



WYOMING COMMUNITY COLLEGES

Annual Performance Report: Performance Indicators 2022-2023

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

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 (WCCC) includes providing coordination, advocacy, funding, and accountability.

Wyoming Statute 21-18-202 (h)(iii) mandates that the 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
- (H) Number and rate of students who transfer

The Wyoming Community College System Strategic Plan for 2020-2025, adopted by the WCCC in October 2020, has identified four primary goals and related objectives that center around the Commission's mission. They are:

- 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.

This report aligns the Wyoming statutorily required performance indicators with the four goals in the WCCC's strategic plan.

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<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		

In addition, 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 the Integrated Postsecondary Education Data System (IPEDS), 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 2023) 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.

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.

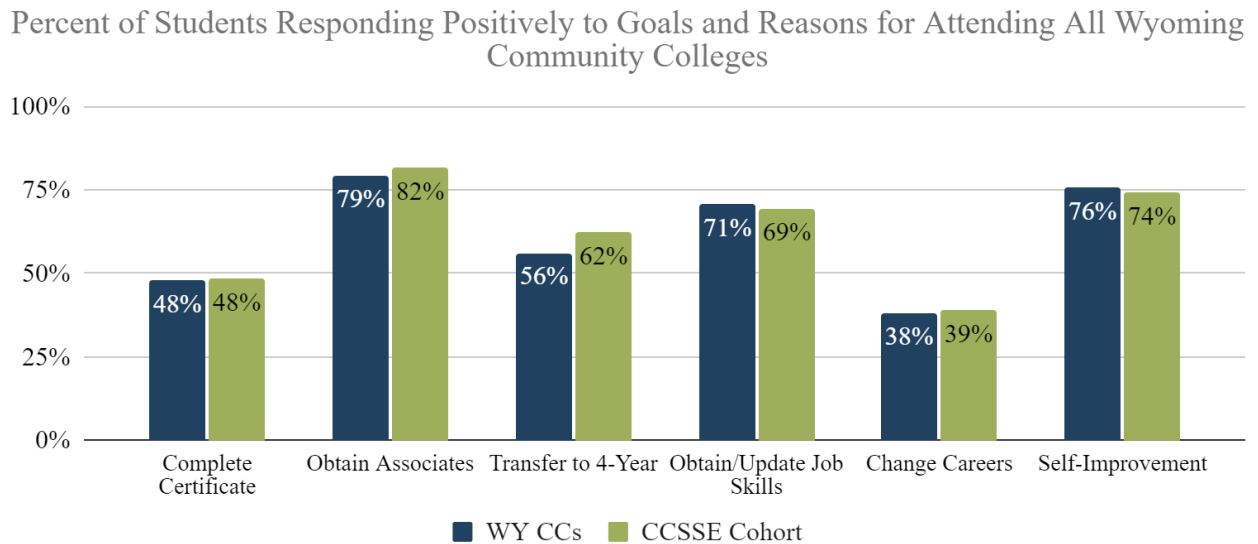
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Table A.1: Student Goals

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	42%	91%	66%	81%	38%	78%
CWC	51%	74%	52%	77%	39%	72%
EWC	53%	74%	58%	68%	22%	65%
LCCC	48%	78%	56%	68%	41%	74%
NWC	50%	84%	53%	66%	37%	82%
NWCCD-GC	57%	74%	37%	71%	41%	73%
NWCCD-SC	37%	62%	54%	57%	28%	80%
WWCC	50%	87%	61%	78%	38%	82%
All Colleges	48%	79%	56%	71%	38%	76%

**CCSSE 2023, 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 2023, CCSSE Cohort Comparative Data. Survey completed every other year.*

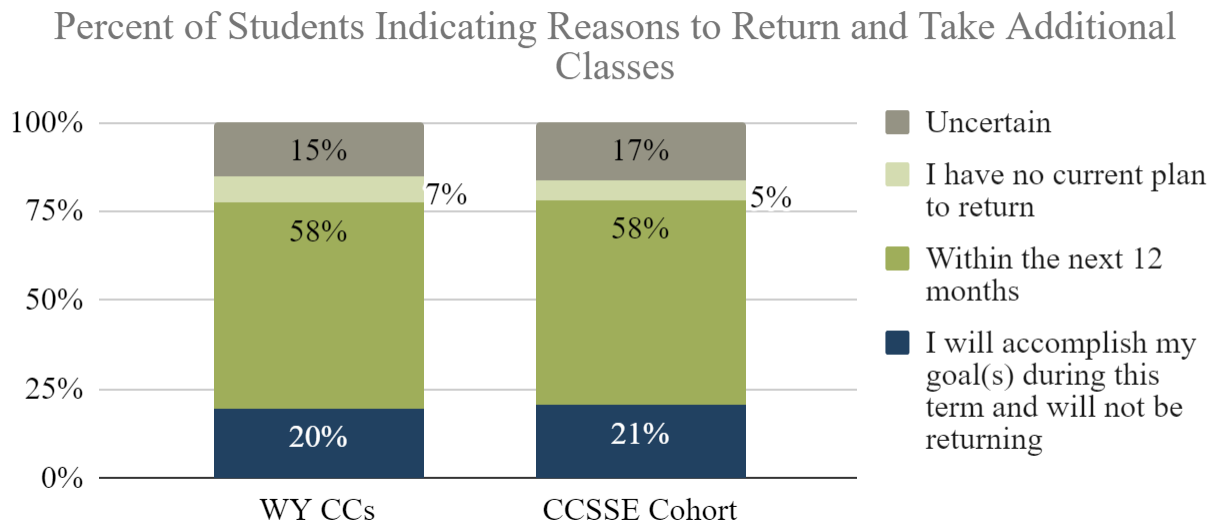
Additionally, the CCSSE is utilized to measure students' intentions to take classes at the same college again in the future. Table A.2 and Figure A.2 note students' timeframes for planning to take classes again at the college. (Note: Percentages in Table A.2 may not sum to 100% due to rounding.)

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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	22%	66%	4%	7%
CWC	22%	58%	2%	18%
EWC	19%	22%	28%	31%
LCCC	20%	56%	7%	17%
NWC	17%	57%	6%	20%
NWCCD-GC	17%	67%	13%	4%
NWCCD-SC	13%	58%	10%	19%
WWCC	21%	67%	3%	9%
All Colleges	20%	58%	7%	15%

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



*CCSSE 2023

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.

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Data Source: WCCC/Community College Data Warehouse

Strategic Plan Match: Educational Attainment

Retention rates demonstrate the number of students who return to or graduate from the same college in a subsequent term(s). Wyoming community colleges enrolled 2,840 full-time and part-time, first-time degree seeking students in the Fall of 2022. The aggregate full-time retention rate from Fall 2022 to Fall 2023 was 61%. This percentage has slowly increased over the past several years, 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 2022 and returning for the Fall 2023 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 2022 Cohort Retention in Fall 2023	61%	39%
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%

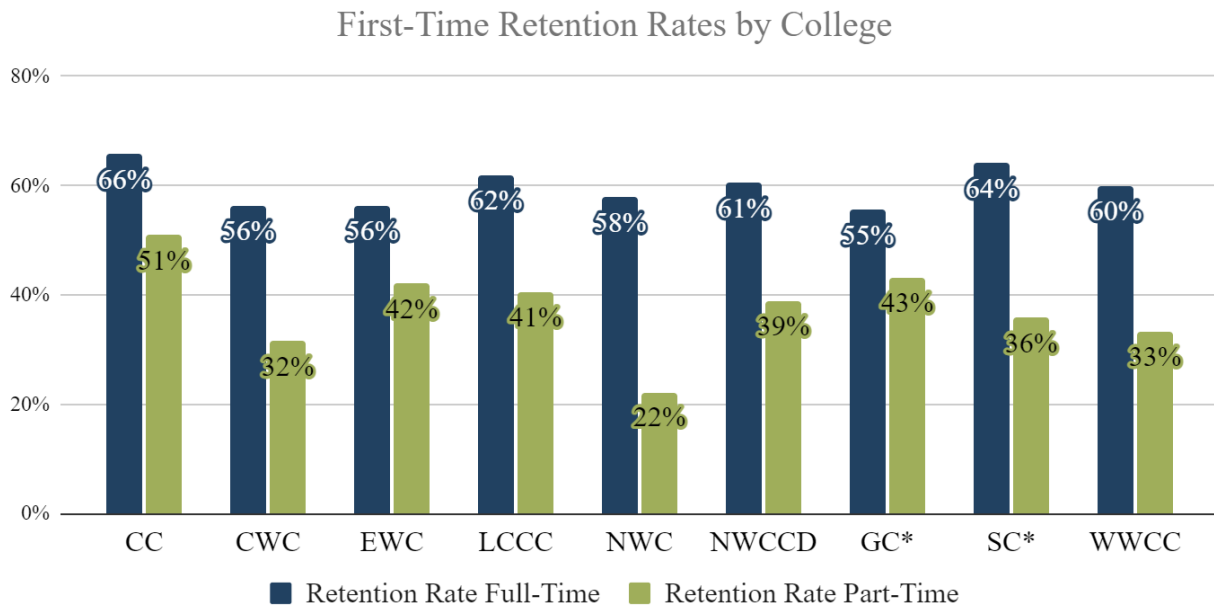
Table B.2: First-Time Retention Rates by College for Fall 2022 Cohort

College	Number of First-Time Degree-Seeking Students Fall 2022	Retention Rate Full-Time	Retention Rate Part-Time
CC	595	66%	51%
CWC	263	56%	32%
EWC	193	56%	42%
LCCC	608	62%	41%
NWC	302	58%	22%
NWCCD	531	61%	39%
GC*	219	55%	43%
SC*	312	64%	36%
WWCC	348	60%	33%
All Colleges	2840	61%	39%

*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 (Fall 2022 to Fall 2023)



**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 2022 cohort who persisted to any college during the Fall 2023 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 2022 Cohort

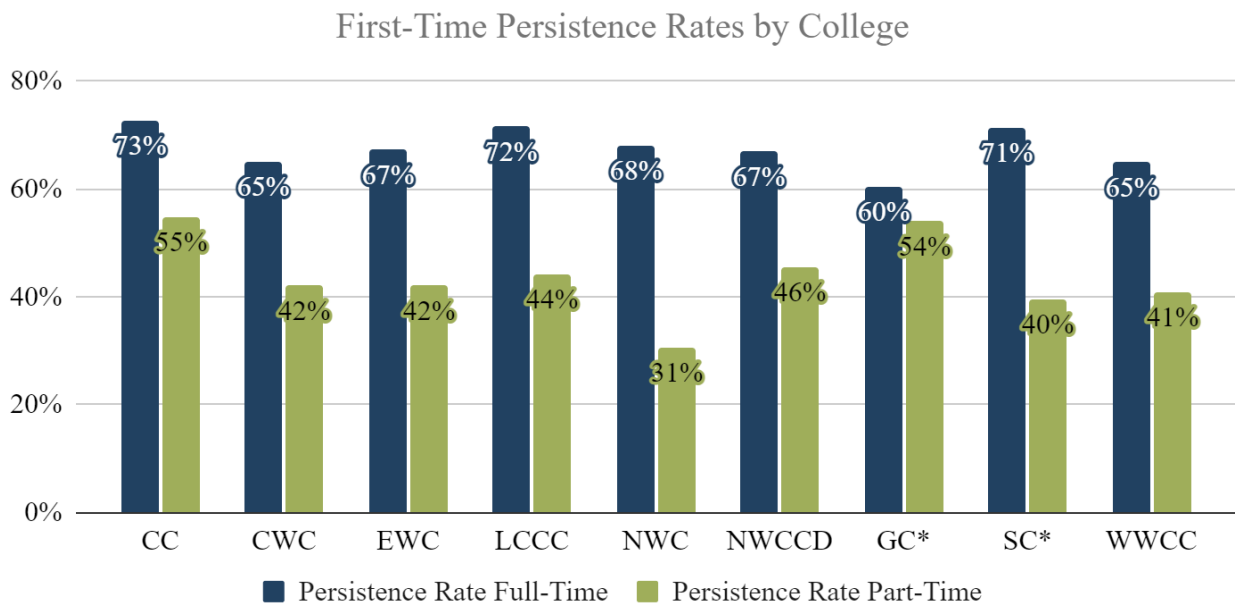
College	Number of First-time Degree-seeking Students Fall 2022	Persistence Rate Full-Time	Persistence Rate Part-Time
CC	595	73%	55%
CWC	263	65%	42%
EWC	193	67%	42%
LCCC	608	72%	44%
NWC	302	68%	31%
NWCCD	531	67%	46%
GC*	219	60%	54%

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SC*	312	71%	40%
WWCC	348	65%	41%
Average College Persistence Rate	2,840	69%	45%

*GC and SC are subsets of NWCCD

Figure B.2: First-Time, Full-Time, and Part-Time Degree-Seeking Students' Persistence Rates by College (2022 Fall to 2023 Fall)



*GC and SC are subsets of NWCCD.

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

College		Number in Fall 2020 Cohort	Persisted to Fall 2021	Persisted to Fall 2022	Persisted to Fall 2023
CC	Full-Time	557	69%	58%	58%
	Part-Time	86	34%	30%	29%
CWC	Full-Time	212	67%	63%	61%
	Part-Time	53	43%	28%	30%
EWC	Full-Time	154	74%	64%	66%
	Part-Time	13	15%	8%	8%
LCCC	Full-Time	435	66%	59%	54%
	Part-Time	101	46%	33%	35%
NWC	Full-Time	280	63%	53%	53%

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	Part-Time	31	55%	45%	32%
NWCCD	Full-Time	432	70%	64%	62%
	Part-Time	96	31%	27%	24%
GC*	Full-Time	161	65%	57%	50%
	Part-Time	65	35%	28%	26%
SC*	Full-Time	271	73%	68%	70%
	Part-Time	31	23%	26%	19%
WWCC	Full-Time	351	69%	59%	57%
	Part-Time	64	39%	28%	30%
All Colleges	Full-Time	2,421	68%	60%	58%
	Part-Time	444	39%	30%	29%

*GC and SC are subsets of NWCCD.

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 2019 first-time, full-time, degree seeking cohort; IPEDS Completions Survey on 2022-23 graduates; IPEDS 12-month Enrollment Survey on 2022-23; Institutional and WCCC/Community College Data Systems.

Strategic Plan Match: Educational Attainment

As illustrated in Table C.1 and Figure C.1, the 2019 cohort average completion rate at Wyoming community colleges is 38%, 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's National Center for Educational Statistics (NCES), IPEDS, and the 2019 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

2019 Cohort Graduation Rate within 3 years (by summer 2022)	38%
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%

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2011 Cohort Graduation Rate within 3 years (by summer 2014)	31%
2010 Cohort Graduation Rate within 3 years (by summer 2013)	30%

Figure C.1 Trend Degree and Certificate Completion Rate for All Community Colleges

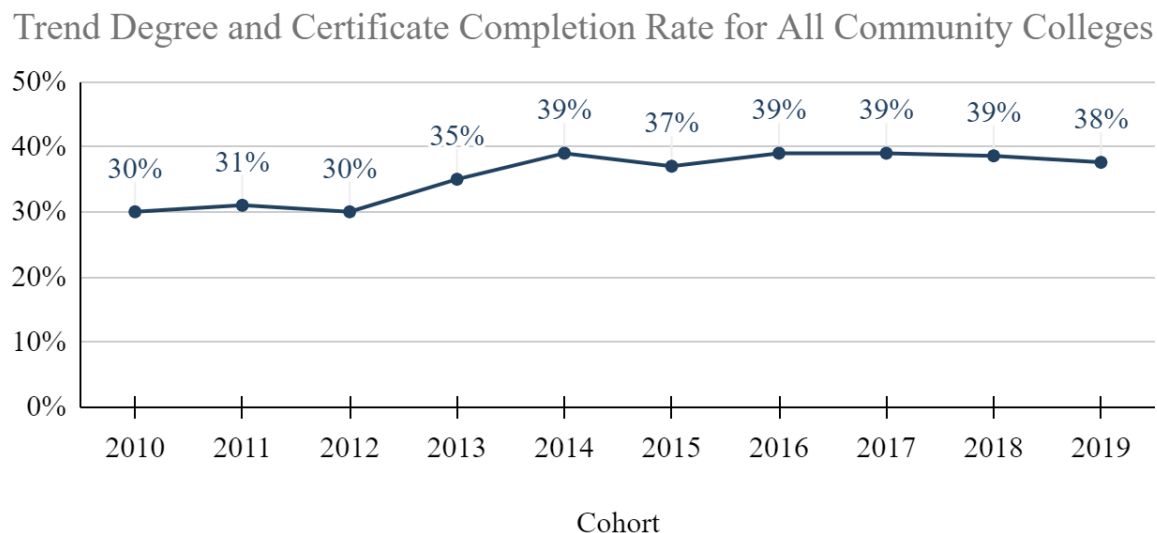


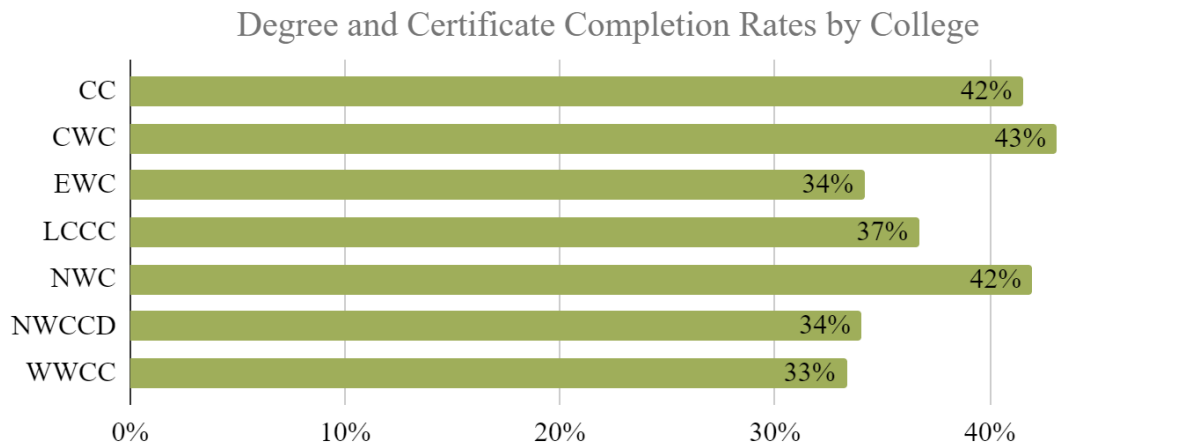
Table C.2 and Figure C.2 show the degree and certificate completion rates, by college, for the 2019 cohort. The cohort includes all full-time, first-time, degree and certificate-seeking undergraduate students entering the institution either during the fall term or the preceding summer.

Table C.2: 2019 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	551	229	42%
CWC	248	107	43%
EWC	196	67	34%
LCCC	550	202	37%
NWC	281	118	42%
NWCCD	555	189	34%
WWCC	393	131	33%

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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 2022-2023*

College	Associate Degree Graduates/100 FTE	Total Graduates/100 FTE
CC	23.4	28.2
CWC	20.0	28.9
EWC	20.9	25.2
LCCC	19.9	29.2
NWC	23.2	27.4
NWCCD	21.3	30.5
WWCC	18.3	22.5
Average All Colleges	21.0	27.9

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

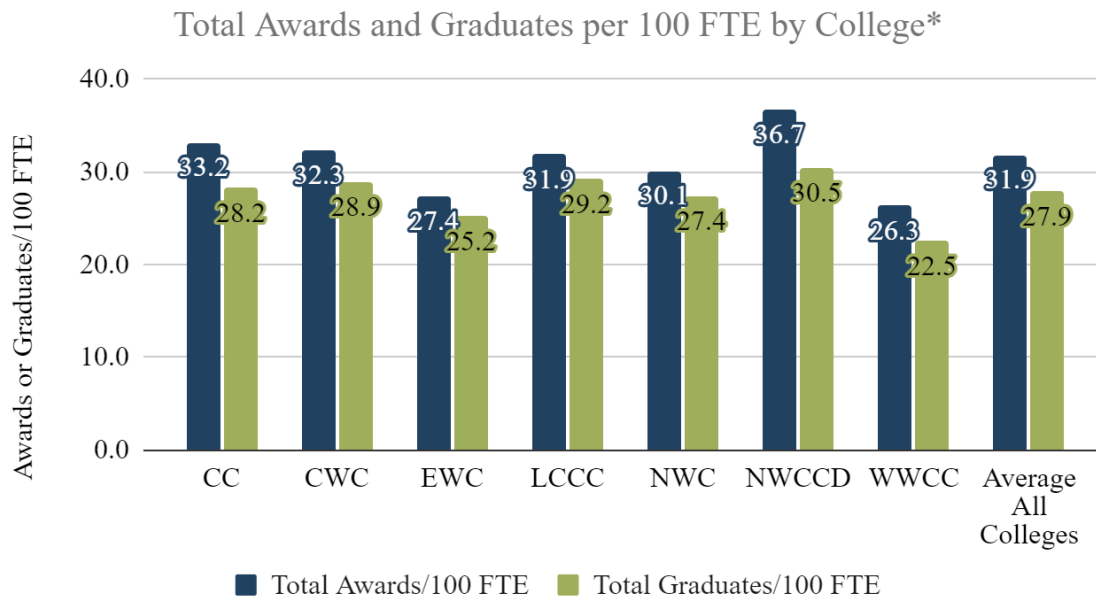
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Table C.4: Degree/Certificate Awards by Full-Time Equivalency 2022-2023*

College	Associate Degrees Awarded/100 FTE	Total Awards/100 FTE
CC	25.2	33.2
CWC	20.0	32.3
EWC	21.2	27.4
LCCC	19.9	31.9
NWC	25.2	30.1
NWCCD	24.1	36.7
WWCC	18.6	26.3
Average All Colleges	22.2	31.9

*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

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 2,547 graduates who were surveyed, only 313 responded (12% 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%	56%
Employed part-time (less than 40 hours per week):	19%	25%	31%	19%
Unemployed, actively seeking employment:	12%	15%	17%	15%
Unemployed or retired, not seeking employment:	6%	11%	17%	10%
No response	33%	25%	2%	0%

**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	43%	7%	40%	10%	0%
CWC	56%	31%	6%	6%	0%
EWC	63%	13%	25%	0%	0%
LCCC	78%	11%	6%	6%	0%
NWC	48%	35%	3%	13%	0%
NWCCD-GC	45%	10%	23%	23%	0%
NWCCD-SC	47%	16%	26%	12%	0%
WWCC	56%	31%	4%	9%	0%

**Most recent graduate survey was completed 2021-2022 or 2022-2023. Graduate reports are completed by colleges every year or every other year. Percentages may not sum to 100% due to rounding.*

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E: Licensure/Certification Pass Rates

Measure: The proportion of those who complete or graduate from a community college vocational program and then actively seek licensure or certification for the first time within a given year, who achieve 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 of Wyoming, reflecting a high level of quality instruction. The following pass rates represent those students who passed their exam on the first attempt.

Licensure / Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
American Registry for Diagnostic Medical Sonography – Abdominal/Small Parts				88%			
American Registry for Diagnostic Medical Sonography – Obstetrical and Gynecology				100%			
American Registry for Diagnostic Medical Sonography – Sonography Principals and Instrumentation				100%			
American Registry for Diagnostic Medical Sonography – Vascular Technology				73%			
American Registry of Radiologic Technologists (ARRT)	82%						
American Registry of Radiologic Technology				100%			
American Society for Clinical Pathology (ASCP) Board of Certification Exam	80%						
Automotive ASE		94%					
Avalanche Training I		100%					
Basic Life Support for Healthcare Providers		100%					

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Licensure/Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
Central Regional Dental Testing Exam (CRDTS) – Clinical Skills						96%	
Certified Horsemanship Association (CHA)		100%					
Certified Nursing Assistant (CAN)		100%					
Certified Nursing Assistant II (CAN II)		100%					
Certified Respiratory Therapist (CRT)	100%						
Commission for Informatics & Information Management				89%			
Cosmetology			94%				
Cosmetology Certificate		100%					
Dental Hygiene Clinical Exam				100%			
Esthetician		100%					
Federation on State Boards of Physical Therapy				71%			
Hair Technician		100%	100%				
Nail Technician		100%	100%				
National Board Dental Hygiene Examination				82%			
National Board for Certification in Occupational Therapy (NBCOT)	100%						
National Center for Competency in Phlebotomy		77%					
National Council Licensure Examination-Practical Nurse (NCLEX-PN)	97%			100%	100%	95%	100%
National Council Licensure Examination-Registered Nurse (NCLEX-RN)	93%	100%	100%	98%	69%	90%	97%
National Dental Hygiene Exam (NBDHE)						79%	
National Registry of Emergency Medical Technicians (NREMT-EMT)	56%						
National Registry of Emergency Medical Technicians (NREMT-Paramedic)	75%				100%		
National Registry of EMT-Paramedic Cognitive Exam				67%			

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Licensure/Certifications	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
National Registry of EMT-Paramedic Psychomotor Exam				83%			
Pharmacy Technician Certification Board	100%						
Registered Respiratory Therapist (RRT)	63%						
Wilderness First Responder		100%					
Grand Total	85%	98%	98%	89%	90%	90%	99%

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: 2023 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 2022

	NCCBP Form 11 - All Colleges			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U, and W grades	3,339	455	1,850	847
Total A, B, C, P/S, D, and F/U grades	3,128	407	1,665	769
Total A, B, C, and P/S grades	2,713	343	1,376	615
Average Retention Rate	93.68%	89.45%	90.00%	90.79%
Average Enrollee Success Rate	81.25%	75.38%	74.38%	72.61%
Average Completer Success Rate	86.73%	84.28%	82.64%	79.97%

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

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remediate this deficiency and (b) completes a college-level course with a grade of "C" or better after one year, five semesters, or eight semesters - including summers. Statistics coursework is counted as mathematics for both the developmental/remedial level and the college level.

Data Source: WCCC/Community College Data Warehouse, Fall 2020, 2021, and 2022 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 2020, 1,464 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of those, 835 passed the developmental/remedial course in which they were enrolled, resulting in success rates for the Fall 2020 developmental/remedial courses of 57% in math and 57% in English. Out of the 1,464 students enrolled in developmental/remedial coursework, 337 students completed related college level coursework within three terms, a cumulative 373 completed within five terms, and a cumulative 400 completed within eight terms. Therefore, of those enrolled in developmental/remedial coursework in the Fall of 2020, 27% in math and 34% 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 2020 Cohort

	Developmental/Remedial			Subsequent College-Level Course					
	Enrolled 20/FA	Successful 20/FA	Success Rate (%)	Successfully completed within 3 terms (by 21/FA)		Successfully completed within 5 terms (by 22/SU)		Successfully completed within 8 terms (by 23/SU)	
				N	%	N	%	N	%
English	138	78	57%	42	30%	44	32%	47	34%
Math	1326	757	57%	295	22%	329	25%	353	27%
Total	1464	835		337		373		400	

Table G.2: Subsequent College-Level Coursework

Fall 2020 Cohort by College Developmental Courses

		Developmental/Remedial			Subsequent College-Level Course			
		Enrolled 20/FA	Successful 20/FA	Success Rate (%)	Successfully completed within 3 terms (21/FA)	Successfully completed within 5 terms (22/SU)	Successfully completed within 8 terms (23/SU)	
CC	English	59	35	59%	23	23	24	41%
	Math	373	171	46%	80	90	96	26%

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CWC	English	--	--	--	--	--	--	--
	Math	77	49	64%	30	33	33	43%
EWC	English	24	8	33%	2	2	2	8%
	Math	106	77	73%	31	34	37	35%
LCCC	English	44	26	59%	14	16	18	41%
	Math	225	161	72%	16	24	29	13%
NWC	English	--	--	--	--	--	--	--
	Math	73	35	48%	13	17	18	25%
NWCCD	English	11	9	82%	3	3	3	27%
	Math	236	124	53%	58	63	67	28%
GC**	English	--	--	--	--	--	--	--
	Math	110	54	49%	21	24	26	24%
SC**	English	11	9	82%	3	3	3	27%
	Math	126	70	56%	37	39	41	33%
WWCC	English	--	--	--	--	--	--	--
	Math	236	140	59%	67	68	73	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.

Fall 2021 Cohort by College Developmental Courses

College	Course	Developmental/Remedial			Subsequent College Level Course		
		Enrolled 21/FA	Successful 21/FA	Success Rate (%)	Successfully completed within 3 terms (22/FA)	Successfully completed within 5 terms (by 23/SU)	Successful College Level Course Completers*
CC	English	77	45	58%	21	25	32%
	Math	354	199	56%	81	102	29%
CWC	English	--	--	--	--	--	--
	Math	86	48	56%	32	36	42%
EWC	English	7	7	100%	4	4	57%
	Math	79	52	66%	24	26	33%
LCCC	English	40	16	40%	6	7	18%
	Math	280	191	68%	17	21	8%
NWC	English	--	--	--	--	--	--
	Math	73	29	40%	12	12	16%
NWCCD	English	8	5	63%	2	2	25%
	Math	272	134	49%	54	57	21%
GC**	English	--	--	--	--	--	--
	Math	140	69	49%	27	28	20%

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SC**	English	8	5	63%	2	2	25%
	Math	132	65	49%	27	29	22%
WWCC	English	--	--	--	--	--	--
	Math	213	147	69%	67	72	34%

* "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 2022 Cohort by College Developmental Courses

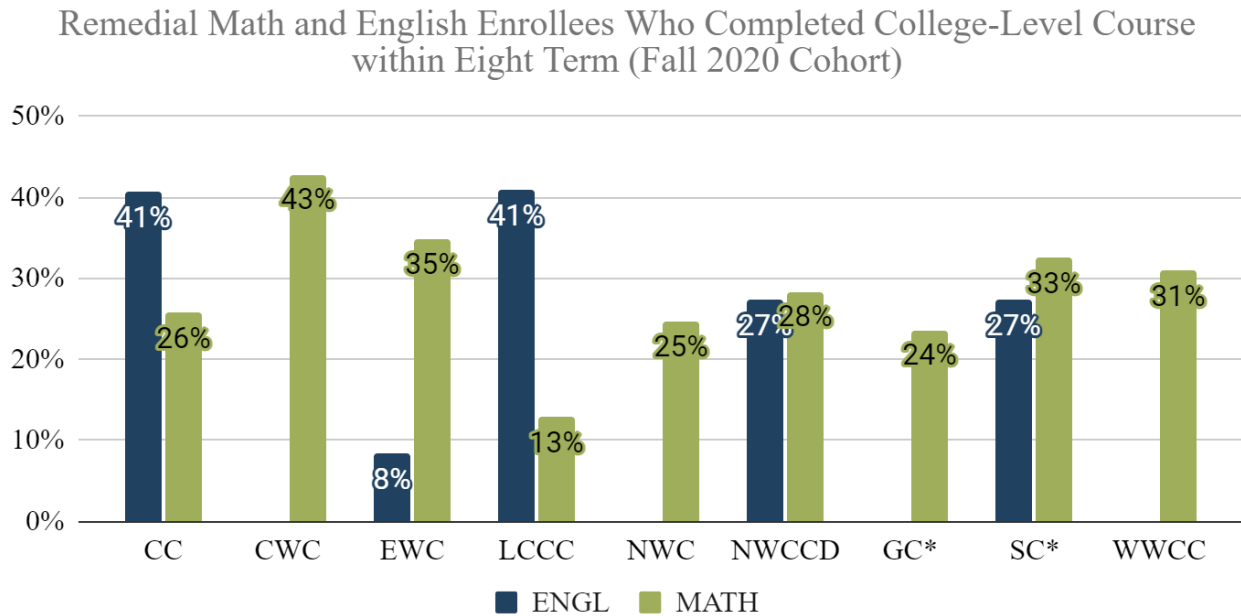
College	Course	Developmental/Remedial			Subsequent College Level Course	
		Enrolled 22/FA	Successful 22/FA	Success Rate (%)	Successfully completed within 3 terms (23/FA)	Successful College Level Course Completers*
CC	English	68	41	60%	27	40%
	Math	343	187	55%	84	24%
CWC	English	--	--	--	--	--
	Math	88	64	73%	30	34%
EWC	English	--	--	--	--	--
	Math	82	69	84%	34	41%
LCCC	English	52	32	62%	19	37%
	Math	314	229	73%	40	13%
NWC	English	--	--	--	--	--
	Math	87	54	62%	20	23%
NWCCD	English	--	--	--	--	--
	Math	272	160	59%	60	22%
GC**	English	--	--	--	--	--
	Math	120	71	59%	27	23%
SC**	English	--	--	--	--	--
	Math	152	89	59%	33	22%
WWCC	English	--	--	--	--	--
	Math	179	101	56%	41	23%

* "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.

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Figure G.1: Percentage of Enrollees in Remedial Math and English Courses Who Completed Related College Level Courses Within Eight Terms (Fall 2020 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.*

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, specifically in English, to be taken along with college level courses to supplement instruction and provide extra assistance to students. 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 2020 Cohort by College Co-Requisite

College	Co-Requisite/Developmental				Subsequent College Level Course			
	Course	Enrolled 20/FA	Successful 20/FA	Success Rate (%)	Successfully completed within 3 terms (21/FA)	Successfully completed within 5 terms (22/SU)	Successfully completed within 8 terms (23/SU)	Successful College Level Course Completers*
CC	English	25	17	68%	13	13	14	56%

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	Math	--	--	--	--	--	--	--
CWC	English	123	93	76%	80	81	81	66%
	Math	43	33	77%	32	32	32	74%
EWC	English	21	9	43%	7	7	7	33%
	Math	9	8	89%	7	7	7	78%
LCCC	English	81	62	77%	57	57	57	70%
	Math	147	73	50%	73	73	73	50%
NWC	English	50	26	52%	22	23	23	46%
	Math	32	19	59%	19	19	19	59%
NWCCD	English	85	57	67%	54	54	54	64%
	Math	--	--	--	--	--	--	--
GC**	English	52	36	69%	33	33	33	63%
	Math	--	--	--	--	--	--	--
SC**	English	33	21	64%	21	21	21	64%
	Math	--	--	--	--	--	--	--
WWCC	English	81	49	60%	46	46	46	57%
	Math	23	17	74%	17	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.

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 1 year (22/FA)	Successfully completed within 5 terms (23/SU)	Successful College Level Course Completers*
CC	English	24	15	63%	12	12	50%
	Math	--	--	--	--	--	--
CWC	English	121	79	65%	75	75	62%
	Math	46	32	70%	30	30	65%

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EWC	English	19	13	68%	10	10	53%
	Math	9	7	78%	7	7	78%
LCCC	English	101	68	67%	65	65	64%
	Math	160	108	68%	102	102	64%
NWC	English	29	18	62%	15	16	55%
	Math	31	19	61%	19	19	61%
NWCCD	English	68	52	76%	46	47	69%
	Math	--	--	--	--	--	--
GC**	English	39	30	77%	24	25	64%
	Math	--	--	--	--	--	--
SC**	English	29	22	76%	22	22	76%
	Math	--	--	--	--	--	--
WWCC	English	80	62	78%	56	56	70%
	Math	23	16	70%	16	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.

Fall 2022 Cohort by College Co-Requisite

College	Course	Co-Requisite/Developmental			Subsequent College Level Course	
		Enrolled 22/FA	Successful 22/FA	Success Rate (%)	Successfully completed within 3 terms (23/FA)	Successful College Level Course Completers*
CC	English	23	13	57%	13	57%
	Math	--	--	--	--	--
CWC	English	143	103	72%	93	65%
	Math	53	47	89%	45	85%
EWC	English	28	24	86%	23	82%
	Math	18	14	78%	10	56%
LCCC	English	78	52	67%	51	65%
	Math	159	94	59%	90	57%
NWC	English	38	28	74%	27	71%
	Math	37	22	59%	22	59%
NWCCD	English	73	42	58%	40	55%
	Math	--	--	--	--	--

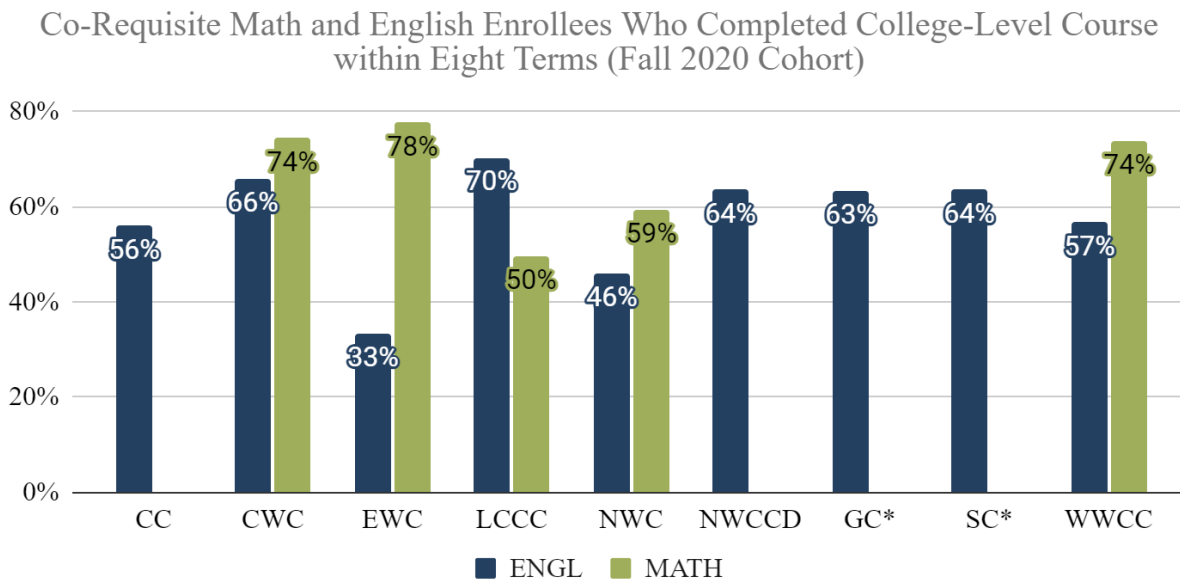
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GC**	English	34	18	53%	17	50%
	Math	--	--	--	--	--
SC**	English	39	24	62%	23	59%
	Math	--	--	--	--	--
WWCC	English	77	48	62%	48	62%
	Math	26	16	62%	16	62%

* "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.2: Percentage of Enrollees in Co-Requisite Math and English Courses Who Completed Related College Level Courses Within Eight Terms (Fall 2020 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.

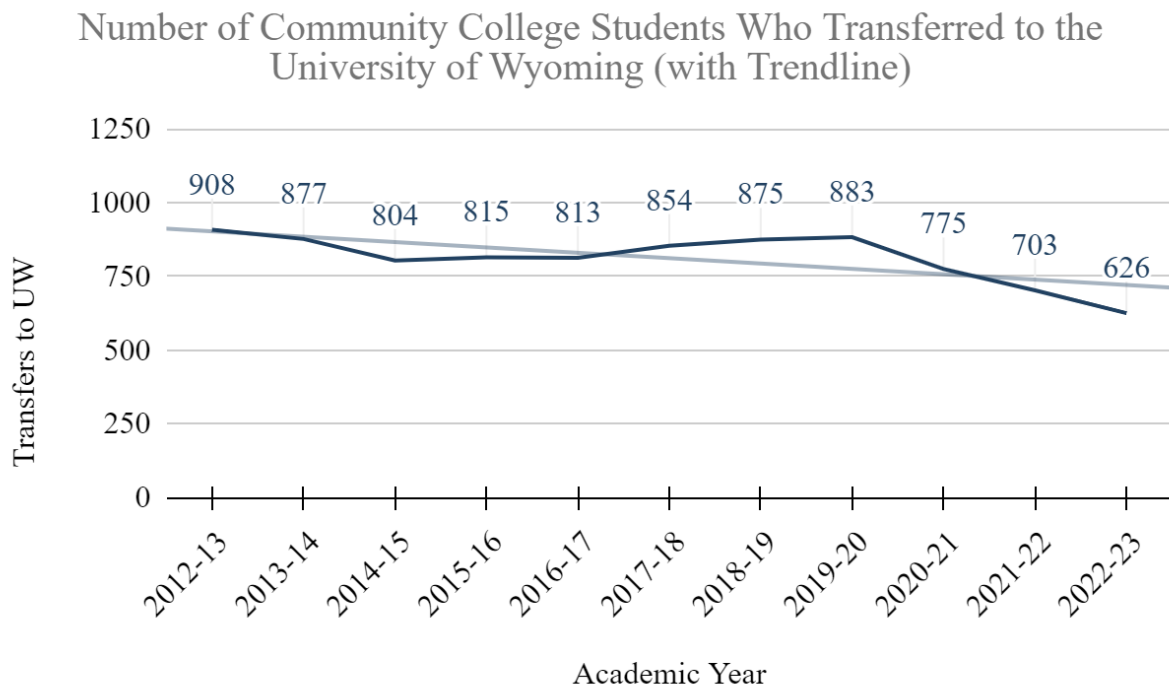
Data Sources: "New Transfer Students 2022-2023," University of Wyoming Office of Institutional Analysis, 2023 Colleague®, National Student Clearinghouse's Student Tracker and 2023 NCCBP, Integrated Postsecondary Education Data Systems (IPEDS), WCCC/Community College Data Warehouse

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Strategic Plan Match: Program Alignment

According to the University of Wyoming's report on New Transfer Students, a total of 626 students from Wyoming community colleges transferred to the University of Wyoming during the academic year 2022-2023. 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)



* 2022-2023 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 (2022-2023 degree seeking students).

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

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,

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part-time transfer rates by college for students who transferred to a 4-year institution from the Fall 2020 Cohort.

College	Top Receiving 4-Year Institutions	Number of Transfer Students
Casper College	University of Wyoming	111
	University of Northern Colorado	3
	Western Governors University	3
	Kansas Wesleyan University	2
	Mayville State University	2
	Oklahoma State University-Stillwater/Tulsa	2
	South Dakota School of Mines	2
	South Dakota State University	2
	University of Evansville	2
	University of North Dakota	2
	Valley City State University	2
	Weber State University	2
Central Wyoming College	University of Wyoming	101
	Weber State University	17
	Idaho State University	10
	Utah State University	8
	Western Governors University	8
Eastern Wyoming College	University of Wyoming	18
	Chadron State College	6
	University of Nebraska-Lincoln	4
	Black Hills State University	3
	Kansas State University	2
	Oklahoma Panhandle State University	2
	University of Texas at Tyler	2
Gillette College*	University of Wyoming	46
	Black Hills State University	12
	Southern New Hampshire University	5
	Western Governor's University	4
	Chadron State College	3
	South Dakota School of Mines	3
Laramie County Community College	University of Wyoming	210
	Western Governors University	12
	Grand Canyon University	9
	Colorado State University	8
	Chadron State College	5
	Southern New Hampshire – 9 week	5

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Northwest College	University of Wyoming	57
	Western Governors University	6
	Brigham Young University - Idaho	4
	Montana State University - Billings	4
	University of Montana	3
Northern Wyoming Community College District	University of Wyoming	132
	Black Hills State University	17
	Chadron State College	11
	Southern New Hampshire University	10
	Western Governors University	9
Sheridan College*	University of Wyoming	86
	Chadron State College	8
	Black Hills State University	5
	Southern New Hampshire University	5
	Western Governors University	5
Western Wyoming Community College	University of Wyoming	76
	Western Governors University	11
	Utah Valley University	8
	Stephens College	6
	Weber State University	6

*GC and SC are subsets of NWCCD.

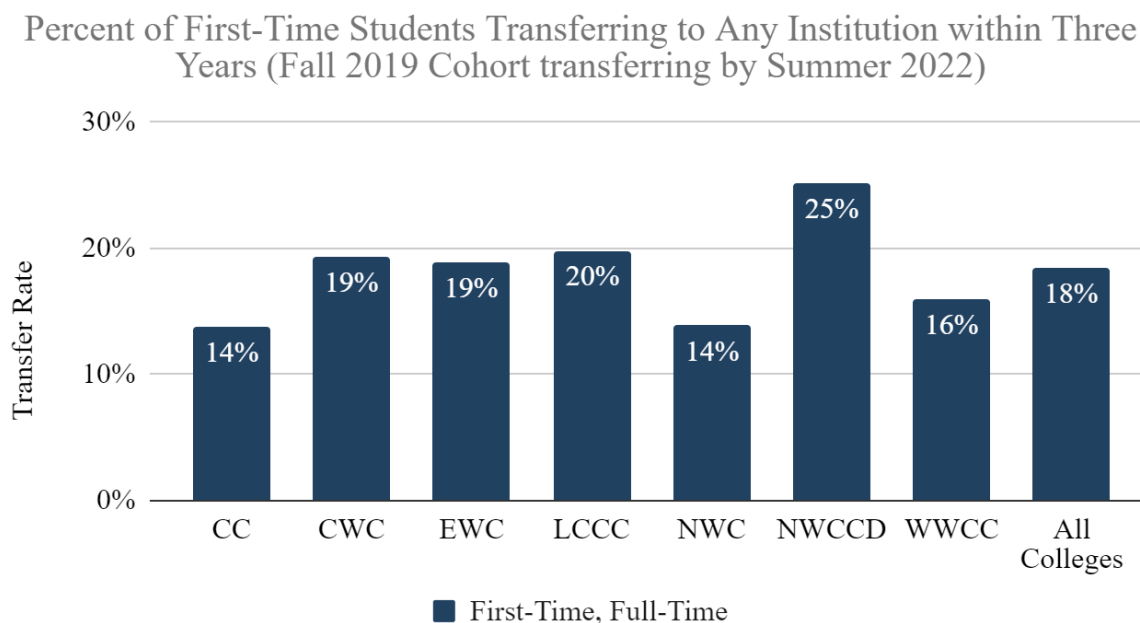
Table H.2: Percent of First-Time Students Transferring to Any Institution Within Three Years (Fall 2019 Cohort Transferring by Summer 2022)

College	First-Time, Full-Time
CC	14%
CWC	19%
EWC	19%
LCCC	20%
NWC	14%
NWCCD	25%
WWCC	16%
All Colleges	18%

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.

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Figure H.2: Percent of First Time Students Transferring to Any Institution Within Three Years (Fall 2019 Cohort Transferring by Summer 2022)



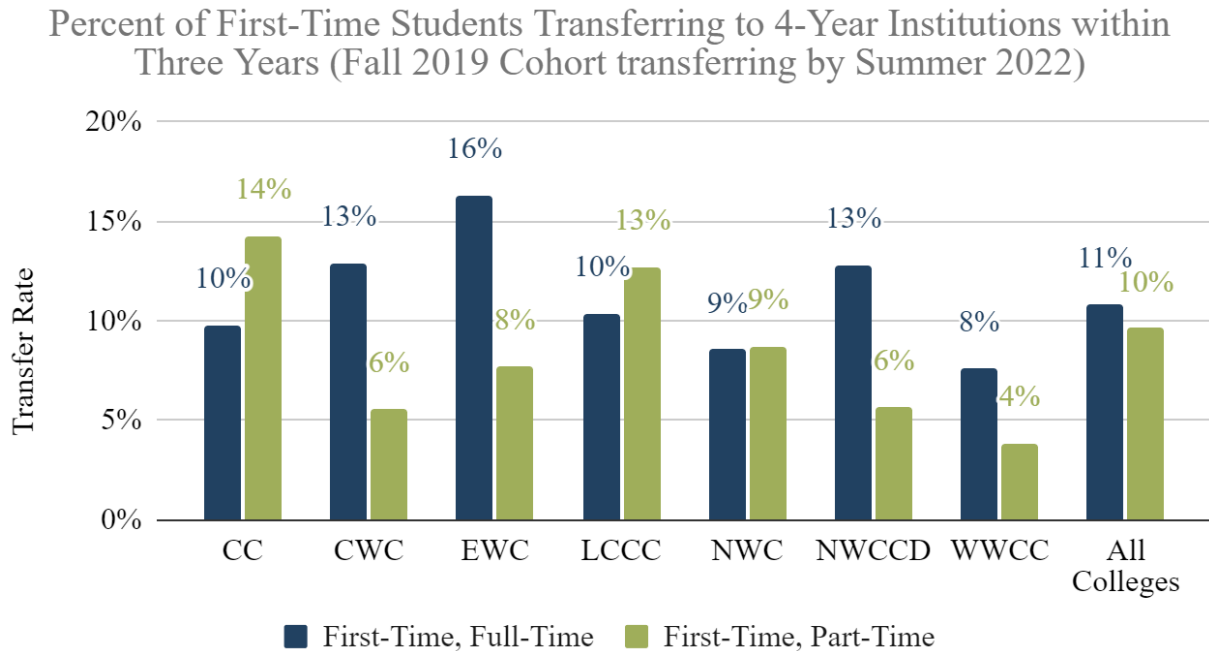
*IPEDS 2022-2023

Table H.3: Percent of First-Time Students Transferring to 4-Year Institution Within Three Years (Fall 2019 Cohort Transferring by Summer 2022)

College	First-Time, Full-Time	First-Time, Part-Time
CC	10%	14%
CWC	13%	6%
EWC	16%	8%
LCCC	10%	13%
NWC	9%	9%
NWCCD	13%	6%
WWCC	8%	4%
All Colleges	11%	10%

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

Figure H.3: Percent of First-Time Students Transferring to 4-Year Institutions Within Three Years (Fall 2019 Cohort Transferring by Summer 2022)



**NCCBP 2023 or equivalent method*

State of Wyoming's Return on Investment

Wyoming's community colleges received approximately \$110.9 million in operational and student support funding, both from state and federal funding sources, in fiscal year 2023. This amount includes funding for numerous programs (Wyoming Investment in Nursing, Adult Education, Veterans Tuition Benefit, and Wyoming Works).

The eight Wyoming community colleges enrolled 6,269 full-time students (unduplicated headcount), and 19,202 part-time students (unduplicated headcount) during the 2022-2023 academic year. Of the Summer 2022 and Spring 2023 terms, graduates from Wyoming community colleges earned 56 Bachelor of Applied Science (BAS) degrees, 495 Associate of Arts (AA) degrees, 918 Associate of Science (AS) degrees, 553 Associate of Applied Science (AAS) degrees, 30 Associate of Business (AB) degrees, 18 Associate of Fine Arts (AFA) degrees, 273 Associate in Nursing degrees (ADN) and 953 certificates.

This report breaks down and shows the different ways students have performed and how colleges have achieved milestones during the past year, demonstrating the benefit of state-provided operational funding.

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Summary

Wyoming's community colleges take the responsibility of accountability seriously. The Performance Indicator Report not only includes performance indicators required by Wyoming Statute, but it also measures performance against the goals included in the 2021-2025 Wyoming Community College System Strategic Plan – making the report a useful tool for evaluating where improvements can be made and guiding plans of action to meet and exceed stakeholders' expectations in the future.