



WYOMING

COMMUNITY COLLEGES

Annual Performance Report: Core Indicators of Effectiveness 2007-2008

Wyoming Community College Commission
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Reporting Cycle

The **Core Indicators of Effectiveness Report** is compiled from a variety of sources. It is important to note that some of the data in this report are reported to the Wyoming Community College Commission every other year. The table below provides a breakdown of each information source used and indicates when these are gathered and reported.

Information/Data Sources	Information/Data Collection Cycle	Most Current Data Available for Core Indicator			Data Used for Core Report
		2005-06 Report	2006-07 Report	2007-08 Report	
Transfer Student Survey	Odd Years	2004-05	2004-05	2007-08	#1, #7
Graduate Survey	Odd Years	2004-05	2004-05	2007-08	#1, #4, #7
Community College Survey of Student Engagement, (CCSSE)	Odd Years	N/A	2007	2007-08	#1, #7, #8
DOE Employment Survey	Varied	2003	2003	2006	#4
DOE Employer Satisfaction Survey	Varied	2004	2004	2004	#5
Integrated Postsecondary Education Data System	Every Year	2005	2006	2007	#3
UW Transfer Student Report	Every Year	2005	2006	2007	#9, #10
Partnership Report	Every Year	2006	2007	2008	#14
College Data	Every Year	2005-06	2006-07	2007-08	#2, #3, #6, #7, #8, #11, #13

RESULTS

Student Goal Attainment (#1): Students enroll in community colleges for a variety of reasons. When asked if they met their goal while attending the Wyoming community college, over 87% of graduate and transfer students who participated in satisfaction surveys (N=350) “agreed” or “strongly agreed” their goal had been met.

Persistence (Fall to Fall) (#2): 54.9% of first-time fall 2007 students were still enrolled fall 2008.

Degree Completion Rates (#3): The colleges’ collective average of first-time, full-time degree or certificate seeking students that have graduated within three years is 32.1%.

Placement Rate in the Workforce (#4): Of the 2,393 graduates for the 2005-2006 academic year, 74.4% had earnings in Wyoming or one of its data-sharing states one year after graduation.

Employer Assessment of Students (#5): In 2004, over 400 Wyoming employers rated their satisfaction with Wyoming community college graduates’ work skills as 8.4 on a 10-point scale (10= Very Satisfied)

Licensure/Certification Pass Rates (#6): Graduates take examinations for health care certifications, cosmetology certifications, veterinary technician certifications, and horsemanship program certification. The overall pass rate for the students to obtain licenses and certifications is very high, 83-100%.

Client Assessment of programs and Services (#7) Current students, transfer students and graduates were asked several questions pertaining to their satisfaction with college programs and services. Overall, the students rate the colleges with a high level of satisfaction. For example, over 90% of the 338 graduates surveyed “agreed” or “strongly agreed” that the Wyoming community colleges they attended did an excellent job preparing them for full-time work in their chosen career or profession.

Demonstration of Critical Literacy Skills (#8): Colleges reported on various assessment measures used to determine levels of skill in areas such as writing, mathematics, reading, critical thinking, and scientific reasoning. Overall, the students taking the examinations performed at or above the national averages on most measures.

Number and Rate Who Transfer (#10): 736 Wyoming community college students transferred to the University of Wyoming (UW) during the 2007-08 academic year.

Performance After Transfer (#11): Wyoming community college students who transferred to UW performed equally well as transfers from other colleges to UW at the same time.

Success in Subsequent, Related Coursework (#12): Of those students that completed a developmental course in fall 2005, 31.9% completed a subsequent college-level course one year later, 36.8% completed a college-level course in 5 semesters, and 40.9% completed a college-level course in 8 semesters, (including summer).

Participation Rate in the Service Area (#13): 5.2% of the state’s population was enrolled in a Wyoming community college during the fall 2006 semester; two points above the national average of 2.41%.

Responsiveness to Community Needs (#14): The *Partnership Report*, (www.communitycolleges.wy.edu) discusses each community colleges involvement in their local communities and the relationships that have developed to better serve their students and the state.

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Introduction

The *Core Indicators of Effectiveness Report* delineates the performance of Wyoming's community colleges as measured by the indicators set forth by the American Association of Community Colleges (AACC) and adopted by the seven Wyoming community colleges and the Wyoming Community College Commission. These indicators, while providing some flexibility regarding programs and services, provide guidance on consistent measurements of performance and success of community colleges. The AACC Core Indicators of Effectiveness for Community Colleges were developed on the premise that a college is effective when its outcomes match its mission and stakeholders' needs within the limits of costs and available resources.

The Wyoming Community College System has, over the past few years, collaboratively developed a system-wide management information system (MIS) and common survey questionnaires (transfer student, and graduate student surveys). These data collection methods and others are used to respond to the Core Indicators of Effectiveness.

The core indicators are grouped into six mission categories which are consistent with the missions and goals of each of the seven Wyoming community colleges:

Mission 1 – Student Progress: Student success and achievement is measured by tracking both intent and behavior.

Core Indicator 1: Student Goal Attainment

Core Indicator 2: Persistence (Fall to Fall)

Core Indicator 3: Degree Completion Rates

Mission 2 – Workforce Development: Focus is on meeting the dynamic needs of a diverse workforce.

Core Indicator 4: Placement Rate in the Workforce

Core Indicator 5: Employer Assessment of Students

Core Indicator 6: Licensure/Certification Pass Rates

Core Indicator 7: Client Assessment of Programs and Services

Mission 3 – General Education: Directed at building general skills and broad analytical capabilities to support competent functioning in everyday life.

Core Indicator 8: Demonstration of Critical Literacy Skills

Core Indicator 9: Demonstration of Citizenship Skills

Mission 4 – Transfer Preparation: Tracking transfer patterns developed from a traditional assumption that students will quickly progress from high school, to community college to a baccalaureate pursuit.

Core Indicator 10: Number and Rate Who Transfer

Core Indicator 11: Performance After Transfer

Mission 5 – Developmental Skills: Enhancing and reinforcing the skills of under-prepared students becomes essential to ensure success in subsequent college-level courses.

Core Indicator 12: Success in Subsequent, Related Coursework

Mission 6 – Outreach: Based on the social, economic and cultural circumstances in each college's local setting, these relationships are unique and grow out of the specific needs of the college service area.

Core Indicator 13: Participation Rate in the Service Area

Core Indicator 14: Responsiveness to Community Needs

The results herein may be utilized to discuss current practices, recognize opportunities for growth, and track the progress of various improvements in program delivery and overall community college service.

Note Core Indicator 9: Demonstration of Citizenship Skills is not included in this report. Although citizenship skills result from attendance at a community college, this particular measure is not specifically assessed. However, all students completing degrees will have completed course work on the U.S. and Wyoming constitutions.

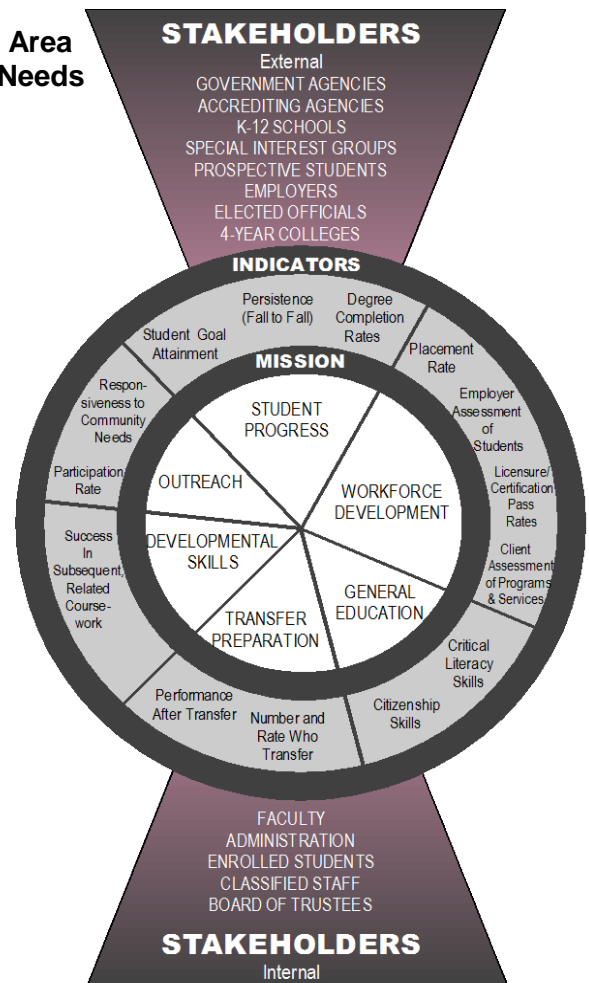


Figure I.1 from the AACC's "Core Indicators of Effectiveness for Community Colleges", 2nd Edition

#1 Student Goal Attainment

Measure: The number of students who, upon leaving community college, report their original goal in attending (or subsequent goal decided while enrolled) has been met.

Data Source: 2007-2008 Community College Survey of Student Engagement Surveys (CCSSE), 2007-2008 CC, CWC, EWC, LCCC, NWCCD and WWCC System Transfer Students and Graduate Surveys.

Students enroll in community colleges for a variety of reasons requiring the colleges to have a multi-dimensional approach to service. In measuring student goal attainment, students (N=2,888) responded to a question regarding their goal in attending a Wyoming community college (See Table 1.1) through the Community College Survey of Student Engagement (CCSSE). The data below demonstrate that the Wyoming community colleges serve students in the areas of transfer preparation, vocational education, workforce training, and personal development. Data show many students want to obtain an Associate's degree and/or transfer to a four-year college or university. Comparatively, the data show there is a substantial interest in updating job-related skills and seeking educational outlets for self-improvement.

Table 1.1 " Indicate your reasons/goals for attending this college"

Goal	2006-2007		
	Primary Goal %	Secondary Goal %	Not a Goal %
Complete a Certificate Program	25.5	17.8	56.6
Obtain an Associate's Degree	60.3	16.7	23.0
Transfer to a Four-year College or University	42.0	23.0	35.0
Obtain or Update Job-Related Skill	42.9	27.8	29.4
Self Improvement/Personal Enjoyment	41.9	36.4	21.8
Change Careers	23.5	15.7	60.8

Source: System CCSSE Surveys 2007-2008

Of the 355 students responding to the Transfer Students and Graduate Surveys, 83% of transfer students and 91% of graduate students report that they accomplished their community college educational goals while attending the community college. (See Figure 1.1 and Figure 1.2)

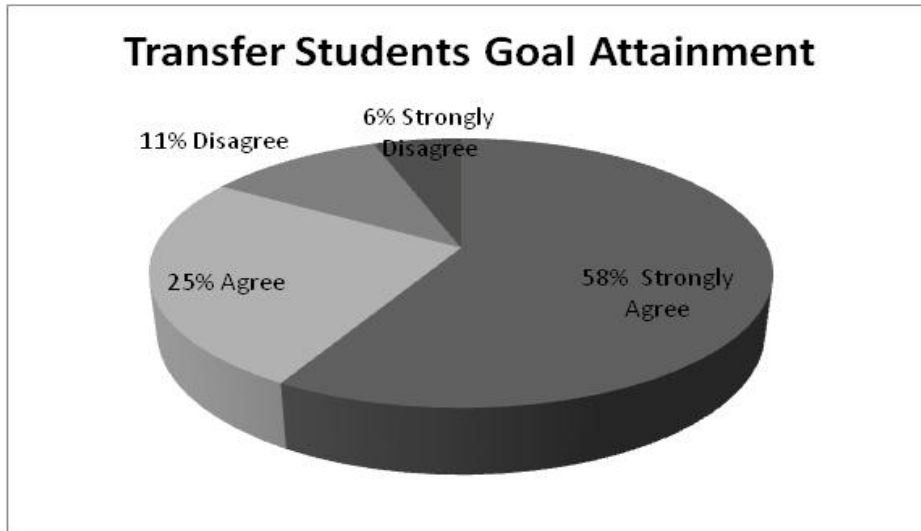


Figure 1.1 Transfer students indicated their level of agreement with the statement “I accomplished my community college educational goals while at (this college).”

Source: CC, CWC, EWC, LCCC, NWCCD and WWC 2007-2008 Transfer Survey

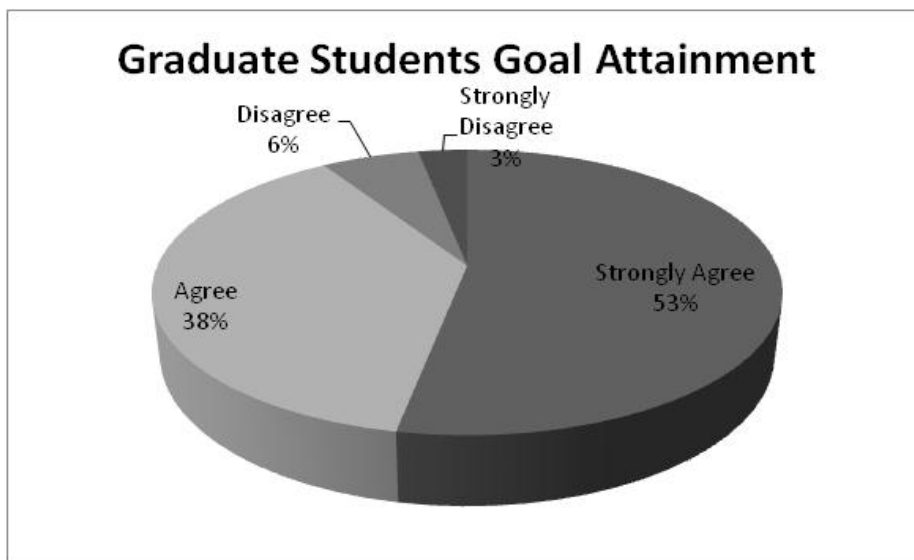


Figure 1.2 Community college graduates indicated their level of agreement with the statement “I accomplished my community college educational goals while at (this college).”

Source: CC, CWC, EWC, LCCC and NWCCD 2007-2008 Graduate Surveys

#2 Persistence

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

Data Source: Individual college *Colleague* files fall 2005 through fall 2008.

The Wyoming community colleges have a fall 2007 to fall 2008 aggregate persistence rate of 55.0% for first-time students. This percentage has been relatively stable over the last five years, ranging from 54.0% to 56.9%, as can be seen in Table 2.1. It is of importance to note that this cohort captures both degree-seeking and non-degree-seeking students. Given this fact, it is quite likely that some students enroll one semester, meet their employment or personal needs, and do not have any intention of continuing the next term.

Table 2.1 Historical Persistence Rates

<u>Rate of Fall 2007 cohort persistent in Fall 2008</u>	<u>55.0%</u>
<u>Rate of Fall 2006 cohort persistent in Fall 2007</u>	<u>54.4%</u>
<u>Rate of Fall 2005 cohort persistent in Fall 2006</u>	<u>54.8%</u>
<u>Rate of Fall 2004 cohort persistent in Fall 2005</u>	<u>56.9%</u>
<u>Rate of Fall 2003 cohort persistent in Fall 2004</u>	<u>54.0%</u>
<u>Rate of Fall 2002 cohort persistent in Fall 2003</u>	<u>54.7%</u>

#3 Degree 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 System (IPEDS) — Graduation Rate Surveys, 1999-2007.

The federally mandated Student Right-to-Know Act requires postsecondary educational institutions to report 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 GED, enrolled for 12 credit hours or more, and enrolled in a program of study that could result in an associate degree or certificate. For two-year colleges to meet the 150 percent stipulation as prescribed by the U.S. Department of Education (IPEDS Reporting), progress of the cohort is followed for three years.

According to the American Association of Community Colleges *Core Indicators of Effectiveness for Community Colleges*, “The total number of degrees granted by an institution has been prominently advanced as a measure of community college effectiveness. The concern here is the same as that motivating the use of retention-rate and completion-rate statistics: that two-year colleges are not producing sufficient numbers of program completers given the numbers of students they enroll. The misleading assumption here is that degree production is the only business that community colleges should be in. While program completion may be important for some students who enroll, it may not be a goal of many others.” (Core Indicators of Effectiveness for Community Colleges, 1999: p.35-36) In many cases, students enroll at a Wyoming community college to upgrade or develop job skills, or, simply enroll for personal enrichment. This is one of the main purposes of community colleges and is actually a measure of an institution fulfilling one of its most important goals: facilitating student success in furthering their postsecondary education ambitions. It is important to note that some students transfer from the community colleges to four-year institutions prior to completing a degree. It must be prominently noted that students must also declare themselves as degree-seeking in order to qualify for financial aid. This stipulation, no doubt, encourages students to declare themselves as degree-seeking (and erroneously inflate the cohort) even when their intentions may be otherwise. This trend does not indicate that students enrolled in community colleges do not complete degrees, but it does indicate that the length of time to complete a degree can vary substantially.

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For the 2004 cohort, the Wyoming community colleges have a collective average completion rate of 32.1%, which has been stable and slightly increasing over the last seven years.

Table 3.1 Historical Degree Completion Rates

<u>2004 Cohort graduation rate within three years (Spring 2007)</u>	<u>32.1%</u>
<u>2003 Cohort graduation rate within three years (Spring 2006)</u>	<u>31.6%</u>
<u>2002 Cohort graduation rate within three years (Spring 2005)</u>	<u>31.4%</u>
<u>2001 Cohort graduation rate within three years (Spring 2004)</u>	<u>29.4%</u>
<u>2000 Cohort graduation rate within three years (Spring 2003)</u>	<u>30.7%</u>
<u>1999 Cohort graduation rate within three years (Spring 2002)</u>	<u>30.0%</u>
<u>1998 Cohort graduation rate within three years (Spring 2001)</u>	<u>28.1%</u>
<u>1997 Cohort graduation rate within three years (Spring 2000)</u>	<u>24.2%</u>
<u>1996 Cohort graduation rate within three years (Spring 1999)</u>	<u>29.6%</u>

Source: *Integrated Postsecondary Education Data System (IPEDS) Peer Analysis System.*

#4 Placement Rate 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: Wyoming's Community College Graduates' Labor Market Outcomes 2005, Wyoming Department of Employment Research and Planning Division, and 2007-2008 CC, CWC, EWC, LCCC, NWCCD and WWCC Graduate Surveys.

Short-Term Survey Evaluation – Conducted by the Wyoming Community Colleges

Graduates (N=341) responded to questions regarding employment status. Surveys are typically administered within six months to a year after graduation. Most students were employed at the time of completing the survey (see Table 4.1). and almost 94% of the respondents said their current job was related to their community college major compared to the 90% the year before.

Table 4.1 “Which statement best describes your current employment status?”¹

	2007-08	2004-05	2002-03
<u>Employed full-time (40 hours or more per week):</u>	55.3%	56.4%	54.6%
<u>Employed part-time (less than 40 hours per week):</u>	28.9%	26.4%	28.3%
<u>Unemployed, actively seeking employment:</u>	6.2%	5.5%	7.2%
<u>Unemployed or retired, not seeking employment:</u>	9.5%	11.8%	9.9%

¹ Percentages are based on 80% response rate: 273 of 341 survey respondents answered.

Source: CC, CWC, EWC, LCCC, NWCCD and WWCC 2007-2008 Graduate Surveys

**Long-Term Employment Evaluation –
Conducted by the Wyoming Department of Employment**

The Wyoming Community College Commission contracts with the Research and Planning Section of the Wyoming Department of Employment to determine community college graduates' earnings and workforce placement based on Unemployment Insurance (UI) Wage Records analysis. In the 2005-2006 academic year, 2,393 students completed a course of study earning certificates or associate degrees from one of the seven community colleges. Of those graduates, 1,788 (74.7%) had earnings in Wyoming or one of its ten data sharing agreement states one year after graduation. Students that showed no earnings during the second quarter 2007 (N=605) may be working in a state in which Wyoming does not have a data sharing agreement. Additionally, since the Wyoming community colleges have agricultural related programs, it should be noted that the Department of Employment's database does not track the agriculture industry. Given this exclusion, a portion of the 605 students who had no earnings records may be employed or self-employed in the agriculture industry.

The data presented in Table 4.2 represent the industry of the primary employer of those graduates working in Wyoming during the quarter one year after graduation (second quarter 2007). Please note, the data in the table may include multiple responses for a single employer or graduate.

Table 4.2 Jobs Held by 2005-06 Wyoming Community College Graduates Working in Wyoming, Second Quarter 2007, by Industry

Industry	Number ^a	Percent
Construction	85	4.6
Education Services	239	12.8
Financial Activities	98	5.2
Health Care & Social Assistance	462	24.7
Information	27	1.4
Leisure & Hospitality	183	9.8
Manufacturing	45	2.4
Natural Resources & Mining (includes Oil & Gas)	101	5.4
Other Services	49	2.6
Professional & Business Services	161	8.6
Public Administration	114	6.1
Retail Trade	214	11.4
Wholesale Trade, Transportation & Utilities	93	4.9
Total	1,871	

^aMay include multiple responses for a single employer or graduate.

Source: Wyoming Department of Employment Research & Planning

#5 Employer Assessment of Students

Measure: A Likert scale rating of community college graduates' job performance by current employers.

Data Source: *Wyoming Community College Graduates' Labor Market Outcomes; Where are They Now? and An Administrative Records Approach*, Wyoming Department of Employment Research and Planning Division, 2004 and 2005

In 2004, the Wyoming Department of Employment Research and Planning Division conducted surveys of Wyoming employers. The employers were asked to rate the 2002 graduates' work skills and work habits on a scale from 1 to 10 where 1 is very dissatisfied and 10 is very satisfied. Overall, the employers rate the graduate employees quite high in terms of their work skills and habits. Table 5.1 shows the average score given for graduates by employers in different industries. The graduates received an average score of 8.4 for their work skills and an average score of 8.5 for their work habits. It should be noted that a satisfaction score was unavailable for more than half of the questionnaires sent out. In many of these cases, the person completing the survey may not be familiar with the graduate because he/she is not the graduate's supervisor, but may be someone in the human resources department of the company.

Table 5.1 WYOMING EMPLOYER SATISFACTION^a with Work Skills and Habits of 2002 Wyoming Community College Graduates by Industry

Industry	How would you rate your overall satisfaction with the employee's work skills?		How would you rate your overall satisfaction with the employee's work habits?	
	Number of Responses	Average Score ^b	Number of Responses	Average Score
Goods-Producing	49	8.1	49	8.5
Natural Resources & Mining	18	7.9	18	8.6
Construction	24	8.3	24	8.6
Manufacturing	7	8.3	7	8
Services-Producing	371	8.2	370	8.3
Wholesale Trade, Transportation, & Utilities	20	7.5	20	7.5
Retail Trade	35	8.2	35	8.1
Information	10	7.9	10	8.1
Financial Activities	22	8.5	22	8.7
Professional & Business Services	39	7.9	39	8.1
Education	29	8.8	29	8.6
Health Care & Social Assistance	120	8.3	120	8.4
Leisure & Hospitality	49	7.8	48	8
Other Services	21	8.7	21	8.8
Public Administration	26	8.3	26	8.2
Subtotal	420	8.4	419	8.5
Satisfaction score unavailable ^c	474	NA	475	NA
Total for all graduates matching Wage Records	894	NA	894	NA

^aFor valid responses obtained from a survey of employers of graduates by Research & Planning. May include multiple responses for a single employer or graduate.

^bBased on a scale of 1 to 10 where 1 is very dissatisfied and 10 is very satisfied.

^cSatisfaction score is unavailable because the employer did not respond to the survey, did not report a score as requested, or because the employer reported that they had no record of the graduate as an employee.

NA = Not applicable.

Source: Table 4.10 Where Are They Now? *Wyoming Community College Graduates' Labor Market Outcomes 2004*, Wyoming Department of Employment Research and Planning Division, 2004.

#6 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 actually obtain licensure or certification in areas that traditionally require licensure or certification to obtain a job in that field.

Data Source: Various certifying/licensing bodies as provided by Wyoming community colleges for 2007-2008 program completers who took the exam within one year of completing the program.

The seven colleges of the system have different career/technical programs that result in certificates or licenses. The information reported below should not be used to determine how many Wyoming colleges offer each listed program. The pass rates listed below for nine specific certifications reflect a high level of quality instruction at Wyoming community colleges.

Table 6.1 HEALTH CARE CERTIFICATIONS

License/Certification	# of Colleges	2003-04 Pass Rate	2004-05 Pass Rate	2006-07 Pass Rate	2007-08 Pass Rate
Dental Hygiene Programs:					
National Board Exam FOR Dental Hygiene	2	95%	95%	89%	86%
Regional Dental Testing Service Exam	2	94%	89%	88%	86%
Emergency Medical Technician Program:					
National Registry Exam	1	93%	93%	93%	93%
Nursing Program:					
State Board of Nursing	6	90%	93%	90%	87%
Occupational Therapy Assistants (OTA) Programs:					
National Board for Certification in OTA	1	100%	100%	83%	100%
Pharmacy Technology:					
Pharmacy Technician Certification Board	1	100%	100%	100%	100%
Radiography Programs:					
American Registry of Radiologic Technology	2	100%	100%	100%	100%
Wilderness EMT:					
Wilderness Medicine Institute of the National Outdoor Leadership School	1	98%	98%	98%	98%
Wilderness First Responder:					
American Heart Association	1	99%	99%	99%	99%

#7 Client Assessment of Programs and Services

Measure: Periodic surveys of client groups by colleges to collect information about client involvement in, and satisfaction with, the programs or services.

Data Source: 2007-2008 Community College Survey of Student Engagement (CCSSE) and the 2007-2008 CC, CWC, EWC, LCCC, NWCCD and WWCC Transfer Student and Graduate Surveys.

Overall, current students, transfer students, and graduates of the Wyoming community colleges indicate a high level of satisfaction with a multitude of programs and services that are both academic and student support in nature.

When current students, transfer students, and graduates were asked to rate their satisfaction with instructional aspects of the community college (see Appendix, Table A.1 and Table A.2) over 95% of the respondents indicated they were “very satisfied” or “satisfied” with:

- Accessibility of instructors
- Challenge of coursework
- Class size
- College Facilities

From the same set of surveys the colleges were able to receive feedback that indicated current students, transfer students and graduates stated they were “mostly satisfied” (80% to 90%) with:

- Availability of courses
- Scheduling of courses
- Computer labs
- Variety of courses
- Program requirements in major
- Overall academic experience

Students were also asked to rate their satisfaction level regarding a variety of student support services and offices at Wyoming community colleges. Respondents to these items indicate an overall high satisfaction level for the variety of services and offices. Those services or offices that students rated as satisfactory were:

- Academic Advising
- Financial Aid Advising
- Admissions
- Library
- Bookstore
- Registration and Records
- Business Office

Approximately 60% of the respondents to the CCSSE Survey, the Transfer Student Survey, and the Graduate Survey indicated that they were “very satisfied,” “satisfied,” or “somewhat satisfied” with these services. It should be noted that typically over 75% of Wyoming community college students receive some type of financial aid creating high exposure for the Financial Aid offices (IPEDS, National Center for Education Statistics). (See Appendix)

ASSESSMENT OF TRANSFER AND/OR CAREER PREPARATION:

Measure: Periodic surveys of student groups by colleges to collect information about transfer preparation and career preparation.

Data Source: 2007-2008 Community College Survey of Student Engagement (CCSSE) and the 2007-2008 CC, CWC, EWC, LCCC, NWCCD and WWCC Graduate and Transfer Surveys

During the 2007-08 academic year, current students (N=2,953) were surveyed about their experiences in specific areas relating to career preparation in the Community College Survey of Student Engagement (CCSSE). Overall, the data in Table 7.1 below indicate that a majority of students (50% and over) felt their experience helped them “very much” or “quite a bit” in the six categories. The most significant areas which may require further focus on the part of our students and our community colleges are job or work-related knowledge/skill development, career goal development, and gaining information about career opportunities.

Table 7.1 “How has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:”

Goal	Very Much %	Quite a Bit %	Some %	Very Little %
Acquiring a broad general education	26.6	41.4	24.7	7.3
Acquiring job or work-related knowledge and skills	22.8	32.4	29.4	15.4
Working effectively with others	20.0	40.2	31.5	8.3
Learning effectively on your own	26.1	44.0	23.7	6.1
Developing clearer career goals	21.8	31.8	28.5	18.0
Gaining information about career opportunities	19.7	28.2	32.0	20.1

Source: System CCSSE Surveys 2007-2008

Transfer students to the University of Wyoming (N=58) responded to a variety of statements and questions regarding transfer-related issues at the community colleges. Specifically for the question, “Overall, how well did this college prepare you for upper-division coursework at U.W.,” 54% indicated they were well prepared for upper-division coursework. The number who indicated they were not prepared has increased to 10% in the 2007-2008 survey group (see Figure 7.1), up from the 2004-2005 survey amount of 7%.

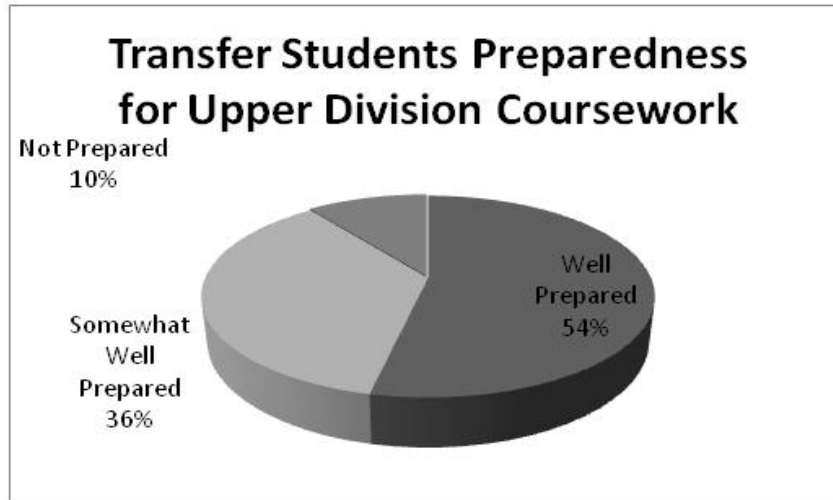


Figure 7.1 Transfer students responded to the question, “Overall, how well did this college prepare you for upper-division coursework at U.W?”

Another survey item about transfer preparation was “Please indicate any areas in which you wish you had been better prepared before transferring to U.W.” As indicated in Table 7.2, over the last three years, students expressed a growing need for computer skills in preparation for transfer. Results also indicate increasing needs in library skills, social science skills, writing skills, and “other” skills.

Table 7.2 TRANSFER STUDENTS’ RESPONSE TO - “Please indicate any areas in which you wish you had been better prepared for transferring to U.W.:”				
	2007-08	2004-05	2002-03	2000-01
	Survey%	Survey%	Survey%	Survey%
Computer Skills	15.5	18.9	15.5	14.0
Library Skills	13.7	11.5	9.0	11.0
Math Skills	29.3	14.8	13.5	23.0
Physical/Life Science Skills	15.5	8.2	9.0	8.0
Reading Skills	13.7	4.1	3.9	5.0
Social Science Skills	6.9	4.9	1.3	3.0
Speaking Skills	12.0	7.4	5.8	13.0
Study Skills	17.0	11.5	23.9	21.0
Writing Skills	20.6	14.8	11.6	13.0
Other	10.3	18.9	5.2	NR
	N=58	N=122	N=155	N=150

Both transfer students and graduates were surveyed with the following question: “Please indicate your level of agreement with the following statements about (this college): (This college) did an excellent job preparing me for further study at a four-year institution.” Results indicated over 91% “agreed” or “strongly agreed” (see Figure 7.2). In sum, most students felt they were prepared in most areas for transferring to the University of Wyoming.



Figure 7.2 Transfer students and graduates responded with their level of agreement to “(This college) did an excellent job preparing me for further study at a four-year institution.”

Not all graduates of Wyoming community colleges desire to transfer to a four-year institution and many community college programs are designed to provide graduates with the skills to be ready to enter the workforce. When graduates were surveyed and asked, “Please indicate your level of agreement with the following statements about (this college): (This college) did an excellent job preparing me for full-time work in my chosen career or profession,” 90% “agreed” or “strongly agreed” (see Figure 7.3). Vocational programs that give students the skills and knowledge necessary to begin working are in demand more and more at the community college level, both by students, but also by employers needing a skilled workforce.

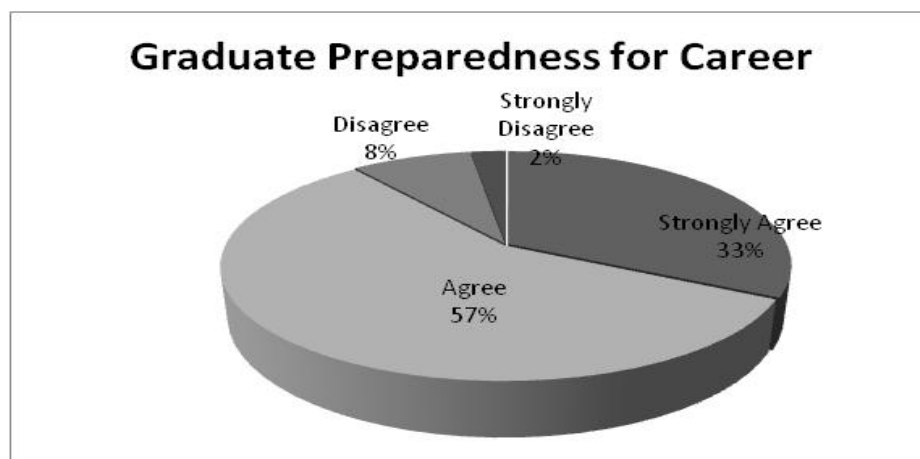


Figure 7.3 Graduates responded with their level of agreement to “(This college) did an excellent job preparing me for full-time work in my chosen career or profession.”

ASSESSMENT OF OVERALL SATISFACTION:

Measure: Periodic surveys of student groups by colleges to collect information about transfer preparation and career preparation.

Data Source: CC, CWC, EWC, LCCC, NWCCD and WWCC Graduate and Transfer Surveys 2007-2008

Transfer students (N=58) and graduates (N=338) were asked several questions about their overall experience and satisfaction with their Wyoming community college. Generally, respondents indicated positive responses about their experiences and what they gained by attending their college. For example, 96% of students completing the Transfer Survey in 2007-2008 rated their overall college experience either “Very Satisfied” or “Satisfied” (see Figure 7.4).

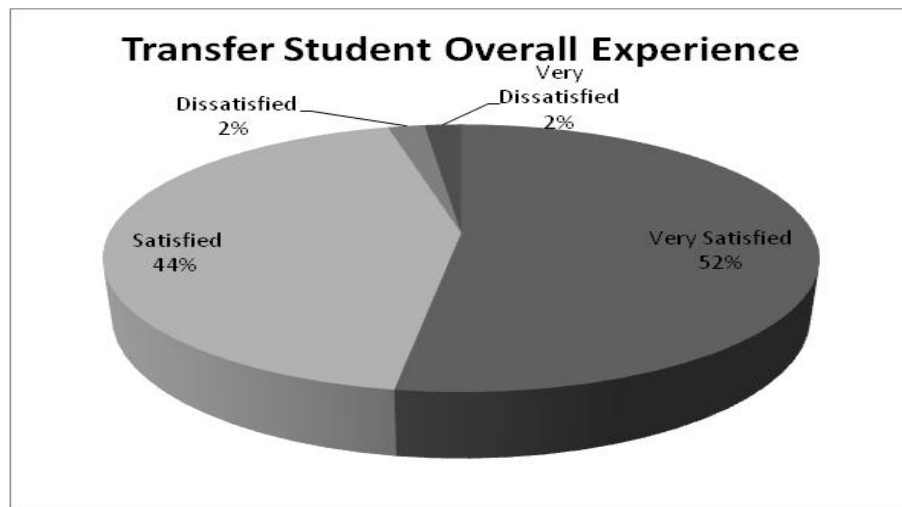


Figure 7.4 Transfer students responded to, “Please evaluate your overall experience at (this college).”

Additionally, over 90% of all graduates responded with “strongly agree” or “agree” to five out of the six statements evaluating their overall experience at a Wyoming community college (Table 7.3). Over 90% of transfer students responded with “strongly agree” or “agree” in three out of the six categories (Table 7.4). Over 95% of students surveyed were glad they attended their college and approximately 93% stated that they would recommend the college to others. Collectively these results are a good indication of the overall strong performance of the colleges as rated by their clientele.

Table 7.3 GRADUATE STUDENTS' RESPONSE TO - "Please indicate your level of agreement with the following statements about (this college):"

	Strongly		Strongly		Total %
	Agree	Agree	Disagree	Disagree	
	%	%	%	%	
I'm glad I attended (this college).	49.8	25.3	8.5	16.4	100
(This college) is a friendly place.	58.0	38.6	2.5	0.9	100
I would recommend (this college) to my family and friends.	59.2	33.2	5.6	1.6	100
If I had to start college over, I would choose (this college).	53.5	34.5	9.5	2.5	100
I accomplished my community college educational goals while at (this college).	41.0	30.0	14.0	15.0	100
My experiences at (this college) improved my quality of life.	49.1	41.2	7.1	2.6	100

Source: CC, CWC, EWC, LCCC, NWCCD 2007-2008 Graduate Surveys

Table 7.4 TRANSFER STUDENTS' RESPONSE TO - "Please indicate your level of agreement with the following statements about (this college):"

	Strongly		Strongly		Total %
	Agree	Agree	Disagree	Disagree	
	%	%	%	%	
I'm glad I attended (this college).	72.7	23.4	1.3	2.6	100
(This college) is a friendly place.	67.6	29.5	1.0	1.9	100
I would recommend (this college) to my family and friends.	58.9	38.2	0.0	2.9	100
If I had to start college over, I would choose (this college).	52.9	35.4	8.8	2.9	100
I accomplished my community college educational goals while at (this college).	59.2	23.9	12.7	4.2	100
My experiences at (this college) improved my quality of life.	49.1	41.1	7.8	2.0	100

Source: CC, CWC, EWC, LCCC, NWCCD 2007-2008 Transfer Surveys

#8 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: Wyoming community college individual assessment reports, 2002-2008.

Each college provided information on assessment programs and outcomes from institution assessment reports. Several colleges use the Collegiate Assessment of Academic Proficiency (CAAP) tests as part of their assessment plans. As a comparison, when available, average national scores are reported in each area. In all five CAAP tests, the Wyoming averages for 2007-08 are above the national averages. Additionally, several colleges use internal measurements and other instruments to demonstrate critical literacy skills. When applicable, summaries of these other measures being employed to assess student achievement are reported.

Writing Skills Summary:

CAAP Test		
Test Year	National Average	Wyoming Average
2007-2008	62.1	63.0
2006-2007	62.3	62.5
2005-2006	62.3	63.1
2004-2005	61.6	62.5
2003-2004	62.5	62.0
2002-2003	62.6	62.6

Other Measures:

Recently a new writing skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP). MAPP results indicate that the average writing score for the 2007-08 academic year was 113.74 compared to the national average score of 113.6.

Other Measures:

A new mathematical skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP). MAPP results indicate that the average writing score for the 2007-08 academic year was 112.83 compared to the national average score of 112.4.

Mathematics Skills Survey:

CAAP Test		
Test Year	National Average	Wyoming Average
2007-2008	56.2	56.5
2006-2007	56.1	58.2
2005-2006	56.1	57.8
2004-2005	56.6	57.2
2003-2004	56.2	57.7
2002-2003	56.2	59.7

Reading Skills Summary:

CAAP Test		
<i>Test Year</i>	<i>National Average</i>	<i>Wyoming Average</i>
2007-2008	60.5	61.0
2006-2007	60.4	61.0
2005-2006	60.2	61.0
2004-2005	59.9	61.9
2003-2004	60.6	61.5
2002-2003	61.0	61.9

Other Measures:

A new reading skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP). MAPP results indicate that the average reading score for the 2007-08 academic year was 118.51 compared to the national average score of 117.6.

Other Measures:

A new critical thinking skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP). MAPP results indicate that the average critical thinking score for the 2007-08 academic year was 111.81 compared to the national average score of 110.2.

Critical Thinking Skills Summary:

CAAP Test		
<i>Test Year</i>	<i>National Average</i>	<i>Wyoming Average</i>
2007-2008	60.9	61.4
2006-2007	60.7	62.3
2005-2006	60.7	62.8
2004-2005	59.8	62.5
2003-2004	60.5	61.8
2002-2003	60.9	61.9

Scientific Reasoning Skills Summary:

CAAP Test		
<i>Test Year</i>	<i>National Average</i>	<i>Wyoming Average</i>
2007-2008	59.2	60.0
2006-2007	59.0	60.0
2005-2006	59.0	60.4
2004-2005	58.9	59.8
2003-2004	59.0	59.3
2002-2003	58.9	60.0

Other Measures:

A new scientific reasoning skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP). MAPP results indicate that the average reasoning score for the 2007-08 academic year was 115.38 compared to the national average score of 114.3.

Other Critical Literacy Skills:

One college reports that 87% of the graduates who responded to a survey believe the college improved their critical literacy skills in the following areas: oral communication skills, computer literacy, mathematical problem solving, and reading comprehension.

A different college relies upon internal assessments to evaluate other critical literacy skills that it values, like group problem-solving skills and computer skills, where its students' performance is compared to a college benchmark. Students' scores are above average and are improving year after year, usually over 80% of students meet the determined benchmark standards.

The Wyoming Career Technical Assessment (WyCTA) is another tool used to assess vocational students by evaluating communication skills, applied math skills, affective thinking skills, applied science skills, pre-employment, employability skills, technology strands, post-completion, and follow-up. The results of the WyCTA revealed that the vocational concentrators are proficient in all categories.

Student Feedback:

During the 2007-08 academic year, current students (N=2,918) were able to express their opinions regarding the knowledge, skills, and personal development they felt they had obtained during their time as a community college student. The data listed below in Table 8.1 indicate that a majority of students (60% and over) felt they had gained in the areas of writing, thinking critically/analytically, and using computing and information technology. The data also state that less significant gains were experienced in the areas of speaking and solving numerical problems.

Table 8.1 “How has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:”

Goal	2007-2008			
	Very Much %	Quite a Bit %	Some %	Very Little %
Writing clearly and effectively	20.0	38.3	27.9	13.7
Speaking clearly and effectively	16.4	36.1	32.2	15.3
Thinking critically and analytically	23.4	45.9	24.0	6.7
Solving numerical problems	16.9	32.7	31.3	1.9
Using computing and information technology	25.0	32.3	27.9	14.8

Source: System CCSSE Surveys 2007-2008

#9 Demonstration of Citizenship Skills

Note: This measure is not included in this study. Although citizenship skills result from attendance at a community college, this particular measure is not specifically assessed. However, all students completing degrees will have completed course work on the U.S. and Wyoming constitutions.

#10 Number and Rate of Transfer

Measure: The number of students who transferred to the University of Wyoming (UW).
Data Source: “New Transfer Students Fall 2006,” University of Wyoming Office of Institutional Analysis, 2007; and “Wyoming Community College System Annual Enrollment Reports,” Wyoming Community College Commission, 1999-2007.

A total of 736 prior students of Wyoming community colleges transferred to the University of Wyoming during the academic year 2007-2008 (includes summer and fall 2007 and spring 2008). 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 10.1 below highlights the fall enrollment of transfer students to UW during the last five academic years. During the 2007-08 academic year, enrollment increased by 58 students thereby breaking the downward trend from the last four years.

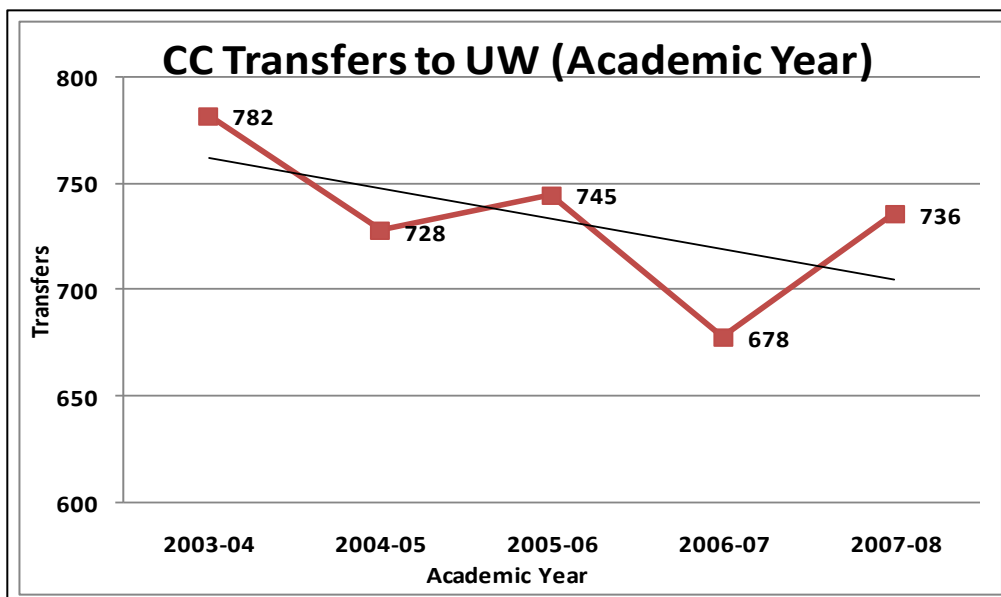


Figure 10.1 – Number of community college students who transferred to the University of Wyoming every academic year.

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A more detailed look at the 549 students who transferred to UW in the fall of 2007 (including students who began in the summer and continued in the fall at all UW sites) shows 62% were female and 38% were male. This proportion is very similar to the enrollment patterns by gender at the Wyoming community colleges. However, 362 (66%) former community college students enrolled full-time at UW and 357 (65%) were under the age of 25. These proportions contrast with enrollment patterns at the community colleges where the percentage of students who enroll full-time has remained at 33% to 37% these last few years. Furthermore, for the past several years approximately 52% of the students enrolled at the Wyoming community colleges were under the age of 25.

Figure 10.2 below highlights the fall enrollment of transfer students to UW during the last five years. In fall 2007, enrollment increased by 24 students, thereby breaking the downward transfer trend from the previous four years.

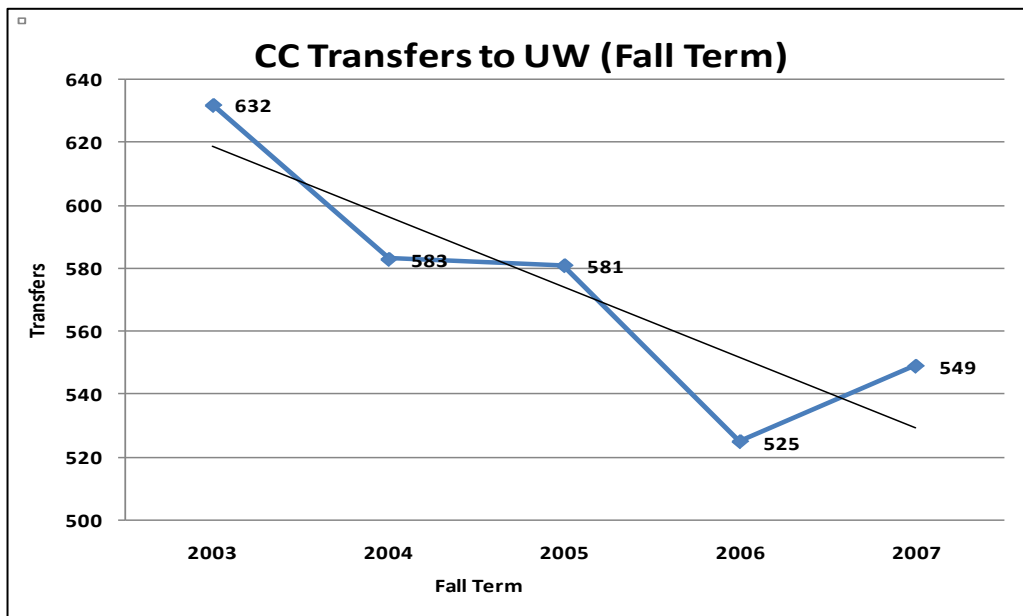


Figure 10.2 – Number of community college students who transferred to the University of Wyoming each fall term.

#11 Performance After Transfer

Measure: Comparison of GPAs for Wyoming community college transfer students in their first fall semester at the University of Wyoming and all University of Wyoming undergraduates for the same fall semester by transferred credit hours.

Data Source: "New Transfer Students Fall 2007", University of Wyoming Office of Institutional Analysis, 2008.

Table 11.1 shows representations of performance of Wyoming community college transfer students at the University of Wyoming for fall 2007 in comparison to all transfer students and to all UW undergraduates. The data indicate that the community college students in their first fall semester at the University of Wyoming perform comparably to all transfer students who have taken the same number of credit hours. Usually, those who transfer with 60 or more credits tend to do better than their UW counterparts and transfer students from other institutions.

**Table 11.1 Fall 2007 Transfer Student Report
Academic Achievement of New Transfer Students by Hours Transferred -
Comparison of Community College and UW Grade Point Averages**

Transferred Credit Hours*	All Wyoming Community College Transfer Students			All Transfer Students			All UW Undergraduates	
	#	Community College GPA	UW First Fall Semester GPA	#	Community College GPA	UW First Fall Semester GPA	#	UW Fall 2006 GPA
0 <= Hours < 30	79	2.93	2.26	203	3.04	2.47	3,523	2.69
30 <= Hours < 60	111	3.19	2.5	228	3.15	2.57	2,375	2.87
60 <= Hours < 90	281	3.35	3.04	368	3.31	3.01	1,616	2.94
90 <= Hours	78	3.35	3.16	130	3.3	3.08	1,978	3.13
Totals	549	3.31	2.84	929	3.26	2.79	9,492	2.88

*Transferred credit hours and community college GPA are totaled from all transfer work, not only transfer work from individual community college. Only hours for grades are included. Table courtesy of University of Wyoming Office of Institutional Analysis.

#12 Success in Subsequent, Related Coursework

Measure: The proportion of an identified entering student cohort that is 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 courses, with a grade of “C” or better, after one year, five semesters, or 8 semesters, including summers.

Data Source: Individual College *Colleague* files fall 2003 through summer 2007.

A number of community college students enroll in developmental courses to prepare for college-level courses. In fall 2005, 4,731 (unduplicated headcount) community college students were enrolled in developmental mathematics and English courses and 2,809 (unduplicated headcount) students completed their respective coursework with a pass rate of 59.3%. Of the 2,809 students who completed developmental coursework 1,410 or 50% enrolled in subsequent college-level courses within one year.

In tracking this student cohort for eight semesters, the data below highlight student success in subsequent coursework on mathematics and English. The community colleges reported that 897 students (unduplicated headcount) completed their courses with grades of “C” or better within one year, a pass rate of 31.9%. In tracking this student cohort for eight semesters, the data in Table 12.1 highlight student success in subsequent coursework in mathematics and English.

Table 12.1 Subsequent Coursework -- Fall 2005 Cohort

Developmental Coursework (Fall 2005)		Subsequent Coursework (Within 1 year)	Subsequent Coursework (Within 5 Semesters)	Subsequent Coursework (Within 8 Semesters)
<i>Enrolled</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>
4,731	2,809	897	1,035	1,150
Pass Rate: 59.3%		Pass Rate*: 31.9%	Pass Rate*: 36.8%	Pass Rate*: 40.9%

*Based on 2,809 students that completed developmental coursework

#13 Participation Rate in Service Area

Measure: The proportion of the total population aged 14 or older in the college's service area that has participated in at least one activity (course, program, service, event, etc) for college credit during a given fall semester. The number of citizens who attended community college events, programs, and non-credit activities.

Data Source: "The Chronicle of Higher Education: Almanac Issue" 2001-2002 through 2006-07, Community College Facility Reports and the WCCC 2006-2007 Annual Report

The Wyoming community college system has a credit student penetration rate of 5.20% for the fall 2006 semester. This means that 5.20% of the state's population, ages 14 and up, was enrolled in credit courses at the community colleges across the state. As Figure 13.1 indicates, during the last seven years, this rate has averaged 4.34% and is higher than the national average of 2.41% for the fall 2006 semester.

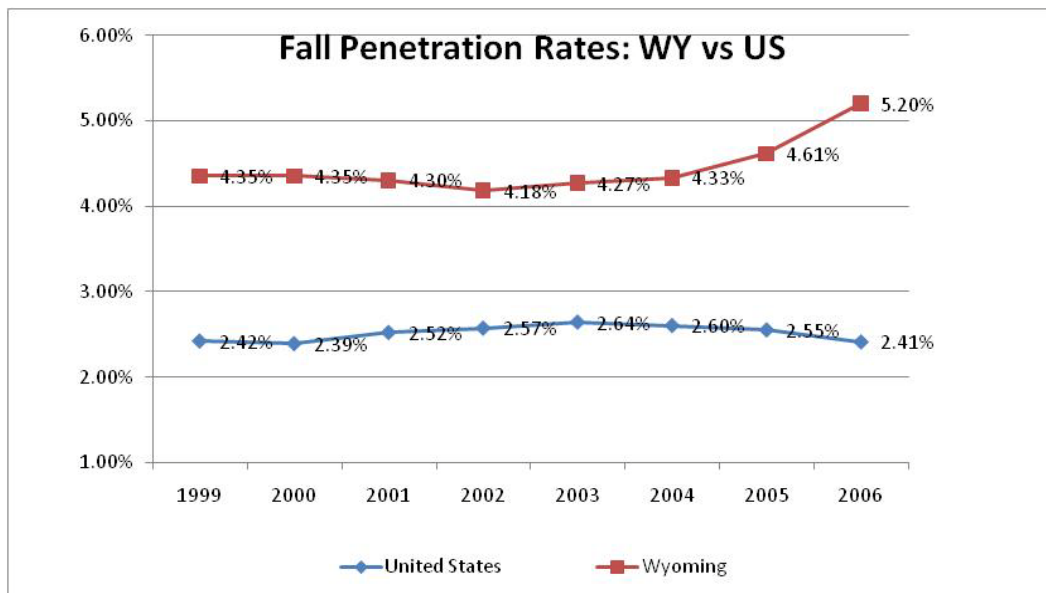


Figure 13.1 – Fall penetration rates for 2-year public institutions statewide and nationally

In 2007-2008, CWC, LCCC, NWCC and WWCC hosted approximately 584,611 (duplicate headcount) citizen visits at organized events, programs and activities that did not count for college credit.

#14 Responsiveness to Community Needs

Measure: The number and extent of partnerships maintained by Wyoming community colleges and the benefits thereof.

Data Source: Wyoming Community College *Partnership Report*.

The *Annual Partnership Report* is a collection of established partnerships that Wyoming community colleges cultivated and maintained during the 2007-2008 academic year. The valuable multi-dimensional role Wyoming's community colleges play becomes apparent in this report. Serving as transfer preparation institutions, vocational educators, providers of workforce training and personal development education, and cultural centers, Wyoming comprehensive community colleges recognize the need for collaboration, diversity, and cooperation. Recognizing this, Wyoming community colleges have established and maintain numerous partnerships and agreements. These partnering relationships result in a variety of benefits not only for the students but also for the communities and college service areas throughout the state.

Wyoming community colleges participated in a multitude of mutually beneficial partnerships that vary in nature, and range from a student service to a community service focus. Common themes, such as workforce development and adult literacy, do exist across the college system. A new section was added specifically highlight the partnerships that exist between the University of Wyoming and the community colleges. Additionally, the colleges partner with many state agencies including the Departments of Workforce Services, Family Services, Education, and Employment to better serve the needs of their constituents both academically and socially. However, just as the communities in Wyoming differ from one another, so do the partnerships undertaken by the separate community colleges. These relationships exist and thrive in the communities as well as the state and are so natural that many can go overlooked. The *Annual Partnership Report* produced by the colleges and the Wyoming Community College Commission brings them to light. The *2008 Annual Partnership Report* is available online at www.communitycolleges.wy.edu.



Summary

Using these core indicators of effectiveness, Wyoming's seven comprehensive community colleges have been able to document their performance in meeting the needs of their stakeholders. This report, based on the American Association of Community Colleges core measurements shows that Wyoming's community colleges are performing well in fulfilling their multi-dimensional responsibilities in higher education in Wyoming. Consistent and continued use of these core measurements will produce trend information for each of these measures.

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 a plan of action toward not only meeting, but exceeding stakeholders' expectations.



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Appendix

Transfer students and graduates (N=287) responded to statement regarding satisfaction with their college.

Table A.1 TRANSFER STUDENTS AND GRADUATES “Please indicate your degree of satisfaction with the following aspects of (your college):”

Aspect of Community College Being Rated	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied/No Response %	Total %
Accessibility of Instructors	55.8	40.9	2.8	0.5	100
Availability of Courses	31.1	49.3	18.8	0.8	100
Challenge of Coursework	38.2	56.2	4.9	0.7	100
Class Size	60.3	37.5	1.8	0.4	100
Classroom Equipment	38.4	54.0	7.3	0.3	100
Facilities	44.8	51.7	2.8	0.7	100
Grading	43.7	50.4	5.2	0.7	100
Helpfulness of Instructors	52.8	43.4	2.4	1.4	100
Innovativeness of Course Offerings	30.7	61.8	6.7	0.8	100
Instructor Competence	47.1	49.0	2.8	1.0	100
Overall Academic Experience	48.8	48.1	2.4	0.7	100
Program Requirements in Major	42.1	49.5	7.8	1.0	100
Scheduling of Courses	48.5	44.9	5.6	1.0	100
Variety of Courses	33.1	53.8	12.5	0.6	100

Source: CC, CWC, EWC, NWCCD, WWCC 2007-2008 Transfer Student and Graduate Surveys

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Current students (N=2,896) responded to statements regarding their frequency of use, satisfaction with, and importance of services and offices at their college.

Table A.2 CURRENT STUDENTS “Please indicate how often you use the following services,” “Please indicate how satisfied you are with the services at this college,” “Please indicate how important the services are to you:”

Responses	Frequency of Use					Satisfaction					Importance			
	Often	Sometimes	Rarely/Never	N/A	Total	Very	Somewhat	Not at All	N/A	Total	Very	Somewhat	N/A	Total
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Academic Advising	12.9	43.5	31.1	12.5	100	30.7	41.4	8.0	19.8	100	56.0	29.4	14.6	100
Career Counseling	4.0	20.7	49.3	26.0	100	15.1	27.8	12.9	44.1	100	42.6	31.0	26.4	100
Job Placement Assistance	2.7	10.0	43.2	44.1	100	8.5	18.6	12.9	60.0	100	32.4	31.0	36.6	100
Peer/Other Tutoring	6.5	17.3	46.1	30.1	100	17.4	24.7	7.2	50.7	100	37.4	30.6	32.0	100
Skill Labs	12.1	22.9	36.0	29.0	100	21.0	26.7	7.3	45.0	100	38.6	32.8	28.6	100
Child Care	2.5	2.2	33.4	61.9	100	5.5	6.1	8.9	79.5	100	28.5	17.4	54.1	100
Financial Aid Advising	15.7	29.8	30.5	24.0	100	29.4	25.8	10.9	33.9	100	57.9	18.3	23.8	100
Computer Lab	33.3	26.6	22.9	17.3	100	45.7	24.3	5.0	25.0	100	60.0	21.9	18.1	100
Student Organizations	6.2	14.7	38.6	40.6	100	10.7	23.4	8.3	57.6	100	24.4	34.9	40.6	100
Transfer Credit Assistance	5.4	19.4	33.2	41.9	100	14.2	20.3	10.3	55.2	100	49.2	19.6	31.2	100
Services to students with disabilities	7.1	8.6	7.1	77.2	100	7.1	8.6	7.1	77.2	100	43.7	14.2	42.0	100

Source: 2007-2008 Community College Survey of Student Engagement (CCSSE)

Graduates (N=233) responded to statements regarding satisfaction with and importance of services and offices at their college.

Table A.3 GRADUATES “Please indicate your degree of satisfaction with the following services and offices that provide the service to students.

Service / Office Being Rated	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Did not use this service %	Not available on this campus %	Total %
Academic Advising	33.0	27.9	18.5	13.3	5.2	2.2	100
Admissions	36.4	29.4	20.3	10.8	1.7	1.3	100
Bookstore	24.9	30.0	14.6	14.6	7.7	8.2	100
Business Office	25.8	31.6	16.0	13.8	12.4	0.4	100
Cultural Programs	11.9	23.3	13.3	6.6	35.7	9.2	100
Financial Aid	38.4	22.3	10.7	14.3	12.1	2.2	100
Food Service	16.2	30.9	12.9	9.1	27.6	3.3	100
Intramural Athletics	9.4	22.1	9.4	5.9	42.4	10.8	100
Job Placement	15.4	24.3	14.0	8.1	21.3	16.9	100
Library	39.6	25.8	9.3	16.4	8.0	0.9	100
Registration/Records	38.1	32.4	14.3	14.3	0.9	0.0	100
Student Activities	17.4	35.2	12.8	10.9	21.9	1.8	100
Student Government	12.0	25.9	10.6	11.5	35.1	4.9	100
Student Housing	12.2	18.5	8.8	11.2	39.0	10.3	100
Student Leisure Areas/Student Center	24.4	30.4	12.9	8.7	19.8	3.8	100
Student Organizations	18.0	33.1	11.8	9.6	24.2	3.3	100
Tutoring	15.7	26.9	13.4	11.9	21.6	10.5	100

Source: CC, CWC, EWC, LCCC, NWCCD and WWCC 2007-2008 Graduate Surveys

Transfer students (N=58) that transferred to the University of Wyoming after attending a Wyoming community college responded to statements regarding satisfaction with and importance of services and offices at their college.

Table A.4 TRANSFER STUDENTS “Please indicate your degree of satisfaction with the following services and offices that provide the service to students.

Service / Office Being Rated	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Did not use this service %	N/A on this campus %	Total %
Academic Advising	36.4	45.5	7.3	5.5	5.5	0.0	100
Admissions	44.6	42.9	7.1	3.6	1.8	0.0	100
Bookstore	27.8	50	13	7.4	1.9	0.0	100
Business Office	34.5	40	1.8	3.6	18.2	1.8	100
Cultural Programs	18.5	25.9	5.6	3.7	40.7	5.6	100
Financial Aid	41.1	25	8.9	1.8	21.4	1.8	100
Food Service	18.2	29.1	14.5	7.3	25.5	5.5	100
Intramural Athletics	9.4	22.6	7.5	5.7	49.1	5.7	100
Library	56.4	29.1	3.6	1.8	5.5	3.6	100
Registration/Records	56.4	32.7	5.5	1.8	3.6	0.0	100
Student Activities	35.2	31.5	5.6	1.9	25.9	0.0	100
Student Government	27.8	18.5	9.3	1.9	37.0	5.6	100
Student Housing	24.1	16.7	3.7	1.9	48.1	5.6	100
Student Leisure Areas/Student Center	40.7	27.8	5.6	3.7	18.5	3.7	100
Student Organizations	24.1	35.2	3.7	3.7	31.5	1.9	100

Source: CC, CWC, EWC, LCCC, NWCCD and WWCC 2007-2008 Transfer Student Surveys