

WYOMING COMMUNITY COLLEGES

Annual Performance Report: Core Indicators of Effectiveness 2004-2005



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Core Indicators of Effectiveness

Reporting Cycle

The *Core Indicators of Effectiveness Report* is compiled from a variety of sources. It is important to note that some of the data in this report are reported to the Wyoming Community College Commission every other year. The table below provides a breakdown of each information source used and indicates when these data are gathered and reported.

Information/Data Sources	Information/Data Collection Cycle	Most Current Data Available for Core Indicator Report:		Information/Data Used For Each Core Indicator
		2003-04 Report	2004-05 Report	
Entering Student Survey	Odd Years	2003-04	2003-04	#1
Continuing Student Survey	Odd Years	2003-04	2003-04	#1, #7
Transfer Student Survey	Even Years	2002-03	2004-05	#1, #7
Graduate Survey	Even Years	2002-03	2004-05	#1, #4, #7
DOE Employment Survey	Every Year	May 2002	May 2003	#4
DOE Employer Satisfaction Survey	Odd Years	May 2002	May 2002	#5
Integrated Postsecondary Education Data System (IPEDS)	Every Year	2003	2004	#3
UW Transfer Student Report	Every Year	2003	2004	#9, #10
Partnership Report	Every Year	2004	2005	#13
College Data	Every Year	2003-04	2004-05	#2, #3, #6, #7, #8, #11, #12

Core Indicators of Effectiveness

Results

Student Goal Attainment (#1): Students enroll in community colleges for a variety of reasons. When asked if they met their goal while attending the Wyoming community college, over 85% of graduate and transfer students who participated in satisfaction surveys (N=460) “agreed” or “strongly agreed” that their goal was met.

Persistence (Fall to Fall) (#2): Fifty-four percent of first-time fall 2004 students were still enrolled fall 2005. The persistence rate has remained constant for the last three years.

Degree Completion Rates (#3): The colleges’ collective average of first-time, full-time degree or certificate seeking students that have graduated within three years is 29.43%

Placement Rate in the Workforce (#4): Of the 2,027 graduates for the 2002-2003 academic year, 69.9% had earnings in Wyoming or one of its data-sharing states one year after graduation.

Employer Assessment of Students (#5): In 2004, over 400 Wyoming employers rated their satisfaction with Wyoming community college graduates’ work skills as 8.4 on a 10-point scale (10 = Very Satisfied).

Licensure/Certification Pass Rates (#6): Graduates take examinations for health care certifications, cosmetology certifications, veterinary technician certifications, and horsemanship program certifications. When tracked, the overall pass rate for the students to obtain licenses and certifications is very high, 93-100 percent.

Client Assessment of Programs and Services (#7): Current students, transfer students and graduates were asked several questions pertaining to their satisfaction with college programs and services. Overall, the students rate the colleges with a high level of satisfaction. For example, over 88% of the 322 graduates surveyed “agreed” or “strongly agreed” that the Wyoming community college they attended did an excellent job preparing them for full-time work in their chosen career or profession.

Demonstration of Critical Literacy Skills (#8): Colleges reported on various assessment measures used to determine levels of skill in areas such as writing, mathematics, reading, critical thinking, and scientific reasoning. Overall, the students taking the examinations performed at or above the national averages on most measures.

Number and Rate Who Transfer (#10): 728 Wyoming community college students transferred to the University of Wyoming (UW) during the 2004-2005 academic year.

Performance After Transfer (#11): Wyoming community college students who transferred to UW performed equally well as transfers from other colleges to UW at the same time.

Success in Subsequent, Related Coursework (#12): Of those students who go on to take a subsequent college level course in an area for which they previously completed a developmental course, 60.7% pass the college level course.

Participation Rate in the Service Area (#13): A little over 7% of the state’s population was enrolled in a Wyoming community college during the 2004-2005 academic year as compared to the national average of 4.6%.

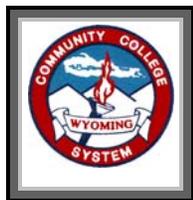
Responsiveness to Community Needs (#14): The *Partnership Report* available at www.communitycolleges.wy.edu summarizes the extent to which Wyoming community colleges are intertwined in their communities and the relationships that have developed to better serve their students and the state.

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Core Indicators of Effectiveness

Introduction

The *Core Indicators of Effectiveness Report* delineates the performance of Wyoming's community colleges as measured by the indicators set forth by the American Association of Community Colleges (AACC) and adopted by the seven Wyoming community colleges and the Wyoming Community College Commission. These indicators, while providing some flexibility regarding programs and services, provide guidance on consistent measurements of performance and success of community colleges. The AACC Core Indicators of Effectiveness for Community Colleges were developed on the premise that a college is effective when its outcomes match its mission and stakeholders' needs within the limits of costs and available resources.

The Wyoming Community College System has, over the past few years, collaboratively developed a system-wide management information system (MIS) and common survey questionnaires (entering student, continuing student, transfer student, and graduate student surveys). These data collection methods and others are used to respond to the Core Indicators of Effectiveness.

The core indicators are grouped into six mission categories which are consistent with the missions and goals of each of the seven Wyoming community colleges:

Mission 1 – Student Progress: Student success and achievement is measured by tracking both intent and behavior.

- **Core Indicator 1: Student Goal Attainment**
- **Core Indicator 2: Persistence (Fall to Fall)**
- **Core Indicator 3: Degree Completion Rates**

Mission 2 – Workforce Development: Focus is on meeting the dynamic needs of a diverse workforce.

- **Core Indicator 4: Placement Rate in the Workforce**
- **Core Indicator 5: Employer Assessment of Students**
- **Core Indicator 6: Licensure/Certification Pass Rates**
- **Core Indicator 7: Client Assessment of Programs and Services**

Mission 3 – General Education: Directed at building general skills and broad analytical capabilities to support competent functioning in everyday life.

- **Core Indicator 8: Demonstration of Critical Literacy Skills**
- **Core Indicator 9: Demonstration of Citizenship Skills**

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Mission 4 – Transfer Preparation: Tracking transfer patterns developed from a traditional assumption that students will quickly progress from high school, to community college to a baccalaureate pursuit.

- **Core Indicator 10: Number and Rate Who Transfer**
- **Core Indicator 11: Performance After Transfer**

Mission 5 – Developmental Skills: Enhancing and reinforcing the skills of under-prepared students becomes essential to ensure success in subsequent college-level courses.

- **Core Indicator 12: Success in Subsequent, Related Coursework**

Mission 6 – Outreach: Based on the social, economic and cultural circumstances in each college’s local setting, these relationships are unique and grow out of the specific needs of the college service area.

- **Core Indicator 13: Participation Rate in the Service Area**
- **Core Indicator 14: Responsiveness to Community Needs**

The results herein may be utilized to discuss current practices, recognize opportunities for growth, and track the progress of various improvements in program delivery and overall community college service.

Note Core Indicator 9: Demonstration of Citizenship Skills is not included in this report. Although citizenship skills result from attendance at a community college, this particular measure is not specifically assessed. However, all students completing degrees will have completed course work on the U.S. and Wyoming constitutions.

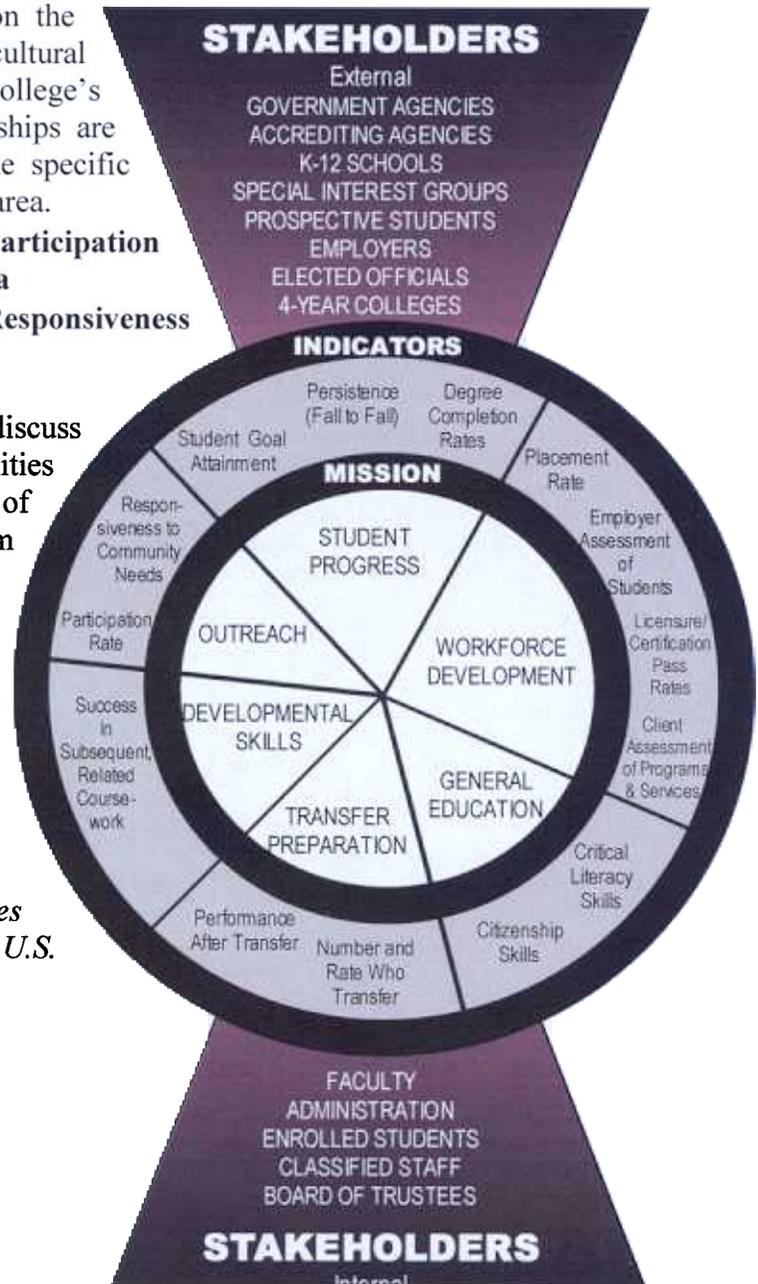


Figure I.1 from the AACC’s *Core Indicators of Effectiveness for Community Colleges* Publication.



Core Indicators of Effectiveness

Student Goal Attainment

Measure: The number of students who, upon leaving community college, report that their original goal in attending (or subsequent goal decided while enrolled) has been met.

Data Source: 2001-2002 and 2003-2004 System Entering Students and Continuing Students Surveys, 2004-2005 System Transfer Students and Graduate Surveys.

Students enroll in community colleges for a variety of reasons requiring the colleges to have a multi-dimensional approach to service. As a basis for the measurement of student goal attainment, entering and continuing students (N=4,364) responded to a question regarding their goal in attending a Wyoming community college (See Table 1.1). About 70 percent have the goal of earning an associate’s degree. However, only half of the students are intending to use the knowledge they gain at the community college toward further education at another institution. The other half of the new and continuing students indicated that their goal was something other than transfer preparation. In fact, those indicating their primary goal was to earn a certificate doubled from the previous survey. In sum, Wyoming community colleges do serve as transfer preparation institutions, but also serve as vocational educators, providers of workforce training, and provide personal development opportunities.

Table 1.1 “What is your primary goal in attending (this college)?”

Goal	2003-2004	2001-2002
Earn a certificate	7.4%	3.9%
Earn an Associate’s Degree	33.0%	27.6%
Earn an Associate’s Degree and then transfer to another college	37.8%	44.4%
Transfer to another college before completing a degree	12.5%	12.1%
Upgrade current job skills	1.9%	3.3%
Develop new job skills	2.8%	3.4%
Personal Enrichment	4.5%	5.3%

Source: 2001-2002 and 2003-2004 System Entering Students and Continuing Students Surveys

As stated above, there are several different reasons why students enroll in a community college. Overall, 90% of students (N=460) responding to the Transfer Students and Graduate Surveys report that they accomplished their community college educational goals while attending the community college. (See Figure 1.1 and Figure 1.2)

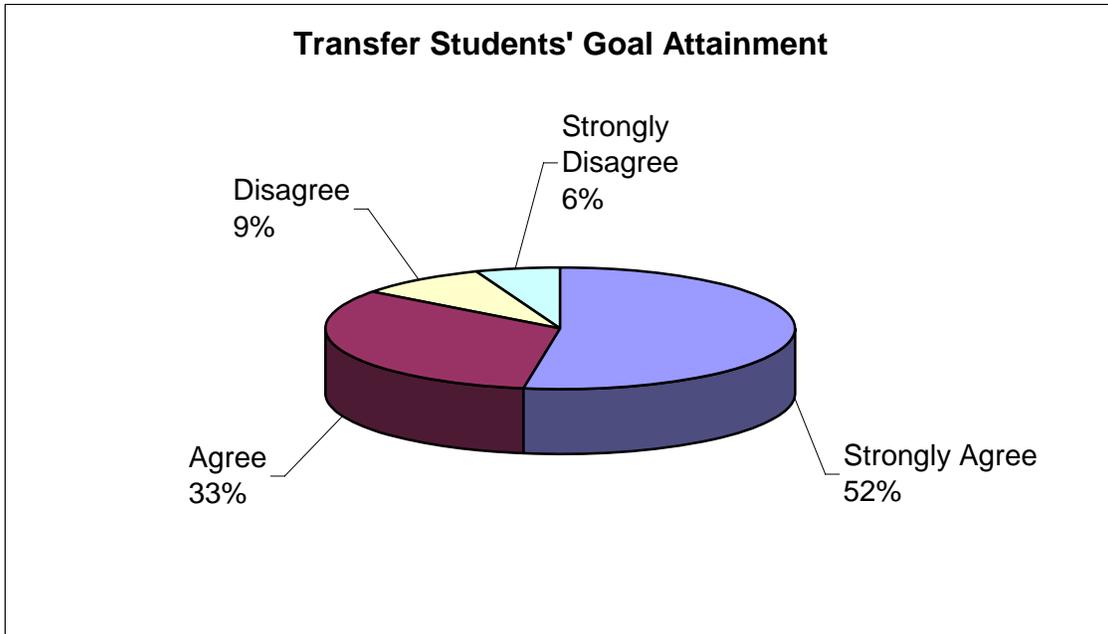


Figure 1.1 Transfer students indicated their level of agreement with the statement "I accomplished my community college educational goals while at (this college)"
Source: 2004-2005 System Transfer Survey

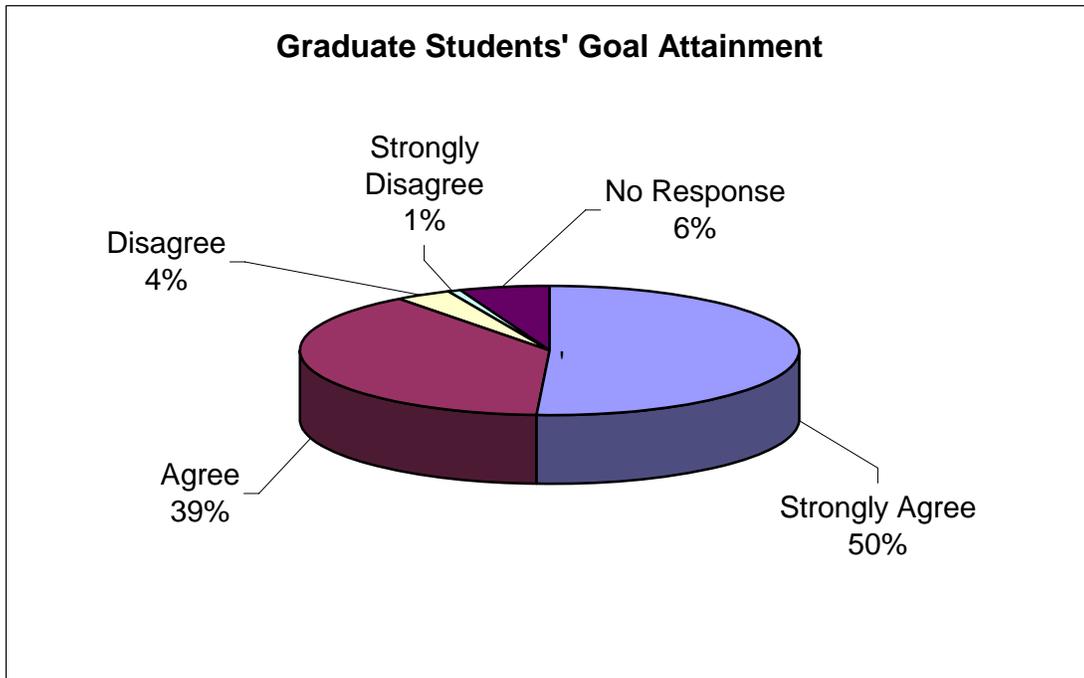


Figure 1.2 Community college graduates indicated their level of agreement with the statement "I accomplished my community college educational goals while at (this college)"
Source: 2004-2005 System Graduate Survey

#2

Core Indicators of Effectiveness

Persistence

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

Data Source: Individual College *Colleague* files fall 2004 through fall 2005.

The Wyoming community colleges have a fall 2004 to fall 2005 aggregate persistence rate of 54.4% for first-time students. This percentage has been stable over the last three years as can be seen in Table 2.1. It is of importance to note that this cohort captures both degree-seeking and non-degree-seeking students. Given this fact, it is quite likely many of the students enrolled for personal reasons with no intention of pursuing a degree.

Table 2.1 Historical Persistence Rates

Rate of Fall 2004 cohort persistent in Fall 2005	56.9%
Rate of Fall 2003 cohort persistent in Fall 2004	54.0%
Rate of Fall 2002 cohort persistent in Fall 2003	54.7%
Rate of Fall 2001 cohort persistent in Fall 2002	52.6%

Source: Wyoming Community College Commission, Annual Reports 2001 through 2004.

#3

Core Indicators of Effectiveness

Degree Completion Rates

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

Data Source: Integrated Postsecondary Education Data System (IPEDS)—the 2001 cohort as reported on the 2004 Graduation Rate Survey, the 2000 cohort as reported on the 2003 Graduation Rate Survey.

The federally mandated Student Right-to-Know Act requires postsecondary educational institutions to report the percentage of first-time, full-time, degree or certificate-seeking students who graduate or transfer within 150 percent of the length of average programs of study. This group is referred to as a “cohort” and is further defined as students in their first semester of college after completing high school or a GED, enrolled for 12 credit hours or more, and enrolled in a program of study that could result in an associate degree or certificate. For two-year colleges to meet the 150 percent stipulation as prescribed by the U.S. Department of Education (IPEDS Reporting), progress of the cohort is followed for three years.

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According to the American Association of Community Colleges *Core Indicators of Effectiveness for Community Colleges*, “The total number of degrees granted by an institution has been prominently advanced as a measure of community college effectiveness. The concern here is the same as that motivating the use of retention-rate and completion-rate statistics: that two-year colleges are not producing sufficient numbers of program completers given the numbers of students they enroll. The misleading assumption here is that degree production is the only business that community colleges should be in. While program completion may be important for some students who enroll, it may not be a goal of many others.” (Core Indicators of Effectiveness for Community Colleges, 1999: p.35-36)

In many cases, students enroll at a Wyoming community college to upgrade or develop new job skills, or, simply enroll for personal enrichment opportunities. It is important to note that many students transfer from the community colleges to four-year institutions prior to completing a degree. This is one of the main purposes of community colleges and is actually a measure of an institution fulfilling one of its most important goals: facilitating student success in furthering their postsecondary education ambitions. It must be prominently noted that students must also declare themselves as degree-seeking in order to qualify for financial aid. This stipulation, no doubt, encourages students to declare themselves as degree-seeking (and erroneously inflate the cohort) even when their intentions may be otherwise. This trend does not indicate that students enrolled in community colleges do not complete degrees, but it does indicate that the length of time to complete a degree can vary substantially.

For the 2001 cohort, the Wyoming community colleges have a collective average completion rate of 29.4%, which has been stable over the last six years.

Table 2.1 Historical Degree Completion Rates

2001 Cohort graduation rate within three years (Spring 2004)	29.4%
2000 Cohort graduation rate within three years (Spring 2003)	30.7%
1999 Cohort graduation rate within three years (Spring 2002)	30.0%
1998 Cohort graduation rate within three years (Spring 2001)	28.1%
1997 Cohort graduation rate within three years (Spring 2000)	24.2%
1996 Cohort graduation rate within three years (Spring 1999)	29.6%

Source: Integrated Postsecondary Education Data System (IPEDS) Peer Analysis System.



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Placement Rate in the Workforce

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

Data Source: Wyoming's Community College Graduates' Labor Market Outcomes 2005, Wyoming Department of Employment Research and Planning Division, and 2004-2005 System Graduate Surveys.

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

Graduates (N=338) responded to questions regarding employment status on System Graduate Surveys. Surveys are typically administered within six months to a year after graduation. Most students were employed at the time of completing the survey (see Table 4.1) and almost 90% of the respondents said their current job was related to their community college major (see Table 4.2) compared to the 72% the year before.

Table 4.1 “Which statement best describes your current employment status?”¹

	2004-05	2003-04
Employed full-time (40 hours or more per week):	56.4%	54.6%
Employed part-time (less than 40 hours per week):	26.4%	28.3%
Unemployed, actively seeking employment:	5.5%	7.2%
Unemployed or retired, not seeking employment:	11.8%	9.9%

¹ Percentages are based on 65% response rate: 220 respondents out of 338 that answered this question. Source: 2004-2005 System Graduate Surveys

Table 4.2 “To what extent is your current job related to your community college major?”²

	2004-05	2003-04
Directly Related:	61.1%	47.4%
Somewhat Related:	28.4%	24.9%
Not Related:	9.3%	27.7%

² Percentages are based on 47% response rate: 162 respondents out of 338 that answered this question. Source: 2004-2005 System Graduate Surveys

**Long-Term Employment Evaluation –
 Conducted by the Wyoming Department of Employment**

The Wyoming Community College Commission contracts with the Research and Planning Section of the Wyoming Department of Employment to determine community college graduates’ earnings and workforce placement based on Unemployment Insurance (UI) Wage Records analysis. In the 2002-2003 academic year, 2,027 students completed a course of study earning certificates or associate degrees from one of the seven community colleges. Of those graduates, 1,416 (69.9%) had earnings in Wyoming or one of its ten data sharing agreement states one year after graduation. Research also indicated that 1,127 (56%) of completers subsequently enrolled at another college or re-enrolled at the same school. Students that showed no earnings during the second quarter 2004 (*n*=381) may be working in a state in which Wyoming does not have a data sharing agreement. Additionally, since the Wyoming community colleges have agricultural related programs, it should be noted that the Department of Employment’s database does not track the agriculture industry. Given this exclusion, a portion of the 381 students who had no earnings records may be employed or self-employed in the agriculture industry.

The data presented in Table 4.2 represent the industry of the primary employer of those graduates working in Wyoming during the quarter one year after graduation (second quarter 2004). Please note that the data in the table may include multiple responses for a single employer or graduate.

Table 4.2 Jobs Held by 2002-03 Wyoming Community College Graduates Working in Wyoming, Second Quarter 2004, by Industry

Industry	Number ^a	Percent
Construction	57	4.0%
Education Services	303	21.4%
Financial Activities	118	8.3%
Health Care & Social Assistance	169	11.9%
Information	32	2.3%
Leisure & Hospitality	123	8.7%
Manufacturing	37	2.6%
Natural Resources & Mining (includes Oil and Gas)	67	4.7%
Other Services	36	2.5%
Professional & Business Services	118	8.3%
Public Administration	98	6.9%
Retail Trade	189	13.3%
Wholesale Trade, Transportation, & Utilities	69	4.9%
Total	1416	100.0%

^aMay include multiple responses for a single employer or graduate.
 Source: Wyoming Department of Employment, Research & Planning

#5

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Employer Assessment of Students

Measure: A Likert scale rating of community college graduates' job performance by current employers.

Data Source: *Where Are They Now? Wyoming Community College Graduates' Labor Market Outcomes 2004*, Wyoming Department of Employment Research and Planning Division, 2004

Every other year, the Wyoming Department of Employment Research and Planning Division conducts a survey of Wyoming employers. The most current survey was conducted for community college students graduating in the spring of 2002. In the second quarter of 2003, 706 of the 1,277 spring 2002 graduates worked 894 jobs for 551 different Wyoming employers (graduates' employers in other states were not surveyed). The employers were asked to rate the graduates' work skills and work habits on a scale from 1 to 10 where 1 is very dissatisfied and 10 is very satisfied. Overall, the employers rate the graduate employees quite high in terms of their work skills and habits.

Table 5.1 shows the average score given for graduates by employers in different industries. The graduates received an average score of 8.4 for their work skills and an average score of 8.5 for their work habits. It should be noted that a satisfaction score was unavailable for more than half of the questionnaires sent out. In many of these cases, the person completing the survey may not be familiar with the graduate because he/she is not the graduate's supervisor, but may be someone in the human resources department of the company.

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**Table 5.1 Wyoming Employer Satisfaction^a with Work Skills and Habits of
2002 Wyoming Community College Graduates by Industry**

Industry	How would you rate your overall satisfaction with the employee's work <i>skills</i> ?		How would you rate your overall satisfaction with the employee's work <i>habits</i> ?	
	Number of Responses	Average Score ^b	Number of Responses	Average Score
Goods-Producing	49	8.1	49	8.5
Natural Resources & Mining	18	7.9	18	8.6
Construction	24	8.3	24	8.6
Manufacturing	7	8.3	7	8.0
Services-Producing	371	8.2	370	8.3
Wholesale Trade, Transportation, & Utilities	20	7.5	20	7.5
Retail Trade	35	8.2	35	8.1
Information	10	7.9	10	8.1
Financial Activities	22	8.5	22	8.7
Professional & Business Services	39	7.9	39	8.1
Education	29	8.8	29	8.6
Health Care & Social Assistance	120	8.3	120	8.4
Leisure & Hospitality	49	7.8	48	8.0
Other Services	21	8.7	21	8.8
Public Administration	26	8.3	26	8.2
Subtotal	420	8.4	419	8.5
Satisfaction score unavailable ^c	474	NA	475	NA
Total for all graduates matching Wage Records	894	NA	894	NA

^aFor valid responses obtained from a survey of employers of graduates by Research & Planning. May include multiple responses for a single employer or graduate.

^bBased on a scale of 1 to 10 where 1 is very dissatisfied and 10 is very satisfied.

^cSatisfaction score is unavailable because the employer did not respond to the survey, did not report a score as requested, or because the employer reported that they had no record of the graduate as an employee.

NA = Not applicable.

Source: Table 4.10 Where Are They Now? *Wyoming Community College Graduates' Labor Market Outcomes 2004*, Wyoming Department of Employment Research and Planning Division, 2004.

#6

Core Indicators of Effectiveness

Licensure/Certification Pass Rates

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

Data Source: Various certifying/licensing bodies as provided by Wyoming community colleges for 2003-2004 program completers who took the exam within one year of completing the program.

The seven colleges of the system have different vocational/technical programs that result in certificates or licenses. The information reported below should not be used to determine how many Wyoming colleges offer each listed program. The pass rates listed below for fourteen specific certifications reflect a high level of quality instruction at Wyoming community colleges.

Table 6.1 HEALTH CARE CERTIFICATIONS

License/Certification	# of Colleges Tracking and Reporting	2004-05 Pass Rate	2003-04 Pass Rate
Dental Hygiene Programs: National Board Exam for Dental Hygiene	2	95%	97%
Dental Hygiene Programs: Regional Dental Testing Service Exam	2	94%	93%
Emergency Medical Technician Program: National Registry Exam	1	93%	93%
Nursing Programs: State Board of Nursing	6	90%	90%
Occupational Therapy Assistants Programs: National Board for Certification in Occupational Therapy	1	100%	100%
Pharmacy Technology: Pharmacy Technician Certification Board	1	100%	100%
Radiography Programs: American Registry of Radiologic Technology	2	100%	100%
Surgical Technology Programs: Liaison Council on Certification for Surgical Technology National Certification Exam to Become a Certified Surgical Technologist	1	100%	100%
Wilderness EMT: Wilderness Medicine Institute of the National Outdoor Leadership School	1	98%	93%
Wilderness First Responder: American Heart Association	1	99%	98%

Table 6.2 OTHER CERTIFICATIONS

License/Certification	# of Colleges Tracking and Reporting	2004-05 Pass Rate	2003-04 Pass Rate
Certified Horsemanship Programs: Certified Horsemanship Association	1	100%	100%
Cosmetology Programs: State Board of Cosmetology Exam	1	100%	100%
Respiratory Therapy: National Board for Respiratory Care Registry and Certification Exam	1	100%	N/A
Veterinary Technology Programs: National Veterinary Technology Examination	1	100%	100%



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Client Assessment of Programs and Services

ASSESSMENT OF SERVICES AND OFFICES:

Measure: Periodic surveys of client groups by colleges to collect information about client involvement in, and satisfaction with, the programs or services.

Data Source: 2003-2004 System Continuing Student Survey and 2004-2005 System Transfer Student and Graduate Surveys.

Overall, continuing and transfer students, as well as graduates of the Wyoming community colleges, indicate a high level of satisfaction with a multitude of programs and services that are both academic and student support in nature.

When continuing students, transfer students, and graduates were asked to rate their satisfaction with instructional aspects of the community college (see Appendix, Table A.1 and Table A.2) over 95% of the respondents indicated they were “very satisfied” or “satisfied” with

- Accessibility of instructors
- Challenge of course work
- Class size
- Helpfulness of instructors

From the same set of surveys the colleges were able to receive feedback from their clientele that indicated current students, transfer students and graduates were mostly satisfied with:

- Availability of courses
- Classroom equipment
- Facilities
- Grading
- Instructor competence
- Overall academic experience

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Students were also asked to rate their satisfaction level and the level of importance of a variety of student support services and offices at Wyoming community colleges. Respondents to these items indicate an overall high satisfaction level and perceived importance for the variety of services and offices. Specifically, where there is a high perception of importance, there is a corresponding high rate of satisfaction for those who utilized the services. Those services or offices that students rated as the most important were Financial Aid, Library Services, Academic Advising, and Registration and Records. Approximately 60% of the respondents to the Continuing Student Survey, the Transfer Student Survey, and the Graduate Survey indicated these services have “much importance.” Further, each of these offices and services received corresponding high levels of satisfaction by each group (continuing students, transfer students, and graduates). It should be noted that typically over 75% of Wyoming community college students receive some type of financial aid creating high exposure for the Financial Aid offices (IPEDS, National Center for Education Statistics). (See Appendix Table A.3, Table A.4, and Table A.5.)

ASSESSMENT OF TRANSFER AND/OR CAREER PREPARATION:

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

Data Source: 2004-2005 System Transfer Student and Graduate Surveys.

Transfer students to the University of Wyoming (N=122) responded to a variety of statements and questions regarding transfer-related issues at the community colleges. Specifically for the question, “Overall, how well did this college prepare you for upper-division coursework at U.W.,” 54% indicated they were well prepared for upper-division coursework. This is down three percent from the survey conducted in 2002-2003. Historically, there was a positive shift in the number of students being somewhat prepared to being well prepared, while the number of under-prepared students remained low at 4% for previous survey years, but has increased to 7% in 2004-2005 survey group (see Figure 7.1).

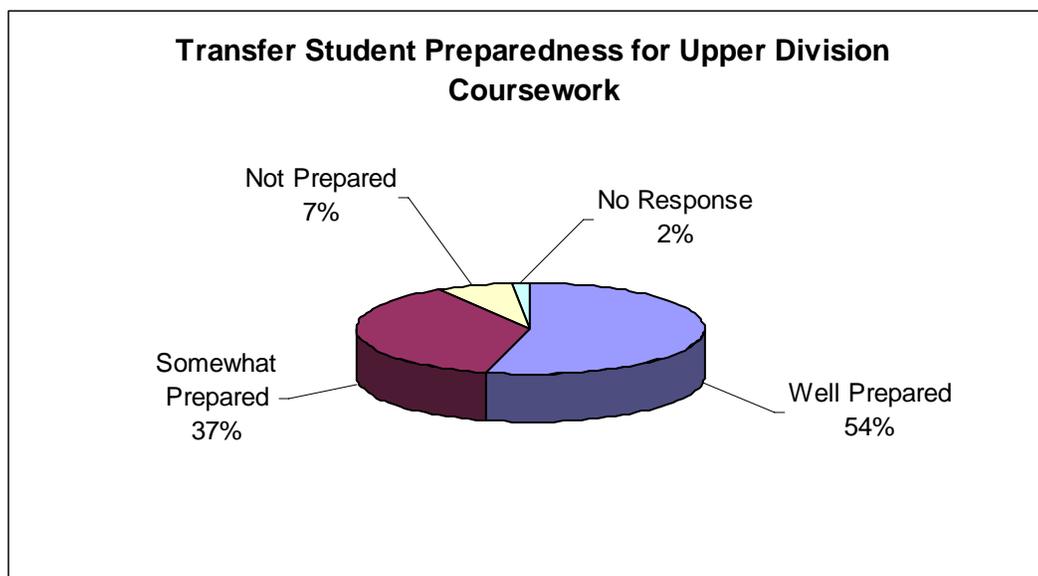


Figure 7.1 Transfer students responded to the question, “Overall, how well did this college prepare you for upper-division coursework at U.W?”

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Another survey item about transfer preparation was “Please indicate any areas in which you wish you had been better prepared before transferring to U.W.” As indicated in Figure 7.1, over the last three years, students expressed a growing need for computer skills in preparation for transfer. Results also indicate increasing needs in library skills, social science skills, writing skills, and “other” skills. It should be noted that the community colleges invest many resources in developmental math and English education, as well as study skills to help students be better prepared for college. The University of Wyoming has an agreement with one of the community colleges to provide developmental courses to the under-prepared U.W. students, as well.

Table 7.1 TRANSFER STUDENTS’ RESPONSE TO - “Please indicate any areas in which you wish you had been better prepared for transferring to U.W.:			
	2004-2005 Survey %	2002-2003 Survey %	2000-2001 Survey %
Computer Skills	18.9%	15.5%	14%
Library Skills	11.5	9.0	11
Math Skills	14.8	13.5	23
Physical/Life Science Skills	8.2	9.0	8
Reading Skills	4.1	3.9	5
Social Science Skills	4.9	1.3	3
Speaking Skills	7.4	5.8	13
Study Skills	11.5	23.9	21
Writing Skills	14.8	11.6	13
Other	18.9	5.2	NR
	N=122	N=155	N=150

Both transfer students and graduates were surveyed with the following question: “Please indicate your level of agreement with the following statements about (this college): (This college) did an excellent job preparing me for further study at a four-year institution.” Results indicated over 91% “agreed” or “strongly agreed” (see Figure 7.2). In sum, most students felt they were prepared in most areas for transferring to the University of Wyoming.

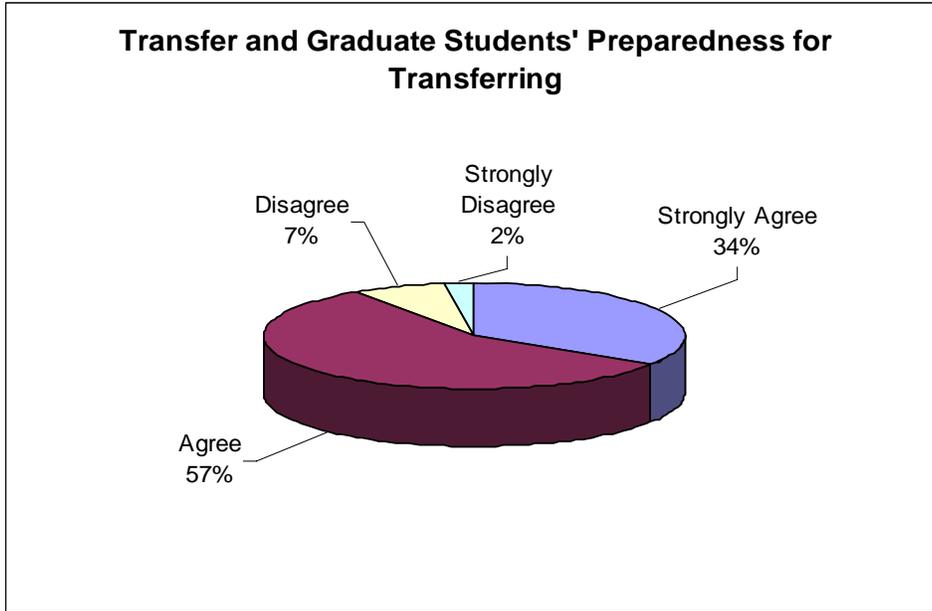


Figure 7.2 Transfer students and graduates responded with their level of agreement to “(This college) did an excellent job preparing me for further study at a four-year institution.”

Not all graduates of Wyoming community colleges desire to transfer to a four-year institution and many community college programs are designed to provide graduates with the skills to be ready to enter the workforce. When graduates were surveyed and asked, “Please indicate your level of agreement with the following statements about (this college): (This college) did an excellent job preparing me for full-time work in my chosen career or profession,” 88% “agreed” or “strongly agreed” (see Figure 7.3). Vocational programs that give students the skills and knowledge necessary to begin working are in demand more and more at the community college level, both by students, but also by employers needing a skilled workforce.

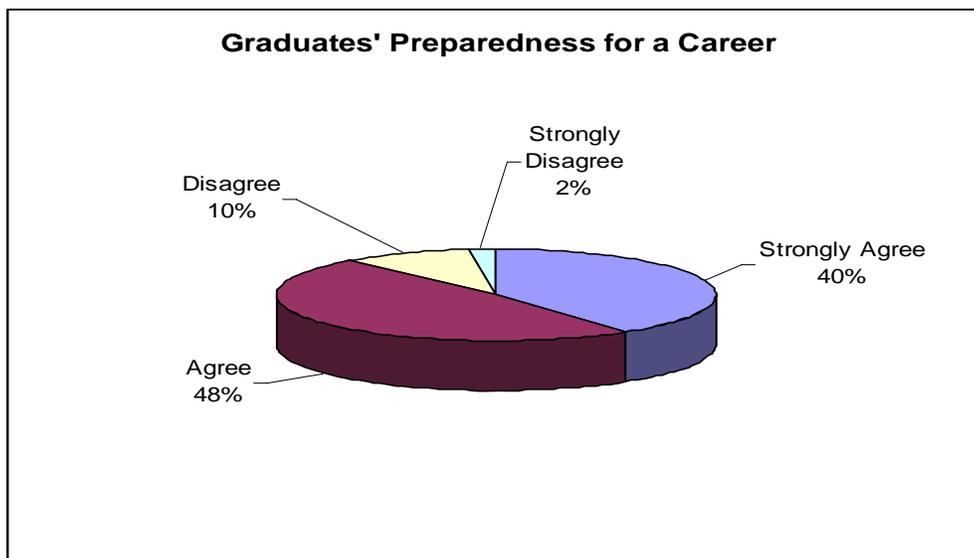


Figure 7.3 Graduates responded with their level of agreement to “(This college) did an excellent job preparing me for full-time work in my chosen career or profession.”

ASSESSMENT OF OVERALL SATISFACTION:

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

Data Source: 2004-2005 System Transfer Student and Graduate Surveys

Transfer students (N=122) and graduates (N=322) were asked several questions about their overall experience and satisfaction with their Wyoming community college. Generally, respondents indicated positive responses about their experiences and what they gained by attending their college. For example, 87% of students completing the Transfer Survey in 2004-2005 rated their overall college experience either “good” or “excellent” (see Figure 7.4).

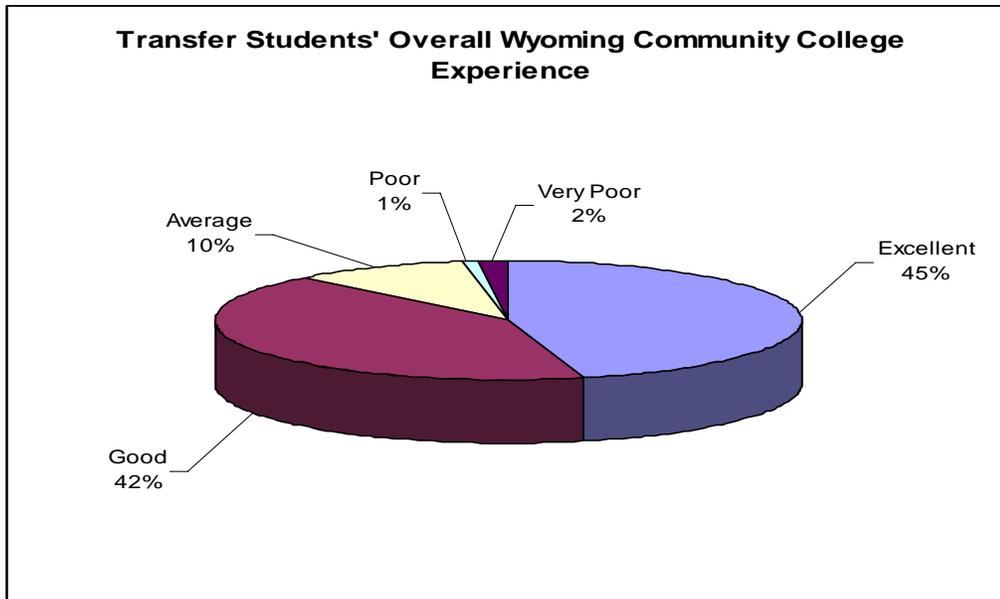


Figure 7.4 Transfer students responded to, “Please evaluate your overall experience at (this college).”

Additionally, over 90% of all graduates responded with “strongly agree” or “agree” to five out of the six statements evaluating their overall experience at a Wyoming community college (Table 7.2). Over 90% of transfer students responded with “strongly agree” or “agree” in three out of the six categories (Table 7.3). Over 95% of students surveyed were glad they attended their college and approximately 93% stated that they would recommend the college to others. Collectively these results are a good indication of the overall strong performance of the colleges as rated by their clientele.

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Table 7.2 GRADUATE STUDENTS' RESPONSE TO - "Please indicate your level of agreement with the following statements about (this college):"

This College...	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Total %
I'm glad that I attended (this college).	63.4	33.4	1.9	1.3	100%
(This college) is a friendly place	58.0	38.6	2.5	.9	100
I would recommend (this college) to my family and friends	59.2	33.2	5.6	1.6	100
If I had to start college over, I would choose (this college).	53.5	34.5	9.5	2.5	100
This College...	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Total %
I accomplished my community college educational goals while at (this college).	54.1	41.2	3.8	.9	100
My experiences at (this college) improved my quality of life.	44.7	45.9	8.4	.9	100

Source: 2004-2005 System Graduate Surveys

Table 7.3 TRANSFER STUDENTS' RESPONSE TO - "Please indicate your level of agreement with the following statements about (this college):"

This College...	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Total %
I'm glad that I attended (this college).	64.5	30.6	1.7	3.3	100%
(This college) is a friendly place	67.2	25.4	4.1	3.3	100
I would recommend (this college) to my family and friends	66.9	26.4	2.5	4.1	100
If I had to start college over, I would choose (this college).	57.5	29.2	8.3	5.0	100
This College...	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Total %
I accomplished my community college educational goals while at (this college).	52.5	32.8	9.0	5.7	100
My experiences at (this college) improved my quality of life.	43.0	42.1	9.9	5.0	100

Source: 2004-2005 System Transfer Surveys



Core Indicators of Effectiveness

Demonstration of Critical Literacy Skills

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

Data Source: Wyoming community college assessment reports, “Core Indicators of Effectiveness,” Wyoming Community College Commission, 2002-2004.

Each college provided information on assessment programs and outcomes from institution assessment reports. Several colleges use the Collegiate Assessment of Academic Proficiency (CAAP) tests as part of their assessment plans. As a comparison, when available, average national scores are reported in each area. Additionally, several colleges use internal measurements and other instruments to demonstrate critical literacy skills. When applicable, summaries of these other measures being employed to assess student achievement are reported.

Writing Skills:

CAAP Test		
Test Year	National Average	Wyoming Average
2004-2005	61.6	62.5
2003-2004	62.5	62.0
2002-2003	62.6	62.6

Other Measures:

One college uses various assessments to determine a student’s written communication needs and abilities. This college reported an average improvement score of 1.96 points (1 being the highest level of improvement) on a 4-point scale. Another college uses student performance on tests, writing assignments, and a research project in ENGL 1010, where 81% of the students successfully completed these items.

Mathematics Skills:

CAAP Test		
Test Year	National Average	Wyoming Average
2004-2005	56.6	57.2
2003-2004	56.2	57.7
2002-2003	56.2	59.7

Other Measures:

One college focuses on measuring student achievement in mathematical strategies and problem solving. In 2004-2005, the mean student rating for this assessment was 2.2 on a 4-point scale (a score of “1” being the highest level of achievement). Another college reported that 81.3% of students successfully completed internally designed tests and project assignments that required specific applications of mathematical skills.

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Reading Skills:

CAAP Test		
<i>Test Year</i>	<i>National Average</i>	<i>Wyoming Average</i>
2004-2005	59.9	61.9
2003-2004	60.6	61.5
2002-2003	61.0	61.9

Other Measures:

One college reports 94% of the students tested scored a 75 or above (on a scale of 100) on the reading Post-COMPASS test. Another college used the Academic Profile test, on which 65% of participating students were proficient at level 1, 40% of participants were proficient at level 2, and 3% of participants were proficient at level 3. In addition, the average reading score was 118.9, compared to the national average of 118.0.

Critical Thinking Skills:

CAAP Test		
<i>Test Year</i>	<i>National Average</i>	<i>Wyoming Average</i>
2004-2005	59.8	62.5
2003-2004	60.5	61.8
2002-2003	60.9	61.9

Other Measures:

One college reports the average Academic Profile critical thinking score of their students was 111.1 compared to the national average of 110.3.

Scientific Reasoning Skills:

CAAP Test		
<i>Test Year</i>	<i>National Average</i>	<i>Wyoming Average</i>
2004-2005	58.9	59.8
2003-2004	59.0	59.3
2002-2003	58.9	60.0

Other Measures:

Another college uses student performance on test items and lab assignments in identified general education science classes where these items were completed successfully by an average of 74.7% of students.

Other Critical Literacy Skills:

One college reports that approximately 74% of the graduates who responded to a survey believe that the college improved their critical literacy skills in the following areas: oral communication skills, computer literacy, mathematical problem solving, and reading comprehension.

A different college uses internal assessments to evaluate other critical literacy skills that it values, like group problem-solving skills and computer skills, where its students' performance is

compared to a college benchmark. Students' scores are above average and are improving year after year.

The Wyoming Career Technical Assessment (WyCTA) is used by one college to assess vocational concentrators specifically looking at communication skills, applied math skills, affective thinking skills, applied science skills, pre-employment, employability skills, technology strands, post-completion, and follow-up. The results of the WyCTA revealed that the vocational concentrators are performing above average in all categories.

#9

Core Indicators of Effectiveness

Demonstration of Citizenship Skills

Note: This measure is not included in this study. Although citizenship skills result from attendance at a community college, this particular measure is not specifically assessed. However, all students completing degrees will have completed course work on the U.S. and Wyoming constitutions.

#10

Core Indicators of Effectiveness

Number and Rate Who Transfer

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

Data Source: "2004 New Transfer Students," University of Wyoming Office of Institutional Analysis, 2005; and "Wyoming Community College System Annual Enrollment Reports," Wyoming Community College Commission, 1999-2005.

A total of 728 prior students of Wyoming community colleges transferred to the University of Wyoming during the academic year 2004-2005 (includes summer and fall 2004 and spring 2005). 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.

A more detailed look at the 583 students who transferred to UW in the fall of 2004 (includes students who began in the summer and continued in the fall at all UW sites) shows 59% were female and 41% were male. This proportion is very similar to the enrollment patterns by gender at the Wyoming community colleges. However, 402 (69%) former community college students enrolled full-time at UW and 388 (67%) were under the age of 25. These proportions contrast to enrollment patterns at the community colleges where the percentage of students who enroll full-time at a Wyoming community college has remained stable for the past few years at 36-37%. Further, for the past several years approximately 52% of the students enrolled at the Wyoming community colleges were under the age of 25.

#11

Core Indicators of Effectiveness

Performance After Transfer

Measure: Comparison of GPAs for Wyoming community college transfer students in their first fall semester at the University of Wyoming and all University of Wyoming undergraduates for the same fall semester by transferred credit hours.

Data Source: 2004 New Transfer Students, University of Wyoming Office of Institutional Analysis, 2005.

**Table 11.1 Fall 2004 Transfer Student Report
Academic Achievement of New Transfer Students by Hours Transferred - Fall 2004
Comparison of Community College and UW Grade Point Averages**

Transferred Credit Hours*	All Wyoming Community College Transfer Students			All Transfer Students			All UW Undergraduates	
	#	Community College GPA	UW First Fall Semester GPA	#	Community College GPA	UW First Fall Semester GPA	#	UW Fall 2003 GPA
0 <= Hours < 30	93	3.21	2.89	276	3.08	2.87	2,078	2.68
30 <= Hours < 60	211	3.22	2.81	358	3.15	2.84	1,676	2.85
60 <= Hours < 90	206	3.12	2.89	293	3.12	2.91	1,972	2.94
90 <= Hours	73	2.92	2.84	123	2.97	2.85	3,863	3.08
Totals	583	3.11	2.86	1,050	3.09	2.87	9,589	2.93

*Transferred credit hours and community college GPA are totaled from all transfer work, not only transfer work from individual community college. **Only hours for grade are included.**

Table 11.1 shows representations of performance of Wyoming community college transfer students at the University of Wyoming for fall 2004 in comparison to all transfer students and to all UW undergraduates. The data indicate that the community college students in their first fall semester at the University of Wyoming perform comparably to all transfer students who have taken the same number of credit hours.

#12

Core Indicators of Effectiveness

Success in Subsequent, Related Coursework

Measure: The proportion of an identified entering student cohort that is assessed as deficient in one or more of the basic skills (reading, writing, computation), who subsequently (a) successfully completes developmental work intended to remediate this deficiency and (b) within one year completes their first college-level courses requiring the use of this skill with a grade of “C” or better.

Data Source: Individual College *Colleague* files fall 2004 through summer 2005.

A surprising number of community college students enroll in developmental courses to prepare for college-level courses. In fall 2004, 4,850 (duplicated headcount) community college students were enrolled in developmental math and English courses and 2,944 (duplicated headcount) students completed their respective coursework with a pass rate of 60.7%. Of those 2,944 students that completed developmental courses in math and English, the community colleges reported that 951 students (duplicated headcount) enrolled in a subsequent college-level course in a related area one year later and completed that course with grades of “C” or better. The 951 students that completed a subsequent college-level course represent 32.3% of the 2,944 students that completed developmental math and English courses. These data highlight the necessary mission of community colleges of enhancing and reinforcing the skills of under-prepared students, which is essential to the success in subsequent college-level courses.

#13

Core Indicators of Effectiveness

Participation Rate in the Service Area

Measure: The proportion of the total population aged 18 or older in the college’s service area that has participated in at least one activity (course, program, service, event, etc) for college credit during the past year. The number of citizens who attended community college events, programs, and non-credit activities.

Data Source: National Center for Education Statistics IPEDS Database, WCCC Enrollment Reports, U.S. Census Data for 2004, Community College Facility Reports.

The Wyoming community college system has a credit student penetration rate of 7.1% for the 2004-2005 academic year. This means that 7.1% of the state’s population was enrolled in credit courses at the community colleges across the state. This rate is among the highest in the nation when compared with the national average of 4.6% for the full-year.¹

In 2004-2005, the community college system also hosted 579,026 (duplicated headcount) citizen visits at organized events, programs, and activities that did not count for college credit.

¹Most recent national data available is for full-year 2000-2001.



Core Indicators of Effectiveness

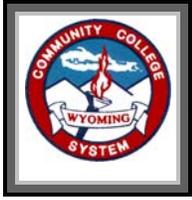
Responsiveness to Community Needs

Measure: The number and extent of partnerships maintained by Wyoming community colleges and the benefits thereof.

Data Source: Wyoming Community College Partnership Report.

The *Annual Partnership Report* is a collection of all established partnerships that Wyoming community colleges cultivated and maintained for fiscal year 2005. The valuable multi-dimensional role Wyoming's community colleges play becomes apparent in this report. Serving as transfer preparation institutions, vocational educators, providers of workforce training and personal development education, and cultural centers, Wyoming comprehensive community colleges recognize the need for collaboration, diversity, and cooperation. Recognizing this, Wyoming community colleges have established and maintain numerous partnerships and agreements. These partnering relationships result in a variety of benefits not only for the students but also for the communities and college service areas throughout the state.

Wyoming community colleges participated in a multitude of mutually beneficial partnerships that vary in nature, and range from a student service to a community service focus. Common themes, such as workforce development and adult literacy, do exist across the college system. A new section was added last year to specifically highlight the partnerships that exist between the University of Wyoming and the community colleges. Additionally, the colleges partner with many state agencies including the Departments of Workforce Services, Family Services, Education, and Employment to better serve the needs of their constituents both academically and socially. However, just as the communities in Wyoming differ from one another, so do the partnerships undertaken by the separate community colleges. These relationships exist and thrive in the communities and the state and are so natural that many can go overlooked. The *Annual Partnership Report* produced by the colleges and the Wyoming Community College Commission brings them to light. The *2005 Annual Partnership Report* is available online at www.communitycolleges.wy.edu.



Core Indicators of Effectiveness

Summary

Using these core indicators of effectiveness, Wyoming's seven comprehensive community colleges have been able to document their performance in meeting the needs of their stakeholders. This fourth annual report using the American Association of Community Colleges core measurements shows that Wyoming's community colleges are performing well in fulfilling their multi-dimensional responsibilities in higher education in Wyoming and is beginning to allow a documented and historical perspective on these measures.

Wyoming's community colleges take their responsibility of accountability seriously and intend to use this report not only to document performance, but to evaluate where improvements can be made and make a plan of action toward not only meeting, but exceeding stakeholders' expectations.

For future reports, it will be necessary to modify the programming respective to Core Indicator #12 in order to determine how many students subsequently re-enroll as well as complete a college level course. Likewise, incorporation of the "Community College Survey of Student Engagement" (CCSSE), at each college during the 2006-2007 academic year will result in additional perspectives and insights into the Wyoming community college learning environment.



Core Indicators of Effectiveness

Appendix

Continuing students (N=2771) responded to statements regarding satisfaction with their college.

Table A.1 CONTINUING STUDENTS
“Please indicate your degree of satisfaction with the following aspects of (your college):”

Aspect of Community College Being Rated	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Total %
Accessibility of Instructors	38.5%	58.7%	2.7%	0.1%	100.0%
Availability of Courses	16.3	62.3	18.9	2.5	100.0
Challenge of Coursework	29.9	67.2	2.6	0.3	100.0
Class Size	46.6	52.0	1.3	0.1	100.0
Classroom Equipment	31.5	61.0	6.7	0.8	100.0
Facilities	33.5	61.7	4.0	0.8	100.0
Grading	30.0	65.2	4.3	0.5	100.0
Helpfulness of Instructors	43.8	52.2	3.7	0.3	100.0
Innovativeness of Course Offerings	20.1	68.7	10.2	1.0	100.0
Instructor Competence	38.9	57.6	3.1	0.4	100.0
Overall Academic Experience	34.7	62.2	2.7	0.4	100.0
Program Requirements in Major	24.1	65.3	9.4	1.2	100.0
Scheduling of Courses	20.7	61.2	15.8	2.3	100.0
Variety of Courses	18.5	61.1	18.0	2.4	100.0

Source: 2003-2004 System Continuing Student Survey

Wyoming Community Colleges
Annual Performance Report: Core Indicators of Effectiveness 2004-2005

Transfer students and graduates (N=444) responded to statement regarding satisfaction with their college.

Table A.2 TRANSFER STUDENTS AND GRADUATES
“Please indicate your degree of satisfaction with the following aspects of (your college):”

Aspect of Community College Being Rated	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied/ No Response %	Total %
Accessibility of Instructors	50.22	45.72	3.38	3.68	100%
Availability of Courses	31.53	50.90	15.54	1.02	100
Challenge of Coursework	43.24	52.03	4.06	1.01	100
Class Size	58.56	37.84	2.25	1.35	100
Classroom Equipment	42.12	48.42	6.08	3.38	100
Facilities	39.64	50.90	6.31	3.15	100
Grading	44.37	48.65	5.63	1.35	100
Helpfulness of Instructors	53.15	39.86	4.73	2.26	100
Innovativeness of Course Offerings	33.56	54.50	9.91	2.03	100
Instructor Competence	48.20	44.60	5.18	2.02	100
Overall Academic Experience	48.65	46.85	3.15	1.35	100
Program Requirements in Major	44.14	47.07	6.08	2.71	100
Scheduling of Courses	40.54	46.62	9.68	3.16	100
Variety of Courses	38.96	44.82	11.04	5.18	100

Source: 2004-2005 System Transfer Student and Graduate Surveys

Wyoming Community Colleges
Annual Performance Report: Core Indicators of Effectiveness

Continuing students (N=2771) responded to statements regarding satisfaction with and importance of services and offices at their college.

Table A.3 CONTINUING STUDENTS “Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:”

Service / Office Being Rated	Satisfaction							Importance				
	Very satisfied %	Satisfied %	Dissatisfied %	Very dissatisfied %	Didn't use this service %	Not available on this campus %	Total %	Much importance %	Moderate importance %	Little importance %	No importance %	Total %
Academic Advising	26.0%	50.9%	11.6%	3.5%	7.8%	0.2%	100%	65.3%	25.3%	5.9%	3.5%	100%
Admissions	25.1	64.0	7.3	1.8	1.6	0.2	100	56.9	36.4	5.0	1.7	100
Bookstore	17.8	49.8	19.0	9.2	2.1	2.1	100	53.1	36.7	7.9	2.3	100
Business Office	18.1	53.8	4.4	1.4	21.4	0.9	100	36.2	40.9	12.2	10.7	100
Campus Security	18.0	41.8	6.9	4.0	25.2	4.1	100	47.5	31.2	12.1	9.2	100
Career Planning	13.7	38.0	7.4	2.2	37.2	1.5	100	47.1	33.1	9.8	10.0	100
Counseling Services	13.8	27.8	4.8	1.8	49.9	1.9	100	40.2	32.8	12.8	14.2	100
Cultural Programs	9.2	28.3	4.4	1.6	54.2	2.3	100	26.4	35.9	17.0	20.7	100
Financial Aid	31.2	34.4	8.5	4.7	20.4	0.8	100	77.0	13.9	2.8	6.3	100
Food Service	8.2	29.5	9.9	5.8	41.8	4.8	100	31.9	33.0	14.5	20.6	100
Intercollegiate Athletics	9.2	20.4	3.9	2.3	58.3	5.9	100	21.3	29.3	19.0	30.4	100
Intramural Athletics	7.9	20.8	4.3	2.1	59.1	5.8	100	19.6	29.9	20.1	30.4	100
Library	37.6	47.0	3.6	1.0	9.3	1.5	100	69.8	24.2	2.8	3.2	100
Registration/Records	28.2	59.1	6.5	2.1	3.7	0.4	100	62.8	32.0	3.3	1.9	100
Services for Students with Special Needs	10.8	17.1	2.6	0.9	66.8	1.8	100	50.5	20.1	8.0	21.4	100
Student Activities	12.5	35.0	6.9	1.6	42.3	1.7	100	30.9	38.4	14.8	15.9	100
Student Government	8.6	26.1	4.7	2.0	56.6	2.0	100	23.5	37.1	18.0	21.4	100
Student Housing	8.1	18.3	5.2	2.4	59.1	6.9	100	41.7	21.2	9.1	28.0	100
Student Leisure Areas/Student Center	22.2	40.0	8.8	6.4	21.0	1.6	100	34.2	43.8	11.9	10.1	100
Student Organizations	11.6	33.1	5.0	1.5	46.8	2.0	100	28.4	38.5	14.8	18.3	100
Tutoring	15.8	23.3	4.7	2.4	51.8	2.0	100	53.7	24.7	7.9	13.7	100

Source: 2003-2004 System Continuing Student Survey

Wyoming Community Colleges
Annual Performance Report: Core Indicators of Effectiveness

Graduates (N=322) responded to statements regarding satisfaction with and importance of services and offices at their college.

Table A.4 GRADUATES “Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:”

Service / Office Being Rated	Satisfaction							Importance				
	Very satisfied %	Satisfied %	Dissatisfied %	Very dissatisfied %	Did not use this service %	Not available on this campus %	Total %	Much importance %	Moderate importance %	Little importance %	No importance/Did not use %	Total %
Academic Advising	41.9	41.9	7.1	5.0	3.4	.6	100%	59.4	30.3	7.5	2.8	100%
Admissions	49.7	38.3	6.5	2.5	2.5	.6	100	58.9	33.0	5.5	2.6	100
Bookstore	37.1	41.7	9.8	8.3	2.1	.9	100	51.9	36.1	9.8	2.2	100
Business Office	40.7	40.1	5.9	3.4	8.1	1.9	100	49.8	32.0	12.5	5.6	100
Campus Security	31.8	27.4	6.6	2.8	25.5	6.0	100	39.4	29.0	16.8	14.8	100
Career Planning	24.8	24.8	9.6	3.5	33.1	4.1	100	35.8	35.4	14.9	13.9	100
Counseling Services	21.7	20.8	5.7	3.5	43.7	4.7	100	38.8	26.3	12.5	22.5	100
Cultural Programs	16.2	18.5	5.1	1.9	52.8	5.4	100	18.8	34.8	15.6	30.8	100
Financial Aid	39.5	24.1	5.3	5.3	24.5	1.3	100	60.8	19.8	8.7	10.8	100
Food Service	29.9	21.0	6.4	5.7	32.2	4.8	100	43.7	27.1	11.6	17.6	100
Intercollegiate Athletics	15.5	19.6	6.6	5.1	44.0	9.3	100	24.6	18.7	20.1	36.6	100
Intramural Athletics	13.5	12.9	5.8	5.1	54.0	8.7	100	21.6	20.6	19.9	38.0	100
Job Placement	16.0	14.3	7.8	3.3	52.8	5.9	100	34.8	20.8	15.8	28.7	100
Library	41.0	27.8	4.7	4.4	19.6	2.5	100	59.0	26.0	5.0	10.0	100
Registration/Records	49.8	35.6	6.9	4.7	1.6	1.3	100	68.9	25.6	3.9	1.6	100
Services for Students with Special Needs	29.7	13.1	2.9	2.2	48.2	3.8	100	47.3	19.8	9.5	23.3	100
Student Activities	17.7	22.9	6.1	5.8	46.1	1.3	100	35.0	31.0	13.7	20.2	100
Student Government	16.1	24.1	5.1	4.4	47.2	3.2	100	26.1	33.0	16.7	24.3	100
Student Housing	16.3	19.2	4.9	3.6	47.9	8.1	100	36.5	24.2	11.9	27.5	100
Student Leisure Areas/Student Center	24.4	28.6	4.5	4.8	34.4	3.2	100	34.6	33.9	12.5	19.0	100
Student Organizations	19.2	34.9	6.4	3.8	33.3	2.2	100	28.1	39.1	15.3	17.4	100
Tutoring	24.0	18.2	3.6	1.3	51.0	1.9	100	45.4	26.0	8.6	20.8	100

Source: 2004-2005 System Graduate Survey

Wyoming Community Colleges

Annual Performance Report: Core Indicators of Effectiveness

Transfer students (N=122) that transferred to the University of Wyoming after attending the Wyoming community college responded to statements regarding satisfaction with and importance of services and offices at their college.

Table A.5 TRANSFER STUDENTS “Please indicate your degree of satisfaction with the following services and offices that provide the service to students. Also indicate whether the service is important to you as you progress through your educational program:”

Service / Office Being Rated	Satisfaction							Importance				
	Very satisfied %	Satisfied %	Dissatisfied %	Very dissatisfied %	Did Not use this service %	N/A on this campus %	Total %	Much importance %	Moderate importance %	Little importance %	No importance/Did Not Use %	Total %
Academic Advising	40.5	39.7	9.1	6.6	4.1	0	100%	61.2	33.1	4.1	.8	100%
Admissions	44.3	45.1	6.6	.8	2.5	.8	100	50.4	40.3	6.7	2.5	100
Bookstore	28.7	48.4	11.5	5.7	2.5	3.3	100	44.4	41.0	10.3	4.3	100
Business Office	26.7	41.7	4.2	.8	23.3	3.3	100	36.4	33.6	13.1	16.9	100
Campus Security	27.0	26.2	4.9	2.5	34.4	4.9	100	46.3	29.6	13.9	10.2	100
Career Planning	16.0	27.7	6.7	3.4	43.7	2.5	100	45.7	30.5	7.6	16.2	100
Counseling Services	16.1	21.2	8.5	1.7	49.2	3.4	100	33.7	40.6	9.9	15.9	100
Cultural Programs	26.1	19.3	7.6	5.0	39.5	2.5	100	48.1	27.9	9.6	14.5	100
Financial Aid	29.8	35.5	9.1	1.7	19.8	4.1	100	63.2	18.4	6.1	12.3	100
Food Service	21.0	21.8	13.4	3.4	33.6	6.7	100	37.0	32.4	12.0	18.5	100
Intercollegiate Athletics	14.3	13.4	5.0	.8	58.8	7.6	100	22.2	27.3	19.2	31.3	100
Intramural Athletics	18.1	27.6	4.3	1.7	42.2	6.0	100	34.6	28.8	17.3	19.2	100
Job Placement***	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Library	41.0	45.1	6.6	4.1	3.3	0	100	65.8	27.5	3.3	3.3	100
Registration/Records	30.8	36.7	10.0	.8	21.7	0	100	58.9	22.3	2.7	16.1	100
Services for Students with Special Needs	12.1	14.7	6.0	1.7	62.9	2.6	100	48.0	25.0	10.0	17.0	100
Student Activities	17.9	31.6	4.3	1.7	42.7	1.7	100	33.0	37.9	15.5	13.6	100
Student Government	13.4	22.7	8.4	1.7	49.6	4.2	100	33.3	35.2	11.4	20	100
Student Housing	17.1	22.2	2.6	1.7	48.7	7.7	100	43.6	26.7	7.9	21.8	100
Student Leisure Areas/Student Center	19.3	40.3	8.4	1.7	27.7	2.5	100	38.0	38.0	9.3	14.8	100
Student Organizations	10.9	26.1	8.4	.8	51.3	2.5	100	29.0	42.0	9.0	20.0	100
Tutoring	26.2	23.8	8.2	4.9	36.1	.8	100	52.3	30.6	7.2	9.9	100

Source: 2004-2005 System Transfer Student Surveys