



Metrics

The goals for the Wyoming Metrics are two-fold. First, we want to help the community colleges and the University of Wyoming to remain focused and accountable for our primary functions related to student engagement, success, and completion. Second, we want to be able to measure our progress related to helping Wyoming meet its expected need for educated workers through 2022.

Wyoming State's Interests

1. *Educated citizenry*: Increase the educational attainment of Wyoming residents by offering them access to a wide range of educational, training, and cultural programs.
2. *Diversified economy*: Contribute to the diversification of Wyoming's economy by supporting the expansion of business and industry into new areas.
3. *Workforce development*: Respond to the needs of existing and emerging industries by providing a well-prepared and well-trained workforce.
4. *Efficient and effective systems*: Maximize return on investment by implementing system-wide efficiencies to enhance community college operations.
5. *Accountability and improvement*: Improve the educational success of Wyoming residents by measuring outcomes and responding to findings, whether negative or positive

CCW High Level Goals (Established in Oct. 2013)

1. Increase completion at the community colleges significantly by 2022. **The Community College goal, established by CCW in October 2013, is to increase community college certificate and associate degree recipients by 5% annually, with a base year of 2011-12 and a time period of 10 years to end in 2021-22.** This goal was approved by the Wyoming Community College Commission in October 2013. The 2011-12 base year provides a comparison point for measuring goal attainment and effectiveness of success strategies implemented after that year. Expected impact will begin to be measured in 2014-15.
 - a. The UW President and UW Board of Trustees support the goal to increase the number of baccalaureate degrees conferred at UW by 2% annually (base year of 2011-2012) beginning in the academic year 2016-2017 and ending in the academic year 2021-2022.
2. **Ensure that every degree-seeking student completes gateway courses in English and in Math within their first 30 credit hours** at the Wyoming Community Colleges.
3. **Create statewide stakeholder buy-in** for achieving Wyoming's completion goals.
4. **Develop capacity and support for Guided Pathways to Success** strategies.
5. **Identify the metrics that are important to Wyoming.**

High Level Metrics (Foundation of the Dashboard)

These metrics should form the foundation of the dashboard on educational success in Wyoming, and should guide the indicators under the 4 Ps of the Wyoming Community College Commission Strategic Plan.

General Parameters:

- Utilize Fall as the official enrollment comparator term unless otherwise specified. If it is annual, use the last full reporting year (SU/F/SP).
- Capture and save data of key reporting points (through Data Warehouse).
- Report data will be requested annually in February. A template will be created to streamline the data request even though source data is already available.
- WY CC Commission staff and UW will identify people to put the dashboard together.
- Official report/dashboard will be available each September.

Context Metrics

The Context Metrics tell the broader story of how Wyoming is doing on college completion. These metrics allow stakeholders to understand both college completion outcomes relative to growth in enrollment, and the overall effectiveness of our higher education system in increasing educational attainment of the state's citizens. They provide important information on access.

1. Enrollment (reporting undergraduate enrollment only unless otherwise specified)

- Annualized Headcount and FTE (totals only)
 - Annualized equals Summer, Fall, and Spring/2 (use the last completed year) **12 credit** hour divisor
Definition: Takes all the credit hours students take each semester and divides by 12 each semester (this is the state standard and is based upon what is considered full-time attendance for tuition, financial aid, housing, etc.)
 - Annualized equals Summer, Fall, and Spring/2 (use the last completed year) **15 credit** hour divisor
Definition: Takes all the credit hours students take each semester and divides by 15 each semester (this is the state standard and is based upon what is utilized at the national level)
- Headcount for Fall semester with detail (use the most recent completed Fall semester)
 - Full-time (Gender, Ethnicity)
Full-time equals 12 or more credit hours
 - Part-time (Gender, Ethnicity)
 - Full-time Age & Part-time Age
Age categories: <17, 17-19, 20-24, 25-29, 30-39, 40-49, 50-59, 60+, unknown

- Credit hour taken
Categories: 1-3, 4-6, 7-9, 12-14, 15+)
 - College Major
Categories: Associate/Bachelors of Arts Track, Associate/Bachelors of Science Track, Occupational Degree or Certificate track, undeclared, general studies, undecided track
 - Residency (Full and Part-time)
Definition: Student's original home residency.
Categories: In-State, Out-of-State not WUE, WUE States, International
 - First-generation (Full and Part-time)
Source: Institutions will ask as a part of the admissions process and track gathered data.
Will also match against FASFA data (This may take a few semesters to phase in)
Common Definition: Neither Parent has a bachelor's degree at the time the student applies.
Trio Definition of 1st Generation:
 1. A student neither of whose natural or adoptive parents received a baccalaureate degree;
 2. A student whose sole custodial parent did not receive a baccalaureate degree;
 3. A foster care youth;
 4. An individual who is homeless;
 5. A veteran of the US military.
 - Degree-seeking Headcount (Full and Part-time) Should the detail above be attached to the degree-seeking cohort only? Would take some time to phase in the report.
 - FTE
Definition: Total credit hours divided by 12
 - Full-time
 - Part-time
 - Online/Other FTE
Report **annualized** total online FTE and % of total FTE
Source: Distance Ed Report for CCs, UW to provide
 - Dual and Concurrent
Report annualized FTE and % of total FTE
 - Comparison to national indicator, % of population
IPEDS (may identify others at a future point)
 - WYDEC generated numbers (Phase Two)
 - Non-Credit Enrollment (Community Colleges only)
Unduplicated Headcount
 - Continuing Education
 - Community Service
 - ABE/High School equivalency/ESL
- Source:**
Community Colleges: Official semester commission reports unless otherwise specified
University of Wyoming: Institutional data, dashboard

2. Operational/Administrative

- Budget Overview

Reporting annual revenues for most recent completed year.

Comparison to national averages

- Tuition and Fees
- State Appropriations
- Local Appropriations
- Government Grants and contracts
- Private Grants
- Investment Return
- Other

Source: IPEDS annual comparison categories

- Staffing Numbers

Reporting Fall staff numbers

Comparison to national averages

- Faculty
- Instructional Support
- Management
- Business and Financial Operations
- Computer, engineering and science
- Community service, legal, arts, and media
- Healthcare
- Other

Source:

IPEDS annual comparison categories (we may need to decide if this is the most relevant)

Source: IPEDS Annual Report

3. Entering Student Preparation

(First-time, Full-time) (Number and % of total degree seeking)

Use IPEDS Cohort Definition

- Average Composite ACT Score
 - Math
 - English
- Average HS GPA
- # of most recent Wyoming HS Grads Matriculating the following Fall
- # of most recent Wyoming HS Grads who need remediation
 - Could we report when the last math class was taken, C or better
 - % college ready, probably will need some delay until this is further defined
 - LCCC will report on UW students needing remediation through them
 - Use placement cutoffs however the institution defines them
- Number of recent non-Wyoming HS Graduates who need remediation
- Number of students not coming directly from high school who need remediation
- Number of entering full-time students over the age of 25 who need remediation

Source: Administrative databases, WDE 679

Format for the section: List by High School, # of students, avg. of each of the above by HS for Wyo., and add other categories for out-of-state, etc.

4. Financial Aid for Students

(All Students, Fall Semester)

- % of Students Receiving types of aid
- Federal Aid Recipients
- Loans
- Hathaway Scholarships
- Institutional Aid
- Foundation Scholarships (may end up in phase two, much to consider)
- Aid provided by industry/workforce (may end up in phase two, much to consider)
- Avg. Aid as % of tuition and fees
- GAP (Need vs funding)

Will need to footnote some data for IS/Alumni or Alumni family adjustments

- Other

FA folks say the information is accessible

Craft a report to gather it systematically

Progress Metrics

The Progress Metrics measure student progress from semester-to-semester or year-to-year toward the completion of an academic program. Such metrics allow institutions of higher education the ability to track student progression in a way that allows for early intervention and support to increase the likelihood of a successful completion or transfer outcome.

Priority Order per CCW Survey of Stakeholders (mostly faculty group responses at this stage)

1. Student progress, retention and persistence: semester-to-semester, fall-fall

- Students taking HS concurrent or dual who actually matriculate as degree-seeking students following high school graduation.
By institution. Across institutions. Create a formatted list for each institution and have the Commission or one of the schools submit it for everyone.
- Milestones for success
 - Completion of 30 hours in the first year (15 for PT)
Use CCA Data
 - Subsequent courses for students taking dual/concurrent
Will need to be a phase two effort
- Total degree seeking term-to-term
Definitions: Degree-seeking students who enroll as a degree-seeking student in a given semester and continue to the subsequent spring and following fall.
Students enrolled one semester, exclude completers and calculate who enrolls the subsequent semester or year
 - Fall to Spring persistence
 - Fall to Fall persistence
- First-time full-time term-to-term
 - Fall to Spring persistence
 - Fall to Fall persistence
- First-time part-time term-to-term
 - Fall to Spring persistence
 - Fall to Fall persistence

Need to determine how we report on cross-institutional movement (shouldn't count as attrition)
Try to structure report to utilize what we are already doing with CCA?
Source: CCs have the Persistence report as a starting place

2. Gateway course completion (within the student's first 30 credit hours)

Metric to measure our goal on Gateway course completion

Cohort: All degree-seeking students

Definition of Gateway courses: First college-level math and English courses

Include FT vs PT degree-seeking

- **Will need to create a report to track this information. Can use the Subsequent report as the starting place (LCCC may have a report that is similar that we could build from)**

- May be able to use CCA data
- Down the road: May consider excluding some certificate programs that do not require general education courses

3. Course completion

Definitions: All credit courses, Report by Grade including W, Determine satisfactory completion as C or better. Dashboard will show the Course Completion for all Institutions

- Overall rate, Subcategories for 1, 2, 3, 4, 5, other credit hour courses

Already being used in performance-based funding for the community colleges (uses C or better and volume)

There was much discussion about this metric and the team, particularly the faculty representations, had many questions about its value as an indicator of student progress toward their academic goals and ultimate completion. It is also an indicator that can be used to “flex” the system and inflate progress numbers. In other states, pressure has been placed on faculty to lower grading standards and assure that students are successful course completers which does not accomplish the goal of adequately preparing people to meet workplace challenges. Wyoming is committed to maintaining high academic standards while still creating an environment where students can progress and succeed. There is concern that there is no documented direct statistical link between course completion to persistence or completion.

There was much concern that this metric is way too simplistic and does not give a true comparative picture of courses with different credit hours and rigor.

We may want to consider removing it at some future point

Source:

Community Colleges: Source: use the existing course completion report

- Uses NCCBP Standards
- Have a standard Commission report already in place

University of Wyoming institutional data

Completion/Success Metrics

The Completion Metrics quantify the end-product of the educational process, mainly the completion of an academic program, and additionally for our community colleges, the successful transfer of students to a baccalaureate campus.

Priority Order per CCW Survey of Stakeholders (mostly faculty group responses at this stage)

1. Degree and “high value” certificate completion

This is the metric that will measure the completion goal

- Annual total number of associate and bachelors degrees and recognized certificate recipients
 - (include Summer, Fall, Spring graduates)
 - Compare and trend total numbers of degrees and approved certificates (still a question to resolve over the “high value” certificate issue, particularly in light of the proposed UW General Studies Cert—CC AAC group is working on this) IR folks recommend we use Gainful Employment guidelines for high value determination?
 - Need to decide whether we break out occupational and transfer degrees at some point
 - Report will be done on Oct. 31 of the following year
 - List degrees as a % of degree-seeking student Headcount
 - count as duplicated and unduplicated
 - Number of Degrees
 - Number of Certificates
 - Unduplicated for measuring the goal attainment

Source:

Community Colleges: Degree and certificate numbers already reported to IPEDS and the Commission—should match)

University: Institutional/IPEDS

A. Cohorts

- Full-time Cohort
 - Use IPEDS report, compare to IPEDS cohorts
 - Track 150% of time to degree
- Part-time Cohort
 - Use the same logic as for full-time
 - Track 150% of time to degree
- Transfer In Cohort
 - Track 150% of time to degree

May want to add 100% and 200% at some point

Over time and as CCA data develops, determine how parallel the data is and perhaps use to analyze by subpopulation. Have to be aware, however, that the population sizes are often very small and might not be reportable anyway

- Possible future subpopulations: Gender, Ethnicity, Age, Residency, Income (Pell eligible)

2. Transfer Out

IPEDS Definition:

- Transfer of graduates (*Priority completion metric 2*)
 - Location of transfer
- Transfer within 150% of time without graduating? (*Priority completion metric 3 tied*)
 1. Transfer to 2 year or 4 year

Source:

Clearing House data? How do we make it as accurate as possible?

UW uses CSRDE definition of 30+ hrs. Need to determine if we all use this standard

3. Employment in Wyoming and other Surrounding States

- Track individual students to jobs and wage records to be able to compare degree, grades, and demographic factors (aggregate reports)
- Use existing Dept. of MOU data sorted for colleges
- Dept. of Employment survey of all grads

Source: MOU with Department of Employment

Employer survey data (also Dept of Employment)?

What do we want this report to look like?

Break down, by gender, ethnicity, residency, program

4. Average time to degree or certificate completion

- Credits Completed
- Semesters/Years
- Utilize the CCA data points for degree-seeking students
Reporting year may be different than for other numbers because of CCA defined years
- By subpopulations by age, ethnic, full and part-time and Pell.

5. Workforce performance and/or participation

- Percent of county populations served
Source: CC Enrollment Report (already reported for CCs). UW institutional data
- Licensure pass rates.
Definition: where required for entry into the job. Compare nationally
- Workforce Served (Community Colleges Only)
Source: Workforce report for CCs
 - Credit and Non-Credit headcount numbers served
 - Industries served
 - Contract training

- Measure goal accomplishment and be able to count people as completers (survey at the end of workforce classes that measure goal accomplishment?) Phase 2 activity
- Impact of WIOA (future--Phase 2 activity)

Next steps:

- Share the list with key groups for agreement/endorsement
- Begin to establish benchmarks for the various indicators
- Determine reporting start-point (year)
- Design the report/dashboard
- Design some research questions
- Make the first data request

Ongoing/Future questions and additions:

- If we really want to define high risk student populations, can we do that as a group or is it somewhat unique to campuses—Phase 2
- Role of the SLDS? Need to make sure all of this will become a seamless flow. Ongoing project as it is developed
- Can't lose the quality aspect? Are there sufficient measurements here?
- How do we assess the co-curricular and support service impact?
- How are we assessing and reporting out on new completion strategies?
Each institution to do a short narrative as a part of the annual report
Anything else we should be reporting from our K-12 partners.
- HS graduating population 17-19 who actually enroll in higher education in Wyoming and success rates—Phase 2
- Historical penetration rates in counties/high schools

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