



WYOMING COMMUNITY COLLEGES

Annual Performance Report: Performance Indicators

2020-2021
(Revised June 2022)

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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 adopted by the Commission in October 2020 has identified four primary goals and related objectives. All former and current strategic plans center around the Commission's mission.

Wyoming community colleges provide dynamic lifelong learning environments through higher education, workforce development, innovative partnerships, and civic and global engagement that lead to responsible citizenship and economic, social, and cultural prosperity. Planning for the future of Wyoming's community colleges and for the purpose of fulfilling the mission of the Wyoming Community College Commission includes providing coordination, advocacy, funding, and accountability. Current goals identified in the 2020-2025 strategic plan include:

- Goal #1 Educational Attainment – Facilitate postsecondary educational attainment to the betterment of all Wyoming citizens.
- Goal #2 Affordability – Facilitate community college system sustainability, funding, and affordability while keeping higher education as nearly free as possible.
- Goal #3 Program Alignment – Facilitate alignment of post-secondary programs with the University of Wyoming (UW), the workplace, and the workforce to provide a seamless pathway for Wyoming citizens to pursue their employment goals while benefiting the state.

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- Goal #4 Economic Development – Facilitate initiatives leading to the diversification and growth of Wyoming's economy.

This 2020-2021 Performance Indicator Report aligns the performance indicators required by statute with the objectives contained in the WCCC 2020-2025 Statewide Strategic Plan. Commission staff have matched the eight Wyoming statutorily required performance indicators with the new Strategic Plan's four goals.

<u>Wyoming Statute Requirements</u>	<u>Goal Match</u>	<u>Match</u>
A) Student goal attainment and retention	Educational Attainment	A, B, C, D, E, F, G
B) Student persistence	Affordability	G
C) Degree and certificate completion rates	Program Alignment	D, E, H, G
D) Placement rate of graduates in the workforce	Economic Development	D, E
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		

Six of the seven Wyoming community colleges are members of the National Community College Benchmark Project (NCCBP). Participation in the NCCBP has provided data that has been included in the 2020-2021 Performance Indicator Report. The one exception is Casper College, who does not participate in data sharing with the NCCBP. In addition, all seven community colleges 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.

A: Student Goal Attainment

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 2021) Community College Survey of Student Engagement (CCSSE) results reported by each of the seven community colleges and an aggregate report for the commission and nation.

Strategic Plan Match: Educational Attainment

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 percentages of students indicating their goals for attending community college and Figure A.1 shows the system and national aggregate reasons.

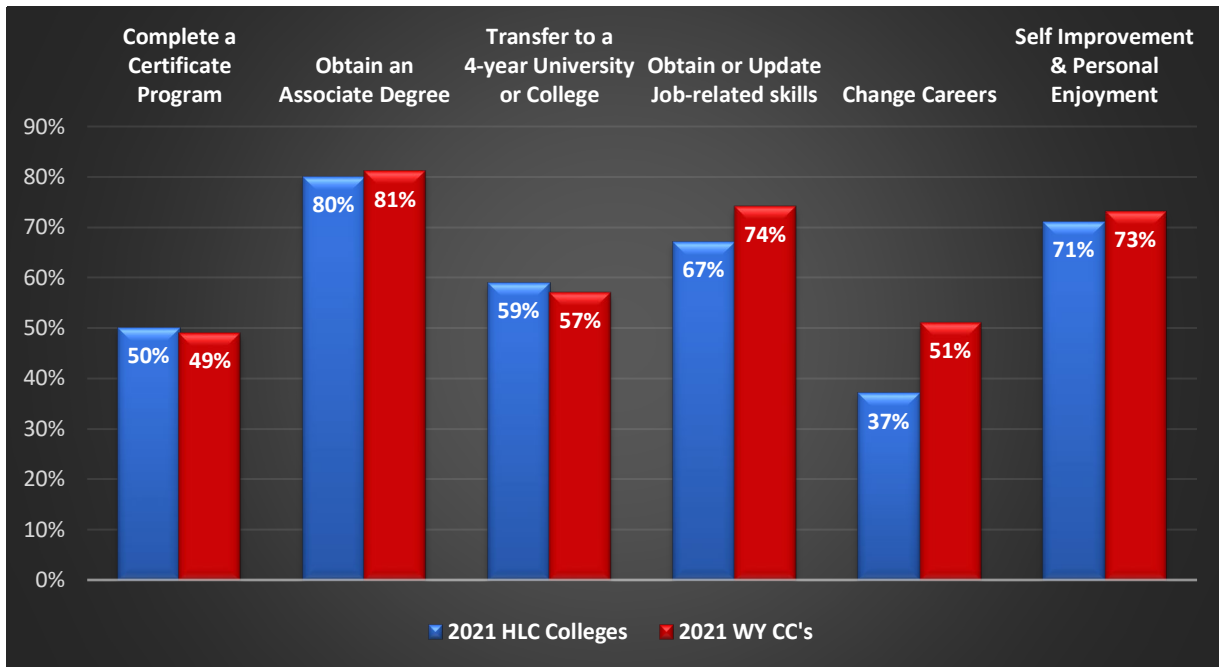
Table A.1: Student Goals

	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)	41%	82%	61%	72%	79%	44%
Central Wyoming College (CWC)	62%	70%	50%	80%	77%	42%
Eastern Wyoming College (EWC)	39%	83%	64%	69%	81%	36%
Laramie County Community College (LCCC)	47%	83%	59%	70%	76%	46%
Northwest College (NWC)	43%	87%	64%	77%	73%	38%
Northern Wyoming Community College District (NWCCD)	52%	79%	55%	77%	85%	39%

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Western Wyoming Community College (WWCC)	50%	86%	56%	76%	40%	97%
System Average	49%	81%	57%	74%	73%	51%

Figure A.1: Percent of aggregate students responding positively to goals and reasons for attending all Wyoming community colleges.



CCSSE 2021, Item 26 on Survey, HLC Schools Comparative Data. Survey completed every other year.

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. (Note: Percentages in Table A.2 may not sum to 100% due to rounding.)

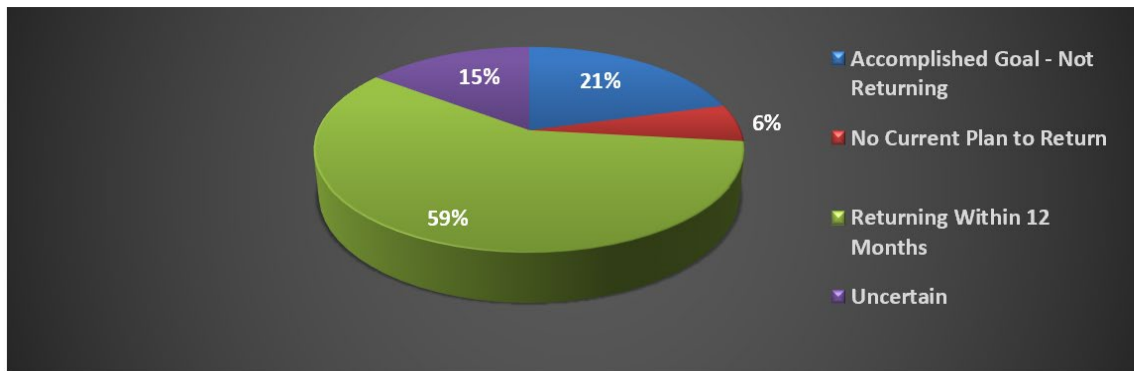
Table A.2: Percent of Students Indicating Reasons to Return and Take Additional Classes

	"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	15%	6%	65%	14%
CWC	20%	5%	57%	18%
EWC	26%	11%	44%	19%
LCCC	20%	6%	61%	13%

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NWC	26%	5%	51%	18%
NWCCD	23%	7%	56%	15%
WWCC	21%	3%	61%	15%

Figure A.2: WY CC Aggregate Percent of Student Responses Returning to Take Additional Classes



CCSSE 2021

B: Student Persistence and Retention

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

Data Source: *WCCC/Community College Data Warehouse*

Strategic Plan Match: *Educational Attainment*

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 2,842 full-time and part-time, first-time degree seeking students in the Fall of 2020. The aggregate full-time retention rate from Fall 2020 to Fall 2021 was 60%. This percentage has been relatively stable over the last five years, ranging from 56% to 60% 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 2020 and returning for the Fall 2021 semester is displayed in Table B.2 and Figure B.1. Note that, starting with the Fall 2020 cohort, the method to identify first-time degree-seeking students was revised to incorporate additional information (prior enrollment at other U.S. higher education institutions, which was unavailable when the previous method was established, and high school degree date) to more accurately identify students' first-time enrollment at any higher education institution. For this cohort, all institutions except EWC used this revised method.)

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

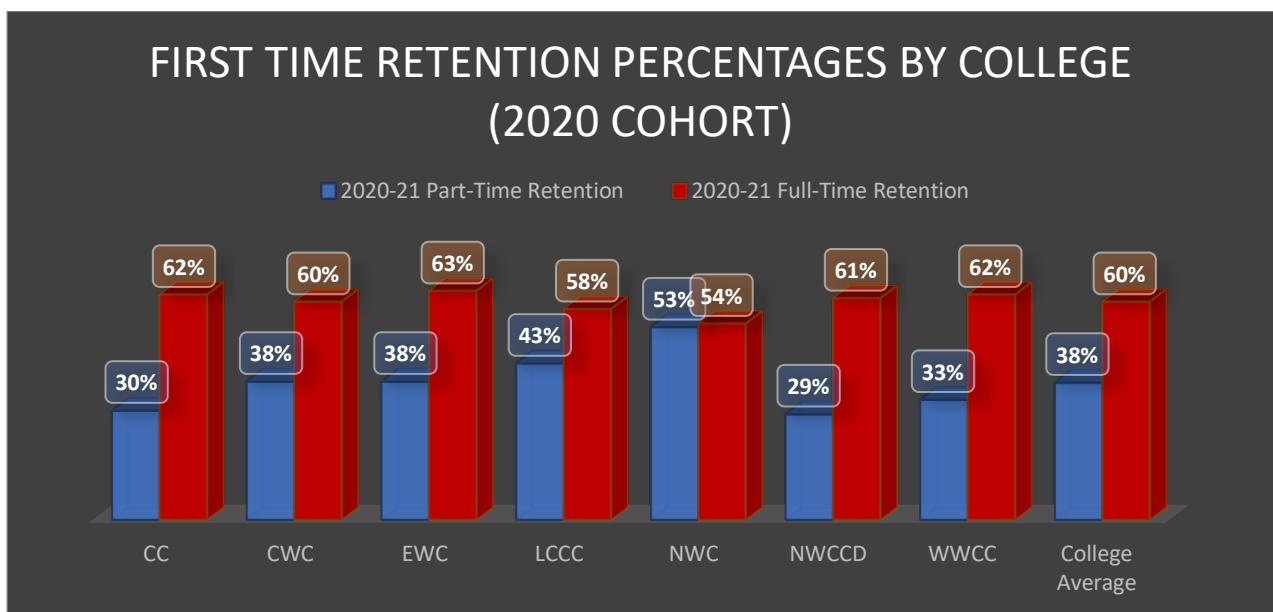
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	Retention Rate Full-Time	Retention Rate Part-Time
Rate of Fall 2020 Cohort Retention in Fall 2021	60%	36%
Rate of Fall 2019 Cohort Retention in Fall 2020	56%	37%
Rate of Fall 2018 Cohort Retention in Fall 2019	57%	30%
Rate of Fall 2017 Cohort Retention 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%

Table B.2: 2020 Cohort *First-time* Retention Rates by College

College	Number of First-time Degree-seeking Students Fall 2020	Retention Rate Full-Time	Retention Rate Part-Time
CC	634	62%	30%
CWC	263	60%	38%
EWC	171	63%	38%
LCCC	527	58%	43%
NWC	313	54%	53%
NWCCD	535	61%	29%
WWCC	399	62%	33%
All Colleges Sum & Average	2,842	60%	36%

Figure B.1: First Time Retention Rates by College



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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 2020 cohort who persisted to any college during the Fall 2021 semester. Table B.4 and Figure B.3 show a full three-year persistence history.

Table B.3: *First-time Persistence Rates by College for Fall 2020 Cohort*

College	Number of First-time Degree-seeking Students Fall 2020	Persistence Rate Full-Time	Persistence Rate Part-Time
CC	634	69%	35%
CWC	263	66%	44%
EWC	171	73%	38%
LCCC	527	65%	46%
NWC	313	63%	56%
NWCCD	535	70%	33%
WWCC	399	69%	39%
Average College Persistence Rate		67%	40%

Figure B.2: First-Time, Full-Time, and Part-Time Degree-Seeking Students' Persistence Rates by College (2020 Fall to 2021 Fall)

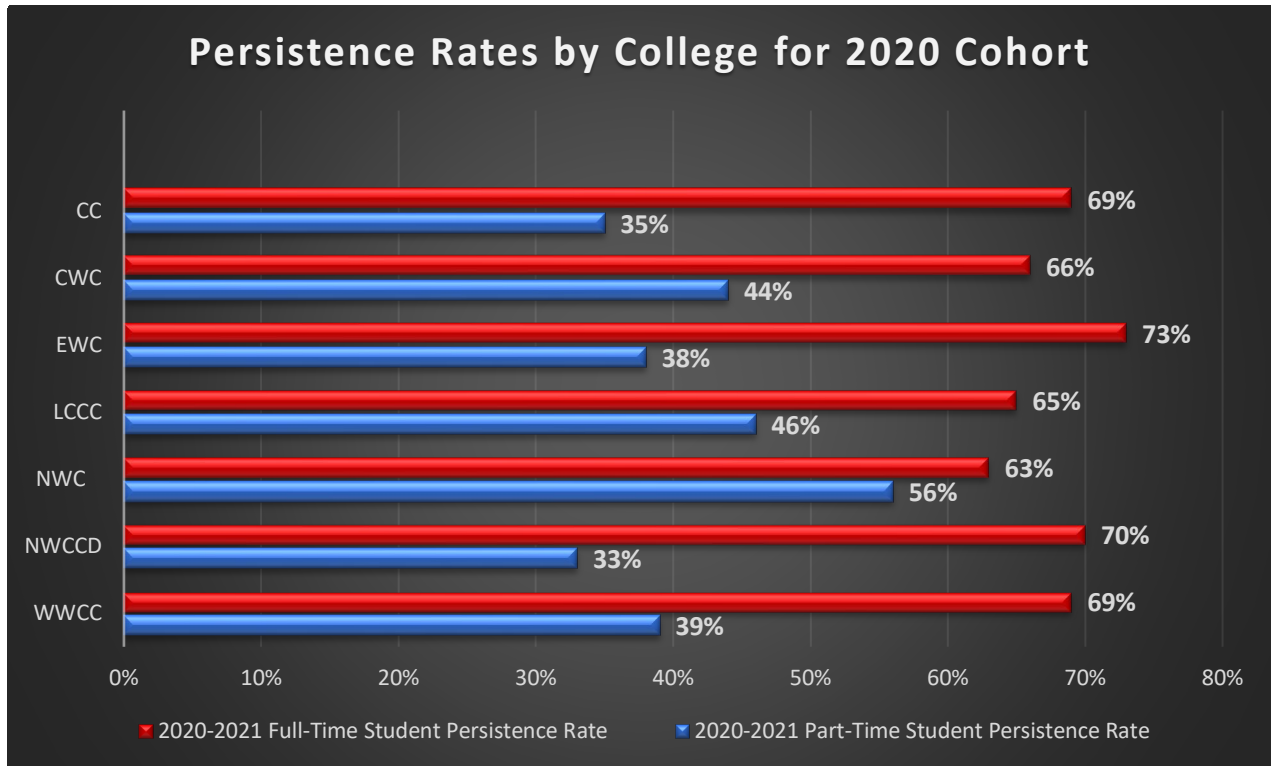


Table B.4: Three-Year *First-time Degree-Seeking* Persistence Rates by College Starting with Fall 2018 Cohort

		Cohort 18/Fall	Persisted to 19/Fall	Persisted to 20/Fall	Persisted to 21/Fall
CC	Part Time	91	30%	29%	23%
	Full Time	492	69%	61%	57%
CWC	Part Time	47	32%	21%	21%
	Full Time	235	62%	58%	57%
EWC	Part Time	24	42%	33%	25%
	Full Time	191	69%	62%	59%
LCCC	Part Time	94	39%	29%	26%
	Full Time	515	70%	61%	56%
NWC	Part Time	20	40%	20%	15%
	Full Time	315	73%	61%	57%
NWCCD	Part Time	73	45%	40%	37%
	Full Time	565	71%	61%	57%
WWCC*	Part Time	63	19%	22%	13%
	Full Time	431	65%	55%	56%
Average Colleges	Part Time	412	34%	29%	24%
	Full Time	2744	69%	60%	57%

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 full-time, first-time, degree-seeking students.*

Data Source: *Integrated Postsecondary Education Data Systems (IPEDS)—Graduate Rate Survey on Fall 2017 first-time, full-time, degree seeking cohort.*

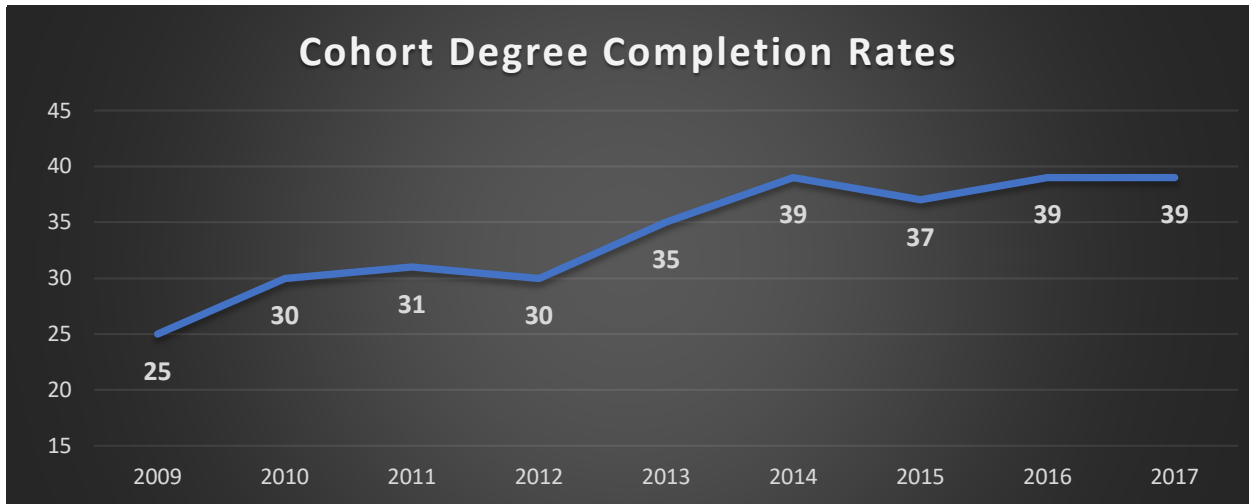
Strategic Plan Match: *Educational Attainment*

As illustrated in Table C.1 and Figure C.1, the 2017 cohort average completion rate at Wyoming community colleges is 39%, which is similar to recent previous cohorts. The average completion rate for the Wyoming community colleges has steadily increased over the last ten years. According to the U.S. Department of Education, National Center for Educational Statistics (NCES), IPEDS, 2017 Starting Cohort, the graduation rate within 150% of normal time at 2-year postsecondary institutions was 36 percent, putting Wyoming community colleges above the national percentage.

Table C.1: Current and Historical Degree Completion Rates

2017 Cohort Graduation Rate within 3 years (spring 2018)	39%
2016 Cohort Graduation Rate within 3 years (spring 2017)	39%
2015 Cohort Graduation Rate within 3 years (spring 2016)	37%
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%

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



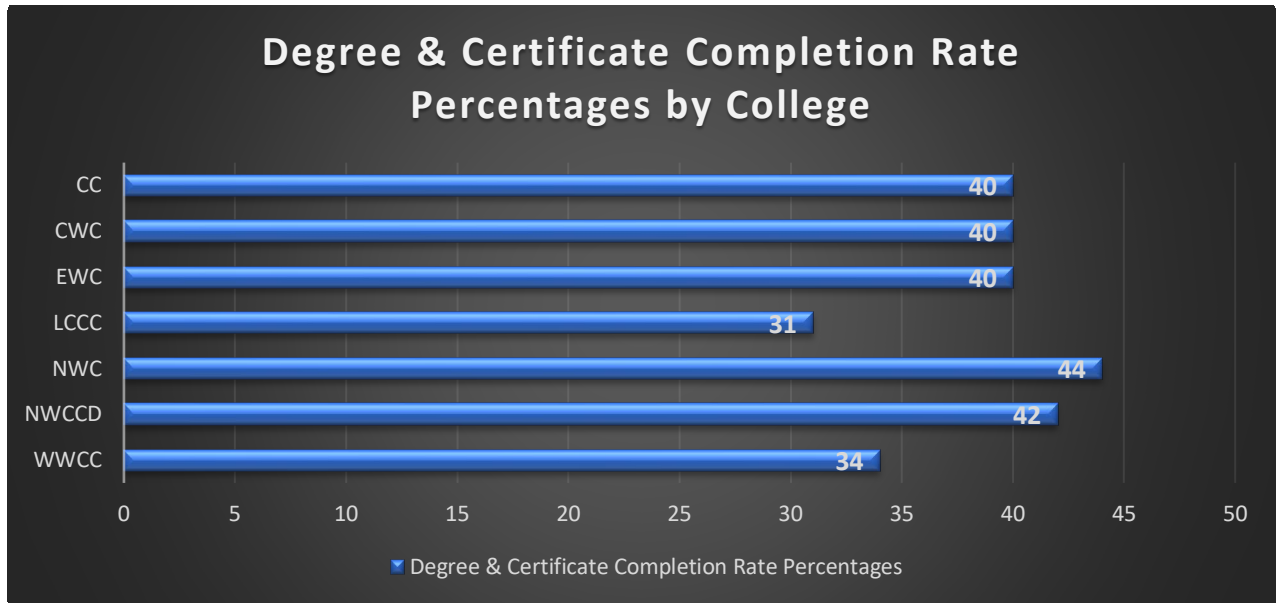
*IPEDS Graduation Rate Survey (2019-2020)

Table C.2 and Figure C.2 show the degree and certificate completion rates, by college, for the 2017 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: 2017 Cohort Degree and Certificate Completion Rates by College

College	2017 Cohort Size	Certificate/Degree Completers within 150% of normal time	Degree and Certificate Completion Rate
CC	537	213	40%
CWC	188	76	40%
EWC	174	69	40%
LCCC	444	139	31%
NWC	352	154	44%
NWCCD	567	239	42%
WWCC	450	153	34%

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



*(IPEDS)—Graduation Rate Surveys, 2020-2021

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 fulltime equivalency (FTE). Table C.3 shows the number of degree and/or certificate graduates in one academic year per 100 FTE. Table C.4 shows the number of degrees and/or certificates awarded in one academic year per 100 FTE. Figure C.3 shows the total number of awards and graduates, by college, per 100 FTE.

Table C.3: Graduates by Full Time Equivalency 2020-2021

	Associate Degree Graduates/ 100 FTE	Total Graduates/100 FTE
CC	22.2	23.8
CWC	22.1	26.9
EWC	18.0	25.8
LCCC	21.4	26.2
NWC	25.6	27.8
NWCCD	26.8	36.3
WWCC	16.0	20.1
Average All Colleges:	21.9	26.7

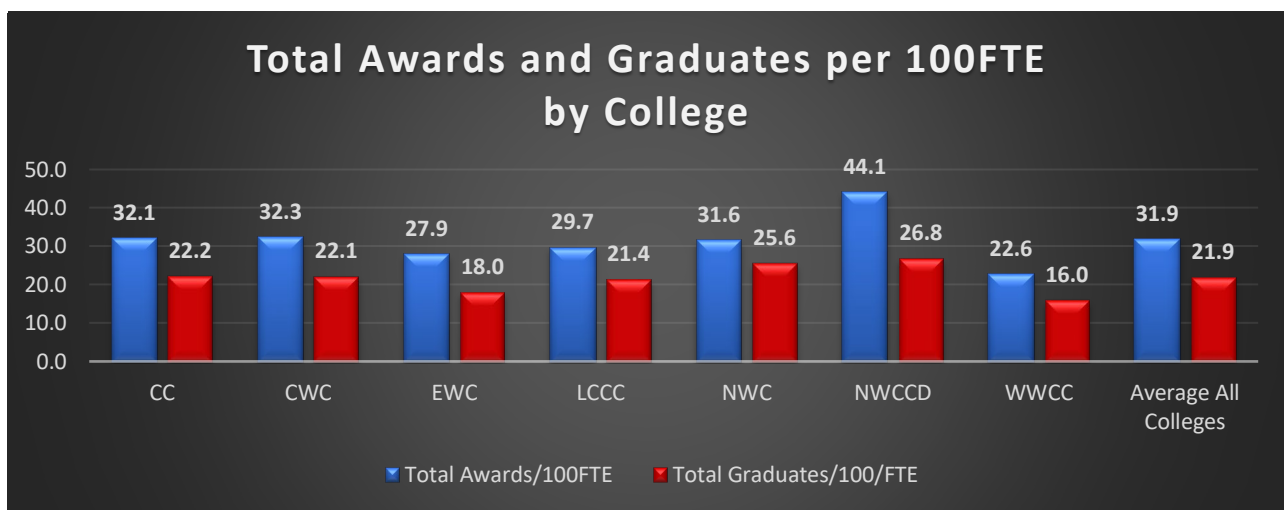
Table C.4: Degree/Certificate Awards by Full Time Equivalence 2020-2021

	Associate Degrees Awarded/ 100 FTE	Total Awards/100 FTE
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CC	23.8	32.1
CWC	24.7	32.3
EWC	18.2	27.9
LCCC	21.4	29.7
NWC	28.1	31.6
NWCCD	29.3	44.1
WWCC	16.2	22.6
Average All Colleges:	23.2	31.9

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



**IPEDS Completion Survey and 12-Month Enrollment Survey (2020-2021)*

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**

Strategic Plan Match: *Educational Attainment, Program Alignment, Economic Development.*

Of the 1,769 graduates who were surveyed, only 320 responded (18% response rate) 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. Given the extremely limited response rate, other data sources should be considered in future years. Table D.1 provides an aggregate percentage of employment status. Table D.2 shows current employment status by college.

Table D.1: Most Recent Aggregate Graduate Survey Results. Student Responses to "Which Statement Best Describes your Current Employment Status?"

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Employment Status	2016-2017 or 2017-18	2017-2018 or 2018-19	2018-19 or 2019-20	2020-21 or 2021-22
Employed Full Time (40 hours or more/week)	38%	30%	24%	33%
Employed Part-Time (less than 40 hours/week)	29%	19%	25%	31%
Unemployed, actively seeking employment	6%	12%	15%	17%
Unemployed or retired, not seeking employment	17%	6%	11%	17%
No response	3%	33%	25%	2%

**The most recent graduate survey was completed in different years per college. Graduate surveys 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	--	--	--	--	--
CWC	31%	46%	6%	17%	0%
EWC	50%	50%	0%	0%	0%
LCCC	56%	18%	13%	10%	3%
NWC	38%	50%	0%	12%	0%
NWCCD	40%	7%	32%	22%	0%
WWCC	53%	23%	7%	17%	0%

**Most recent graduate survey was completed 2019-2020 or 2020-2021. Graduate reports are completed by colleges every year or every other year.*

***Casper College does not currently submit data to the NCCBP.*

****Percentages may not sum to 100% due to rounding.*

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: *Educational Attainment, Program Alignment, Economic Development*

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Wyoming's seven community colleges have over 50 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
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				91%			
American Registry for Diagnostic Medical Sonography-Vascular Technology				167%			
American Registry of Radiologic Technologists (AART)	92%			100%			
American Society for Clinical Pathology (ASCP) Board of Certification Examination	91%						
Automotive ASE		80%					
Avalanche Training I		100%					
Avalanche Training II		100%					
Basic Life Support for Health Care Providers		100%					
Barber Technician			100%				
License/Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
Cardiopulmonary Resuscitation (CPR)		100%					
Certified Horsemanship Association (CHA)		100%					
Certified Interpretive Guide		100%					
Certified Respiratory Therapist (CRT)	100%						

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Certified Respiratory Therapist (RRT)	78%						
Central Regional Dental Testing Exam (CRDTS) – Clinical Anesthesia						60%	
Central Regional Dental Testing Exam (CRDTS) -Clinical Skills						75%	
Central Regional Dental Testing Exam (CRDTS) – Written Anesthesia						80%	
Cosmetology (National-Interstate Council of State Boards of Cosmetology (NIC))		100%	100%				
Dental Hygiene Clinical Exam				100%			
Esthetician		100%	100%				
First Aid (Riverton & Jackson)		100%					
Federation on State Boards of Physical Therapy (FSBPT)				94%			
Human Services Addictionology (CAPA)		100%					
NCLEX-PN	93%			85%	100%	97%	93%
NCLEX-RN	83%	87%	46%	84%	72%	87%	85%
Nail Technician (NIC)		75%	100%				
National Board Dental Hygiene Examination				100%			
National Board for Certification in Occupational Therapy (NBCOT)	100%						
National Board for Surgical Technology and Surgical Assisting				73%			
License/Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
National Center for Competency in Medical Assistant Certification (NCMA)		100%					
National Center for Competency in Phlebotomy			90%				
National Dental Hygiene Exam (NBDHE)						88%	

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National Healthcare Association - Certified Clinical Medical Assistant (CCMA)						100%	
National Registry of EMT- (NREMT-Paramedic)	63%						
National Registry of EMT-Paramedic Psychomotor Exam				86%			
National Registry of EMT-Paramedic Cognitive Exam				86%			
Pharmacy Technician Certification Board	100%						
Registered Respiratory Therapist (RRT)	78%						
ServSafe		40%					
TIPS		100%					
Veterinary Technician			100%				
Welding 3/8" Plate Test (American Welding Society (AWS))			52%				
Western Regional Exam Board - Anesthesia (WREB)							
Welding 1" Plate Test (AWS)			89%				
Western Regional Exam Board (WREB) – Clinical Anesthesia						100%	
Western Regional Exam Board (WREB)- Written Anesthesia						100%	
Wilderness EMT		100%					
Wilderness First Aid		100%					
Wilderness First Responder		100%					
Wilderness First Responder Recertification		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: 2021 NCCBP (Casper College does not currently share data with the NCCBP)

Strategic Plan Match: Educational Attainment

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

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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 2020

	NCCPB Form 11 – Average Submitted Values			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U and W grades	3039	330	1808	738
Total A, B, C, P/S, D and F/U grades	2812	304	1661	664
Total A, B, C, and P/S grades	2359	230	1370	570
Retention Rate	91%	95%	92%	91%
Enrollee Success Rate	78%	77%	78%	80%
Completer Success Rate	85%	81%	84%	87%

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 or is required to participate in a co-requisite course in the same academic discipline all 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: *WCCC/Community College Data Warehouse, 2020 Cohort*

Strategic Plan Match: *Educational Attainment, Program Alignment*

Remedial Course Cohort

A number of community college students enroll in developmental/remedial courses to prepare for college-level courses. In Fall 2018, 2,252 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of those, 643 students completed their respective developmental/remedial coursework within one year. Additionally, 714 completed within five semesters and 750 completed within eight semesters for a total of 1,429 successful students. Of those enrolled in the Fall 2018, 64% in math and 59% 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 or co-requisite 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 2018 Cohort

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	Developmental/Remedial			Subsequent College Level Course						Successful College Level Course Completers
	Enrolled 18/FA	Successful 18/FA	Success rate (%)	Successfully completed with 1 year (19 F/A)		Successfully completed with 5 terms (20/SU)		Successfully* completed within 8 terms (21/SU)		
				N	%	N	%	N	%	
Math	2023	1293	64%	567	28%	635	31%	671	33%	64%
English	229	136	59%	76	33%	78	34%	79	34%	59%
Total	2252	1429		643		714		750		

* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in Fall 2018 and successfully completed a related college-level course by the end of Summer 2021.

Table G.2: Subsequent College Level Coursework

Fall 2018 Cohort by College Developmental Courses

College	Course	Developmental/Remedial			Subsequent College Level Course			Successful* College Level Course Completers
		Enrolled 18/FA	Successful 18/FA	Success Rate	Successfully completed within 1 year (19/FA)	Successfully completed within 5 terms (20/SU)	Successfully completed within 8 terms (21/SU)	
CC	English	125	77	62%	46	48	49	39%
	Math	425	249	59%	105	126	139	33%
CWC	English	--	--	--	--	--	--	--
	Math	109	65	60%	35	36	40	37%
EWC	English	24	15	63%	2	2	2	8%
	Math	111	76	68%	35	37	37	33%
LCCC	English	52	27	52%	19	19	19	37%
	Math	562	356	63%	139	150	156	28%
NWC	English	12	5	42%	4	4	4	33%
	Math	145	105	72%	45	53	55	38%
NWCCD	English	16	12	75%	5	5	5	31%
	Math	312	209	67%	97	110	112	36%
WWCC	English	--	--	--	--	--	--	--
	Math	359	233	65%	111	124	132	37%

* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in fall 2017 and successfully completed a related college-level course by the end of summer 2020.

Fall 2019 Cohort by College Developmental Courses

College	Course	Developmental/Remedial			Subsequent College Level Course		Successful College Level
		Enrolled 19/FA		Success Rate	Successfully completed	Successfully completed	

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			Remedial Student Success		within 1 year (20/FA)	within 5 terms (21/SU)	Course Completers
CC	English	92	60	65%	36	40	43%
	Math	440	262	60%	144	165	38%
CWC	English	--	--	--	--	--	--
	Math	93	52	56%	24	24	26%
EWC	English	13	8	62%	3	3	23%
	Math	138	80	58%	41	41	30%
LCCC	English	43	17	40%	11	11	26%
	Math	456	264	58%	102	112	25%
NWC	English	5	2	40%	2	2	40%
	Math	66	49	74%	28	30	45%
NWCCD	English	9	7	78%	5	5	56%
	Math	313	190	61%	82	91	29%
WWCC	English	--	--	--	--	--	--
	Math	321	225	70%	110	115	36%

Fall 2020 Cohort by College Developmental Courses

College	Course	Developmental/Remedial			Subsequent College Level Course	
		Enrolled 20/FA	Successful 20/FA	Success Rate	Successfully completed within 1 year (21/FA)	Success Rate
CC	English	59	35	59%	23	39%
	Math	373	171	46%	80	21%
CWC	English	--	--	--	--	--
	Math	77	49	64%	30	39%
EWC	English	24	8	33%	2	8%
	Math	106	76	72%	22	21%
LCCC	English	44	26	59%	14	32%
	Math	373	235	63%	85	23%
NWC	English	--	--	--	--	--
	Math	73	35	48%	13	18%
NWCCD	English	11	9	82%	3	27%
	Math	236	124	53%	58	25%
WWCC	English	--	--	--	--	--
	Math	259	157	61%	84	32%

Co-Requisite Course Cohort

Wyoming community colleges are utilizing progressive techniques to facilitate enhanced options for students requiring remedial level coursework. Many colleges (CWC, LCCC, NWC, &

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WWCC) are providing co-requisite “lab” courses, specifically in English, to be taken along with college level courses, to supplement instruction providing extra assistance to the students in achieving the college level material. This instructional technique is gaining in popularity. Numbers provided below show the efficiency and promotion of student success.

Table G.3: Co-Requisite College Level Coursework

Fall 2018 Cohort by College Co-Requisite

College	Course	Co-Requisite/Developmental			Subsequent College Level Course			Successful* College Level Course Completers
		Enrolled 18/FA	Successful 18/FA	Success Rate	Successfully completed within 1 year (19/FA)	Successfully completed within 5 terms (20/SU)	Successfully completed within 8 terms (21/SU)	
CC	English	21	16	76%	15	15	15	71%
	Math	--	--	--	--	--	--	--
CWC	English	140	103	74%	98	98	98	70%
	Math	51	40	78%	35	35	36	71%
EWC	English	21	13	62%	12	12	12	57%
	Math	--	--	--	--	--	--	--
LCCC	English	76	52	68%	50	50	50	66%
	Math	--	--	--	--	--	--	--
NWC	English	54	46	85%	43	43	43	80%
	Math	25	16	64%	15	15	15	60%
NWCCD	English	142	106	75%	101	101	101	71%
	Math	--	--	--	--	--	--	--
WWCC	English	56	32	57%	31	31	31	55%
	Math	--	--	--	--	--	--	--

* "Successful College Level Course Completers" are the percent of those who enrolled in a co-requisite class in conjunction with a standard academic course and successfully completed a related college-level course by the end of summer 2021.

Fall 2019 Cohort by College Co-Requisite

College	Course	Co-Requisite/Developmental			Subsequent College Level Course		Successful College Level Course Completers
		Enrolled 19/FA	Remedial Student Success	Success Rate	Successfully completed within 1 year (20/FA)	Successfully completed within 5 terms (21/SU)	
CC	English	32	22	69%	22	22	69%

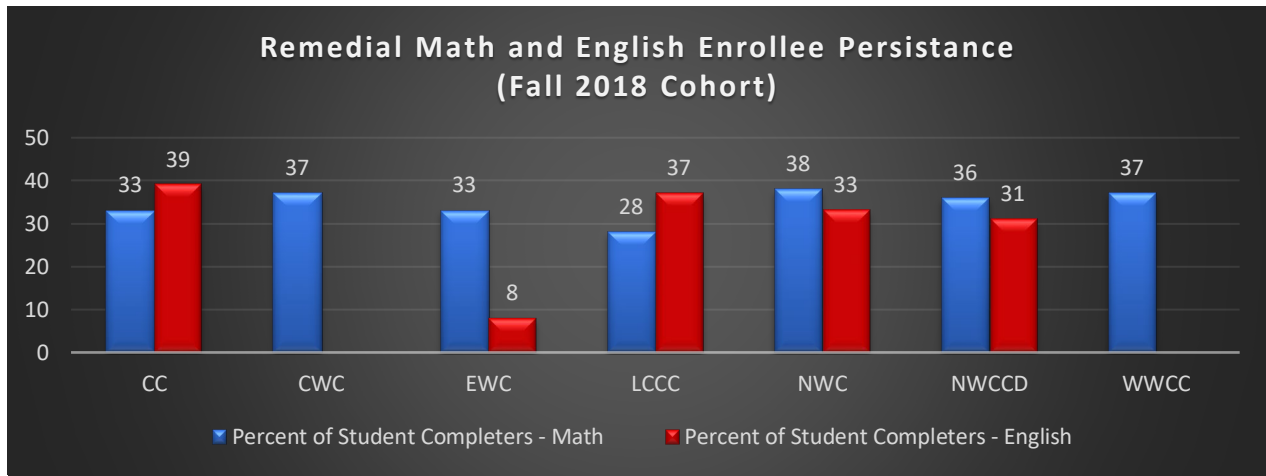
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	Math	--	--	--	--	--	--
CWC	English	131	100	76%	88	88	67%
	Math	49	35	71%	35	35	71%
EWC	English	11	8	73%	7	8	73%
	Math	--	--	--	--	--	--
LCCC	English	70	54	77%	46	46	66%
	Math	--	--	--	--	--	--
NWC	English	59	49	83%	44	44	75%
	Math	43	30	70%	30	30	70%
NWCCD	English	113	75	66%	65	65	58%
	Math	--	--	--	--	--	--
WWCC	English	73	53	73%	39	39	53%
	Math	--	--	--	--	--	--

Fall 2020 Cohort by College Co-Requisite

College	Course	Co-Requisite/Developmental			Subsequent College Level Course	
		Enrolled 20/FA	Successful 20/FA	Success Rate	Successfully completed within 1 year (21/FA)	Success Rate
CC	English	25	17	68%	13	52%
	Math	--	--	--	--	--
CWC	English	123	93	76%	80	65%
	Math	43	33	77%	32	74%
EWC	English	21	9	43%	7	33%
	Math	--	--	--	--	--
LCCC	English	81	62	77%	57	70%
	Math	--	--	--	--	--
NWC	English	50	26	52%	22	44%
	Math	32	19	59%	19	59%
NWCCD	English	85	57	67%	54	64%
	Math	--	--	--	--	--
WWCC	English	81	49	60%	46	57%
	Math	--	--	--	--	--

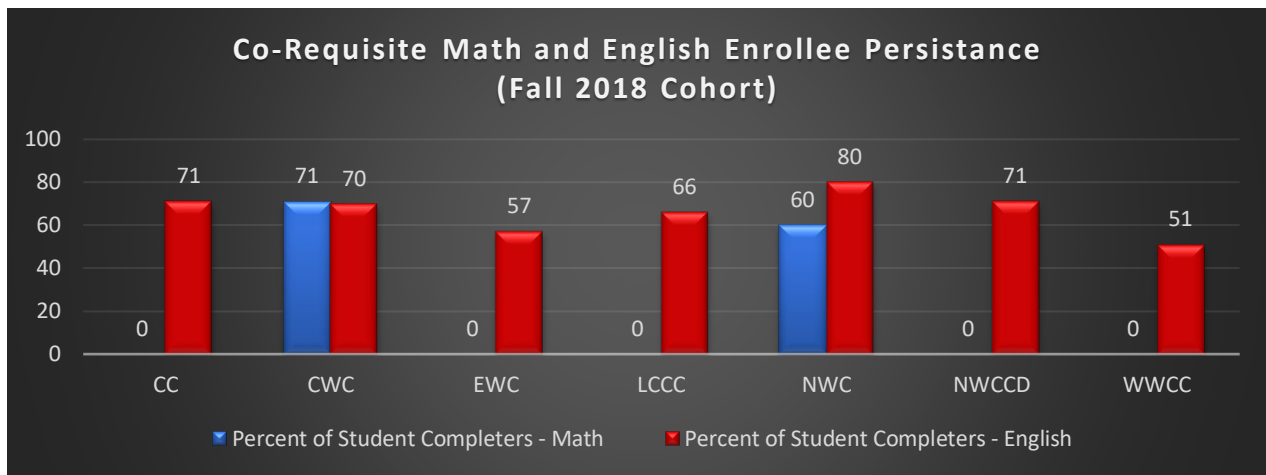
Figure G.1: Percentage of Enrollees in Remedial Math and English Courses Who Persist Through Eight Semesters of College Courses (Fall 2018 Cohort)



*WCCC/Community College Data Warehouse 2021

**CWC and WWCC did not offer remedial English courses.

Figure G.2: Percentage of Enrollees in Co-Requisite Math and English Courses Who Persist Through Eight Semesters of College Courses (Fall 2018 Cohort)



*WCCC/Community College Data Warehouse 2021

H: Number and Rate of Transfer Students

Measure: Transfer information for Wyoming community college students.

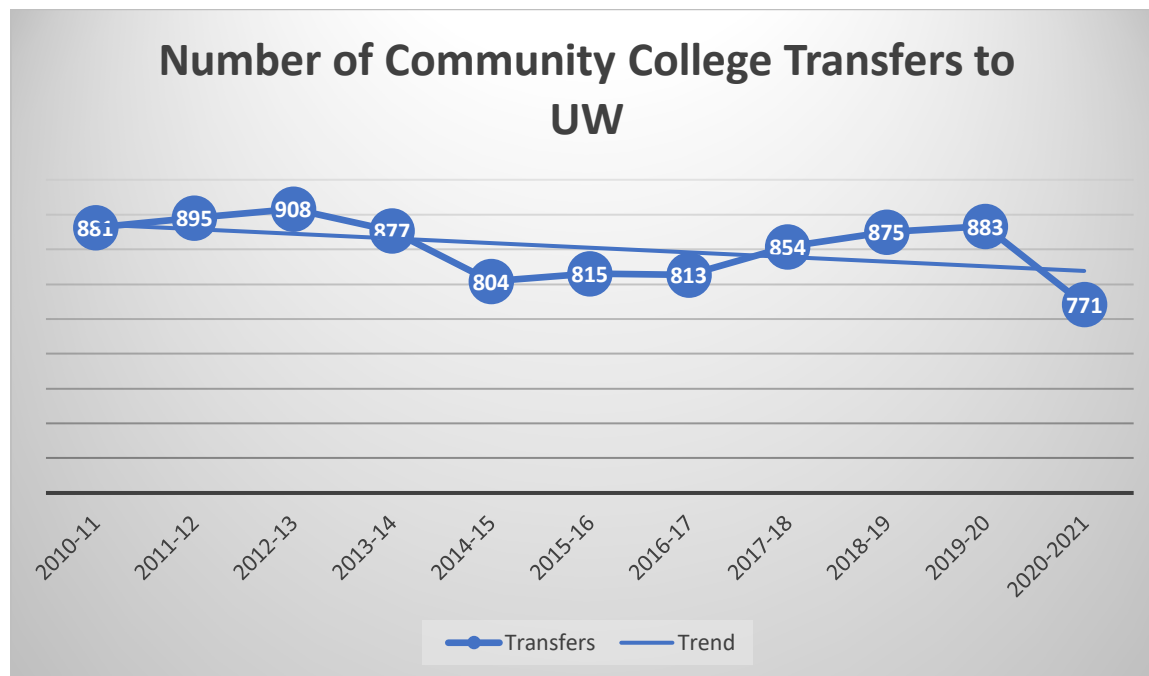
Data Sources: "New Transfer Students 2020-2021," University of Wyoming Office of Institutional Analysis, 2021 Colleague®, National Student Clearinghouse's Student Tracker and 2021 NCCBP, Integrated Postsecondary Education Data Systems (IPEDS), WCCC/Community College Data Warehouse

Strategic Plan Match: Program Alignment

According to the University of Wyoming Annual Transfer Report, a total of 771 students from Wyoming community colleges transferred to the University of Wyoming during the academic year 2020-2021. The data does 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 eleven academic years.

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



* 2020-2021 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 (2020-21 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	204
	Western Governors University	8
	Colorado State University	6

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	University of North Dakota	6
	Valley City State University	6
CWC	University of Wyoming	47
	Southern New Hampshire	4
	Weber State	4
	Western Governors University	4
	Utah State	3
EWC	Chadron State College	9
	Black Hills State University	5
	University of Texas at Tyler	2
	West Texas A&M University	2
	Young Harris College	1
LCCC	University Of Wyoming	248
	Western Governors University	15
	Colorado State University	14
	University of Northern Colorado	6
	American Public University System	5
NWC	University of Wyoming	60
	Montana State University-Billings	7
	Black Hills State University	6
	Chadron State College	4
	Brigham Young University - Idaho	3
NWCCD	University of Wyoming	133
	Black Hills State University	14
	South Dakota School of Mines	10
	Chadron State College	8
	Western Governors University	7
WWCC	University of Wyoming	79
	Western Governors University	14
	Weber State University	10
	Utah Valley University	5
	Valley City State University	4

The 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 they 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, fulltime and first-time, part-time transfer rates by college for students who transferred to a 4-year institution from the Fall 2018 Cohort.

Table H.2.A / Figure H.3: Transfer Rate (Percent of Students who Transferred to any Institution in Three Years) IPEDS Fall 2017 Cohort

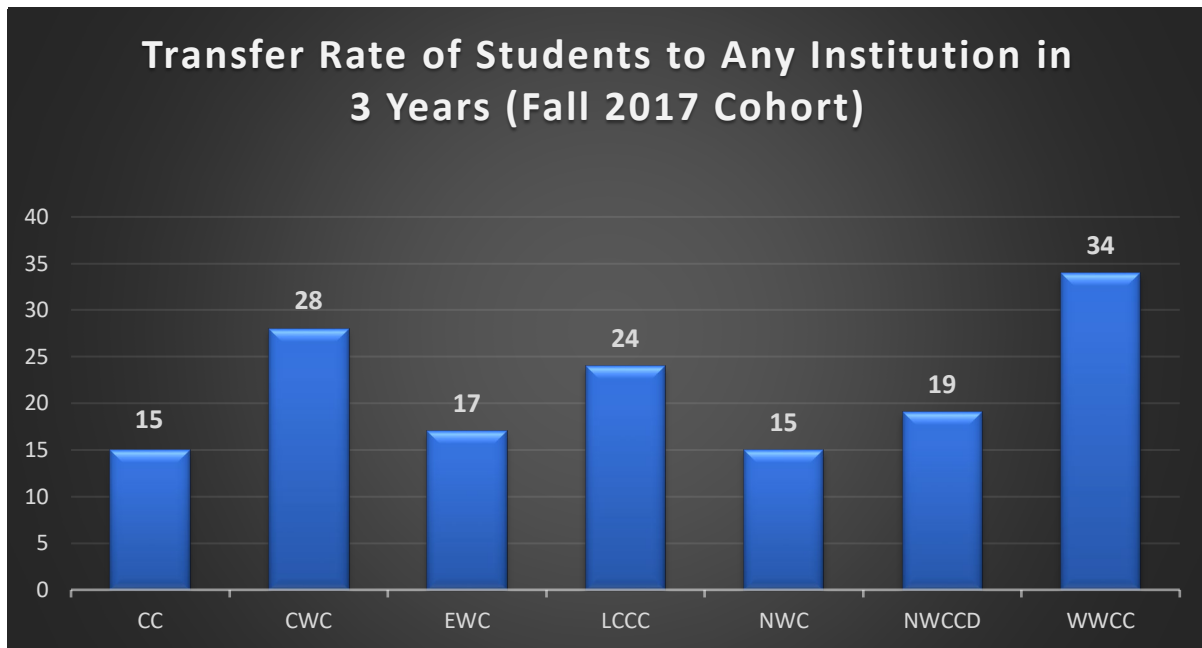
College	First-time Full-time
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CC	15%
CWC	28%
EWC	17%
LCCC	24%
NWC	15%
NWCCD	19%
WWCC	34%

**Note: Colleges do not report transfer rates for First-time, Part-time to IPEDS. These are transfers who did not previously earn a degree or certificate.*

Figure H.3: Transfer Rate of Students to Any Institution in three years for the IPEDS Fall 2017 Cohort



**IPEDS 2020-2021*

Table H.2.B and Figure H.4: Transfer Rate (Percent of Students who Transferred to a 4-year Institution in Three Years) Fall 2017 Cohort (NCCBP)

College	First-time Full-time	First-time Part-time
CC**	--	--

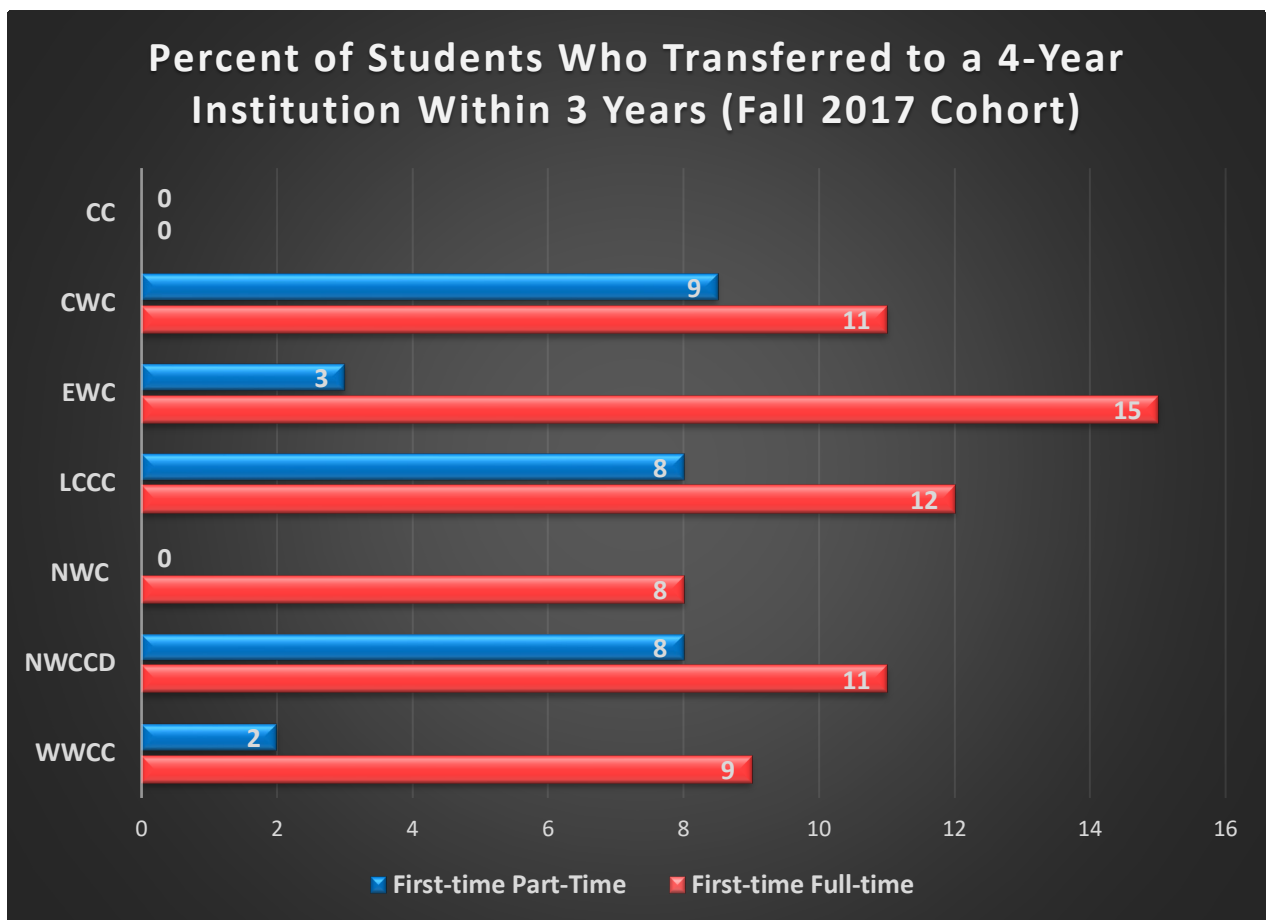
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CWC	11%	8.5%
EWC	15%	3%
LCCC	12%	8%
NWC	8%	0%
NWCCD	11%	8%
WWCC	9%	2%

Note: These are transfers of students without a degree or program completion.

*** Casper College did not collect NCCBP information.*

Figure H.4: The Percent of Students who transferred to a 4-year College in 3 years – 2017 Cohort (NCCBP)



*NCCBP 2019 (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 2020-2021 academic year, the seven Wyoming community colleges enrolled 5,274 full-time students (unduplicated

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headcount), and 20,903 part-time students (unduplicated headcount). Graduates from Wyoming community colleges earned 630 Associate of Arts (AA) degrees, 1,027 Associate of Science (AS) degrees, 575 Associate of Applied Science (AAS) degrees, 13 Associate of Business (AB) degrees, 27 Associate of Fine Arts (AFA) degrees, 252 Associate in Nursing degrees (ADN) and 976 certificates.

The State of Wyoming provided \$120,810,541 million in operational funding to support the seven community colleges during fiscal-year 2021.

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 the responsibility of accountability seriously. This report will be used to document performance, evaluate where improvements can be made, and make plans of action to meet and exceed stakeholders' expectations. The current and future Performance Indicator Reports will associate the 2020-2025 WCCC System Strategic Plan with the performance indicators required by Wyoming Statute.