



# WYOMING

## COMMUNITY COLLEGES

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

**2017-2018**

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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.

- **Participation (Access)**

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- 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 2017-2018 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.

<b><u>Wyoming Statute Requirements</u></b>	<b><u>Strategic Plan 4 P's</u></b>	<b><u>Match</u></b>
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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 2017-2018. The seven community colleges also submit data for this report from IPEDS (Integrated Postsecondary Education Data System), their own graduate surveys and administrative computing systems (Colleague® software by Ellucian) and a central reporting business intelligence application (WCCC/Community College Data Warehouse) for reporting statewide aggregate data.

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**A: Student Goal Attainment**

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

**Data Sources:** Most recent (Spring 2017) Community College Survey of Student Engagement (CCSSE) results reported by each of the seven community colleges

**Strategic Plan Match:** Performance

Students enroll in community colleges for a variety of reasons from self-improvement to four-year university transfer. To determine student goals in attending a Wyoming community college, the CCSSE survey can be utilized. Table A.1 demonstrates student percentages of primary or secondary goals for attending community college and Figure A.1 shows the aggregate reasons.

**Table A.1: Student Goals**

	Complete Certificate Program	Obtain Associate Degree	Transfer to a 4-year college or University	Obtain / Update Job-Related Skills	Self-Improvement/ Personal Enjoyment	Change Careers
Casper College (CC)	43%	82%	67%	71%	76%	34%
Central Wyoming College (CWC)	50%	80%	58%	77%	80%	35%
Eastern Wyoming College (EWC)	43%	82%	53%	69%	66%	24%
Laramie County Community College (LCCC)	33%	74%	62%	54%	67%	32%
Northwest College (NWC)	40%	86%	70%	63%	74%	20%
Northern Wyoming Community College District (NWCCD)	49%	78%	57%	71%	72%	40%
Western Wyoming Community College (WWCC)	45%	78%	56%	73%	76%	34%

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



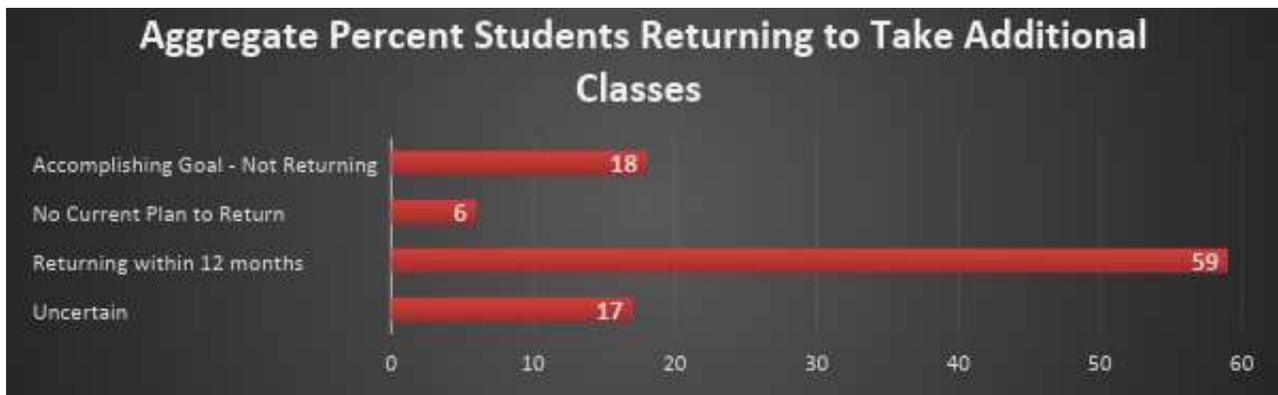
\*CCSSE 2017

Additionally, the CCSSE is utilized to measure students' intentions to take classes at the same college again in the future. Table A.2 and Figure A.2 note students' timeframes for planning to take classes again at the college.

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

	"I will accomplish my goal(s) during this term and will not be returning"	"I have no current plan to return"	"Within the next 12 months"	"Uncertain"
CC	20%	3%	61%	17%
CWC	10%	8%	60%	22%
EWC	15%	9%	62%	14%
LCCC	17%	5%	63%	15%
NWC	26%	7%	57%	11%
NWCCD	18%	8%	54%	20%
WWCC	19%	4%	55%	23%

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



\*CCSSE 2017

**B: Student Persistence and Retention**

**Measure:** *The proportion of the cohort of first-time, full-time/part-time, degree-seeking, non-dual or concurrent students who registered for their first credits at a community college in one fall term, and are still enrolled, at the same college (Retention) or at any college (Persistence), for at least one credit the following fall term,*

**Data Source:** WCCC/Community College Data Warehouse

**Strategic Plan Match:** Progress

Retention rates demonstrate the number of students who return to or graduate from the same college in a subsequent term(s). Wyoming community colleges enrolled 2,766 full-time, first-time and full-time degree seeking students in the Fall of 2017. The aggregate full-time retention rate from Fall 2017 to Fall 2018 was 56%. This percentage has been relatively stable over the last five years, ranging from 55% to 58% for full time students, as can be seen in Table B.1. The first time part-time and full-time retention rates, by college, for students enrolled for the first time in Fall 2017 and returning for the Fall 2018 semester is displayed in Table B.2 and Figure B.1.

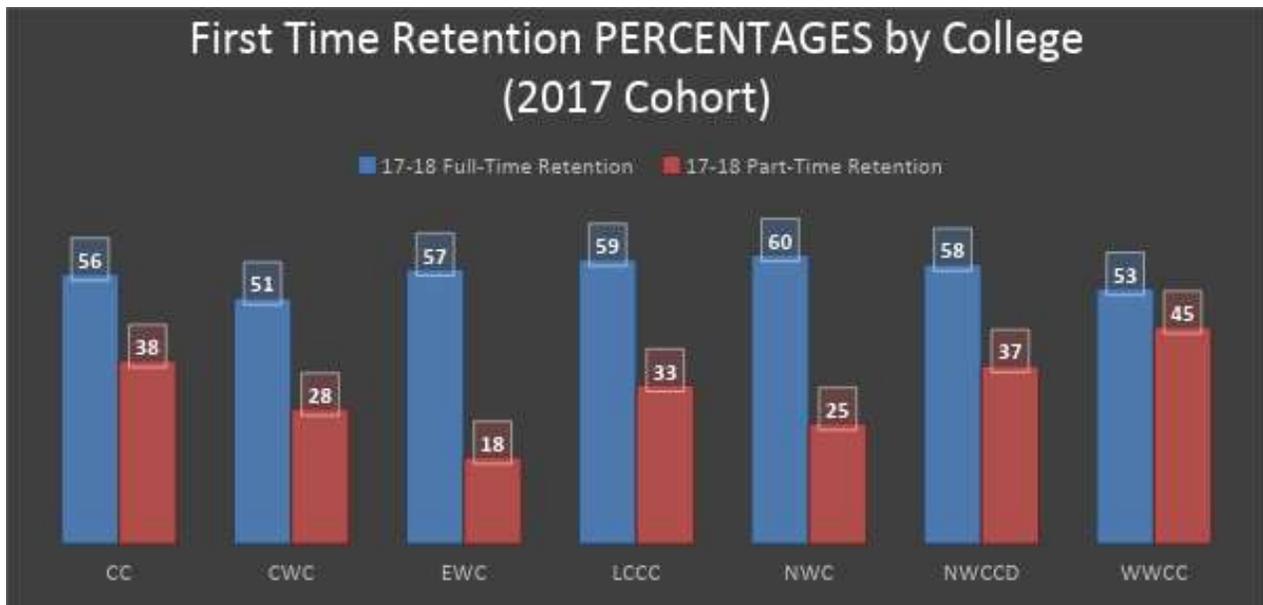
**Table B.1: Trend *First-time/Degree-Seeking* Students' Retention Rates for Colleges Combined**

	Retention Rate Full-Time	Retention Rate Part-Time
Rate of Fall 2017 Cohort Retention in Fall 2018	56%	32%
Rate of Fall 2016 Cohort Retention in Fall 2017	58%	34%
Rate of Fall 2015 Cohort Retention in Fall 2016	57%	25%
Rate of Fall 2014 Cohort Retention in Fall 2015	57%	30%
Rate of Fall 2013 Cohort Retention in Fall 2014	56%	29%
Rate of Fall 2012 Cohort Retention in Fall 2013	55%	33%

**Table B.2: 2017 Cohort *First-time* Retention Rates by College**

College	Number of First-time Degree-seeking Students Fall 2017	Retention Rate Full-Time	Retention Rate Part-Time
CC	609	56%	38%
CWC	225	51%	28%
EWC	218	57%	18%
LCCC	499	59%	33%
NWC	368	60%	25%
NWCC D	647	58%	37%
WWCC	200	53%	45%

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



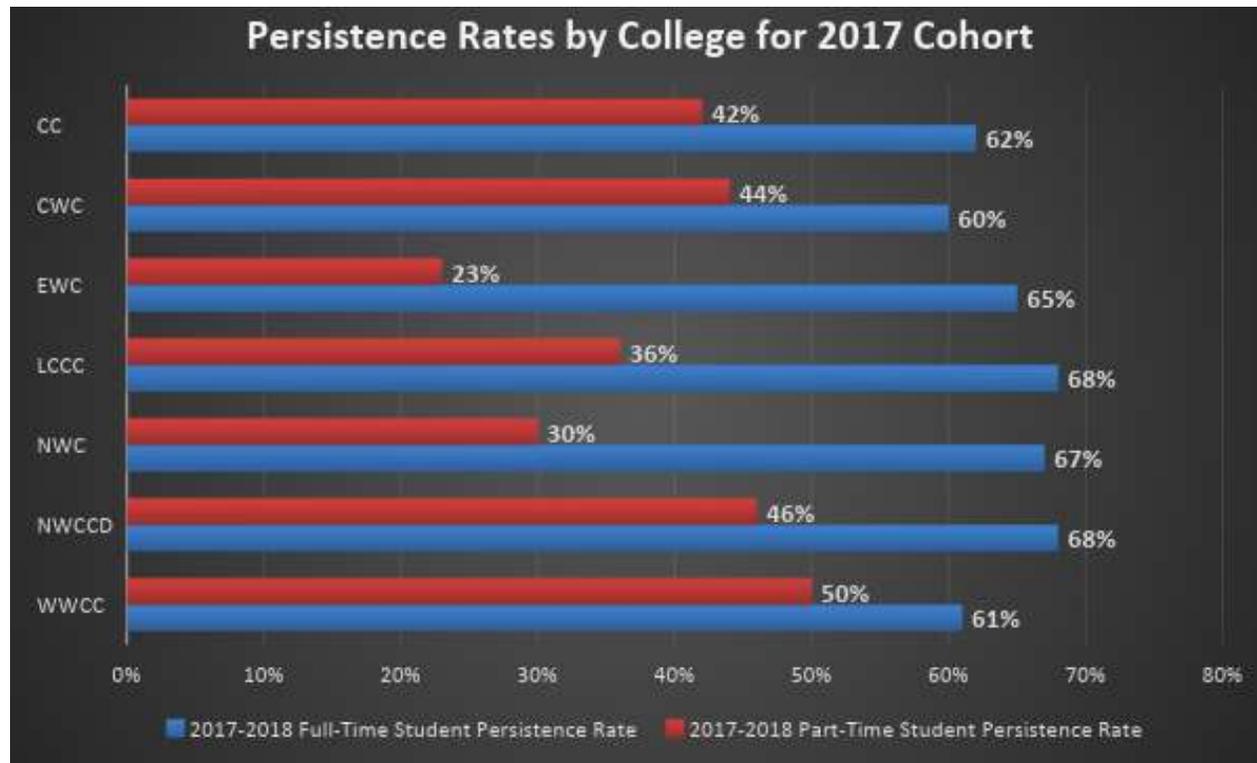
\*WCCC/Community College Data Warehouse 2018

Persistence rates demonstrate the percentage of students who return to or graduate from any institution in a subsequent term(s). Table B.3 and Figure B.2 show the percentage of first-time students in the most recent Fall 2017 cohort who persisted to any college during the Fall 2018 semester. Table B.4 and Figure B.3 show a full three year persistence history.

**Table B.3: *First-time Persistence Rates by College Fall 2017 Cohort***

College	Number of First-time Degree-seeking Students Fall 2017	Persistence Rate Full-Time	Persistence Rate Part-Time
CC	609	62%	42%
CWC	225	60%	44%
EWC	218	65%	23%
LCCC	499	68%	36%
NWC	368	67%	30%
NWCC D	647	68%	46%
WWCC	200	61%	50%
<b>Average College Persistence Rate</b>		<b>64%</b>	<b>39%</b>

**Figure B.2: First-Time Full-Time and Part-Time, Degree-Seeking students Persistence Rates by College (2017 Fall to 2018 Fall)**



\*WCCC/Community College Data Warehouse 2018

**Table B.4: Three-Year *First-time Degree-Seeking* Persistence Rates by College Fall 2015 Cohort**

		Cohort 15/Fall	Persisted to 16/Fall	Persisted to 17/Fall	Persisted to 18/Fall
CC	Part Time	57	33%	35%	28%
	Full Time	586	67%	50%	39%
CWC	Part Time	51	33%	37%	33%
	Full Time	208	69%	46%	38%
EWC	Part Time	34	24%	6%	6%
	Full Time	184	66%	38%	28%
LCCC	Part Time	92	41%	40%	26%
	Full Time	450	64%	51%	42%
NWC	Part Time	18	39%	33%	17%
	Full Time	321	71%	48%	36%
NWCCD	Part Time	59	25%	24%	14%
	Full Time	505	66%	49%	33%
WWCC	Part Time	28	39%	25%	14%
	Full Time	177	58%	36%	21%
<b>Average</b>	Part Time	<b>339</b>	<b>33%</b>	<b>29%</b>	<b>20%</b>

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<b>Colleges</b>	Full Time	<b>2,431</b>	<b>66%</b>	<b>45%</b>	<b>34%</b>
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**C: Degree and Certificate Completion Rates**

**Measure:** *The proportion of an entering community college cohort officially enrolled in a degree program that actually completed a degree or certificate, reported at annual intervals. The cohort includes only non-transfer, first-time and full-time students.*

**Data Source:** *Integrated Postsecondary Education Data Systems (IPEDS)—Graduation Rate Surveys, 2016-2017*

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

As illustrated in Table C.1 and Figure C.1, the 2014 cohort aggregate average completion rate at Wyoming community colleges is 39%, which is higher than rates for recent previous cohorts. The average aggregate completion rate for the Wyoming community colleges had remained fairly stable over the last ten years but has shown significant increases in the past two years and is currently at its highest completion rate in a decade. According to the U.S. Department of Education, National Center for Educational Statistics (NCES), IPEDS, Winter 2016-17 Graduation Rates component, the graduation rate for public 2-year institutions was 30 percent, putting Wyoming community colleges above this national percentage.

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

2014 Cohort Graduation Rate within 3 years (spring 2015)	39%
2013 Cohort Graduation Rate within 3 years (spring 2014)	35%
2012 Cohort Graduation Rate within 3 years (spring 2013)	30%
2011 Cohort Graduation Rate within 3 years (spring 2012)	31%
2010 Cohort Graduation Rate within 3 years (spring 2011)	30%
2009 Cohort Graduation Rate within 3 years (spring 2010)	25%
2008 Cohort Graduation Rate within 3 years (spring 2009)	28%
2007 Cohort Graduation Rate within 3 years (spring 2008)	28%
2006 Cohort Graduation Rate within 3 years (spring 2007)	27%

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



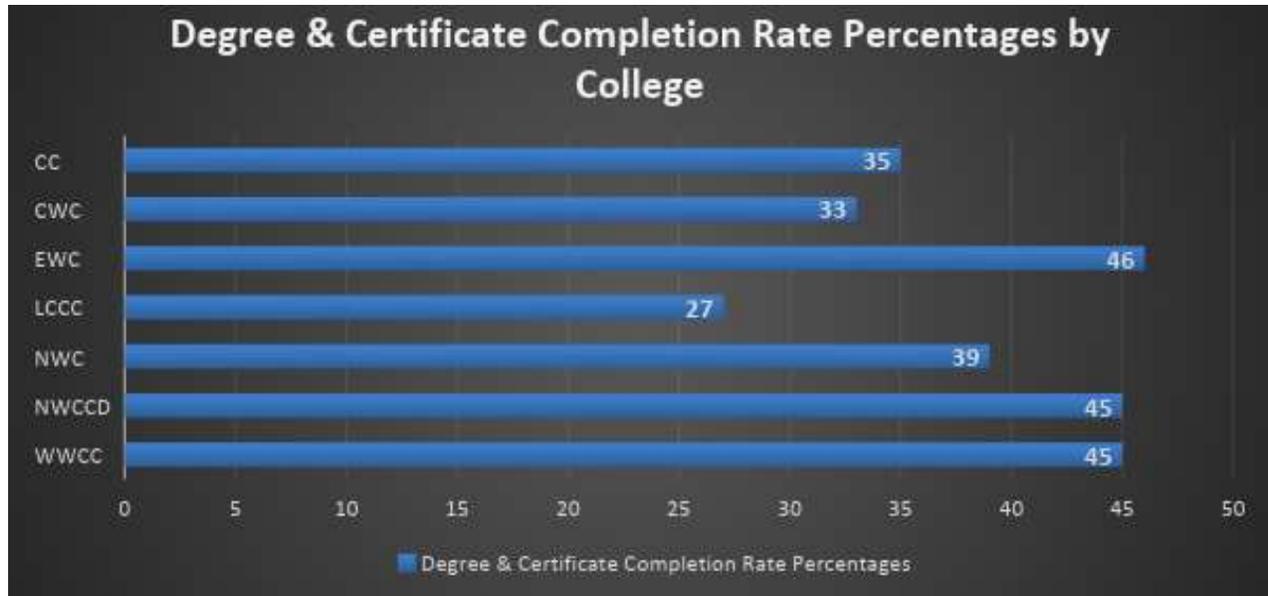
\*IPEDS Graduation Rate Survey (2016-2017)

Table C.2 and Figure C.2 show the degree and certificate completion rates, by college, for the 2014 cohort. The cohort includes all full-time, first-time, degree and certificate-seeking undergraduate students entering the institution either during the fall term or during the 12-month period as described above. The cohort size includes the sum of the certificate and degree seekers which is used as the denominator, since most students are degree seekers.

**Table C.2: 2014 Cohort Degree and Certificate Completion Rates by College**

College	2014 Cohort Size	Certificate/Degree Completers within 150% of normal time	Degree and Certificate Completion Rate
CC	518	180	34.7%
CWC	215	71	33.0%
EWC	157	72	46.0%
LCCC	347	93	26.8%
NWC	366	141	38.5%
NWCCD	421	191	45.4%
WWCC	307	139	45.0%

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



\*(IPEDS)—Graduation Rate Surveys, 2016-2017

A similar measure to assess graduation rate success is through a degree or certificate productivity rate. Tables C.3 and C.4 look at success rates by equating degree and certificate award rates to full-time equivalency (FTE). Table C.3 shows the number of degree and/or certificate graduates in one academic year per 100FTE. Table C.4 shows the number of degrees and/or certificates awarded in one academic year per 100FTE. Figure C.3 shows the total number of awards and graduates, by college, per 100FTE.

**Table C.3: Graduates by Full Time Equivalency 2017-2018**

	Associate Degree Graduates/100FTE	Total Graduates/100FTE
CC	23.7	28.0
CWC	21.0	25.4
EWC	18.0	23.9
LCCC	21.0	27.7
NWC	25.3	26.4
NWCCD	25.2	33.6
WWCC	29.3	19.3
<b>Average All Colleges:</b>	<b>22.2</b>	<b>27.4</b>

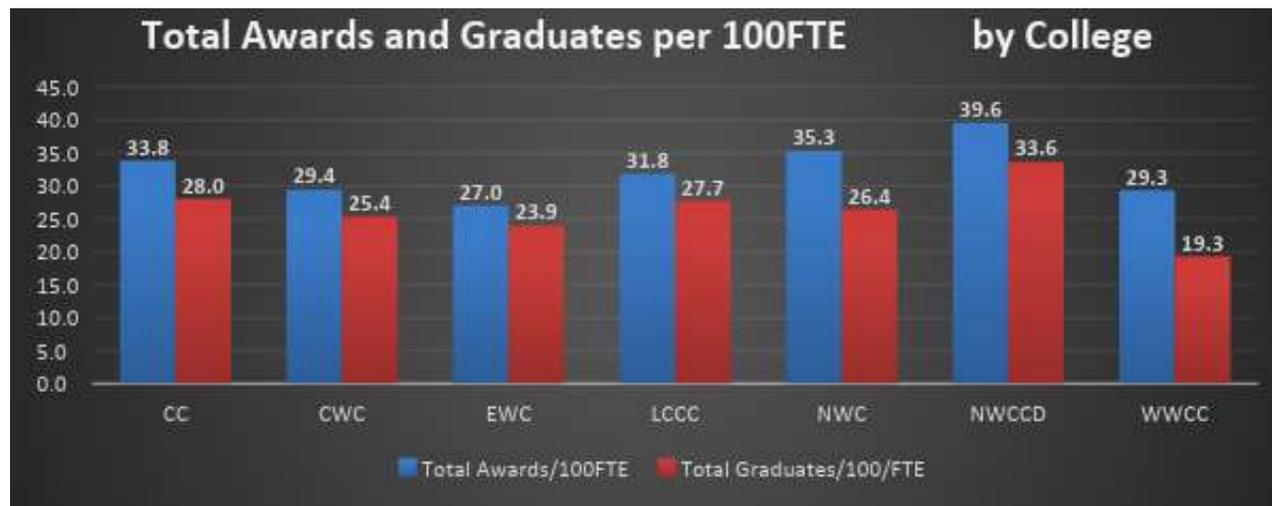
**Table C.4: Degree/Certificate Awards by Full Time Equivalence 2017-2018**

	Associate Degrees Awarded/100FTE	Total Awards/100FTE
CC	25.9	33.8
CWC	23.1	29.4
EWC	18.3	27.0
LCCC	21.6	31.8

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NWC	28.5	35.3
NWCCD	26.8	39.6
WWCC	22.3	29.3
<b>Average All Colleges:</b>	<b>24.0</b>	<b>33.0</b>

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



\*IPEDS Completion Survey and 12-Month Enrollment Survey (2017-2018)

**D: Placement Rate of Graduates in the Workforce**

**Measure:** The percentage of students graduating from a community college with a degree or certificate and employed one year after graduation.

**Data Sources:** Most recent System Graduation Surveys; Department of Workforce Services (DWS), Research and Planning Division

**Strategic Plan Match:** Placement

Graduates (N graduates responding=987) replied to questions administered by each of the Wyoming community colleges' Graduate Surveys regarding employment status. Surveys are typically administered six months to a year after graduation, every year or every other year. Table D.1 provides an aggregate percentage of employment status. Table D.2 shows current employment status by college.

**Table D.1: Most Recent Graduate Surveys "Which Statement Best Describes your Current Employment Status?"**

Employment Status	2015-16 or 2016-17	2016-17 or 2017-18
Employed Full Time (40 hours or more/week)	43%	38%
Employed Part-Time (less than 40 hours/week)	24%	29%
Unemployed, actively seeking employment	9%	6%
Unemployed or retired, not seeking employment	14%	17%

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No response	3%	3%
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\*The most recent graduate report was completed in different years per college. Graduate reports are completed by colleges every year or every other year. Table D.1 aggregates percentages from Table D.2.

**Table D.2: Most Recent 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	61%	27%	0%	12%	0%
CWC	25%	49%	11%	15%	0%
EWC	33%	33%	0%	33%	0%
LCCC	55%	20%	9%	15%	0%
NWC	56%	33%	7%	5%	0%
NWCCD *	19%	3%	5%	2%	24%
WWCC	17%	35%	9%	4%	0%

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

\*\*Most recent graduate report was completed 2016-2017 or 2017-2018. Graduate reports are completed by colleges every year or every other year.

**E: Licensure/Certification Pass Rates**

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

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

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

Wyoming's seven community colleges have 30 different workplace placement programs that prepare students for licensure or certification, reflecting a high level of quality instruction at Wyoming community colleges. The pass rates represent those students who passed their exam on the first attempt.

License / Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
AIARE LEVEL 1 – Avalanche Training		90%					
ARRT (American Registry of Radiologic Technologists)	75%			100%			

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American Registry for Diagnostic Medical Sonography – Abdominal/Small Parts				100%			
American Registry for Diagnostic Medical Sonography – Obstetrical and Gynecology				100%			
American Registry for Diagnostic Medical Sonography- Sonography Principals and Instrumentation				100%			
Basic Life Support for Health Care Providers		100%					
Central Regional Dental Testing Exam (CRDTS)						88%	
Certified Respiratory Therapist (CRT)	100%						
Cosmetology (National-Interstate Council of State Boards of Cosmetology (NIC))			100%				
Dental Hygiene Clinical Exam				75%			
Federation on State Boards of Physical Therapy (FSBPT)				95%			
Fire Science Certification Exams		100%					
Hair Technician			100%				
NCLEX-PN	88%			100%	100%	100%	
<b>License / Certification</b>	<b>CC</b>	<b>CWC</b>	<b>EWC</b>	<b>LCCC</b>	<b>NWC</b>	<b>NWCCD</b>	<b>WWCC</b>
NCLEX-RN	94%				83%	97%	93%
Nail Technician (NIC)			100%				
National Board Dental Hygiene Examination				100%			
National Board for Certification in Occupational Therapy (NBCOT)	95%						
National Board for Surgical Technology and Surgical Assisting				75%			
National Center for Competency Testing Medical Assistant Certification (NCMA)		86%					
National Certification Examination for Addictions Counselors (NCEAC)	77%						
National Dental Hygiene Exam (NBDHE)						96%	

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National Registry of EMT-Paramedic	71%			75%			
National Registry of EMT-EMT	100%						
Pharmacy Technician Certification Board	100%						
Registered Respiratory Therapist	82%						
Veterinary Technician			82%				
Welding 3/8" Plate Test (American Welding Society (AWS))			91%				
Welding 1" Plate Test (AWS)			73%				
Wilderness First Responder		100%					

**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:** 2018 NCCBP (2017 for Casper College)

**Strategic Plan Match:** Progress & Performance

The NCCBP identifies four key courses to demonstrate core academic skills: Composition I, Composition II, Algebra and Speech. Table F.1 examines retention, enrollee success and completer rates in these four courses for all seven colleges. The retention rate measures total credit grades divided by credit courses that are requirements for associate degrees or certificates. 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 course grades to indicate those grades above a D. The completer success rate measures those grades above a D against the total population of credit-bearing grades (excludes W grade).

**Table F.1: Average NCCBP Core Academic Skills Retention, Enrollee & Completer Success Rates Fall 2016**

	NCCPB Form 11 – Average Submitted Values			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U and W grades	3880	608	1402	903
Total A, B, C, P/S, D and F/U grades	3543	526	1205	805
Total A, B, C, and P/S grades	3083	427	963	711
Retention Rate	91%	89%	86%	90%
Enrollee Success Rate	77%	72%	69%	68%
Completer Success Rate	85%	81%	80%	88%

**G: Success in Subsequent, Related Coursework**

**Measure:** The proportion of an identified entering student cohort assessed as deficient in one or more of the basic skills (writing/mathematics, who subsequently (a) successfully completes developmental/remedial work intended to remediate this deficiency and (b) completes a college-

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level course, with a grade of “C” or better, after one year, five semesters, or eight semesters including summers.

**Data Source:** WCCC/Community College Data Warehouse, 2015 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 2015, 3,841 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of these, 2,342 (duplicated headcount) students completed their respective developmental/remedial coursework that semester. Of the 2,342 students who completed developmental/remedial coursework, 992 completed subsequent college-level courses within one year. Another 131 completed in the fifth semester and 63 more successfully completed within eight semesters. Of those enrolled Fall 2015, 50% in math and 52% in English were successful college level course (prerequisite courses which must be completed satisfactorily to continue in subsequent classes in the discipline) completers.

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

**Table G.1: Aggregate Subsequent College Level Coursework Fall 2015 Cohort**

	Developmental/Remedial			Subsequent College Level Course						
	Enrolled 15/FA	Successful 15/FA	Success rate (%)	Successfully completed with 1 year (16 F/A)		Successfully completed with 5 terms (17/SU)		Successfully completed within 8 terms (18/SU)		Successful College Level Course Completers* *
				N	%	N	%	N	%	
Math	3,067	1,825	59.50	754	41.32	857	46.96	917	50.25	29.99
English	774	517	66.80	238	46.03	266	51.45	269	52.03	30.88
Total	3,841	2,342		992		1,123		1,186		

\*\* “Successful College Level Course Completers” are the percent of those who enrolled in a remedial course in Fall 2015 and successfully completed a related college-level course by the end of Summer 2018.

It should be noted that Wyoming community colleges are utilizing progressive techniques to facilitate enhanced options for students requiring remedial level coursework. For instance, many colleges have already, or are beginning to, implement co-requisite “lab” courses, to be taken along with college level courses, to supplement instruction to allow extra assistance to the

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students in achieving the college level material. In addition, adult education is being considered as another option. The above table (G.1) does not yet include success rates for students taking advantage of these novel methods of education for remedial students.

**Table G.2: Subsequent College Level Coursework Fall 2015 Cohort by College**

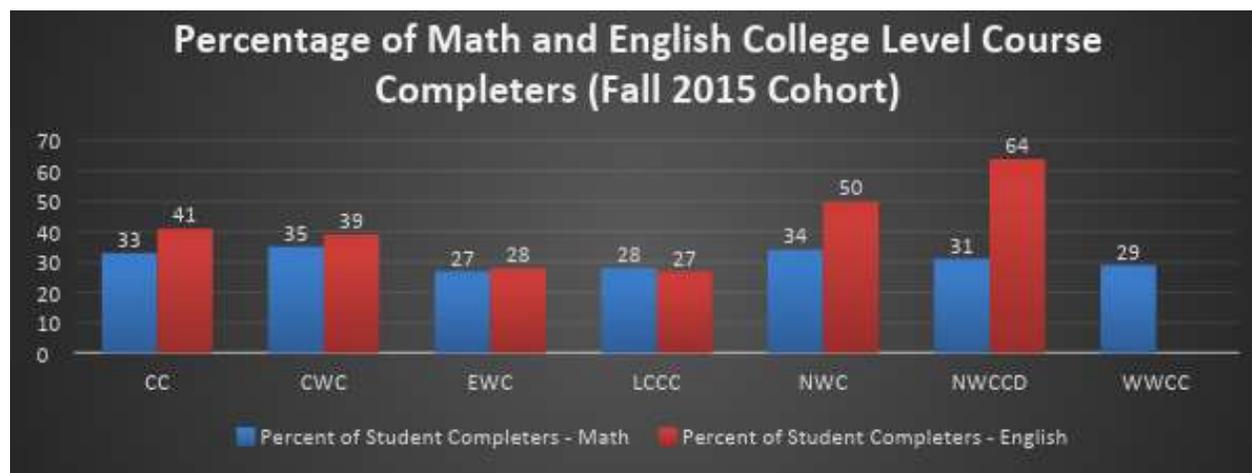
College	Course	<u>Developmental/Remedial</u>			<u>Subsequent College Level Course</u>						Successful College Level Course Completers
		Enrolled 15/FA	Successful 15/FA	Success Rate	Successfully completed within 1 year (16/FA)		Successfully completed within 5 terms (17/SU)		Successfully completed within 8 terms (18/SU)		
		#	#	%	#	%	#	%	#	%	%
CC	Math	441	243	55.10	118	48.56	136	55.97	144	59.26	32.65
	English	154	99	64.29	56	56.57	62	62.63	63	63.64	40.90
CWC	Math	164	96	58.54	47	48.96	55	57.29	57	59.38	34.76
	English	102	81	79.41	31	38.27	40	49.38	40	49.38	39.22
EWC	Math	214	151	70.56	47	31.13	52	34.44	58	38.41	27.10
	English	64	38	59.38	17	44.47	17	44.47	18	47.37	28.13
LCCC	Math	1,146	699	60.99	278	39.77	304	43.49	321	45.92	28.01

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	English	220	136	61.82	55	40.44	60	44.12	60	44.12	27.27
NWC	Math	274	179	65.33	75	41.90	88	49.16	94	52.51	34.31
	English	117	88	75.21	51	57.95	58	65.91	59	67.05	50.43
NWCC D	Math	302	159	52.65	75	47.17	83	52.20	94	52.51	31.13
	English	92	61	66.30	51	57.95	58	65.91	59	67.05	64.13
WWCC	Math	526	298	56.65	114	38.26	139	46.64	155	52.01	29.47
	English	25	14	56.00	0	0	0	0	0	0	0.0

\*\* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in fall 2015 and successfully completed a related college-level course by the end of summer 2018.

**Figure G.1: Percentage of Developmental Math and English College Level Course Enrollees who Complete (Fall 2015 Cohort)**



\*WCCC/Community College Data Warehouse 2018

## **H: Number and Rate of Transfer**

**Measure:** Transfer information for Wyoming community college students.

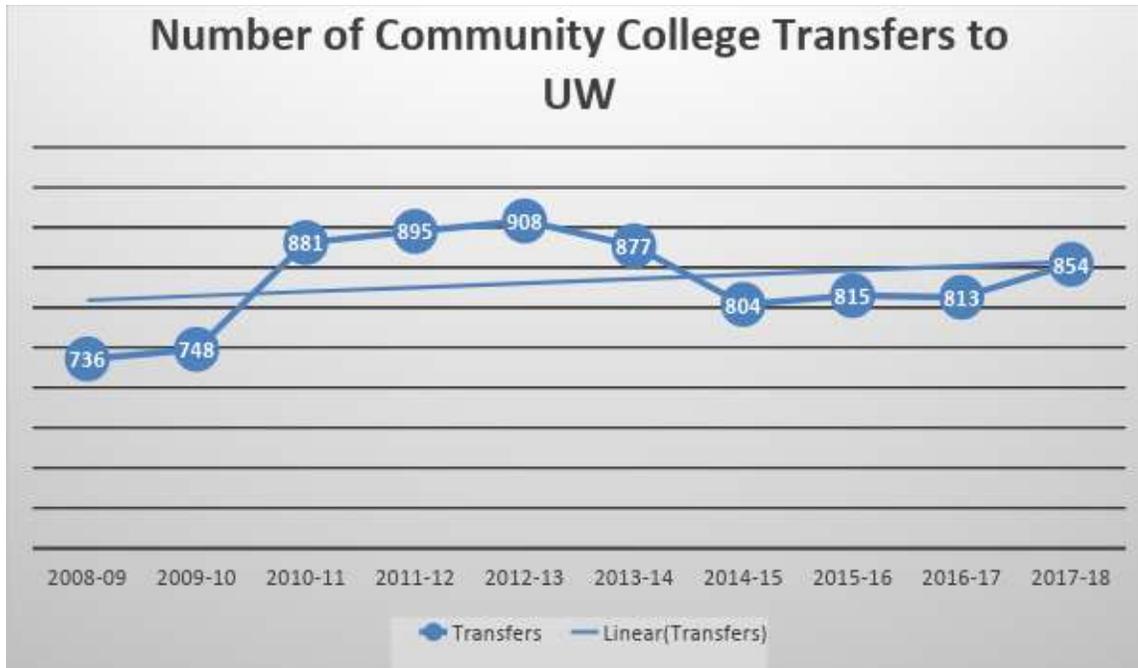
**Data Sources:** "New Transfer Students 2017-2018," University of Wyoming Office of Institutional Analysis, 2018 Colleague®, National Student Clearinghouse's Student Tracker and 2018 NCCBP (2017 for Casper College), Integrated Postsecondary Education Data Systems (IPEDS), WCCC/Community College Data Warehouse

**Strategic Plan Match:** Placement

According to the University of Wyoming Annual Transfer Report, a total of 854 students from Wyoming community colleges transferred to the University of Wyoming during the academic year 2017-2018. The data do not represent any specific cohort but rather a total of transfer students who most recently attended a Wyoming community college before enrolling at the University.

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

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



\* 2017-18 University of Wyoming New Transfer Student Report

Table H.1 represents the top 4-year institutions that received the largest number of transferring Wyoming community college students by college (2017-18 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	356
	University of North Dakota	12
	Chadron State College	12
	Black Hills State University	11
CWC	University of Wyoming	101
	Western Governors University	8
	Idaho State University	6
	Utah State University	4
EWC	University of Wyoming	47
	Chadron State College	12
	Black Hills State University	7
	University of Nebraska Med Ctr / Grand Canyon Univ	3 each
LCCC	University of Wyoming	255

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	Colorado State University	14
	University of Northern Colorado	7
	Valley City State Univ / Western Governors University	7 each
NWC	University of Wyoming	78
	Montana State University – Billings	11
	Montana State University – Bozeman	10
	Black Hill State Univ / Valley City State Univ	6 each
NWCC D	University of Wyoming	143
	Chadron State College	24
	Black Hills State University	15
	Montana State University-Bozeman	9
WWCC	University of Wyoming	106
	Weber State University	23
	Utah State University	12
	Western Governors University	9

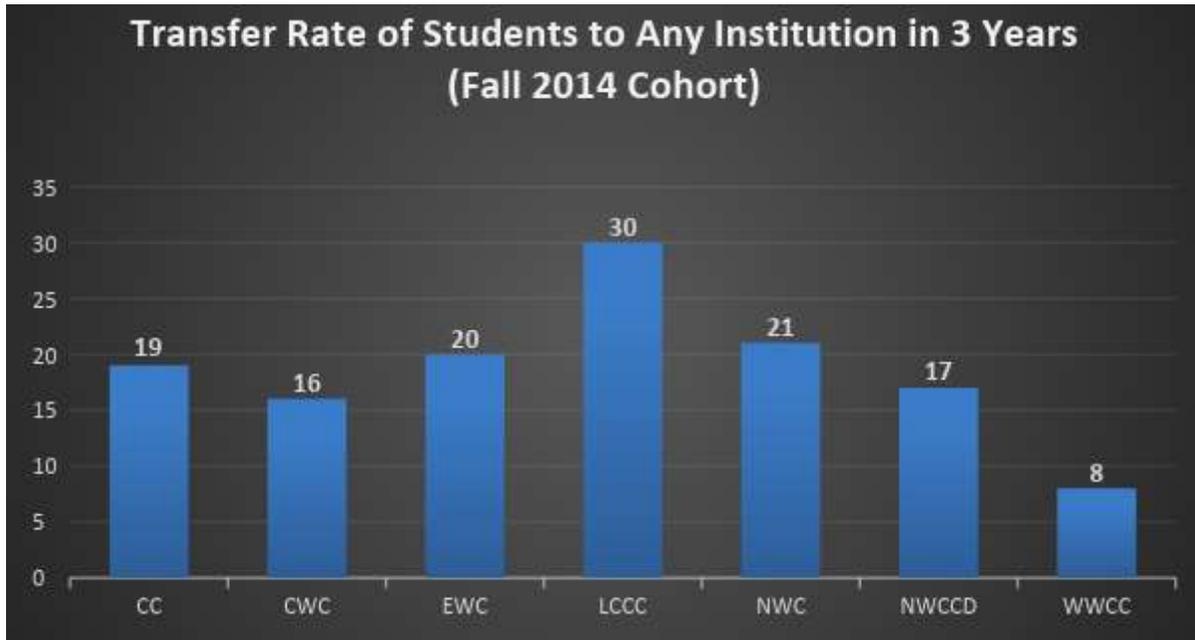
H.2 Tables illustrate transfer rates for only those students who transferred without previously earning a degree. This is the methodology specified by IPEDS and NCCBP. Rates would be much higher if it included graduates who also transferred. Table H.2.A looks at transfer rates by college (percent of 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 2014 Cohort.

**Table H.2.A / Figure H.3: Transfer Rate (Percent of Students who Transferred to any Institution in Three Years) IPEDS Fall 2014 Cohort**

College	First-time Full-time
CC	19%
CWC	16%
EWC	20%
LCCC	30%
NWC	21%
NWCC D	17%
WWCC	8%

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

**Figure H.3: Transfer Rate of Students to Any Institution in three years for the IPEDS Fall 2014 Cohort**



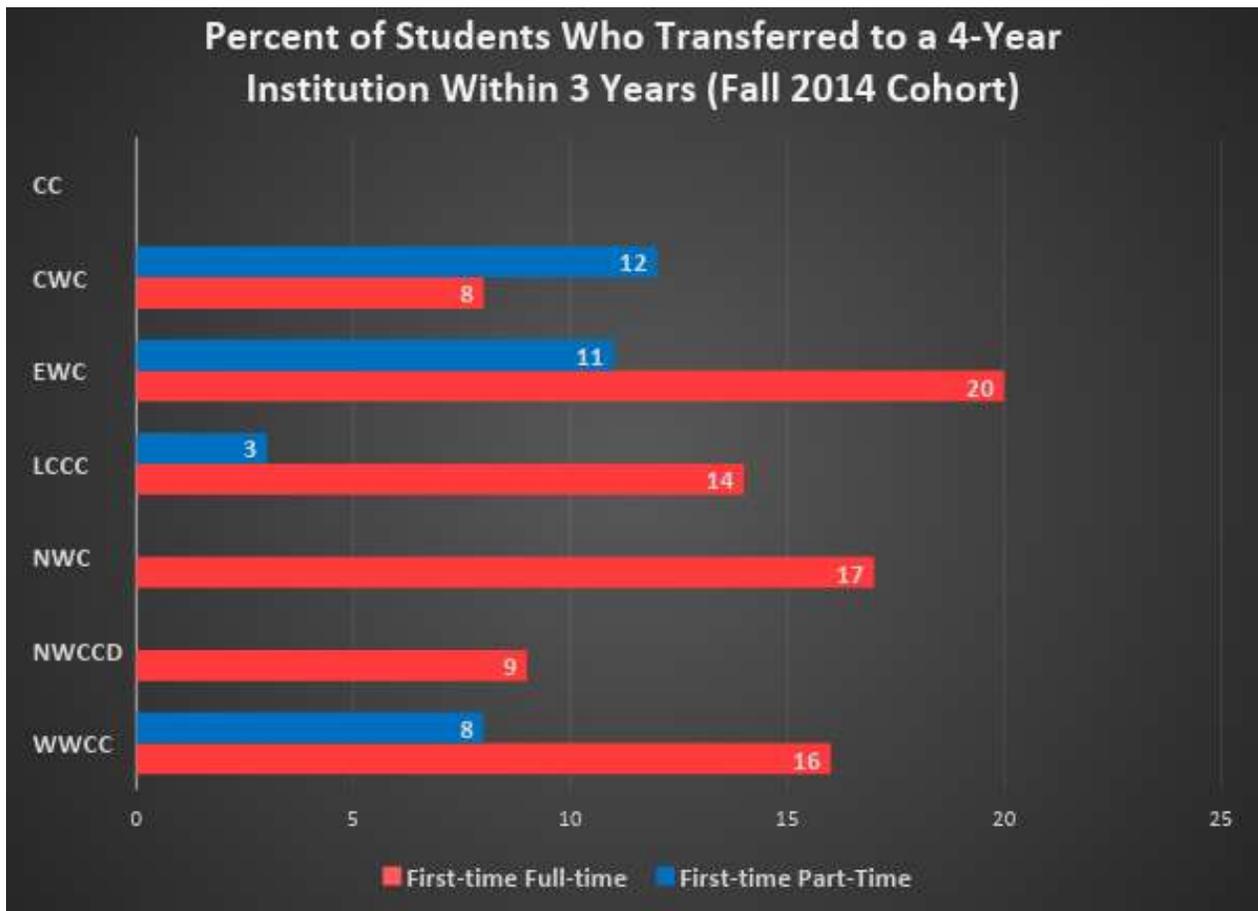
\*IPEDS 2017-2018

**Table H.2.B and Figure H.4: Transfer Rate (Percent of Students who Transferred to a 4-year Institution in Three Years) Fall 2014 Cohort (NCCBP)**

College	First-time Full-time	First-time Part-time
CC**	N/A	N/A
CWC	8%	12%
EWC	20%	11%
LCCC	14%	3%
NWC	17%	0%
NWCCD	9%	0%
WWCC	16%	8%

\*\* Casper College did not collect NCCBP information in 2017-2018

**Figure H.4: The Percent of Students who Transferred to a 4-year College in 3 years – 2014 Cohort (NCCBP)**



\*NCCBP 2018 (Not reported for Casper College)

### **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 2017-2018 academic year, the seven Wyoming community colleges enrolled 6,418 full-time students (unduplicated headcount), and 23,460 part-time students (unduplicated headcount). Graduates from Wyoming community colleges earned 683 Associate of Arts (AA) degrees, 1,127 Associate of Science (AS) degrees, 719 Associate of Applied Science (AAS) degrees, 27 Associate of Business (AB) degrees, 35 Associate of Fine Arts (AFA) degrees, 146 Associate in Nursing degrees (ADN) and 991 certificates.

The State of Wyoming provided \$123,149,312 million in operational funding to support the seven community colleges during fiscal-year 2018.

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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.