



WYOMING COMMUNITY COLLEGES

Annual Performance Report: Core Indicators of Effectiveness 2009-2010

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Core Indicators of Effectiveness

Reporting Cycle

The *Annual Performance Report: Core Indicators of Effectiveness* 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	2009-10 Report	
Community College Survey of Student Engagement (CCSSE)	Odd Years	2007	2007	2009	2009	#1, #7
DOE Employment Survey	Varied	2003	2006	2002-06	2006	#4
DOE Employer Satisfaction Survey	Once	2004	2004	2004	2004	#5
Graduate Survey	Varied	2004-05	2007-08	2007-08	2008-09	#1, #4, #7
Integrated Postsecondary Education Data System (IPEDS)	Annual	2006	2007	2008	2009	#3
UW Transfer Student Report	Annual	2006	2007	2008	2009	#9, #10
Partnership Report	Annual	2007	2008	2009	2010	#13
College Data	Annual	2006-07	2007-08	2008-09	2009-10	#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 92% of graduate students who participated in satisfaction surveys (N=637) “agreed” or “strongly agreed” that their goal was met.

Persistence (Fall to Fall) (#2): 55.6% of first-time, full-time fall 2009 students were still enrolled fall 2010.

Degree Completion Rates (#3): The aggregate college average of first-time, full-time degree seeking students that have graduated within three years is 27.1%

Placement Rate in the Workforce (#4): 41.1% of graduates reported that they were employed full-time (40 hours a week or more).

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

Licensure/Certification Pass Rates (#6): Graduates take examinations for health care certifications, cosmetology certifications, veterinary technician certifications, and horsemanship program certifications. During 2009, the overall pass rate for students seeking licenses and certifications was 92%.

Client Assessment of Programs and Services (#7): Current 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 182 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

Demonstration of Citizenship Skills (#9): This measure is not specifically assessed.

Number and Rate Who Transfer (#10): 748 Wyoming community college students transferred to the University of Wyoming (UW) during the 2009-2010 academic year. 622 of those students transferred during the fall term.

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 2007 cohort, 37.7% completed a subsequent college-level math course within one year and 46.3% completed a subsequent college-level English course within one year. 42.4% of students completed a college-level math course within 5 semesters and 51.2% completed a subsequent college-level English course within 5 semesters. 46.3% of students completed a college-level math course within 8 semesters and 53.0% completed a college-level English course within 8 semesters (including summers).

Participation Rate in the Service Area (#13): 3.72% of the state’s population was enrolled in college credit courses at a Wyoming community college during the fall 2010 semester.

Responsiveness to Community Needs (#14): Once final approval is granted, the 2010 *Annual Partnership Report* will be available at www.communitycolleges.wy.edu. This report 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.

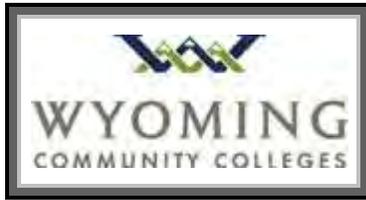
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Introduction

The Sixtieth Legislature of the State of Wyoming (2009) charged the Wyoming Community College Commission (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 Strategic Plan: Planning for the Future of Wyoming’s Community Colleges developed in 2009, identified five primary state interests that will drive investment in community college programs and services. These state interests focus on what colleges can do to promote statewide goals, what structures and supports are needed to help Wyoming community colleges improve their services, and, most importantly, what services and resources are necessary to assist Wyoming residents in achieving their potential as productive, educated citizens. These state interests as defined by the Wyoming Community College Commission Statewide Strategic Plan are:

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

The Annual Performance Report: Core Indicators of Effectiveness delineates the performance of Wyoming’s community colleges as measured by the indicators set forth by the American Association of Community Colleges (AACC). These performance indicators were adopted by the seven Wyoming community colleges and the Wyoming Community College Commission in 2002. These indicators, while allowing 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 for graduate students. Entering student and continuing student surveys were replaced with the Community College Survey of Student

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Engagement (CCSSE). These data collection methods and others are used to respond to the Core Indicators of Effectiveness.

The fourteen core indicators are grouped below into the five state interest categories defined by the **Wyoming Community College Commission Statewide Strategic 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) and 2008-2009 Graduate Surveys.*

Students enroll in community colleges for a variety of reasons requiring the colleges to have a multi-dimensional service approach. In measuring student goal attainment, students (N=3429) responded via the Community College Survey of Student Engagement (CCSSE) to a question regarding their goals or reasons for attending a Wyoming community college. The table below (Table 1.1) demonstrates that many students want to obtain an Associate's degree and/or transfer to a four-year college or

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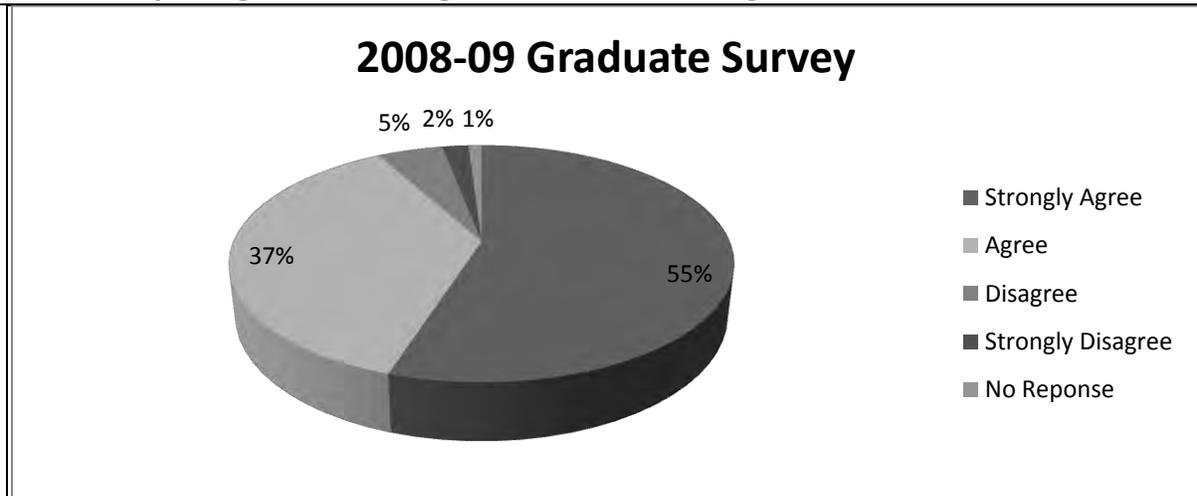
university. The data also show that many students want to obtain or update job-related skills and are seeking educational outlets for self-improvement. In addition to the completion of certificate programs and the attainment of associate degrees, Wyoming community colleges also serve students in the areas of transfer preparation, vocational education, workforce training, and personal development.

Student Goals	2008-09		
	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 Results 2009

Of the 637 students responding to the college Graduate Surveys, 92% of graduate students “Strongly Agree or Agree” that they accomplished their community college educational goals while attending the community college. (See Figure 1.1)

Figure 1.1 College Graduate Level of Agreement with the Statement “I accomplished my community college educational goals while at this college.”



Source: 2008-2009 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 2009 through fall 2010.

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In fall 2009, the Wyoming community colleges enrolled 2813 first-time full-time degree seeking students. The aggregate persistence rate from fall 2009 to fall 2010 was 55.6%. This percentage has been relatively stable over the last seven years, ranging from 54.0% to 57.5%, as can be seen in Table 2.1.

Table 2.1 Historical Persistence Rates

Rate of Fall 2009 cohort persistent in Fall 2010	55.6%
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.

Table 2.2 represents the fall 2009 to fall 2010 persistence rate by Wyoming community college.

Table 2.2 Fall 2009 Cohort Persistence Rates by College

College	Number of first-time, full-time degree-seeking students FA 2009	Persistence Rate
Casper College	660	61.1%
Central Wyoming College	291	52.9%
Eastern Wyoming College	206	52.4%
Laramie County Community College	340	56.5%
Northwest College	504	57.9%
Northern Wyoming Community College District	551	51.0%
Western Wyoming Community College	262	51.5%

Source: Wyoming Community Colleges, Colleague Files.



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, 1999-2009.

In compliance with the United States Department of Education (USDOE) Student Right-to-Know Act (Public Law 101-542), all postsecondary educational institutions participating in Federal Student Aid Programs are required to report the percentage of first-time, full-time, degree or certificate-seeking

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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 USDOE (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 also 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 3rd Edition, 2007: p.49)

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 some students transfer from the community colleges to four-year institutions prior to completing a degree. This is one of the main purposes of community colleges and is actually 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 (erroneously increasing the cohort size) even when their intentions may be otherwise. This trend does not indicate those students enrolled in community colleges that do not complete degrees, but it does indicate that the length of time to complete a degree can vary substantially.

As illustrated in Table 3.1, including the 2006 cohort, the Wyoming community colleges have an aggregate average completion rate of 27.1% which has been fairly stable over the last ten years.

Table 3.1 Historical Degree Completion Rates

2006 Cohort graduation rate within three years (Spring 2009)	27.1%
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

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Table 3.2 represents the combined degree and certificate completion rates of the 2006 cohort for each of the seven Wyoming community colleges

Table 3.2 Degree and Certificate Completion Rates by College (2006 Cohort)

College	2006 Cohort Size Degrees and Certificates	Completion Rate
Casper College	547	27.4%
Central Wyoming College	194	33.0%
Eastern Wyoming College	146	33.6%
Laramie County Community College	313	17.3%
Northwest College	449	29.4%
Northern Wyoming Community College District	319	26.3%
Western Wyoming College	281	50.5%

Source: Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey



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: 2008-2009 System Graduate Surveys.

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

Graduates (N=701) responded to questions on college System Graduate Surveys regarding employment status. Surveys are typically administered six months to a year after graduation.

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

	2008-09	2006-07	2004-05	2002-03
Employed full-time (40 hours or more per week):	41.1%	55.3%	56.4%	54.6%
Employed part-time (less than 40 hours per week):	30.0%	28.9%	26.4%	28.3%
Unemployed, actively seeking employment:*	10.8%	6.2%	5.5%	7.2%
Unemployed or retired, not seeking employment:	13.0%	9.5%	11.8%	9.9%
No Response	4.1%	**N/A	**N/A	**N/A

Source: 2008-2009 Graduate Surveys

*CWC does not include this question on their survey

**No previous data available

#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 2008-2009 program completers who took the exam within one year of completing the program.

Wyoming’s seven community colleges 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 22 specific certifications reflect a high level of quality instruction at Wyoming community colleges.

	# of Colleges 2009-10	2004-05 Pass Rates	2005-06 Pass Rate	2006-07 Pass Rate	2007-08 Pass Rates	2008-09 Pass Rate	2009-10 Pass Rate
Dental Hygiene Programs: National Board Exam for Dental Hygiene	2	95%	89%	89%	100%	100%	100%
Emergency Medical Technician Program: National Registry Exam	1	93%	93%	93%	93%	98%	100%
First Aid and CPR	1						100%
Nursing Programs: PN State Board of Nursing	4						97%
Nursing Programs: RN State Board of Nursing	6	90%	93%	90%	87%	89%	83%
Occupational Therapy Assistants Programs: National Board for Certification in Occupational Therapy	1	100%	100%	83%	100%	100%	88%

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Pharmacy Technology: Pharmacy Technician Certification Board	1	100%	100%	100%	100%	100%	100%
Radiography Programs: American Registry of Radiologic Technology	2	100%	100%	100%	100%	100%	100%
Respiratory Therapy: National Board for Respiratory Care Registry and Certification Exam	1	100%	100%	100%	--	100%	100%
*Sonography Principles and Instrumentation: American Registry for Diagnostic Medical Sonography	1						83%
*Surgical Technology and Surgical Assisting: National Board for Surgical Assisting	1						100%
Wilderness EMT: Wilderness Medicine Institute of the National Outdoor Leadership School	1	98%	98%	98%	98%	97%	100%
Wilderness First Responder: American Heart Association	1	99%	99%	99%	99%	98%	89%
OTHER CERTIFICATIONS							
**Certified Horsemanship Programs: Certified Horsemanship Association	1	100%	100%	100%	--	100%	100%
**Cisco Certified Network Associate	1						67%
Cosmetology Programs: State Board of Cosmetology Exam	1	100%	100%	100%	--	100%	100%
Esthetician	1						100%
Fire Science Certification	1						79%
*Interconnecting Cisco Networking	1						38%
Nail Technician	1						100%
*Veterinary Technology Programs: National Veterinary Technology Examination	1	100%	100%	86%	--	87%	100%
Welding	1						100%

*Certification not required for employment in Wyoming

**Certification desired but not required for employment in Wyoming



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

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Overall, current 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 graduates were asked to rate their satisfaction with instructional aspects of the community college over 90% of the respondents indicated they were “very satisfied” or “satisfied” with:

- Accessibility of instructors
- Class size
- Challenge of coursework
- College Facilities
- Program requirements in major
- Availability of courses
- 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

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.

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%

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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 Results 2009

ASSESSMENT OF CAREER PREPARATION:

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

Data Source: 2008-2009 Graduate Surveys.

Graduates (N=182) 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 7.1).

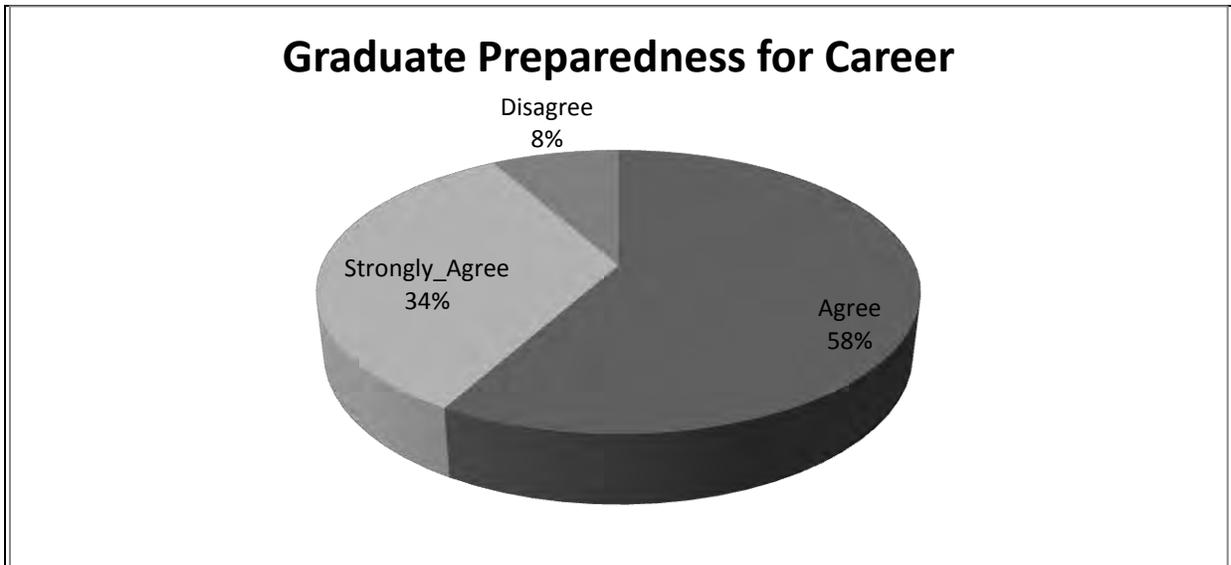


Figure 7.1 Graduates responded with their level of agreement to “(This college) did an excellent job preparing me for full-time work in my chosen career or profession.”

Source: 2008-2009 Graduate Surveys

ASSESSMENT OF OVERALL SATISFACTION:

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

Data Source: 2008-2009 Graduate Surveys

Graduates (N=182) were asked to “Please evaluate your overall experience at (this college)”. 96% of graduates responded that they were “satisfied” or “very satisfied” with their overall experience. (See Figure 7.2)

Graduate Satisfaction with Overall Experience at This College

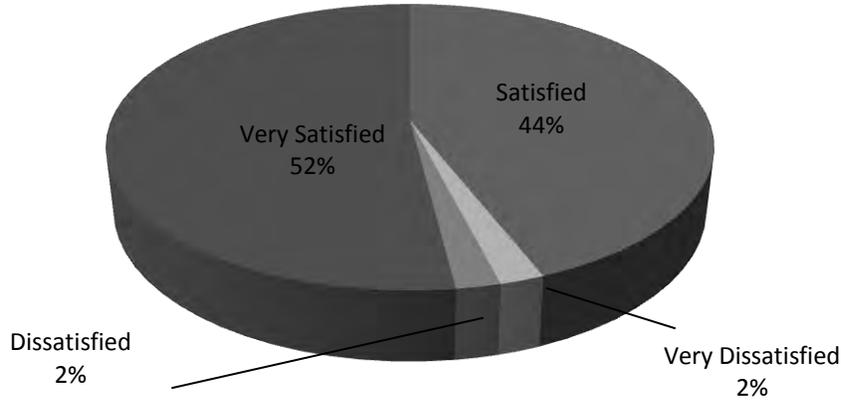


Figure 7.2 Graduate students responded to, “Please evaluate your overall experience at (this college).”

Table 7.2 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).	61.6	35.6	1.7	1.1	100
(This college) is a friendly place	57.1	40.7	1.6	0.6	100
I would recommend (this college) to my family and friends	54.7	39.8	4.4	1.1	100
If I had to start college over, I would choose (this college).	47.7	38.9	10.6	2.8	100
I accomplished my community college educational goals while at (this college).	51.1	41.2	6.6	1.1	100
My experiences at (this college) improved my quality of life.	41.4	49.7	8.3	0.6	100

Source: 2008-2009 System Graduate Surveys

Table 7.3 GRADUATE STUDENTS’ RESPONSE TO - “Please indicate your degree of satisfaction with the following aspects of (your college):”

	% Very Satisfied	% Satisfied	% Dissatisfied	% Very Dissatisfied	% Total
Accessibility of Instructors	48	49.2	2.8	0.0	100
Availability of Courses	33.9	57.2	8.3	0.6	100
Challenge of Coursework	34.7	59.2	5	1.1	100

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Class Size	57.2	42.2	0.6	0.0	100
Classroom Equipment	40.2	55.9	2.8	1.1	100
Facilities	38.7	60.2	0.0	1.1	100
Grading	40	56.1	3.9	0	100
Helpfulness of Instructors	52.2	41.1	6.7	0.0	100
Innovativeness of Course Offerings	27.6	64.4	8	0.0	100
Instructor Competence	42.8	51.7	5	0.5	100
Overall Academic Experience	47.8	49.4	2.8	0.0	100
Program Requirements in Major	40.6	53.3	5.0	1.1	100
Scheduling of Courses	33.3	57.2	7.8	1.7	100
Variety of Courses	33.5	59.2	6.7	0.6	100

Source: 2008-2009 System Graduate Surveys

Table 7.4 GRADUATES RESPONSE TO-“Please indicate your degree of satisfaction with the following services and offices that provide the service to students.”

Satisfaction							
Service / Office Being Rated	% Very satisfied	% Satisfied	% Dissatisfied	% Very dissatisfied	% Did not use this service	% Not available on this campus	% Total
Academic Advising	32.4	49.7	7.3	3.9	6.7	0	100
Admissions	32.3	58.9	4.4	2.2	2.2	0	100
Bookstore	27.2	50.6	12.8	6.6	2.8	0	100
Business Office	28.1	57.9	2.2	0.6	11.2	0	100
Cultural Programs	9.6	30.3	2.8	0	57.3	0	100
Financial Aid	34.5	35.6	7.3	1.1	21.5	0	100
Food Service	8	35.5	7.4	4	45.1	0	100
Intramural Athletics	10.2	19.9	2.3	0	67.6	0	100
Job Placement	10.7	18.1	6.2	2.3	62.7	0	100
Library	28.6	54.7	2.8	1.1	12.8	0	100
Registration/Records	30.6	61.1	5	1.1	2.2	0	100
Student Activities	12.9	40.4	4.5	0.6	41.6	0	100
Student Government	8.4	27.5	2.3	0	61.8	0	100

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Student Housing	7.9	28.1	8.4	2.8	52.8	0	100
Student Leisure Areas/Student Center	11.3	42.9	5.7	1.1	39	0	100
Student Organizations	11.7	33.7	5.1	0.6	48.9	0	100
Tutoring	9.7	21	1.7	1.7	65.9	0	100

Source: 2008-2009 Graduate Surveys

Table 7.5 “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 Results 2009



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 the ETS Proficiency Profile (Formerly known as the MAPP). As a comparison, when available, average national scores are reported in each area. In all five CAAP tests, the Wyoming averages for 2009-2010 are above the national averages. Additionally, three of the colleges use internal measurements and other instruments to demonstrate critical literacy skills.

Writing Skills Summary (CAAP):

CAAP Test		
Test Year	National Average	Wyoming Average
2009-2010	62.0	62.5
2008-2009	62.0	63.4
2007-2008	62.1	63.0

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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

Mathematics Skills Summary (CAAP):

CAAP Test		
Test Year	National Average	Wyoming Average
2009-2010	56.1	57.0
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

Reading Skills Summary (CAAP):

CAAP Test		
Test Year	National Average	Wyoming Average
2009-2010	60.4	61.4
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

Critical Thinking Skills Summary (CAAP):

CAAP Test		
Test Year	National Average	Wyoming Average
2009-2010	60.7	61.4
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

Scientific Reasoning Skills Summary (CAAP):

CAAP Test		
Test Year	National Average	Wyoming Average
2009-2010	59.2	60.7
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

ETS Proficiency Profile (Formerly MAPP):

ETS Proficiency Profile 2009-2010				
	N	% Proficient at Level 1	% Proficient at Level 2	% Proficient at Level 3
Reading/Critical Thinking	757	60	47	16
Math	757	68	43	15
Writing	757	68	37	5

#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

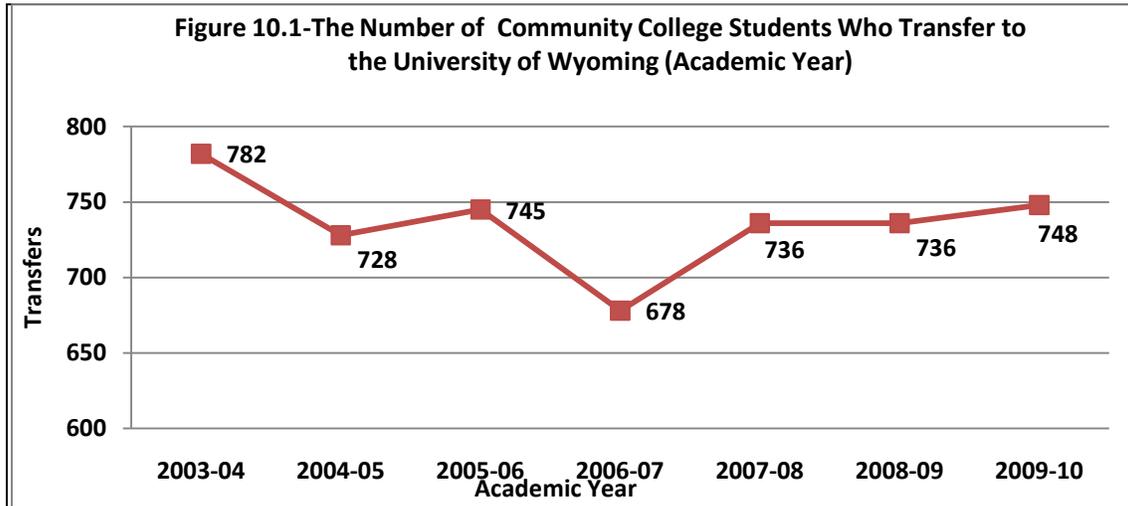
Measure: The number of students who transferred to the University of Wyoming (UW).
Data Source: “New Transfer Students 2009-2010,” University of Wyoming Office of Institutional Analysis, 2009; and “Wyoming Community College System Annual Enrollment Reports,” Wyoming Community College Commission, 1999-2009.

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A total of 748 prior students of Wyoming community colleges transferred to the University of Wyoming during the academic year 2009-2010 (includes summer and fall 2009 and spring 2010). 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 seven academic years. During the 2009-10 academic year, enrollment increased slightly after remaining static for the previous two academic years. During the last seven years, transfers from the community colleges to the University of Wyoming saw a slight decline until 2008-2009 when it remained steady until a slight increase was reported for the 2009-2010 academic year.

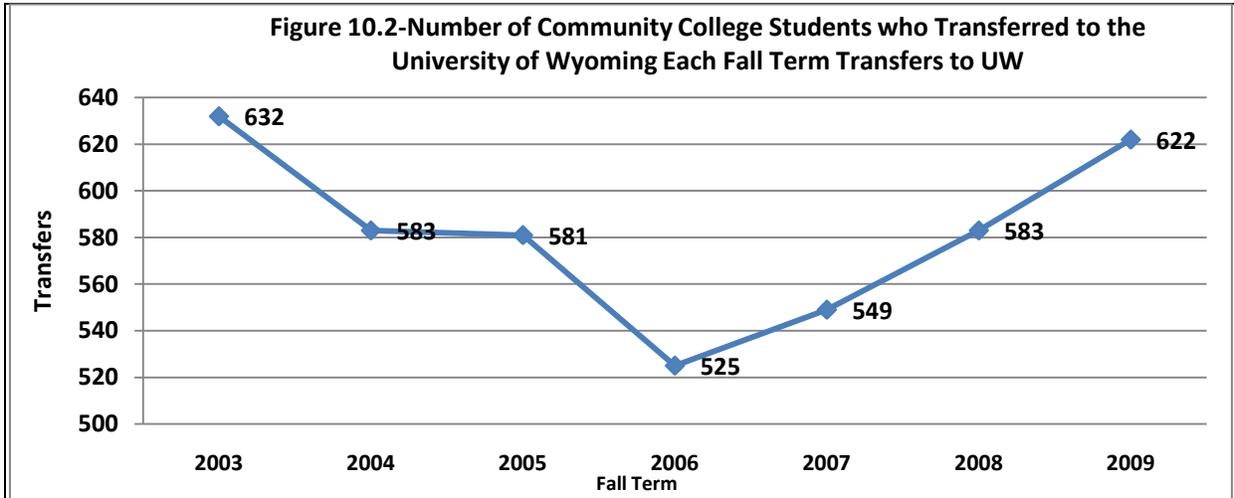


Source: *New Transfer Students 2009-2010*, University of Wyoming Office of Institutional Analysis, 2009

A more detailed look at the 622 students who transferred to UW in the fall of 2009 (includes 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, 68% of former community college students enrolled full-time at UW and 70% were under the age of 25. In comparison, the percentage of students that enrolled full-time during fall 2009 at the community colleges was 40.8%. Furthermore, in the fall of 2009, approximately 53% of the students enrolled at the Wyoming community colleges were under the age of 25.

Figure 10.2 highlights the fall enrollment of transfer students to UW during the last seven years. In fall 2009, enrollment increased by 39 students from the previous year continuing the upward trend that began during the 2007-2008 academic year. During the last three years, fall transfers from the community colleges to the University of Wyoming have increased.

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Source: "New Transfer Students 2009-2010," University of Wyoming Office of Institutional Analysis, 2009

Table 10.1 represents the 4 year institutions that received the largest number of transferring Wyoming community college students by college (2009-10 degree seeking students).

Table 10.1-Top Receiving 4 Year Institutions by Number of Transferring Students

College	Top Receiving 4 Year Institutions	Number of Transferring Students
Casper College	University of Wyoming	188
	Black Hills State University	11
	University of North Dakota	8
	University of Northern Colorado	8
Central Wyoming College	University of Wyoming	10
	Boise State University	2
	University of Phoenix	2
	University of Utah	2
Eastern Wyoming College	University of Wyoming	10
	Chadron State College	4
Laramie County Community College	University of Wyoming	423
	University of Phoenix	19
	Colorado State University	11
	Regis University	11
Northwest College	University of Wyoming	56
	Montana State University-Billings	13
	Montana State University-Bozeman	8
	University of Montana	6

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Northern Wyoming Community College District		
	University of Wyoming	74
	Montana State University (Billings)	17
	Black Hills State University	13
	Chadron State College	10
Western Wyoming Community College		
	University of Wyoming	53
	Utah State University	18
	Brigham Young University	10
	Weber State University	9

Source: National Student Clearinghouse, Student Tracker Files

#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 2009-2010", University of Wyoming Office of Institutional Analysis, 2009.

Table 11.1 shows the performance of Wyoming community college transfer students at the University of Wyoming for fall 2009 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.

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 Semester GPA
0<=Hours <30	72	3.07	2.23	212	3.03	2.61	3432	2.7
30<=Hours <60	138	3.13	2.49	277	3.15	2.59	2512	2.9
60<=Hours <90	312	3.3	2.91	436	3.28	2.91	1763	3.01
90<= Hours	100	3.33	3.16	168	3.26	3.07	1879	3.16
Total	622	3.27	2.77	1093	3.24	2.79	9586	2.9

Table 11.1—fall 2009 Transfer Student Report Academic Achievement of New Transfer Students by Hours Transferred-Comparison of Community College and University of Wyoming Grade Point Averages

*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 2007cohort.

A number of community college students enroll in developmental courses to prepare for college-level courses. In fall 2007, 4387 (duplicated headcount) community college students were enrolled in developmental mathematics and English courses. 2548 (duplicated headcount) students (58.1%) completed their respective developmental coursework. Of the 2548 students who completed developmental coursework, 1011 students (39.7%) enrolled in subsequent college-level courses within one year.

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 College Level Coursework (Within 1 year).

Table 12.1 Subsequent College Level Coursework -- Fall 2007 Cohort

Developmental Coursework (Fall 2007)		Subsequent College Level Coursework (Within 1 year)	Subsequent College Level Coursework (Within 5 Semesters)	Subsequent College Level Coursework (Within 8 Semesters)
Enrolled Math	Completed	Completed	Completed	Completed
3373	1956	737	830	905
Pass Rate: 58.0%		Pass Rate*: 37.7%	Pass Rate*: 42.4%	Pass Rate*: 46.3%
Enrolled English	Completed	Completed	Completed	Completed
1014	592	274	303	295
Pass Rate**: 58.4%		Pass Rate**: 46.3%	Pass Rate**: 51.2%	Pass Rate**: 53.0%

*Based on 1956 students that completed developmental coursework in Mathematics.

**Based on 592 students that completed developmental coursework in English.

Table 12.2 Subsequent College Level Coursework – Fall 2007 Cohort by College

College		Developmental			Successfully Completed Subsequent College Level Coursework Within 1 year (08/FA)	
		Enrolled 07/FA	Successful 07/FA	Pass Rate	Enrolled	Pass Rate
Casper College	Math	639	353	55.2%	210	59.5%
	Writing	206	122	59.2%	70	57.4%

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Central Wyoming College	Math	216	130	60.2%	52	40.0%
	Writing	99	58	58.6%	18	31.0%
Eastern Wyoming College	Math	127	73	57.5%	28	38.4%
	Writing	59	34	57.6%	21	61.8%
Laramie County Community College	Math	1204	728	60.5%	173	23.8%
	Writing	254	125	49.2%	61	48.8%
Northwest College	Math	386	226	58.5%	82	36.3%
	Writing	130	76	58.5%	36	47.3%
Northern Wyoming Community College District	Math	451	222	49.2%	90	40.5%
	Writing	187	117	62.6%	49	41.9%
Western Wyoming Community College	Math	350	224	64.0%	102	45.5%
	Writing	79	60	75.9%	19	31.7%

Source –Wyoming Community Colleges, Colleague Files



Participation Rate in Service Area

Measure: *The proportion of Wyoming’s total population that was enrolled in a Wyoming community college fall 2010. This indicator includes on-campus, distance education, auditing, compressed video, and telecourse students.*

Data Source: *Wyoming Community College System Fall 2010 Enrollment Report*

In previous years, the Wyoming Community College System has reported 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 as the fall participation rate.

For the 2009-2010 reporting cycle, the methodology for this calculation has changed. In an effort to accurately report the true rate of participation in college activities by ALL Wyoming citizens, the calculation no longer limits the population to those residents aged 14 or over. The 2009-2010 rate is based on the proportion of Wyoming’s total population and the total number of Wyoming residents enrolled in any Wyoming community college in fall 2010. The number of Wyoming enrollees includes on-campus, distance education, auditing, compressed video, and telecourse students.

The United States Census Bureau reports that as of 2010, Wyoming has a population of 563,626. In the fall of 2010, 20,970 Wyoming residents were enrolled at a Wyoming community college. These numbers provide a fall 2010 participation rate of 3.72%.

#14

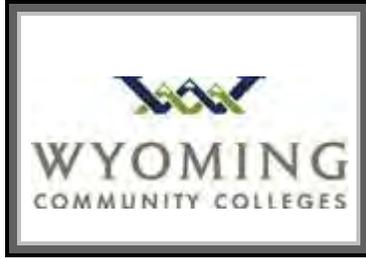
Responsiveness to Community Needs

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 2009-2010 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. 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. Once final approval has been granted, The *2010 Annual Partnership Report* will be available online at www.communitycolleges.wy.ed.



Summary

Using these core indicators of effectiveness, Wyoming's seven 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.