



WYOMING

4 COMMUNITY COLLEGES

Annual Performance Report: Performance Indicators

2018-2019

Wyoming Community College Commission
2300 Capitol Avenue, 5th Floor, Suite B
Cheyenne, Wyoming 82002
(307) 777-7763

www.communitycolleges.wy.edu

Table of Contents

Introduction.....	3
Performance Indicator A: Student Goal Attainment	6
Performance Indicator B: Student Persistence and Retention.....	8
Performance Indicator C: Degree and Certificate Completion Rates.....	11
Performance Indicator D: Placement Rate of Graduates in the Workforce.....	15
Performance Indicator E: Licensure/Certification Pass Rates.....	16
Performance Indicator F: Demonstration of Critical Literacy Skills.....	18
Performance Indicator G: Success in Subsequent, Related Coursework.....	18
Performance Indicator H: Number and Rate of Students Who Transfer.....	23
State of Wyoming's Return on Investment.....	28
Summary.....	28

Contact:
Wyoming Community College Commission
Nicole Anderson, Policy Analyst
2300 Capitol Avenue, 5th Floor, Suite B
Cheyenne, Wyoming 82002
(307) 777-7226

January, 2020

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

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.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

- **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 2018-2019 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.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

<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 2018-2019. 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.

INTENTIONALLY LEFT BLANK

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

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 2019) 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: Performance

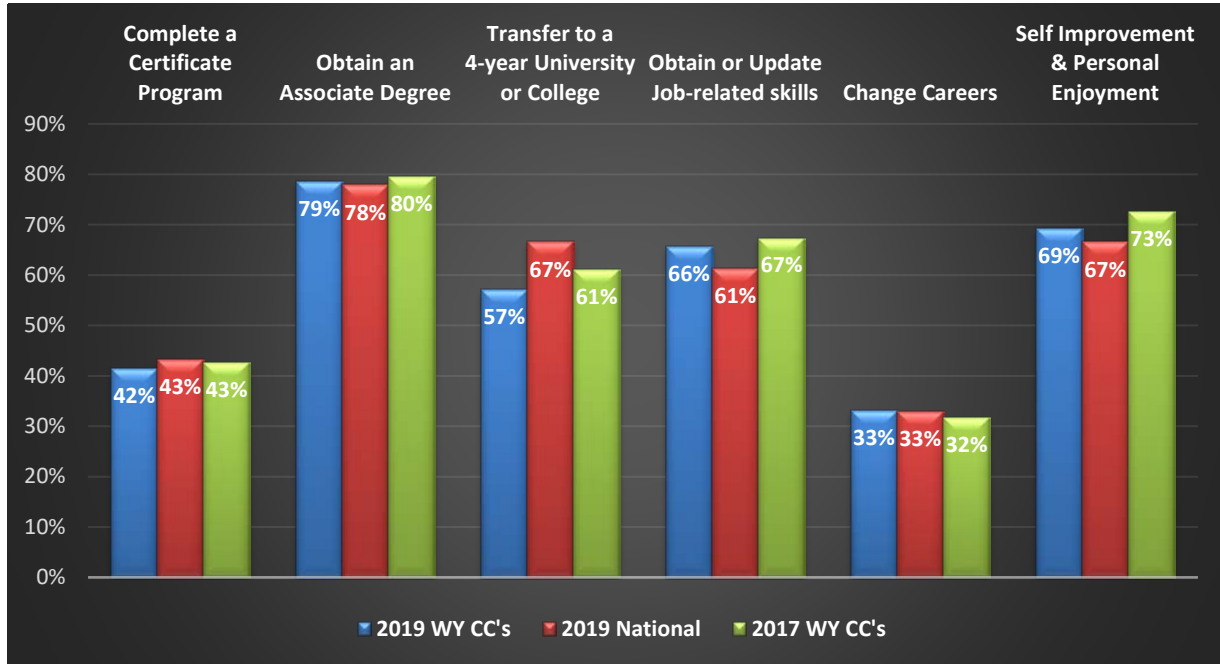
Students enroll in community colleges for a variety of reasons from self-improvement to four-year university transfer. To determine student goals in attending a Wyoming community college, the CCSSE survey can be utilized. Table A.1 demonstrates percentages of students indicating their goals for attending 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)	39 %	79%	58%	66%	68%	31%
Central Wyoming College (CWC)	33%	78%	58%	68%	75%	40%
Eastern Wyoming College (EWC)	39%	69%	33%	67%	69%	23%
Laramie County Community College (LCCC)	36%	80%	64%	53%	58%	33%
Northwest College (NWC)	43%	81%	67%	67%	73%	28%
Northern Wyoming Community College District (NWCCD)	51%	80%	52%	74%	70%	0%
Western Wyoming Community College (WWCC)	47%	79%	60%	64%	75%	36%
System Average	41%	78%	54%	65%	69%	27%

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

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



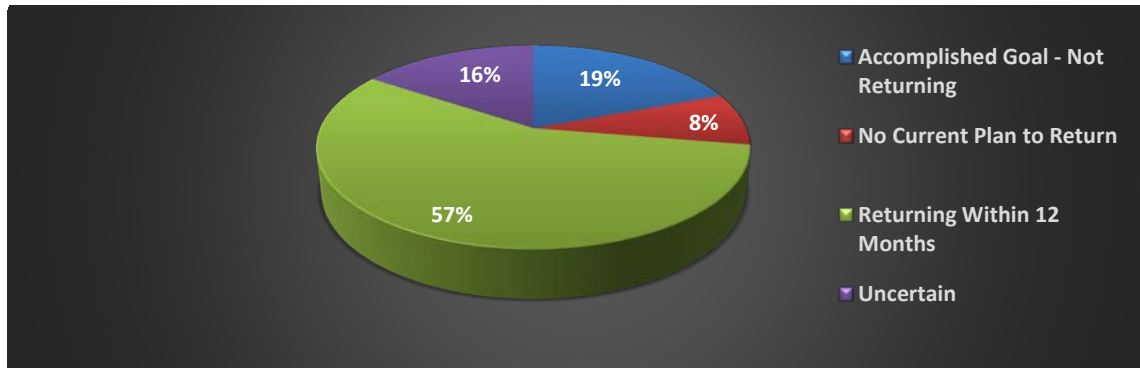
CCSSE 2019 & 2017

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 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	16%	4%	60%	20%
CWC	19%	8%	58%	15%
EWC	23%	15%	55%	7%
LCCC	19%	8%	60%	14%
NWC	25%	11%	49%	15%
NWCCD	21%	5%	59%	15%
WWCC	16%	12%	52%	20%

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



CCSSE 2019

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 3,058 full-time and part-time, first-time degree seeking students in the Fall of 2018. The aggregate full-time retention rate from Fall 2018 to Fall 2019 was 57%. 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 2018 and returning for the Fall 2019 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 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%
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%

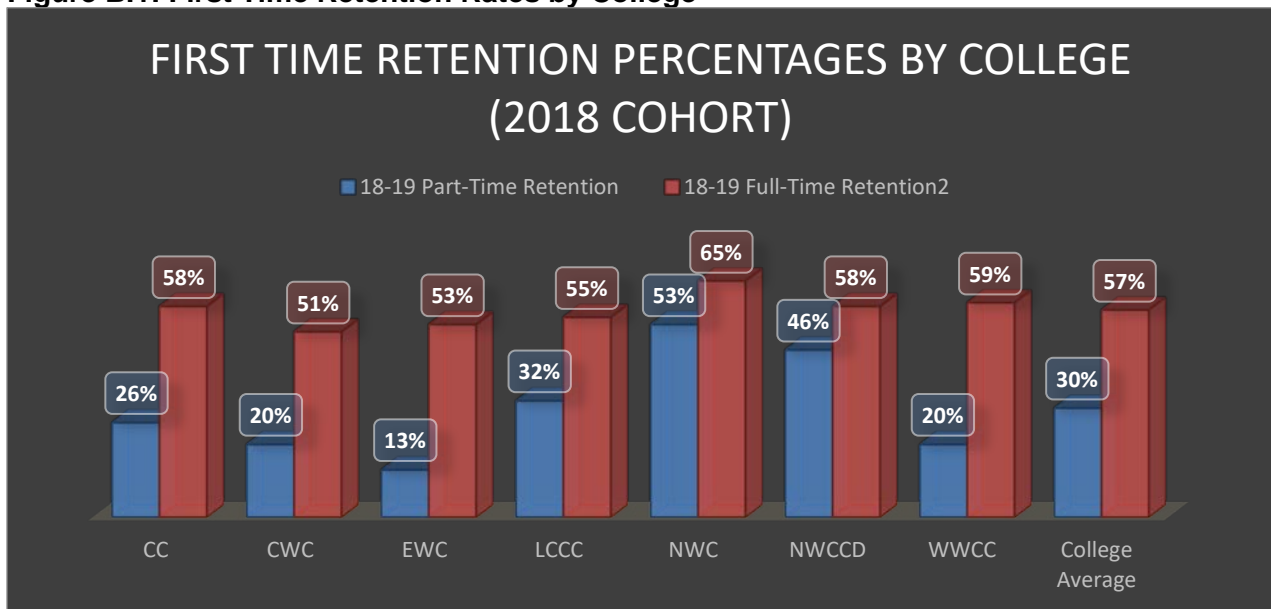
Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

Table B.2: 2018 Cohort *First-time* Retention Rates by College

College	Number of First-time Degree-seeking Students Fall 2018	Retention Rate Full-Time	Retention Rate Part-Time
CC	386	58%	26%
CWC	288	51%	20%
EWC	263	53%	13%
LCCC	664	55%	32%
NWC	320	65%	53%
NWCCD	635	58%	46%
WWCC*	502	59%	20%
All Colleges Sum & Average	3,058	57%	30%

* Numbers provided by WWCC IR separate from CSI reporting database.

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 2018 cohort who persisted to any college during the Fall 2019 semester. Table B.4 and Figure B.3 show a full three-year persistence history.

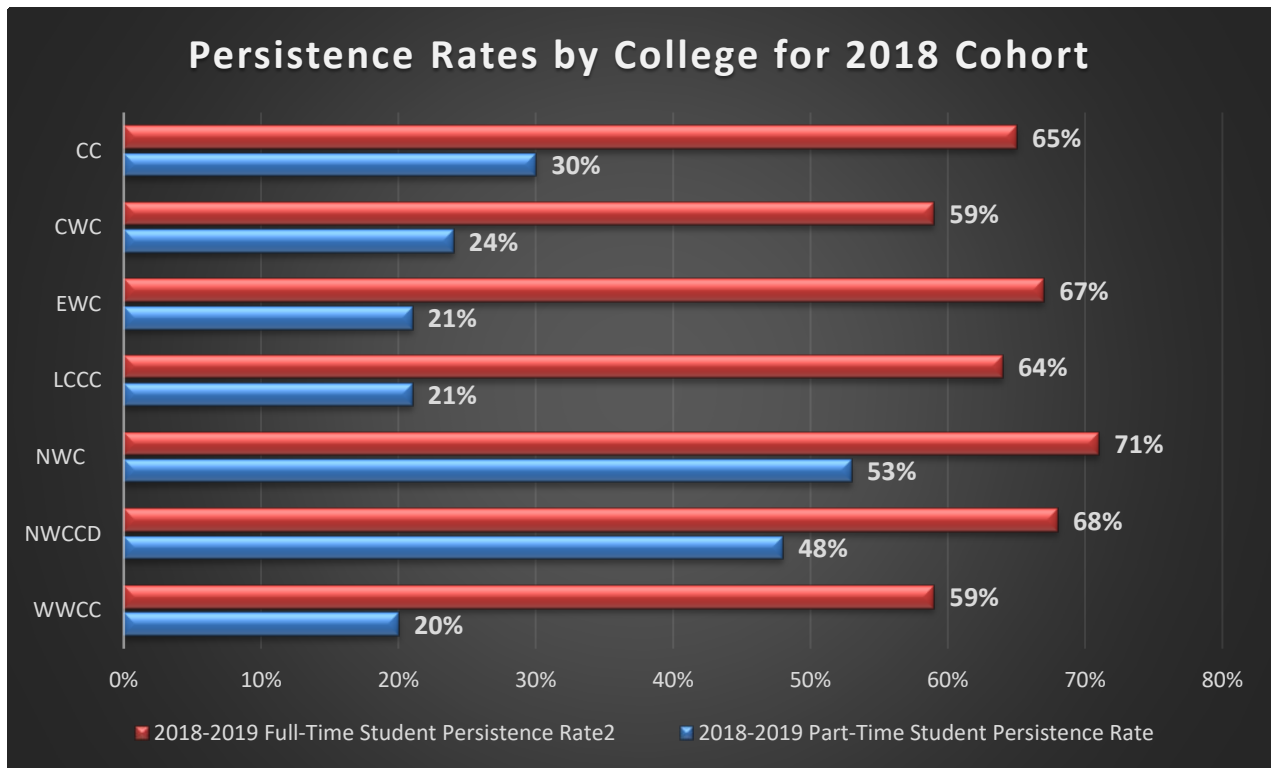
Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

Table B.3: First-time Persistence Rates by College Fall 2018 Cohort

College	Number of First-time Degree-seeking Students Fall 2018	Persistence Rate Full-Time	Persistence Rate Part-Time
CC	386	65%	30%
CWC	288	59%	24%
EWC	263	67%	21%
LCCC	664	64%	21%
NWC	320	71%	53%
NWCCD	635	68%	48%
WWCC*	502	59%	20%
Average College Persistence Rate		65%	33%

* Numbers provided by WWCC IR separate from CSI reporting database.

Figure B.2: First-Time Full-Time and Part-Time, Degree-Seeking students Persistence Rates by College (2018 Fall to 2019 Fall)



*WCCC/Community College Data Warehouse 2019 + WWCC data provided separately

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

Table B.4: Three-Year *First-time Degree-Seeking* Persistence Rates by College Fall 2016 Cohort

		Cohort 16/Fall	Persisted to 17/Fall	Persisted to 18/Fall	Persisted to 19/Fall
CC	Part Time	54	54%	30%	28%
	Full Time	554	65%	48%	39%
CWC	Part Time	48	27%	19%	10%
	Full Time	211	72%	54%	33%
EWC	Part Time	34	35%	21%	12%
	Full Time	174	60%	26%	20%
LCCC	Part Time	114	47%	37%	35%
	Full Time	438	66%	49%	38%
NWC	Part Time	16	31%	19%	13%
	Full Time	399	67%	46%	35%
NWCCD	Part Time	73	38%	25%	22%
	Full Time	525	75%	45%	35%
WWCC*	Part Time	81	37%	28%	22%
	Full Time	456	59%	45%	34%
Average Colleges	Part Time	420	38%	26%	20%
	Full Time	2757	66%	45%	33%

* Numbers provided by WWCC IR separate from CSI reporting database.

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, 2017-2018*

Strategic Plan Match: *Participation, Progress & Performance*

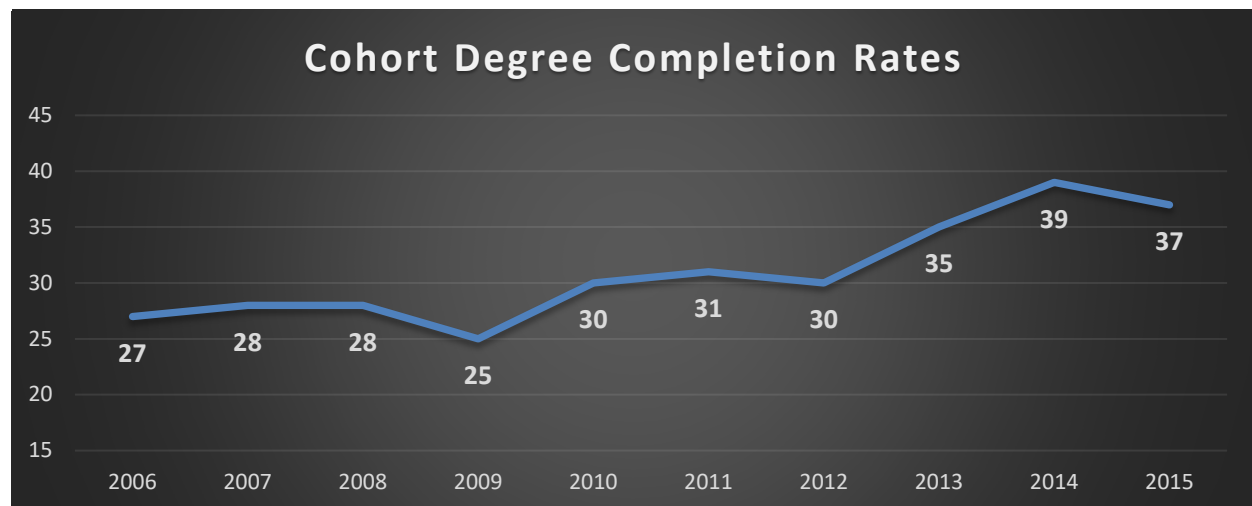
As illustrated in Table C.1 and Figure C.1, the 2015 cohort aggregate average completion rate at Wyoming community colleges is 37%, which dipped slightly from the year prior. The average aggregate completion rate for the Wyoming community colleges had remained fairly stable with significant increases from the prior two cohorts. According to the U.S. Department of Education, National Center for Educational Statistics (NCES), IPEDS, Winter 2017-18 Graduation Rates component, the graduation rate for public 2-year institutions was 26.7%, putting Wyoming community colleges above this national percentage.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

Table C.1: Current and Historical Degree Completion Rates

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%
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 (2018-2019)*

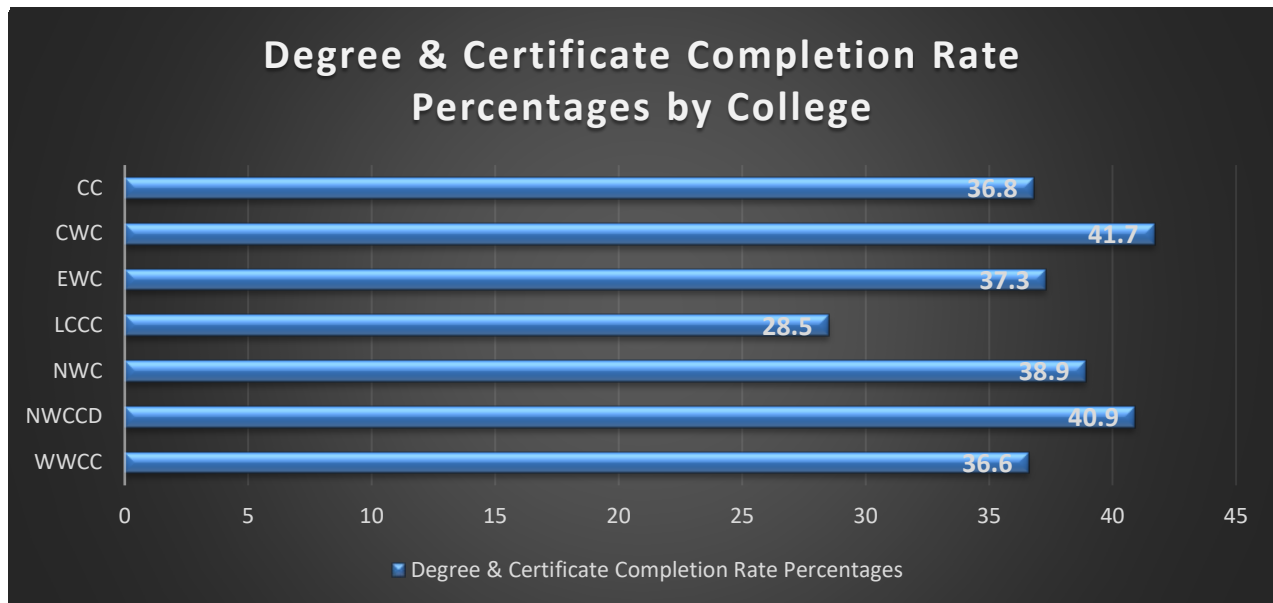
Table C.2 and Figure C.2 show the degree and certificate completion rates, by college, for the 2015 cohort. The cohort includes all full-time, first-time, degree and certificate-seeking undergraduate students entering the institution either during the fall term or during the 12-month period as described 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.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

Table C.2: 2015 Cohort Degree and Certificate Completion Rates by College

College	2015 Cohort Size	Certificate/Degree Completers within 150% of normal time	Degree and Certificate Completion Rate
CC	593	218	36.8%
CWC	252	105	41.7%
EWC	166	62	37.3%
LCCC	485	138	28.5%
NWC	324	126	38.9%
NWCCD	504	206	40.9%
WWCC	445	163	36.6%

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



*(IPEDS)—Graduation Rate Surveys, 2018-2019

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.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

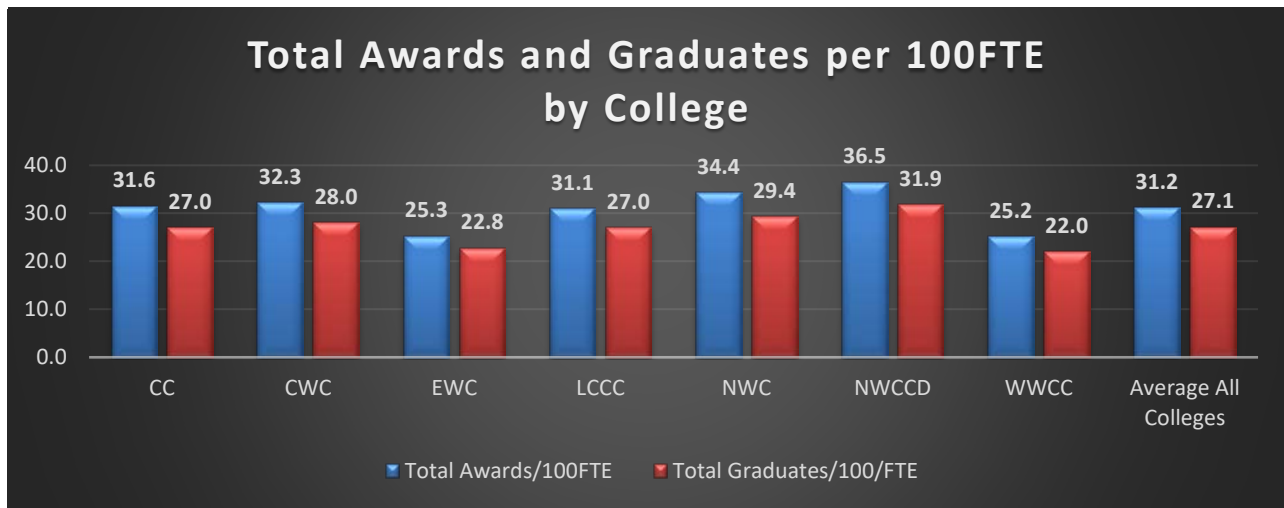
Table C.3: Graduates by Full Time Equivalency 2018-2019

	Associate Degree Graduates/100FTE	Total Graduates/100FTE
CC	22.6	26.99
CWC	20.88	28.04
EWC	14.89	22.8
LCCC	19.5	27.0
NWC	28.18	29.39
NWCCD	24.6	31.89
WWCC	17.5	22.0
Average All Colleges:	21.33	27.14

Table C.4: Degree/Certificate Awards by Full Time Equivalence 2018-2019

	Associate Degrees Awarded/100FTE	Total Awards/100FTE
CC	23.90	31.56
CWC	22.77	32.32
EWC	15.24	25.28
LCCC	20.47	31.05
NWC	31.33	34.4
NWCCD	26.45	36.52
WWCC	18.65	25.15
Average All Colleges:	22.76	31.23

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



*IPEDS Completion Survey and 12-Month Enrollment Survey (2018-2019)

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

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: Placement

Over 2,100 graduates were surveyed with 517 responding (24% 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. 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?"

Employment Status	2016-17 Or 2017-18	2017-18 or 2018-19
Employed Full Time (40 hours or more/week)	38%	30%
Employed Part-Time (less than 40 hours/week)	29%	19%
Unemployed, actively seeking employment	6%	12%
Unemployed or retired, not seeking employment	17%	6%
No response	3%	33%

*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	81%	0%	0%	19%	0%
CWC	23%	54%	10%	13%	0%
EWC	33%	33%	0%	33%	0%
LCCC	26%	53%	21%	0%	0%
NWC	19%	32%	13%	29%	6%
NWCCD	29%	0%	12%	1%	58%**
WWCC	48%	30%	7%	15%	0%

*Most recent graduate report was completed 2017-2018 or 2018-2019. Graduate reports are completed by colleges every year or every other year.

**NWCCD has an additional category on their graduate survey: "Continuing educational pursuits". 58 percent of students selected this option.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

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 over 34 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		50%					
ARRT (American Registry of Radiologic Technologists)	90%			100%			
American Society for Clinical Pathology (ASCP) Board of Certification Examination	79%						
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%			
American Registry of Radiologic Technologists (AART)	90%						
American Society for Clinical Pathology (ASCP) Board of Certification Examination	79%						
Basic Life Support for Health Care Providers		100%					
Barber Technician			100%				
Certified Respiratory Therapist (CRT)	100%						
Certified Respiratory Therapist (RRT)	42%						

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

Central Regional Dental Testing Exam (CRDTS)						91.7%	
Cosmetology (National-Interstate Council of State Boards of Cosmetology (NIC))			100%				
Dental Hygiene Clinical Exam				100%			
Esthetician			100%				
Federation on State Boards of Physical Therapy (FSBPT)				77.78%			
Hair Technician			100%				
NCLEX-PN	93%			96.61%	87.5%	100%	100%
NCLEX-RN	95%	97%		88.41%	82.6%	84.8%	94.9%
Nail Technician (NIC)			100%				
National Board for Certification in Occupational Therapy (NBCOT)	100%						
National Board for Surgical Technology and Surgical Assisting				100%			
National Center for Competency Testing Medical Assistant Certification (NCMA)		100%					
National Certification Examination for Addictions Counselors (NCEAC)	50%						
National Dental Hygiene Exam (NBDHE)				94.4%		95.8%	
National Registry of EMT- (NREMT-EMT)	81%						
National Registry of EMT- (NREMT-Paramedic)	80%						
National Registry of EMT-Paramedic Psychomotor Exam				100%			
National Registry of EMT-Paramedic Cognitive Exam				83.33%			
Pharmacy Technician Certification Board	100%						
Veterinary Technician			64%				
Welding 3/8" Plate Test (American Welding Society (AWS))			89%				
Welding 1" Plate Test (AWS)			89%				
Wilderness First Responder		90%					

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: 2019 NCCBP (2017 for Casper College – last year Casper completed NCCBP)

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 2017

	NCCPB Form 11 – Average Submitted Values			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U and W grades	3373	367	1554	1037
Total A, B, C, P/S, D and F/U grades	3127	314	1374	952
Total A, B, C, and P/S grades	2632	256	1103	829
Retention Rate	93%	86%	88%	92%
Enrollee Success Rate	78%	70%	71%	80%
Completer Success Rate	84%	82%	80%	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 corequisite 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, 2016 Cohort

Strategic Plan Match: Progress & Performance

Remedial Course Cohort

A number of community college students enroll in developmental/remedial courses to prepare for college-level courses. In Fall 2016, 3,176 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of these, 1,947 (duplicated headcount) students completed their respective developmental/remedial coursework that semester. Of the 1,947 students who completed developmental/remedial coursework, 801 completed subsequent college-level courses within one year. An additional 106 completed in the fifth semester and 247 more successfully completed within eight

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

semesters for a total of 1,154 successful students. Of those enrolled Fall 2016, 28.88% in math and 37.77% 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 2016 Cohort

	Developmental/Remedial			Subsequent College Level Course						
	Enrolled 16/FA	Successful 16/FA	Success rate (%)	Successfully completed with 1 year (17 F/A)		Successfully completed with 5 terms (18/SU)		Successfully** completed within 8 terms (19/SU)		Successful College Level Course Completers
				N	%	N	%	N	%	
Math	2718	1646	60.56%	638	54.15%	740	44.96%	785	47.69%	28.88%
English	458	301	65.72%	163	38.76%	167	55.48%	173	57.48%	37.77%
Total	3176	1947		801		907		1,154		

** "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in Fall 2016 and successfully completed a related college-level course by the end of Summer 2019.

Table G.2: Subsequent College Level Coursework

Fall 2016 Cohort by College

College	Course	Developmental/Remedial			Subsequent College Level Course			Successful** College Level Course Completers
		Enrolled 16/FA	Successful 16/FA	Success Rate	Successfully completed within 1 year (17/FA)	Successfully completed within 5 terms (18/SU)	Successfully completed within 8 terms (19/SU)	
CC	English	160	89	55.63%	49	49	54	33.75%
	Math	498	259	52.01%	130	143	151	30.32%
CWC	English	-	-	-	-	-	-	-
	Math	159	99	62.26%	33	42	45	28.30%
EWC	English	59	38	64.41%	9	9	9	15.25%
	Math	173	117	67.63%	33	36	36	20.81%
LCCC	English	81	48	59.26%	24	25	25	30.86%
	Math	777	474	61.00%	142	161	172	22.14%
NWC	English	124	103	83.06%	66	69	70	56.45%
	Math	245	157	64.08%	69	84	90	36.73%
NWCCD	English	78	60	76.92%	50	50	50	64.10%
	Math	340	210	61.76%	106	119	121	35.59%
WWCC	English	-	-	-	-	-	-	-
	Math	526	330	62.74%	125	155	170	32.32%

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

** "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in fall 2016 and successfully completed a related college-level course by the end of summer 2019.

Fall 2017 Cohort by College

College	Course	<u>Developmental/Remedial</u>			<u>Subsequent College Level Course</u>		Successful College Level Course Completers
		Enrolled 17/FA	Remedial Student Success	Success Rate	Successfully completed within 1 year (18/FA)	Successfully completed within 5 terms (19/SU)	
CC	English	132	73	55.30%	45	46	34.85%
	Math	443	248	55.98%	122	145	32.73%
CWC	English	-	-	-	-	-	-
	Math	165	106	64.24%	40	48	29.09%
EWC	English	53	43	81.13%	8	8	15.09%
	Math	113	77	68.14%	29	31	27.43%
LCCC	English	45	33	73.33%	14	15	33.33%
	Math	573	338	58.99%	136	150	26.18%
NWC	English	66	55	83.33%	30	30	45.45%
	Math	135	66	48.89%	38	41	30.37%
NWCCD	English	154	111	72.08%	94	94	61.04%
	Math	328	208	63.41%	85	100	30.49%
WWCC	English	-	-	-	-	-	-
	Math	445	274	61.57%	126	145	32.58%

Fall 2018 Cohort by College

College	Course	<u>Developmental/Remedial</u>			<u>Subsequent College Level Course</u>	
		Enrolled 18/FA	Successful 18/FA	Success Rate	Successfully completed within 1 year (19/FA)	Success Rate
CC	English	125	77	61.60%	45	36.00%
	Math	425	249	58.59%	103	24.24%
CWC	English	-	-	-	-	-
	Math	109	65	59.63%	35	32.11%
EWC	English	24	15	62.50%	2	8.33%
	Math	111	76	68.47%	35	31.53%
LCCC	English	52	27	51.92%	19	36.54%
	Math	562	356	63.35%	139	24.73%
NWC	English	12	5	41.67%	4	33.33%
	Math	145	105	72.41%	45	31.03%
NWCCD	English	158	118	74.68%	106	67.09%
	Math	312	209	66.99%	97	31.09%
WWCC	English	-	-	-	-	-
	Math	359	233	64.90%	111	30.92%

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

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, & 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. While Fall 2016 enrollment numbers were rather low compared to students in the remedial cohort, this instructional technique is gaining in popularity. Numbers provided below provide perspective as to the efficiency and promotion of student success.

Table G.3: Co-Requisite College Level Coursework

Fall 2016 Cohort by College

College	Course	Co-Requisite/Developmental			Subsequent College Level Course			Successful** College Level Course Completers
		Enrolled 16/FA	Successful 16/FA	Success Rate	Successfully completed within 1 year (17/FA)	Successfully completed within 5 terms (18/SU)	Successfully completed within 8 terms (19/SU)	
CC	English	-	-	-	-	-	-	-
	Math	-	-	-	-	-	-	-
CWC	English	127	86	67.72%	83	83	83	65.35%
	Math	80	49	61.25%	47	47	48	60%
EWC	English	-	-	-	-	-	-	-
	Math	2	2	100%	2	2	2	100%
LCCC	English	94	63	67.02%	54	55	55	58.51%
	Math	-	-	-	-	-	-	-
NWC	English	-	-	-	-	-	-	-
	Math	19	15	78.95%	13	13	13	68.42%
NWCCD	English	44	37	84.09%	35	35	35	79.55%
	Math	-	-	-	-	-	-	-
WWCC	English	90	62	68.89%	58	58	58	64.4%
	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 2019.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

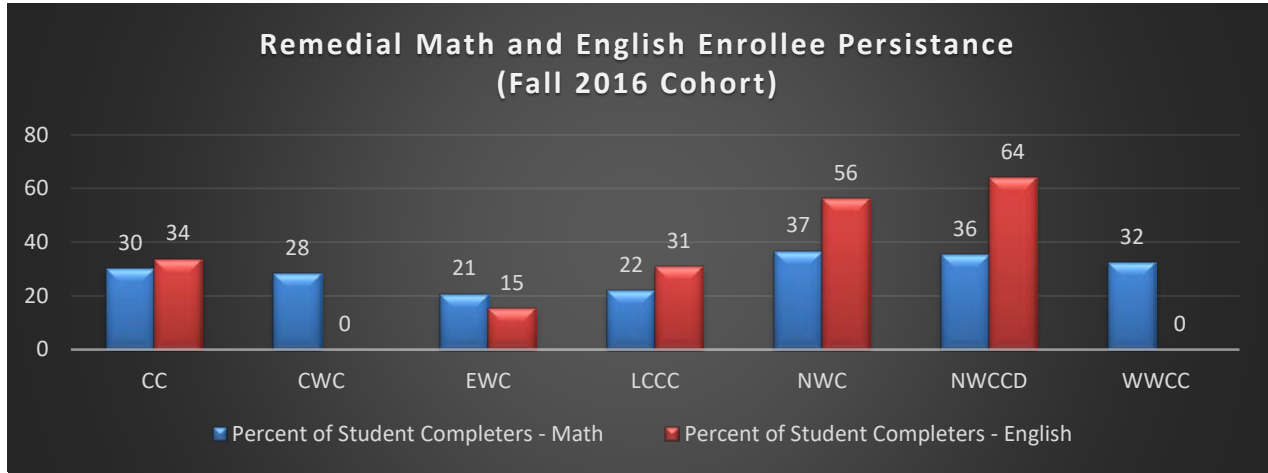
Fall 2017 Cohort by College

College	Course	<u>Developmental/Remedial</u>			<u>Subsequent College Level Course</u>		
		Enrolled 17/FA	Remedial Student Success	Success Rate	Successfully completed within 1 year (18/FA)	Successfully completed within 5 terms (19/SU)	Successful College Level Course Completers
CC	English	-	-	-	-	-	-
	Math	-	-	-	-	-	-
CWC	English	130	84	64.62%	77	77	59.23%
	Math	40	35	87.50%	34	34	85.00%
EWC	English	17	10	58.82%	7	7	41.18%
	Math	11	5	45.45%	2	2	18.18%
LCCC	English	75	52	69.33%	50	50	66.67%
	Math	-	-	-	-	-	-
NWC	English	53	43	81.13%	39	39	73.58%
	Math	21	19	90.8%	19	19	90.48%
NWCCD	English	123	91	73.98%	82	82	66.67%
	Math	-	-	-	-	-	-
WWCC	English	71	37	52.11%	36	36	50.70%
	Math	-	-	-	-	-	-

Fall 2018 Cohort by College

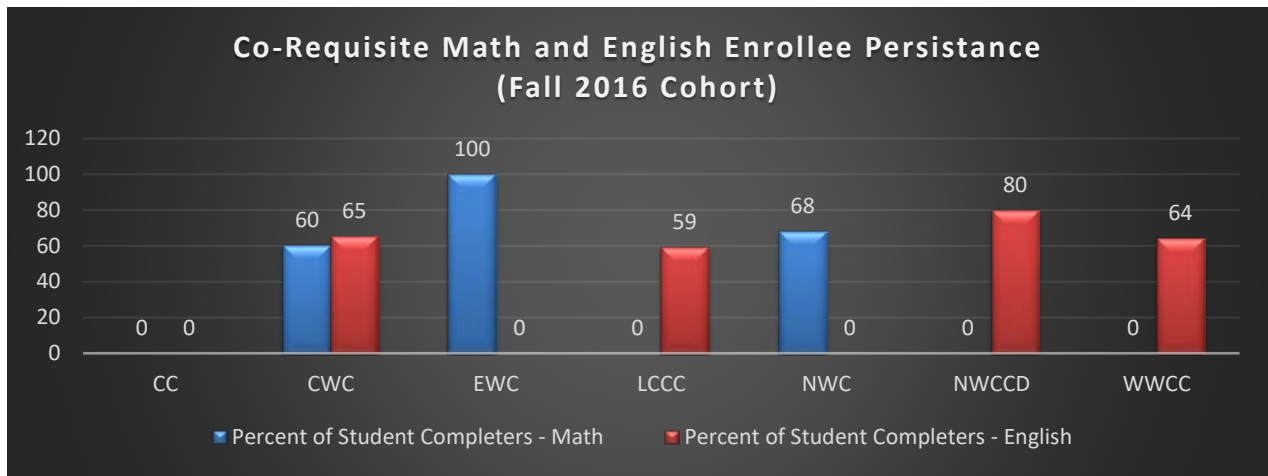
College	Course	<u>Developmental/Remedial</u>			<u>Subsequent College Level Course</u>	
		Enrolled 18/FA	Successful 18/FA	Success Rate	Successfully completed within 1 year (19/FA)	Success Rate
CC	English	21	16	76.19%	15	71.43%
	Math	-	-	-	-	-
CWC	English	140	103	73.57%	98	70%
	Math	51	40	78.43%	35	68.63%
EWC	English	21	13	61.90%	12	57.14%
	Math	-	-	-	-	-
LCCC	English	76	52	68.42%	50	65.79%
	Math	-	-	-	-	-
NWC	English	54	46	85.19%	43	79.63%
	Math	25	16	64%	15	60%
NWCCD	English	142	106	74.65%	101	71.13%
	Math	-	-	-	-	-
WWCC	English	56	32	57.14%	31	55.36%
	Math	-	-	-	-	-

Figure G.1: Percentage of Enrollees in Remedial Math and English Courses Who Persist Through Eight Semesters of College Courses (Fall 2016 Cohort)



*WCCC/Community College Data Warehouse 2019

Figure G.2: Percentage of Enrollees in Co-Requisite Math and English Courses Who Persist Through Eight Semesters of College Courses (Fall 2016 Cohort)



*WCCC/Community College Data Warehouse 2019

H: Number and Rate of Transfer

Measure: Transfer information for Wyoming community college students.

Data Sources: “New Transfer Students 2018-2019,” University of Wyoming Office of Institutional Analysis, 2019 Colleague®, National Student Clearinghouse’s Student Tracker and 2019 NCCBP (2017 for Casper College), Integrated Postsecondary Education Data Systems (IPEDS), WCCC/Community College Data Warehouse

Strategic Plan Match: Placement

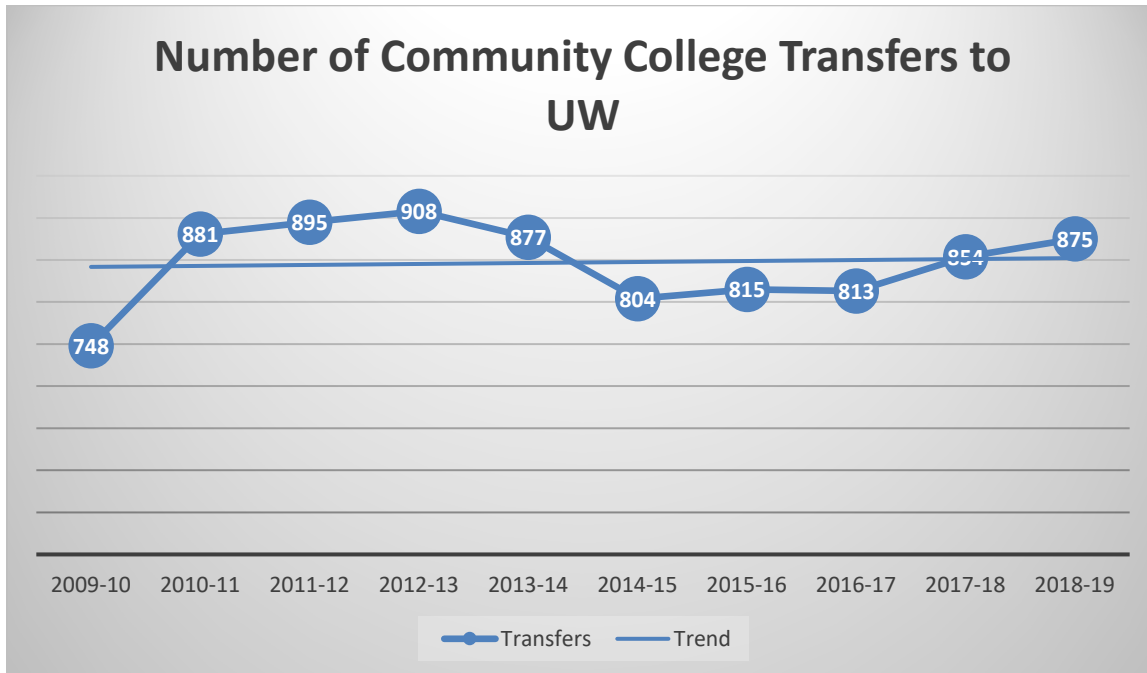
According to the University of Wyoming Annual Transfer Report, a total of 875 students from Wyoming community colleges transferred to the University of Wyoming during the academic

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

year 2018-2019. 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)



* 2018-19 University of Wyoming New Transfer Student Report

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

Table H.1 represents the top 4-year institutions that received the largest number of transferring Wyoming community college students by college (2018-19 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	369
	University of North Dakota	14
	Western Governors University	11
	Valley City State University	10
CWC	University of Wyoming	73
	Brigham Young University, Brigham Young University – Idaho Spring/Fall, Western Governor’s University	3 each
	Black Hills State University	2
EWC	University of Wyoming	41
	Chadron State College	12
	Black Hills State University	6
	Ashford Univ./ Oklahoma Panhandle State Univ./ Valley City State Univ./ Peru State College/ Univ. Nebraska Lincoln/ Univ. of South Dakota	2 each
LCCC	University of Wyoming	253
	University of Northern Colorado	8
	Colorado State University	7
	Western Governors University	6
NWC	University of Wyoming	88
	Montana State University – Billings	10
	Brigham Young University-Idaho	9
	Western Governors University	3
NWCCD	University of Wyoming	131
	Black Hills State University	19
	Montana State University-Bozeman	12
	Chadron State College/ Western Governors University	7 each
WWCC	University of Wyoming	99
	Utah State University	11
	Weber State University	11
	Western Governors University	8

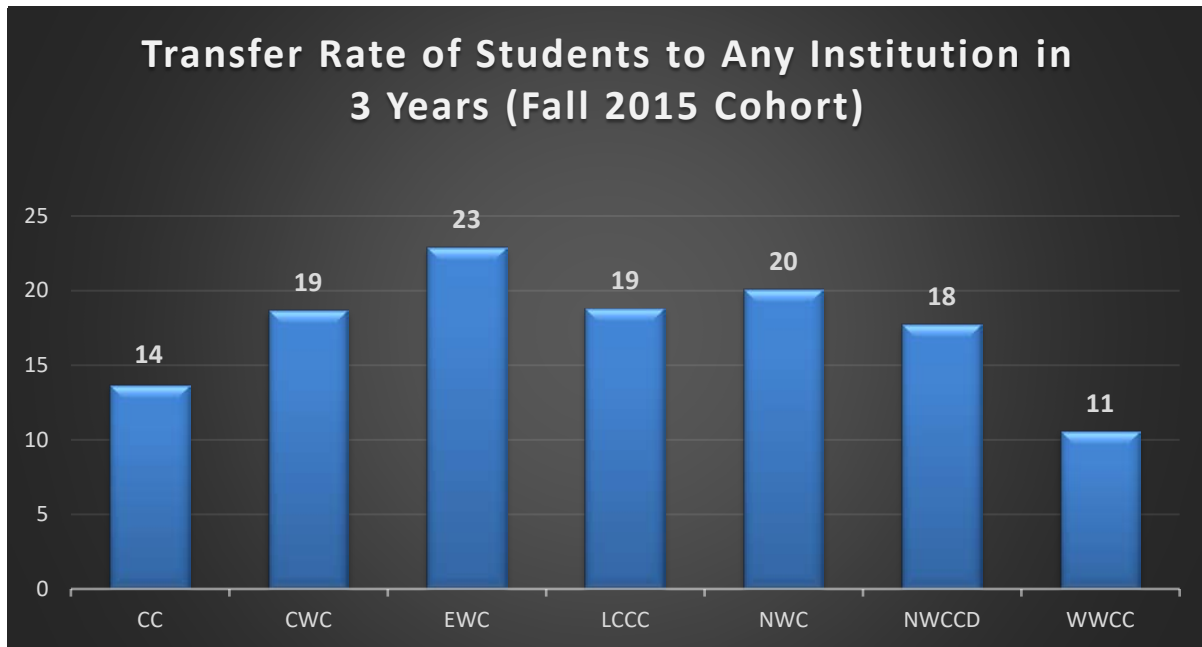
H.2 Tables illustrate transfer rates for only those students who transferred without previously earning a degree. This is the methodology specified by IPEDS and NCCBP. Rates would be much higher if it included graduates who also transferred. Table H.2.A looks at transfer rates by college (percent of 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 2015 Cohort.

Table H.2.A / Figure H.3: Transfer Rate (Percent of Students who Transferred to any Institution in Three Years) IPEDS Fall 2015 Cohort

College	First-time Full-time
CC	13.66%
CWC	18.65%
EWC	22.89%
LCCC	18.78%
NWC	20.06%
NWCCD	17.73%
WWCC	10.56%

**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 2015 Cohort



**IPEDS 2018-2019*

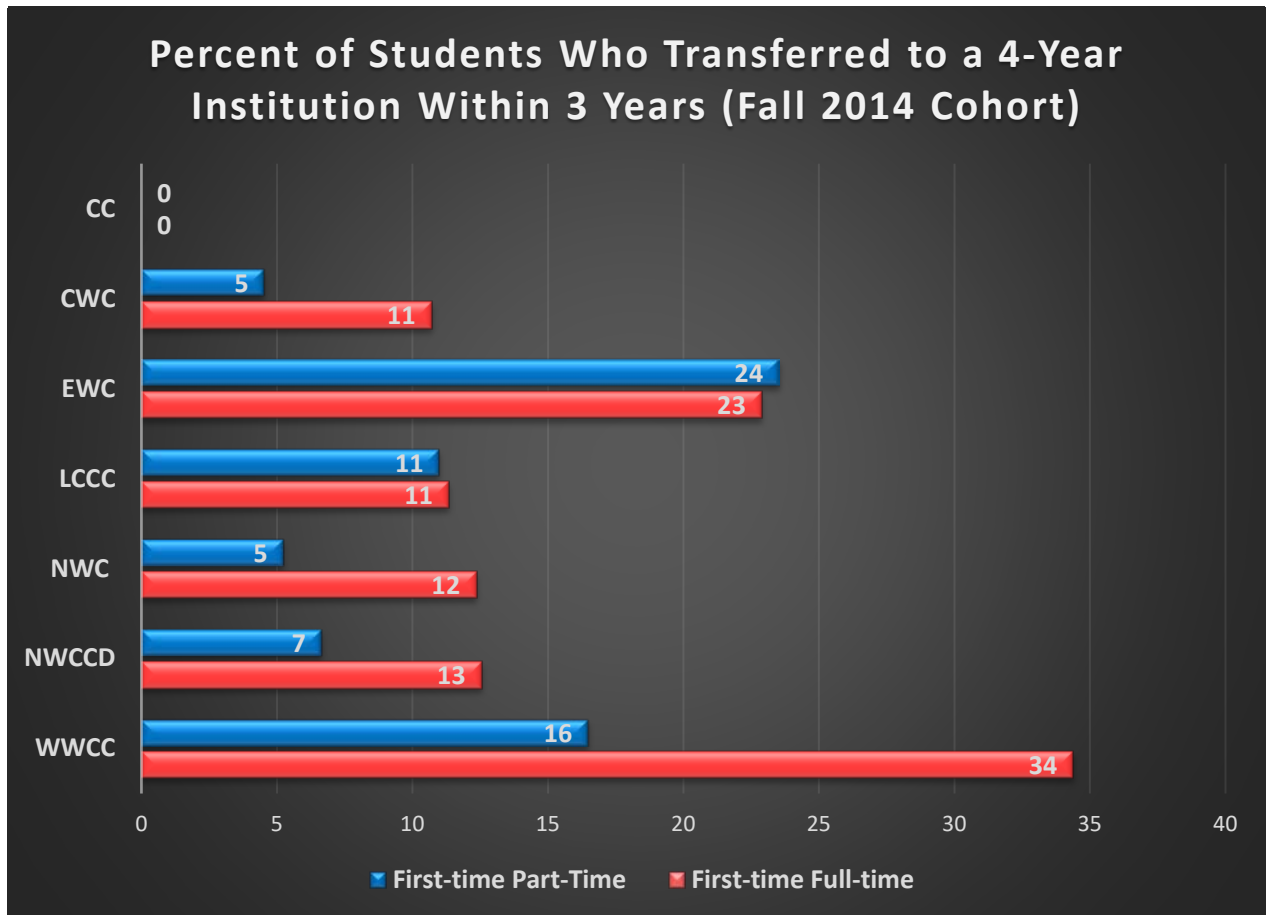
Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2018-2019

Table H.2.B and Figure H.4: Transfer Rate (Percent of Students who Transferred to a 4-year Institution in Three Years) Fall 2015 Cohort (NCCBP)

College	First-time Full-time	First-time Part-time
CC**		
CWC	10.71%	4.55%
EWC	22.89%	23.53%
LCCC	11.35%	11.00%
NWC	12.35%	5.26%
NWCCD	12.55%	6.67%
WWCC	34.38	16.49%

** Casper College did not collect NCCBP information in 2017-2018 or 2018-2019

Figure H.4: The Percent of Students who Transferred to a 4-year College in 3 years – 2015 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 2018-2019 academic year, the seven Wyoming community colleges enrolled 6,186 full-time students (unduplicated headcount), and 24,562 part-time students (unduplicated headcount). Graduates from Wyoming community colleges earned 689 Associate of Arts (AA) degrees, 1,074 Associate of Science (AS) degrees, 614 Associate of Applied Science (AAS) degrees, 21 Associate of Business (AB) degrees, 30 Associate of Fine Arts (AFA) degrees, 284 Associate in Nursing degrees (ADN) and 881 certificates.

The State of Wyoming provided \$140,268,031 million in operational funding to support the seven community colleges during fiscal-year 2019.

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.