



WYOMING

COMMUNITY COLLEGES

Annual Performance Report: Performance Indicators

2014-2015

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Introduction

W.S. 21-18-202 (h)(iii) mandates that the Wyoming Community College Commission (WCCC) develop performance benchmarks, outcome measures and other performance indicators which serve as the basis for annual reporting to the legislature and the governor. The annual reporting must include, but is not limited to, the following measures:

- (A) Student goal attainment and retention;
- (B) Student persistence;
- (C) Degree and certificate completion rates;
- (D) Placement rate of graduates in the workforce;
- (E) Licensure and certification pass rates;
- (F) Demonstration of critical literacy skills;
- (G) Success in subsequent, related coursework; and
- (H) Number and rate of students who transfer.

In an effort to accommodate the mandate set forth in Wyoming statute and to streamline the performance indicator reporting process, the decision was made to specifically address the required performance measures.

The Wyoming Community College Commission Statewide Strategic Plan: Planning for the Future of Wyoming's Community Colleges, developed in 2009, identified five primary state interests that will drive investment in community college programs and services. These state interests focus on what colleges can do to meet statewide goals, what structures and supports are needed to help Wyoming community colleges improve their services, and most importantly what services and resources are necessary to assist Wyoming residents in achieving their potential as productive, educated citizens. These state interests as defined by the 2010 Wyoming Community College Commission Statewide Strategic Plan are:

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

Derivatives of the Primary State Interests:

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

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- **Participation (Access)**
 - Increase participation in credit-bearing coursework and programs.
 - Increase Wyoming high school students' participation in dual and concurrent enrollment.
 - Increase the number of students enrolling in high school equivalency programs at Wyoming community colleges.
 - Continue to strengthen participation in non-credit courses to serve business and industry's workforce, or for lifelong learning and enrichment.

- **Progress**
 - Increase the percentage of students completing college level English and mathematics within their first 30 credit hours.
 - Improve timely progress in the first year toward completion of degrees and certificates.
 - Increase student persistence from semester to semester.
 - Monitor demographic sector performance in order to target specific strategies to better serve sub-cohorts of students.

- **Performance**
 - Increase the number of degrees and certificates obtained, with a specific focus on those seen as high-value for Wyoming's needs.
 - Ensure colleges are working with local businesses and industry to provide non-credit certificates, which are nationally recognized, wherever possible for Wyoming's workforce.
 - Ensure Wyoming community college graduates outpace the nation in regards to the rates at which they pass licensure and certifications required to enter the workforce.

- **Placement**
 - Increase the successful placement of community college graduates into the Wyoming workforce and/or the labor force in other states.
 - Increase Wyoming community college students' successful transfer to a four-year institution to pursue a bachelor's degree.
 - Increase the successful placement of at-risk and under-represented students.

This 2014-2015 Performance Indicator Report aligns the performance indicators required by statute with the objectives contained in the WCCC Statewide Strategic Plan 2.0. Commission staff have matched the eight Wyoming statutorily required performance indicators with the new Strategic Plan's 4 P's of success. Progress and performance incorporate many of the components of the eight requirements.

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<u>Wyoming Statute Requirements</u>	<u>Strategic Plan 4 P's</u>	<u>Match</u>
A) Student goal attainment and retention	Participation	C, E
B) Student persistence	Progress	B, C, E, F, G
C) Degree and certificate completion rates	Performance	A, C, E, F, G
D) Placement rate of graduates in the workforce	Placement	D, H
E) Licensure and certification pass rates		
F) Demonstration of critical literacy skills		
G) Success in subsequent, related coursework		
H) Number and rate of students who transfer		

The seven Wyoming community colleges are members of the National Community College Benchmark Project (NCCBP). Participation in the NCCBP has provided data that have been included in this report for Performance Indicators 2014-2015. The seven community colleges also submit data for this report from IPEDS (Integrated Postsecondary Education Data System), their own graduate surveys and administrative computing system (Colleague® software by Ellucian).

A: Student Goal Attainment and Retention

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

Data Sources: *2012-2013 (the most recent) Graduate Surveys and 2015 National Community College Benchmark Project (NCCBP) reported by each of the seven community colleges*

Strategic Plan Match: *Performance*

Students enroll in community colleges for a variety of reasons from self-improvement to four-year university transfer. To measure student goal attainment, Table A.1 (N=688) illustrates between 83% and 100% of students accomplished their primary goal while attending a Wyoming community college based on results from the National Community College Benchmark Project (NCCBP).

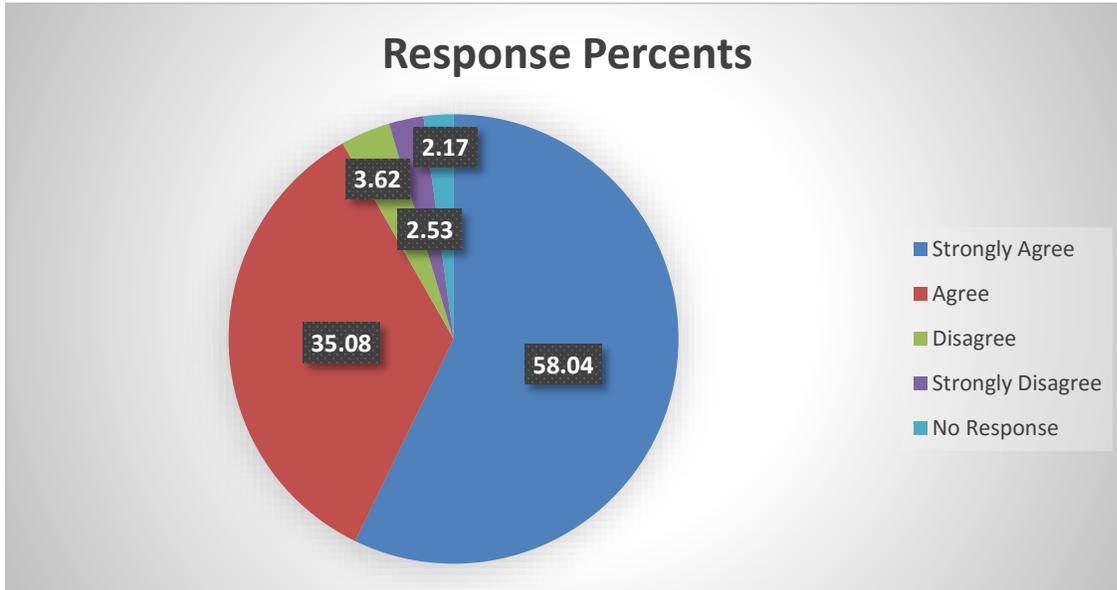
Table A.1: NCCBP Student Goal Attainment

College	Percentage of Graduate Completers that Accomplished their Primary Goal while Attending Community College	NCCBP National Percentile Rank
Casper College (CC)	91.00%	36%
Central Wyoming College (CWC)	91.00%	36%
Eastern Wyoming College (EWC)	100.00%	>99%
Laramie County Community College (LCCC)	83.33%	15%
Northern Wyoming Comm. College District (NWCCD)	98.00%	88%
Northwest College (NWC)	85.00%	19%
Western Wyoming Community College (WWCC)	94.00%	51%

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Figure A.1 shows of the 553 students responding to the college Graduate Surveys, 93.12% “Strongly Agree” or “Agree” they accomplished their community college educational goals while attending the community college.

Figure A.1: 2012-2013 Survey Result, “I Accomplished my Community College Educational Goals while at this College”



*Most recent graduate report was completed 2012-2013. Graduate reports are completed by colleges every other year. Data from 2012-2013 student population is therefore reported for 2013-2014 and 2014-2015 report.

In addition to student goal attainment, Performance Indicator A also examines student retention and success rates for the fall 2013 cohort based on results from the NCCBP. Table A.2 illustrates credit college-level course retention, course enrollee success and course completer success rates by college and how the individual colleges rank based on the NCCBP national percentiles. Table A.3 examines credit developmental retention rates for math, writing and reading courses. Enrollee and completer success rates in credit developmental courses and where the colleges rank according to the NCCBP national percentiles are shown on Tables A.4 and A.5 respectively.

Table A.2: NCCBP Credit College-level Course Retention and Success Rates Fall 2013

College	College Retention Rate	NCCBP National Percentile Rank	College Enrollee Success Rate	NCCBP National Percentile Rank	College Completer Success Rate	NCCBP National Percentile Rank
CC	88.72%	21%	77.62%	61%	87.49%	78%
CWC	90.79%	41%	83.77%	91%	92.26%	98%
EWC	91.54%	54%	84.05%	92%	91.82%	97%
LCCC	96.75%	98%	85.90%	98%	88.79%	87%
NWC	90.73%	41%	78.95%	72%	87.02%	77%
NWCCD	90.92%	65%	81.46%	84%	89.60%	91%
WWCC	89.00%	23%	77.44%	59%	87.01%	76%

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Table A.3: NCCBP Credit Developmental Course Retention Rates Fall 2013

College	Math Retention Rate	NCCBP National Percentile Rank	Writing Retention Rate	NCCBP National Percentile Rank	Reading Retention Rate	NCCBP National Percentile Rank
CC	79.94%	15%	80.98%	16%	73.33%	6%
CWC	74.41%	7%	82.00%	19%	85.71%	26%
EWC	81.71%	23%	72.73%	3%	75.00%	9%
LCCC	87.59%	53%	90.66%	55%	86.60%	29%
NWC	83.73%	31%	90.00%	51%	95.00%	81%
NWCCD	83.69%	30%	91.67%	62%	90.20%	49%
WWCC	85.18%	38%	85.05%	28%	91.79%	58%

Table A.4: NCCBP Credit Developmental Course Enrollee Success Rates Fall 2013

College	Math Enrollee Success Rate	NCCBP National Percentile Rank	Writing Enrollee Success Rate	NCCBP National Percentile Rank	Reading Enrollee Success Rate	NCCBP National Percentile Rank
CC	56.74%	41%	62.58%	34%	56.67%	14%
CWC	62.99%	69%	70.00%	69%	64.29%	34%
EWC	58.75%	50%	54.55%	10%	75.00%	78%
LCCC	60.55%	59%	59.53%	24%	57.73%	16%
NWC	48.19%	12%	73.57%	81%	75.00%	78%
NWCCD	59.87%	56%	66.67%	50%	70.59%	61%
WWCC	59.44%	54%	58.76%	21%	88.72%	98%

Table A.5: NCCBP Credit Developmental Course Completer Success Rates Fall 2013

College	Math Completer Success Rate	NCCBP National Percentile Rank	Writing Completer Success Rate	NCCBP National Percentile Rank	Reading Completer Success Rate	NCCBP National Percentile Rank
CC	70.97%	62%	77.27%	59%	77.27%	49%
CWC	84.66%	94%	85.37%	89%	75.00%	39%
EWC	71.90%	68%	75.00%	48%	100.00%	>99%
LCCC	69.13%	54%	65.67%	16%	66.67%	17%
NWC	57.55%	12%	81.75%	77%	78.95%	58%
NWCCD	71.54%	65%	72.73%	38%	78.26%	56%
WWCC	69.78%	57%	69.09%	24%	96.65%	96%

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B: Student Persistence

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

Data Source: *Individual college Colleague software files Fall 2014 through Fall 2015*

Strategic Plan Match: *Progress*

Wyoming community colleges enrolled 2,351 first-time full-time degree seeking students in the Fall of 2014. The aggregate persistence rate from Fall 2014 to Fall 2015 was 57.32%. This percentage has been relatively stable over the last eight years, ranging from 53.8% to 57.5%, as can be seen in Table B.1. Table B.2 shows the cumulative first-time part-time persistence rate for students enrolled for the first time in Fall 2014 and returning for the Fall 2015 semester. Table B.3 displays the first-time full-time persistence rates by college. Table B.4 illustrates the first-time part-time persistence rates by college.

Table B.1: 2014 First-time Full-time Persistence Rates

Rate of Fall 2014 Cohort Persistent in Fall 2015	57.32%
Rate of Fall 2013 Cohort Persistent in Fall 2014	56.14%
Rate of Fall 2012 Cohort Persistent in Fall 2013	55.15%
Rate of Fall 2011 Cohort Persistent in Fall 2012	55.40%
Rate of Fall 2010 Cohort Persistent in Fall 2011	53.80%
Rate of Fall 2009 Cohort Persistent in Fall 2010	55.60%
Rate of Fall 2008 Cohort Persistent in Fall 2009	57.50%
Rate of Fall 2007 Cohort Persistent in Fall 2008	55.50%
Rate of Fall 2006 Cohort Persistent in Fall 2007	54.40%

Table B.2: 2014 First-time Part-time Persistence Rates

Rate of Fall 2014 Cohort Persistent in Fall 2015	29.50%
Rate of Fall 2013 Cohort Persistent in Fall 2014	28.50%
Rate of Fall 2012 Cohort Persistent in Fall 2013	32.81%
Rate of Fall 2011 Cohort Persistent in Fall 2012	32.10%
Rate of Fall 2010 Cohort Persistent in Fall 2011	36.40%

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Table B.3: First-time Full-time Persistence Rates by College Fall 2014 Cohort

College	Number of First-time, Full-time Degree-seeking Students Fall 2014	Persistence Rate
CC	517	61.70%
CWC	215	51.63%
EWC	157	52.87%
LCCC	344	58.43%
NWC	366	60.11%
NWCCD	422	59.24%
WWCC	330	57.28%

Table B.4: First-time Part-time Persistence Rates by College Fall 2014 Cohort

College	Number of First-time, Part-time Degree-seeking Students Fall 2014	Persistence Rate
CC	59	38.98%
CWC	120	15.83%
EWC	30	36.67%
LCCC	88	28.41%
NWC	22	31.82%
NWCCD	73	42.47%
WWCC	57	12.29%

C: Degree and Certificate Completion Rates

Measure: *The proportion of an entering community college cohort officially enrolled in a degree program that actually completed a degree or certificate, reported at annual intervals.*

Data Source: *Integrated Postsecondary Education Data Systems (IPEDS)—Graduation Rate Surveys, 1997-2014*

Strategic Plan Match: *Participation, Progress & Performance*

To comply 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 to IPEDS 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 high school equivalency

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certificate, enrolled for 12 credit hours or more, and enrolled in a program of study that could result in an associate degree or certificate, followed for three years.

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 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 indicative 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 inflates the cohort size even when their intentions may be otherwise. This data does not enumerate those students enrolled in community colleges that fail to complete degrees, but it does indicate the length of time to complete a degree can vary substantially.

As illustrated in Table C.1, the 2011 cohort aggregate average completion rate at Wyoming community colleges is 31.08%, up from the five previous cohorts. The average aggregate completion rate for the Wyoming community colleges has remained fairly stable over the last fifteen years.

Table C.1: Historical Degree Completion Rates

2011 Cohort Graduation Rate within 3 years (spring 2014)	31.1%
2010 Cohort Graduation Rate within 3 years (spring 2013)	29.9%
2009 Cohort Graduation Rate within 3 years (spring 2012)	25.4%
2008 Cohort Graduation Rate within 3 years (spring 2011)	27.8%
2007 Cohort Graduation Rate within 3 years (spring 2010)	28.0%
2006 Cohort Graduation Rate within 3 years (spring 2009)	27.1%
2005 Cohort Graduation Rate within 3 years (spring 2008)	31.5%
2004 Cohort Graduation Rate within 3 years (spring 2007)	32.1%
2003 Cohort Graduation Rate within 3 years (spring 2006)	31.6%
2002 Cohort Graduation Rate within 3 years (spring 2005)	31.4%
2001 Cohort Graduation Rate within 3 years (spring 2004)	29.4%
2000 Cohort Graduation Rate within 3 years (spring 2003)	30.7%
1999 Cohort Graduation Rate within 3 years (spring 2002)	30.0%
1998 Cohort Graduation Rate within 3 years (spring 2001)	28.1%
1997 Cohort Graduation Rate within 3 years (spring 2000)	24.2%

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Table C.2: 2011 Cohort Degree and Certificate Completion Rates by College

College	2011 Cohort Size	Certificate/Degree Completers within 150% of normal time	Degree and Certificate Completion Rate
CC	577	162	28.1%
CWC	286	71	24.8%
EWC	217	60	27.7%
LCCC	370	85	23.0%
NWC	375	137	36.5%
NWCCD	444	128	28.8%
WWCC	374	182	48.7%

Table C.2 shows the degree and certificate completion rates, by college, for the 2011 cohort. The cohort includes all full-time, first-time degree and certificate-seeking undergraduate students entering the institution either during the fall term or during the 12-month period as described above. The cohort size includes the sum of the certificate and degree seekers which is used as the denominator, since most students are degree seekers.

D: Placement Rate of Graduates 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: *2012-2013 (most recent) System Graduation Surveys*

Strategic Plan Match: *Placement*

Graduates (N=541) responded to questions administered by each of the Wyoming community colleges' Graduate Surveys regarding employment status. Surveys are typically administered six months to a year after graduation every other year. Table D.1 provides an aggregate percentage of employment status. Table D.2 shows current employment status by college. Future Performance Indicator Reports will use data from Workforce Services and the proposed State-wide Longitudinal Data System (SLDS) for more concise placement data.

Table D.1: 2012-2013 Graduate Surveys "Which Statement Best Describes your Current Employment Status?"

Employment Status	2012-13	2010-11
Employed Full Time (40 hours or more/week)	52.9%	25.4%
Employed Part-Time (less than 40 hours/week)	25.7%	19.8%
Unemployed, actively seeking employment	5.3%	6.8%
Unemployed or retired, not seeking employment	12.0%	8.8%
No response	9.8%	2.8%

*Most recent graduate report was completed 2012-2013. Graduate reports are completed by colleges every other year. Data from 2012-2013 student population is therefore reported for 2013-2014 and 2014-2015 report. Table D.1 aggregates percentages from Table D.2.

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Table D.2: 2012-2013 Graduate Surveys "Which Statement Best Describes your Current Employment Status?" by College

College	% Employed Full-Time (40 hours or more/week)	% Employed Part-Time (less than 40 hours/week)	% Unemployed, actively seeking employment	% Unemployed or retired, not seeking employment	% No Response
CC	53.9%	28.2%	3.6%	12.8%	1.3%
CWC	46.0%	32.0%	5.0%	7.0%	10.0%
EWC	62.5%	25.0%	4.2%	8.3%	0.0%
LCCC	38.7%	23.4%	7.2%	12.6%	18.0%
NWC	43.4%	39.6%	7.6%	9.4%	0.0%
NWCCD	76.8%	8.9%	3.0%	11.3%	0.0%
WWCC	48.5%	22.7%	6.1%	22.7%	0.0%

*Most recent graduate report was completed 2012-2013. Graduate reports are completed by colleges every other year. Data from 2012-2013 student population is therefore reported for 2013-2014 and 2014-2015 report.

E: Licensure/Certification Pass Rates

Measure: *The proportion of those who complete or graduate from a community college vocational program and then actively seek licensure or certification for the first time within a given year, who achieve licensure or certification in areas traditionally requiring licensure or certification to obtain a job in that field.*

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

Strategic Plan Match: *Progress, Performance & Participation*

Wyoming's seven community colleges have 41 different vocational/technical programs that prepare students for licensure or certification, reflecting a high level of quality instruction at Wyoming community colleges. The pass rates represent those students who passed their exam on the first attempt. Casper College's pass rate includes four rates between 75% and 90% and five at 100%. Central Wyoming College has two pass rates of 57% and 75% with the rest of the distribution from 89%-100% for the other six exams. Eastern Wyoming College has seven exams with 100% pass rates for the four Cosmetology programs and 80% for Veterinary Technician and 93% to 97% for the Welding programs. Laramie County Community College's pass rate is 72%-100%, with four of the ten exams at 100%. Northern Wyoming Community College District's pass rate for one of their exams was 86% and the other four exams ranged from 90%-100%. Northwest College's pass rate was 83% for one exam and 85% for the other exam. Western Wyoming College's pass rate was 94% for the exam administered academic year 2014-15.

F: Demonstration of Critical Literacy Skills

Measure: *Various institutional measures satisfy the intent of this indicator, which is to assess the general skills and broad analytical capabilities of students.*

Data Source: *2015 NCCBP and Wyoming community college's individual assessment reports 2013-2014*

Strategic Plan Match: *Progress & Performance*

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The NCCBP identifies four key courses to demonstrate core academic skills: Composition I, Composition II, Algebra and Speech. Table F.1 examines retention, enrollee success and completer rates in these four courses for all seven colleges. The retention rate measures total credit grades divided by credit and non-credit grades. This is a measurement to indicate all grades possible out of all taking the class, for credit or not. The enrollee success rate measures only the A, B, C and P/S grades from all possible credit and non-credit grades to indicate those grades above a D. The completer success rate measures those grades above a D against the total population of credit-bearing grades (excludes W grade).

Table F.1: NCCBP Core Academic Skills Retention, Enrollee & Completer Success Rates Fall 2013

	NCCPB Form 11 - Submitted Values			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U and W grades	3476	995	1287	1340
Total A, B, C, P/S, D and F/U grades	3094	880	1110	1229
Total A, B, C, and P/S grades	2362	704	898	1050
Retention Rate	89.01%	87.01%	85.68%	90.49%
Enrollee Success Rate	73.84%	70.45%	71.28%	78.30%
Completer Success Rate	82.92%	80.99%	82.89%	86.46%

In addition to the successes revealed in critical literacy skills, demonstrated by the NCCBP data, other individual assessments are utilized by the colleges to assess this measure. Eastern Wyoming College uses the Collegiate Assessment of Academic Proficiency (CAAP) as part of their assessment systems. Table F.2 provides the collective measures for this college.

Table F.2: Collegiate Assessment of Academic Proficiency (CAPP)

CAPP Proficiency Area	Mean	2014 National Mean
Writing Skills	62.1	61.3
Mathematical Skills	57.0	56.0
Reading Skills	59.5	60.1
Critical Thinking Skills	60.2	60.6
Scientific Reasoning Skills	60.0	59.2

*Data is from the most recent administrations of the CAAP by Eastern Wyoming College.

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Laramie County Community College uses the Educational Testing Service (ETS) Proficiency Profile. Table F.3 displays the measures for the college.

Table F.3: Educational Testing Service (ETS) Proficiency Profile

Proficiency Area	Number	% Proficient at Level 1	% Proficient at Level 2	% Proficient at Level 3
Reading/Critical Thinking	596	70.0%	42.0%	4.0%
Math	596	59.0%	30.0%	8.0%
Writing	596	61.0%	16.0%	7.0%

All of the community colleges use internal measurements and other instruments as part of their comprehensive assessment systems to measure critical literacy skills.

G: Success in Subsequent, Related Coursework

Measure: *The proportion of an identified entering student cohort assessed as deficient in one or more of the basic skills (reading, writing, computation) who subsequently (a) successfully completes developmental/remedial work intended to remediate this deficiency and (b) completes a college-level course, with a grade of “C” or better, after one year, five semesters, or eight semesters including summers.*

Data Source: *Individual College Colleague software files, Fall 2012 Cohort*

Strategic Plan Match: *Progress & Performance*

A number of community college students enroll in developmental/remedial courses to prepare for college-level courses. In Fall 2012, 5,150 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of these, 3,091 (duplicated headcount) students completed their respective developmental/remedial coursework that semester (60.02%). Of the 3,091 students who completed developmental/remedial coursework, 1,168 completed subsequent college-level courses within one year (37.79%). Another 125 completed in the fifth semester (41.83%) and 97 more successfully completed within eight semesters (44.97%). Of those enrolled Fall 2012, 27% were successful Gateway Course (prerequisite courses which must be completed satisfactorily to continue in subsequent classes in the discipline) completers.

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

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Table G.1: Aggregate Subsequent College Level Coursework Fall 2012 Cohort

	Developmental/Remedial			Subsequent College Level Gateway Course						
	Enrolled 12/FA	Successful 12/FA	Success rate	Successfully completed with 1 year (13 F/A)		Successfully completed with 5 terms (14/SU)		Successfully completed within 8 terms (15/SU)		Successful Gateway Course Completers** %
				N	%	N	%	N	%	
Math	3909	2249	59.1%	817	37.1%	909	41.2%	982	44.6%	25.1%
Writing	1241	842	67.9%	351	38.1%	384	41.6%	408	44.3%	32.9%
Total	5150	3091	63.5%	1168	37.6%	1293	41.4%	1390	44.5%	27.0%

** Gateway courses are currently defined as English 1010, Math 1000 and Math 1400. "Successful Gateway Course Completers" are the percent of those who enrolled in a remedial course in Fall 2012 and successfully completed a related college-level course by the end of Summer 2015.

Table G.2: Subsequent College Level Coursework Fall 2012 Cohort by College

College	Course	Developmental/Remedial			Subsequent College Level Gateway Course						
		Enrolled 12/FA	Successful 12/FA	Success Rate	Successfully completed within 1 year (13/FA)		Successfully completed within 5 terms (14/SU)		Successfully completed within 8 terms (15/SU)		Successful Gateway Course Completers
					#	%	#	%	#	%	
CC	Math	639	350	54.8%	209	59.7%	222	63.4%	233	66.6%	36.5%
	Writing	204	136	66.7%	77	56.6%	83	61.0%	85	62.5%	41.7%
CWC	Math	248	150	60.5%	49	32.7%	59	39.3%	66	44.0%	26.6%
	Writing	133	86	64.7%	39	45.4%	39	45.4%	43	50.0%	32.3%
EWC	Math	230	162	70.4%	41	25.3%	43	26.5%	50	30.9%	21.7%
	Writing	96	62	64.6%	21	33.9%	23	37.1%	24	38.7%	25.0%
LCCC	Math	1340	761	56.8%	193	25.4%	226	29.7%	251	33.0%	18.7%
	Writing	309	193	62.5%	108	56.0%	112	58.0%	115	59.6%	37.2%
NWC	Math	418	244	58.4%	72	29.5%	85	34.8%	98	40.2%	23.4%
	Writing	167	119	71.3%	48	40.3%	58	48.7%	64	53.8%	38.3%
NWCCD	Math	501	276	55.1%	116	42.0%	134	48.6%	142	51.5%	28.3%
	Writing	230	175	76.1%	56	32.0%	67	38.3%	75	42.9%	32.6%
WWCC	Math	533	306	57.4%	137	44.8%	140	45.8%	142	46.4%	26.6%
	Writing	238	167	70.2%	30	18.0%	31	18.6%	31	18.6%	13.0%

** Gateway courses are currently defined as English 1010, Math 1000 and Math 1400. "Successful Gateway Course Completers" are the percent of those who enrolled in a remedial course in fall 2012 and successfully completed a related college-level course by the end of summer 2015.

H: Number and Rate of Transfer

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

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

Strategic Plan Match: Placement

According to the University of Wyoming Annual Transfer Report, a total of 804 students from Wyoming community colleges transferred to the University of Wyoming during the academic year 2014-2015. The data do not represent any specific cohort but rather a total of transfer students who most recently attended a Wyoming community college before enrolling at the University.

Figure H.1 below highlights the enrollment of transfer students to UW during the last ten academic years and Figure H.2 highlights the Fall enrollment of transfer students to UW during the last ten years.

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

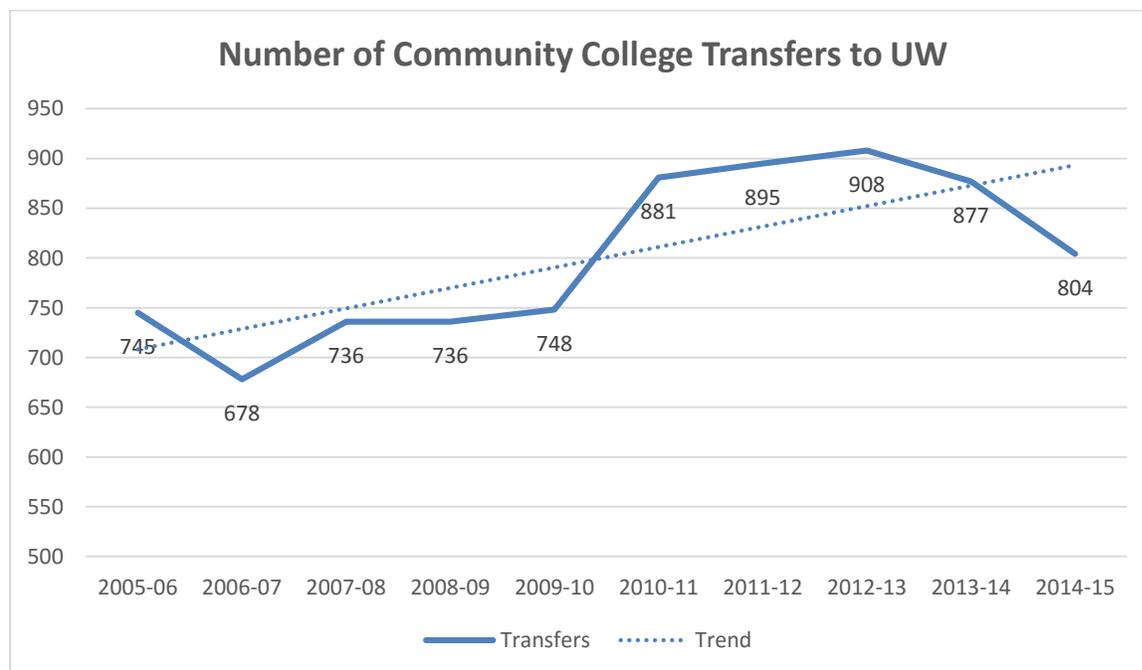
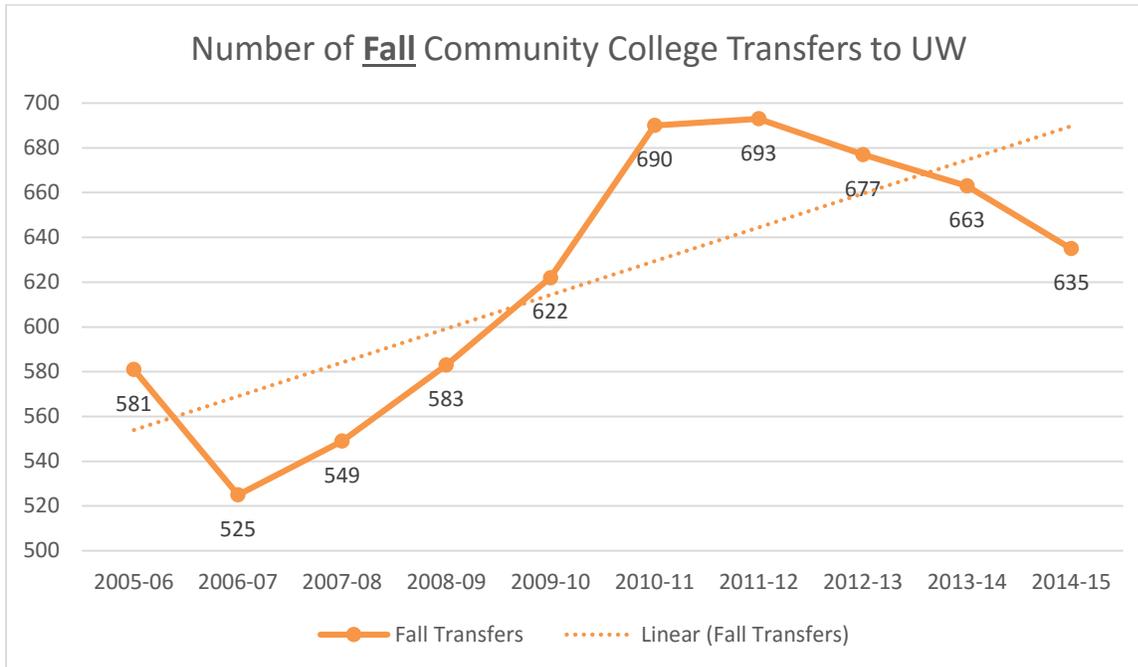


Figure H.2: The Number of Community College Students who Transferred to the University of Wyoming (Fall Term)



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Table H.1 represents the top 4-year institutions that received the largest number of transferring Wyoming community college students by college (2014-15 degree seeking students).

Table H.1: Top Receiving 4-Year Institutions by Number of Transferring Students

College	Top Receiving 4-year Institutions	Number of Transfer Students
CC	University of Wyoming	130
	Valley City State University	10
	Black Hills State University	7
	University of Northern Colorado	6
CWC	University of Wyoming	75
	Utah State University	6
	University of Wisconsin - Oshkosh	6
	Western Governor's University	4
EWC	University of Wyoming	40
	Chadron State College	12
	Black Hills State University	6
	University of South Dakota	2
LCCC	University of Wyoming	362
	Valley City State University	7
	Metropolitan State University of Denver	4
	Park University	4
NWC	University of Wyoming	99
	Montana State University - Billings	13
	Montana State University	12
	Brigham Young University - Idaho	7
NWCCD	University of Wyoming	118
	Black Hills State University	34
	Chadron State College	22
	Montana State University - Billings	13
WWCC	University of Wyoming	170
	Utah State University	22
	Valley City State University	13
	Weber State University	11

H.2 Tables illustrate transfer rates for only those students who transferred without previously earning a degree. This is the methodology specified by IPEDS and NCCBP. Rates would be much higher if it included graduates who also transferred. Table H.2.A looks at transfer rates by college (percent of first-time, full-time students who transferred to any institution in three years). These data were submitted to NCCBP by each of the colleges. Table H.2.B shows first-time full-time and first-time, part-time transfer rates by college for students who transferred to a 4-year institution from the Fall 2011 Cohort.

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Table H.2.A: Transfer Rate (Percent of Students who Transferred to any Institution in Three Years) Fall 2011 Cohort

College	First-time Full-time
CC	17.85%
CWC	16.78%
EWC	25.35%
LCCC	27.57%
NWC	16.80%
NWCCD	17.34%
WWCC	6.42%

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

Table H.2.B: Transfer Rate (Percent of Students who Transferred to a 4-year Institution in Three Years) Fall 2011 Cohort

College	First-time Full-time	First-time Part-time
CC	10.92%	11.27%
CWC	8.74%	14.06%
EWC	13.82%	1.27%
LCCC	11.08%	14.52%
NWC	10.67%	11.63%
NWCCD	9.68%	2.11%
WWCC	5.88%	11.84%

State of Wyoming's Return on Investment

While the data available may not be what are traditionally seen in demonstrating return on investment, it does show numbers of individuals achieving milestones during the past year, demonstrating a benefit of state-provided operational funding. During the 2014-2015 academic year, the seven Wyoming community colleges enrolled 8,089 full-time students (annualized credit headcount), and 16,905 part-time students (annualized credit headcount). Graduates from Wyoming community colleges earned 900 Associate of Arts (AA) degrees, 1050 Associate of Science (AS) degrees, 810 Associate of Applied Science (AAS) degrees, 24 Associate of Business (AB) degrees, 33 Associate of Fine Arts (AFA) degrees and 961 certificates.

The State of Wyoming provided \$120 million in operational funding to support the seven community colleges during fiscal-year 2015.

Near the end of fiscal-year 2015, the college presidents, college trustees and commissioners agreed to contract with Economic Modeling Specialists, Inc. (EMSI) for studies of the impact and return-on-investment of the seven colleges. Similar studies were completed by EMSI in 2010. In addition to these updated economic impact studies, EMSI agreed to provide gap analyses identifying not only satisfaction of student and labor market needs, but also disciplines and areas of interest currently underserved by program offerings.

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Summary

Using these performance indicators, Wyoming's seven community colleges are able to document their performance in meeting the needs of their stakeholders. Wyoming's community colleges take their responsibility of accountability seriously and intend to use this report not only to document performance, but to evaluate where improvements can be made and to make plans of action to not only meet, but to exceed stakeholders' expectations. Future Performance Indicator Reports will associate the Strategic Plan 2.0 with the performance indicators required by Wyoming Statute.