



WYOMING COMMUNITY COLLEGES

Annual Performance Report: Performance Indicators 2021-2022

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Casper College • Central Wyoming College • Eastern Wyoming College • Gillette College • Laramie County
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Introduction

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

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

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

The Wyoming Community College Commission Statewide Strategic Plan, adopted by the Commission in October 2020, has identified four primary goals and related objectives. All former and current strategic plans center around the Commission's mission.

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

- Goal #1 Educational Attainment – Facilitate postsecondary educational attainment to the betterment of all Wyoming citizens.
- Goal #2 Affordability – Facilitate community college system sustainability, funding, and affordability while keeping higher education as nearly free as possible.
- Goal #3 Program Alignment – Facilitate alignment of post-secondary programs with the University of Wyoming (UW), the workplace, and the workforce to provide a seamless pathway for Wyoming citizens to pursue their employment goals while benefiting the state.
- Goal #4 Economic Development – Facilitate initiatives leading to the diversification and growth of Wyoming's economy.

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This 2021-2022 Performance Indicator Report aligns the performance indicators required by statute with the objectives contained in the WCCC’s 2020-2025 Statewide Strategic Plan. Commission staff have matched the eight Wyoming statutorily required performance indicators with the four goals in the WCCC’s Strategic Plan.

| <u>Wyoming Statute Requirements</u> | <u>Goal Match</u> | <u>Match</u> |
|---|------------------------|---------------------|
| A) Student goal attainment and retention | Educational Attainment | A, B, C, D, E, F, G |
| B) Student persistence | Affordability | G |
| C) Degree and certificate completion rates | Program Alignment | D, E, H, G |
| D) Placement rate of graduates in the workforce | Economic Development | D, E |
| E) Licensure and certification pass rates | | |
| F) Demonstration of critical literacy skills | | |
| G) Success in subsequent, related coursework | | |
| H) Number and rate of students who transfer | | |

Six of the eight Wyoming community colleges are members of the National Community College Benchmark Project (NCCBP). NCCBP data is submitted by the colleges and has been included in this report. Data for students attending Gillette College and Sheridan College are aggregated under Northern Wyoming Community College District (NWCCD) as part of its membership. Where possible and appropriate, outcome data for students attending Gillette College or Sheridan College have been disaggregated from NWCCD totals. Casper College does not participate in data sharing with the NCCBP. Also, data for this report is submitted for all eight community colleges from IPEDS (Integrated Postsecondary Education Data System), the college’s own graduate surveys and administrative computing systems (Colleague® software by Ellucian), and a central reporting business intelligence application (WCCC/Community College Data Warehouse) for reporting statewide aggregate data.

A: Student Goal Attainment

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

Data Sources: *Most recent (Spring 2021) Community College Survey of Student Engagement (CCSSE) results reported by each of the eight community colleges and an aggregate report for the commission and nation. (Gillette College and Sheridan College reported under NWCCD.)*

Strategic Plan Match: *Educational Attainment*

Students enroll in community colleges for a variety of reasons from self-improvement to four year university transfer. The CCSSE survey can be utilized to determine student goals in attending a Wyoming community college. Table A.1 demonstrates percentages of students indicating their goals for attending a community college and Figure A.1 shows the system and national aggregate reasons.

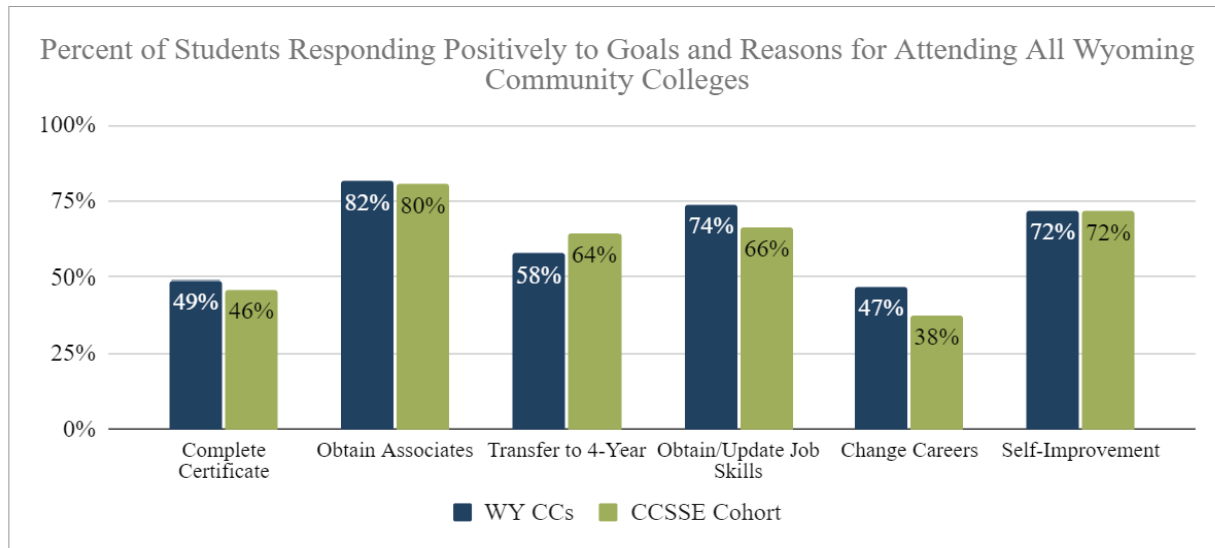
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Table A.1: Student Goals

| College | Complete Certificate Program | Obtain Associate Degree | Transfer to 4-Year College or University | Obtain or Update Job-Related Skills | Change Careers | Self-Improvement/ Personal Enjoyment |
|---------------------|------------------------------|-------------------------|--|-------------------------------------|----------------|--------------------------------------|
| CC | 40% | 82% | 61% | 72% | 44% | 79% |
| CWC | 62% | 70% | 50% | 79% | 42% | 77% |
| EWC | 39% | 83% | 64% | 69% | 36% | 81% |
| LCCC | 47% | 83% | 59% | 70% | 46% | 76% |
| NWC | 43% | 87% | 64% | 77% | 38% | 73% |
| NWCCD | 52% | 79% | 55% | 77% | 39% | 85% |
| WWCC | 50% | 86% | 56% | 76% | 76% | 40% |
| All Colleges | 49% | 82% | 58% | 74% | 47% | 72% |

*CCSSE 2021, Item 26 on Survey. Survey completed every other year.

Figure A.1: Percent of Students Responding Positively to Goals and Reasons for Attending All Wyoming Community Colleges



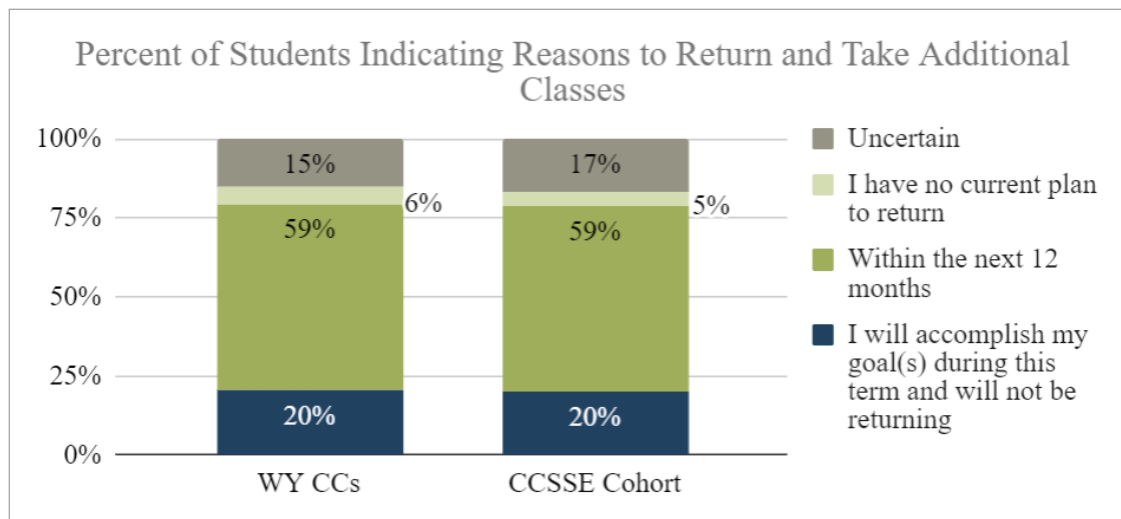
*CCSSE 2021, CCSSE Cohort Comparative Data. Survey completed every other year.

Additionally, the CCSSE is utilized to measure students' intentions to take classes at the same college again in the future. Table A.2 and Figure A.2 note students' timeframes for planning to take classes again at the college. (Note: Percentages in Table A.2 may not sum to 100% due to rounding.)

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

| College | I will accomplish my goal(s) during this term and will not be returning | Within the next 12 months | I have no current plan to return | Uncertain |
|---------------------|---|---------------------------|----------------------------------|------------|
| CC | 15% | 65% | 6% | 14% |
| CWC | 20% | 57% | 5% | 18% |
| EWC | 26% | 44% | 11% | 19% |
| LCCC | 20% | 61% | 6% | 13% |
| NWC | 26% | 51% | 5% | 18% |
| NWCCD | 23% | 56% | 7% | 14% |
| WWCC | 21% | 61% | 3% | 15% |
| All Colleges | 20% | 59% | 6% | 15% |

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



*CCSSE 2021

B: Student Persistence and Retention

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

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

***Strategic Plan Match:** Educational Attainment*

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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 2791 full-time and part-time, first-time degree seeking students in the Fall of 2021. The aggregate full-time retention rate from Fall 2021 to Fall 2022 was 65%. This percentage has been relatively stable over the last five years, ranging from 59% to 72% 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 2021 and returning for the Fall 2022 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 2021 Cohort Retention in Fall 2022 | 63% | 33% |
| Rate of Fall 2020 Cohort Retention in Fall 2021 | 60% | 36% |
| Rate of Fall 2019 Cohort Retention in Fall 2020 | 56% | 37% |
| Rate of Fall 2018 Cohort Retention in Fall 2019 | 57% | 30% |
| Rate of Fall 2017 Cohort Retention in Fall 2018 | 56% | 32% |
| Rate of Fall 2016 Cohort Retention in Fall 2017 | 58% | 34% |
| Rate of Fall 2015 Cohort Retention in Fall 2016 | 57% | 25% |

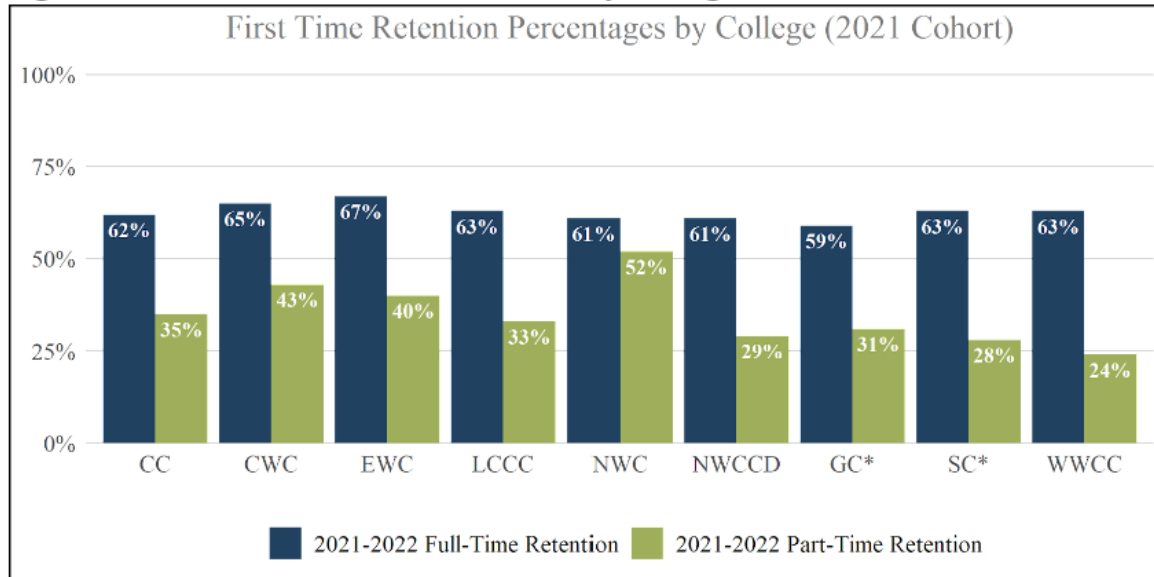
Table B.2: First-time Retention Rates by College

| College | Number of First-time Degree-seeking Students Fall 2021 | Retention Rate Full-Time | Retention Rate Part-Time |
|----------------------------|--|--------------------------|--------------------------|
| CC | 643 | 62% | 35% |
| CWC | 234 | 65% | 43% |
| EWC | 181 | 67% | 40% |
| LCCC | 551 | 63% | 33% |
| NWC | 284 | 61% | 52% |
| NWCCD | 513 | 61% | 29% |
| GC | 228 | 59%* | 31%* |
| SC | 285 | 63%* | 28%* |
| WWCC | 385 | 63% | 24% |
| All Colleges Sum & Average | 2,791 | 63% | 33% |

*GC and SC are subsets of NWCCD. For the retention metrics, students are counted as being retained if they were subsequently enrolled in courses at or graduated from NWCCD regardless of campus location.

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Figure B.1: First Time Retention Rates by College



*GC and SC are subsets of NWCCD. For the retention metrics, students are counted as being retained if they were subsequently enrolled in courses at or graduated from NWCCD regardless of campus location.

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 2021 cohort who persisted to any college during the Fall 2022 semester. Table B.4 and Figure B.3 show a full three-year persistence history.

Table B.3: First-time Persistence Rates by College for Fall 2021 Cohort

| College | Number of First-time Degree-seeking Students Fall 2021 | Persistence Rate Full-Time | Persistence Rate Part-Time |
|---------|---|-------------------------------|-------------------------------|
| CC | 643 | 69% | 35% |
| CWC | 234 | 72% | 51% |
| EWC | 181 | 69% | 40% |
| LCCC | 551 | 70% | 40% |
| NWC | 284 | 72% | 56% |
| NWCCD | 513 | 66% | 37% |
| GC | 228 | 64% | 40% |
| SC | 285 | 68% | 34% |

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| | | | |
|----------------------------------|-----|--------------|------------|
| WWCC | 385 | 71% | 30% |
| Average College Persistence Rate | | 2,791 | 70% |
| | | 39% | |

Figure B.2: First-Time, Full-Time, and Part-Time Degree-Seeking Students' Persistence Rates by College (2021 Fall to 2022 Fall)

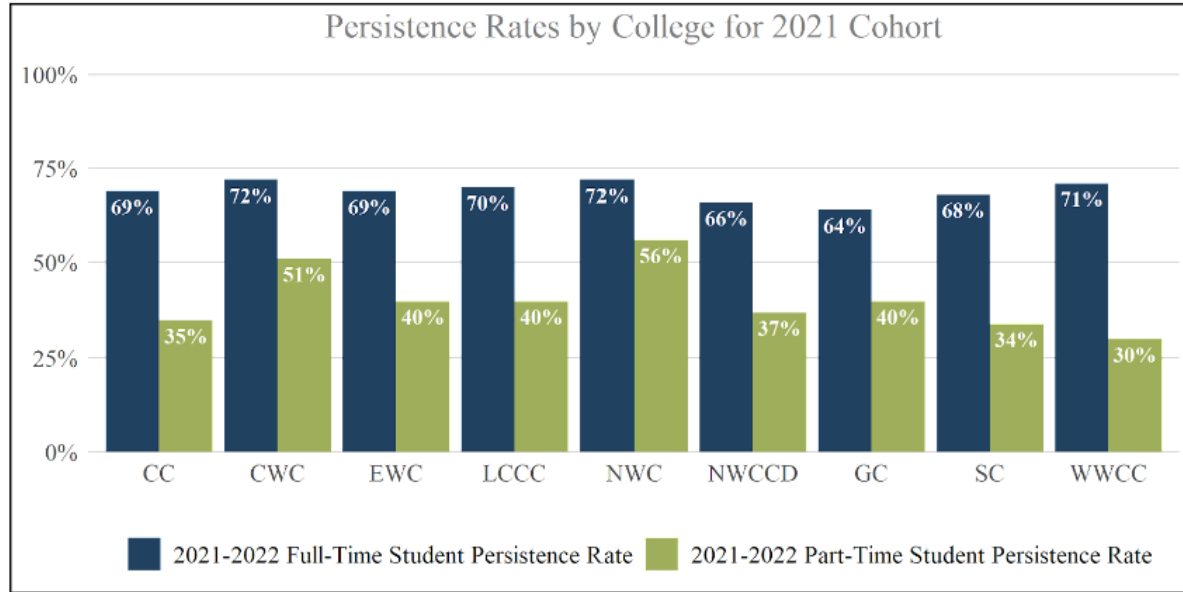


Table B.4: Three-Year First-time Degree-Seeking Persistence Rates by College

| | | Cohort 2019/Fall | Persisted to 20/Fall | Persisted to 21/Fall | Persisted to 22/Fall |
|-------|-----------|------------------|----------------------|----------------------|----------------------|
| CC | Part Time | 95 | 44% | 34% | 24% |
| | Full Time | 521 | 77% | 69% | 62% |
| CWC | Part Time | 49 | 53% | 49% | 41% |
| | Full Time | 246 | 71% | 63% | 59% |
| EWC | Part Time | 13 | 31% | 38% | 38% |
| | Full Time | 179 | 66% | 50% | 53% |
| LCCC | Part Time | 134 | 45% | 27% | 23% |
| | Full Time | 536 | 70% | 61% | 60% |
| NWC | Part Time | 22 | 18% | 18% | 18% |
| | Full Time | 279 | 67% | 58% | 58% |
| NWCCD | Part Time | 79 | 34% | 25% | 18% |
| | Full Time | 557 | 67% | 59% | 56% |

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| | | | | | |
|------------------|-----------|-------|-----|-----|-----|
| GC | Part Time | 56 | 30% | 21% | 14% |
| | Full Time | 223 | 61% | 54% | 48% |
| SC | Part Time | 23 | 43% | 35% | 26% |
| | Full Time | 334 | 71% | 63% | 61% |
| WWCC | Part Time | 52 | 29% | 19% | 13% |
| | Full Time | 389 | 69% | 56% | 54% |
| Average Colleges | Part Time | 444 | 40% | 30% | 23% |
| | Full Time | 2,707 | 70% | 61% | 58% |

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 within three years of starting, reported at annual intervals. The cohort includes only full-time, first-time, degree-seeking students.

Data Source: Integrated Postsecondary Education Data Systems (IPEDS)—Graduate Rate Survey on Fall 2018 first-time, full-time, degree seeking cohort; IPEDS Completions Survey on 2021-22 graduates; IPEDS 12-month Enrollment Survey on 2021-22; Institutional and WCCC/Community College Data Systems.

Strategic Plan Match: Educational Attainment

As illustrated in Table C.1 and Figure C.1, the 2018 cohort average completion rate at Wyoming community colleges is 39%, which is similar to recent previous cohorts. The average completion rate for the Wyoming community colleges has steadily increased over the last ten years. According to the U.S. Department of Education, National Center for Educational Statistics (NCES), IPEDS, 2018 Starting Cohort, the graduation rate within 150% of normal time at public, 2-year postsecondary institutions was 31 percent, putting Wyoming community colleges above the national percentage.

Table C.1: Current and Historical Completion Rates Within 3 Years of Fall Cohort Start

| | |
|---|-----|
| 2018 Cohort Graduation Rate within 3 years (by summer 2021) | 39% |
| 2017 Cohort Graduation Rate within 3 years (by summer 2020) | 39% |
| 2016 Cohort Graduation Rate within 3 years (by summer 2019) | 39% |
| 2015 Cohort Graduation Rate within 3 years (by summer 2018) | 37% |
| 2014 Cohort Graduation Rate within 3 years (by summer 2017) | 39% |
| 2013 Cohort Graduation Rate within 3 years (by summer 2016) | 35% |
| 2012 Cohort Graduation Rate within 3 years (by summer 2015) | 30% |
| 2011 Cohort Graduation Rate within 3 years (by summer 2014) | 31% |
| 2010 Cohort Graduation Rate within 3 years (by summer 2013) | 30% |

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2009 Cohort Graduation Rate within 3 years (by summer 2012) | 25%

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

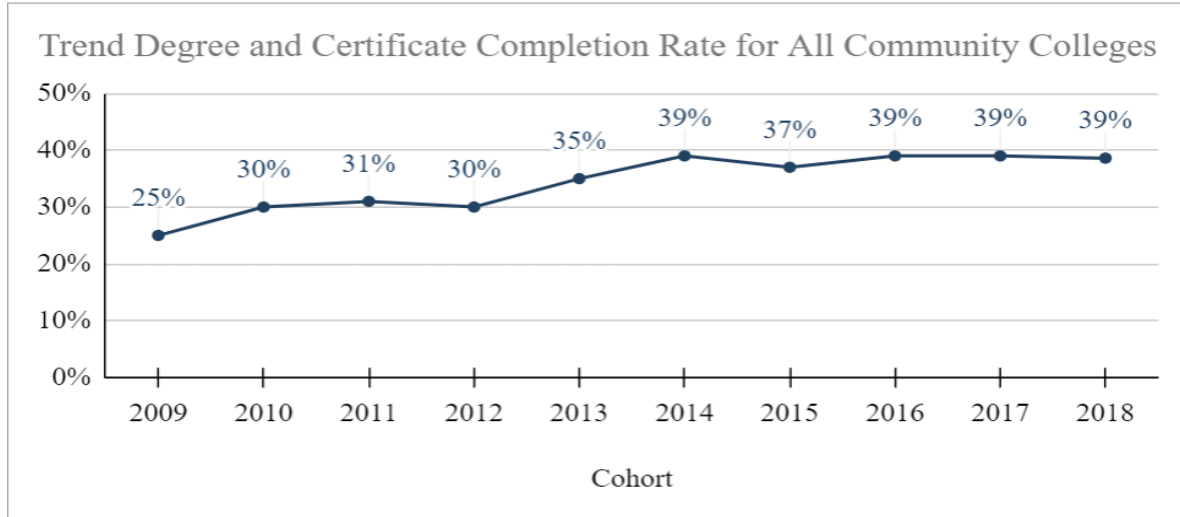


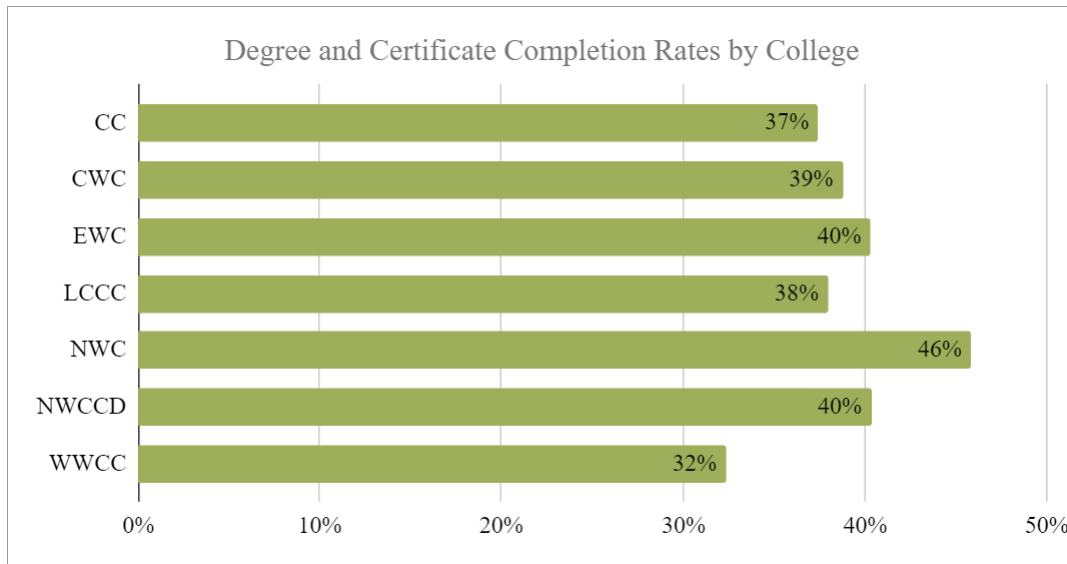
Table C.2 and Figure C.2 show the degree and certificate completion rates, by college, for the 2018 cohort. The cohort includes all full-time, first-time, degree and certificate-seeking undergraduate students entering the institution either during the fall term or the preceding summer.

Table C.2: 2018 Cohort Degree and Certificate Completion Rates by College

| College | Cohort Size | Certificate/Degree Completers within 150% of Normal Time | Degree and Certificate Completion Rate |
|---------|-------------|--|--|
| CC | 521 | 195 | 37% |
| CWC | 227 | 88 | 39% |
| EWC | 191 | 77 | 40% |
| LCCC | 474 | 180 | 38% |
| NWC | 314 | 144 | 46% |
| NWCCD | 575 | 232 | 40% |
| WWCC | 439 | 142 | 32% |

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Figure C.2: Degree and Certificate Completion Rates by College



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

Table C.3: Graduates by Full Time Equivalency 2021-2022*

| College | Associate Degree Graduates/100 FTE | Total Graduates/100 FTE |
|-----------------------------|------------------------------------|-------------------------|
| CC | 24.8 | 29.7 |
| CWC | 23.4 | 31.1 |
| EWC | 18.2 | 25.8 |
| LCCC | 22.0 | 28.7 |
| NWC | 22.2 | 27.4 |
| NWCCD | 22.5 | 30.1 |
| WWCC | 18.2 | 22.4 |
| Average All Colleges | 22.1 | 28.2 |

*Full-Time Equivalency = Total Credit Hours Enrolled/30

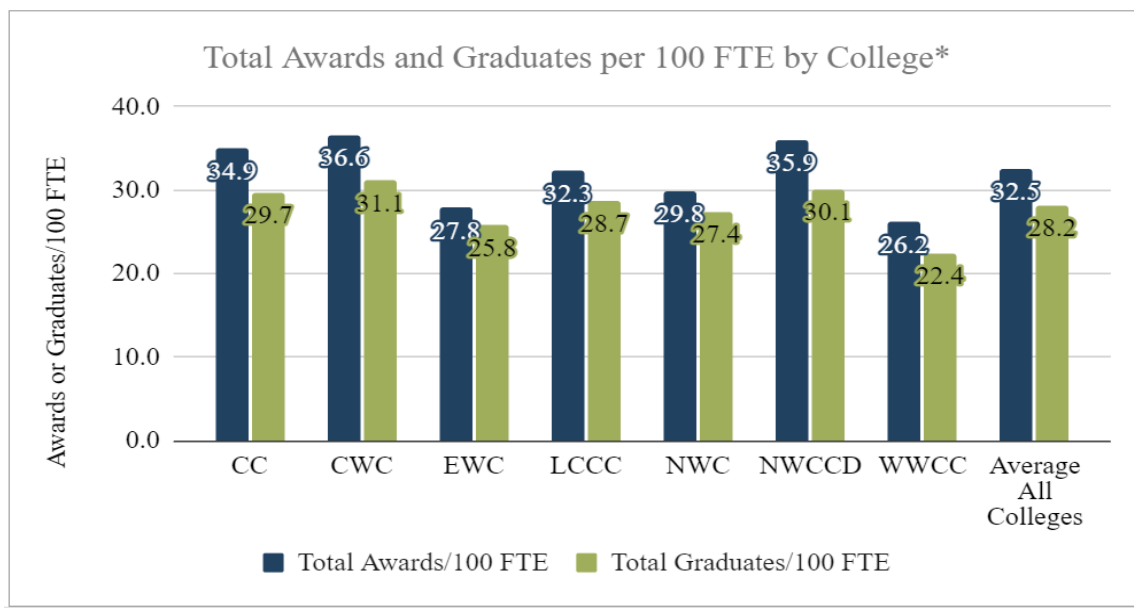
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Table C.4: Degree/Certificate Awards by Full Time Equivalency 2021-2022*

| College | Associate Degrees Awarded/100 FTE | Total Awards/100 FTE |
|-----------------------------|-----------------------------------|----------------------|
| CC | 26.7 | 34.9 |
| CWC | 26.3 | 36.6 |
| EWC | 19.0 | 27.8 |
| LCCC | 22.6 | 32.3 |
| NWC | 24.4 | 29.8 |
| NWCCD | 25.2 | 35.9 |
| WWCC | 18.5 | 26.2 |
| Average All Colleges | 23.6 | 32.5 |

*Full-Time Equivalency = Total Credit Hours Enrolled/30

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



*Full-Time Equivalency = Total Credit Hours Enrolled/30

**IPEDS Completion Survey and 12-Month Enrollment Survey (2021-2022)

D: Placement Rate of Graduates in the Workforce

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

Data Sources: Most recent System Graduation Surveys*

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

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Of the 2,678 graduates who were surveyed, only 360 responded (13% 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: "Which Statement Best Describes Your Current Employment Status?" (Most Recent Aggregate Graduate Survey Results)

| Employment Status | 2017-18 or 2018-19 | 2018-19 or 2019-20 | 2020-21 or 2021-22 | 2021-22 or 2022-23 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Employed full-time (40 hours or more per week): | 30% | 24% | 33% | 65% |
| Employed part-time (less than 40 hours per week): | 19% | 25% | 31% | 23% |
| Unemployed, actively seeking employment: | 12% | 15% | 17% | 20% |
| Unemployed or retired, not seeking employment: | 6% | 11% | 17% | 13% |
| No response | 33% | 25% | 2% | 1% |

**The most recent graduate survey was completed in different years per college. Graduate surveys are completed by colleges every year or every other year. Table D.1 aggregates percentages from Table D.2.*

Table D.2: "Which Statement Best Describes your Current Employment Status?" by College (Most Recent Graduate Survey Responses)

| College | Employed full-time (40 hours or more per week) | Employed part-time (less than 40 hours per week) | Unemployed, actively seeking employment | Unemployed or retired, not seeking employment | No response |
|---------|--|--|---|---|-------------|
| CC | 57% | 9% | 23% | 6% | 0% |
| CWC | 61% | 25% | 0% | 11% | 3% |
| EWC | 63% | 13% | 25% | 0% | 0% |
| LCCC | 49% | 29% | 11% | 11% | 1% |
| NWC | 38% | 42% | 8% | 12% | 0% |
| NWCCD | 53% | 12% | 19% | 17% | 0% |
| WWCC | 41% | 34% | 7% | 17% | 0% |

**Most recent graduate survey was completed 2020-2021 or 2021-2022. Graduate reports are completed by colleges every year or every other year. Percentages may not sum to 100% due to rounding.*

E: Licensure/Certification Pass Rates

Measure: *The proportion of those who complete or graduate from a community college vocational program and then actively seek licensure or certification for the first time within a given year, who*

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achieve a required licensure or certification to obtain a job in that field in Wyoming. (Other licensures and certifications are not listed.)

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

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

Wyoming’s eight community colleges have dozens of different workplace placement programs that prepare students for licensure or certification in the state, reflecting a high level of quality instruction. The following pass rates represent those students who passed their exam on the first attempt.

| License / Certification | CC | CWC | EWC | LCCC | NWC | NWCCD | WWCC |
|---|------|------|------|------|-----|-------|------|
| American Registry for Diagnostic Medical Sonography – Abdominal/Small Parts | | | | 91% | | | |
| American Registry for Diagnostic Medical Sonography – Obstetrical and Gynecology | | | | 100% | | | |
| American Registry for Diagnostic Medical Sonography-Sonography Principals and Instrumentation | | | | 91% | | | |
| American Registry of Radiologic Technologists (ARRT) | 82% | | | 100% | | | |
| American Society for Clinical Pathology (ASCP) Board of Certification Examination | 80% | | | | | | |
| Automotive ASE | | 100% | | | | | |
| Avalanche Training I | | 100% | | | | | |
| Avalanche Training II | | 100% | | | | | |
| Barber Technician | | | 100% | | | | |
| Basic Life Support for Healthcare Providers | | 100% | | | | | |
| Cardiopulmonary Resuscitation (CPR) | | 100% | | | | | |
| Central Regional Dental Testing Exam (CRDTS) – Clinical Skills | | | | | | 91% | |
| Certified Interpretive Guide | | 100% | | | | | |
| Certified Respiratory Therapist (CRT) | 100% | | | | | | |

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| License/Certification | CC | CWC | EWC | LCCC | NWC | NWCCD | WWCC |
|--|-----------|------------|------------|-------------|------------|--------------|-------------|
| Cosmetology | | | 100% | | | | |
| Cosmetology Certificate | | 88% | | | | | |
| Dental Hygiene Clinical Exam | | | | 100% | | | |
| Esthetician | | | 88% | | | | |
| Esthetician Certificate | | 100% | | | | | |
| Federation on State Boards of Physical Therapy (FSBPT) | | | | 83% | | | |
| First Aid (Riverton & Jackson) | | 100% | | | | | |
| Nail Technician | | | 100% | | | | |
| Nail Technician Certificate | | 100% | | | | | |
| National Board Dental Hygiene Examination | | | | 95% | | | |
| National Board for Certification in Occupational Therapy (NBCOT) | 100% | | | | | | |
| National Center for Competency in Phlebotomy | | 93% | | | | | |
| National Dental Hygiene Exam (NBDHE) | | | | | | 86% | |
| National Registry of Emergency Medical Technicians (NREMT-EMT) | 44% | | | | | | |
| National Registry of Emergency Medical Technicians (NREMT-Paramedic) | 83% | | | | | | |
| NCLEX-PN | 97% | | | 93% | 100% | 100% | 100% |
| NCLEX-RN | 93% | 93% | 50% | 87% | 86% | 75% | 91% |
| Pharmacy Technician Certification Board | 100% | | | | | | |
| Registered Respiratory Therapist (RRT) | 83% | | | | | | |
| ServSafe | | 60% | | | | | |
| TiPS | | 100% | | | | | |

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| License/Certification | CC | CWC | EWC | LCCC | NWC | NWCCD | WWCC |
|--|----|------|-----|------|-----|-------|------|
| Wilderness First Aid | | 100% | | | | | |
| Wilderness First Responder | | 91% | | | | | |
| Wilderness First Responder Recertification | | 100% | | | | | |

F: Demonstration of Critical Literacy Skills

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

Data Source: 2022 NCCBP or information compiled using the same method.

Strategic Plan Match: Educational Attainment

The National Community College Benchmark Project (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: WY Community Colleges' Core Academic Skills Retention, Enrollee, and Completer Success Rates - Fall 2021

| | NCCBP Form 11 - All Colleges | | | |
|--|------------------------------|----------------|---------|--------|
| | Composition I | Composition II | Algebra | Speech |
| Total A, B, C, P/S, D, F/U, and W grades | 3,436 | 488 | 1,902 | 899 |
| Total A, B, C, P/S, D, and F/U grades | 3,164 | 433 | 1,689 | 803 |
| Total A, B, C, and P/S grades | 2,646 | 360 | 1,387 | 640 |
| Average Retention Rate | 92.08% | 88.73% | 88.80% | 89.32% |
| Average Enrollee Success Rate | 77.01% | 73.77% | 72.92% | 71.19% |
| Average Completer Success Rate | 83.63% | 83.14% | 82.12% | 79.70% |

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 a co-requisite course in the same academic discipline all intended to remediate this deficiency and (b) completes a college-level course with a grade of "C" or better after one

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year, five semesters, or eight semesters - including summers. Statistics coursework is counted as mathematics for both the developmental/remedial level and the college level.

Data Source: WCCC/Community College Data Warehouse, Fall 2019, 2020, and 2021 Cohorts

Strategic Plan Match: Educational Attainment, Program Alignment

Remedial Course Cohort

A number of community college students enroll in developmental/remedial courses to prepare for college-level courses. In the Fall of 2019, 1973 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of those, 1206 passed the developmental/remedial course in which they were enrolled, resulting in success rates for the Fall 2019 developmental/remedial courses of 61% in math and 58% in English. Out of the 1973 students enrolled in developmental/remedial coursework, 584 students completed related college level coursework within three terms, a cumulative 635 completed within five terms, and a cumulative 668 completed within eight terms. Therefore, of those enrolled in developmental/remedial coursework in the Fall of 2019, 33% in math and 40% in English successfully completed their related college level coursework within eight terms.

It is important to note many students must complete a series of developmental or co-requisite courses before they are able to complete a college level course, which accounts for the lower numbers in subsequent college level coursework (within 1 year/3 terms).

Table G.1: Aggregate Subsequent College Level Coursework - Fall 2019 Cohort

| | Developmental/Remedial | | | Subsequent College-Level Course | | | | | |
|--------------|------------------------|---------------------|---------------------|--|-----|--|-----|--|-----|
| | Enrolled 19/FA | Successful 19/FA | Success Rate (%) | Successfully completed within 3 terms (by 20/FA) | | Successfully completed within 5 terms (by 21/SU) | | Successfully completed within 8 terms (by 22/SU) | |
| | | | | N | % | N | % | N | % |
| English | 162 | 94 | 58% | 57 | 35% | 61 | 38% | 64 | 40% |
| Math | 1811 | 1112 | 61% | 527 | 29% | 574 | 32% | 604 | 33% |
| Total | 1973 | 1206 | | 584 | | 635 | | 668 | |

Table G.2: Subsequent College Level Coursework

Fall 2019 Cohort by College Developmental Courses

| College | Course | Developmental/Remedial | | | Subsequent College Level Course | | | Successful College Level Course Completers* |
|---------|---------|------------------------|---------------------|------------------------|---|--|--|---|
| | | Enrolled 19/FA | Successful 19/FA | Success Rate (%) | Successfully completed within 3 terms (20/FA) | Successfully completed within 5 terms (21/SU) | Successfully completed within 8 terms (22/SU) | |
| CC | English | 92 | 60 | 65% | 36 | 40 | 43 | 47% |

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| | | | | | | | | |
|-------|---------|-----|-----|-----|-----|-----|-----|-----|
| | Math | 440 | 262 | 60% | 146 | 167 | 171 | 39% |
| CWC | English | -- | -- | -- | -- | -- | -- | -- |
| | Math | 93 | 52 | 56% | 25 | 26 | 29 | 31% |
| EWC | English | 13 | 8 | 62% | 3 | 3 | 3 | 23% |
| | Math | 138 | 80 | 58% | 41 | 41 | 42 | 30% |
| LCCC | English | 43 | 17 | 40% | 11 | 11 | 11 | 26% |
| | Math | 455 | 263 | 58% | 103 | 112 | 119 | 26% |
| NWC | English | 5 | 2 | 40% | 2 | 2 | 2 | 40% |
| | Math | 66 | 49 | 74% | 28 | 30 | 32 | 48% |
| NWCCD | English | 9 | 7 | 78% | 5 | 5 | 5 | 56% |
| | Math | 313 | 190 | 61% | 83 | 92 | 100 | 32% |
| GC** | English | -- | -- | -- | -- | -- | -- | -- |
| | Math | 170 | 112 | 66% | 52 | 58 | 62 | 36% |
| SC** | English | 9 | 7 | 78% | 5 | 5 | 5 | 56% |
| | Math | 143 | 78 | 55% | 31 | 34 | 38 | 27% |
| WWCC | English | -- | -- | -- | -- | -- | -- | -- |
| | Math | 306 | 216 | 71% | 101 | 106 | 111 | 36% |

* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in the cohort term and successfully completed a related college-level course by the end of the most recently noted term.

** NWCCD Note: GC and SC are subsets of the total NWCCD numbers. For the subsequent college success metrics, student success is counted if the student successfully completed the course through NWCCD regardless of campus location.

Fall 2020 Cohort by College Developmental Courses

| College | Course | Developmental/Remedial | | | Subsequent College Level Course | | Successful College Level Course Completers* |
|---------|---------|------------------------|------------------|------------------|---|--|---|
| | | Enrolled 20/FA | Successful 20/FA | Success Rate (%) | Successfully completed within 3 terms (21/FA) | Successfully completed within 5 terms (by 22/SU) | |
| CC | English | 59 | 35 | 23% | 23 | 23 | 39% |
| | Math | 373 | 171 | 46% | 80 | 90 | 24% |
| CWC | English | -- | -- | -- | -- | -- | -- |
| | Math | 77 | 49 | 64% | 30 | 33 | 43% |
| EWC | English | 24 | 8 | 33% | 2 | 2 | 8% |
| | Math | 106 | 77 | 73% | 31 | 34 | 32% |
| LCCC | English | 44 | 26 | 59% | 14 | 16 | 36% |
| | Math | 225 | 161 | 72% | 16 | 24 | 11% |
| NWC | English | -- | -- | -- | -- | -- | -- |
| | Math | 73 | 35 | 48% | 13 | 17 | 23% |
| NWCCD | English | 11 | 9 | 82% | 3 | 3 | 27% |
| | Math | 236 | 124 | 53% | 58 | 63 | 27% |
| GC** | English | -- | -- | -- | -- | -- | -- |

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| | | | | | | | |
|------|---------|-----|-----|-----|----|----|-----|
| | Math | 110 | 54 | 49% | 21 | 24 | 22% |
| SC** | English | 11 | 9 | 82% | 3 | 3 | 27% |
| | Math | 126 | 70 | 56% | 37 | 39 | 31% |
| WWCC | English | -- | -- | -- | -- | -- | -- |
| | Math | 236 | 140 | 59% | 67 | 68 | 29% |

* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in the cohort term and successfully completed a related college-level course by the end of the most recently noted term.

** NWCCD Note: GC and SC are subsets of the total NWCCD numbers. For the subsequent college success metrics, student success is counted if the student successfully completed the course through NWCCD regardless of campus location.

Fall 2021 Cohort by College Developmental Courses

| College | Course | Developmental/Remedial | | | Subsequent College Level Course | |
|---------|---------|------------------------|------------------|------------------|---|---|
| | | Enrolled 21/FA | Successful 20/FA | Success Rate (%) | Successfully completed within 3 terms (22/FA) | Successful College Level Course Completers* |
| CC | English | 77 | 45 | 58% | 21 | 27% |
| | Math | 354 | 199 | 56% | 80 | 23% |
| CWC | English | -- | -- | -- | -- | -- |
| | Math | 86 | 48 | 56% | 32 | 37% |
| EWC | English | 7 | 7 | 100% | 4 | 57% |
| | Math | 79 | 52 | 66% | 24 | 30% |
| LCCC | English | 40 | 16 | 40% | 6 | 15% |
| | Math | 280 | 191 | 68% | 17 | 6% |
| NWC | English | -- | -- | -- | -- | -- |
| | Math | 73 | 29 | 40% | 12 | 16% |
| NWCCD | English | 8 | 5 | 63% | 2 | 25% |
| | Math | 273 | 134 | 49% | 54 | 20% |
| GC** | English | -- | -- | -- | -- | -- |
| | Math | 140 | 69 | 49% | 27 | 19% |
| SC** | English | 8 | 5 | 63% | 2 | 25% |
| | Math | 133 | 65 | 49% | 27 | 20% |
| WWCC | English | -- | -- | -- | -- | -- |
| | Math | 213 | 147 | 69% | 67 | 31% |

* "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in the cohort term and successfully completed a related college-level course by the end of the most recently noted term.

** NWCCD Note: GC and SC are subsets of the total NWCCD numbers. For the subsequent college success metrics, student success is counted if the student successfully completed the course through NWCCD regardless of campus location.

Co-Requisite Course Cohort

Wyoming community colleges are utilizing progressive techniques to facilitate enhanced options for students requiring remedial level coursework. Colleges are providing co-requisite "lab" courses,

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

Table G.3: Co-Requisite College Level Coursework

Fall 2019 Cohort by College Co-Requisite

| College | Course | Co-Requisite/Developmental | | | Subsequent College Level Course | | | |
|---------|---------|----------------------------|------------------|------------------|---|---|---|---|
| | | Enrolled 19/FA | Successful 19/FA | Success Rate (%) | Successfully completed within 3 terms (20/FA) | Successfully completed within 5 terms (21/SU) | Successfully completed within 8 terms (22/SU) | Successful College Level Course Completers* |
| CC | English | 32 | 22 | 69% | 22 | 22 | 22 | 69% |
| | Math | -- | -- | -- | -- | -- | -- | -- |
| CWC | English | 131 | 100 | 76% | 88 | 88 | 88 | 67% |
| | Math | 49 | 35 | 71% | 35 | 35 | 35 | 71% |
| EWC | English | 11 | 8 | 73% | 7 | 8 | 8 | 73% |
| | Math | -- | -- | -- | -- | -- | -- | -- |
| LCCC | English | 70 | 54 | 77% | 46 | 46 | 46 | 66% |
| | Math | -- | -- | -- | -- | -- | -- | -- |
| NWC | English | 59 | 49 | 83% | 44 | 44 | 44 | 75% |
| | Math | 43 | 30 | 70% | 30 | 30 | 30 | 70% |
| NWCCD | English | 113 | 75 | 66% | 65 | 65 | 65 | 58% |
| | Math | -- | -- | -- | -- | -- | -- | -- |
| GC** | English | 70 | 44 | 63% | 37 | 37 | 37 | 53% |
| | Math | -- | -- | -- | -- | -- | -- | -- |
| SC** | English | 43 | 31 | 72% | 28 | 28 | 28 | 65% |
| | Math | -- | -- | -- | -- | -- | -- | -- |
| WWCC | English | 73 | 53 | 73% | 39 | 39 | 39 | 53% |
| | Math | 15 | 9 | 60% | 9 | 9 | 9 | 60% |

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

**NWCCD Note: GC and SC are subsets of the total NWCCD numbers. For the subsequent college success metrics, student success is counted if the student successfully completed the course through NWCCD regardless of campus location.

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Fall 2020 Cohort by College Co-Requisite

| College | Course | Co-Requisite/Developmental | | | Subsequent College Level Course | | |
|---------|---------|----------------------------|--------------------------|--------------|--|---|---|
| | | Enrolled 19/FA | Remedial Student Success | Success Rate | Successfully completed within 1 year (20/FA) | Successfully completed within 5 terms (21/SU) | Successful College Level Course Completers* |
| CC | English | 25 | 17 | 68% | 13 | 13 | 52% |
| | Math | -- | -- | -- | -- | -- | -- |
| CWC | English | 123 | 93 | 76% | 80 | 81 | 66% |
| | Math | 43 | 33 | 77% | 32 | 32 | 74% |
| EWC | English | 21 | 9 | 43% | 7 | 7 | 33% |
| | Math | -- | -- | -- | -- | -- | -- |
| LCCC | English | 81 | 62 | 77% | 57 | 57 | 70% |
| | Math | 147 | 73 | 50% | 73 | 73 | 50% |
| NWC | English | 50 | 26 | 52% | 22 | 23 | 46% |
| | Math | 32 | 19 | 59% | 19 | 19 | 59% |
| NWCCD | English | 85 | 57 | 67% | 54 | 54 | 64% |
| | Math | -- | -- | -- | -- | -- | -- |
| GC** | English | 52 | 36 | 69% | 33 | 33 | 63% |
| | Math | -- | -- | -- | -- | -- | -- |
| SC** | English | 33 | 21 | 64% | 21 | 21 | 64% |
| | Math | -- | -- | -- | -- | -- | -- |
| WWCC | English | 81 | 49 | 60% | 46 | 46 | 57% |
| | Math | 23 | 17 | 74% | 17 | 17 | 74% |

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

**NWCCD Note: GC and SC are subsets of the total NWCCD numbers. For the subsequent college success metrics, student success is counted if the student successfully completed the course through NWCCD regardless of campus location.

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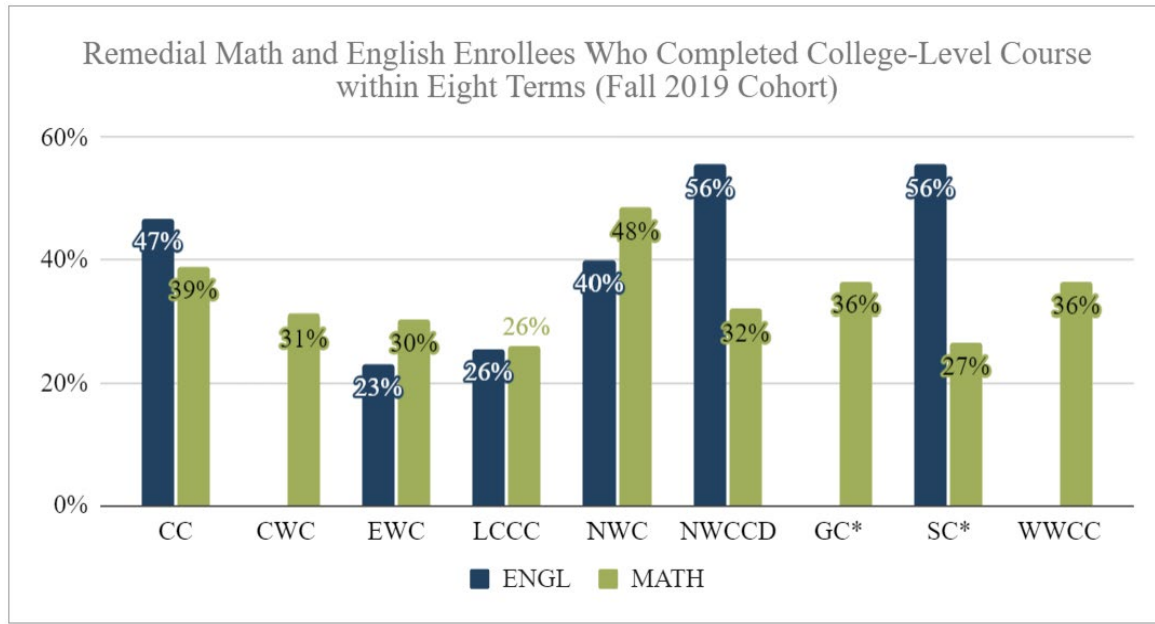
Fall 2021 Cohort by College Co-Requisite

| College | Course | Co-Requisite/Developmental | | | Subsequent College Level Course | |
|---------|---------|----------------------------|---------------------|------------------------|---|---|
| | | Enrolled 21/FA | Successful 21/FA | Success Rate (%) | Successfully completed within 3 terms (22/FA) | Successful College Level Course Completers* |
| CC | English | 24 | 15 | 63% | 12 | 50% |
| | Math | -- | -- | -- | -- | -- |
| CWC | English | 121 | 79 | 65% | 75 | 62% |
| | Math | 46 | 32 | 70% | 30 | 65% |
| EWC | English | 19 | 13 | 68% | 10 | 53% |
| | Math | -- | -- | -- | -- | -- |
| LCCC | English | 101 | 68 | 67% | 65 | 64% |
| | Math | 160 | 108 | 68% | 102 | 64% |
| NWC | English | 29 | 18 | 62% | 15 | 52% |
| | Math | 31 | 19 | 61% | 19 | 61% |
| NWCCD | English | 68 | 52 | 76% | 46 | 68% |
| | Math | -- | -- | -- | -- | -- |
| GC** | English | 39 | 30 | 77% | 24 | 62% |
| | Math | -- | -- | -- | -- | -- |
| SC** | English | 29 | 22 | 76% | 22 | 76% |
| | Math | -- | -- | -- | -- | -- |
| WWCC | English | 80 | 62 | 78% | 56 | 70% |
| | Math | 23 | 16 | 70% | 16 | 70% |

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

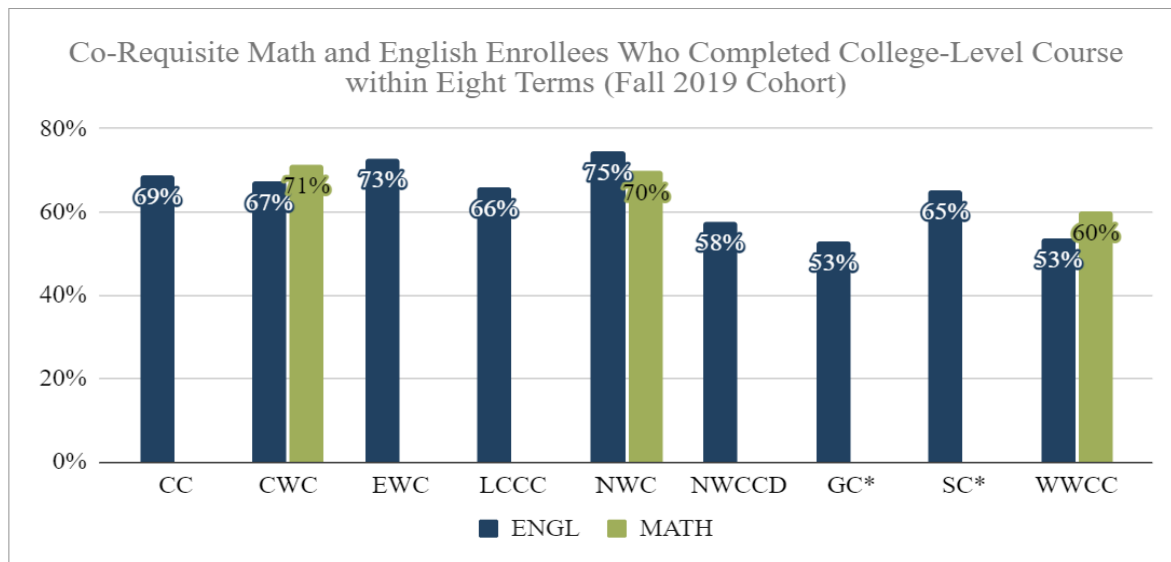
**NWCCD Note: GC and SC are subsets of the total NWCCD numbers. For the subsequent college success metrics, student success is counted if the student successfully completed the course through NWCCD regardless of campus location.

Figure G.1: Percentage of Enrollees in Remedial Math and English Courses Who Completed Related College Level Courses Within Eight Terms (Fall 2019 Cohort)



* NWCCD Note: GC and SC are subsets of NWCCD. For the subsequent college success metrics, student success is counted if the student successfully completed the course through NWCCD regardless of campus location.

Figure G.2: Percentage of Enrollees in Co-Requisite Math and English Courses Who Completed Related College Level Courses Within Eight Terms (Fall 2019 Cohort)



* NWCCD Note: GC and SC are subsets of NWCCD. For the subsequent college success metrics, student success is counted if the student successfully completed the course through NWCCD regardless of campus location.

H: Number and Rate of Transfer Students

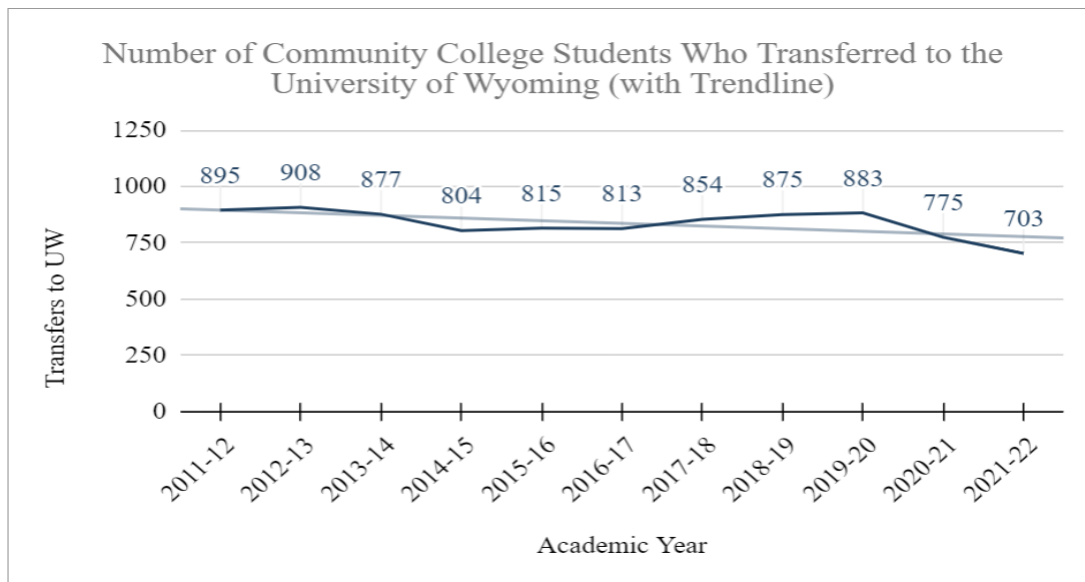
Measure: Transfer information for Wyoming community college students.

Data Sources: “New Transfer Students 2021-2022,” University of Wyoming Office of Institutional Analysis, 2022 Colleague®, National Student Clearinghouse’s Student Tracker and 2022 NCCBP, Integrated Postsecondary Education Data Systems (IPEDS), WCCC/Community College Data Warehouse

Strategic Plan Match: Program Alignment

According to the University of Wyoming Annual Transfer Report, a total of 703 students from Wyoming community colleges transferred to the University of Wyoming during the academic year 2021-2022. The data does not represent any specific cohort but rather a total of transfer students who most recently attended a Wyoming community college before enrolling at the university. Figure H.1 below highlights the enrollment of transfer students to UW during the last eleven academic years.

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



* 2021-2022 University of Wyoming New Transfer Student Report

Table H.1 represents the top 4-year institutions that received the largest number of transferring Wyoming community college students by college (2021-22 degree seeking students).

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

| College | Top Receiving 4-year Institutions | Number of Transfer Students |
|---------|---|-----------------------------|
| CC | University of Wyoming | 86 |
| | Western Governors University | 5 |
| | Grand Canyon University | 4 |
| | Northern Wyoming Community College District | 3 |
| | Northwest College | 3 |
| CWC | University of Wyoming | 55 |
| | Western Governors University | 6 |
| | Chadron State College | 4 |
| | Weber State University | 4 |
| | Utah Tech University | 3 |
| EWC | University of Wyoming | 28 |
| | Chadron State College | 15 |
| | University of Nebraska at Kearney | 2 |
| | University of Nebraska-Lincoln | 1 |
| | University of New Mexico | 1 |
| GC* | University of Wyoming | 37 |
| | Black Hills State University | 12 |
| | Valley City State University | 5 |
| | Western Governors University | 4 |
| | Chadron State College | 2 |
| | Liberty University | 2 |
| | University of North Dakota | 2 |
| LCCC | University of Wyoming | 180 |
| | Chadron State College | 9 |
| | Western Governors University | 8 |
| | West Texas A&M University | 6 |
| | Arizona State University | 5 |
| | Southern New Hampshire | 5 |
| | University of Colorado, Colorado Springs | 5 |
| | University of Northern Colorado | 5 |
| NWC | University of Wyoming | 56 |
| | Montana State University-Billings | 13 |
| | Montana State University | 4 |
| | Utah State University | 3 |
| | Western Governors University | 3 |
| NWCCD | University of Wyoming | 83 |
| | Black Hills State University | 21 |
| | Chadron State College | 12 |
| | Montana State University - Billings | 8 |
| | Valley City State University | 5 |
| | Western Governors University | 5 |
| SC* | University of Wyoming | 46 |
| | Chadron State College | 10 |

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| | | |
|------|-------------------------------------|----|
| | Black Hills State University | 9 |
| | Montana State University – Billings | 7 |
| | Arizona State University | 3 |
| | Brigham Young University | 3 |
| WWCC | University of Wyoming | 71 |
| | Western Governors University | 11 |
| | Weber State University | 9 |
| | Utah Tech University | 6 |
| | Utah Valley University | 5 |

**GC and SC are subsets of NWCCD.*

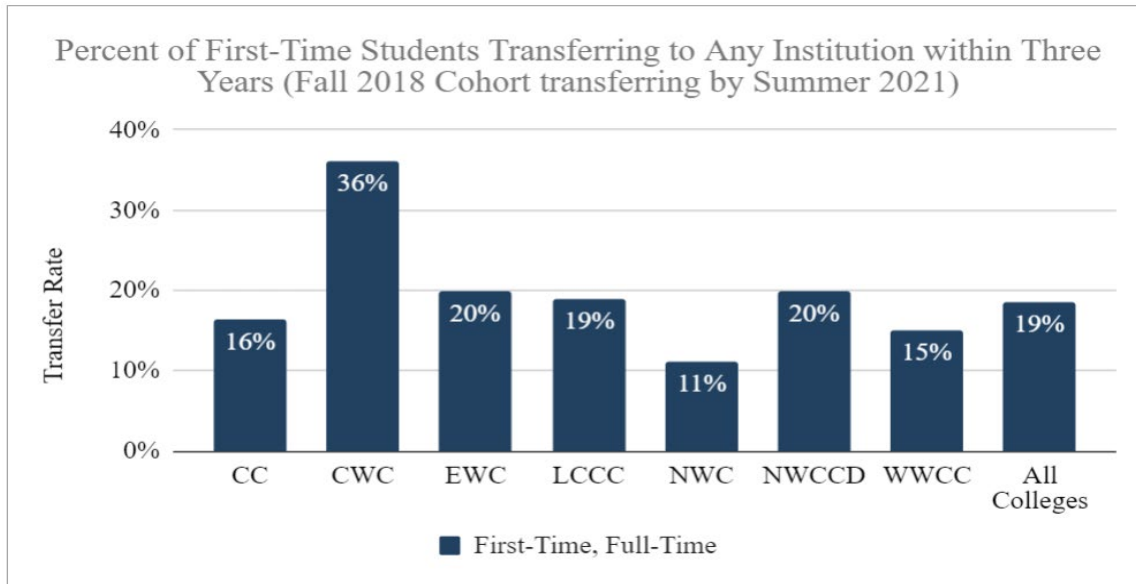
Tables H.2 and H.3 illustrate transfer rates for only those students who transferred without previously earning a degree. This is the methodology specified by IPEDS and NCCBP. Rates would be much higher if they included graduates who also transferred. Table H.2 looks at transfer rates by college (percent 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.3 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 2019 Cohort.

Table H.2: Percent of First-Time Students Transferring to Any Institution Within Three Years (Fall 2018 Cohort Transferring by Summer 2021)

| College | First-Time, Full-Time |
|---------------------|------------------------------|
| CC | 16% |
| CWC | 36% |
| EWC | 20% |
| LCCC | 19% |
| NWC | 11% |
| NWCCD | 20% |
| WWCC | 15% |
| All Colleges | 19% |

Note: Colleges do not report transfer rates for first-time, part-time to IPEDS. These are students who transferred without earning a degree or certificate.

Figure H.2: Percent of First Time Students Transferring to Any Institution Within Three Years (Fall 2018 Cohort Transferring by Summer 2021)



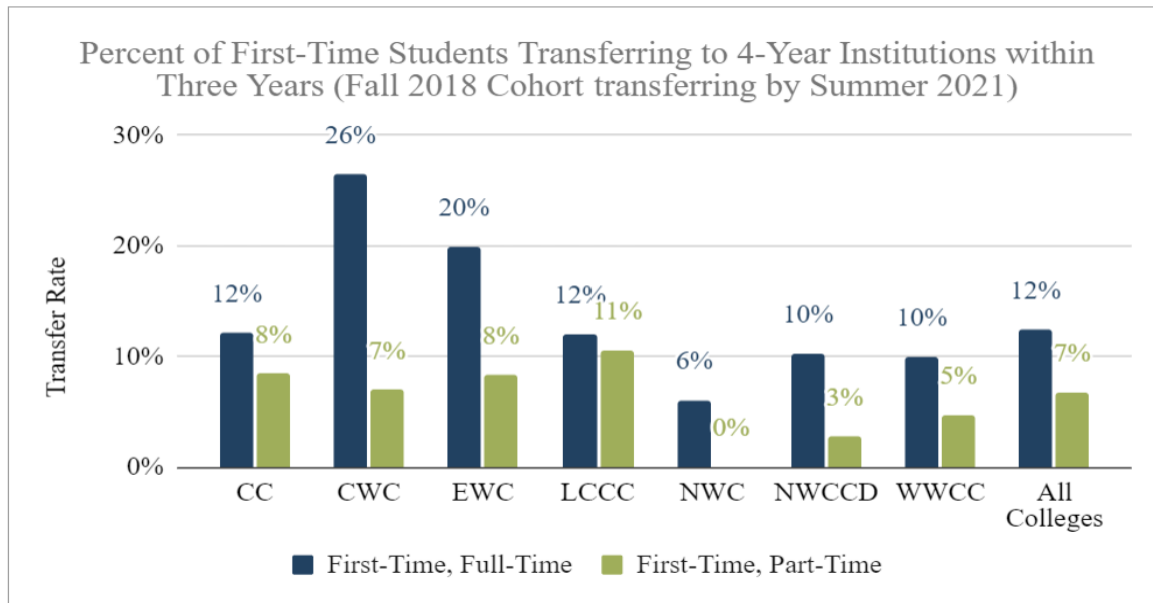
*IPEDS 2021-2022

Table H.3: Percent of First Time Students Transferring to 4-Year Institution Within Three Years (Fall 2018 Cohort Transferring by Summer 2021)

| College | First-Time, Full-Time | First-Time, Part-Time |
|---------------------|-----------------------|-----------------------|
| CC | 12% | 8% |
| CWC | 26% | 7% |
| EWC | 20% | 8% |
| LCCC | 12% | 11% |
| NWC | 6% | 0% |
| NWCCD | 10% | 3% |
| WWCC | 10% | 5% |
| All Colleges | 12% | 7% |

Note: These are students who transferred without earning a degree or certificate.

Figure H.3: Percent of First-Time Students Transferring to 4-Year Institution Within Three Years (Fall 2018 Cohort Transferring by Summer 2021)



**NCCBP 2022 or equivalent method*

State of Wyoming’s Return on Investment

While the data available may not be what is 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 2021-2022 academic year, the eight Wyoming community colleges enrolled 4,462 full-time students (unduplicated headcount), and 20,853 part-time students (unduplicated headcount). Between the Summer 2021 and Spring 2022 terms, graduates from Wyoming community colleges earned 11 Bachelor of Applied Science (BAS) degrees, 531 Associate of Arts (AA) degrees, 1,005 Associate of Science (AS) degrees, 560 Associate of Applied Science (AAS) degrees, 26 Associate of Business (AB) degrees, 26 Associate of Fine Arts (AFA) degrees, 260 Associate in Nursing degrees (ADN) and 1,010 certificates.

The state of Wyoming provided \$110,832,594 in operational funding to support community colleges during fiscal year 2022. This amount includes funding for numerous programs (Wyoming Investment in Nursing, Adult Education, Veterans Tuition Benefit, and Wyoming Works).

Summary

Using these performance indicators, Wyoming’s eight community colleges are able to document their performance in meeting the needs of their stakeholders. Wyoming’s community colleges take the responsibility of accountability seriously. This report will be used to document performance, evaluate where improvements can be made, and make plans of action to meet and exceed stakeholders’

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expectations. The current and future Performance Indicator Reports will associate the 2020-2025 WCCC System Strategic Plan with the performance indicators required by Wyoming Statute.