# 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.*

Metrics are drawn from source data from the Wyoming Community College Commission, the individual colleges and the University of Wyoming.  Partnership data also comes from sources such as Workforce Services for employment tracking.

The reporting year will be the last fully completed year.  Many reports are fall only because they allow for State, regional, and national comparators.  Some represent an earlier year/term in order to appropriately track success over time.  This will also be indicated in the report.  Whenever possible, definitions and strategy is represented in the planning documents and output so that people fully understand the data they are seeing.  The goal, however, is to keep it as simple and straight-forward as possible.

**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 June.   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.
- **Data due each year on June 15**
- 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, includes audit students)
     - Annualized Summer, Fall, and Spring/2 (12 credit hr. divisor = FT, standard used for FA, Commission reporting, etc.)
     - Annualized Summer, Fall, and Spring/2 (15 credit hr. divisor = IPEDS standard)

   **Headcount** for Fall semester with detail (use the most recent completed Fall semester)

   - Full-time (Gender, Ethnicity)
   - Part-time (Gender, Ethnicity)
   - Full-time Age  & Part-time Age
   - Credit hour taken

- College Major (transfer, Occupational/technical, undeclared, non-degree-seeking—UW only have degree and non-degree)
- Residency  (Full and Part-time)
- First-generation (Full and Part-time)
- Degree-seeking Headcount (Full and Part-time)


FTE
- Full-time
- Part-time
- Online/Other FTE
- Dual and Concurrent
- Comparison to national indicator, % of population
- WYDEC generated numbers <span style="color:red">(Phase Two)</span>
- Non-Credit Enrollment  (Community Colleges only)
  - Continuing Education
  - Community Service
  - ABE/High School equivalency/ESL  <span style="color:red">(Phase Two)</span>


2. **Entering Student Preparation**
   (First-time, Full-time)
   - 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
   - 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

3. **Financial Aid for Students**
   (All Students, Fall Semester)
   - # of Degree-Seeking Students receiving various types of aid
   - Federal Aid Recipients
   - Loans
   - Hathaway Scholarships
   - Institutional Aid
   - Veteran's served with federal and state aid

# 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.

   - Milestones for success
     o Completion of 30 hours in the first year (15 for PT)
     o Subsequent courses for students taking dual/concurrent (Phase Two)

   - Total degree seeking term-to-term persistence
     o Fall to Spring persistence
     o Fall to Fall persistence
   - First-time full-time term-to-term
     o Fall to Spring persistence
     o Fall to Fall persistence
   - First-time part-time term-to-term
     o Fall to Spring persistence
     o Fall to Fall persistence

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**
   - College-level Math
   - College-level English

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
     - Weighted completion report when completed (average weighted student credit hours)

4. Credit Accumulation Milestones (added as a result of community college presidents' recommendations)
   a. Number and % of degree-seeking students in an academic year who successfully complete 12, 24, 36 credit hours

**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 certificate completion**
    *This is the metric that will measure the completion goal*

    - Annual total number of associate and bachelor's degrees and recognized certificate recipients
        - Number of Degrees
        - Number of Certificates
            - Less than One-Year
            - One Year or More

    A. **Cohorts**

    - Full-time Cohort (time to degree = 2 years)
        o Track 100, 150 & 200% of time to degree
    - Part-time Cohort (time to degree = 4 years)
        o Track 100,150 &200% of time to degree
    - Transfer In Cohort
        o Track 150 & 200% of time to degree

2.  **Transfer Out**
    IPEDS Definition:
    - Transfer of graduates
        o Location of transfer
        1. Transfer within 150% of time without graduating? Transfer to 2 year or 4 year

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

4.  **Average time to degree or certificate completion**
    - Credits Completed
    - Semesters/Years
    - Utilize the CCA data points for degree-seeking students

- By subpopulations by age, ethnic, full and part-time and Pell.

**5. Workforce performance and/or participation**
- Percent of county populations served
- Licensure pass rates.
- Workforce Served (Community Colleges Only)
  - Credit and Non-Credit headcount numbers served
  - Industries served
  - Contract training
- Measure goal accomplishment and be able to count people as completers (Phase Two)
- 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