



WYOMING COMMUNITY COLLEGES

Annual Performance Report: Core Indicators of Effectiveness 2008-2009

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Core Indicators of Effectiveness

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 data are gathered and reported.

Information/Data Sources	Information/Data Collection Cycle	Most Current Data Available for Core Indicator Report:			Data Used For Core Indicator
		2006-07 Report	2007-08 Report	2008-09 Report	
Transfer Student Survey	Odd Years	2004-05	2007-08	2007-08	#1, #7
Graduate Survey	Odd Years	2004-05	2007-08	2007-08	#1, #4, #7
DOE Employment Survey	Varied	2003	2006	2002-2006	#4
DOE Employer Satisfaction Survey	Varied	2004	2004	2004	#5
Integrated Postsecondary Education Data System (IPEDS)	Every Year	2006	2007	2008	#3
UW Transfer Student Report	Every Year	2006	2007	2008	#9, #10
Partnership Report	Every Year	2007	2008	2009	#13
College Data	Every Year	2006-07	2007-08	2008-09	#2, #3, #6, #7, #8, #11, #12

Core Indicators of Effectiveness

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=355) “agreed” or “strongly agreed” that their goal was met.

Persistence (Fall to Fall) (#2): 57.5% of first-time fall 2008 students were still enrolled fall 2009.

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 31.5%

Placement Rate in the Workforce (#4): One portion not reported due to lack of current data.

Employer Assessment of Students (#5): Not reported due to lack of current data.

Licensure/Certification Pass Rates (#6): Graduates take examinations for health care certifications, cosmetology certifications, veterinary technician certifications, and horsemanship program certifications. When tracked, from 2004 to 2009 the overall pass rate for the students to obtain licenses and certifications is very high, 75-100 percent.

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 92% of the 396 graduates surveyed “agreed” or “strongly agreed” that the Wyoming community college 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 2008-2009 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 the fall 2006 cohort, 32.8% completed a subsequent college-level math course within one year later and 40.81% completed a subsequent college-level English course within one year later. 37.91% completed a college-level math course within 5 semesters and 45.2% completed a subsequent college-level English course within 5 semesters. 42.2% completed a college-level math course within 8 semesters and 47.97% completed a college-level English course within 8 semesters (including summers).

Participation Rate in the Service Area (#13): 4.8% of the state’s population was enrolled in a Wyoming community college during the fall 2008 semester, 2.2 points above the national average of 2.56%.

Responsiveness to Community Needs (#14): The *Partnership Report* available at www.communitycolleges.wy.edu summarizes the extent to which Wyoming community colleges are intertwined in their communities and the relationships that have developed to better serve their students and the state.

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Introduction

The Sixtieth Legislature of the State of Wyoming (2009) charged the WCCC with “establishing a statewide college system” that is aligned with the state’s interests, ensures access to educational programs, and responds to the needs of students, employers, and the state’s workforce. The Wyoming Community College Commission Statewide Plan: Planning for the Future of Wyoming’s Community Colleges developed in 2009, which identified five primary state interests that will drive investment in community college programs and services. These state interests focus on what colleges can do to promote state goals, what structures and supports are needed to help Wyoming community colleges improve their services, and, most importantly, what Wyoming residents need to achieve their potential as productive, educated citizens. These state interests are:

- **Educated Citizenry**
- **Diversified Economy**
- **Workforce Development**
- **Effective and Efficient Systems**
- **Accountability and Improvement**

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 in 2002. 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 collaboratively developed a system-wide management information system (MIS) and common survey questionnaires (entering student, continuing student, 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 below, into five state interest categories defined by the Wyoming Community College Commission Statewide Plan which are consistent with the missions and goals of each of the seven Wyoming community colleges:

Educated citizenry: Increase the educational attainment of Wyoming residents by offering them access to a wide range of educational, training, and cultural programs.

- **Core Indicator 3: Degree Completion Rates**
- **Core Indicator 8: Demonstration of Critical Literacy Skills**
- **Core Indicator 9: Demonstration of Citizenship Skills**

Diversified economy: Contribute to the diversification of Wyoming's economy by supporting the expansion of business and industry into new areas.

- **Core Indicator 7: Client Assessment of Programs and Services**
- **Core Indicator 14: Responsiveness to Community Needs**

Workforce development: Respond to the needs of existing and emerging industries by providing a well-prepared and well-trained workforce.

- **Core Indicator 5: Employer Assessment of Students**
- **Core Indicator 6: Licensure/Certification Pass Rates**

Efficient and effective systems: Maximize return on investment by implementing system-wide efficiencies to enhance community college operations.

- **Core Indicator 1: Student Goal Attainment**
- **Core Indicator 11: Performance After Transfer**
- **Core Indicator 13: Participation Rate in the Service Area**

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

- **Core Indicator 2: Persistence (Fall to Fall)**
- **Core Indicator 10: Number and Rate Who Transfer**
- **Core Indicator 12: Success in Subsequent, Related Coursework**



Student Goal Attainment

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

Data Source: 2009 Community College Survey of Student Engagement Surveys (CCSSE), 2007-2008 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=3429) 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 that many students want to obtain an Associate's degree and/or transfer to a four-year college or university. The data also show that many students want to obtain or update job-related skills and are seeking educational outlets for self-improvement.

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

Goal	2008-2009		
	Primary Goal	Secondary Goal	Not a Goal
Complete a Certificate Program	28.4%	18.8%	52.8%
Obtain an Associate's Degree	59.3%	16.3%	24.4%
Transfer to a Four-year College or University	38.9%	22.8%	38.3%
Obtain or Update Job-Related Skills	42.7%	28.8%	28.6%
Self-Improvement/Personal Enjoyment	41.3%	34.8%	23.9%
Change Careers	25.6%	14.0%	60.4%

Source: System CCSSE Surveys 2009

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)

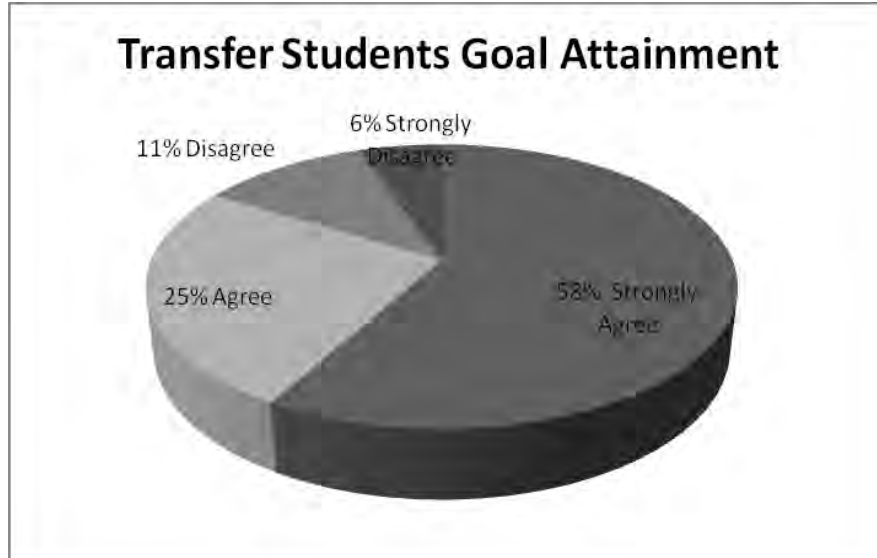


Figure 1.1 Transfer students indicated their level of agreement with the statement, "I accomplished my community college educational goals while at (this college)" Source: 2007-2008 System Transfer Survey

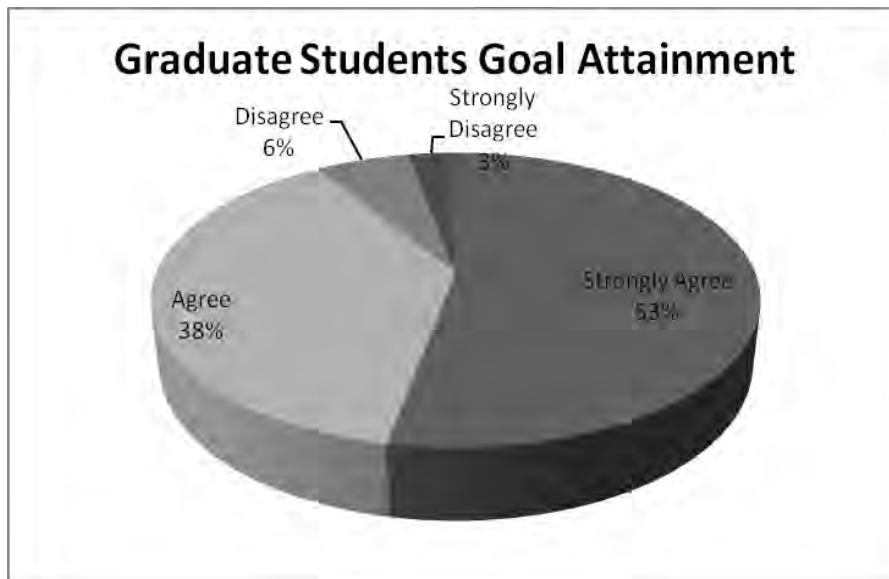


Figure 1.2 Community college graduates indicated their level of agreement with the statement, "I accomplished my community college educational goals while at (this college)" Source: 2007-2008 System Graduate Survey

#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 2008 through fall 2009.

The Wyoming community colleges have a fall 2008 to fall 2009 aggregate persistence rate of 57.5% for first-time students. This percentage has been relatively stable over the last five years, ranging from 54.0% to 57.5%, 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

Rate of Fall 2008 cohort persistent in Fall 2009	57.5%
Rate of Fall 2007 cohort persistent in Fall 2008	55.5%
Rate of Fall 2006 cohort persistent in Fall 2007	54.4%
Rate of Fall 2005 cohort persistent in Fall 2006	54.8%
Rate of Fall 2004 cohort persistent in Fall 2005	56.9%
Rate of Fall 2003 cohort persistent in Fall 2004	54.0%

Source: Wyoming Community Colleges, Colleague Files.

#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, 1999-2008.

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.

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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: 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 opportunities. It is important to note that students transfer from the community colleges to four-year institutions prior to completing a degree. This is one of the main purposes of community colleges and is actually a measure of an institution fulfilling one of its most important goals: facilitating student success in furthering their postsecondary education ambitions. It must be prominently noted that students must also declare themselves as degree-seeking in order to qualify for financial aid. This stipulation, 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 those students enrolled in community colleges who do not complete degrees, but it does indicate the length of time to complete a degree can vary substantially.

For the 2005 cohort, the Wyoming community colleges have a collective average completion rate of 31.5% which has been fairly stable over the last ten years.

Table 3.1 Historical Degree Completion Rates

2005 Cohort graduation rate within three years (Spring 2008)	31.5%
2004 Cohort graduation rate within three years (Spring 2007)	32.1%
2003 Cohort graduation rate within three years (Spring 2006)	31.6%
2002 Cohort graduation rate within three years (Spring 2005)	31.4%
2001 Cohort graduation rate within three years (Spring 2004)	29.4%
2000 Cohort graduation rate within three years (Spring 2003)	30.7%
1999 Cohort graduation rate within three years (Spring 2002)	30.0%
1998 Cohort graduation rate within three years (Spring 2001)	28.1%
1997 Cohort graduation rate within three years (Spring 2000)	24.2%
1996 Cohort graduation rate within three years (Spring 1999)	29.6%

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 System Graduate Surveys.

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

The community colleges collected new data in the fall of 2009 and will submit it in the spring of 2010. This new data will be presented in the 2009-2010 Core Indicator Report.

Graduates (N=341) responded to questions regarding employment status on System Graduate Surveys. 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

	2006-07	2004-05	2002-03
Employed full-time (40 hours or more per week):	55.3%	56.4%	54.6%
Employed part-time (less than 40 hours per week):	28.9%	26.4%	28.3%
Unemployed, actively seeking employment:	6.2%	5.5%	7.2%
Unemployed or retired, not seeking employment:	9.5%	11.8%	9.9%

¹ Percentages are based on 80% response rate: 273 survey respondents out of 341 answered. Source: 2006-2007 System Graduate Surveys

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

Note: It is important to note the most current data collected for this portion of Core Indicator #4 was obtained during the 2002-2003 academic year. Since that time Wyoming has undergone many economic changes and because this data may not accurately reflect the current state of Wyoming community college graduate employment rates, we will not include this in the report until more current data is obtained. There is no plan in place to conduct another survey at this time.

#5

Employer Assessment of Students

Note: The most recent data collected for this Core Indicator was obtained during the 2002-2003 academic year. Since that time Wyoming has undergone many economic changes and because this data may not accurately reflect the current employer assessments of Wyoming community college graduates, we will not include this in the report until more current data is obtained. At this time, there is no plan in place to conduct another survey.

#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 vocational/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 fourteen specific certifications reflect a high level of quality instruction at Wyoming community colleges.

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Table 6.1 HEALTH CARE CERTIFICATIONS

License/Certification	# of Colleges 2008-09	2004-05 Pass Rate	2005-06 Pass Rate	2006-07 Pass Rate	2007-08 Pass Rate	2008-09 Pass Rate
Dental Hygiene Programs: National Board Exam for Dental Hygiene	2	95%	89%	89%	100%	100%
Dental Hygiene Programs: Regional Dental Testing Service Exam	1	94%	89%	88%	86%	90%
Emergency Medical Technician Program: National Registry Exam	1	93%	93%	93%	93%	98%
Medical Lab Technician	1	-	-	-	-	75%
Nursing Programs: State Board of Nursing	4	90%	93%	90%	87%	89%
Occupational Therapy Assistants Programs: National Board for Certification in Occupational Therapy	1	100%	100%	83%	100%	100%
Pharmacy Technology: Pharmacy Technician Certification Board	1	100%	100%	100%	100%	100%
Radiography Programs: American Registry of Radiologic Technology	2	100%	100%	100%	100%	100%
Wilderness EMT: Wilderness Medicine Institute of the National Outdoor Leadership School	1	98%	98%	98%	98%	97%
Wilderness First Responder: American Heart Association	1	99%	99%	99%	99%	98%

Table 6.2 OTHER CERTIFICATIONS

License/Certification	# of Colleges 2008-09	2004-05 Pass Rate	2005-06 Pass Rate	2006-07 Pass Rate	2007-08 Pass Rate	2008-09 Pass Rate
Certified Horsemanship Programs: Certified Horsemanship Association	1	100%	100%	100%	--	100%
Cosmetology Programs: State Board of Cosmetology Exam	1	100%	100%	100%	--	100%
Respiratory Therapy: National Board for Respiratory Care Registry and Certification Exam	1	100%	100%	100%	--	100%
Veterinary Technology Programs: National Veterinary Technology Examination	1	100%	100%	86%	--	87%

#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: 2008-2009 Community College Survey of Student Engagement (CCSSE) and 2007-2008 System 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
- Class size
- Challenge of coursework
- 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
- Computer labs
- Program requirements in major
- Scheduling of courses
- Variety of courses
- 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
- Admissions
- Bookstore
- Business Office
- Financial Aid Advising
- Library
- Registration and Records

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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: 2008-2009 Community College Survey of Student Engagement (CCSSE), 2007-2008 System Transfer Student and Graduate Surveys.

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

Goal	2008-2009			
	Very Much	Quite a Bit	Some	Very Little
Acquiring a broad general education	25.2%	39.9%	27.7%	7.2%
Acquiring job or work-related knowledge and skills	23.9%	31.8%	28.2%	16.1%
Working effectively with others	19.5%	38.8%	31.8%	9.9%
Working effectively on your own	25.9%	42.5%	25.0%	6.6%
Developing clearer career goals	21.2%	32.9%	28.6%	17.4%
Gaining information about career opportunities	18.4%	31.4%	29.2%	21.0%

Source: System CCSSE Surveys 2009

During the 2008-09 academic year, current students (N=2953) 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 that 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.

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.:”**

Skill	2007-2008 Survey %	2004-2005 Survey %	2002-2003 Survey %
Computer	15.5	18.9	15.5
Library	13.7	11.5	9.0
Math	29.3	14.8	13.5
Physical/Life Science	15.5	8.2	9.0
Reading	13.7	4.1	3.9
Social Science	6.9	4.9	1.3
Speaking	12.0	7.4	5.8
Study	17.0	11.5	23.9
Writing	20.6	14.8	11.6
Other	10.3	18.9	5.2
	N=58	N=122	N=165

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 92% “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.

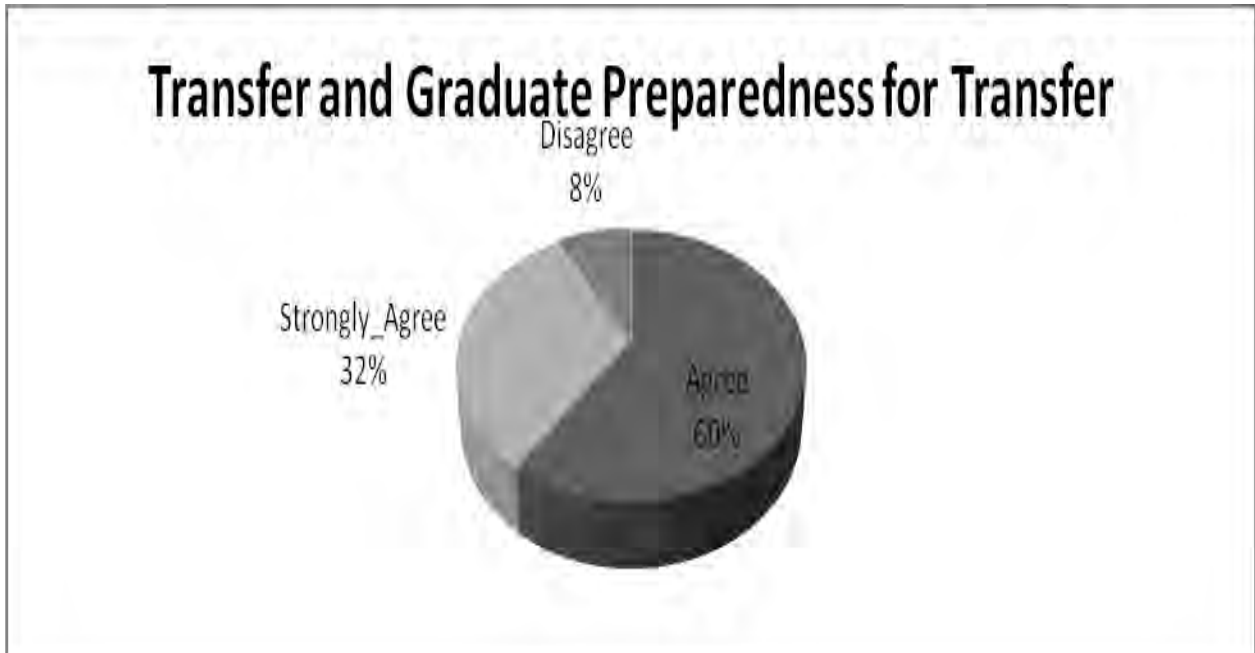


Figure 7.2 Transfer students and graduates responded with their level of agreement to “(This college) did an excellent job preparing me for further study at a four-year institution.”

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,” 92% “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.

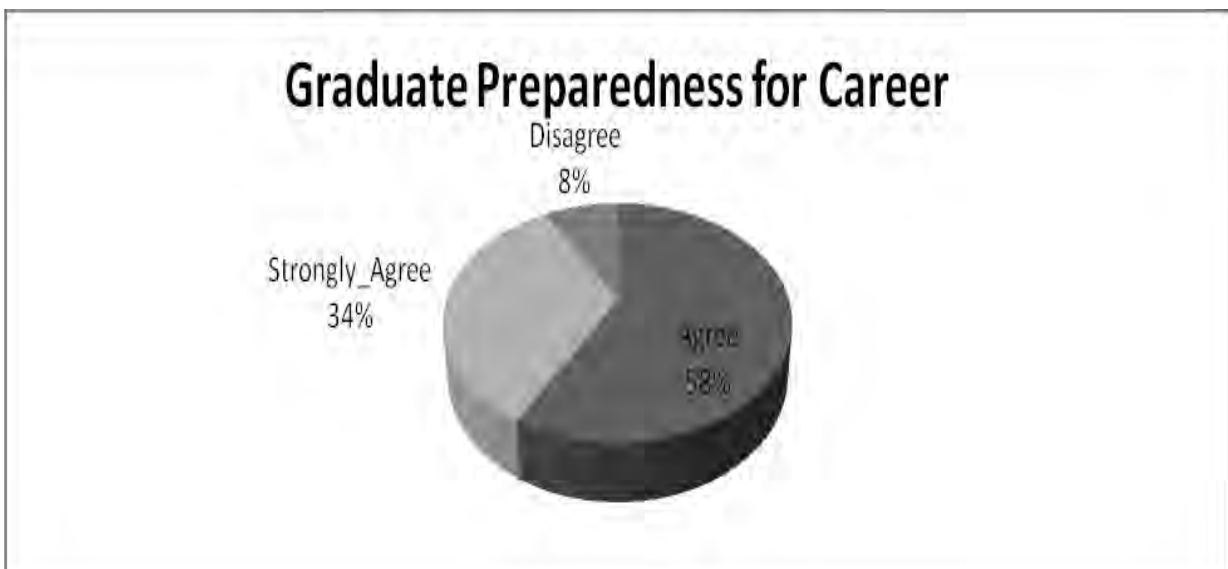


Figure 7.3 Graduates responded with their level of agreement to “(This college) did an excellent job preparing me for full-time work in my chosen career or profession.”

ASSESSMENT OF OVERALL SATISFACTION:

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

Data Source: 2007-2008 System Transfer Student and Graduate Surveys

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).

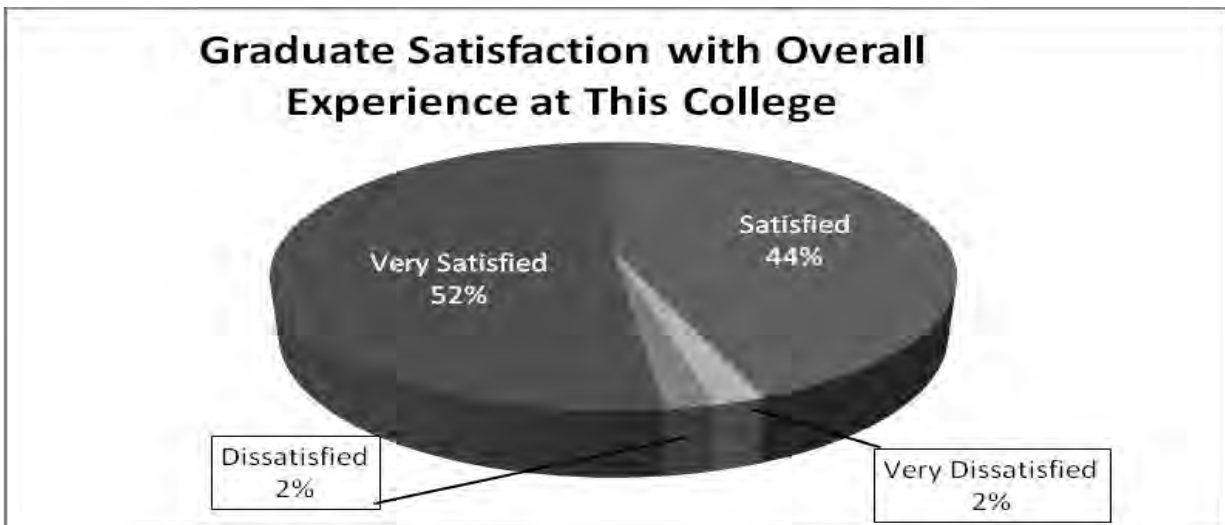


Figure 7.4 Transfer students responded to, “Please evaluate your overall experience at (this college).”

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 agree %	Agree %	Disagree %	Strongly Disagree %	Total %
I'm glad that 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	.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: 2007-2008 System Graduate Surveys

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

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Total %
I'm glad that 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: 2007-2008 System 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, 2002-2009.

Each college provided information on assessment programs and outcomes from institution assessment reports. Two colleges use the Collegiate Assessment of Academic Proficiency (CAAP) tests as part of their assessment plans while two others use Measure of Academic Proficiency and Progress (MAPP). As a comparison, when available, average national scores are reported in each area. In all five CAAP tests, the Wyoming averages for 2008-09 are above the national averages. Additionally, three of the 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):

CAAP Test		
Test Year	National Average	Wyoming Average
2008-2009	62.0	63.4
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

Measure of Academic Proficiency and Progress Exam (MAPP):

Recently a new writing skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP) which recently had its name changed to the ETS Proficiency Profile. ETS Proficiency Profile results indicate that the average writing score for the 2008-2009 academic year was 113.8 and exactly the same as the national average score of 113.8.

Mathematics Skills Summary (CAAP):

CAAP Test		
Test Year	National Average	Wyoming Average
2008-2009	56.2	57.2
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

Measure of Academic Proficiency and Progress Exam (MAPP):

A new mathematical skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP) or the ETS Proficiency Profile. ETS Proficiency Profile results indicate that the average mathematical skills score for the 2008-2009 academic year in Wyoming was 113.3 compared to the national average score of 112.4

Reading Skills Summary:

CAAP Test		
Test Year	National Average	Wyoming Average
2008-2009	60.4	61.5
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

Measure of Academic Proficiency and Progress Exam (MAPP):

A new reading skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP) or ETS Proficiency Profile. The ETS Proficiency Profile results indicate that the average reading score for the 2008-2009 academic year was 117.8 which is the same as the national average score of 117.8.

Critical Thinking Skills Summary:

CAAP Test		
Test Year	National Average	Wyoming Average
2008-2009	60.8	62.2
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

Measure of Academic Proficiency and Progress Exam (MAPP):

A new critical thinking skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP) or the ETS Proficiency Profile. ETS Proficiency Profile results indicate that the average critical thinking score for the 2008-2009 academic year was 111.6 compared to the national average score of 110.3.

Scientific Reasoning Skills Summary:

CAAP Test		
Test Year	National Average	Wyoming Average
2008-2009	59.2	61.1
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

Measure of Academic Proficiency and Progress Exam (MAPP):

A new scientific reasoning skills assessment tool was introduced into the system, the Measure of Academic Proficiency and Progress Exam (MAPP) or ETS Proficiency Profile. ETS Proficiency Profile results indicate that the average reasoning score for the 2008-2009 academic year was 114.7 compared to the national average score of 114.3.

Other Critical Literacy Skills:

One college reports that 83.8% 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.

Two other colleges utilize an internal assessment plan to measure all-college outcomes of analysis, multiple points of view, oral communication, writing, and information and technology literacy.

Writing:

The Capstone Writing Assessment has been conducted twice at one college, first in Spring 2007 and again in Spring 2009. It utilizes a rubric to evaluate capstone papers in the areas of analysis, research, documentation, and conventions (i.e., document design, grammar, and mechanics). For each category, a capstone paper receives a score of 3 (good), 2 (acceptable), 1 (poor), or N/A (not applicable). Two teams of faculty assess each paper, and the scores of both teams are averaged. Table 1 illustrates the Spring 2009 scores.

Table 1. Average Score (as % of total)

CATEGORY	<i>Good</i>		<i>Acceptable</i>		<i>Poor</i>
	3.0	2.5	2.0	1.5	1.0
Analysis	15%	40%	33%	8%	4%
Research	30%	21%	21%	13%	15%
Documentation	24%	28%	22%	13%	13%
Conventions	6%	31%	35%	22%	6%

NOTE: N/A scores are excluded.

Source: 2009 Capstone Paper Assessment Report

Table 2 compares the percentages of scores in the acceptable to good range (2.0-3.0) from Spring 2007 to Spring 2009.

Table 2. Percent of Scores in 'Good' Range

CATEGORY	2007	2009
Analysis	74%	88%
Research	79%	72%
Documentation	53%	74%
Conventions	73%	72%

NOTE: N/A scores are excluded.

Source: 2009 Capstone Paper Assessment Report

Student Feedback:

During the 2008-2009 academic year, current students (N=3453) 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, 87.8%, felt they had gained at least some and up to very much 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	2008-2009			
	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	16.8%	38.4%	29.1%	15.8%
Speaking clearly and effectively	15.0%	34.8%	32.3%	17.9%
Thinking critically and analytically	23.4%	42.2%	27.5%	6.9%
Solving numerical problems	16.5%	33.2%	30.5%	19.7%
Using computing and information technology	24.7%	35.9%	25.5%	13.8%

Source: System CCSSE Surveys 2009

#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 2008-2009," University of Wyoming Office of Institutional Analysis, 2009; and "Wyoming Community College System Annual Enrollment Reports," Wyoming Community College Commission, 1999-2009.

A total of 736 prior students of Wyoming community colleges transferred to the University of Wyoming during the academic year 2008-2009 (includes summer and fall 2008 and spring 2009). 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 six academic years. During the 2008-09 academic year, enrollment remained exactly the same as the 2007-2008 academic year. While each college differed slightly in the number of transfer students, the total remained the same. During the last six years, it appears that transfers from the community colleges to the University of Wyoming saw a slight decline until 2008-2009 when it remained steady.

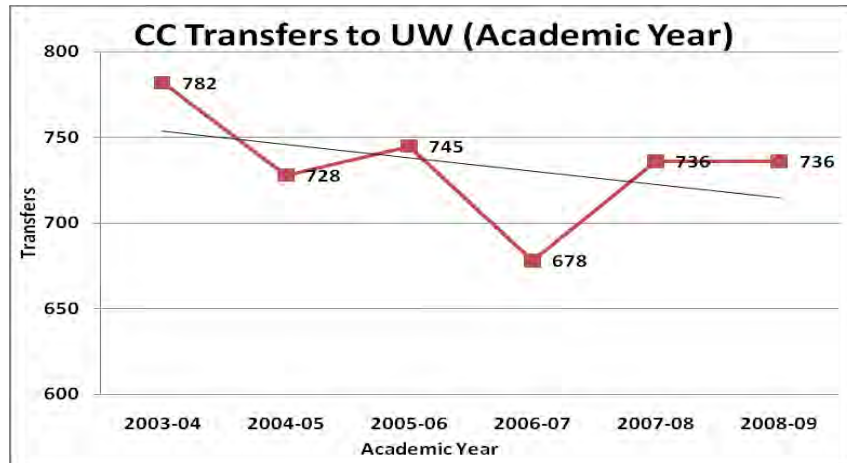


Figure 10.1 – Number of community college students who transferred to the University of Wyoming every academic year.

A more detailed look at the 583 students who transferred to UW in the fall of 2008 (includes students who began in the summer and continued in the fall at all UW sites) shows 63% were female and 37% were male. This proportion is very similar to the enrollment patterns by gender at the Wyoming community colleges. However, (64%) former community college students enrolled full-time at UW and (63%) 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 six years. In fall 2008, enrollment increased by 34 students continuing the upward trend began during the 2007-2008 academic year. During the last two years, it appears that fall transfers from the community colleges to the University of Wyoming have increased.

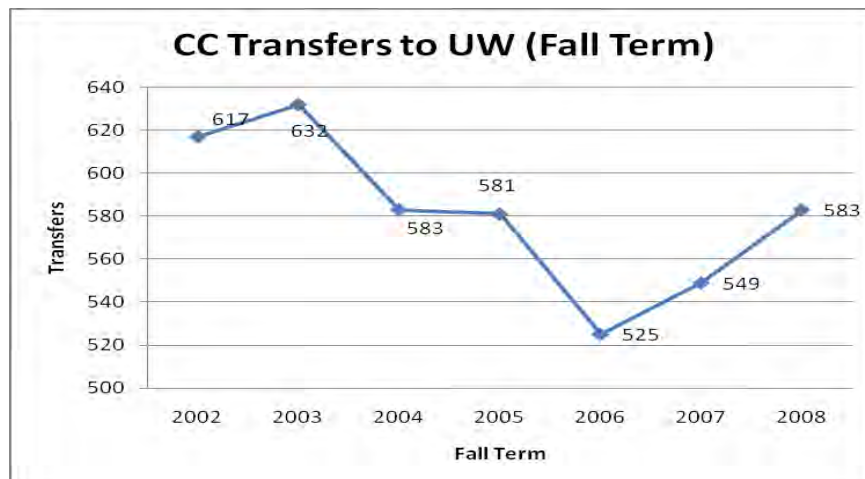


Figure 10.2 – Number of community college students who transferred to the University of Wyoming each fall term.

#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 2008-2009", University of Wyoming Office of Institutional Analysis, 2009.

Table 11.1 shows representations of performance of Wyoming community college transfer students at the University of Wyoming for fall 2008 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.

**Table 11.1 Fall 2008 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 2008 GPA
0 <= Hours < 30	76	3.07	2.38	188	3.03	2.45	3,659	2.69
30 <= Hours < 60	118	3.15	2.28	242	3.10	2.38	2,452	2.89
60 <= Hours < 90	295	3.33	2.86	399	3.27	2.83	1,647	3.00
90 <= Hours	94	3.35	3.13	155	3.31	3.08	1,845	3.12
Totals	583	3.30	2.71	984	3.24	2.66	9,603	2.89

*Transferred credit hours and community college GPA are totaled from all transfer work, not only transfer work from individual community college. Only hours for grade 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 2006.

A number of community college students enroll in developmental courses to prepare for college-level courses. In fall 2006, 4466 (duplicated headcount) community college students were enrolled in developmental mathematics and English courses and 2543 (duplicated headcount) students completed their respective coursework with a pass rate of 56.9%. Only 34.8% of the 2543 students who completed developmental coursework enrolled in subsequent college-level courses within one year, a total of 884 students.

In tracking this student cohort for eight semesters, the data below highlight student success in subsequent coursework on mathematics and English. In tracking this student cohort for eight semesters, the data in Table 12.1 highlight student success in subsequent coursework in both mathematics and English.

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

Table 12.1 Subsequent Coursework -- Fall 2006 Cohort

Developmental Coursework (Fall 2006)		Subsequent Coursework (Within 1 year)	Subsequent Coursework (Within 5 Semesters)	Subsequent Coursework (Within 8 Semesters)
<i>Enrolled Math</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>
3429	1928	633	731	812
Pass Rate: 56.23%		Pass Rate*: 32.83%	Pass Rate*: 37.91%	Pass Rate*: 42.12%
<i>Enrolled English</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>
1037	615	251	278	295
Pass Rate: 59.31%		Pass Rate**: 40.81%	Pass Rate**: 45.20%	Pass Rate**: 47.97%

*Based on 3429 students that completed developmental coursework in mathematics.

**Based on 1037 students that completed developmental coursework in English.

#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. This indicator also includes 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 2008-09, Community College Faculty Reports.

The Wyoming community college system has a credit student penetration rate of 4.8% for the fall 2008 semester. This means that 4.8% 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 ten years, this rate has averaged 4.48% and is higher than the national average of 2.56% for the fall 2008 semester.

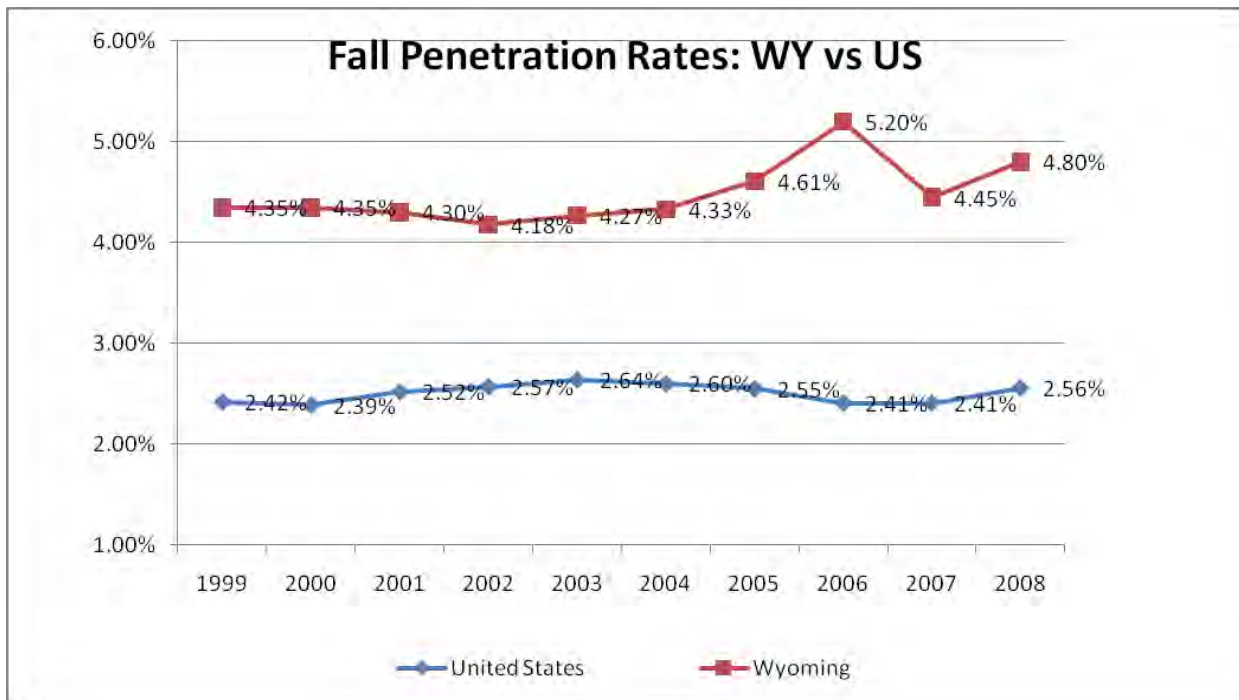


Figure 13.1 – Fall penetration rates for 2-year public institutions statewide and nationally

In 2008-2009, the community college system also hosted 623,624 (duplicated 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 all established partnerships that Wyoming community colleges cultivated and maintained during the 2008-2009 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.

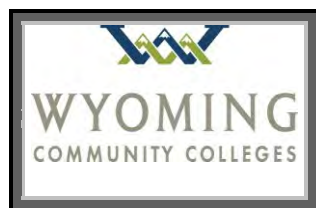
Wyoming community colleges participated in a multitude of mutually beneficial partnerships that vary in nature, and range from a student service to a community service focus. Common themes, such as workforce development and adult literacy, do exist across the college system. A new section was added last year to 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 and 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 *2009 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 using 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 and is beginning to allow a documented and historical perspective on 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.



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: 2007-2008 System Transfer Student and Graduate Surveys

Wyoming Community Colleges
Annual Performance Report: Core Indicators of Effectiveness 2008-2009

Current students (N=3422) 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 %	Never %	N/A %	Total %	Very %	Somewhat %	N/A %	Total %
Academic Advising	12.9	43.6	31.8	11.8	100	32.9	37.7	9.0	20.4	100	56.3	28.9	14.7	100
Career Counseling	3.2	20.5	51.0	25.3	100	14.2	25.3	12.3	48.2	100	39.7	31.6	28.7	100
Job Placement Assistance	2.1	9.0	46.6	42.3	100	7.0	15.3	11.7	66.0	100	32.2	27.7	40.0	100
Peer/Other Tutoring	5.9	17.1	45.9	31.0	100	17.6	20.5	7.5	54.4	100	35.9	29.0	35.1	100
Skill Labs	11.1	20.8	39.9	28.1	100	19.6	25.1	6.5	48.8	100	38.5	30.6	30.9	100
Child Care	1.9	2.3	35.5	60.3	100	4.9	5.4	8.6	81.0	100	26.0	16.3	57.7	100
Financial Aid Advising	15.0	30.4	31.3	23.3	100	27.7	26.1	11.9	34.4	100	60.2	16.8	23.0	100
Computer Lab	29.6	28.3	23.8	18.4	100	44.3	24.3	4.5	26.9	100	57.2	22.5	20.3	100
Student Organizations	5.4	14.2	41.6	38.8	100	10.2	21.6	8.9	59.2	100	23.2	35.2	41.6	100
Transfer Credit Assistance	6.2	19.0	35.5	39.3	100	14.9	20.2	9.5	55.3	100	48.0	19.5	32.5	100
Services to students with disabilities	3.4	3.9	30.3	62.5	100	6.6	8.6	6.7	78.1	100	41.8	14.3	43.9	100

Source: 2008-2009 Community College Survey of Student Engagement (CCSSE)

Wyoming Community Colleges
Annual Performance Report: Core Indicators of Effectiveness 2008-2009

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. Also indicate whether the service is important to you as you progress through your educational program:”

Satisfaction							
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	12.1	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: 2007-2008 Graduate Surveys

Wyoming Community Colleges

Annual Performance Report: Core Indicators of Effectiveness 2008-2009

Transfer students (N=58) that transferred to the University of Wyoming after attending the 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. Also indicate whether the service is important to you as you progress through your educational program:”

Satisfaction							
Service / Office Being Rated	Very satisfied %	Satisfied %	Dissatisfied %	Very dissatisfied %	Did not use this service %	Not available 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: 2007-2008 Graduate Surveys