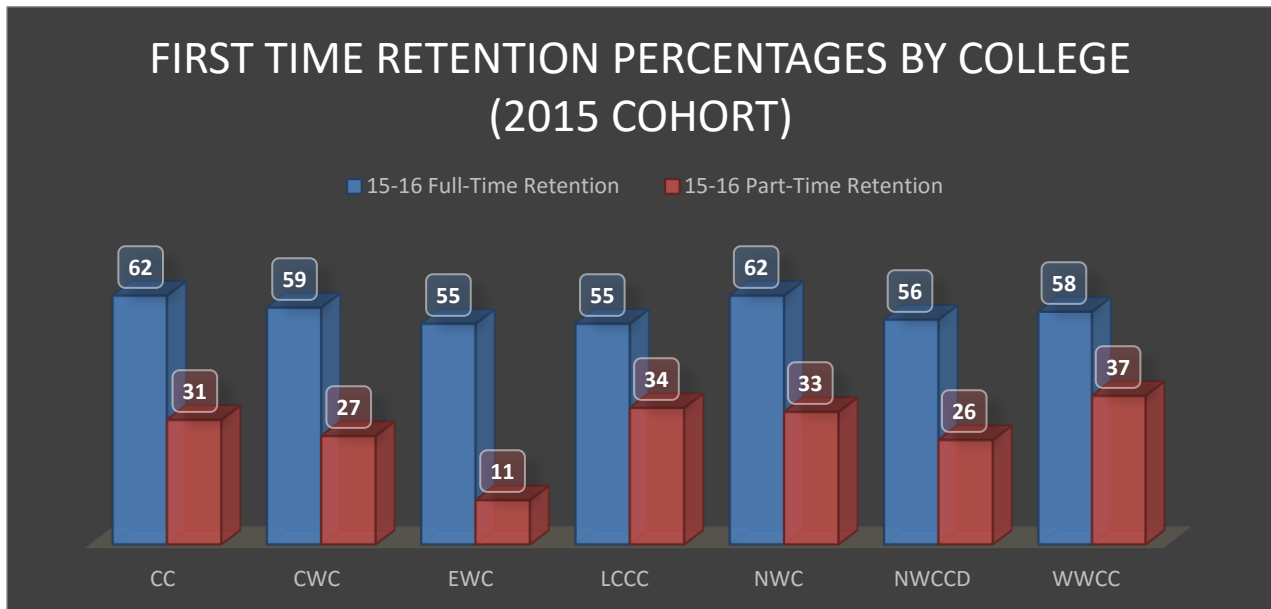
**Table B.1: Trend *First-time* Students' Retention Rates for Colleges Combined**

	Retention Rate Full-Time	Retention Rate Part-Time
Rate of Fall 2015 Cohort Retention in Fall 2016	57%	25%
Rate of Fall 2014 Cohort Retention in Fall 2015	57%	30%
Rate of Fall 2013 Cohort Retention in Fall 2014	56%	29%
Rate of Fall 2012 Cohort Retention in Fall 2013	55%	33%
Rate of Fall 2011 Cohort Retention in Fall 2012	55%	32%
Rate of Fall 2010 Cohort Retention in Fall 2011	54%	36%

**Table B.2: 2015 Cohort *First-time* Retention Rates by College**

College	Number of First-time Degree-seeking Students Fall 2015	Retention Rate Full-Time	Retention Rate Part-Time
CC	640	62%	31%
CWC	251	59%	27%
EWC	218	55%	11%
LCCC	527	55%	34%
NWC	339	62%	33%
NWCCD	557	56%	26%
WWCC	204	58%	37%

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



\*WCCC/Community College Data Warehouse 2017

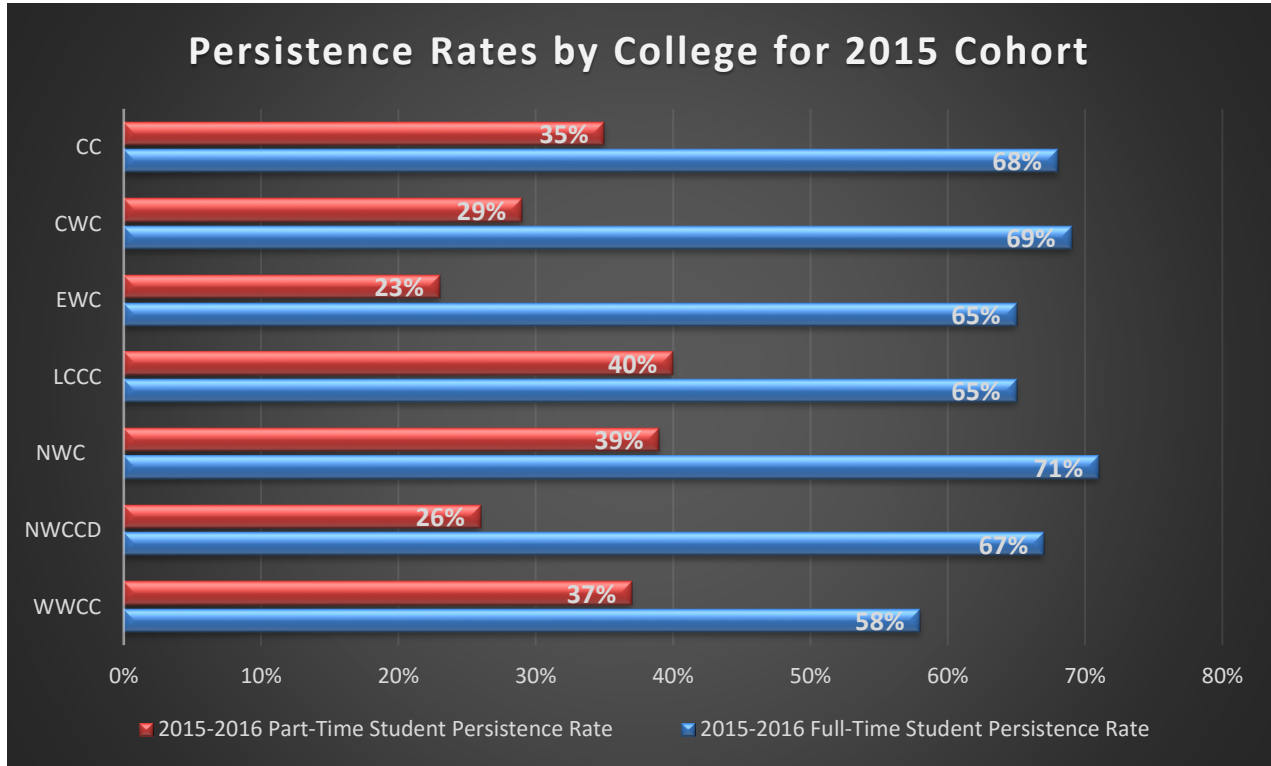
Persistence rates demonstrate the percentage of students who return to or graduate from any institution in a subsequent term(s). Table B.3 and Figure B.2 show the percentage of first-time students in the most recent Fall 2015 cohort who persisted to any college during the Fall 2016 semester. Table B.4 and Figure B.3 show a full three year persistence history.

**Table B.3: First-time Persistence Rates by College Fall 2015 Cohort**

College	Number of First-time Degree-seeking Students Fall 2015	Persistence Rate Full-Time	Persistence Rate Part-Time
CC	640	68%	35%
CWC	251	69%	29%
EWC	218	65%	23%
LCCC	527	65%	40%
NWC	339	71%	39%
NWCCD	556	67%	26%
WWCC	204	58%	37%
<b>Average College Persistence Rate</b>		<b>67%</b>	<b>33%</b>

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**Figure B.2: First-Time Full-Time and Part-Time Persistence Rates by College (2015 Fall to 2016 Fall)**



\*WCCC/Community College Data Warehouse 2017

**Table B.4: Three-Year *First-time* Persistence Rates by College Fall 2013 Cohort**

		Cohort 13/Fall	Persisted to 14/Fall	Persisted to 15/Fall	Persisted to 16/Fall
CC	Part Time	61	38%	30%	30%
	Full Time	586	67%	50%	41%
CWC	Part Time	43	28%	14%	9%
	Full Time	211	58%	43%	31%
EWC	Part Time	32	28%	19%	19%
	Full Time	230	69%	42%	34%
LCCC	Part Time	116	41%	32%	28%
	Full Time	297	64%	48%	35%
NWC	Part Time	23	35%	30%	26%
	Full Time	369	68%	47%	31%
NWCCD	Part Time	82	32%	26%	29%
	Full Time	445	68%	49%	38%
WWCC	Part Time	40	38%	20%	15%
	Full Time	200	60%	46%	33%
<b>Average Colleges</b>	Part Time	<b>397</b>	<b>36%</b>	<b>26%</b>	<b>24%</b>
	Full Time	<b>2,338</b>	<b>66%</b>	<b>47%</b>	<b>36%</b>

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**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, 2014-2015

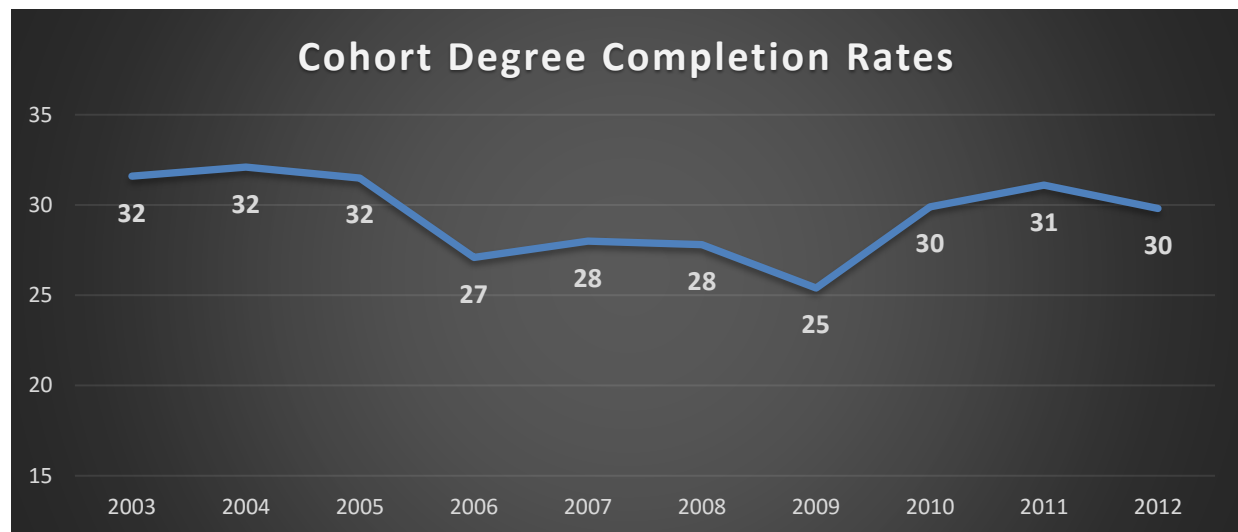
**Strategic Plan Match:** Participation, Progress & Performance

As illustrated in Table C.1 and Figure C.1, the 2012 cohort aggregate average completion rate at Wyoming community colleges is 30%, which is consistent with rates for recent previous cohorts. The average aggregate completion rate for the Wyoming community colleges has remained fairly stable over the last ten years. According to the U.S. Department of Education, National Center for Educational Statistics (NCES), IPEDS, Winter 2014-15 Graduation Rates component, the graduation rate for public 2-year institutions was 20 percent, putting Wyoming community colleges above this national percentage.

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

2012 Cohort Graduation Rate within 3 years (spring 2015)	30%
2011 Cohort Graduation Rate within 3 years (spring 2014)	31%
2010 Cohort Graduation Rate within 3 years (spring 2013)	30%
2009 Cohort Graduation Rate within 3 years (spring 2012)	25%
2008 Cohort Graduation Rate within 3 years (spring 2011)	28%
2007 Cohort Graduation Rate within 3 years (spring 2010)	28%
2006 Cohort Graduation Rate within 3 years (spring 2009)	27%
2005 Cohort Graduation Rate within 3 years (spring 2008)	32%
2004 Cohort Graduation Rate within 3 years (spring 2007)	32%
2003 Cohort Graduation Rate within 3 years (spring 2006)	32%

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



\*IPEDS Graduation Rate Survey (2014-2015)

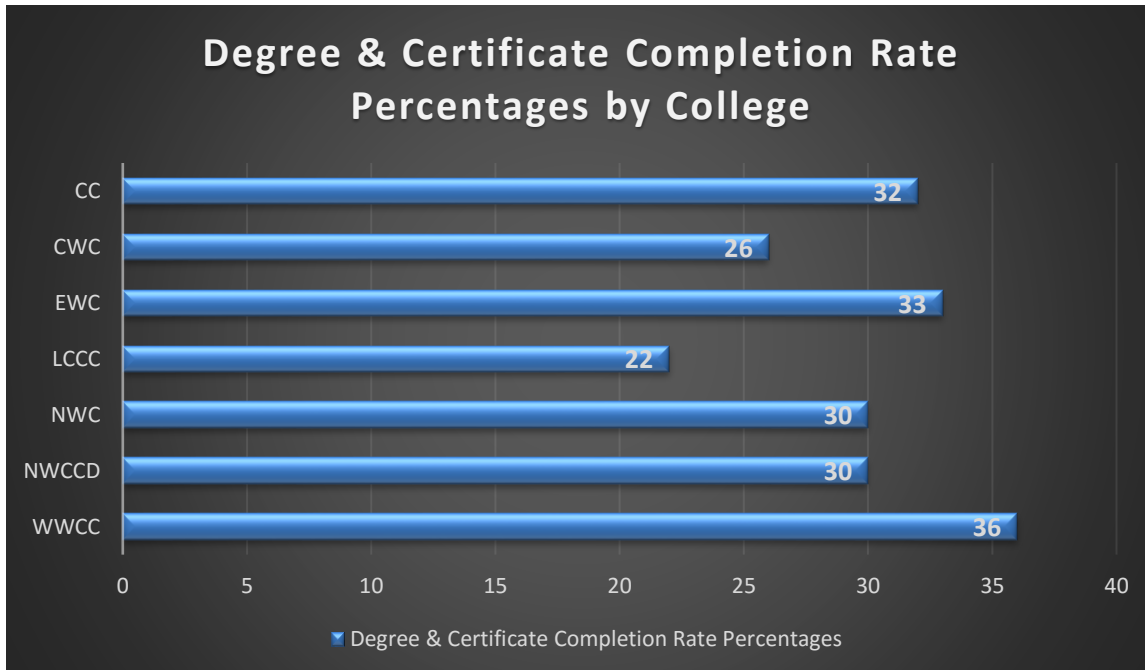
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Table C.2 and Figure C.2 show the degree and certificate completion rates, by college, for the 2012 cohort. The cohort includes all full-time, first-time, degree and certificate-seeking undergraduate students entering the institution either during 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: 2012 Cohort Degree and Certificate Completion Rates by College**

College	2012 Cohort Size	Certificate/Degree Completers within 150% of normal time	Degree and Certificate Completion Rate
CC	624	200	32%
CWC	207	54	26%
EWC	200	66	33%
LCCC	346	76	22%
NWC	420	125	30%
NWCCD	505	152	30%
WWCC	387	143	36%

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



\*(IPEDS)—Graduation Rate Surveys, 2014-2015

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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 100 FTE. 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 100/FTE.

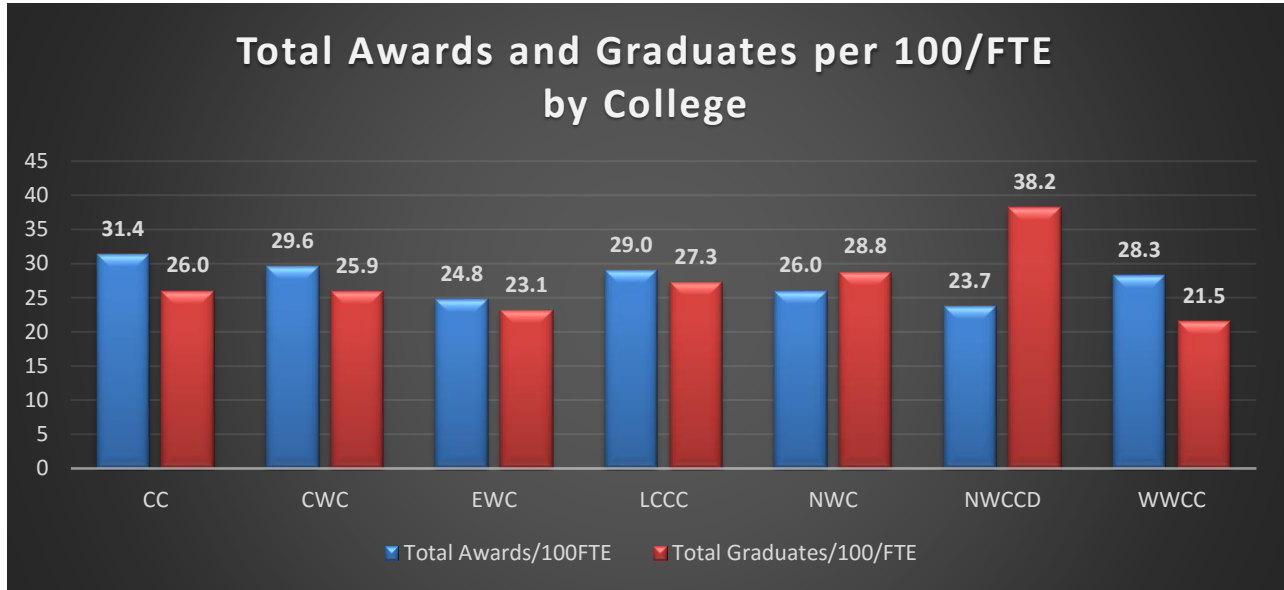
**Table C.3: Graduates by Full Time Equivalency 2015-2016**

	Associate Degree Graduates/100FTE	Total Graduates/100FTE
CC	21.2	26.0
CWC	15.8	25.9
EWC	16.2	23.1
LCCC	19.5	27.3
NWC	23.2	24.9
NWCCD	21.8	30.5
WWCC	18.8	21.5
<b>Average All Colleges:</b>	<b>19.9</b>	<b>26.0</b>

**Table C.4: Degree/Certificate Awards by Full Time Equivalence 2015-2016**

	Associate Degrees Awarded/100FTE	Total Awards/100FTE
CC	22.6	31.4
CWC	17.3	29.6
EWC	16.2	24.8
LCCC	19.8	29.0
NWC	26.0	28.8
NWCCD	23.7	38.2
WWCC	21.9	28.3
<b>Average All Colleges:</b>	<b>21.4</b>	<b>30.6</b>

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



\*IPEDS Completion Survey and 12-Month Enrollment Survey (2015-2016)

**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:** 2014-2015 (most recent) System Graduation Surveys; Department of Workforce Services (DWS), Research and Planning Division

**Strategic Plan Match:** Placement

Graduates (N graduates responding=891) replied 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 other year. Table D.1 provides an aggregate percentage of employment status. Table D.2 shows current employment status by college.

**Table D.1: 2014-2015 Graduate Surveys "Which Statement Best Describes your Current Employment Status?"**

Employment Status	2014-15	2012-13
Employed Full Time (40 hours or more/week)	37%	53%
Employed Part-Time (less than 40 hours/week)	32%	26%
Unemployed, actively seeking employment	6%	5%
Unemployed or retired, not seeking employment	14%	12%
No response	2%	10%

\*The most recent graduate report was completed 2014-2015. Graduate reports are completed by colleges every other year. Data from 2014-2015 student population is therefore reported for 2014-2015 and 2015-2015 report. Table D.1 aggregates percentages from Table D.2.

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**Table D.2: 2014-2015 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	60%	27%	0%	12%	0%
CWC	28%	47%	0%	26%	0%
EWC	43%	29%	14%	14%	0%
LCCC	39%	34%	9%	7%	9%
NWC	32%	45%	9%	14%	0%
NWCCD*	21%	6%	2%	1%	12%
WWCC	33%	39%	7%	22%	0%

\*NWCCD has an additional category on their graduate survey: "Continuing educational pursuits". 71 percent of students selected this option.

\*\*Most recent graduate report was completed 2014-2015. Graduate reports are completed by colleges every other year. Data from 2014-2015 student population is therefore reported for 2014-2015 and 2015-2016 report.

In 2016, the Wyoming Department of Workforce Services, Research and Planning Division, included a report of Wyoming Community College Graduates in their Wyoming Labor Market Information website. The data utilized by DWS came directly from the community colleges and provided information for wage records for community college graduates one year after graduation. Table D.3 and Figure D.1 show the percentage of students who were employed one year after graduation in an academic or one or two year occupational track.

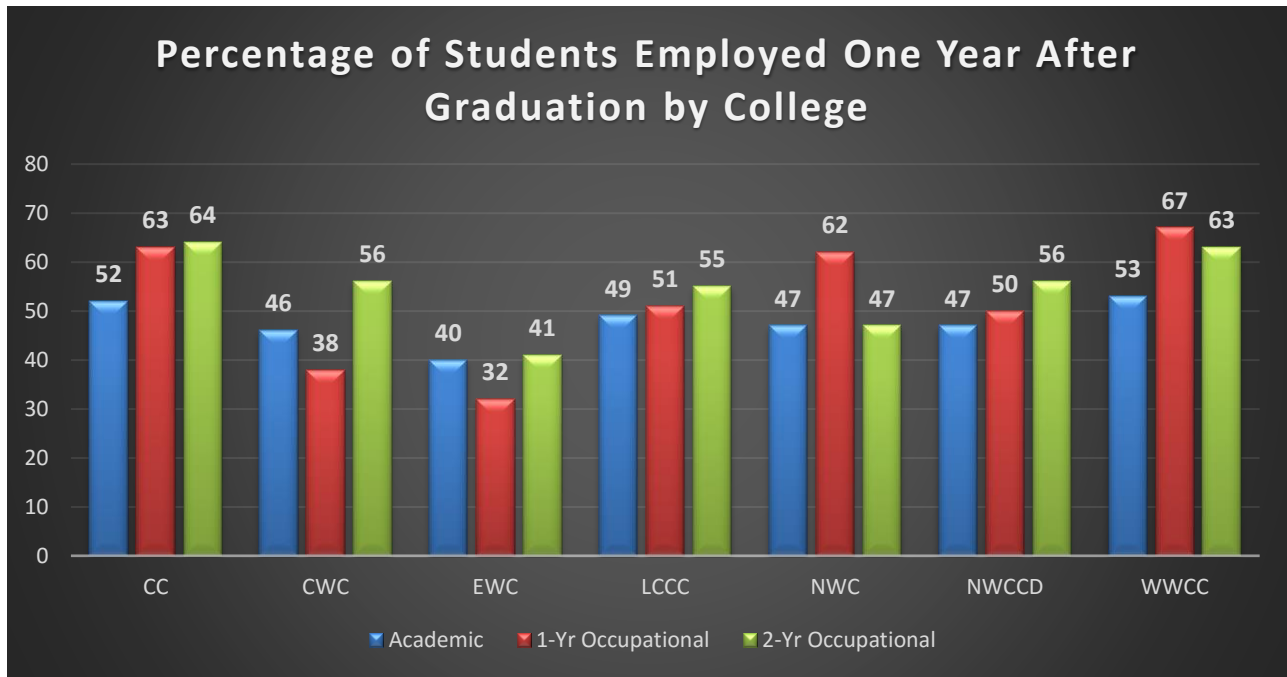
**Table D.3: Percentage of Students Employed One Year After Graduation**

Percent of students employed one year after graduation	Academic	1-year Occupational	2-year Occupational
CC	52%	63%	64%
CWC	46%	38%	56%
EWC	40%	32%	41%
LCCC	49%	51%	55%
NWC	47%	62%	47%
NWCCD	47%	50%	56%
WWCC	53%	67%	63%
<b>Average for Colleges</b>	<b>47%</b>	<b>51%</b>	<b>54%</b>

\* DWS Research and Planning Division



Figure D.1: Percentage of Students Employed One Year after Graduation by College



\*DWS Research and Planning Division

### 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:** Progress, Performance & Participation

Wyoming's seven community colleges have 44 different vocational/technical programs that prepare students for licensure or certification, 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.

License / Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
AIARE LEVEL 1 – Avalanche Training		100%					
ARRT (American Registry of Radiologic Technologists)	100%			100%			
American Registry for Diagnostic Medical Sonography – Abdominal/Small Parts				100%			
American Registry for Diagnostic Medical Sonography – Sonography Principals and Instrumentation				100%			

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License / Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
American Registry for Diagnostic Medical Sonography – Obstetrical and Gynecology				100%			
Basic Life Support for Health Care Providers		100%					
Central Regional Dental Testing Exam (CRDTS)						94%	
Certified Horsemanship Association (CHA)		100%					
Certified Occupational Therapy Assistant Examination	94%						
Cosmetology (National-Interstate Council of State Boards of Cosmetology (NIC))			100%				
National Hygiene Clinical Exam				88%			
Emergency Medical Tech Wilderness (EMT)		100%					
Esthetician (NIC)			100%				
Federation on State Boards of Physical Therapy (FSBPT)				75%			
Fire Science Certification Exams		96%					
First Aid/CPR		100%					
General Industry Safety (OSHA 10/Hr)		76%					
General Industry Safety (OSHA 30/Hr)		80%					
Medical Lab Technician Certification Exam	60%						
NCLEX-PN	96%			91%	100%	94%	100%
NCLEX-RN	93%	88%		82%	96%	94%	85%
Nail Technician (NIC)			100%				
National Dental Hygiene Exam (NBDHE)				100%		100%	
National Registry of EMT-Paramedic				100%			
National Safety Council Certification (HAZWOPER)		50%					
Pharmacy Technician Certification Board	100%						
Safeland Basic Orientation		0%					
Veterinary Technician			100%				
Welding 3/8" Plate Test (American Welding Society (AWS))			90%				
Welding 1" Plate Test (AWS)			95%				
Wilderness First Responder		92%					

**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.

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**Data Source:** 2016 NCCBP

**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 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: Average NCCBP Core Academic Skills Retention, Enrollee & Completer Success Rates Fall 2014**

	NCCBP Form 11 – Average Submitted Values			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U and W grades	3478	972	1021	1180
Total A, B, C, P/S, D and F/U grades	3162	841	1133	676
Total A, B, C, and P/S grades	2602	503	915	975
Retention Rate	90%	82%	87%	88%
Enrollee Success Rate	75%	69%	72%	65%
Completer Success Rate	83%	84%	82%	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 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, 2013 Cohort

**Strategic Plan Match:** Progress & Performance

A number of community college students enroll in developmental/remedial courses to prepare for college-level courses. In Fall 2013, 4,591 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of these, 2,801 (duplicated headcount) students completed their respective developmental/remedial coursework that semester. Of the 2,801 students who completed developmental/remedial coursework, 1,083 completed subsequent college-level courses within one year. Another 152 completed in the fifth semester and 118 more successfully completed within eight semesters. Of those enrolled Fall 2013, 27% in math and 38% in English were 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).

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**Table G.1: Aggregate Subsequent College Level Coursework Fall 2013 Cohort**

	Developmental/Remedial			Subsequent College Level Course						
	Enrolled 13/FA	Successful 13/FA	Success rate (%)	Successfully completed with 1 year (14 F/A)		Successfully completed with 5 terms (15/SU)		Successfully completed within 8 terms (16/SU)		Successful College Level Course Completers** %
				N	%	N	%	N	%	
Math	3510	2101	60	711	34	841	40	943	45	27
English	1081	700	65	372	53	394	56	410	59	38
Total	4591	2801		1083		1235		1353		

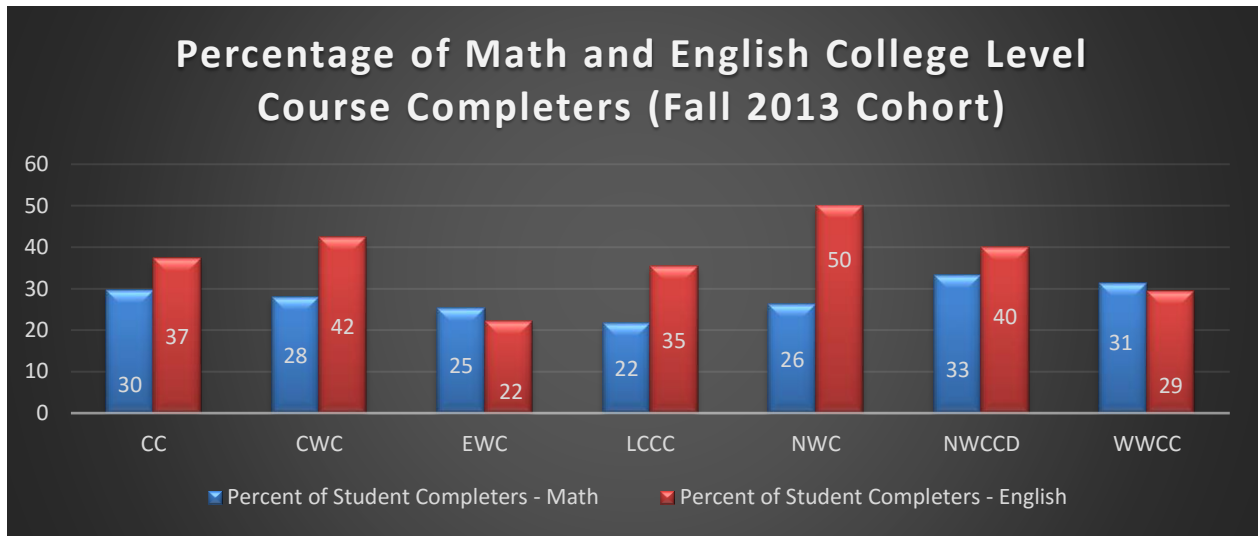
\*\* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in Fall 2013 and successfully completed a related college-level course by the end of Summer 2016.

**Table G.2: Subsequent College Level Coursework Fall 2013 Cohort by College**

College	Course	Developmental/Remedial			Subsequent College Level Course						Successful College Level Course Completers
		Enrolled 13/FA	Successful 13/FA	Success Rate	Successfully completed within 1 year (14/FA)		Successfully completed within 5 terms (15/SU)		Successfully completed within 8 terms (16/SU)		
					#	%	#	%	#	%	
CC	Math	669	377	56	154	41	179	47	198	53	30
	English	201	128	64	70	55	74	58	75	59	37
CWC	Math	254	160	63	54	34	62	39	71	44	28
	English	201	128	64	84	85	85	86	85	86	42
EWC	Math	258	152	59	54	36	62	41	65	43	25
	English	77	42	55	14	33	15	36	17	40	22
LCCC	Math	1320	795	60	209	26	244	31	286	36	22
	English	286	175	61	82	47	93	53	101	58	35
NWC	Math	329	160	49	62	39	76	48	86	54	26
	English	140	103	74	55	53	64	62	70	68	50
NWCCD	Math	463	279	60	118	42	142	51	154	55	33
	English	178	118	66	67	57	69	58	71	60	40
WWCC	Math	546	338	62	122	36	154	46	171	51	31
	English	208	138	66	55	40	58	42	61	44	29

\*\* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in fall 2013 and successfully completed a related college-level course by the end of summer 2015.

**Figure G.1: Percentage of Math and English College Level Course Completers (Fall 2013 Cohort)**



\*WCCC/Community College Data Warehouse 2017

**H: Number and Rate of Transfer**

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

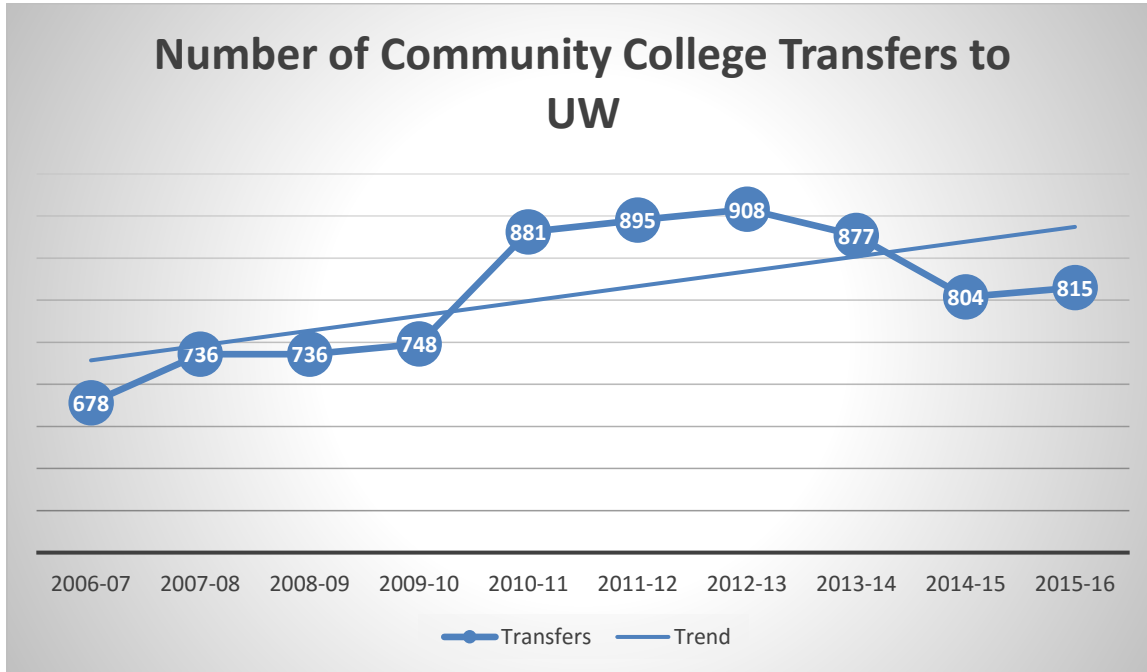
**Data Sources:** “New Transfer Students 2014-2015,” University of Wyoming Office of Institutional Analysis, 2015, Colleague®, National Student Clearinghouse’s Student Tracker and 2015 NCCBP, Integrated Postsecondary Education Data Systems (IPEDS), WCCC/Community College Data Warehouse

**Strategic Plan Match:** Placement

According to the University of Wyoming Annual Transfer Report, a total of 815 students from Wyoming community colleges transferred to the University of Wyoming during the academic year 2015-2016. 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)**



\* 2015-16 University of Wyoming New Transfer Student Report

Table H.1 represents the top 4-year institutions that received the largest number of transferring Wyoming community college students by college (2015-16 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	195
	Chadron State College	10
	University of North Dakota	8
	Black Hills State University / South Dakota Schl of Mines	6
CWC	University of Wyoming	79
	Black Hills State University	2
	Chadron State College	2
	University of Montana / Utah Valley University	2
EWC	University of Wyoming	28
	Chadron State College	21
	Black Hills State University	6
	Univ of South Dakota / Western Governors Univ	3
LCCC	University of Wyoming	89
	University of Northern Colorado	5
	University of Phoenix	4
	Chadron State College	3

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College	Top Receiving 4-year Institutions	Number of Transfer Students
NWC	University of Wyoming	74
	Montana State University – Billings	12
	Montana State University – Bozeman	10
	Black Hills State University	7
NWCCD	University of Wyoming	98
	Black Hills State University	20
	Chadron State College	16
	Montana State University – Billings	5
WWCC	University of Wyoming	131
	Western Governor's University	29
	University of Phoenix	24
	Utah State University	22

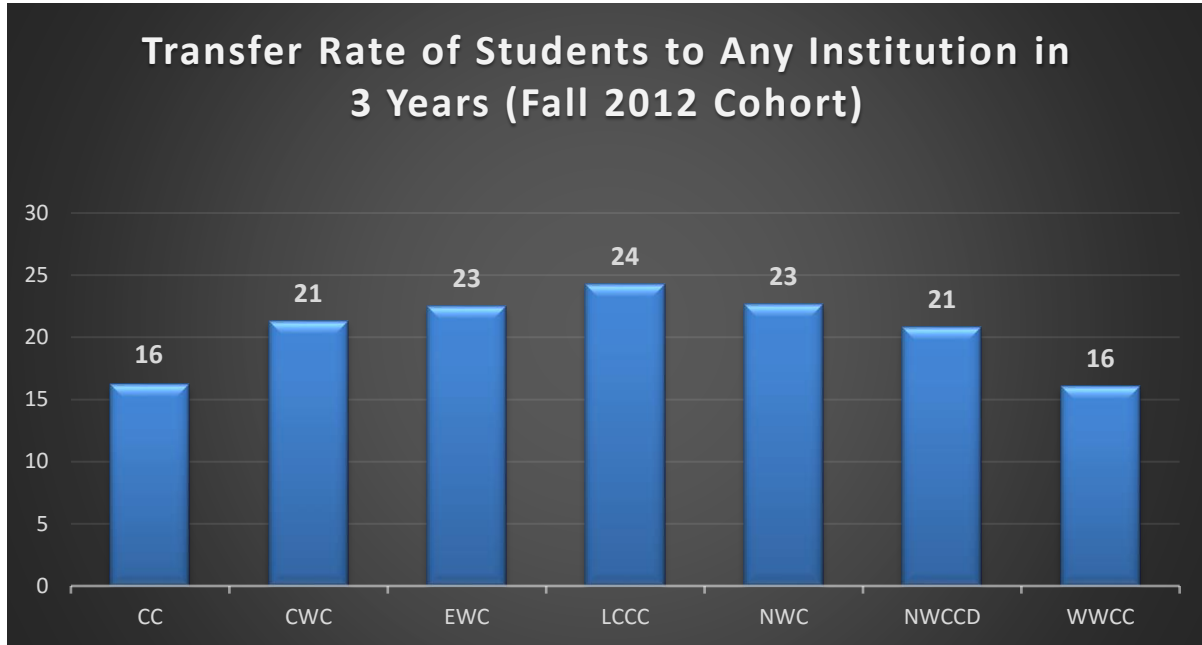
H.2 Tables illustrate transfer rates for only those students who transferred without previously earning a degree. This is the methodology specified by IPEDS and NCCBP. Rates would be much higher if it included graduates who also transferred. Table H.2.A looks at transfer rates by college (percent of 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 2011 Cohort.

**Table H.2.A / Figure H.3: Transfer Rate (Percent of Students who Transferred to any Institution in Three Years) Fall 2012 Cohort**

College	First-time Full-time
CC	16%
CWC	21%
EWC	23%
LCCC	24%
NWC	23%
NWCCD	21%
WWCC	16%

**\*Note: Colleges do not report transfer rates for First-time, Part-time to IPEDS**

**Figure H.3: Transfer Rate of Students to Any Institution in three years for the Fall 2012 Cohort**



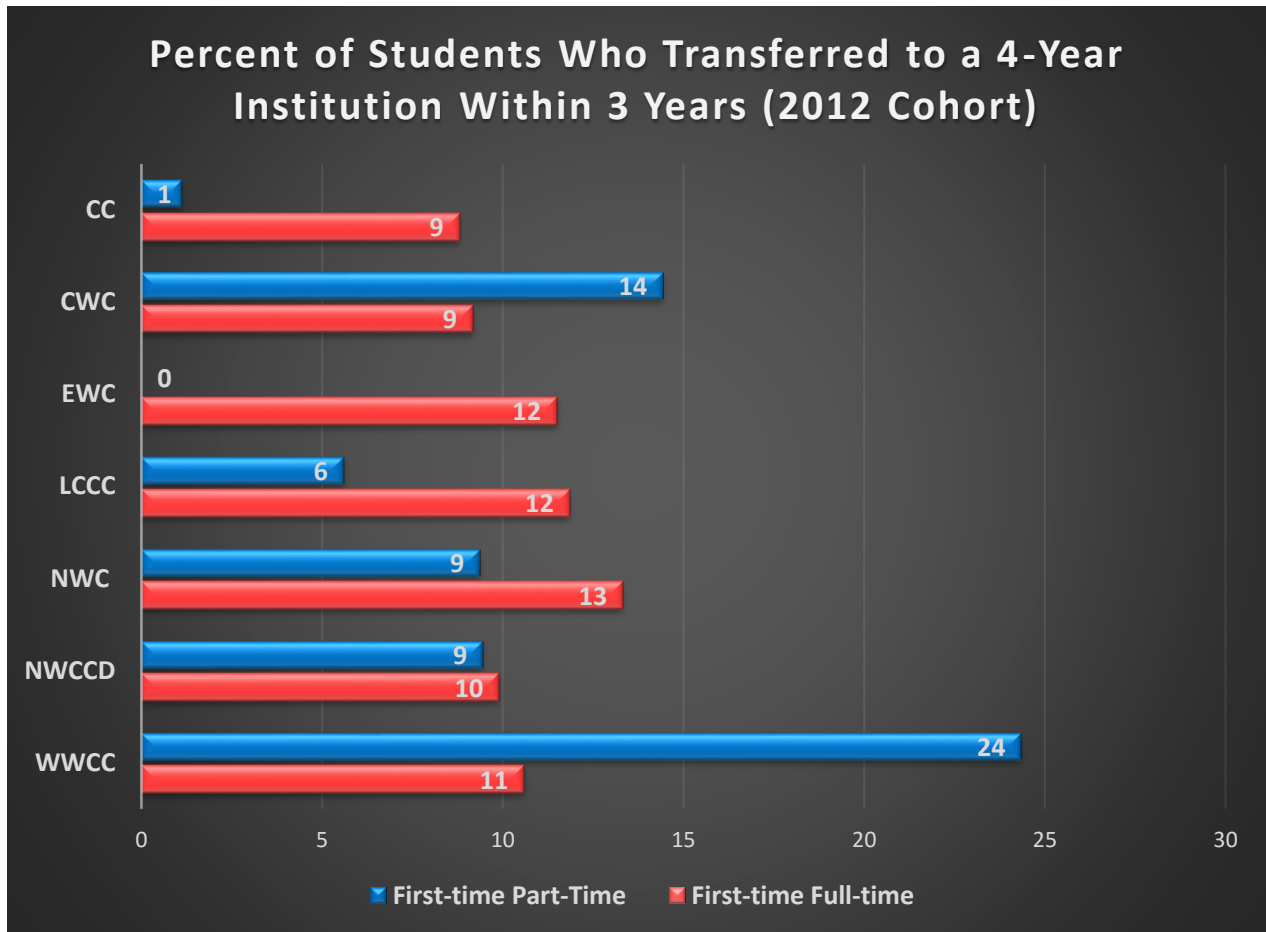
\*IPEDS 2014-2015

**Table H.2.B and Figure H.4: Transfer Rate (Percent of Students who Transferred to a 4-year Institution in Three Years) Fall 2012 Cohort**

College	First-time Full-time	First-time Part-time
CC	9%	1%
CWC	9%	14%
EWC	12%	0%
LCCC	12%	6%
NWC	13%	9%
NWCCD	10%	9%
WWCC	11%	24%



**Figure H.4: The Percent of Students who Transferred to a 4-year College in 3 years – 2012 Cohort**



\*NCCBP 2016

### **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 2015-2016 academic year, the seven Wyoming community colleges enrolled 8,089 full-time students (annualized credit headcount), and 16,905 part-time students (annualized credit headcount). Graduates from Wyoming community colleges earned 900 Associate of Arts (AA) degrees, 1050 Associate of Science (AS) degrees, 810 Associate of Applied Science (AAS) degrees, 24 Associate of Business (AB) degrees, 33 Associate of Fine Arts (AFA) degrees and 961 certificates.

The State of Wyoming provided \$121,148,380 million in operational funding to support the seven community colleges during fiscal-year 2016.

Near the end of fiscal-year 2016, the results of a study commissioned by the college presidents, college trustees and Community College Commission with Economic Modeling Specialists, Inc. (EMSI) were made available. Specific impacts and return-on-investment of the seven colleges can be accessed on the Commission website at:

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<http://www.communitycolleges.wy.edu/Data/Sites/1/commissionFiles/publications/reports/wccc-main-report.pdf>

**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. Future Performance Indicator Reports will associate the Strategic Plan 2.0 with the performance indicators required by Wyoming Statute.