

Wyoming Community College Commission



WYOMING
COMMUNITY COLLEGES

**Commission Meeting Packet
February 22, 2018**

WYOMING COMMUNITY COLLEGE COMMISSION
MEETING AGENDA
February 22, 2018
Laramie County Community College

THE STATUTES OF WYOMING REQUIRE THAT ALL MEETINGS OF PUBLIC BODIES BE OPEN TO THE PUBLIC, EXCEPT IN SPECIFIC CIRCUMSTANCES, AND THE WYOMING COMMUNITY COLLEGE COMMISSION FULLY SUPPORTS THAT MANDATE

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ACTION AND REPORT AGENDA ITEMS FOR DISCUSSION (ACTION ITEMS IN BOLD)

8:30 a.m.

CALL TO ORDER
ROLL CALL
INTRODUCTIONS
APPROVAL OF THE AGENDA

CONSIDERATION OF MINUTES OF PREVIOUS MEETINGS:

TAB 1

- **October 12-13, 2017**

A. ORGANIZATIONS/ALLIANCES

- Wyoming Association of Community College Trustees
- Wyoming Department of Education
- Presidents' Council – Joe Schaffer, President
- Complete College Wyoming- Shawn Powell
- Community College Faculty Report
- Wyoming Public Television – Terry Dugas, General Manager

TAB 2

B. UPDATES AND REPORTS

- **2017 Summer and Fall Enrollment Reports**
- **Financial Report**
- **2017 College Audit Report**
- **Performance Indicator Report**
- **Academic Program Review**
- Legislative update
 - Pending legislation
 - Budget picture, ENDOW initiative

TAB 3

TAB 4

TAB 5

TAB 6

TAB 7

C. EXECUTIVE DIRECTOR'S REPORT

- Update on initiatives and activities
 - Tuition policy discussion- UW considerations

D. RULES

- **Rescission of Board of Nursing Rules**

TAB 8

E. PROGRAM APPROVAL REQUESTS

• **New Programs**

- **CC** **TAB 9**
 - **American Sign Language A.A. Degree**
 - **Kinesiology and Health Promotion A.S. Degree**
- **CWC** **TAB 10**
 - **Communication A.A. Degree**
 - **Film A.A. Degree**
 - **Film A.A.S. Degree**
 - **New Media A.A.S. Degree**
 - **Medical Assistant Certificate** (one-year, workforce placement)
- **EWC** **TAB 11**
 - **Gunsmithing A.A.S**
- **LCCC** **TAB 12**
 - **Data Center Technician Certificate** (short term, workforce placement)
 - **Equine Training Certificate** (one-year, workforce placement)
- **NWCCD** **TAB 13**
 - **Medical Assistant Certificate** (one-year, workforce placement)
- **NWC** **TAB 14**
 - **Criminal Justice A.A.S. Degree**
 - **Criminal Justice Certificate** (one-year, workforce placement)
 - **Certified Medical Assistant Certificate** (one-year, workforce placement)

• **Pilot programs approved by the Program Review Committee** **TAB 15**

- **CC**
 - **Pilot Hospitality and Tourism AAS**
- **CWC**
 - **Pilot Cosmetology A.A.S. Degree**
 - **Pilot Nail Technician Certificate**
 - **Pilot Esthetician Certificate**
 - **Pilot Cosmetology Instructor Certificate**
 - **Pilot Hair Technician Certificate**

F. EXECUTIVE SESSION

- To discuss personnel

G. OTHER BUSINESS

TAB 16

ADJOURNMENT

TAB 1

MINUTES

WYOMING COMMUNITY COLLEGE COMMISSION MEETING October 12-13, 2017

The October 12-13, 2017 commission meeting began with an executive session on October 12, 2017. The meeting was called to order by Commission Chair Sandra Meyer at Northern WY Community College - Sheridan College, Sheridan, Wyoming at 3:02 p.m. **Motion:** Commissioner Atwell moved and Commissioner Dooley seconded a motion to recess to executive session to discuss personnel issues. **Motion passed unanimously.** No action was taken during the meeting. Commissioner Meyer adjourned the executive session at 4:45 p.m.

The regular Commission meeting reconvened and was called to order by Commission Chair Sandra Meyer at 8:30 a.m. on October 13, 2017.

Commissioners present: Commissioners Larry Atwell, Bruce Brown, Kay Dooley, Craig Frederick, Jackie Freeze, Sandra Meyer and Julia Newman.

Commission staff present: Executive Director Jim Rose, Deputy Director and Chief Financial Officer Matt Petry, Programs Team Leader Joe McCann and Administrative Services Manager Claire Smith.

Motion: Commissioner Atwell moved and Commissioner Brown seconded a motion to approve the agenda. **Motion passed unanimously.**

A roll call was taken. A quorum was present. Due notice had been published. Commissioner Meyer asked for introductions.

CONSIDERATION OF MINUTES OF THE PREVIOUS MEETINGS

Motion: Commissioner Atwell moved and Commissioner Dooley seconded a motion to approve the minutes of the June 27, 2017 commission meeting and the August 28, 2017 commission teleconference. **Motion passed unanimously.**

ORGANIZATIONS AND ALLIANCES

1. WY Association of Community College Trustees (WACCT): Walt Wragge, WACCT President, said the trustee education day and legislative reception will be on February 21, 2018 along with a WACCT board meeting. While the GISS Institute held last year was helpful, they have decided not to do an in-person follow-up so those funds can be used in other ways, but they will ask ACCT to provide follow-up information in a different format. The resolution on outreach campuses approved at their last meeting has been set aside but work may continue at a later date. Erin Taylor, WACCT Executive Director, said presentations from the WACCT conference are on their website. They conducted a legislative panel with Speaker Harshman, Senator Landon and Senator Perkins and discussed how the colleges fit into the state's future and into the ENDOW initiative. At an annual meeting between the presidents and WACCT board, they discussed how they are moving forward as a group with one voice, how to be ready for possible actions from the governor's budget, and how they might deal with more cuts. They discussed their role with ENDOW and their partnerships with industry. Among the items on the legislative agenda

are health insurance funding, longitudinal data system, WYIN program funding, and possibly guns on campus. They also discussed development of a long-term communication strategy.

2. Wyoming Department of Education (WDE): Brent Bacon, Chief Academic Officer, said there will be an Innovations in Learning conference in November, a collaboration between K12 and postsecondary organizations. The Canvas learning management system is now in place and they hope to have schools across the state offering on-line courses by next year. Legislative conversations are taking place about adding a computer science requirement for students. Perkins allocations have been revised by Congress but as a minimally funded state, Wyoming will not be affected. Many organizations are pushing for Perkins reauthorization at pre-sequester levels of funding. The reauthorization of Perkins will be called the *Strengthening Career and Technical Education in the 21st Century Act*. The WY-TOPP assessment will be used in grades 9 and 10 for accountability and ACT will be used in grade 11 for college readiness in reading, math, writing and science. WorkKeys is optional for 11th and 12th graders. Conversations are also taking place with the Legislature and WY Military Department on the Cowboy Challenge program and how credits will transfer. Recalibration efforts are underway but no update is yet available.

3. Complete College Wyoming (CCW) –Shawn Powell, VP for Academic Affairs CC, said he and co-chair Kyle Moore, Assistant VP for Enrollment Management UW, have discussed plans for the coming year. There will be a teleconference in the next few weeks and a team will attend the Complete College America (CCA) convention in November. Several colleges have implemented CCA initiatives such as guided pathways, co-requisite remedial education models, and math pathways. There was an articulation meeting with UW and K12 in September regarding math and what it means to be college ready. They hope to have a booth at the Wyoming School Boards Association meeting in Casper and to do a presentation on the CCW initiative.

4. President's Council: Joe Schaffer, President LCCC, said they met with Governor Mead about the biennial budget request and talked about the implications of the implementation of HB80. They realize decreased enrollment may result in a \$4.6M reduction to state aid. They also talked about the colleges' role in helping the state with economic diversification. There was a meeting earlier in the week between the college presidents and Lauri Nichols, President UW, to talk about the establishment of a higher education attainment goal for the state and the draft report on recruitment and retention efforts. Five themes have developed for the recruitment report: creating a college-going culture, removing barriers to college participation, building a pipeline for WY colleges, developing a pathway for reentry into college, and building pathways to completion. Commissioner Meyer said Speaker Harshman has emphasized the colleges will benefit from ENDOW because money will come to the colleges to gear up quickly to accommodate industries interested in moving to Wyoming.

5. Community College Faculty Alliance: No one was present for this report.

6. Wyoming Public Television (WPTV): Terry Dugas, General Manager, said they are looking forward to implementation of Canvas. WY PBS intends to put all of its learning objects and lesson plans in Canvas so any school or college using Canvas will have access to them. They now have an employee in Cheyenne who will cover the Legislature in depth. The education hearings are streaming live this week and will be available in the WY PBS archives. *Painting the Falls of Yellowstone* has been distributed nationwide to public broadcasting stations and three of the top ten stations have already broadcast it. They received a \$10,000 grant from the Montana Humanities Council to support production of the Bozeman Trail, along with a matching pledge from the Wyoming Humanities Council. They now have funding for approximately 80% of the cost. WPTV does not receive fees for the broadcast of its shows.

UPDATES AND REPORTS

1. Financial Report: A highlights memo is included in the packet and there were no further questions.

Motion: Commissioner Atwell moved and Commissioner Freeze seconded a motion to accept the financial report. **Motion passed unanimously.**

2. Budget Update: Director Rose said the approved budget put forth to Governor Mead may need to be updated in regards to the state aid narrative, depending on how the budget division handles the state aid adjustment. This will not require further action by the commissioners.

3. Spring 2017 Enrollment Report and 2016-2017 Annual Enrollment Report: Commissioner Meyer thanked Cayse Cummings, Enrollment and Finance Auditor WCCC, for the new format of these reports and Commissioners agreed they are now easier to understand. Director Rose discussed the collaboration between commission staff and staff at the colleges to take the data now available and report it in useful ways. The DGIRC created a data sharing agreement and an ethics statement on how data will be used and how those involved will conduct themselves. The Executive Council approved both DGIRC recommendations.

Motion: Commissioner Atwell moved and Commissioner Newman seconded a motion to approve the Spring 2017 and 2016-2017 Annual Enrollment Reports. Commissioner Frederick asked for clarification on how tuition is handled for high school students in dual or concurrent enrollment. Director Rose explained WY Statute prohibits the colleges from charging those students tuition even though the colleges incur costs to support them. Costs for concurrent classes taught at high schools are divided between the high school and the college. These courses involve coordination between both entities. Dual enrollment courses are offered online or on campus. Some boards of cooperative educational services (BOCES) reimburse the colleges for dual enrollment classes. Schools receive funding for these students through the average daily membership (ADM) and colleges receive reimbursement through the credit portion of the funding allocation model. We are required to do an annual report on the postsecondary education options program. School districts report the data to us but we are not able to validate the information and it contains many discrepancies. Additional discussion took place with input provided by presidents and trustees. **Motion passed unanimously.**

4. Partnership Report: A link to the report is provided as the report is too voluminous to include in the packet. **Motion**: Commissioner Freeze moved and Commissioner Dooley seconded a motion to accept the Partnership Report. **Motion passed unanimously.**

EXECUTIVE DIRECTOR'S REPORT

1. Lumina Goal - The Lumina Foundation did a presentation for the colleges and the UW Board of Trustees in July on creating a goal for a higher level of attainment, an effort they are pushing through the entire United States. By "attainment" they mean the number of adults who have some form of credential beyond a high school diploma. Attainment is not the same as completion, which has been the focus of CCW and our performance metrics. Attainment focuses on high quality credentials or diplomas leading to licensure and employment or transfer to an associates or baccalaureate degree. The current level of adults in WY with some form of post-secondary credential is around 46%, a number comparable to the United States as a whole. This percentage is considered insufficient for what is likely needed in the future in terms of skills achieved beyond the high school level. Lumina encourages states to set their own goal for attainment but to seek to achieve it in an elevated timeframe. Predictions say 2/3 of jobs in WY will require more than a high school diploma.

A draft resolution has been developed for Wyoming's goal, though it is still being edited. President Schaffer explained the process in developing the draft. There are a number of ways the goal can be established at the state level. We are taking the approach of a joint resolution with UW followed by a

proclamation from the governor. Commissioner Frederick asked for clarification on “working” population vs “adult” population since there are some adults who choose not to work or who are unable to work. Those things should be considered when discussing which population to use. Lumina will provide technical assistance on details such as those. Director Rose suggested we stay in sync with the definitions used across the nation so we are working in concert with the ideas of this initiative. It was recommended to use “working” population. **Motion:** Commissioner Frederick moved and Commissioner Brown seconded a motion to adopt the resolution and to give Commissioner Meyer the authority to enter into any joint resolutions going forward on behalf of the Commission. **Motion passed unanimously.**

2. UW Report on Recruitment and Retention – Director Rose said UW has issued a preliminary report on recruitment and retention, with a final report due to the Legislature in December. The report is still being edited and Director Rose will share the report when it is complete. The concern the colleges initially had about sharing their recruitment efforts is no longer an issue. The focus of the report is how they work with UW towards a better level of student success, as opposed to their individual strategies.

3. Education Commission of the States (ECS) technical assistance grant: state funded need-based aid - WY is the recipient of a grant (five states total) to provide guidance on developing need-based student aid. A team from the colleges and UW will meet with the ECS in November in Washington DC to start the process. ECS will pay the cost. Director Rose would like to make this a component part of the ENDOW initiative.

CONSIDERATION OF COMMISSION RULES

Explanation for rules changes are included in the packet. Ms. Smith explained the actions needed by commissioners related to rules.

1. Emergency Rules (Chapters 1 and 5): **Motion:** Commissioner Atwell moved and Commissioner Dooley seconded a motion to approve a second set of emergency rules for chapters one and five. **Motion passed unanimously.**

2. Comments (Chapters 1 and 3): **Motion:** Commissioner Brown moved and Commissioner Newman seconded a motion to approve wording changes as presented based on comments received. **Motion passed unanimously.**

3. Final Regular Rules (Chapters 1 through 8): **Motion:** Commissioner Dooley moved and Commissioner Freeze seconded a motion to approve final regular rules, as adjusted for comments. **Motion passed unanimously.**

CONSIDERATION OF CAPITAL CONSTRUCTION REQUESTS

1. LCCC Residence Hall – President Schaffer explained the additional costs for this project. No state funds are involved but due to the amount of the increase, it must be approved by Commissioners. He discussed the general bond obligation to be voted on in November, which will fund a portion of the costs for three separate projects. The bond will cover \$8M of the \$28M cost of this project and is being requested because of the rising cost of construction. **Motion:** Commissioner Freeze moved and Commissioner Frederick seconded a motion to approve the increased spending authority in the LCCC Residence Hall. **Motion passed. Commissioner Atwell abstained.**

2. LCCC Recreation and Athletics Complex (RAC) – President Schaffer said the scope of the remodel has changed and the increased funding will be provided by the bond. The cost is approximately \$14M but \$3M will come from student fees and the balance will come from the general obligation bond, if it passes.

Motion: Commissioner Brown moved and Commissioner Newman seconded a motion to approve the increased spending authority for the LCCC Recreation and Athletics Complex. **Motion passed. Commissioner Atwell abstained.**

3. CWC Cosmetology Remodel - President Tyndall said CWC had the opportunity to absorb students from a local private cosmetology school that closed. Cosmetology has been approved as a pilot program. The request is for authorization to renovate a portion of the campus Pro Tech building to house the program. **Motion:** Commissioner Frederick moved and Commissioner Dooley seconded a motion to approve authorization of the CWC remodel request. **Motion passed unanimously.**

Karla Leach, President WWCC, and Sheldon Flom, VP for Administrative Services WWCC, presented a power point on issues WWCC is experiencing with the pipes and plumbing in one of their buildings. A study was done on the heating, cooling, electrical, and fire suppression systems and found corrosion in some of the pipes. Though maintenance has been done, there has been enough damage that pipes need to be replaced. The electrical system also has problems needing to be fixed. They have asked for money to replace the pipes and to consult with experts on how to mitigate the problem. President Leach wants the commissioners to be aware of the issue because of the cost involved and because these problems may start to occur at other colleges due to the age of their buildings.

Director Rose said Senator Landon brought up the topic of insufficient major maintenance at a meeting of the Select Committee on School Facilities. Major maintenance has never been sufficient to sustain buildings at a level where these types of problems will not happen. The Legislature needs to discuss where funding for major maintenance will come from since Wyoming will no longer receive coal lease bonus money. There is a focus on maintaining existing buildings as opposed to building new ones.

PROGRAM APPROVAL/CONSIDERATION

New program requests:

1. CC-Personal Trainer Certificate: Mr. Powell said this is a stackable certificate for athletic training and the physical education degree. Fitness, health and wellness centers in Casper have asked for this certification and it will be recognized nationally. Commissioner Frederick suggested interpersonal training/communication classes be included. **Motion:** Commissioner Brown moved and Commissioner Frederick seconded a motion to approve the CC Personal Trainer Certificate. **Motion passed unanimously.**

2. CC-Coaching Certificate: Mr. Powell said this was developed in conjunction with the WY Department of Education and the Professional Teachers Standards Board to allow individuals to qualify to hold a WY coaching certificate so they can work with public school students. It is a stackable credential for education majors. Commissioner Frederick asked if there are any online classes and Mr. Powell said currently there are not, though some could be done online in the future. This would be beneficial for people already in the education system who need a coaching certification but cannot attend classes in person. **Motion:** Commissioner Frederick moved and Commissioner Newman seconded a motion to approve the CC Coaching Certificate. **Motion passed unanimously.**

Pilot programs approved by the Program review Committee: Director Rose reminded commissioners of how the pilot program process works by allowing a college sufficient time to determine interest for a program. A pilot program can run over four academic semesters.

1. CWC Pilot New Media AAS Degree
2. CWC Pilot Communication AA Degree
3. CWC Pilot Film AA Degree
4. CWC Pilot Film AAS Degree

5. WWCC Pilot Business Management AAS Degree
6. WWCC Pilot Application Software Specialist Certificate
7. WWCC Pilot Emergency Medical Services Certificate
8. NWCCD Pilot IT Support Technician Certificate

CONSIDERATION OF ACTION RESULTING FROM EXECUTIVE SESSION

Commissioner Meyer announced Director Rose’s retirement effective June 30, 2018. A search committee will be created consisting of Commissioners Atwell, Brown, Freeze and Meyer as well as a college president, a representative from the WDE, a representative from the Governor’s Office, and Ms. Smith as a representative from WCCC staff. A national search company will be used to assist with the process.

Motion: Commissioner Freeze moved and Commissioner Dooley seconded a motion to begin the process to pursue a national search for a new executive director, establish a steering committee and consider various options for conducting the search. **Motion passed unanimously.**

ADJOURNMENT

Motion: Commissioner Atwell moved and Commissioner Brown seconded a motion to adjourn the regular commission meeting at 11:40. **Motion passed unanimously.**

Sandra Meyer
Commission Chair

Date

Jim Rose
Commission Executive Director

Date

TAB 2



Annual Report for WyomingPBS Fiscal Year 2017

Respectfully submitted by Terry Dugas, General Manager of WyomingPBS

General Manager's Report

Fiscal Year 2017 was challenging and exciting for WyomingPBS as we focused on improving our technical infrastructure and on promoting our on-line offerings to better serve the citizens of the state who subscribe to a satellite service.

Here is an update to our existing goals:

1) Increase coverage for the station.

We now provide over the air service in Lusk and have formally requested addition to Vyve Broadband cable serving Lusk.

Our main channel is carried on every cable provider serving Wyoming, except in Lusk. We have requested that our secondary cable channel be added to systems in Green River and Rock Springs.

DirectTV refuses to carry any Wyoming television station on their service. Dish has, again, refused to add WyomingPBS to their system service serving Laramie and Cheyenne. This is not just a Wyoming problem. Every public television station faces these issues. Unless satellite providers are mandated to carry public television, as cable providers are, there will be little improvement.

We have aggressively promoted the campaign, "You can watch WyomingPBS productions and PBS programs Anytime, Anywhere on a wide variety of devices". Viewers can now watch our productions on computers, tablets, smart phones, and HD TVs using devices like Roku, Chromecast, or Amazon Fire.

In FY 2018, WyomingPBS plans to launch online, over the air, and on cable, the WyomingPBS Kids 24/7 Channel. This channel will provide highest quality children's' programming to the entire state. By offering this channel online as well as through traditional broadcasting, we will reach the growing number of children who view content through smartphones, tablets, and computers.

2) Improve the Network's broadcast and on-line capabilities.

We continue to make technical improvements to our infrastructure. WyomingPBS has over 60 separate over the air relay towers, moving our signal to our 38 transmitters and translators. Every tower is a potential point of failure. We have replaced four of these relays with Internet Protocol delivery. While this increases our monthly bandwidth charges, we have been able to repurpose equipment from these sites, saving us equipment replacement costs.

We will continue this transition to IP, with six additional sites targeted for FY 2018.



Starting in FY 2018, the Federal Communications Commission will require WyomingPBS to change broadcast channels on as many as 25 of our 35 translators. This is a nationwide initiative to increase bandwidth available to mobile providers. Seven sites in Wyoming have already been identified, with the first channel change occurring in December in Teton Village.

We will use this opportunity to improve service to these communities by upgrading equipment. Through a national agreement with PBS, T-Mobile will reimburse WyomingPBS for part of the equipment costs. The remaining costs will be absorbed into the WyomingPBS Engineering budget.

To further encourage on-line viewing, we have been aggressively expanding the number of WyomingPBS productions available for streaming. All new WyomingPBS productions are available on line, and we added over 30 older WyomingPBS programs to the archives. The audience for our online programs has greatly exceeded our expectations. Details are included later in this report.

3) Continue the outstanding tradition of local productions at WyomingPBS.

“Wyoming Chronicle”

In FY 2017, WyomingPBS created 26 new 30:00 Chronicles, two 60:00 programs and one 90:00 special. Some of the most popular shows were on cowboy mounted shooting, “Horse Warriors,” and Wyoming’s license plates. We also profiled Wyoming artist J.C. Dye, UW President Laurie Nichols, and photographers David Bell and Lora Webb Nichols.

“Chronicle” also explored the important topics of volunteering in retirement, Alzheimer’s in Wyoming, and the state of mental health services.

We plan to match this number of episodes in FY 2018. Major funding for “Chronicle” will be provided by the Dragicevich Foundation located in Jackson.

“Main Street, Wyoming”

Only one new “MSW” was created in FY 2017. The Producer of the series was reassigned to work on our expanded Legislative Coverage.

We plan on creating four new “MSW” episodes in FY 2018

“Farm to Fork”

Five new “F2F” programs were created in FY 2017, including programs on approaches to composting throughout the state, heritage apples, medicinal herbs, and the very popular “Chicken Wrangling” episode

We plan on creating six new “F2F” in FY 2018. Major funding for “F2F” has been provided by the Wyoming Community Bank.



Legislative and Political Coverage

We greatly expanded our broadcast and our streaming coverage of the Legislature and our political coverage.

WyomingPBS produced four debates and town hall meetings covering the U.S. House of Representative election. Three focused on the Republican Primary and one on the Democratic Primary. We also produced, in association with ThinkWy, a 60:00 forum on “Reviving Civility in Politics? Is it Possible?”

“Capitol Outlook” returned to its popular 60:00 format, with eight programs and its annual coverage of the “State of the State Address.”

WyomingPBS also live streamed and archived the three hour House Education Committee hearing on January 30 and the eight hour Joint Revenue / School Recalibration hearing on June 12.

WyomingPBS will continue its “Capitol Outlook” coverage in FY 2018 and hopes to provide streaming of even more Legislative hearings.

Other Productions

In June, WyomingPBS completed and aired “Painting the Falls of Yellowstone.” The program looked at some of the most stunning, varied and unique waterfalls in Yellowstone, with insight into artist Mike Poulsen’s vision and creative process for capturing their beauty.

WyomingPBS also distributed “Painting the Falls” to PBS stations nationwide in FY 2018. To date, the program has aired in 42 markets, including five of the top 20 television markets, Los Angeles, Chicago, San Francisco, Minneapolis, and Cleveland.

WyomingPBS also secured the rights to air “The Drift” by former WyomingPBS Producer Geoff O’Gara in FY 2017. “The Drift” tells the story of the “Green River Drift,” one of the nation’s oldest running cattle drives.

In Production for Fiscal Year 2018

“Our Wyoming”

Production continued in FY 2017 on WyomingPBS’s newest initiative, the “digital first” series called “Our Wyoming.” While the first episodes didn’t air until November of 2017, seven short videos were produced. “Our Wyoming” also marks the use of Facebook to stream complete productions from WyomingPBS. The two “Our Wyoming” segments premiering in November have been viewed over 60,000 times on Facebook.



In August 2017, WyomingPBS live streamed the total eclipse on both YouTube and Facebook. The live stream was incorporated into the live stream provided by the PBS NewsHour. The eclipse live stream was viewed over 60,000 times.

WyomingPBS will increase live streaming of important events in the state, including additional Legislative events,

In cooperation with Central Wyoming College, WyomingPBS is completing production on "Glaciers of the Winds," a documentary focusing on the importance of the Wind River glaciers to Wyoming's economy and geologic history. This production is scheduled to be broadcast and streamed in March 2018.

Also scheduled for March 2018 is "The Bozeman Trail," a co-production with Montana PBS. During the brief few years of this 500 mile long trail's existence, the relationship between the early settlers of Wyoming and the region's Native Americans were forever changed. The Trail also laid the foundation for the settlements and growth of northern Wyoming.

In FY 2017, WyomingPBS added a new goal.

1) **Provide high quality educational content for Wyoming teachers**

The heart of this effort is the **Wind River Education Project**. In January of 2017, the project website launched at <http://windriveredu.org>. The project has six sections:
Why Teach Native American History?
Who are the People of the Wind River Reservation?
Who are the Eastern Shoshone?
Who Are the Northern Arapaho?
How Does Tribal Government Work?
Preserving the Ways – Culture and Traditions.

The website initially provided teachers with six short Learning Objects and 17 lesson plans, funded by the Legislature. The lesson plans were created by Eastern Shoshone and Northern Arapaho educators. Since its launch in January, the six Learning Objects have been viewed over 16,000 times.

Since the launch, WyomingPBS has added two additional videos, taken from the archive, and six lesson plans. These videos and lesson plans are also available to teachers nationwide through the WyomingPBS Learning Media repository. <http://wyomingpbs.org/learningmedia>.

In FY 2018, WyomingPBS will add at least four new video Learning Objects and eight lesson plans. The Learning Objects already in production are on the reintroduction of Buffalo to the Wind River Reservation, the return of Northern Arapaho children's remains from the Carlisle Indian School, the tradition of crafting Eastern Shoshone parfleche, and the impact of the Bozeman Trail on the Northern Arapaho. These new videos and lesson plans are funded, in part, by a generous gift from a foundation in Jackson.



Audience

WyomingPBS's audience is measured four times a year by the Nielsen Ratings service, February, May, July, and November. Comparing the four ratings books in Fiscal Year 2016 to the four books in Fiscal Year 2017, WyomingPBS's audience declined 9%. This decline was balanced by the strong increase in online streaming, noted below. Even with the decline in audience, WyomingPBS was watched almost 640,000 times by citizens of the state during these four months in FY 2017. Extrapolated to twelve months, WyomingPBS was watched over 1.9 million times.

While WyomingPBS's broadcast audience declined, its online audience exploded, increasing 164% from FY 2016 to FY 2017. WyomingPBS produced videos were viewed almost 450,000 times in FY 2017.

The growth of our "Anytime, Anywhere" efforts will be even more phenomenal in FY 2018. In the first five months of this current fiscal year, WyomingPBS online videos have been viewed over 570,000 times. We predict well over one million video views by the end of FY 2018.



WyomingPBS Budget Review

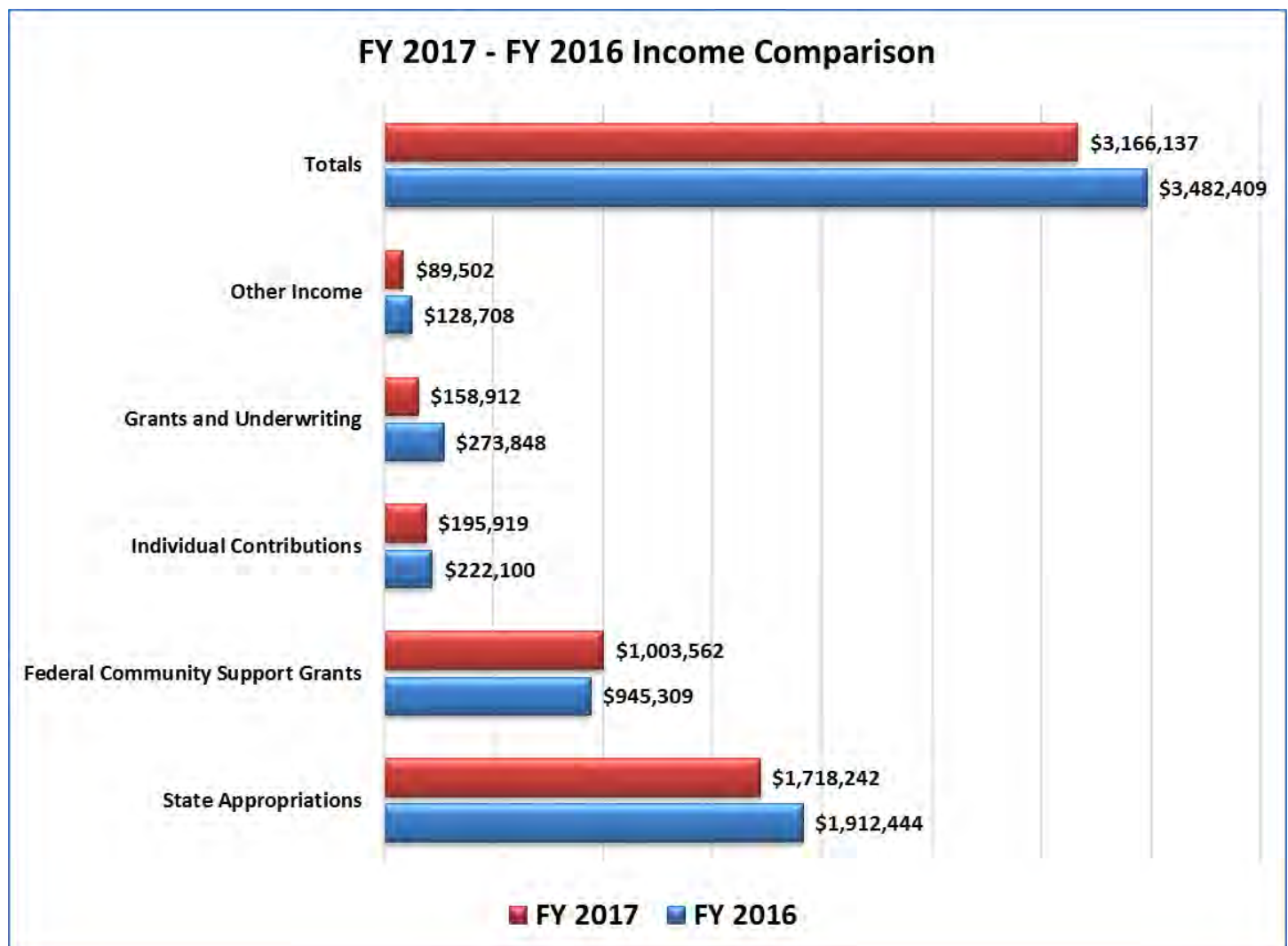
Income

WyomingPBS income decreased over \$300,000 from Fiscal Year 2016 to Fiscal Year 2017. 65% of this decrease came from the 10% mandated reduction in State Appropriations.

Grants and Underwriting also decreased significantly. The declining Wyoming economy was a major cause, as several long time underwriters decided not to renew. Also, major grants for “Painting the Falls of Yellowstone” were received in FY 2016. Major grants for “The Bozeman Trail” will be recorded in Fiscal Year 2018.

Membership income declined, as the softening economy left Wyoming residents with less disposable income.

“Other Income” decreased because contract production for long time clients like Wyoming Catholic College ended due to their budget reductions.



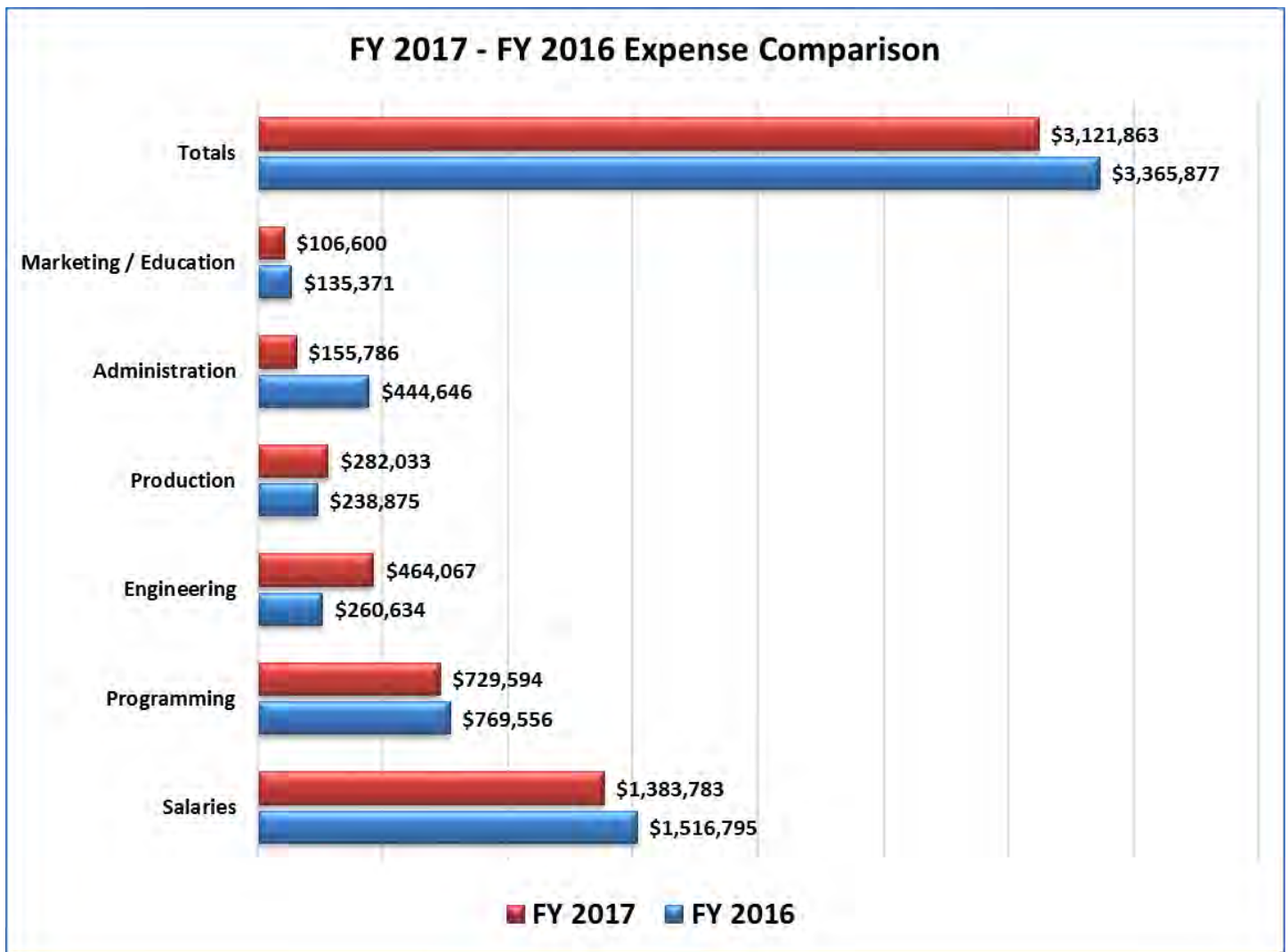


Expenses

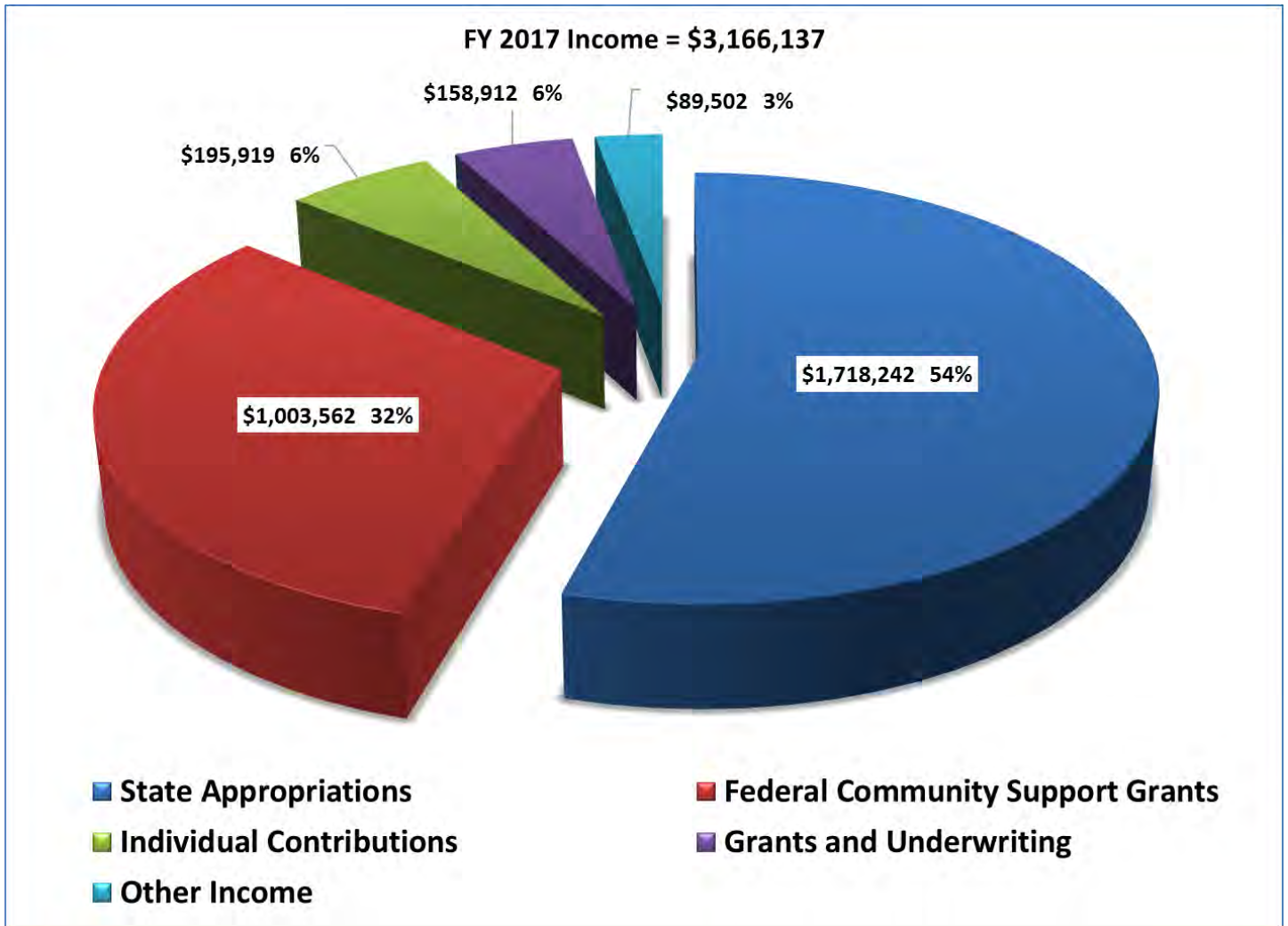
WyomingPBS reduced most expenses in FY 2017 to compensate for the reduced income, but the majority of the reduction had to be achieved by decreasing salary expense. WyomingPBS reduced its staff by 10%, e.g., three FTE in FY2017.

In addition, note the significant reduction in the Administrative line. In FY 2016, the administrative line carried costs associated with the special retirement incentive accepted by two senior Managers.

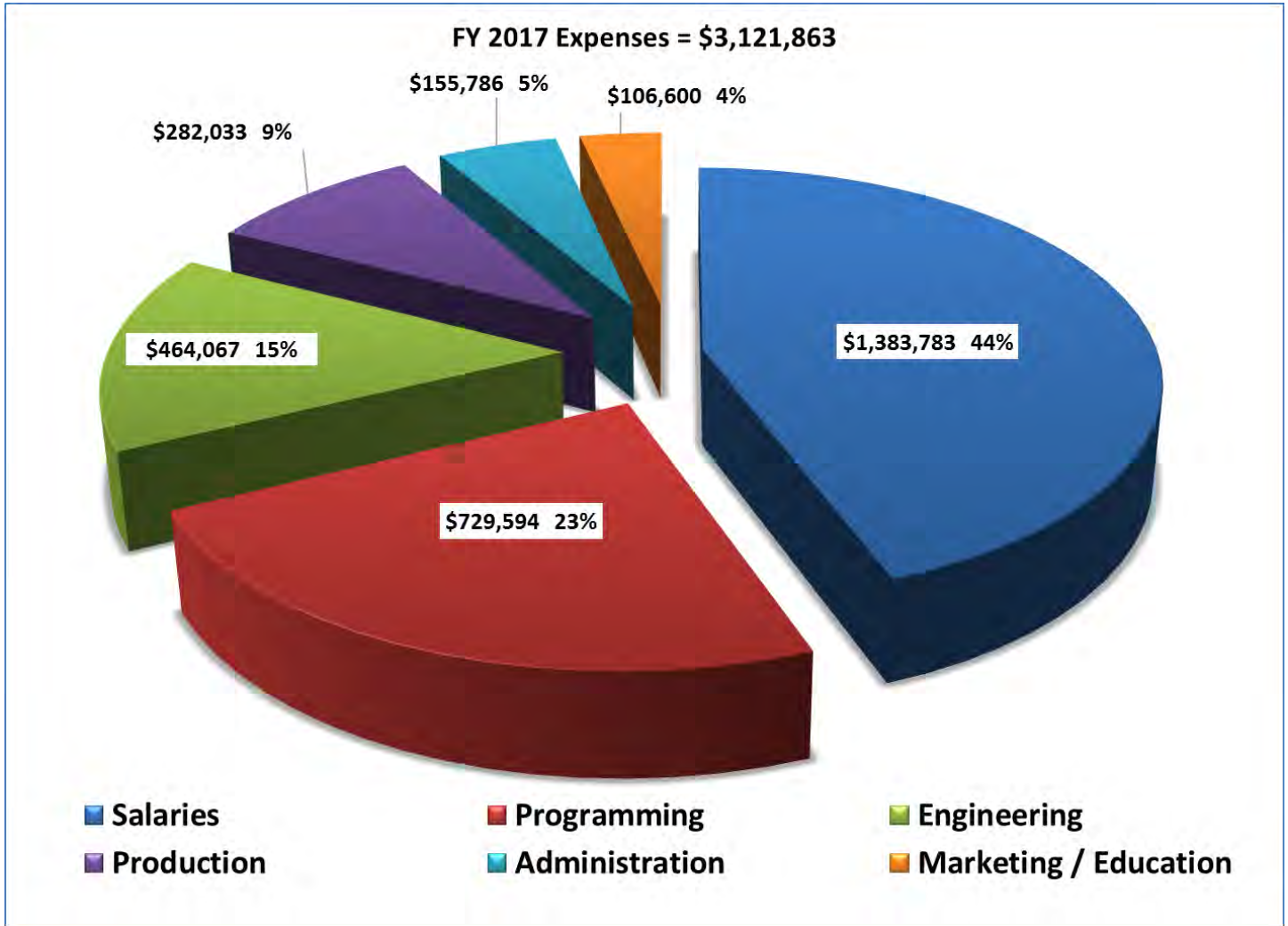
Despite the overall reduction in income, spending in Engineering increased significantly, as WyomingPBS moved to upgrade its network of transmitters and translators.



Sources of Income for WyomingPBS



Sources of Expenses for WyomingPBS





**Report to the Wyoming Community College Commission
February 2018**

Respectfully submitted by Terry Dugas, General Manager of WyomingPBS

WyomingPBS Foundation

- 1) Fundraising for *The Bozeman Trail* continues to be successful. To date, WyomingPBS has raised \$39,000 from Humanities Montana, the Wyoming Humanities Council, Rocky Mountain Power Foundation, and the Wyoming Community Foundation. Montana PBS has raised an additional \$40,000. This completely covers the estimated cash costs for the program.
- 2) The Dragicevich Foundation has provided a grant of \$25,000 to fully underwrite production of *Wyoming Chronicle*, provide additional funding for the *Wind River Education Project*, and provide support for general programming.
- 3) Wyoming Community Bank has provided a grant of \$7,000 to fully underwrite a season of *Farm to Fork* and to provide support for general programming
- 4) The BNSF Foundation has provided a \$5,000 grant to partially underwrite the 2018 *Capitol Outlook* season. Additional funding for *Capitol Outlook* is provided by the Wyoming Public Television Endowment.

WyomingPBS Education

- 1) In January, Learning Objects taken from the WyomingPBS production *Migrations* were added to the WyomingPBS Learning Media Library (wyomingpbs.org/learningmedia.) Lesson plans aligned to 3rd grade, 5th grade, Middle School, and High School STEM standards have been added.
- 2) A Learning Object and lesson plan on the “Shoshone Buffalo Return” have been added to both the WyomingPBS Learning Media Library and the windriveredu.org website. A Learning Object and lesson plan on the “Shoshone Parfleche” have also been added to the two sites.
- 3) Additional Learning Objects and lesson plans from the WyomingPBS Productions *Over Wyoming* and *Storm of the Century: Blizzard of '49* are in development.
- 4) In January, WyomingPBS won an award from the National Educational Telecommunications Association in the “Instructional Media” category for the *Wind River Education Project*. Reviewers’ comments included, “a tool for educators and one that will ultimately impact students for many generations” and “this project excels in collaboration with the tribes, with an easy to navigate resource list, and with clear goals and learning objectives. A useable, culturally sensitive product.”



Wyoming Legislative Coverage

- 1) Craig Blumenshine, Producer of “Capitol Outlook” and “Wyoming Chronicle,” has relocated to Cheyenne to anchor the WyomingPBS “Cheyenne Bureau.” Craig’s relocation will enable WyomingPBS to expand Legislative coverage both during the session and throughout the year.
- 2) The Legislative Service Office has accepted a proposal to live stream and archive at least 10 public meetings of the Wyoming Legislative Standing and Special Committees. The meetings will be held between April and January. A formal Memorandum of Understanding is being prepared. WyomingPBS will charge the Legislative Service Office only cash costs of transportation, housing, and per diem for the WyomingPBS crew. Equipment and personnel costs will be absorbed by WyomingPBS.
- 3) The 2018 Season of *Capitol Outlook* began on February 2 and will continue through March 9.

WyomingPBS Production

- 1) WyomingPBS launched a “sneak preview” of a new “online first” series, *Our Wyoming* in November. These short features highlight the people, places, and events that make Wyoming unique. The videos air on our FB page, facebook.com/wyomingpbs, YouTube channel, youtube.com/wyomingpbs, and website, wyomingpbs.org/ourwyoming.

The first feature, “Shoshone Buffalo Return,” launched on Monday, November 6. A second, “Wyoming’s Mormon Trail: A Time of Testing,” launched on November 20. To date, the two videos have been viewed almost 90,000 times.

The series will formally launch in February with two new features, “Wind River Raptors” and “What’s in a Name – Encampment.”

- 2) Two new episodes of *Farm to Fork*, “Goats Eat Weeds” and “Wildcrafters,” and a new episode of *Main Street, Wyoming*, “Natural Trap Cave” have also been produced.

WyomingPBS Engineering

The Federal Communications Commission ordered our translators in Sundance, Shoshoni, Gillette, Greybull, and Casper to change frequencies by February 3. New sites were scouted, engineering studies filed with the Federal Government, and new equipment was purchased to meet this deadline.

We are using this opportunity to upgrade equipment and provide better over the air service to viewers in these communities.

TAB 3

Wyoming Community College Commission

Commissioners

Mr. Larry Atwell, Cheyenne
Mr. Bruce Brown, Devils Tower
Ms. Katherine Dooley, Powell
Dr. Craig Frederick, Guernsey
Dr. Jackie Freeze, Rock Springs
Ms. Sandra Meyer, Evanston
Ms. Julia Newman, Torrington

Ex-officios

Governor Matt Mead
State Superintendent Jillian Balow
Executive Director
James O. Rose
Phone: 307-777-7763
Fax: 307-777-6567
www.communitycolleges.wy.edu

2300 Capitol Avenue, 5th Floor, Suite B, Cheyenne, WY 82002



WYOMING
COMMUNITY COLLEGES

Wyoming Community College System

Summer 2017
Enrollment Report

DRAFT

Casper College ~ Central Wyoming College ~ Eastern Wyoming College
Laramie County Community College ~ Northwest College
Northern Wyoming Community College District
Western Wyoming Community College

WYOMING COMMUNITY COLLEGE SYSTEM
SUMMER 2017 ENROLLMENT REPORT

This report provides a look at the Summer 2017 term enrollment in categories such as student load, location and demographics of the community college student population. The content and format of this report have been developed through a collaborative effort between the Wyoming Community College Commission (WCCC), the Executive Council and the Data Governance/Institutional Research Council members representing the seven community colleges.

Effective with the summer 2016 reporting term, data were extracted from the Central Station Instance (CSI) using one report rather than consolidating individual customized reports from all seven colleges. All enrollment reports have the foundation of:

- Student enrollment being counted the day after 12% of each course has been completed.
- "Full-time equivalency means the number of approved academic or vocational-technical credit hours for each class for which students are enrolled divided by twelve (12)". W.S. 21-18-102 (a)(xii).
- Student headcount includes students who are enrolled for a letter grade, pass/fail designation as well as those who are auditing a course.
- "Duplicated headcount" means that within a survey or polling exercise of numerous programs and/or courses, a student may be counted more than once". WCCC Rules-2017
- "Unduplicated headcount" means that within a survey or polling exercise of numerous programs and/or courses, a student shall be counted only once". WCCC Rules- 2017
- "Concurrent enrollment course" means a college course taught by high school faculty who have been approved as community college adjunct faculty and who are teaching said course as part of their duties as a school district employee. As such, these college courses simultaneously satisfy high school graduation requirements. These courses have been approved by the community college as having equivalent course content, learning objectives and work assignments as an existing college course. Course content and learning objectives are equivalent to the related community college course as determined and defined by community college faculty. WCCC Rules- 2017
- "Dual enrollment credit" means credit given to qualified high school students who complete college level courses for which the community college hires and pays the instructor and in which the school district agrees to allow high school graduation credit. WCCC Rules- 2017

*Full-time equivalencies (FTE) reported in tables 1, 5, 7b, 8 and 10 may vary slightly due to rounding in the enrollment calculations.

**The data presented in this report may vary from enrollment reports posted on Wyoming college websites due to extraction date and sub-set parameter differences.

For additional information and discussion regarding this report, please refer to the Wyoming Community College Commission's meeting minutes for _____ located on the Commission's website at <http://communitycolleges.wy.edu>.



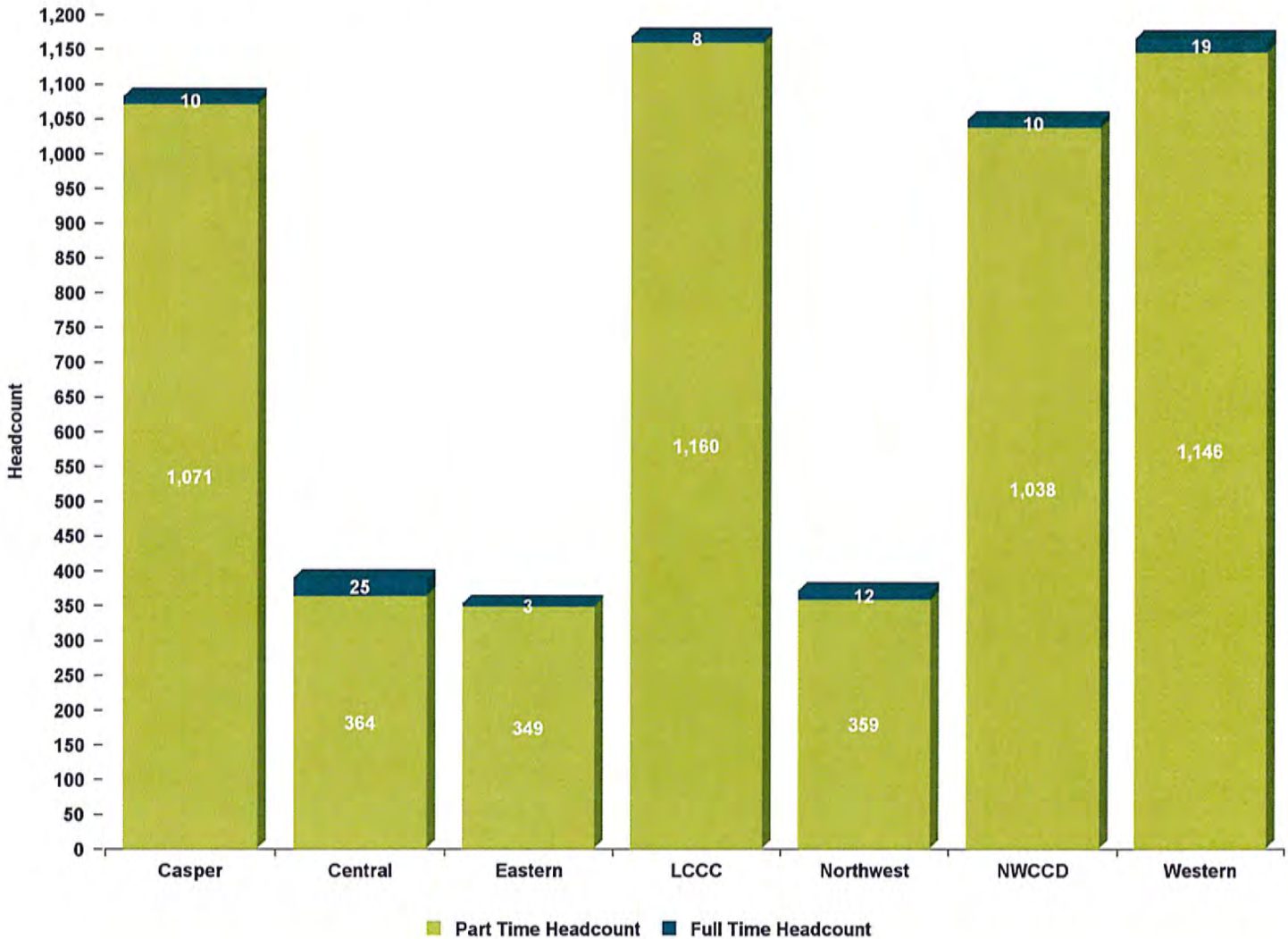
SUMMER '17 ENROLLMENT REPORT

Table 1: Credit Headcount & FTE

College	CREDIT HEADCOUNT			
	Full Time	Part Time	Total	%
Casper	10	1,071	1,081	19.4%
Central	25	364	389	7.0%
Eastern	3	349	352	6.3%
LCCC	8	1,160	1,168	21.0%
Northwest	12	359	371	6.7%
NWCCD	10	1,038	1,048	18.8%
Western	19	1,146	1,165	20.9%
Total	87	5,487	5,574	100.0%
Percent	1.6%	98.4%	100.0%	

College	CREDIT FTE			
	Full Time	Part Time	Total	%
Casper	10.7	388.6	399.3	21.4%
Central	27.7	130.6	158.3	8.5%
Eastern	3.3	90.6	93.9	5.0%
LCCC	8.3	460.7	469.0	25.1%
Northwest	13.5	115.7	129.2	6.9%
NWCCD	10.4	293.8	304.2	16.3%
Western	21.2	290.9	312.0	16.7%
Total	95.2	1,770.7	1,865.9	100.0%
Percent	5.1%	94.9%	100.0%	

Source: Wyoming Community College Commission





SUMMER '17 ENROLLMENT REPORT

Table 2: Credit Headcount by Age

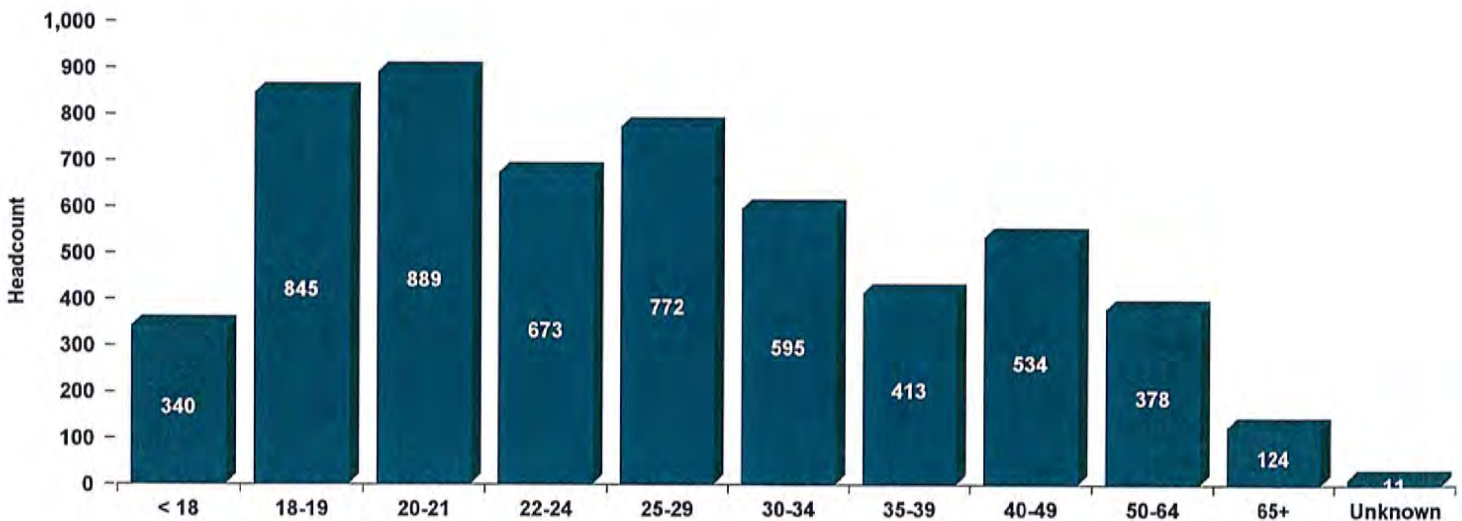
College	< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	TOTAL
Casper	74	151	198	146	179	109	70	86	39	29	0	1,081
Central	11	52	61	40	42	63	36	48	33	3	0	389
Eastern	25	65	43	38	24	24	30	40	33	30	0	352
LCCC	131	163	191	183	189	116	53	68	54	20	0	1,168
Northwest	18	75	76	55	40	34	17	24	19	13	0	371
NWCCD	23	155	146	96	157	132	109	122	91	17	0	1,048
Western	58	184	174	115	141	117	98	146	109	12	11	1,165
Total	340	845	889	673	772	595	413	534	378	124	11	5,574

Percent	6.1%	15.2%	15.9%	12.1%	13.9%	10.7%	7.4%	9.6%	6.8%	2.2%	0.2%	100.0%
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Average Age	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Systemwide
Female	27.6	30.6	30.3	26.9	28.2	28.1	27.3	27.9
Male	29.4	30.7	38.9	27.1	26.7	33.5	33.0	31.3
Full Time	24.7	29.3	31.3	25.4	26.8	25.7	31.8	28.3
Part Time	28.2	30.7	33.3	27.0	27.7	31.0	30.3	29.4
Total	28.2	30.6	33.3	27.0	27.7	31.0	30.3	29.3

Median Age	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Systemwide
Female	23	28	23	23	22	25	22	23
Male	25	26	31	23	23	31	30	27
Full Time	23	27	31	25	26	22	32	25
Part Time	24	28	25	23	22	28	26	25
Total	24	28	25.5	23	22	28	26	25

Students with unreported birth dates are excluded. The male and female statistics exclude students with unreported gender.
 Source: Wyoming Community College Commission



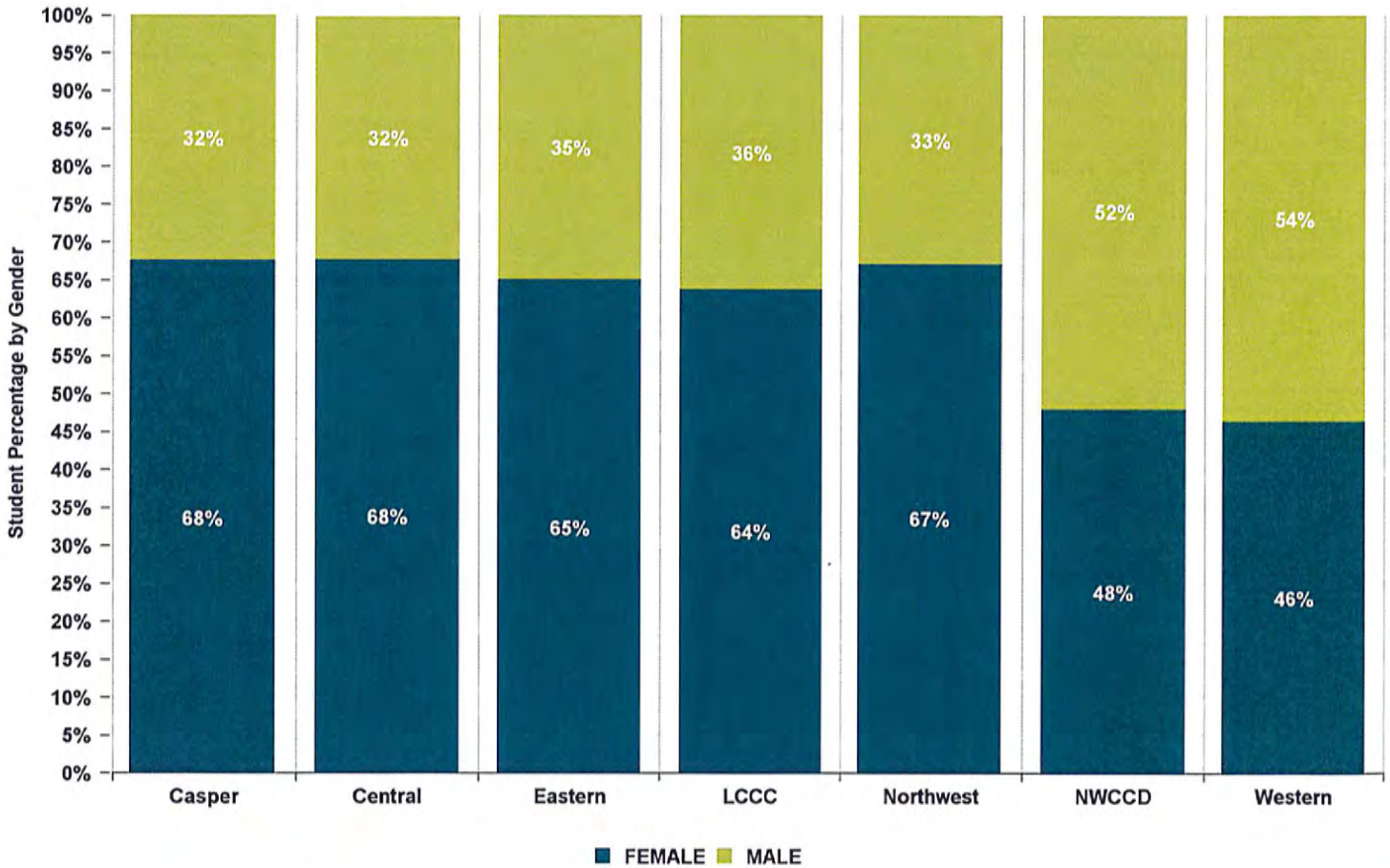


SUMMER '17 ENROLLMENT REPORT

Table 3: Credit Headcount by Gender

College	SUMMER				TOTAL
	Male	% Male	Female	% Female	
Casper	351	32.5%	730	67.5%	1,081
Central	125	32.1%	263	67.6%	389
Eastern	123	34.9%	229	65.1%	352
LCCC	423	36.2%	745	63.8%	1,168
Northwest	122	32.9%	249	67.1%	371
NWCCD	545	52.0%	503	48.0%	1,048
Western	625	53.6%	540	46.4%	1,165
Total	2,314	41.5%	3,259	58.5%	5,574

These data do not reflect those not reported as male or female.
 Source: Wyoming Community College Commission





SUMMER '17 ENROLLMENT REPORT

Table 4: Credit Headcount by Residency

County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	% of In-State	County Pop.**	****Credit Students as % of Pop.
Albany	29	6	4	214	6	4	13	276	5.7%	37,956	0.7%
Big Horn	9	1	2	12	49	9	1	83	1.7%	12,022	0.7%
Campbell	33	1	5	9	2	507	2	559	11.6%	49,220	1.1%
Carbon	13	15	0	14	1	3	47	93	1.9%	15,559	0.6%
Converse	47	1	31	9	2	3	5	98	2.0%	14,236	0.7%
Crook	3	1	15	3	0	22	0	44	0.9%	7,444	0.6%
Fremont	22	202	5	12	4	9	7	261	5.4%	40,315	0.6%
Goshen	7	0	125	9	2	3	0	146	3.0%	13,383	1.1%
Hot Springs	8	6	0	0	3	1	0	18	0.4%	4,741	0.4%
Johnson	5	0	0	3	4	46	2	60	1.2%	8,585	0.7%
Laramie	38	4	3	630	2	9	9	695	14.4%	97,121	0.7%
Lincoln	4	10	0	8	2	1	48	73	1.5%	18,722	0.4%
Natrona	661	3	8	23	4	17	15	731	15.1%	82,178	0.9%
Niobrara	4	0	27	2	0	0	0	33	0.7%	2,542	1.3%
Park	9	4	4	8	176	13	5	219	4.5%	29,228	0.7%
Platte	16	0	14	17	1	7	1	56	1.2%	8,812	0.6%
Sheridan	18	1	4	7	4	229	5	268	5.5%	30,009	0.9%
Sublette	5	0	0	15	0	1	26	47	1.0%	9,899	0.5%
Sweetwater	14	1	1	23	4	3	700	746	15.4%	44,626	1.7%
Teton	12	47	1	4	3	1	7	75	1.5%	23,125	0.3%
Uinta	3	1	1	11	1	3	124	144	3.0%	20,822	0.7%
Washakie	13	3	0	4	6	3	3	32	0.7%	8,328	0.4%
Weston	7	0	58	4	0	12	1	82	1.7%	7,234	1.1%
In Tax District	661	202	125	630	176	229	700	2,723			
In Service Area ***	0	53	145	214	55	553	245	1,265			
Out of Service Area	319	52	38	197	45	124	76	851			
Total In-State	980	307	308	1,041	276	906	1,021	4,839			
Border States *	70	29	42	85	44	98	93	461			
All Other States	30	51	1	30	40	40	34	226			
International	1	2	1	12	11	4	17	48			
Total	1,081	389	352	1,168	371	1,048	1,165	5,574			
% In Tax District	61.1%	51.9%	35.5%	53.9%	47.4%	21.9%	60.1%	48.9%			
% In Service Area	0.0%	13.6%	41.2%	18.3%	14.8%	52.8%	21.0%	22.7%			
% Out of Service Area	29.5%	13.4%	10.8%	16.9%	12.1%	11.8%	6.5%	15.3%			
% In-State	90.7%	78.9%	87.5%	89.1%	74.4%	86.5%	87.6%	86.8%			
% Border States *	6.5%	7.5%	11.9%	7.3%	11.9%	9.4%	8.0%	8.3%			
% All Other States	2.8%	13.1%	0.3%	2.6%	10.8%	3.8%	2.9%	4.1%			
% International	0.1%	0.5%	0.3%	1.0%	3.0%	0.4%	1.5%	0.9%			

* Border states include Colorado, Utah, Idaho, Montana, South Dakota, and Nebraska.

** US Census Bureau Estimate www.census.gov/quickfacts/table

*** Casper is the only college with one service area.

**** Total In-State Credit Students as % of Population: 0.8%

BOLD:
College Location

BLUE:
College Service Area

Source: Wyoming Community College Commission



SUMMER '17 ENROLLMENT REPORT

Table 5: Credit FTE by Residency

WY County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total
Albany	8.9	2.0	1.2	<u>82.8</u>	1.7	1.5	4.1	102.2
Big Horn	3.7	0.3	0.3	3.2	<u>19.1</u>	2.8	0.1	29.4
Campbell	11.8	0.6	1.3	3.1	1.2	<u>139.2</u>	0.7	157.8
Carbon	5.9	8.8	0.0	5.3	0.5	0.3	<u>13.8</u>	34.7
Converse	20.4	0.3	<u>9.3</u>	3.4	0.2	0.5	1.3	35.3
Crook	1.2	0.3	<u>4.7</u>	1.3	0.0	4.9	0.0	12.2
Fremont	10.1	<u>86.5</u>	1.9	5.9	1.1	3.1	2.3	110.9
Goshen	3.6	0.0	<u>30.2</u>	3.8	0.6	1.0	0.0	39.1
Hot Springs	3.5	<u>2.8</u>	0.0	0.0	1.3	0.5	0.0	8.1
Johnson	1.8	0.0	0.0	0.8	1.2	<u>15.4</u>	0.7	19.7
Laramie	14.2	1.1	0.8	<u>255.7</u>	0.5	2.9	2.5	277.6
Lincoln	1.3	3.7	0.0	2.8	0.5	0.8	<u>13.3</u>	22.3
Natrona	<u>236.4</u>	1.3	2.3	9.4	1.3	3.9	3.9	258.5
Niobrara	1.6	0.0	<u>8.3</u>	1.4	0.0	0.0	0.0	11.3
Park	3.0	1.0	0.9	2.9	<u>60.1</u>	4.2	1.4	73.5
Platte	5.9	0.0	<u>3.8</u>	7.1	0.5	1.5	0.3	18.9
Sheridan	7.0	0.3	1.5	2.6	1.5	<u>78.4</u>	2.8	94.0
Sublette	2.1	0.0	0.0	5.5	0.0	0.5	<u>7.5</u>	15.6
Sweetwater	5.3	0.3	0.8	8.7	1.2	0.5	<u>180.0</u>	196.8
Teton	4.5	<u>15.8</u>	0.3	1.6	0.9	0.3	2.3	25.7
Uinta	0.9	0.6	0.3	2.9	0.6	1.1	<u>33.5</u>	40.0
Washakie	5.1	1.0	0.0	2.3	<u>2.5</u>	1.6	0.9	13.3
Weston	3.1	0.0	<u>11.9</u>	1.5	0.0	2.4	0.3	19.1
In Tax District	236.4	86.5	30.2	255.7	60.1	78.4	180.0	927.1
In Service Area **	0.0	18.7	37.8	82.8	21.6	154.6	68.0	383.5
Out of Service Area	124.8	21.3	11.8	75.3	14.6	34.1	23.4	305.2
Total In-State	361.2	126.4	79.8	413.8	96.3	267.0	271.5	1,615.9
Border States *	24.47	8.58	14	37.33	15.08	26	25.83	151.3
All Other States	13.4	23.1	0.1	13.2	12.8	9.1	7.6	79.3
International	0.3	0.3	0.1	4.7	5.0	2.0	7.2	19.5
Total	399.3	158.3	93.9	469.0	129.2	304.2	312.0	1,865.9
% In Tax District	59.2%	54.6%	32.1%	54.5%	46.5%	25.8%	57.7%	49.7%
% In Service Area	0.0%	11.8%	40.3%	17.7%	16.7%	50.8%	21.8%	20.6%
% Out of Service Area	31.3%	13.4%	12.5%	16.1%	11.3%	11.2%	7.5%	16.4%
% In-State	90.5%	79.8%	84.9%	88.2%	74.5%	87.8%	87.0%	86.6%
% Border States *	6.1%	5.4%	14.9%	8.0%	11.7%	8.5%	8.3%	8.1%
% All Other States	3.4%	14.6%	0.1%	2.8%	9.9%	3.0%	2.4%	4.2%
% International	0.1%	0.2%	0.1%	1.0%	3.9%	0.7%	2.3%	1.0%

* Border states include Colorado, Utah, Idaho, Montana, South Dakota, and Nebraska.

** Casper is the only college with one service area.

Source: Wyoming Community College Commission



SUMMER '17 ENROLLMENT REPORT

Table 6: Headcount by Credit Hours

*Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent
<1	1	25	1	0	4	245	183	459	8.2%
1	71	20	89	29	33	139	258	639	11.5%
2	64	6	45	22	37	24	116	314	5.6%
3	301	122	98	445	125	206	199	1,496	26.8%
Sub Total	437	173	233	496	199	614	756	2,908	52.2%
4	271	72	78	205	60	152	176	1,014	18.2%
5	59	8	2	22	19	17	19	146	2.6%
6	110	36	15	177	46	111	69	564	10.1%
Sub Total	440	116	95	404	125	280	264	1,724	30.9%
7	106	38	6	101	18	75	63	407	7.3%
8	50	9	5	61	3	28	22	178	3.2%
9	15	12	7	55	5	16	22	132	2.4%
Sub Total	171	59	18	217	26	119	107	717	12.9%
10	16	10	3	38	6	15	13	101	1.8%
11	7	6	0	5	3	10	6	37	0.7%
12	5	11	2	5	2	7	8	40	0.7%
Sub Total	28	27	5	48	11	32	27	178	3.2%
13	2	7	0	2	2	2	4	19	0.3%
14	3	2	0	1	8	0	3	17	0.3%
15	0	1	0	0	0	1	2	4	0.1%
Sub Total	5	10		3	10	3	9	40	0.7%
16	0	3	1	0	0	0	0	4	0.1%
17	0	0	0	0	0	0	2	2	0.0%
Sub Total		3	1				2	6	0.1%
19	0	1	0	0	0	0	0	1	0.0%
Sub Total		1						1	0.0%
Total	1,081	389	352	1,168	371	1,048	1,165	5,574	100.0%

* Credit hour bands with zero students are not shown
 Source: Wyoming Community College Commission



SUMMER '17 ENROLLMENT REPORT

Table 7a: Credit Headcount by Program of Study

College	Full Time			Part Time			Total		
	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate
Casper	6	2	2	422	191	458	428	193	460
Central	11	14	0	134	119	111	145	133	111
Eastern	0	2	1	81	51	217	81	53	218
LCCC	5	2	1	566	229	365	571	231	366
Northwest	3	8	1	175	25	159	178	33	160
NWCCD	7	1	2	444	454	140	451	455	142
Western	9	8	2	433	204	509	442	212	511
Total	41	37	9	2,255	1,273	1,959	2,296	1,310	1,968
Percent	47.1%	42.5%	10.3%	41.1%	23.2%	35.7%	41.2%	23.5%	35.3%

*Transfer Preparation programs provide students with the first two years of an education sequence designed to transition to a Bachelor's Degree program. Programs generally lead to an AA, AB, AFA or AS degree.

**Career Technical programs are designed to prepare students for entry into a specific occupational area or advancement in the workplace immediately upon completion/graduation. Programs generally lead to Certificates or an ADN or AAS degree.

Source: Wyoming Community College Commission



SUMMER '17 ENROLLMENT REPORT

Table 7b: FTE by Program of Study

College	Full Time			Part Time			Total		
	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate
Casper	6.5	2.2	2.0	172.4	78.9	137.4	178.9	81.1	139.4
Central	12.3	15.5	0.0	53.1	52.9	24.6	65.3	68.4	24.6
Eastern	0.0	2.3	1.0	25.5	16.8	48.3	25.5	19.1	49.3
LCCC	5.0	2.3	1.1	242.3	116.5	101.8	247.3	118.8	102.9
Northwest	3.2	9.3	1.1	63.6	9.1	43.0	66.8	18.3	44.0
NWCCD	7.1	1.0	2.3	188.3	64.4	41.1	195.4	65.4	43.4
Western	10.1	8.8	2.3	125.0	69.6	96.2	135.1	78.3	98.6
Total	44.1	41.3	9.8	870.2	408.0	492.5	914.3	449.3	502.3
Percent	46.3%	43.3%	10.3%	49.1%	23.0%	27.8%	49.0%	24.1%	26.9%

*Transfer Preparation programs provide students with the first two years of an education sequence designed to transition to a Bachelor's Degree program. Programs generally lead to an AA, AB, AFA or AS degree.

**Career Technical programs are designed to prepare students for entry into a specific occupational area or advancement in the workplace immediately upon completion/graduation. Programs generally lead to Certificates or an ADN or AAS degree.

Source: Wyoming Community College Commission

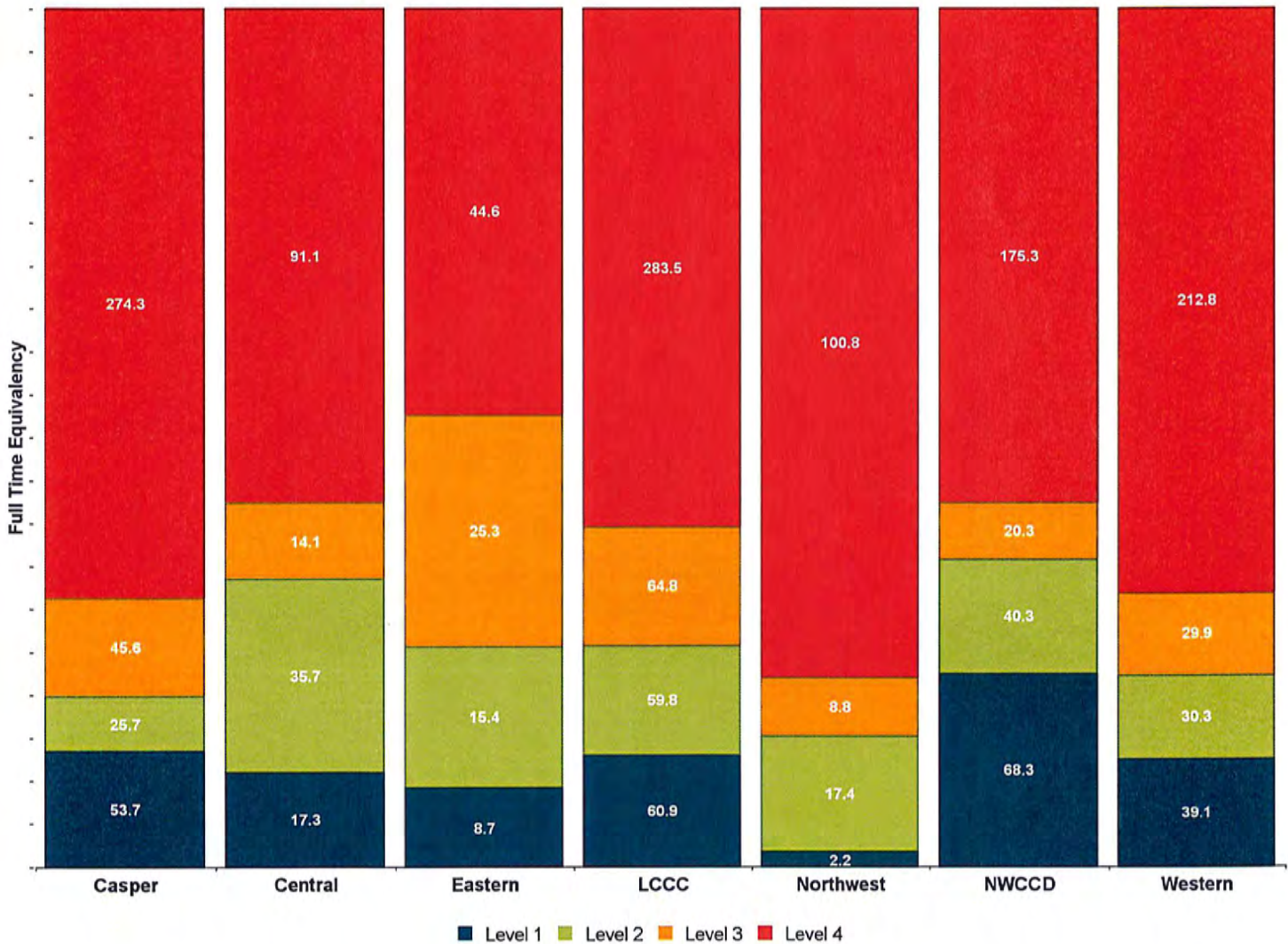


SUMMER '17 ENROLLMENT REPORT

Table 8: Level of Instruction

College	Level 1 FTE	Level 2 FTE	Level 3 FTE	Level 4 FTE	TOTAL
Casper	53.7	25.7	45.6	274.3	399.3
Central	17.3	35.7	14.1	91.1	158.2
Eastern	8.7	15.4	25.2	44.6	93.9
LCCC	60.9	59.8	64.8	283.5	469.0
Northwest	2.2	17.4	8.8	100.7	129.2
NWCCD	68.3	40.3	20.3	175.3	304.2
Western	39.1	30.3	29.9	212.8	312.0
Total	250.2	224.5	208.7	1,182.3	1,865.7

Level 1 = Lecture, Level 2 = Laboratory, Level 3 = High Technology, Level 4 = Distance
 Does not include classes with a blank or undefined Level.
 Source: Wyoming Community College Commission



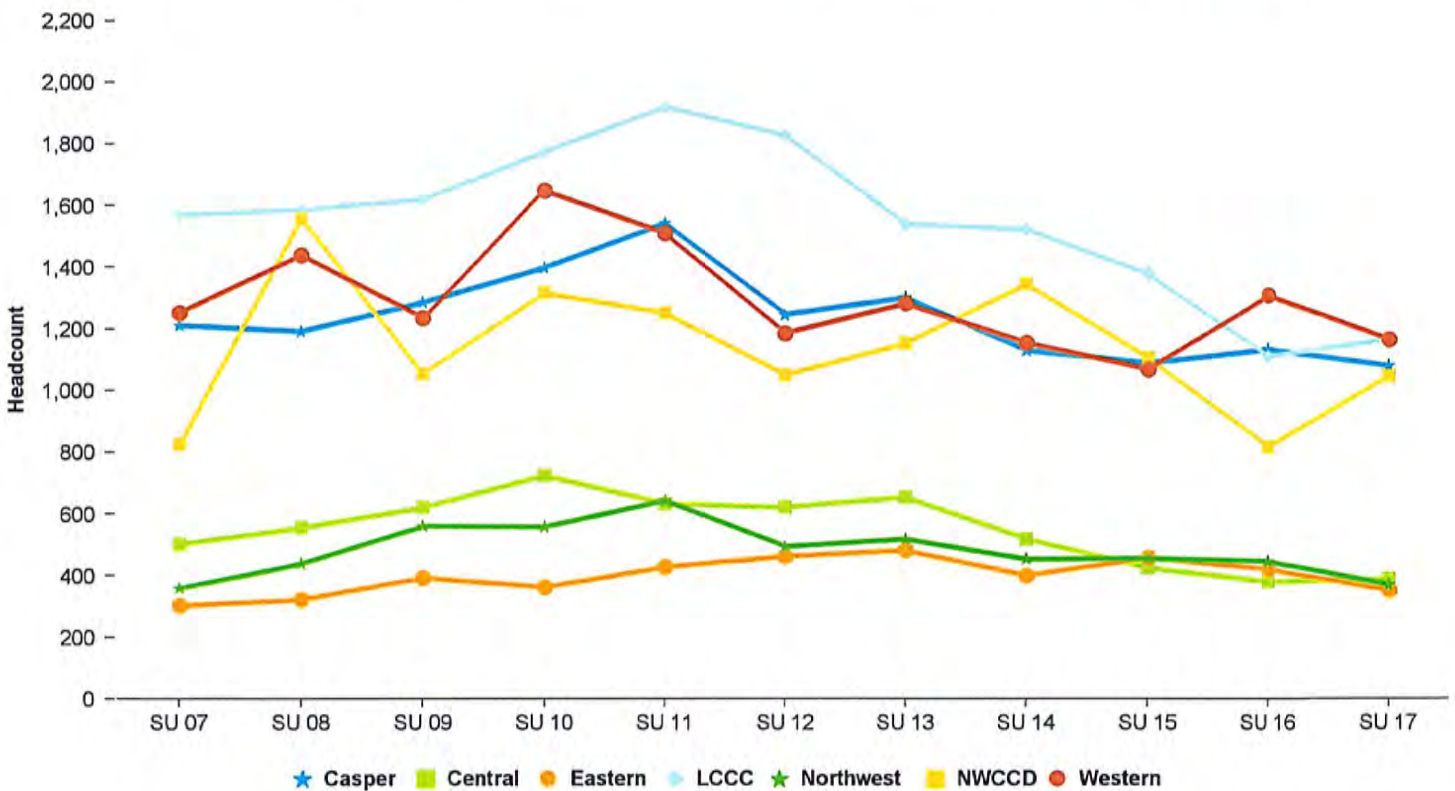


SUMMER '17 ENROLLMENT REPORT

Table 9: History of Headcount

Semester	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	TOTAL	Percent Change
SUMMER 07	1,212	501	302	1,568	358	825	1,251	6,017	N/A
SUMMER 08	1,192	554	322	1,585	438	1,555	1,439	7,085	17.7%
SUMMER 09	1,286	620	393	1,619	560	1,054	1,235	6,767	-4.5%
SUMMER 10	1,399	725	363	1,774	558	1,316	1,649	7,784	15.0%
SUMMER 11	1,544	633	428	1,920	644	1,251	1,510	7,930	1.9%
SUMMER 12	1,248	622	463	1,828	495	1,050	1,186	6,892	-13.1%
SUMMER 13	1,303	655	482	1,541	519	1,153	1,282	6,935	0.6%
SUMMER 14	1,132	519	401	1,524	454	1,345	1,155	6,530	-5.8%
SUMMER 15	1,091	426	458	1,380	457	1,106	1,070	5,988	-8.3%
SUMMER 16	1,135	380	421	1,111	447	815	1,309	5,618	-6.2%
SUMMER 17	1,081	389	352	1,168	371	1,048	1,165	5,574	-0.8%
10-Yr Change	-10.8%	-22.4%	16.6%	-25.5%	3.6%	27.0%	-6.9%	-7.4%	
5-Yr Change	-13.4%	-37.5%	-24.0%	-36.1%	-25.1%	-0.2%	-1.8%	-19.1%	
1-Yr Change	-4.8%	2.4%	-16.4%	5.1%	-17.0%	28.6%	-11.0%	-0.8%	

Source: Wyoming Community College Commission



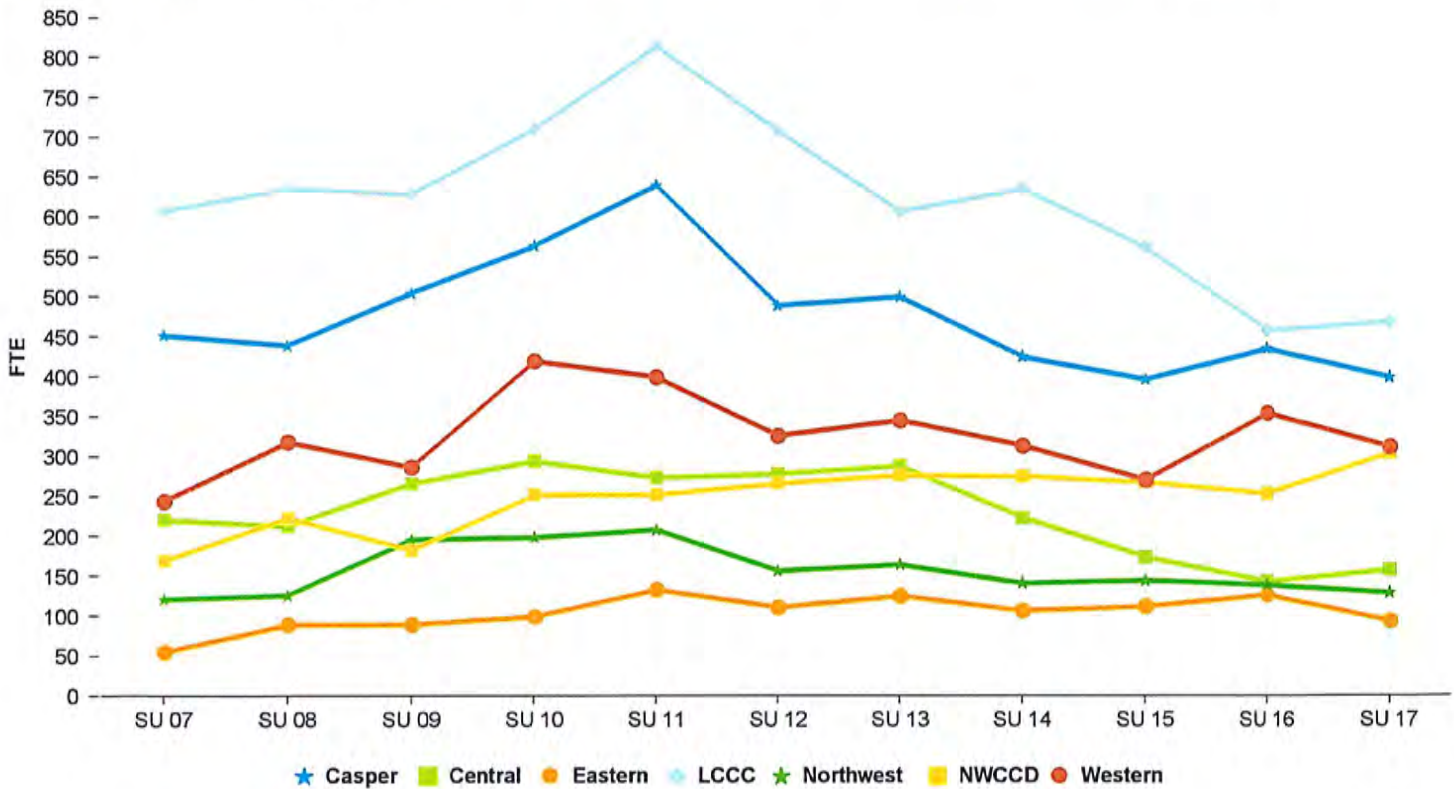


SUMMER '17 ENROLLMENT REPORT

Table 10: History of FTE Enrollment

Semester	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	TOTAL	Percent Change
SUMMER 07	451.6	220.3	54.7	606.9	120.9	169.3	243.8	1,867.5	N/A
SUMMER 08	438.9	212.5	89.1	634.8	125.9	222.9	318.1	2,042.2	9.4%
SUMMER 09	505.1	266.3	89.6	628.1	196.1	182.7	286.4	2,154.2	5.5%
SUMMER 10	564.0	294.2	99.3	710.4	198.7	251.9	419.4	2,538.0	17.8%
SUMMER 11	640.3	273.7	133.1	813.8	208.4	251.9	399.3	2,720.5	7.2%
SUMMER 12	489.6	278.3	111.1	708.3	157.0	266.3	326.2	2,336.8	-14.1%
SUMMER 13	500.7	288.3	125.4	606.9	164.8	276.7	345.7	2,308.5	-1.2%
SUMMER 14	425.2	223.8	107.0	635.3	141.5	275.5	313.9	2,122.2	-8.1%
SUMMER 15	396.9	174.5	112.2	561.9	145.1	267.9	271.0	1,929.5	-9.1%
SUMMER 16	435.7	143.2	126.9	458.2	139.3	253.3	354.9	1,911.5	-0.9%
SUMMER 17	399.3	158.3	93.9	469.0	129.2	304.2	312.0	1,865.9	-2.4%
10-Yr Change	-11.6%	-28.1%	71.7%	-22.7%	6.9%	79.7%	28.0%	-0.1%	
5-Yr Change	-18.4%	-43.1%	-15.5%	-33.8%	-17.7%	14.2%	-4.3%	-20.2%	
1-Yr Change	-8.4%	10.5%	-26.0%	2.4%	-7.3%	20.1%	-12.1%	-2.4%	

Source: Wyoming Community College Commission



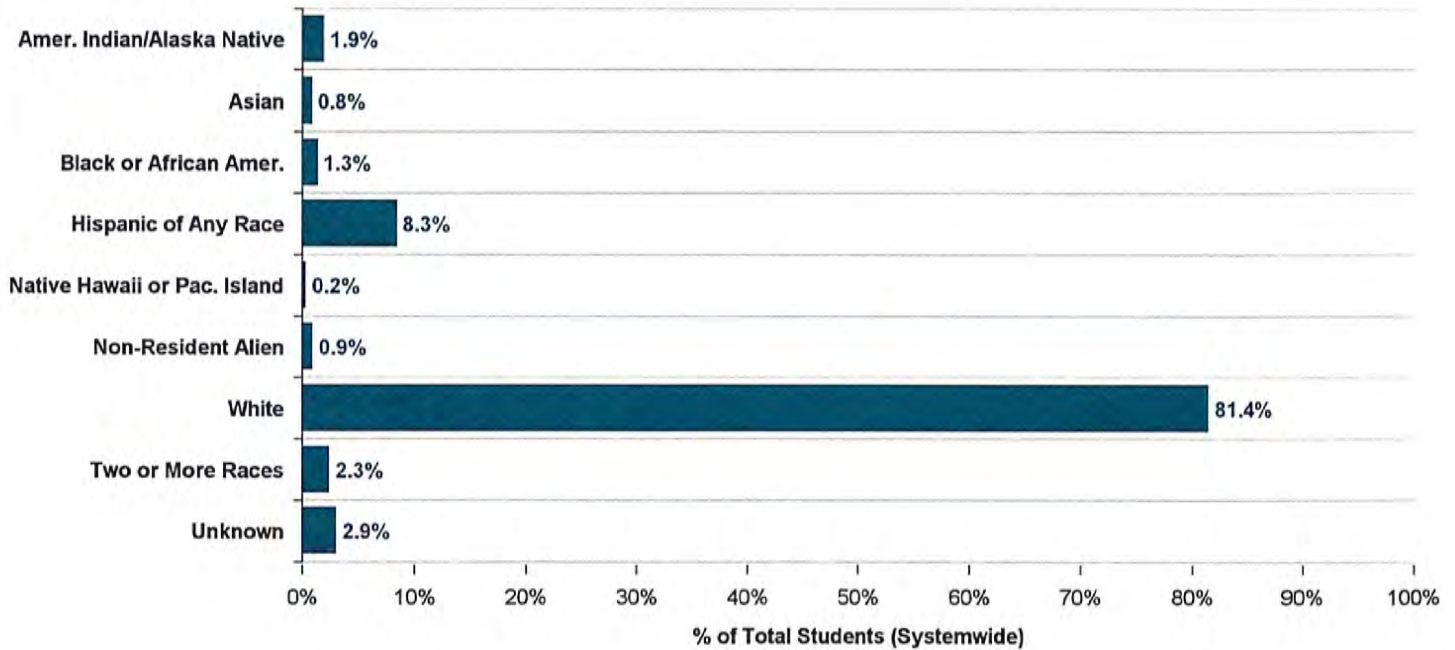


SUMMER '17 ENROLLMENT REPORT

Table 11: Headcount by Race/Ethnicity

Race/Ethnicity	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	%
Amer. Indian/Alaska Native	9	39	8	9	4	16	19	104	1.9%
Asian	10	0	1	14	4	3	11	43	0.8%
Black or African Amer.	9	0	2	33	3	9	15	71	1.3%
Hispanic of Any Race	67	19	24	131	20	78	125	464	8.3%
Native Hawaii or Pac. Island	1	0	2	6	1	0	3	13	0.2%
Non-Resident Alien	1	2	1	12	11	4	17	48	0.9%
White	933	260	309	853	320	911	951	4,537	81.4%
Two or More Races	26	12	5	29	7	27	24	130	2.3%
Unknown	25	57	0	81	1	0	0	164	2.9%
Total	1,081	389	352	1,168	371	1,048	1,165	5,574	100.0%

Source: Wyoming Community College Commission





SUMMER '17 ENROLLMENT REPORT

Table 12: Scope of Non-Credit Service Headcount

College	Continuing Education			Community Service			Total Non-Credit Enrollment		
	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated
Casper	130	126	9.1%	1,129	767	32.2%	1,259	892	24.2%
Central	16	9	0.7%	223	196	8.2%	239	205	5.6%
Eastern	71	64	4.6%	336	277	11.6%	407	332	9.0%
LCCC	667	482	35.0%	1,185	667	28.0%	1,852	1,087	29.5%
Northwest	50	50	3.6%	16	16	0.7%	66	66	1.8%
NWCCD	63	62	4.5%	135	127	5.3%	198	189	5.1%
Western	662	585	42.5%	340	334	14.0%	1,002	918	24.9%
Total	1,659	1,378	100.0%	3,364	2,384	100.0%	5,023	3,689	100.0%

Source: Wyoming Community College Commission



SUMMER '17 ENROLLMENT REPORT

Table 13: Students Auditing Courses

Credit Headcount

College	Exclusively Auditing	*Credit Students Auditing
Casper	42	7
Central	16	1
Eastern	49	0
LCCC	37	2
Northwest	6	1
NWCCD	1	0
Western	8	1
Total	159	12

FTE

College	Exclusively Auditing	*Credit Students Auditing
Casper	6.2	4.1
Central	1.9	0.3
Eastern	4.3	0.0
LCCC	7.5	0.7
Northwest	0.5	0.1
NWCCD	0.1	0.0
Western	0.8	0.3
Total	21.3	5.5

* Represents students taking audit hours within regular course schedule
 Source: Wyoming Community College Commission



SUMMER '17 ENROLLMENT REPORT

Table 14: Alternative Delivery Courses

Enrollment and Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	System Total
Concurrent Enrollment Headcount	0	0	0	124	16	0	0	140
% of total students enrolled in Concurrent Enrollment credits	0.0%	0.0%	0.0%	10.6%	4.3%	0.0%	0.0%	2.5%
Concurrent Enrollment student credit hours	0.0	0.0	0.0	372.0	48.0	0.0	0.0	420.0
% of total student credit hours	0.0%	0.0%	0.0%	6.6%	3.1%	0.0%	0.0%	1.9%
Dual Enrollment Headcount	97	0	3	1	11	18	21	151
% of total students enrolled in 1+ credits as Dual Enrollment	9.0%	0.0%	0.9%	0.1%	3.0%	1.7%	1.8%	2.7%
Dual Enrollment student credit hours	306.0	0.0	12.0	4.0	37.0	83.0	67.0	509.0
% of total student credit hours	6.4%	0.0%	1.1%	0.1%	2.4%	2.3%	1.8%	2.3%
Remedial Headcount **	99	11	18	79	4	35	92	338
% of total students enrolled in 1+ remedial credits	9.2%	2.8%	5.1%	6.8%	1.1%	3.3%	7.9%	6.1%
Remedial student credit hours	396.0	33.0	54.0	298.0	16.0	140.0	351.0	1,288.0
% of total student credit hours	8.3%	1.7%	4.8%	5.3%	1.0%	3.8%	9.4%	5.8%

* Categories are not mutually exclusive. The same student could be enrolled in more than one of the above categories.

** Includes sections with Course Levels of DEV, DV, DVST, and REM.

*** English includes ENG courses and sections with course titles containing the terms Writing, Spelling, Grammar, and Reading. Math includes course titles w/ Math, Algebra, and Arithmetic.



SUMMER '17 ENROLLMENT REPORT

Table 15: Distance Education

Enrollment and Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	System Total
Distance Education Headcount *	760	237	148	775	280	480	535	3,215
% of total students enrolled in 1+ distance education credits	70.3%	60.9%	42.0%	66.4%	75.5%	45.8%	45.9%	57.7%
Distance Education student credit hours	3,292	1,093	535	3,402	1,209	2,183	2,553	14,267
% of total student credit hours	68.7%	57.5%	47.5%	60.4%	78.0%	59.8%	68.2%	63.7%

* Sections with Schedule Types of Internet (NET), Interactive Video (IV), HYBD (Hybrid Distance), HN (High School Concurrent Online), and Telecourse (TV).

Wyoming Community College Commission

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WYOMING
COMMUNITY COLLEGES

Wyoming Community College System
Fall 2017
Term Enrollment Report

DRAFT

Casper College ~ Central Wyoming College ~ Eastern Wyoming College
Laramie County Community College ~ Northwest College
Northern Wyoming Community College District
Western Wyoming Community College

WYOMING COMMUNITY COLLEGE SYSTEM
FALL 2017 ENROLLMENT REPORT

This report provides a look at the Fall 2017 term enrollment in categories such as student load, location and demographics of the community college student population. The content and format of this report have been developed through a collaborative effort between the Wyoming Community College Commission (WCCC), the Executive Council and the Data Governance/Institutional Research Council members representing the seven community colleges.

Effective with the summer 2016 reporting term, data were extracted from the Central Station Instance (CSI) using one report rather than consolidating individual customized reports from all seven colleges. All enrollment reports have the foundation of:

- Student enrollment being counted the day after 12% of each course has been completed.
- "Full-time equivalency means the number of approved academic or vocational-technical credit hours for each class for which students are enrolled divided by twelve (12)". W.S. 21-18-102 (a)(xii).
- Student headcount includes students who are enrolled for a letter grade, pass/fail designation as well as those who are auditing a course.
- "Duplicated headcount" means that within a survey or polling exercise of numerous programs and/or courses, a student may be counted more than once". WCCC Rules-2017
- "Unduplicated headcount" means that within a survey or polling exercise of numerous programs and/or courses, a student shall be counted only once". WCCC Rules- 2017
- "Concurrent enrollment course" means a college course taught by high school faculty who have been approved as community college adjunct faculty and who are teaching said course as part of their duties as a school district employee. As such, these college courses simultaneously satisfy high school graduation requirements. These courses have been approved by the community college as having equivalent course content, learning objectives and work assignments as an existing college course. Course content and learning objectives are equivalent to the related community college course as determined and defined by community college faculty. WCCC Rules- 2017
- "Dual enrollment credit" means credit given to qualified high school students who complete college level courses for which the community college hires and pays the instructor and in which the school district agrees to allow high school graduation credit. WCCC Rules- 2017

*Full-time equivalencies (FTE) reported in tables 1, 5, 7b, 8 and 10 may vary slightly due to rounding in the enrollment calculations.

**The data presented in this report may vary from enrollment reports posted on Wyoming college websites due to extraction date and sub-set parameter differences.

For additional information and discussion regarding this report, please refer to the Wyoming Community College Commission's meeting minutes for _____ located on the Commission's website at <http://communitycolleges.wy.edu>.



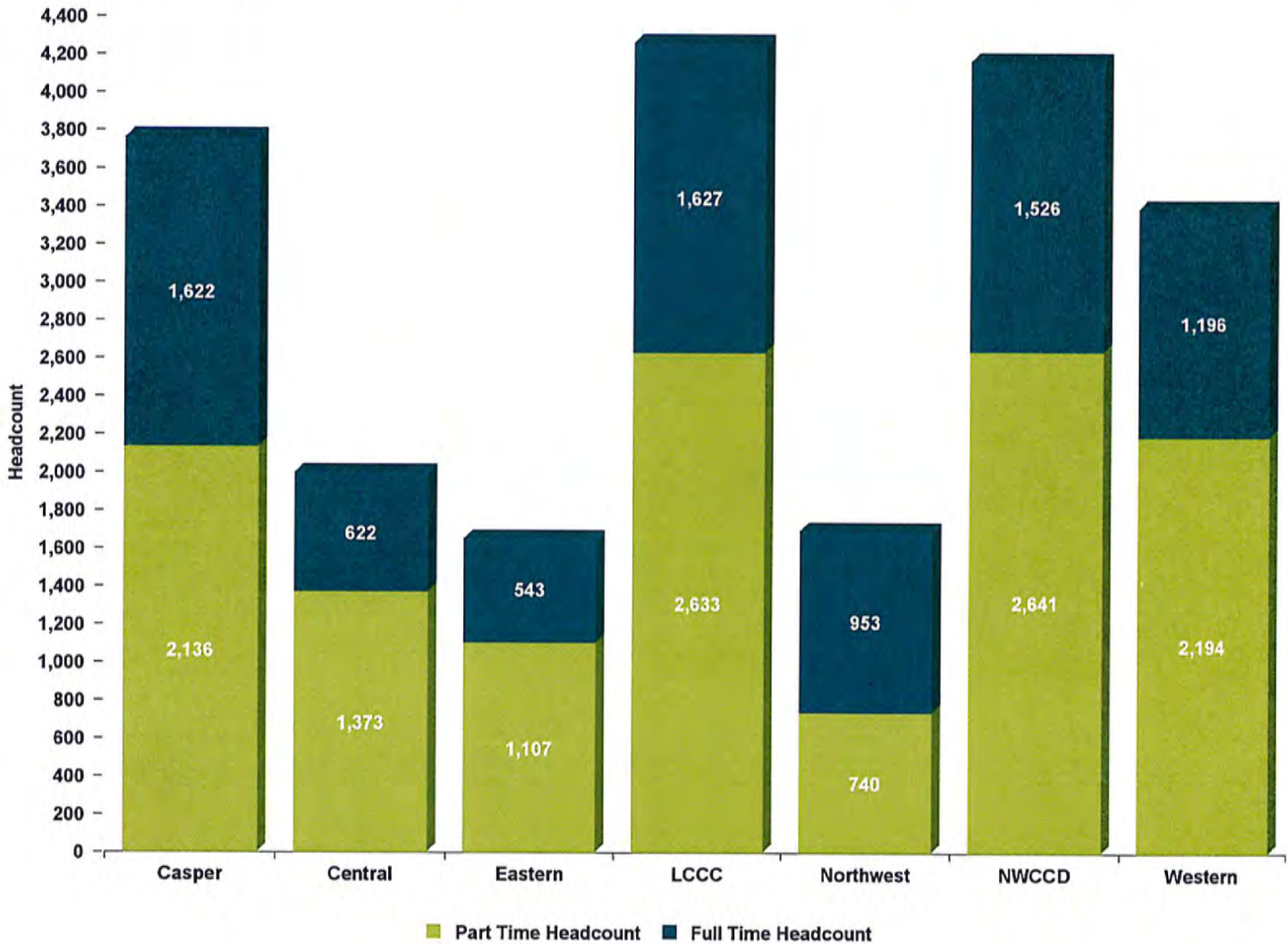
FALL '17 ENROLLMENT REPORT

Table 1: Credit Headcount & FTE

College	CREDIT HEADCOUNT			
	Full Time	Part Time	Total	%
Casper	1,622	2,136	3,758	18.0%
Central	622	1,373	1,995	9.5%
Eastern	543	1,107	1,650	7.9%
LCCC	1,627	2,633	4,260	20.4%
Northwest	953	740	1,693	8.1%
NWCCD	1,526	2,641	4,167	19.9%
Western	1,196	2,194	3,390	16.2%
Total	8,089	12,824	20,913	100.0%
Percent	38.7%	61.3%	100.0%	

College	CREDIT FTE			
	Full Time	Part Time	Total	%
Casper	1,999.3	945.5	2,944.8	19.6%
Central	760.0	568.1	1,328.2	8.8%
Eastern	699.2	429.3	1,128.5	7.5%
LCCC	1,942.0	1,103.0	3,045.0	20.3%
Northwest	1,242.4	306.7	1,549.0	10.3%
NWCCD	1,857.7	909.6	2,767.2	18.4%
Western	1,549.5	716.8	2,266.3	15.1%
Total	10,050.0	4,979.0	15,029.1	100.0%
Percent	66.9%	33.1%	100.0%	

Source: Wyoming Community College Commission





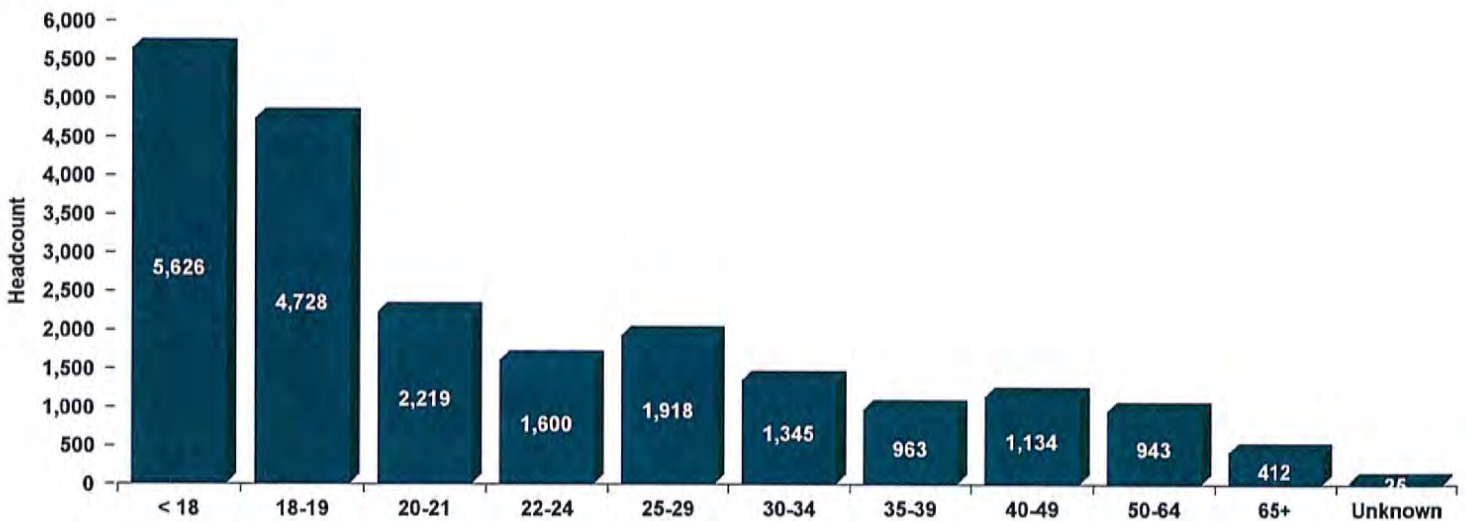
FALL '17 ENROLLMENT REPORT

Table 2: Credit Headcount by Age

College	< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	TOTAL
Casper	688	879	520	352	442	262	168	186	130	128	3	3,758
Central	718	331	177	121	161	143	95	128	87	33	1	1,995
Eastern	765	350	107	69	80	57	40	69	55	56	2	1,650
LCCC	924	953	544	465	485	301	152	183	172	80	1	4,260
Northwest	349	603	211	138	118	70	51	71	60	22	0	1,693
NWCCD	1,226	919	364	229	331	272	255	251	266	53	1	4,167
Western	956	693	296	226	301	240	202	246	173	40	17	3,390
Total	5,626	4,728	2,219	1,600	1,918	1,345	963	1,134	943	412	25	20,913
Percent	26.9%	22.6%	10.6%	7.7%	9.2%	6.4%	4.6%	5.4%	4.5%	2.0%	0.1%	100.0%

Average Age	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Systemwide
Female	26.0	24.8	22.6	25.2	24.6	23.4	24.4	24.6
Male	25.7	24.5	24.0	24.4	21.8	27.5	26.8	25.5
Full Time	22.7	22.2	20.4	22.9	20.9	21.8	22.0	22.1
Part Time	28.4	25.7	24.5	26.1	26.7	27.7	27.6	26.9
Total	25.9	24.6	23.2	24.9	23.5	25.5	25.6	25.0
Median Age	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Systemwide
Female	21	19	18	21	19	19	19	19
Male	20	19	18	20	19	20	20	20
Full Time	19	19	19	20	19	19	19	19
Part Time	22	19	17	21	20	21	22	21
Total	20	19	18	20	19	19	20	20

Students with unreported birth dates are excluded. The male and female statistics exclude students with unreported gender.
 Source: Wyoming Community College Commission



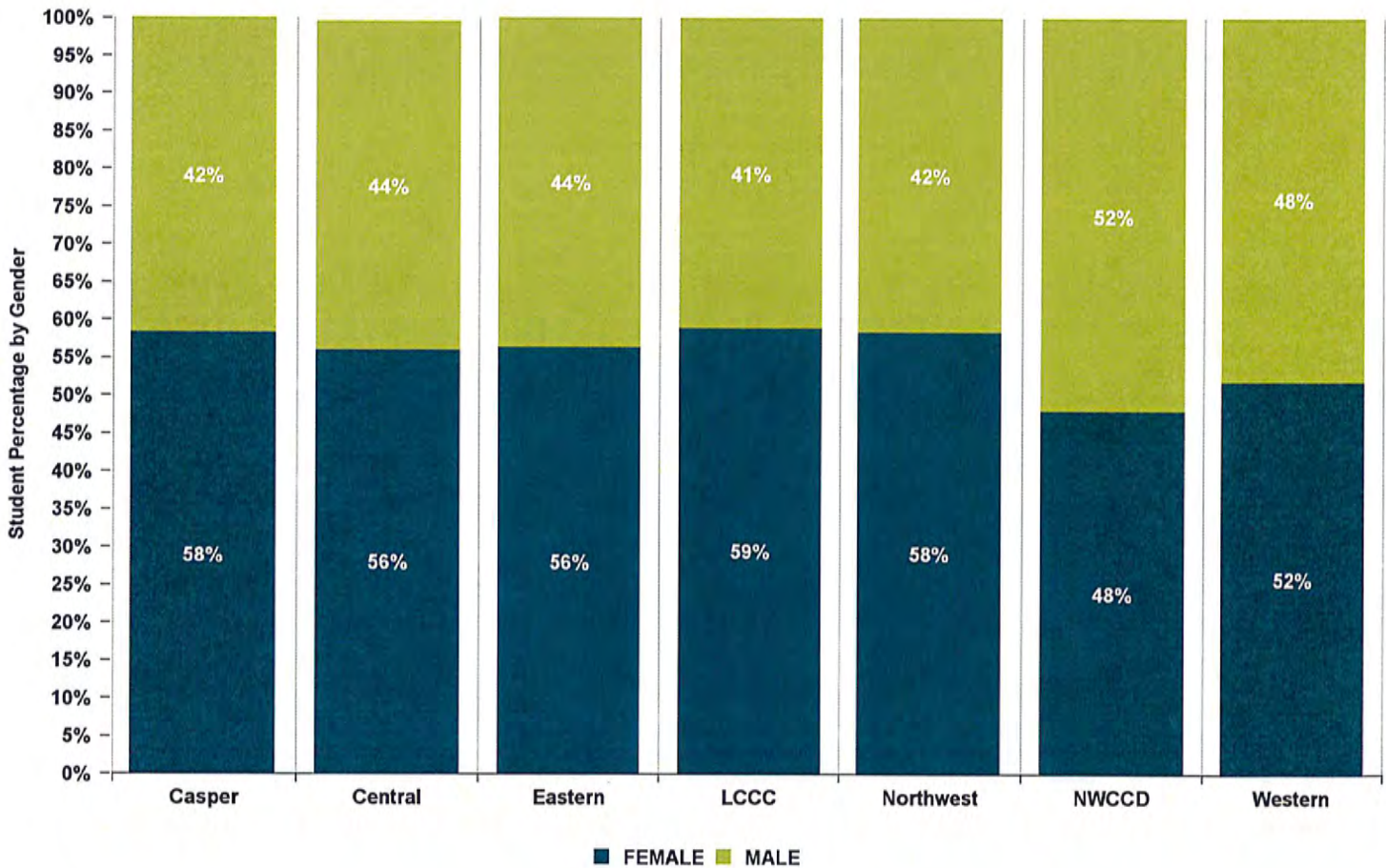


FALL '17 ENROLLMENT REPORT

Table 3: Credit Headcount by Gender

College	FALL				TOTAL
	Male	% Male	Female	% Female	
Casper	1,569	41.8%	2,188	58.2%	3,758
Central	869	43.6%	1,116	55.9%	1,995
Eastern	721	43.7%	929	56.3%	1,650
LCCC	1,751	41.1%	2,509	58.9%	4,260
Northwest	705	41.6%	988	58.4%	1,693
NWCCD	2,171	52.1%	1,996	47.9%	4,167
Western	1,633	48.2%	1,757	51.8%	3,390
Total	9,419	45.0%	11,483	54.9%	20,913

These data do not reflect those not reported as male or female.
Source: Wyoming Community College Commission





FALL '17 ENROLLMENT REPORT

Table 4: Credit Headcount by Residency

County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	% of In-State	County Pop.**	****Credit Students as % of Pop.
Albany	35	6	10	714	6	9	8	788	4.3%	37,956	2.1%
Big Horn	42	6	2	7	338	30	3	428	2.3%	12,022	3.6%
Campbell	77	12	16	32	18	1,785	4	1,944	10.5%	49,220	3.9%
Carbon	49	37	5	51	6	25	171	344	1.9%	15,559	2.2%
Converse	156	9	329	18	5	33	4	554	3.0%	14,236	3.9%
Crook	17	6	126	7	8	93	1	258	1.4%	7,444	3.5%
Fremont	82	1,083	20	30	14	18	18	1,265	6.9%	40,315	3.1%
Goshen	27	5	464	23	2	8	0	529	2.9%	13,383	4.0%
Hot Springs	14	104	2	9	13	7	1	150	0.8%	4,741	3.2%
Johnson	47	4	4	2	5	301	0	363	2.0%	8,585	4.2%
Laramie	82	47	42	2,653	4	23	11	2,862	15.5%	97,121	2.9%
Lincoln	12	29	4	18	15	6	299	383	2.1%	18,722	2.0%
Natrona	2,512	31	20	30	10	58	12	2,673	14.5%	82,178	3.3%
Niobrara	12	2	42	4	0	2	0	62	0.3%	2,542	2.4%
Park	40	13	7	20	780	43	4	907	4.9%	29,228	3.1%
Platte	49	0	148	36	2	14	2	251	1.4%	8,812	2.8%
Sheridan	37	5	8	17	12	1,135	3	1,217	6.6%	30,009	4.1%
Sublette	12	11	3	17	13	12	110	178	1.0%	9,899	1.8%
Sweetwater	31	12	7	26	11	14	1,817	1,918	10.4%	44,626	4.3%
Teton	26	300	3	14	2	6	2	353	1.9%	23,125	1.5%
Uinta	13	26	11	20	9	7	556	642	3.5%	20,822	3.1%
Unknown	0	1	0	1	0	2	0	4	0.0%	n/a	n/a
Washakie	33	12	3	6	64	33	2	153	0.8%	8,328	1.8%
Weston	29	4	165	9	4	30	0	241	1.3%	7,234	3.3%
In Tax District	2,512	1,083	464	2,653	780	1,135	1,817	10,444			
In Service Area ***	0	404	810	714	402	2,086	1,136	5,552			
Out of Service Area	922	278	167	397	159	473	75	2,471			
Total In-State	3,434	1,765	1,441	3,764	1,341	3,694	3,028	18,467			
Border States *	175	92	170	340	215	344	214	1,550			
All Other States	126	134	22	129	72	108	90	681			
International	23	4	17	27	65	21	58	215			
Total	3,758	1,995	1,650	4,260	1,693	4,167	3,390	20,913			
% In Tax District	66.8%	54.3%	28.1%	62.3%	46.1%	27.2%	53.6%	49.9%			
% In Service Area	0.0%	20.3%	49.1%	16.8%	23.7%	50.1%	33.5%	26.5%			
% Out of Service Area	24.5%	13.9%	10.1%	9.3%	9.4%	11.4%	2.2%	11.8%			
% In-State	91.4%	88.5%	87.3%	88.4%	79.2%	88.6%	89.3%	88.3%			
% Border States *	4.7%	4.6%	10.3%	8.0%	12.7%	8.3%	6.3%	7.4%			
% All Other States	3.4%	6.7%	1.3%	3.0%	4.3%	2.6%	2.7%	3.3%			
% International	0.6%	0.2%	1.0%	0.6%	3.8%	0.5%	1.7%	1.0%			

* Border states include Colorado, Utah, Idaho, Montana, South Dakota, and Nebraska.

** US Census Bureau Estimate www.census.gov/quickfacts/table

*** Casper is the only college with one service area.

**** Total In-State Credit Students as % of Population: 3.2%

BOLD:

College Location

BLUE:

College Service Area

Source: Wyoming Community College Commission



FALL '17 ENROLLMENT REPORT

Table 5: Credit FTE by Residency

WY County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total
Albany	25.2	4.8	6.8	<u>419.5</u>	7.6	9.8	1.5	475.2
Big Horn	45.4	4.3	0.8	5.9	<u>273.0</u>	27.3	1.5	358.3
Campbell	71.6	5.8	17.3	24.1	20.3	<u>955.8</u>	1.9	1,096.8
Carbon	48.2	24.7	4.8	53.0	8.3	15.9	<u>93.3</u>	248.1
Converse	142.6	6.0	<u>211.9</u>	14.3	5.9	18.1	3.8	402.6
Crook	14.7	3.7	<u>68.4</u>	4.3	9.3	58.4	0.3	159.0
Fremont	77.2	<u>754.6</u>	15.0	24.6	13.7	20.1	6.5	911.7
Goshen	26.8	2.7	<u>283.6</u>	20.0	1.6	9.3	0.0	343.9
Hot Springs	14.0	<u>53.7</u>	2.8	6.8	14.1	6.5	1.1	98.9
Johnson	26.8	4.0	4.9	1.6	4.9	<u>218.3</u>	0.0	260.5
Laramie	56.4	16.0	43.9	<u>1,831.7</u>	5.7	18.1	7.8	1,979.6
Lincoln	11.0	17.3	4.3	14.3	20.0	6.5	<u>172.8</u>	246.3
Natrona	<u>1,795.9</u>	22.6	15.2	21.3	10.3	41.4	4.3	1,910.8
Niobrara	13.9	2.8	<u>23.8</u>	4.4	0.0	2.5	0.0	47.4
Park	31.1	8.4	3.6	15.3	<u>597.1</u>	41.1	3.2	699.8
Platte	46.7	0.0	<u>84.2</u>	28.3	2.1	12.0	2.2	175.4
Sheridan	24.9	3.6	4.7	15.7	9.0	<u>769.1</u>	1.3	828.2
Sublette	12.8	8.9	3.7	17.3	17.7	12.0	<u>73.4</u>	145.8
Sweetwater	26.8	9.3	7.8	23.5	12.9	6.4	<u>1,195.5</u>	1,282.3
Teton	17.0	<u>150.1</u>	1.3	8.5	0.6	5.7	3.2	186.4
Uinta	12.1	13.8	13.1	16.0	11.1	7.8	<u>372.8</u>	446.6
Unknown	0.0	0.8	0.0	1.4	0.0	0.9	0.0	3.2
Washakie	33.7	8.8	4.2	6.3	<u>57.4</u>	36.8	1.7	148.8
Weston	30.8	3.4	<u>66.7</u>	9.8	3.8	15.2	0.0	129.8
In Tax District	1,795.9	754.6	283.6	1,831.7	597.1	769.1	1,195.5	7,227.6
In Service Area **	0.0	203.8	455.0	419.5	330.4	1,174.2	712.3	3,295.1
Out of Service Area	809.8	171.7	154.0	336.5	178.8	371.9	40.1	2,062.8
Total In-State	2,605.7	1,130.0	892.6	2,587.7	1,106.3	2,315.2	1,947.9	12,585.4
Border States *	191.53	81.5	187.92	318.92	274	326	176.71	1,556.57
All Other States	117.0	112.9	23.1	107.3	76.2	98.0	69.3	603.8
International	30.6	3.8	24.9	31.1	92.6	28.0	72.3	283.3
Total	2,944.8	1,328.2	1,128.5	3,045.0	1,549.0	2,767.2	2,266.3	15,029.1
% In Tax District	61.0%	56.8%	25.1%	60.2%	38.5%	27.8%	52.8%	48.1%
% In Service Area	0.0%	15.3%	40.3%	13.8%	21.3%	42.4%	31.4%	21.9%
% Out of Service Area	27.5%	12.9%	13.6%	11.1%	11.5%	13.4%	1.8%	13.7%
% In-State	88.5%	85.1%	79.1%	85.0%	71.4%	83.7%	86.0%	83.7%
% Border States *	6.5%	6.1%	16.7%	10.5%	17.7%	11.8%	7.8%	10.4%
% All Other States	4.0%	8.5%	2.0%	3.5%	4.9%	3.5%	3.1%	4.0%
% International	1.0%	0.3%	2.2%	1.0%	6.0%	1.0%	3.2%	1.9%

* Border states include Colorado, Utah, Idaho, Montana, South Dakota, and Nebraska.

** Casper is the only college with one service area.

Source: Wyoming Community College Commission



FALL '17 ENROLLMENT REPORT

Table 6: Headcount by Credit Hours

Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent
<1	28	58	2	1	13	523	223	848	4.1%
1	84	83	184	85	41	292	225	994	4.8%
2	121	68	81	101	14	60	215	660	3.2%
3	384	277	215	1,038	246	517	672	3,349	16.0%
Sub Total	617	486	482	1,225	314	1,392	1,335	5,851	28.0%
4	490	305	152	284	110	386	194	1,921	9.2%
5	107	37	66	58	30	52	26	376	1.8%
6	267	133	106	363	82	132	231	1,314	6.3%
Sub Total	864	475	324	705	222	570	451	3,611	17.3%
7	176	123	107	169	53	191	144	963	4.6%
8	108	73	52	97	29	99	57	515	2.5%
9	132	93	50	162	71	148	99	755	3.6%
Sub Total	416	289	209	428	153	438	300	2,233	10.7%
10	154	70	51	178	33	153	82	721	3.4%
11	85	53	41	97	18	88	26	408	2.0%
12	318	127	72	397	114	260	152	1,440	6.9%
Sub Total	557	250	164	672	165	501	260	2,569	12.3%
13	302	111	67	352	120	304	167	1,423	6.8%
14	278	107	71	218	111	267	145	1,197	5.7%
15	209	86	76	217	132	259	165	1,144	5.5%
Sub Total	789	304	214	787	363	830	477	3,764	18.0%
16	166	69	90	237	154	197	166	1,079	5.2%
17	122	44	59	89	117	103	146	680	3.3%
18	75	38	56	42	74	67	113	465	2.2%
Sub Total	363	151	205	368	345	367	425	2,224	10.6%
19	54	16	25	29	50	28	55	257	1.2%
20	27	8	14	12	53	19	33	166	0.8%
21	37	4	7	9	13	10	22	102	0.5%
Sub Total	118	28	46	50	116	57	110	525	2.5%
>21	34	12	6	25	15	12	32	136	0.7%
Sub Total	34	12	6	25	15	12	32	136	0.7%
Total	3,758	1,995	1,650	4,260	1,693	4,167	3,390	20,913	100.0%

Credit Hour bands are not displayed if there were no students associated with that particular number of credit hours.
 Source: Wyoming Community College Commission



FALL '17 ENROLLMENT REPORT

Table 7a: Credit Headcount by Program of Study

College	Full Time			Part Time			Total		
	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate
Casper	1,204	383	35	611	213	1,312	1,815	596	1,347
Central	340	203	79	164	215	994	504	418	1,073
Eastern	251	193	99	122	65	920	373	258	1,019
LCCC	1,172	444	11	897	298	1,438	2,069	742	1,449
Northwest	728	197	28	186	68	486	914	265	514
NWCCD	1,004	433	89	439	932	1,270	1,443	1,365	1,359
Western	749	407	40	511	252	1,431	1,260	659	1,471
Total	5,448	2,260	381	2,930	2,043	7,851	8,378	4,303	8,232
Percent	67.4%	27.9%	4.7%	22.8%	15.9%	61.2%	40.1%	20.6%	39.4%

*Transfer Preparation programs provide students with the first two years of an education sequence designed to transition to a Bachelor's Degree program. Programs generally lead to an AA, AB, AFA or AS degree.

**Career Technical programs are designed to prepare students for entry into a specific occupational area or advancement in the workplace immediately upon completion/graduation. Programs generally lead to Certificates or an ADN or AAS degree.

Source: Wyoming Community College Commission



FALL '17 ENROLLMENT REPORT

Table 7b: FTE by Program of Study

College	Full Time			Part Time			Total		
	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate
Casper	1,469.2	490.5	39.6	352.0	141.8	451.8	1,821.1	632.3	491.4
Central	419.2	249.9	91.0	91.0	121.4	355.7	510.2	371.3	446.7
Eastern	321.7	257.1	120.3	63.3	23.2	342.8	385.0	280.3	463.2
LCCC	1,382.7	547.4	12.0	510.3	175.1	417.6	1,893.0	722.5	429.6
Northwest	950.3	257.1	35.0	99.1	41.8	165.8	1,049.4	298.9	200.8
NWCCD	1,201.0	540.9	115.7	269.0	188.2	452.4	1,470.0	729.2	568.1
Western	977.8	524.2	47.5	183.5	117.6	415.8	1,161.2	641.8	463.2
Total	6,721.8	2,867.1	461.1	1,568.0	809.1	2,601.9	8,289.8	3,676.3	3,062.9
Percent	66.9%	28.5%	4.6%	31.5%	16.3%	52.3%	55.2%	24.5%	20.4%

*Transfer Preparation programs provide students with the first two years of an education sequence designed to transition to a Bachelor's Degree program. Programs generally lead to an AA, AB, AFA or AS degree.

**Career Technical programs are designed to prepare students for entry into a specific occupational area or advancement in the workplace immediately upon completion/graduation. Programs generally lead to Certificates or an ADN or AAS degree.

Source: Wyoming Community College Commission

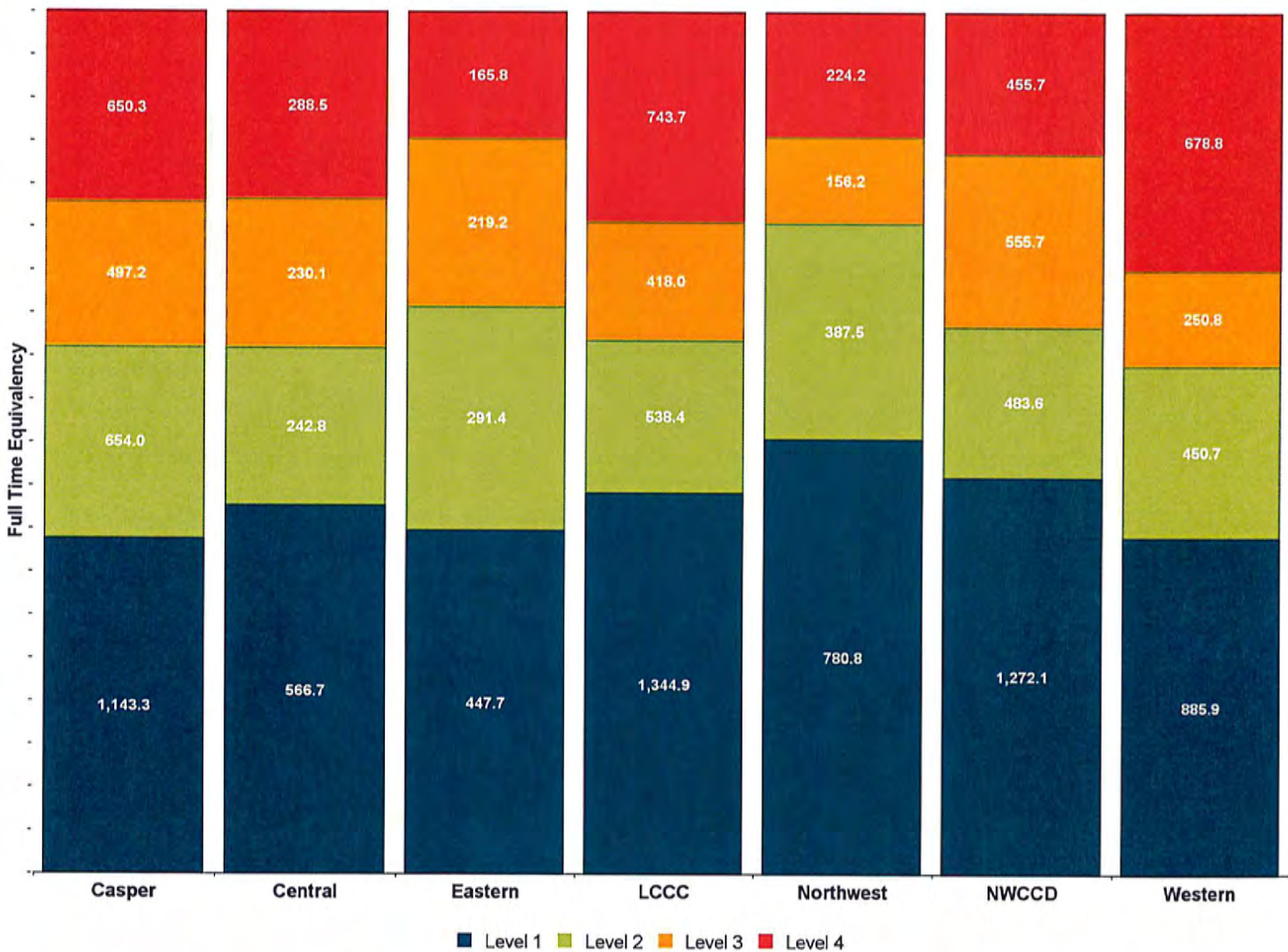


FALL '17 ENROLLMENT REPORT

Table 8: Level of Instruction

College	Level 1 FTE	Level 2 FTE	Level 3 FTE	Level 4 FTE	TOTAL
Casper	1,143.3	654.0	497.2	650.3	2,944.8
Central	566.7	242.8	230.1	288.5	1,328.1
Eastern	447.7	291.4	219.2	165.8	1,124.1
LCCC	1,344.9	538.4	418.0	743.7	3,045.0
Northwest	780.8	387.5	156.2	224.2	1,548.5
NWCCD	1,272.1	483.6	555.7	455.7	2,767.1
Western	885.9	450.7	250.8	678.8	2,266.3
Total	6,441.5	3,048.4	2,327.1	3,207.0	15,023.9

Level 1 = Lecture, Level 2 = Laboratory, Level 3 = High Technology, Level 4 = Distance
 Does not include classes with a blank or undefined Level.
 Source: Wyoming Community College Commission



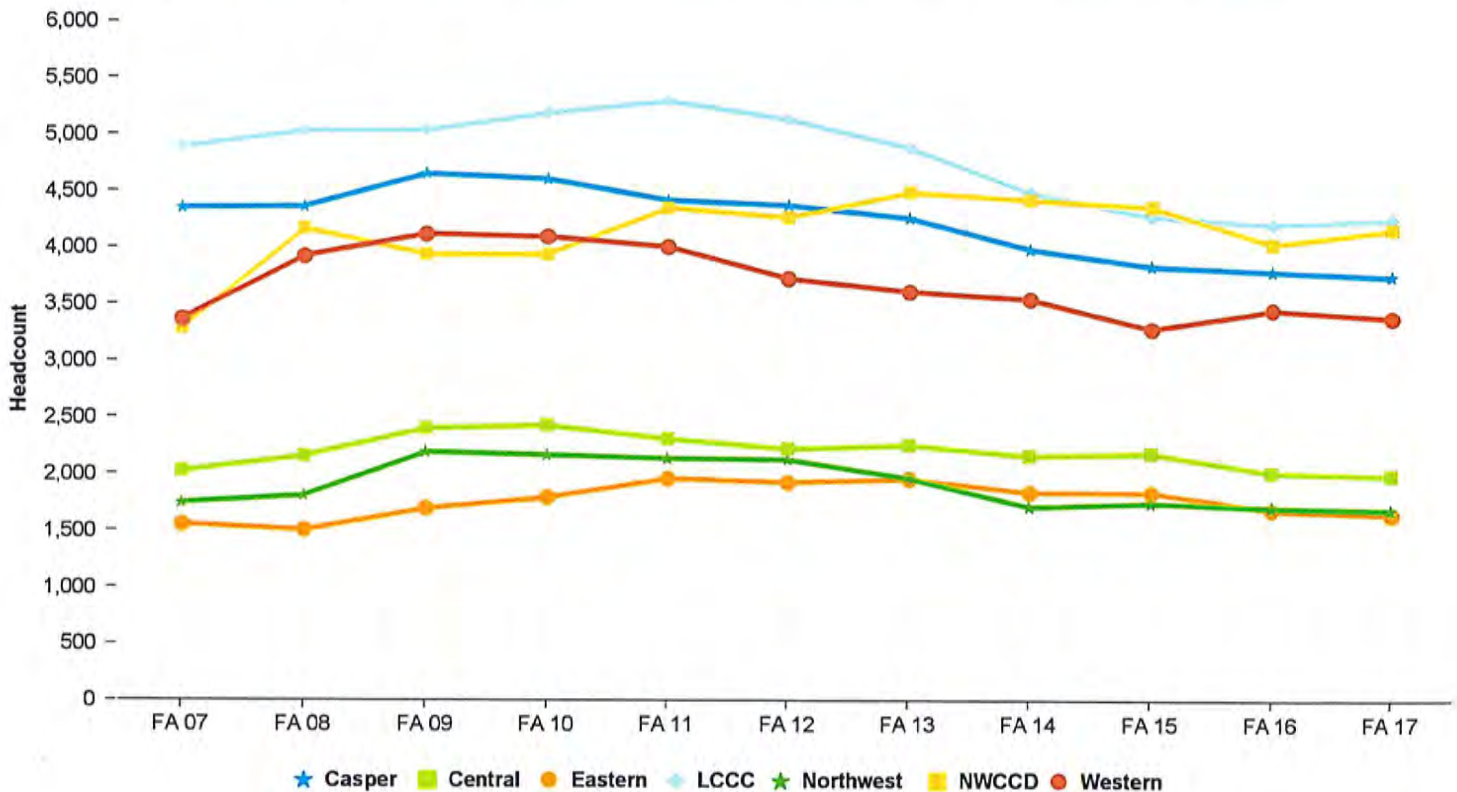


FALL '17 ENROLLMENT REPORT

Table 9: History of Headcount

Semester	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	TOTAL	Percent Change
FALL 07	4,356	2,028	1,558	4,886	1,747	3,291	3,370	21,236	N/A
FALL 08	4,365	2,161	1,505	5,033	1,810	4,167	3,926	22,967	8.2%
FALL 09	4,657	2,405	1,696	5,040	2,198	3,939	4,121	24,056	4.7%
FALL 10	4,611	2,432	1,793	5,193	2,173	3,940	4,097	24,239	0.8%
FALL 11	4,426	2,316	1,965	5,302	2,145	4,356	4,013	24,523	1.2%
FALL 12	4,384	2,228	1,934	5,141	2,136	4,273	3,734	23,830	-2.8%
FALL 13	4,273	2,264	1,963	4,894	1,973	4,496	3,621	23,484	-1.5%
FALL 14	3,997	2,170	1,846	4,494	1,719	4,430	3,554	22,210	-5.4%
FALL 15	3,849	2,194	1,846	4,288	1,754	4,370	3,293	21,594	-2.8%
FALL 16	3,805	2,024	1,691	4,218	1,715	4,037	3,460	20,950	-3.0%
FALL 17	3,758	1,995	1,650	4,260	1,693	4,167	3,390	20,913	-0.2%
10-Yr Change	-13.7%	-1.6%	5.9%	-12.8%	-3.1%	26.6%	0.6%	-1.5%	
5-Yr Change	-14.3%	-10.5%	-14.7%	-17.1%	-20.7%	-2.5%	-9.2%	-12.2%	
1-Yr Change	-1.2%	-1.4%	-2.4%	1.0%	-1.3%	3.2%	-2.0%	-0.2%	

Source: Wyoming Community College Commission



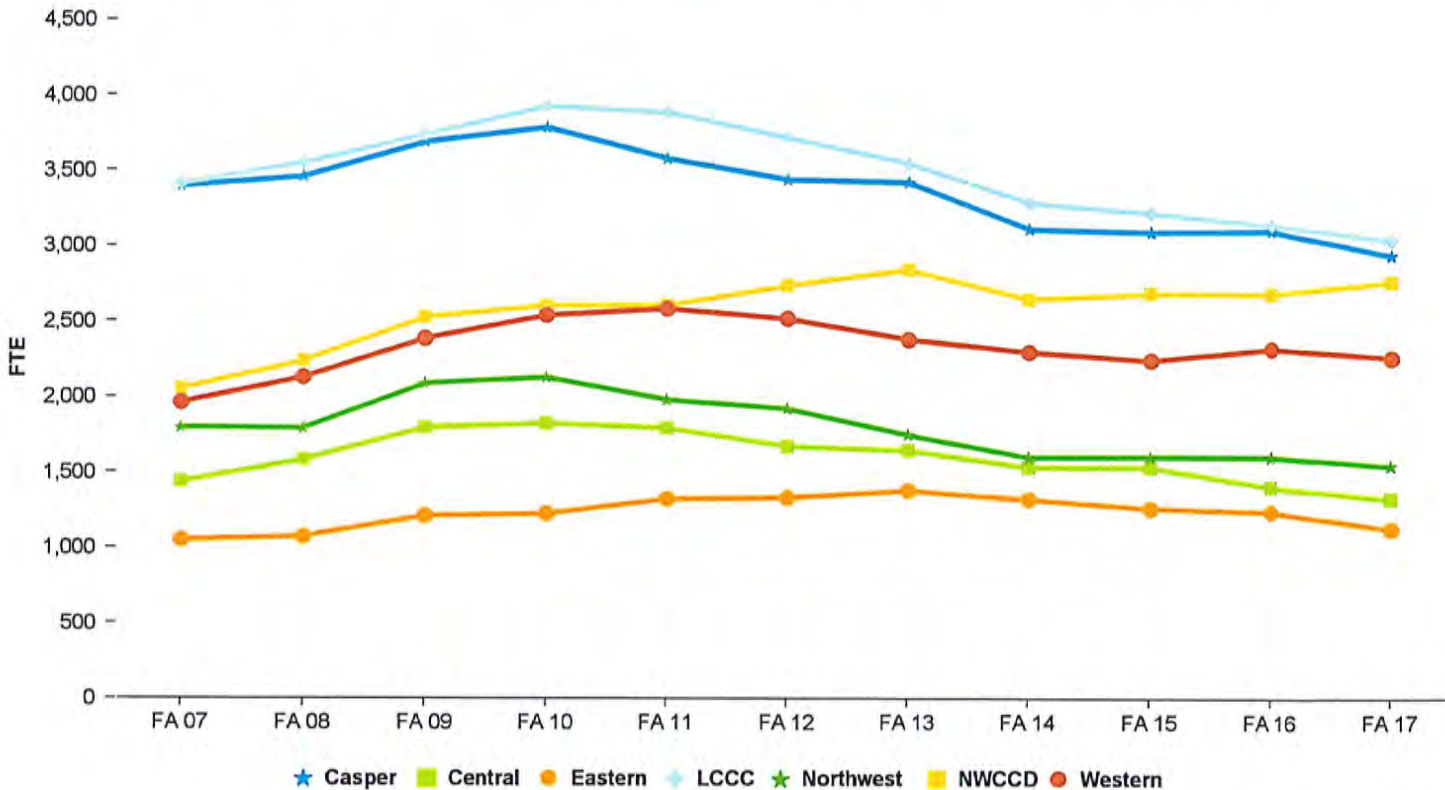


FALL '17 ENROLLMENT REPORT

Table 10: History of FTE Enrollment

Semester	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	TOTAL	Percent Change
FALL 07	3,395.8	1,435.8	1,051.1	3,411.2	1,796.9	2,052.8	1,960.9	15,104.5	N/A
FALL 08	3,459.7	1,583.2	1,074.8	3,549.3	1,791.8	2,237.1	2,128.7	15,824.6	4.8%
FALL 09	3,690.9	1,797.3	1,211.8	3,737.3	2,090.2	2,527.3	2,386.2	17,441.0	10.2%
FALL 10	3,788.4	1,825.7	1,226.3	3,928.0	2,131.2	2,604.4	2,541.0	18,045.0	3.5%
FALL 11	3,584.3	1,796.8	1,325.6	3,888.3	1,984.0	2,606.4	2,587.0	17,772.4	-1.5%
FALL 12	3,444.1	1,674.8	1,335.3	3,720.7	1,925.7	2,740.6	2,520.3	17,361.4	-2.3%
FALL 13	3,428.5	1,649.1	1,381.6	3,552.8	1,752.7	2,845.7	2,384.1	16,994.6	-2.1%
FALL 14	3,118.0	1,538.5	1,324.0	3,291.7	1,604.8	2,650.4	2,301.5	15,828.7	-6.9%
FALL 15	3,099.7	1,539.8	1,266.1	3,223.8	1,608.8	2,688.9	2,247.2	15,674.3	-1.0%
FALL 16	3,109.0	1,406.6	1,243.5	3,144.2	1,608.5	2,685.9	2,324.8	15,522.4	-1.0%
FALL 17	2,944.8	1,328.2	1,128.5	3,045.0	1,549.0	2,767.2	2,266.3	15,029.0	-3.2%
10-Yr Change	-13.3%	-7.5%	7.4%	-10.7%	-13.8%	34.8%	15.6%	-0.5%	
5-Yr Change	-14.5%	-20.7%	-15.5%	-18.2%	-19.6%	1.0%	-10.1%	-13.4%	
1-Yr Change	-5.3%	-5.6%	-9.2%	-3.2%	-3.7%	3.0%	-2.5%	-3.2%	

Source: Wyoming Community College Commission



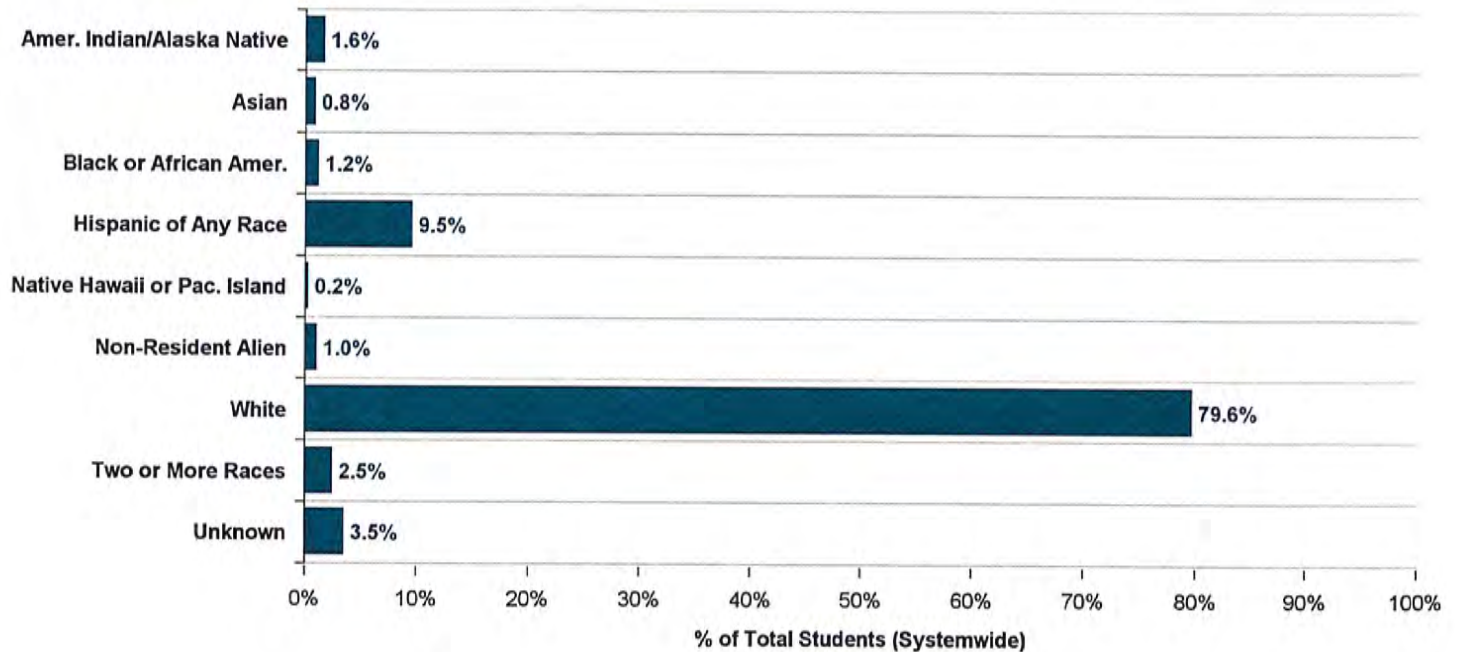


FALL '17 ENROLLMENT REPORT

Table 11: Headcount by Race/Ethnicity

Race/Ethnicity	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	%
Amer. Indian/Alaska Native	30	155	14	36	9	66	34	344	1.6%
Asian	32	14	6	59	5	29	20	165	0.8%
Black or African Amer.	38	9	9	85	14	43	43	241	1.2%
Hispanic of Any Race	264	179	158	569	104	318	400	1,992	9.5%
Native Hawaii or Pac. Island	7	2	3	16	3	10	9	50	0.2%
Non-Resident Alien	23	4	17	27	65	21	58	215	1.0%
White	3,152	1,381	1,429	2,949	1,442	3,564	2,734	16,651	79.6%
Two or More Races	81	55	14	115	51	114	88	518	2.5%
Unknown	131	196	0	404	0	2	4	737	3.5%
Total	3,758	1,995	1,650	4,260	1,693	4,167	3,390	20,913	100.0%

Source: Wyoming Community College Commission





FALL '17 ENROLLMENT REPORT

Table 12: Scope of Non-Credit Service Headcount

College	Continuing Education			Community Service			Total Non-Credit Enrollment		
	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated
Casper	356	326	15.2%	1,357	591	26.3%	1,713	914	21.1%
Central	12	10	0.5%	244	201	9.0%	256	211	4.9%
Eastern	151	140	6.5%	580	431	19.2%	731	556	12.9%
LCCC	918	601	28.0%	566	438	19.5%	1,484	1,028	23.8%
Northwest	219	187	8.7%	108	76	3.4%	327	263	6.1%
NWCCD	235	235	11.0%	37	37	1.6%	272	272	6.3%
Western	712	644	30.1%	648	471	21.0%	1,360	1,082	25.0%
Total	2,603	2,143	100.0%	3,540	2,245	100.0%	6,143	4,326	100.0%

Source: Wyoming Community College Commission



FALL '17 ENROLLMENT REPORT

Table 13: Students Auditing Courses

Credit Headcount		
College	Exclusively Auditing	*Credit Students Auditing
Casper	180	55
Central	63	34
Eastern	92	50
LCCC	131	16
Northwest	39	11
NWCCD	39	5
Western	51	3
Total	595	174

FTE		
College	Exclusively Auditing	*Credit Students Auditing
Casper	38.7	64.1
Central	12.3	35.9
Eastern	8.6	67.4
LCCC	28.9	14.1
Northwest	4.3	10.3
NWCCD	6.3	5.8
Western	9.0	2.1
Total	108.1	199.7

* Represents students taking audit hours within regular course schedule
 Source: Wyoming Community College Commission



FALL '17 ENROLLMENT REPORT

Table 14: Alternative Delivery Courses

Enrollment and Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	System Total
Concurrent Enrollment Headcount	435	603	718	575	187	1,126	525	4,169
% of total students enrolled in Concurrent Enrollment credits	11.6%	30.2%	43.5%	13.5%	11.0%	27.0%	15.5%	19.9%
Concurrent Enrollment student credit hours	1,599.0	3,252.0	3,914.0	1,892.0	628.0	5,419.0	1,998.0	18,702.0
% of total student credit hours	4.5%	20.4%	28.9%	5.2%	3.4%	16.3%	7.3%	10.4%
Dual Enrollment Headcount								
Dual Enrollment Headcount	213	176	203	287	186	153	277	1,495
% of total students enrolled in 1+ credits as Dual Enrollment	5.7%	8.8%	12.3%	6.7%	11.0%	3.7%	8.2%	7.1%
Dual Enrollment student credit hours	1,058.0	619.5	723.0	1,005.0	843.5	844.0	1,121.0	6,214.0
% of total student credit hours	3.0%	3.9%	5.3%	2.8%	4.5%	2.5%	4.1%	3.4%
Remedial Headcount **								
Remedial Headcount **	502	165	159	628	243	384	449	2,530
% of total students enrolled in 1+ remedial credits	13.4%	8.3%	9.6%	14.7%	14.4%	9.2%	13.2%	12.1%
Remedial student credit hours	2,364.0	498.0	553.0	2,525.0	865.0	1,751.0	1,952.0	10,508.0
% of total student credit hours	6.7%	3.1%	4.1%	6.9%	4.7%	5.3%	7.2%	5.8%

* Categories are not mutually exclusive. The same student could be enrolled in more than one of the above categories.

** Includes sections with Course Levels of DEV, DV, DVST, and REM.

*** English includes ENG courses and sections with course titles containing the terms Writing, Spelling, Grammar, and Reading. Math includes course titles w/ Math, Algebra, and Arithmetic.



FALL '17 ENROLLMENT REPORT

Table 15: Distance Education

Enrollment and Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	System Total
Distance Education Headcount *	1,510	785	430	1,663	627	1,091	1,471	7,577
% of total students enrolled in 1+ distance education credits	40.2%	39.3%	26.1%	39.0%	37.0%	26.2%	43.4%	36.2%
Distance Education student credit hours	7,780	3,462	1,989	8,924	2,690	5,469	8,146	38,460
% of total student credit hours	22.0%	21.7%	14.7%	24.4%	14.5%	16.5%	30.0%	21.3%

* Sections with Schedule Types of Internet (NET), Interactive Video (IV), HYBD (Hybrid Distance), HN (High School Concurrent Online), and Telecourse (TV).

TAB 4

Wyoming Community College Commission

2300 Capitol Ave., 5th Floor, Suite B, Cheyenne WY 82002

Commissioners

Mr. Larry Atwell, Cheyenne
Mr. Bruce Brown, Devils Tower
Ms. Katherine Dooley, Powell
Dr. Craig Frederick, Guernsey
Dr. Jackie Freeze, Rock Springs
Ms. Sandra Meyer, Evanston
Ms. Julia Newman, Torrington



Ex-officio
Governor Matt Mead
State Superintendent Jillian Balow
Executive Director
Dr. James O. Rose

Phone: 307-777-7763
Fax: 307-777-6567
www.communitycolleges.wy.edu

MEMORANDUM

To: Commissioners

From: Matt Petry, Deputy Director and CFO

Date: February 6, 2018

Subject: Summary of December 2017 Financial Reports

Following are items of note from the financial reports for December 2017:

- Data Management and Analytical Reporting (Page 2) – Obligations for the remainder of this biennium should be identified by mid-March. Within the scope of the business case underlying the original appropriation of \$3,364,000, any remaining appropriation could potentially support other initiatives.
- Contingency Reserve (Page 9) – Sufficient federal coal lease bonus funds were not received in October to support any distribution (let alone the scheduled \$1.6 million distribution) to colleges for emergency facility repairs.
- Adult Education (Page 10) – With the end of the biennium approaching, wherever possible, expenditures originally made with federal funds will be posted to the relatively small line-item balances shown on this report. This will minimize any reversion of state funds, while maximizing our carry-over of federal funds.
- WyIN Nursing Grant and Loan Program (Pages 15 and 16) – Despite budget reductions of over 60 percent, carryover from the previous biennium and significantly reduced demand from UW should enable us to fully fund student needs this biennium. Nursing faculty funding is also projected to be sufficient. It should be noted that the student side of this program (but not the faculty side) is scheduled to sunset on June 30, 2020.
- Teacher Shortage Loan Repayment Program (Page 17) – Though this program sunsetted June 30, 2016, and all student obligations have been satisfied, loan service fees are expected to continue for at least another four years.

Thanks for your consideration.

Administration
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG EORG	0100 0101 Administration	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services								
0103	Salaries	1,961,022.00	1,464,519.06	-	1,464,519.06	496,502.94	1,952,692.08	8,329.92
0105	Benefits	858,692.00	599,595.37	-	599,595.37	259,096.63	814,595.37	44,096.63
0100	Series Total	2,819,714.00	2,064,114.43	-	2,064,114.43	755,599.57	2,767,287.45	52,426.55
Supportive Services								
0202	Equipment Repairs & Maintenance	500.00	-	-	-	500.00	-	500.00
0203	Utilities	4,275.00	3,393.97	-	3,393.97	881.03	4,525.29	(250.29)
0204	Freight & Postage	1,822.00	839.18	-	839.18	982.82	1,118.91	703.09
0207	Dues / Registration	51,563.00	18,426.00	-	18,426.00	33,137.00	24,568.00	26,995.00
0208	Advertising & Promotion	1,000.00	142.00	-	142.00	858.00	189.33	810.67
0221	In-State Travel	26,654.00	11,326.62	-	11,326.62	15,327.38	15,102.16	11,551.84
0222	Out-of-State Travel	20,735.00	3,797.01	-	3,797.01	16,937.99	5,062.68	15,672.32
0227	Commission Travel Reimb - Out-of-State	10,000.00	-	-	-	10,000.00	-	10,000.00
0228	Commission Travel Reimb - In-State	30,000.00	22,280.56	-	22,280.56	7,719.44	29,707.41	292.59
0230	Supplies & Products	6,000.00	1,582.96	-	1,582.96	4,417.04	2,110.61	3,889.39
0231	Office Supplies, Printing & Reproduction	5,350.00	668.14	-	668.14	4,681.86	890.85	4,459.15
0240	Intangible Assets (software/licenses)	12,350.00	11,474.83	-	11,474.83	875.17	15,299.77	(2,949.77)
0242	Data Processing Equipment	8,637.00	69.57	-	69.57	8,567.43	92.76	8,544.24
0251	Real Property Rental	4,200.00	245.00	-	245.00	3,955.00	326.67	3,873.33
0252	Equipment Rental	7,513.00	3,172.32	-	3,172.32	4,340.68	4,229.76	3,283.24
0292	Maintenance Agreements	1,877,721.00	1,875,543.00	-	1,875,543.00	2,178.00	1,875,543.00	2,178.00
0200	Series Total	2,068,320.00	1,952,961.16	-	1,952,961.16	115,358.84	1,978,767.21	89,552.79
Central Services / Data Services								
0410	Central Services / Data	44,430.00	44,064.71	-	44,064.71	365.29	62,209.00	(17,779.00)
0420	Telecom	33,903.00	6,839.80	-	6,839.80	27,063.20	9,656.19	24,246.81
0400	Series Total	78,333.00	50,904.51	-	50,904.51	27,428.49	71,865.19	6,467.81
Contractual Services								
0901	Professional Services	117,851.00	43,205.90	-	43,205.90	74,645.10	57,607.87	60,243.13
0900	Series Total	117,851.00	43,205.90	-	43,205.90	74,645.10	57,607.87	60,243.13
Grand Total		5,084,218.00	4,111,186.00	-	4,111,186.00	973,032.00	4,875,527.72	208,690.28

Encumbrances will increase by \$75,000 in February for RPA.

Data Management and Analytical Reporting
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG	0100		Biennium-		Total		Projected	Projected
EORG	0106 Data Analytics	2015-2016	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Supportive Services								
0207	Dues / Registration	4,000.00	3,495.00	-	3,495.00	505.00	4,660.00	(660.00)
0221	In-State Travel	10,000.00	3,861.00	-	3,861.00	6,139.00	5,148.00	4,852.00
0222	Out-of-State Travel	15,000.00	7,174.41	-	7,174.41	7,825.59	9,565.88	5,434.12
0240	Intangible Assets (software/licenses)	314,000.00	313,243.54	-	313,243.54	756.46	314,000.00	-
0241	Office Equipment - Furnishings	-	-	-	-	-	-	-
0242	Data Processing Equipment	360,962.80	2,369.97	-	2,369.97	358,592.83	3,159.96	357,802.84
0292	Maintenance Agreements	303,200.00	303,200.00	-	303,200.00	-	303,200.00	-
0200	Series Total	1,007,162.80	633,343.92	-	633,343.92	373,818.88	639,733.84	367,428.96
Central Services / Data Services								
0410	Central Services / Data	60,500.00	37,600.00	-	37,600.00	22,900.00	73,860.00	(13,360.00)
0400	Series Total	60,500.00	37,600.00	-	37,600.00	22,900.00	73,860.00	(13,360.00)
Grant Payments								
0626	Grant Payments	25,000.00	22,645.41	-	22,645.41	2,354.59	30,193.88	(5,193.88)
0600	Series Total	25,000.00	22,645.41	-	22,645.41	2,354.59	30,193.88	(5,193.88)
Contractual Services								
0901	Professional Services	2,271,872.40	462,763.00	261,115.25	723,878.25	1,547,994.15	878,132.58	1,393,739.82
0900	Series Total	2,271,872.40	462,763.00	261,115.25	723,878.25	1,547,994.15	878,132.58	1,393,739.82
Grand Total		3,364,535.20	1,156,352.33	261,115.25	1,417,467.58	1,947,067.62	1,621,920.30	1,742,614.90

State Aid
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG	0200		Biennium-		Total		Projected	Projected
EORG	0201 State Aid	2017-2018	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Grant Payments								
0626	Grant Payments	146,739,438.00	132,065,495.10	-	132,065,495.10	14,673,942.90	146,739,438.00	-
0600	Series Total	146,739,438.00	132,065,495.10	-	132,065,495.10	14,673,942.90	146,739,438.00	-
	Grand Total	146,739,438.00	132,065,495.10	-	132,065,495.10	14,673,942.90	146,739,438.00	-

Grant Payments (0626) reflect the biennial expenditure schedule of 15/15/10/10/15/15/10/10.

**Credit, Certificate and Degree Completion Component of State Aid
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017**

AORG	0200		2017-2018	Biennium-	Encumbrances	Total	Unencumbered	Projected	Projected
EORG	0209 Course Completion		Budget	to-Date	(from B102)	Expenditures &	Balance	Biennial	Biennial
				Expenditures		Encumbrances		Expenditures	Funding
									Variance
		Grant Payments							
0626	Grant Payments		18,144,105.00	16,164,747.40	-	16,164,747.40	1,979,357.60	18,144,105.00	-
0600	Series Total		18,144,105.00	16,164,747.40	-	16,164,747.40	1,979,357.60	18,144,105.00	-
	Grand Total		18,144,105.00	16,164,747.40	-	16,164,747.40	1,979,357.60	18,144,105.00	-

Grant Payments (0626) reflect the biennial expenditure schedule of 15/15/10/10/15/15/10/10.

**Enrollment Growth
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017**

AORG EORG	0200 0205 Enrollment Growth	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments								
0626	Grant Payments	12,008,965.00	12,008,965.00	-	12,008,965.00	-	12,008,965.00	-
0600	Series Total	12,008,965.00	12,008,965.00	-	12,008,965.00	-	12,008,965.00	-
	Grand Total	12,008,965.00	12,008,965.00	-	12,008,965.00	-	12,008,965.00	-

Health Insurance
Budget to Actual Statement
 WYOMING COMMUNITY COLLEGE COMMISSION
 For the Period Ending Dec 31, 2017

AORG EORG	0200 0202 Health Insurance	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments								
0626	Grant Payments	43,067,519.00	24,356,704.18	-	24,356,704.18	18,710,814.82	41,365,519.00	1,702,000.00
0600	Series Total	43,067,519.00	24,356,704.18	-	24,356,704.18	18,710,814.82	41,365,519.00	1,702,000.00
	Grand Total	43,067,519.00	24,356,704.18	-	24,356,704.18	18,710,814.82	41,365,519.00	1,702,000.00

Grant Payments (0626) reflect quarterly reimbursement requests from the colleges.

**Increased Retirement Contributions
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017**

AORG	0200		Biennium-		Total		Projected	Projected
EORG	0207 Retirement	2017-2018	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
	Grant Payments							
0626	Grant Payments	3,285,910.00	1,992,847.26	-	1,992,847.26	1,293,062.74	3,084,877.52	201,032.48
0600	Series Total	3,285,910.00	1,992,847.26	-	1,992,847.26	1,293,062.74	3,084,877.52	201,032.48
	Grand Total	3,285,910.00	1,992,847.26	-	1,992,847.26	1,293,062.74	3,084,877.52	201,032.48

Grant Payments (0626) reflect quarterly reimbursement requests from the colleges.

Libraries
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG	EORG		2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
	0200								
	0204	Library Funding							
Grant Payments									
0626		Grant Payments	2,015,659.00	1,751,252.67	-	1,751,252.67	264,406.33	2,015,659.00	-
0600		Series Total	2,015,659.00	1,751,252.67	-	1,751,252.67	264,406.33	2,015,659.00	-
		Grand Total	2,015,659.00	1,751,252.67	-	1,751,252.67	264,406.33	2,015,659.00	-

Contract subscriptions for the libraries renew at various times throughout the biennium.

**Contingency Reserve
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017**

AORG	EORG		2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
	0300								
	0301	Contingency Reserve							
Grant Payments									
0626		Grant Payments	3,200,000.00	1,600,000.00	-	1,600,000.00	1,600,000.00	1,600,000.00	1,600,000.00
0600		Series Total	3,200,000.00	1,600,000.00	-	1,600,000.00	1,600,000.00	1,600,000.00	1,600,000.00
		Grand Total	3,200,000.00	1,600,000.00	-	1,600,000.00	1,600,000.00	1,600,000.00	1,600,000.00

Dependent upon receipt of federal coal lease bonus funds, annual payments of \$1.6 million are typically made in October.

There were no federal coal lease bonus funds received in FY18.

Adult Education
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG EORG	0900 0901 ABE (Master Account)	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services								
0103	Salaries	22,341.00	22,341.00	-	22,341.00	-	22,341.00	-
0105	Benefits	8,183.40	8,183.40	-	8,183.40	(0.00)	8,183.40	(0.00)
0100	Series Total	30,524.40	30,524.40	-	30,524.40	(0.00)	30,524.40	(0.00)
Supportive Services								
0202	Equipment Repairs & Maintenance	232.00	2.25	-	2.25	229.75	3.00	229.00
0204	Freight & Postage	779.00	114.14	-	114.14	664.86	152.19	626.81
0207	Dues / Registration	4,971.00	2,590.00	-	2,590.00	2,381.00	3,453.33	1,517.67
0208	Legal Advertising	742.73	742.73	-	742.73	-	990.31	(247.58)
0221	In-State Travel	2,581.52	3,806.33	-	3,806.33	(1,224.81)	5,075.11	(2,493.59)
0222	Out-of-State Travel	17,251.00	17,106.50	-	17,106.50	144.50	22,808.67	(5,557.67)
0231	Office Supplies, Printing & Reproduction	920.00	317.69	-	317.69	602.31	423.59	496.41
0236	Educational & Recreational Supplies	450.00	-	-	-	450.00	-	450.00
0240	Intangible Software	-	425.00	-	425.00	(425.00)	566.67	(566.67)
0242	Data Processing Equipment	-	41.06	-	41.06	(41.06)	54.75	(54.75)
0251	Real Property Rental	-	1,100.00	-	1,100.00	(1,100.00)	1,466.67	(1,466.67)
0252	Equipment Rental	-	-	-	-	-	-	-
0271	Awards-Prizes	-	345.00	-	345.00	(345.00)	460.00	(460.00)
0200	Series Total	27,927.25	26,590.70	-	26,590.70	1,336.55	35,454.27	(7,527.02)
Restrictive Costs or Services								
0301	Cost Allocation	-	-	-	-	-	-	-
0300	Series Total	-	-	-	-	-	-	-
Central Services / Data Services								
0410	Central Services / Data	-	-	-	-	-	-	-
0420	Telecom	1,681.00	807.01	-	807.01	873.99	1,139.31	541.69
0400	Series Total	1,681.00	807.01	-	807.01	873.99	1,139.31	541.69
Grant Payments								
0626	Grant Payments	-	-	-	-	-	-	-
0600	Series Total	-	-	-	-	-	-	-
Contractual Services								
0901	Professional Services	28,699.75	19,221.53	4,500.00	23,721.53	4,978.22	30,128.71	(1,428.96)
0900	Series Total	28,699.75	19,221.53	4,500.00	23,721.53	4,978.22	30,128.71	(1,428.96)
Grand Total		88,832.40	77,143.64	4,500.00	81,643.64	7,188.76	97,246.68	(8,414.28)

Adult Education
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG	EORG	0900 971E, 971L & 971P (FY16)	FGA2015 07/15-09/17 FY16 Budget	Year- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Annual Expenditures	Projected Annual Funding Variance
Grant Payments - Programmatic									
	971E-0626	Grant Payments - Federal (EL Civics)	12,599.81	6,701.21	-	6,701.21	5,898.60	6,701.21	5,898.60
	971P-0626	Grant Payments - Federal	224,581.98	224,581.98	-	224,581.98	-	224,581.98	-
0600	Series Total		237,181.79	231,283.19	-	231,283.19	5,898.60	231,283.19	5,898.60
Supportive & Contractual Services									
	971E-0901	EL Civics Professional Svcs-Federal	5,944.05	5,944.05	-	5,944.05	-	5,944.05	-
	971L-0901	Leadership Professional Svcs-Federal	14,376.45	14,376.45	-	14,376.45	-	14,376.45	-
0900	Series Total		20,320.50	20,320.50	-	20,320.50	-	20,320.50	-
	Total State (FY16 award)		-	-	-	-	-	-	-
	Total Federal (FY16 award)		257,502.29	251,603.69	-	251,603.69	5,898.60	251,603.69	5,898.60
	Grand Total (FY16 awards)		257,502.29	251,603.69	-	251,603.69	5,898.60	251,603.69	5,898.60

As FY17 programmatic funding was set up in WOLFS, the carryover appropriations were transferred from 2015-2016 to the sub-accounts shown on this page:

- 971E reflects the federal allowance for EL Civics expenditures;
- 971L reflects the federal allowance for leadership expenditures; and
- 971P reflects the federal allowance for programmatic expenditures.

Adult Education
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG EORG	0900 981A, 981E, 981L, 981P & 981S (FY17)	FGA2016 07/16-09/18 FY17 Budget	Year- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Annual Expenditures	Projected Annual Funding Variance
Personal Services - Administration								
981A-0103	Salaries - Federal	60,219.00	56,088.00	-	56,088.00	4,131.00	56,088.00	4,131.00
981A-0105	Benefits - Federal	24,781.00	28,912.00	-	28,912.00	(4,131.00)	28,912.00	(4,131.00)
981A-0301	Cost Allocation - Federal	-	-	-	-	-	-	-
0100 & 0300	Series Total	85,000.00	85,000.00	-	85,000.00	-	85,000.00	-
Grant Payments - Programmatic								
981E-0626	Grant Payments - Federal (EL Civics)	60,000.00	23,724.81	-	23,724.81	36,275.19	60,000.00	-
981P-0626	Grant Payments - Federal	636,381.08	636,381.08	-	636,381.08	-	636,381.08	-
981S-0626	Grant Payments - State	1,031,415.05	1,031,415.05	-	1,031,415.05	0.00	1,031,415.05	-
0600	Series Total	1,727,796.13	1,691,520.94	-	1,691,520.94	36,275.19	1,727,796.13	-
Supportive & Contractual Services - Leadership								
981L-0207	Dues / Registration - Federal	-	-	-	-	-	-	-
981L-0208	Advertising & Promotion - Federal	-	-	-	-	-	-	-
981L-0221	In-State Travel - Federal	-	-	-	-	-	-	-
981L-0222	Out-of-State Travel - Federal	695.20	695.20	-	695.20	-	695.20	-
981L-0231	Supplies, Printing & Reproduction - Federal	-	-	-	-	-	-	-
981L-0901	Professional Services - Federal	49,294.72	43,169.72	6,125.00	49,294.72	-	49,294.72	-
0200 & 0900	Series Total	49,989.92	43,864.92	6,125.00	49,989.92	-	49,989.92	-
	Total State (FY17 award)	1,031,415.05	1,031,415.05	-	1,031,415.05	0.00	1,031,415.05	-
	Total Federal (FY17 award)	831,371.00	788,970.81	6,125.00	795,095.81	36,275.19	831,371.00	-
	Grand Total (FY17 awards)	1,862,786.05	1,820,385.86	6,125.00	1,826,510.86	36,275.19	1,862,786.05	-

As FY17 programmatic funding was set up in WOLFS, the necessary appropriations were transferred from the master account (0901) to the sub-accounts shown on this page:

- 981A reflects the federal allowance for administration expenditures;
- 981E reflects the federal allowance for EL Civics expenditures;
- 981L reflects the federal allowance for leadership expenditures;
- 981P reflects the federal allowance for programmatic expenditures; and
- 981S reflects the state programmatic award which complements the federal programmatic allowance.

Adult Education
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG EORG	0900 991A, 991E, 991L, 991P & 991S (FY18)	FGA2017 07/17-09/19 FY18 Budget	Year- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Annual Expenditures	Projected Annual Funding Variance
Personal Services - Administration								
991A-0103	Salaries - Federal	61,200.00	14,451.00	-	14,451.00	46,749.00	61,200.00	-
991A-0105	Benefits - Federal	23,800.00	(1,156.42)	-	(1,156.42)	24,956.42	23,800.00	-
991A-0301	Cost Allocation - Federal	-	-	-	-	-	-	-
0100 & 0300	Series Total	85,000.00	13,294.58	-	13,294.58	71,705.42	85,000.00	-
Grant Payments - Programmatic								
991E-0626	Grant Payments - Federal (EL Civics)	60,000.00	-	-	-	60,000.00	60,000.00	-
991P-0626	Grant Payments - Federal	651,564.31	-	-	-	651,564.31	651,564.31	-
991S-0626	Grant Payments - State	1,001,960.55	534,370.21	-	534,370.21	467,590.34	1,001,960.55	-
0600	Series Total	1,713,524.86	534,370.21	-	534,370.21	1,179,154.65	1,713,524.86	-
Supportive & Contractual Services - Leadership								
991L-0207	Dues / Registration - Federal	1,000.00	-	-	-	1,000.00	1,000.00	-
991L-0208	Advertising & Promotion - Federal	200.00	-	-	-	200.00	200.00	-
991L-0221	In-State Travel - Federal	2,500.00	-	-	-	2,500.00	2,500.00	-
991L-0222	Out-of-State Travel - Federal	4,100.00	-	-	-	4,100.00	4,100.00	-
991L-0231	Supplies, Printing & Reproduction - Federal	200.00	-	-	-	200.00	200.00	-
991L-0901	Professional Services - Federal	51,796.40	17,131.15	7,495.00	24,626.15	27,170.25	51,796.40	-
0200 & 0900	Series Total	59,796.40	17,131.15	7,495.00	24,626.15	35,170.25	59,796.40	-
	Total State (FY18 award)	1,001,960.55	534,370.21	-	534,370.21	467,590.34	1,001,960.55	-
	Total Federal (FY18 award)	856,360.71	30,425.73	7,495.00	37,920.73	818,439.98	856,360.71	-
	Grand Total (FY18 awards)	1,858,321.26	564,795.94	7,495.00	572,290.94	1,286,030.32	1,858,321.26	-

As FY18 programmatic funding was set up in WOLFS, the necessary appropriations were transferred from the master account (0901) to the sub-accounts shown on this page:

- 991A reflects the federal allowance for administration expenditures;
- 991E reflects the federal allowance for EL Civics expenditures;
- 991L reflects the federal allowance for leadership expenditures;
- 991P reflects the federal allowance for programmatic expenditures; and
- 991S reflects the state programmatic award which complements the federal programmatic allowance.

**High School Equivalency Certificate
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017**

AORG	0900							
EORG	0902 HSEC	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services								
0103	Salaries	63,916.00	37,825.96	-	37,825.96	26,090.04	37,825.96	26,090.04
0105	Benefits	37,135.00	25,784.90	-	25,784.90	11,350.10	25,784.90	11,350.10
0100	Series Total	101,051.00	63,610.86	-	63,610.86	37,440.14	63,610.86	37,440.14
Supportive Services								
0203	Telecom	316.00	316.00	-	316.00	-	421.33	(105.33)
0204	Freight & Postage	1,000.00	13.53	-	13.53	986.47	18.04	981.96
0207	Dues / Registration	400.00	-	-	-	400.00	-	400.00
0221	In-State Travel	5,168.00	355.69	-	355.69	4,812.31	474.25	4,693.75
0222	Out-of-State Travel	3,326.00	-	-	-	3,326.00	-	3,326.00
0231	Office Supplies, Printing & Reproduction	1,778.00	-	-	-	1,778.00	-	1,778.00
0240	Intangible Assets (software/licenses)	-	-	-	-	-	-	-
0200	Series Total	11,988.00	685.22	-	685.22	11,302.78	913.63	11,074.37
Central Services / Data Services								
0420	Telecom	-	-	-	-	-	-	-
0400	Series Total	-	-	-	-	-	-	-
Contractual Services								
0901	Professional Services	6,214.00	-	-	-	6,214.00	-	6,214.00
0900	Series Total	6,214.00	-	-	-	6,214.00	-	6,214.00
Grand Total		119,253.00	64,296.08	-	64,296.08	54,956.92	64,524.49	54,728.51

WyIN Nursing Grant & Loan Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG 1000 EORG 1001 WYIN (Master Account) 1001, 1111		BFY17 2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Scholarships & Educational Assistance								
1001-0607	Groups 14 and 15 Undergrads	649,680.00	(7,286.00)	-	(7,286.00)	656,966.00	649,680.00	-
0600	Series Total	649,680.00	(7,286.00)	-	(7,286.00)	656,966.00	649,680.00	-
Contractual Services								
1001-0901	Professional Services	110,000.00	42,244.00	67,756.00	110,000.00	-	94,222.00	15,778.00
0900	Series Total	110,000.00	42,244.00	67,756.00	110,000.00	-	94,222.00	15,778.00
Grand Total		759,680.00	34,958.00	67,756.00	102,714.00	656,966.00	743,902.00	15,778.00

Scholarships & Educational Assistance (0607) reflect semester invoices; however, all obligations will be paid from the 2015-2016 carryover funds until that appropriation is exhausted.

AORG 1000 EORG 1001 WYIN (Master Account) 1001, 1121, 1131		BFY15 2015-2016 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Scholarships & Educational Assistance								
1121-0607	Group 12 Undergrads	824,180.00	824,180.00	-	824,180.00	-	824,180.00	-
1131-0607	Group 13 Undergrads	824,180.00	672,998.01	151,181.99	824,180.00	-	824,180.00	-
0600	Series Total	1,648,360.00	1,497,178.01	151,181.99	1,648,360.00	-	1,648,360.00	-
Contractual Services								
1001-0901	Professional Services	230,280.00	230,280.00	-	230,280.00	-	230,280.00	-
0900	Series Total	230,280.00	230,280.00	-	230,280.00	-	230,280.00	-
Grand Total		1,878,640.00	1,727,458.01	151,181.99	1,878,640.00	-	1,878,640.00	-

**ADN & LPN Teaching Faculty
Budget to Actual Statement**
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG	1000	BFY17	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
EORG	1003 Nursing Faculty (ADN/LPN)	2017-2018 Budget						
Grant Payments								
0626	Grant Payments	3,632,967.00	2,282,041.46	-	2,282,041.46	1,350,925.54	3,597,967.00	35,000.00
0600	Series Total	3,632,967.00	2,282,041.46	-	2,282,041.46	1,350,925.54	3,597,967.00	35,000.00
	Grand Total	3,632,967.00	2,282,041.46	-	2,282,041.46	1,350,925.54	3,597,967.00	35,000.00

Teacher Shortage Loan Repayment Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG	2000	BFY11	Biennium-		Total		Projected	Projected
EORG	2001 TSLRP (Master Account)	2011-2012	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
	2061, 2071	Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Scholarships & Educational Assistance								
2061-0607	Group 6 Scholarships & Grants	280,000.00	187,903.20	92,096.80	280,000.00	-	191,824.00	88,176.00
2071-0607	Group 7 Scholarships & Grants	60,000.00	-	60,000.00	60,000.00	-	-	60,000.00
0600	Series Total	340,000.00	187,903.20	152,096.80	340,000.00	-	191,824.00	148,176.00
	Grand Total	340,000.00	187,903.20	152,096.80	340,000.00	-	191,824.00	148,176.00

This program sunsetted June 30, 2016. In January 2016, a total of \$750,000 was reverted from Units 2071, 2081 and 2091.

Wyoming Adjunct Professor Loan Repayment Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG	2000 (Fund 009)	BFY17	Biennium-	Encumbrances	Total	Unencumbered	Projected	Projected
EORG	2500 WAPLR	2017-2018	to-Date	(from B102)	Expenditures &	Balance	Biennial	Biennial
		Budget	Expenditures		Encumbrances		Expenditures	Funding
								Variance
Scholarships & Educational Assistance								
2500-0607	Groups 5 and 6 Scholarships & Grants	95,000.00	-	95,000.00	95,000.00	-	95,000.00	-
0600	Series Total	95,000.00	-	95,000.00	95,000.00	-	95,000.00	-
Grand Total		95,000.00	-	95,000.00	95,000.00	-	95,000.00	-

The 2017-2018 appropriation was received without any funding for loan processing fees payable to Align.

AORG	2000 (Fund 009)	BFY15	Biennium-	Encumbrances	Total	Unencumbered	Projected	Projected
EORG	2500 WAPLR	2015-2016	to-Date	(from B102)	Expenditures &	Balance	Biennial	Biennial
		Budget	Expenditures		Encumbrances		Expenditures	Funding
								Variance
Contractual Services								
2500-0901	Professional Services	15,000.00	5,656.00	9,344.00	15,000.00	-	9,496.00	5,504.00
0900	Series Total	15,000.00	5,656.00	9,344.00	15,000.00	-	9,496.00	5,504.00
Scholarships & Educational Assistance								
2503-0607	Groups 3 and 4 Scholarships & Grants	150,000.00	85,080.74	64,919.26	150,000.00	-	130,000.00	20,000.00
0600	Series Total	150,000.00	85,080.74	64,919.26	150,000.00	-	130,000.00	20,000.00
Grand Total		165,000.00	90,736.74	74,263.26	165,000.00	-	139,496.00	25,504.00

Scholarships & Educational Assistance (0607) reflect the total signed agreements that have been submitted for funding.

Veterans Tuition Waiver Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017

AORG EORG	1500 1501 Veterans Tuition	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
	Scholarships & Educational Assistance							
0607	Scholarships & Grants Paid to Institutions	1,231,250.00	751,263.85	-	751,263.85	479,986.15	991,763.85	239,486.15
0600	Series Total	1,231,250.00	751,263.85	-	751,263.85	479,986.15	991,763.85	239,486.15
	Grand Total	1,231,250.00	751,263.85	-	751,263.85	479,986.15	991,763.85	239,486.15

Scholarships & Grants Paid to Institutions (0607) reflect semi-annual (i.e., semester) invoices, typically received in October and March of each year.

Following elimination of this program, the Governor restored \$600,000 of funding for the Fall 2016, Spring 2017 and Summer 2017 semesters.

During the 2017 Session, the Legislature added \$631,250 in funding, effectively cutting this appropriation by only the Penny Plan reduction of 1.5 percent.

**Wyoming Public Television
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending Dec 31, 2017**

AORG EORG	3000 3001 WPTV	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments								
0626	Grant Payments - State Aid	3,373,719.00	3,044,508.16	-	3,044,508.16	329,210.84	3,373,719.00	-
0626	Grant Payments - Retirement	73,367.00	30,181.19	-	30,181.19	43,185.81	60,362.38	13,004.62
0600	Series Total	3,447,086.00	3,074,689.35	-	3,074,689.35	372,396.65	3,434,081.38	13,004.62
	Grand Total	3,447,086.00	3,074,689.35	-	3,074,689.35	372,396.65	3,434,081.38	13,004.62

Grant Payments - State Aid (0626) reflect the biennial expenditure schedule of 15/15/10/10/15/15/10/10.

AORG EORG	3000 3105 WPTV Endowment Interest	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments								
0626	Grant Payments	110,000.00	79,004.09	-	79,004.09	30,995.91	105,338.79	4,661.21
0600	Series Total	110,000.00	79,004.09	-	79,004.09	30,995.91	105,338.79	4,661.21
	Grand Total	110,000.00	79,004.09	-	79,004.09	30,995.91	105,338.79	4,661.21

AORG EORG	3000 3003 WPTV Council	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments								
0626	Grant Payments	7,252.00	147.79	-	147.79	7,104.21	197.05	7,054.95
0600	Series Total	7,252.00	147.79	-	147.79	7,104.21	197.05	7,054.95
	Grand Total	7,252.00	147.79	-	147.79	7,104.21	197.05	7,054.95

TAB 5

Wyoming Community College Commission

2300 Capitol Ave., 5th Floor, Suite B, Cheyenne WY 82002

Commissioners

Mr. Larry Atwell, Cheyenne
Mr. Bruce Brown, Devils Tower
Ms. Katherine Dooley, Powell
Dr. Craig Frederick, Guernsey
Dr. Jackie Freeze, Rock Springs
Ms. Sandra Meyer, Evanston
Ms. Julia Newman, Torrington



Ex-officio
Governor Matt Mead
State Superintendent Jillian Balow
Executive Director
Dr. James O. Rose

Phone: 307-777-7763
Fax: 307-777-6567
www.communitycolleges.wy.edu

MEMORANDUM

To: Commissioners

From: Larry Buchholtz, Fiscal Operations Manager

Date: January 2, 2018

Subject: Report on 2017 College Audits
Report on Status of 2016 Audit Findings
Report on 2017 WPTV Audit

Pursuant to W.S. 21-18-204, we have received and reviewed the fiscal-year 2017 audit reports for the seven community colleges and Wyoming Public Television (WPTV). Items of interest to the Commission are as follows:

Definitions:

Auditor Reports – For each of the colleges, the auditor issues three reports. The first is an audit opinion on the financial statements. The second is a report, not an opinion, on compliance with laws, regulations, etc. that have a material effect on the financial statements and the college’s internal control related to financial statements. Although the auditor doesn’t give an opinion, if any significant problems are found, the report will include these as findings. The third is an opinion on the college’s compliance with federal requirements for major federal programs. Auditors can issue four types of opinions. Two are bad - adverse or disclaimer. One isn’t the best, but how bad it is depends on why it’s issued – modified or qualified. The best is unmodified or “clean” as it’s sometimes called.

Unmodified Opinion – This opinion indicates that the financial statements are fairly presented in all material respects.

Modified Opinion – On a financial statement opinion, a modified statement indicates that something significant was a problem either with the financial statement accounting or the auditor’s ability to audit the financial statements. The opinion should describe the problem. For

the federal award opinion, a modification means that federal funds were materially misspent or the auditor could not do all of the required audit procedures.

Deficiency – If the auditor identifies a problem with internal control (how the client makes sure that things are done correctly) for either financial statement reporting or federal awards, this is a deficiency. Each deficiency is evaluated by the auditor to determine if it's a significant deficiency or material weakness, either of which must be reported in writing. If the deficiency is not considered either of these, it can be reported in writing or verbally to management.

Material Weakness – If a deficiency has or potentially may have a material effect on the financial statements or a federal program, it's a material weakness. This is the most serious internal control problem and must be reported to the board of trustees in writing. These are included in the reporting packet.

Significant Deficiency – If the control deficiency isn't serious enough to be a material weakness, but is important enough that the board of trustees should be aware of the problem because it could reasonably turn into a material weakness if not fixed, or is of a sensitive nature, then it's reported to the board as a significant deficiency. These are included in the reporting packet.

Noncompliance – If the auditor finds specific instances in which the client did not follow the requirements for laws, regulations, etc. that have a material effect on the financial statements or specific instances in which the client did not follow the federal rules for the federal programs tested, a finding of noncompliance is reported. The federal auditors have indicated repeatedly that, in most cases, if the auditor finds noncompliance, there should be a related significant deficiency or material weakness since the client must not have had a process in place to catch the problem that the auditor found. Therefore, a single problem often shows up as two findings – one as a significant deficiency and another as noncompliance.

Report on 2017 College Audits and Status of 2016 Audit Findings

- **Casper College:**
Lenhart-Mason & Associates, LLC
 - Received an unmodified opinion on the audited financial statements.
 - Received an unmodified opinion on compliance with requirements for major federal programs.
 1. There are no prior year findings.
 2. There are no new findings reported.

- **Central Wyoming College:**
McGee, Hearne & Paiz, LLP
 - Received an unmodified opinion on the audited financial statements.

- Received an unmodified opinion on compliance with requirements for major federal programs.
 1. The one prior year finding has been remedied.
 2. There are no new findings reported.

- **Eastern Wyoming College:**
McGee, Hearne & Paiz, LLP
 - Received an unmodified opinion on the audited financial statements.
 - Received an unmodified opinion on compliance with requirements for major federal programs.
 1. The one prior year finding has been remedied.
 2. There are no new findings reported.

- **Laramie County Community College:**
McGee, Hearne & Paiz, LLP
 - Received an unmodified opinion on the audited financial statements.
 - Received an unmodified opinion on compliance with requirements for major federal programs.
 1. There are no prior year findings.
 2. There are no new findings reported.

- **Northern Wyoming Community College District:**
EideBailly, LLP
 - Received an unmodified opinion on the audited financial statements.
 - Received an unmodified opinion on compliance with requirements for major federal programs, however one significant deficiency is identified in internal control over compliance.
 1. One prior year finding has been remedied.
 2. One new finding is reported:
 - A. Return of Title IV Funds: Of the 91 R2T4 early withdrawals, 19 were selected for testing and 13 of those had inaccurate withdrawal dates reported to NSLDS. This resulted in inaccurate calculations for return of Title IV funds. The error did not result in any questioned costs. A corrective action is described and will be reviewed during next year's audit.

- **Northwest College:**
McGee, Hearne & Paiz, LLP
 - Received an unmodified opinion on the audited financial statements.

- Received an unmodified opinion on compliance with requirements for major federal programs.
 1. There are no prior year findings.
 2. There are no new findings reported.

- **Western Wyoming Community College:**
McGee, Hearne & Paiz, LLP
 - Received an unmodified opinion on the audited financial statements.
 - Received an unmodified opinion on compliance with requirements for major federal programs.
 1. The two prior year findings have been remedied.
 2. There are no new findings reported.

- **Report on 2017 WPTV Audit**
McGee, Hearne & Paiz, LLP
 - WPTV received an unmodified opinion on their audited financial statements.

TAB 6



WYOMING

COMMUNITY COLLEGES

Annual Performance Report: Performance Indicators

2016-2017

Wyoming Community College Commission
2300 Capitol Avenue, 5th Floor, Suite B
Cheyenne, Wyoming 82002
(307) 777-7763

www.communitycolleges.wy.edu

Table of Contents

Introduction.....	3
Performance Indicator A: Student Goal Attainment	6
Performance Indicator B: Student Persistence and Retention.....	9
Performance Indicator C: Degree and Certificate Completion Rates.....	12
Performance Indicator D: Placement Rate of Graduates in the Workforce.....	15
Performance Indicator E: Licensure/Certification Pass Rates.....	17
Performance Indicator F: Demonstration of Critical Literacy Skills.....	18
Performance Indicator G: Success in Subsequent, Related Coursework.....	19
Performance Indicator H: Number and Rate of Students Who Transfer.....	21
State of Wyoming’s Return on Investment.....	25
Summary.....	25

Contact:
Wyoming Community College Commission
Nicole Anderson, Policy Analyst
2300 Capitol Avenue, 5th Floor, Suite B
Cheyenne, Wyoming 82002
(307) 777-7226

02/01/2017

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

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 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: Planning for the Future of Wyoming's Community Colleges, developed in 2009, identified five primary state interests that will drive investment in community college programs and services. These state interests focus on what colleges can do to meet statewide goals, what structures and supports are needed to help Wyoming community colleges improve their services, and most importantly what services and resources are necessary to assist Wyoming residents in achieving their potential as productive, educated citizens. These state interests as defined by the 2010 Wyoming Community College Commission Statewide Strategic Plan are:

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

Derivatives of the Primary State Interests:

On-going development and adaptation of the Strategic Plan in 2013-14 identified four derivatives of these five primary state interests.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

- **Participation (Access)**
 - Increase participation in credit-bearing coursework and programs.
 - Increase Wyoming high school students' participation in dual and concurrent enrollment.
 - Increase the number of students enrolling in high school equivalency programs at Wyoming community colleges.
 - Continue to strengthen participation in non-credit courses to serve business and industry's workforce, or for lifelong learning and enrichment.

- **Progress**
 - Increase the percentage of students completing college level English and mathematics within their first 30 credit hours.
 - Improve timely progress in the first year toward completion of degrees and certificates.
 - Increase student persistence from semester to semester.
 - Monitor demographic sector performance in order to target specific strategies to better serve sub-cohorts of students.

- **Performance**
 - Increase the number of degrees and certificates obtained, with a specific focus on those seen as high-value for Wyoming's needs.
 - Ensure colleges are working with local businesses and industry to provide non-credit certificates, which are nationally recognized, wherever possible for Wyoming's workforce.
 - Ensure Wyoming community college graduates outpace the nation in regards to the rates at which they pass licensure and certifications required to enter the workforce.

- **Placement**
 - Increase the successful placement of community college graduates into the Wyoming workforce and/or the labor force in other states.
 - Increase Wyoming community college students' successful transfer to a four-year institution to pursue a bachelor's degree.
 - Increase the successful placement of at-risk and under-represented students.

This 2016-2017 Performance Indicator Report aligns the performance indicators required by statute with the objectives contained in the WCCC Statewide Strategic Plan 2.0. Commission staff have matched the eight Wyoming statutorily required performance indicators with the new Strategic Plan's 4 P's of success. Progress and performance incorporate many of the components of the eight requirements.

Wyoming Community Colleges
 ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

<u>Wyoming Statute Requirements</u>	<u>Strategic Plan 4 P's</u>	<u>Match</u>
A) Student goal attainment and retention	Participation	C, E
B) Student persistence	Progress	B, C, E, F, G
C) Degree and certificate completion rates	Performance	A, C, E, F, G
D) Placement rate of graduates in the workforce	Placement	D, H
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 seven Wyoming community colleges are members of the National Community College Benchmark Project (NCCBP). Participation in the NCCBP has provided data that have been included in this report for Performance Indicators 2016-2017. The seven community colleges also submit data for this report from IPEDS (Integrated Postsecondary Education Data System), their 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.

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Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

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. Student retention and persistence rates measured.

Data Sources: College most recent Graduate Surveys, 2017 National Community College Benchmark Project (NCCBP), and most recent (Spring 2017) Community College Survey of Student Engagement (CCSSE) results reported by each of the seven community colleges

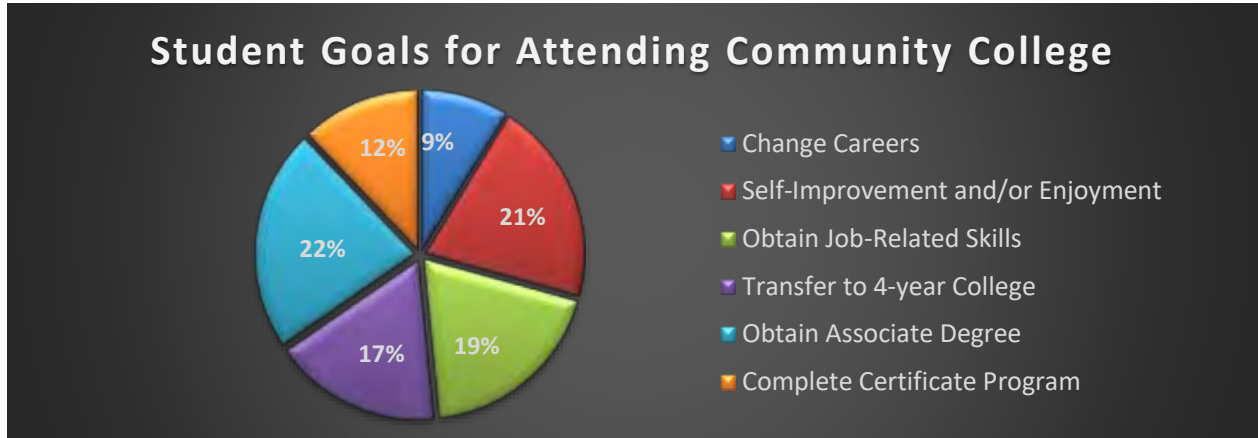
Strategic Plan Match: Performance

Students enroll in community colleges for a variety of reasons from self-improvement to four-year university transfer. To determine student goals in attending a Wyoming community college, the CCSSE survey can be utilized. Table A.1 demonstrates student percentages of primary or secondary goals for attending community college and Figure A.1 shows the aggregate reasons.

Table A.1: Student Goals

	Complete Certificate Program	Obtain Associate Degree	Transfer to a 4-year college or University	Obtain / Update Job-Related Skills	Self-Improvement/ Personal Enjoyment	Change Careers
Casper College (CC)	43%	82%	67%	71%	76%	34%
Central Wyoming College (CWC)	50%	80%	58%	77%	80%	35%
Eastern Wyoming College (EWC)	43%	82%	53%	69%	66%	24%
Laramie County Community College (LCCC)	33%	74%	62%	54%	67%	32%
Northwest College (NWC)	40%	86%	70%	63%	74%	20%
Northern Wyoming Community College District (NWCCD)	49%	78%	57%	71%	72%	40%
Western Wyoming Community College (WWCC)	45%	78%	56%	73%	76%	34%

Figure A.1: Student Goals for Attending Community College for all Colleges



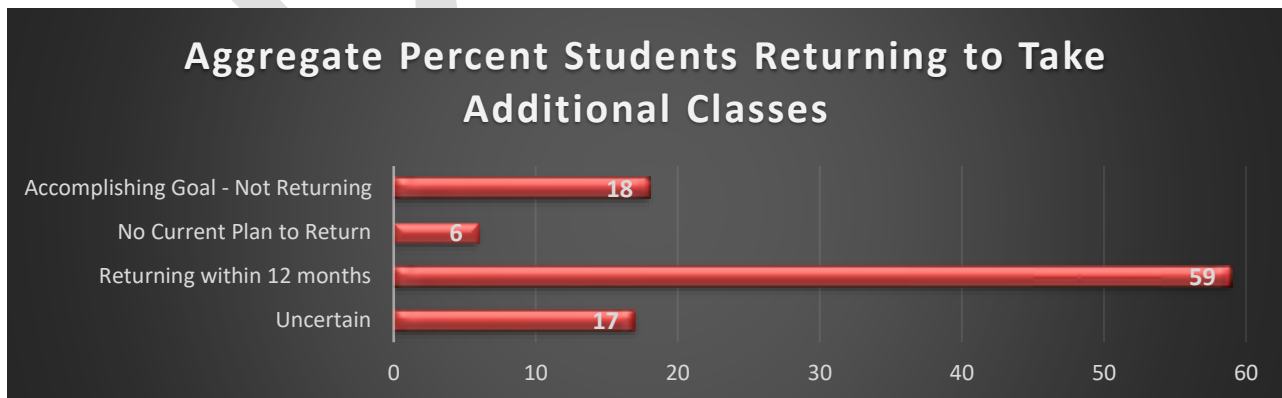
*CCSSE 2017

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.

Table A.2: Percent Students Returning to Take Additional Classes

	"I will accomplish my goal(s) during this term and will not be returning"	"I have no current plan to return"	"Within the next 12 months"	"Uncertain"
CC	20%	3%	61%	17%
CWC	10%	8%	60%	22%
EWC	15%	9%	62%	14%
LCCC	17%	5%	63%	15%
NWC	26%	7%	57%	11%
NWCCD	18%	8%	54%	20%
WWCC	19%	4%	55%	23%

Figure A.2: Aggregate Percent Students Returning to Take Additional Classes



*CCSSE 2017

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

To measure student goal attainment, Table A.3 (N=1140) illustrates between 88% and 100% of students accomplished their primary goal while attending a Wyoming community college based on results from the National Community College Benchmark Project (NCCBP).

Table A.3: NCCBP Student Goal Attainment

College	Percentage of Graduate Completers that Accomplished their Primary Goal while Attending Community College	NCCBP National Percentile Rank
CC	88%	22%
CWC	95%	49%
EWC	100%	>99%
LCCC	92%	34%
NWC	92%	35%
NWCCD	97%	65%
WWCC	97%	95%

Figure A.3 shows of the 846 students responding to the college Graduate Surveys, 96% “Strongly Agree” or “Agree” they accomplished their community college educational goals while attending the community college.

Figure A.3: Most Recent Survey Result, “I Accomplished my Community College Educational Goals while at this College”



*Most recent graduate report was completed for each college either 2015-2016 or 2016-2017.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

B: Student Persistence and Retention

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

Data Source: WCCC/Community College Data Warehouse

Strategic Plan Match: Progress

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 2,919 full-time, first-time and full-time degree seeking students in the Fall of 2016. The aggregate full-time retention rate from Fall 2016 to Fall 2017 was 58%. This percentage has been relatively stable over the last five years, ranging from 55% to 58% 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 2016 and returning for the Fall 2017 semester is displayed in Table B.2 and Figure B.1.

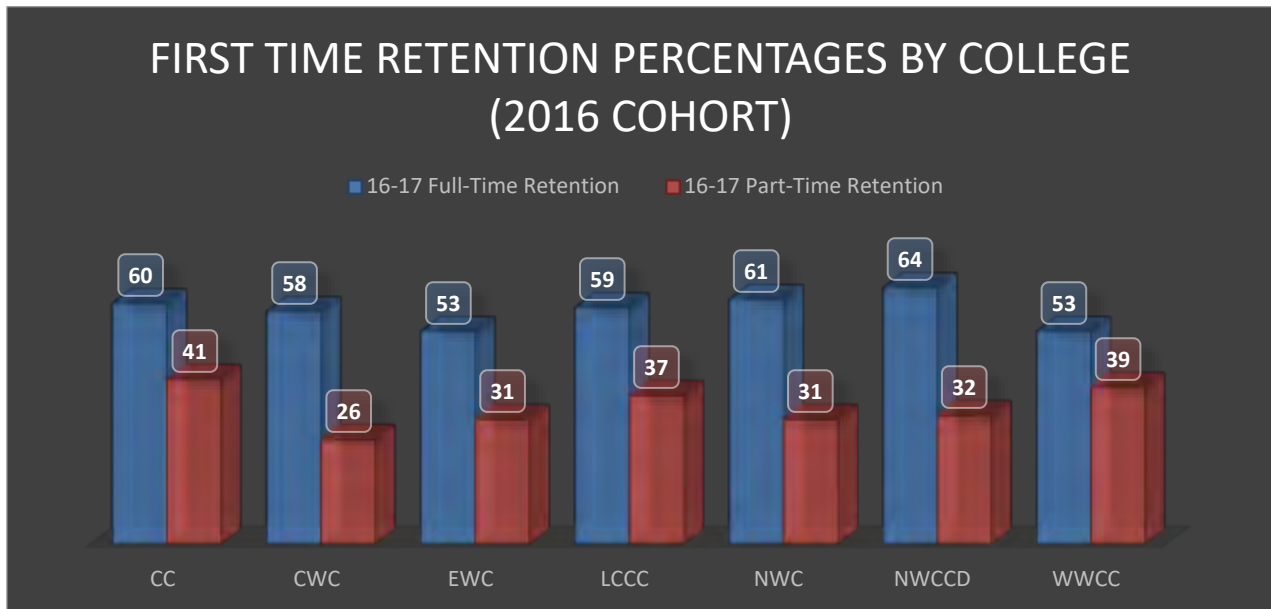
Table B.1: Trend *First-time/Degree-Seeking* Students' Retention Rates for Colleges Combined

	Retention Rate Full-Time	Retention Rate Part-Time
Rate of Fall 2016 Cohort Retention in Fall 2017	58%	34%
Rate of Fall 2015 Cohort Retention in Fall 2016	57%	25%
Rate of Fall 2014 Cohort Retention in Fall 2015	57%	30%
Rate of Fall 2013 Cohort Retention in Fall 2014	56%	29%
Rate of Fall 2012 Cohort Retention in Fall 2013	55%	33%
Rate of Fall 2011 Cohort Retention in Fall 2012	55%	32%

Table B.2: 2016 Cohort *First-time* Retention Rates by College

College	Number of First-time Degree-seeking Students Fall 2016	Retention Rate Full-Time	Retention Rate Part-Time
CC	614	60%	41%
CWC	261	58%	26%
EWC	214	53%	31%
LCCC	570	59%	37%
NWC	418	61%	31%
NWCCD	606	64%	32%
WWCC	236	53%	39%

Figure B.1: First Time Retention Rates by College



*WCCC/Community College Data Warehouse 2017

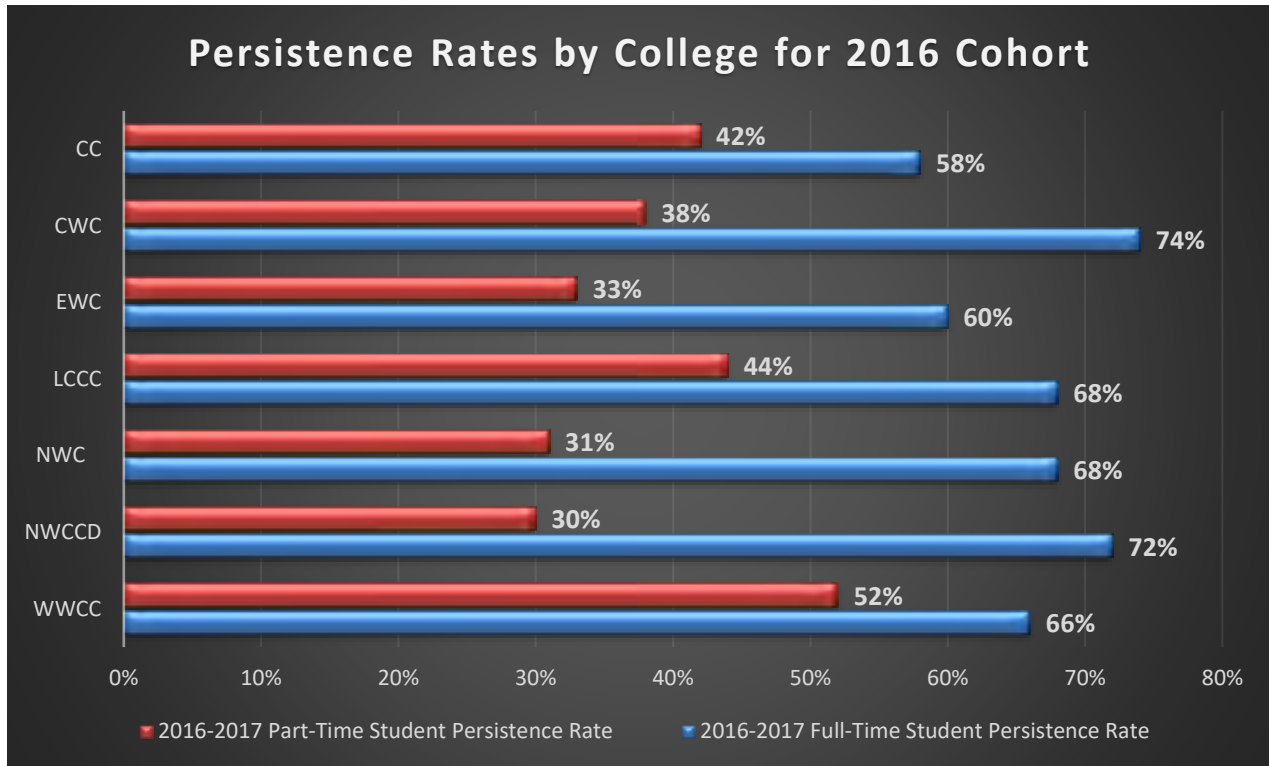
Persistence rates demonstrate the percentage of students who return to or graduate from any institution in a subsequent term(s). Table B.3 and Figure B.2 show the percentage of first-time students in the most recent Fall 2016 cohort who persisted to any college during the Fall 2017 semester. Table B.4 and Figure B.3 show a full three year persistence history.

Table B.3: First-time Persistence Rates by College Fall 2016 Cohort

College	Number of First-time Degree-seeking Students Fall 2016	Persistence Rate Full-Time	Persistence Rate Part-Time
CC	614	66%	52%
CWC	261	72%	30%
EWC	214	60%	33%
LCCC	570	68%	44%
NWC	418	68%	31%
NWCCD	606	74%	38%
WWCC	236	58%	42%
Average College Persistence Rate		67%	39%

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

Figure B.2: First-Time Full-Time and Part-Time, Degree-Seeking students Persistence Rates by College (2016 Fall to 2017 Fall)



*WCCC/Community College Data Warehouse 2017

Table B.4: Three-Year *First-time Degree-Seeking* Persistence Rates by College Fall 2014 Cohort

		Cohort 14/Fall	Persisted to 15/Fall	Persisted to 16/Fall	Persisted to 17/Fall
CC	Part Time	59	42%	27%	24%
	Full Time	509	69%	56%	46%
CWC	Part Time	65	28%	25%	15%
	Full Time	188	63%	45%	30%
EWC	Part Time	27	41%	19%	15%
	Full Time	156	66%	42%	27%
LCCC	Part Time	92	32%	29%	20%
	Full Time	376	70%	56%	44%
NWC	Part Time	19	37%	32%	32%
	Full Time	372	70%	47%	36%
NWCCD	Part Time	72	44%	38%	22%
	Full Time	431	71%	49%	40%
WWCC	Part Time	34	38%	32%	24%
	Full Time	186	60%	40%	32%
Average Colleges	Part Time	368	37%	29%	21%
	Full Time	2,218	68%	50%	39%

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, reported at annual intervals. The cohort includes only non-transfer, first-time and full-time students.

Data Source: Integrated Postsecondary Education Data Systems (IPEDS)—Graduation Rate Surveys, 2015-2016

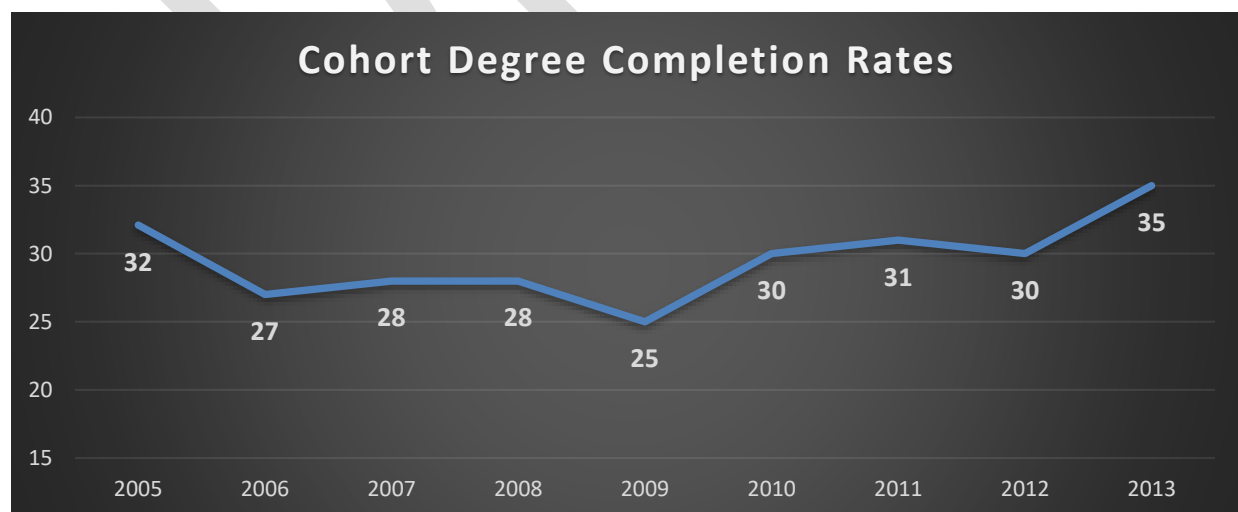
Strategic Plan Match: Participation, Progress & Performance

As illustrated in Table C.1 and Figure C.1, the 2013 cohort aggregate average completion rate at Wyoming community colleges is 35%, which is higher than rates for recent previous cohorts. The average aggregate completion rate for the Wyoming community colleges has remained fairly stable over the last ten years but currently shows its highest completion rate in a decade. According to the U.S. Department of Education, National Center for Educational Statistics (NCES), IPEDS, Winter 2015-16 Graduation Rates component, the graduation rate for public 2-year institutions was 22 percent, putting Wyoming community colleges above this national percentage.

Table C.1: Current and Historical Degree Completion Rates

2013 Cohort Graduation Rate within 3 years (spring 2015)	35%
2012 Cohort Graduation Rate within 3 years (spring 2014)	30%
2011 Cohort Graduation Rate within 3 years (spring 2013)	31%
2010 Cohort Graduation Rate within 3 years (spring 2012)	30%
2009 Cohort Graduation Rate within 3 years (spring 2011)	25%
2008 Cohort Graduation Rate within 3 years (spring 2010)	28%
2007 Cohort Graduation Rate within 3 years (spring 2009)	28%
2006 Cohort Graduation Rate within 3 years (spring 2008)	27%
2005 Cohort Graduation Rate within 3 years (spring 2007)	32%

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



*IPEDS Graduation Rate Survey (2015-2016)

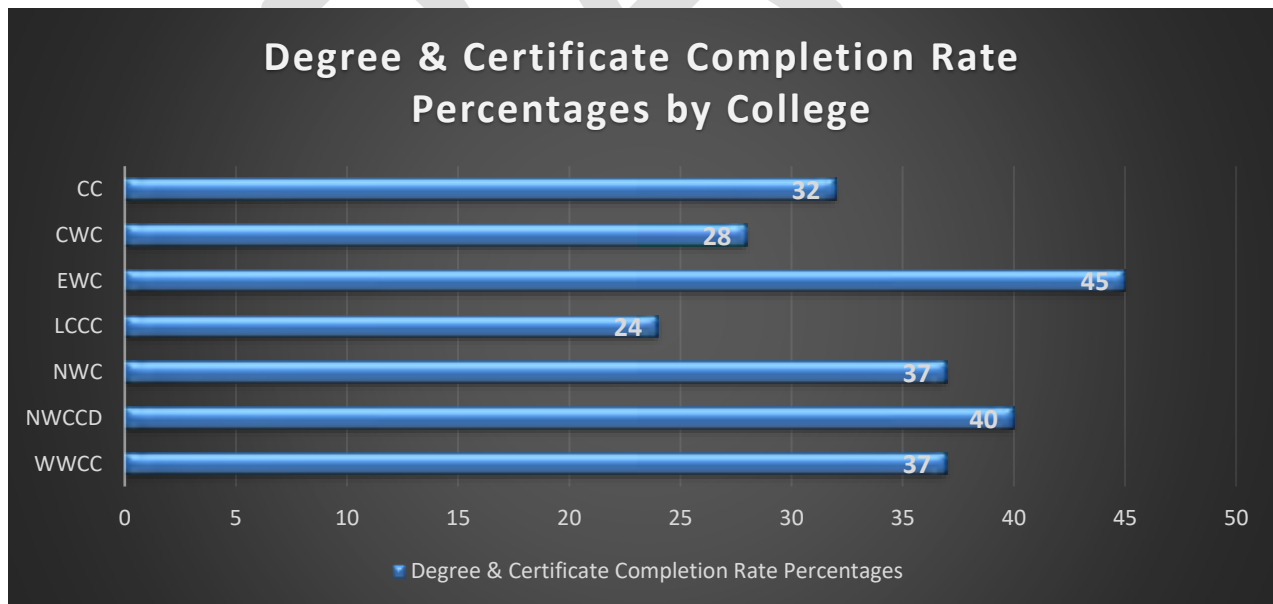
Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

Table C.2 and Figure C.2 show the degree and certificate completion rates, by college, for the 2013 cohort. The cohort includes all full-time, first-time, degree and certificate-seeking undergraduate students entering the institution either during the fall term or during the 12-month period as described above. The cohort size includes the sum of the certificate and degree seekers which is used as the denominator, since most students are degree seekers.

Table C.2: 2013 Cohort Degree and Certificate Completion Rates by College

College	2013 Cohort Size	Certificate/Degree Completers within 150% of normal time	Degree and Certificate Completion Rate
CC	616	200	32%
CWC	232	66	28%
EWC	230	103	45%
LCCC	318	77	24%
NWC	372	136	37%
NWCCD	446	178	40%
WWCC	374	140	37%

Figure C.2: Degree and Certification Complete Rate Percentages by College



* (IPEDS)—Graduation Rate Surveys, 2015-2016

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

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

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

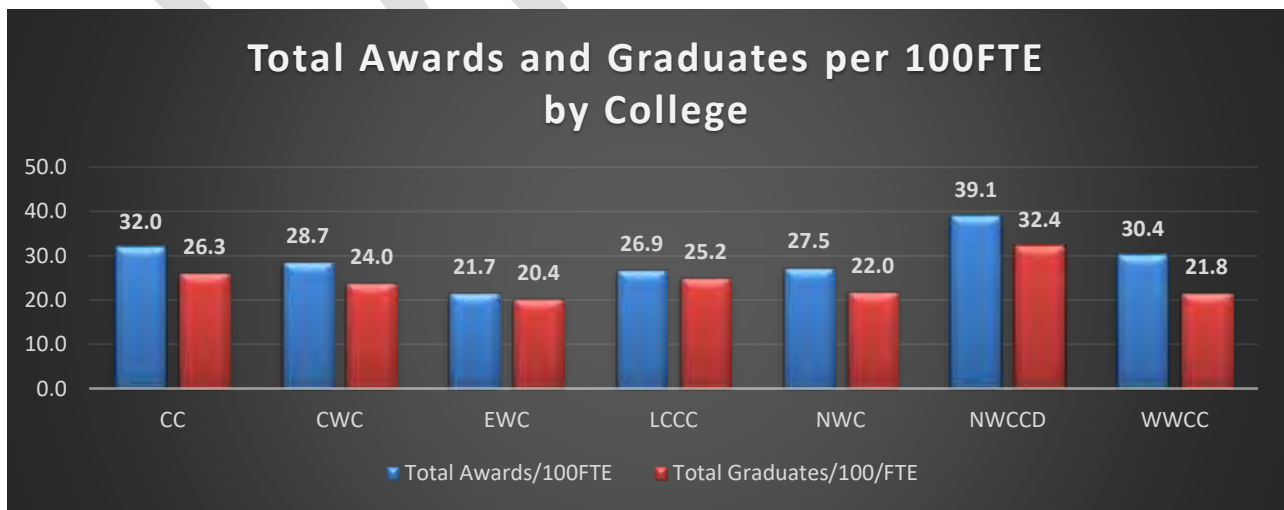
Table C.3: Graduates by Full Time Equivalency 2016-2017

	Associate Degree Graduates/100FTE	Total Graduates/100FTE
CC	21.1	26.3
CWC	16.0	24.0
EWC	13.1	20.4
LCCC	19.0	25.2
NWC	21.0	22.0
NWCCD	23.3	32.4
WWCC	18.3	21.8
Average All Colleges:	18.8	24.6

Table C.4: Degree/Certificate Awards by Full Time Equivalence 2016-2017

	Associate Degrees Awarded/100FTE	Total Awards/100FTE
CC	22.9	32.0
CWC	18.3	28.7
EWC	13.3	21.7
LCCC	19.6	26.9
NWC	23.9	27.5
NWCCD	25.1	39.1
WWCC	24.3	30.4
Average All Colleges:	21.1	29.5

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



*IPEDS Completion Survey and 12-Month Enrollment Survey (2016-2017)

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

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; Department of Workforce Services (DWS), Research and Planning Division

Strategic Plan Match: Placement

Graduates (N graduates responding=963) replied 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: Most Recent Graduate Surveys "Which Statement Best Describes your Current Employment Status?"

Employment Status	2015-16 or 2016-17	2014-15
Employed Full Time (40 hours or more/week)	43%	37%
Employed Part-Time (less than 40 hours/week)	24%	32%
Unemployed, actively seeking employment	9%	6%
Unemployed or retired, not seeking employment	14%	14%
No response	3%	2%

*The most recent graduate report was completed 2015-2016 or 2016-2017. Graduate reports are completed by colleges every year or every other year. Table D.1 aggregates percentages from Table D.2.

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

College	% Employed Full-Time (40 hours or more/week)	% Employed Part-Time (less than 40 hours/week)	% Unemployed, actively seeking employment	% Unemployed or retired, not seeking employment	% No Response
CC	61%	27%	0%	12%	0%
CWC	22%	54%	6%	18%	0%
EWC	57%	14%	14%	14%	0%
LCCC	59%	8%	17%	16%	0%
NWC	32%	45%	9%	14%	0%
NWCCD*	19%	3%	5%	2%	24%
WWCC	48%	19%	11%	23%	0%

*NWCCD has an additional category on their graduate survey: "Continuing educational pursuits". 71 percent of students selected this option.

**Most recent graduate report was completed 2015-2016 or 2016-2017. Graduate reports are completed by colleges every year or every other year.

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

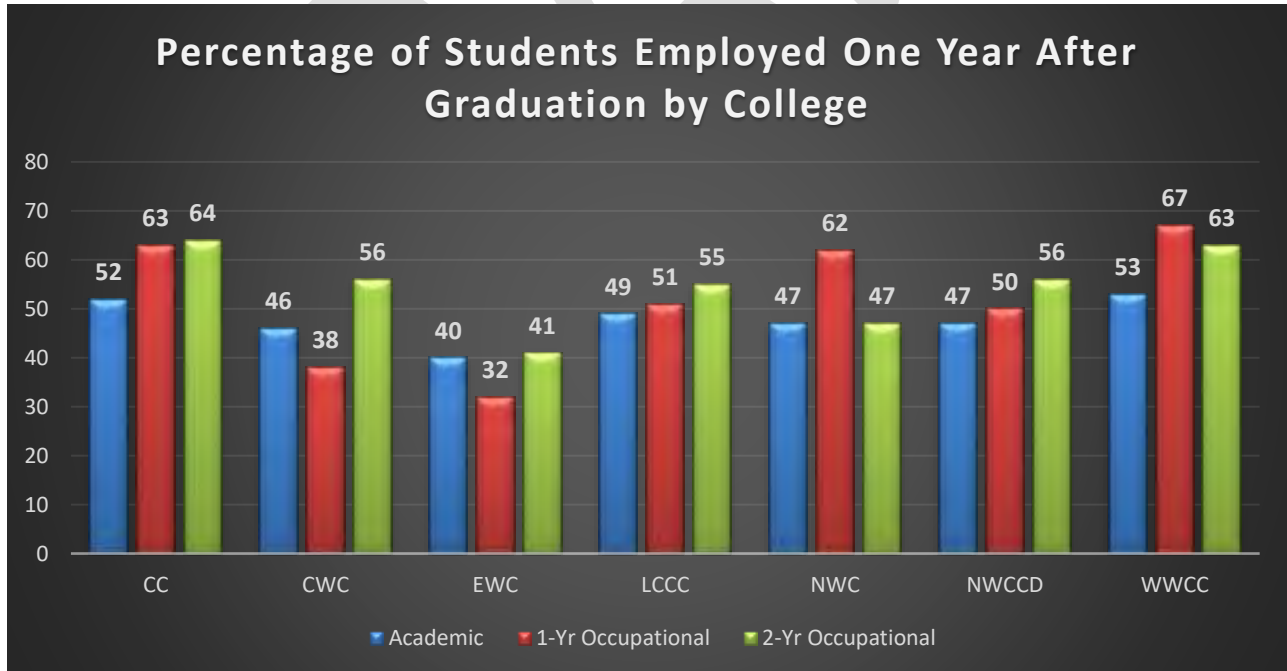
In 2016, the Wyoming Department of Workforce Services, Research and Planning Division, included a report of Wyoming Community College Graduates in their Wyoming Labor Market Information website. The data utilized by DWS came directly from the community colleges and provided information for wage records for community college graduates one year after graduation. Table D.3 and Figure D.1 show the percentage of students who were employed one year after graduation in an academic or one or two year occupational track.

Table D.3: Percentage of Students Employed One Year After Graduation

Percent of students employed one year after graduation	Academic	1-year Occupational	2-year Occupational
CC	52%	63%	64%
CWC	46%	38%	56%
EWC	40%	32%	41%
LCCC	49%	51%	55%
NWC	47%	62%	47%
NWCCD	47%	50%	56%
WWCC	53%	67%	63%
Average for Colleges	47%	51%	54%

* DWS Research and Planning Division

Figure D.1: Percentage of Students Employed One Year after Graduation by College



*DWS Research and Planning Division

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

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 licensure or certification in areas traditionally requiring licensure or certification to obtain a job in that field.

Data Sources: 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: Progress, Performance & Participation

Wyoming's seven community colleges have 25 different workplace placement programs that prepare students for licensure or certification, reflecting a high level of quality instruction at Wyoming community colleges. The pass rates represent those students who passed their exam on the first attempt.

License / Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
AIARE LEVEL 1 – Avalanche Training		100%					
ARRT (American Registry of Radiologic Technologists)	100%			100%			
American Registry for Diagnostic Medical Sonography – Abdominal/Small Parts				100%			
American Registry for Diagnostic Medical Sonography – Obstetrical and Gynecology				100%			
Basic Life Support for Health Care Providers		100%					
Central Regional Dental Testing Exam (CRDTS)						91%	
Certified Horsemanship Association (CHA)		100%					
Certified Occupational Therapy Assistant Examination	95%						
Cosmetology (National-Interstate Council of State Boards of Cosmetology (NIC))			100%				
National Hygiene Clinical Exam				100%			
Emergency Medical Tech Wilderness (EMT)		100%					
Federation on State Boards of Physical Therapy (FSBPT)				95%			
Fire Science Certification Exams		95%					
Medical Lab Technician Certification Exam	100%						
NCLEX-PN	100%			88%	100%	100%	100%

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

License / Certification	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC
NCLEX-RN	85%	93%		100%	80%	87%	100%
Nail Technician (NIC)			75%				
National Board for Surgical Technology and Surgical Assisting				57%			
National Dental Hygiene Exam (NBDHE)				94%		91%	
National Registry of EMT-Paramedic				86%			
Pharmacy Technician Certification Board	100%						
Veterinary Technician			89%				
Welding 3/8" Plate Test (American Welding Society (AWS))			89%				
Welding 1" Plate Test (AWS)			91%				
Wilderness First Responder		93%					

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: 2017 NCCBP

Strategic Plan Match: Progress & Performance

The 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: Average NCCBP Core Academic Skills Retention, Enrollee & Completer Success Rates Fall 2015

	NCCBP Form 11 – Average Submitted Values			
	Composition I	Composition II	Algebra	Speech
Total A, B, C, P/S, D, F/U and W grades	3840	667	1427	877
Total A, B, C, P/S, D and F/U grades	3321	563	1215	766
Total A, B, C, and P/S grades	2833	461	1002	660
Retention Rate	89%	86%	85%	89%
Enrollee Success Rate	77%	72%	70%	79%
Completer Success Rate	86%	84%	83%	88%

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

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 intended to 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.

Data Source: WCCC/Community College Data Warehouse, 2014 Cohort

Strategic Plan Match: Progress & Performance

A number of community college students enroll in developmental/remedial courses to prepare for college-level courses. In Fall 2014, 4,135 (duplicated headcount) community college students were enrolled in developmental/remedial mathematics and English courses. Of these, 2,373 (duplicated headcount) students completed their respective developmental/remedial coursework that semester. Of the 2,373 students who completed developmental/remedial coursework, 956 completed subsequent college-level courses within one year. Another 138 completed in the fifth semester and 90 more successfully completed within eight semesters. Of those enrolled Fall 2014, 27% in math and 37% in English were successful college level course (prerequisite courses which must be completed satisfactorily to continue in subsequent classes in the discipline) completers.

It is important to note many students must complete a series of developmental/remedial 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).

Table G.1: Aggregate Subsequent College Level Coursework Fall 2014 Cohort

	Developmental/Remedial			Subsequent College Level Course						
	Enrolled 14/FA	Successful 14/FA	Success rate (%)	Successfully completed with 1 year (15 F/A)		Successfully completed with 5 terms (16/SU)		Successfully completed within 8 terms (17/SU)		Successful College Level Course Completers** %
				N	%	N	%	N	%	
Math	3302	1837	55.63	685	37.29	800	43.55	877	47.74	27
English	833	536	64.35	271	50.56	294	54.85	307	57.28	37
Total	4135	2373		956		1094		1184		

** “Successful College Level Course Completers” are the percent of those who enrolled in a remedial course in Fall 2014 and successfully completed a related college-level course by the end of Summer 2017.

It should be noted that Wyoming community colleges are utilizing progressive techniques to facilitate enhanced options for students requiring remedial level coursework. For instance, many colleges have already, or are beginning to, implement co-requisite “lab” courses, to be taken along with college level courses, to supplement instruction to allow extra assistance to the students in achieving the college level material. In addition, adult education is being considered as another option. The above table (G.1) does not yet include success rates for students taking advantage of these novel methods of education for remedial students.

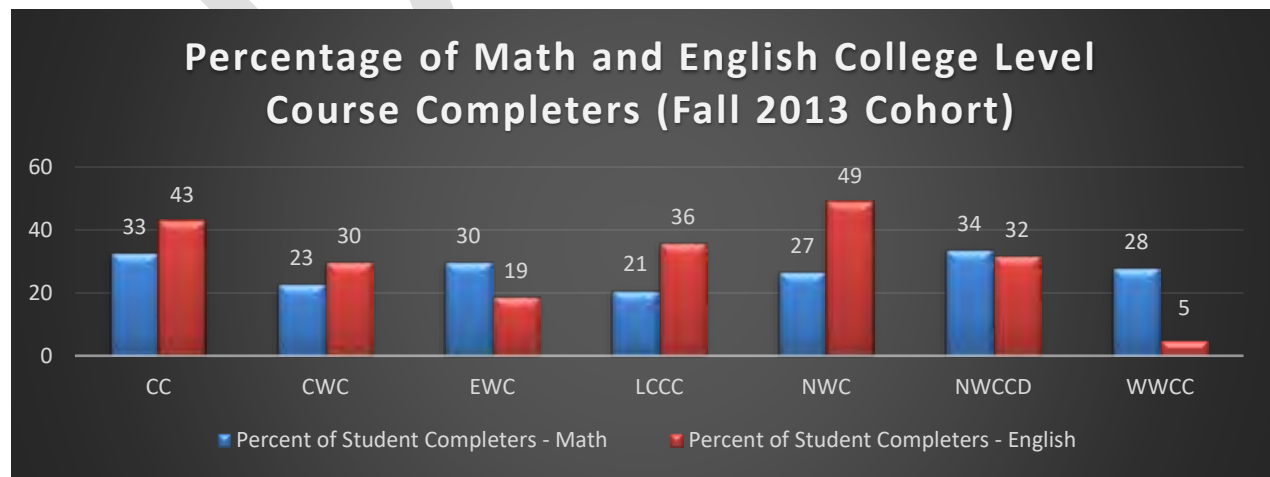
Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

Table G.2: Subsequent College Level Coursework Fall 2014 Cohort by College

College	Course	Developmental/Remedial			Subsequent College Level Course						
		Enrolled 14/FA	Successful 14/FA	Success Rate	Successfully completed within 1 year (15/FA)		Successfully completed within 5 terms (16/SU)		Successfully completed within 8 terms (17/SU)		Successful College Level Course Completers
		#	#	%	#	%	#	%	#	%	%
CC	Math	531	305	57.44	142	46.56	164	53.77	175	57.38	32.95
	English	110	71	64.55	38	53.52	44	61.97	47	66.20	42.72
CWC	Math	184	99	53.80	34	34.34	40	40.40	43	43.43	23.37
	English	106	72	67.92	27	37.50	31	43.06	32	44.44	30.18
EWC	Math	164	114	69.51	42	36.84	47	41.23	49	42.98	29.87
	English	36	23	63.89	5	21.74	7	30.43	7	30.43	19.44
LCCC	Math	1265	685	54.15	199	29.05	233	34.01	269	39.27	21.26
	English	244	161	65.98	82	50.93	85	52.80	89	55.28	36.47
NWC	Math	321	167	52.02	67	40.12	80	47.90	88	52.69	27.41
	English	136	94	69.12	59	62.77	65	69.15	66	70.21	48.53
NWCCD	Math	296	168	56.76	87	51.79	95	56.55	101	60.12	34.12
	English	65	35	53.85	19	54.29	20	57.14	21	60.00	32.31
WWCC	Math	541	299	55.27	114	38.13	141	47.16	152	50.84	28.10
	English	833	536	64.35	41	51.25	42	52.50	45	56.25	5.40

** "Successful College Level Course Completers" are the percent of those who enrolled in a remedial course in fall 2014 and successfully completed a related college-level course by the end of summer 2017.

Figure G.1: Percentage of Developmental Math and English College Level Course Enrollees who Complete (Fall 2014 Cohort)



*WCC/Community College Data Warehouse 2017

H: Number and Rate of Transfer

Measure: Transfer information for Wyoming community college students.

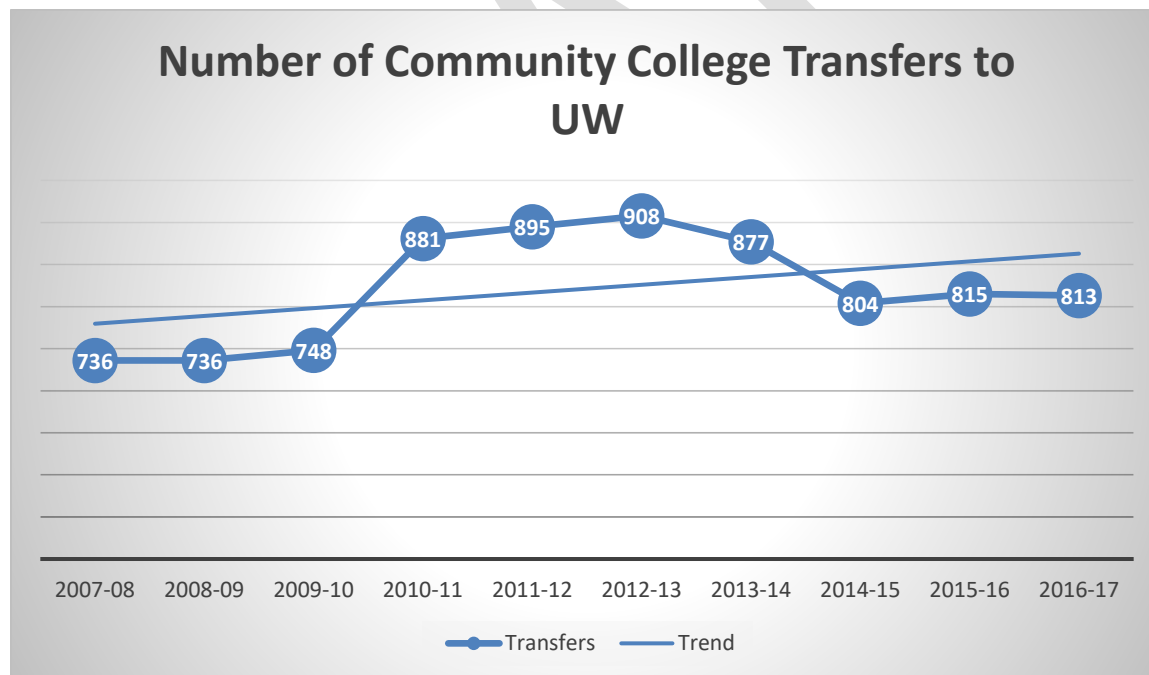
Data Sources: “New Transfer Students 2015-2016,” University of Wyoming Office of Institutional Analysis, 2016, Colleague®, National Student Clearinghouse’s Student Tracker and 2017 NCCBP, Integrated Postsecondary Education Data Systems (IPEDS), WCCC/Community College Data Warehouse

Strategic Plan Match: Placement

According to the University of Wyoming Annual Transfer Report, a total of 813 students from Wyoming community colleges transferred to the University of Wyoming during the academic year 2016-2017. The data do not represent any specific cohort but rather a total of transfer students who most recently attended a Wyoming community college before enrolling at the University.

Figure H.1 below highlights the enrollment of transfer students to UW during the last ten academic years.

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



* 2016-17 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 (2016-17 degree seeking students).

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

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

College	Top Receiving 4-year Institutions	Number of Transfer Students
CC	University of Wyoming	237
	South Dakota School of Mines / Colorado State Univ.	8 each
	Montana State University - Billings	7
	Valley City St. Univ./Black Hills St. Univ./Univ.North.Colo.	5 each
CWC	University of Wyoming	94
	Montana State University	4
	Chadron State College / Valley City State University	3 each
	Black Hills State University	2
EWC	University of Wyoming	36
	Chadron State College	15
	Black Hills State University	6
	Amer. Public Univ. System / Utah State University / Univ. of Northern Colorado / College of Southern Nevada	2 each
LCCC	University of Wyoming	292
	Western Governors University	15
	Colorado State University	7
	Chadron State College / Univ. of Northern Colorado	6 each
NWC	University of Wyoming	71
	Montana State University – Billings	12
	Brigham Young Univ. - Idaho / University of Montana	5 each
	Chadron State College / Univ. of Montana - Western	4 each
NWCCD	University of Wyoming	114
	Black Hills State University	17
	Chadron State College / Montana State Univ - Billings	7 each
	Valley City State University	5
WWCC	University of Wyoming	196
	Weber State University	33
	Utah State University	28
	Western Governors University	16

H.2 Tables 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 it included graduates who also transferred. Table H.2.A 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.2.B 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 2013 Cohort.

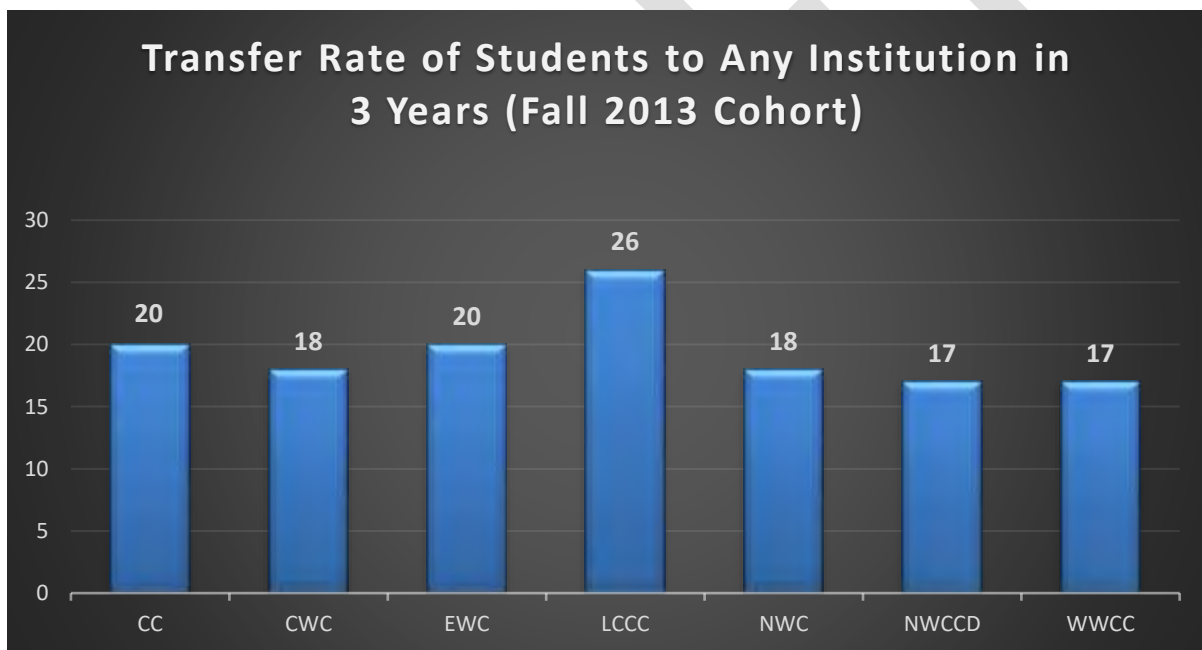
Wyoming Community Colleges
 ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

Table H.2.A / Figure H.3: Transfer Rate (Percent of Students who Transferred to any Institution in Three Years) Fall 2013 Cohort

College	First-time Full-time
CC	20%
CWC	18%
EWC	20%
LCCC	26%
NWC	18%
NWCCD	17%
WWCC	17%

*Note: Colleges do not report transfer rates for First-time, Part-time to IPEDS

Figure H.3: Transfer Rate of Students to Any Institution in three years for the Fall 2013 Cohort



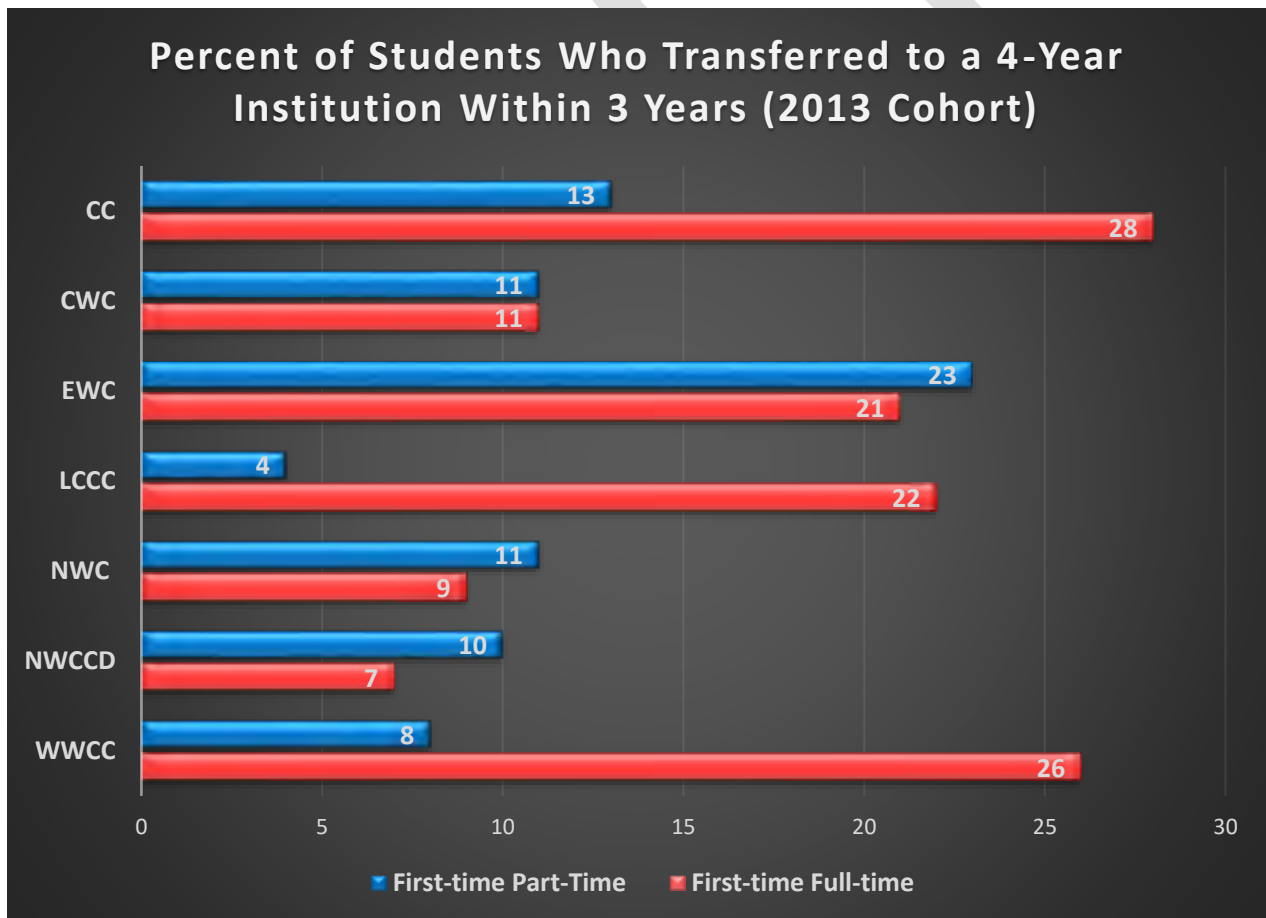
*IPEDS 2015-2016

Wyoming Community Colleges
ANNUAL PERFORMANCE REPORT: PERFORMANCE INDICATORS 2016-2017

Table H.2.B and Figure H.4: Transfer Rate (Percent of Students who Transferred to a 4-year Institution in Three Years) Fall 2013 Cohort

College	First-time Full-time	First-time Part-time
CC	28%	13%
CWC	11%	11%
EWC	21%	23%
LCCC	22%	4%
NWC	9%	11%
NWCCD	7%	10%
WWCC	26%	8%

Figure H.4: The Percent of Students who Transferred to a 4-year College in 3 years – 2013 Cohort



*NCCBP 2017

State of Wyoming's Return on Investment

While the data available may not be what are 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 2016-2017 academic year, the seven Wyoming community colleges enrolled 6,530 full-time students (unduplicated headcount), and 23,484 part-time students (unduplicated headcount). Graduates from Wyoming community colleges earned 699 Associate of Arts (AA) degrees, 1,083 Associate of Science (AS) degrees, 736 Associate of Applied Science (AAS) degrees, 20 Associate of Business (AB) degrees, 26 Associate of Fine Arts (AFA) degrees and 1,075 certificates. *(It should be noted, in previous years of this report, headcounts were reported as annualized. This year enrollment data were reported as unduplicated in accordance with the annual enrollment report.)*

The State of Wyoming provided \$115,486,695 million in operational funding to support the seven community colleges during fiscal-year 2017.

Summary

Using these performance indicators, Wyoming's seven community colleges are able to document their performance in meeting the needs of their stakeholders. Wyoming's community colleges take their responsibility of accountability seriously and intend to use this report not only to document performance, but to evaluate where improvements can be made and to make plans of action to not only meet, but to exceed stakeholders' expectations. Future Performance Indicator Reports will associate the Strategic Plan 2.0 with the performance indicators required by Wyoming Statute.

TAB 7

2016-2017 Academic Programs Review Report

The 2016-2017 Academic Programs Review Report, is available electronically at:

<https://communitycolleges.wy.edu/Data/Sites/1/commissionFiles/publications/reports/annualprogramreviewreports/annual.academic.program.review.2017.pdf>

TAB 8



Office of the Attorney General

Governor
Matthew H. Mead

Attorney General
Peter K. Michael

Civil Division
Kendrick Building
2320 Capitol Avenue
Cheyenne, Wyoming 82002
307-777-7886 Telephone
307-777-3687 Fax

Chief Deputy Attorney General
John G. Knepper

Division Deputy
Ryan Schelhaas

January 29, 2018

TO: Wyoming Community College Commission

FROM: Jim Peters
Assistant Attorney General

RE: Repeal of the Wyoming Investment in Nursing (WYIN) Program
Rules under the Wyoming State Board of Nursing.

As you may recall, the Wyoming Investment in Nursing (WYIN) Program was originally administered by the Wyoming Higher Education Assistance Authority. The Authority passed rules governing the program in 2003 and somehow they were published under the Board of Nursing. The Legislature gave the Commission the authority for the program in 2005, at which time the Commission passed rules to govern it.

Currently, the Board of Nursing has a bit of a conundrum: it would like to repeal the old rules promulgated by the Wyoming Higher Education Assistance Authority, but it does not have any authority over the program. The AG's office, which normally can repeal rules for agencies that don't exist, can't do that in this case because there is an agency that governs the program: the Commission.

The Board of Nursing would like to work with the Commission to get these old rules repealed. We think the way this would work is that the Commission would take the actions to repeal the rules, but the actual promulgation process would occur through the Board of Nursing's rules system account. The Board of Nursing will handle all of the uploading of documents. It's a bit of an odd process, but it is the only way to repeal these rules and remove them from the Secretary of State's system.

Wyoming Community College Commission
January 29, 2018
Page 2 of 2

Attached with this letter, I have included a draft notice of intent, statement of reasons, strike/underscore version of the chapter, and clean version of the proposed repeal. Please let me know if the Commission is willing to help the Board of Nursing with this issue.

If you have any questions, please feel free to give me a call at (307) 777-8662 or email at james.peters@wyo.gov.

Thank you!

SUMMARY OF RULES ACTION ON BEHALF OF THE BOARD OF NURSING

As noted in the following memo from the Office of the Attorney General, the Board of Nursing rules includes a chapter on the Wyoming Investment in Nursing (WYIN) program. These rules should have been repealed in 2005 when authority for the program transferred to our agency. As the governing body for this program, the Commission is the only agency authorized to take action on rules related to it. The action requested by the AG's office has no impact on the Commission's rules for this program.

At this meeting, you are being asked to take the first step in repealing the Board's rules. The suggested wording below will adequately cover the action the AG's office is requesting:

Motion: ... move that the Commission proceed with rule promulgation to repeal the Wyoming Investment in Nursing rules currently filed as part of the Wyoming Board of Nursing's administrative rules.

After receiving notice that you have taken this action, the Board of Nursing will start the process in the administrative rules system and open the rules for public comment. At our April meeting, you will approve the final repeal of rules. We do not anticipate receiving any public comments.

The content of the Board's rules is similar to ours with definitions, criteria for application, loan terms, etc. In an effort to keep the size of the meeting packet to a minimum, we have not included the copy of those rules or the other filing documents referenced in the AG's letter. They will be available at the meeting if you wish to review them.

TAB 9

Casper College

Academic Affairs

Shawn Powell, Ph.D.
Vice President of Academic Affairs
125 College Drive – GW 407
Casper Wyoming 82602
spowell@caspercollege.edu
(307) 268-2706

Date: December 24, 2017

To: Wyoming Community College Commission

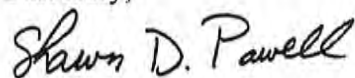
Subject: Request for Degree Approval – American Sign Language, A.A.

Based on the Wyoming Community College Commission rules and procedures Casper College is requesting approval of an A.A. degree in American Sign Language (ASL). This proposal is the result of several interactions with state agencies and educational institutions. These collaborations include: the Wyoming Workforce Services Division of Vocational Rehabilitation, Wyoming Relay Services, Wyoming Department of Education – Professional Teachers Standards Board, and Natrona County School District # 1. Each of these collaborators support the development of this degree.

This ASL Degree proposal has been approved by our college's internal processes to include our Curriculum Committee, Faculty Senate, Deans Council, and Board of Trustees. All stated requirements for proposing new degrees and certificates are addressed in the attached template. This Wyoming Community College Commission template describes the proposed degree and includes information on projected national and statewide workforce demand for graduates of this projected program, internal and external coordination, academic assessment, and the degree's curriculum. In accordance with the state-wide strategic plan, this template also presents the impacts of this proposed program on educated citizenry, diversified economy, workforce development, efficient systems and accountability and improvement.

Casper College appreciates the review of this request by the Commission. It is our desire to be responsive to the needs of our community. Your review of this proposal is greatly appreciated.

Sincerely,



Shawn Powell, Ph.D.
Vice President for Academic Affairs

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Casper College

B. Date submitted to WCCC:

C. Program

1. Request for: New Program

2. Program Title: American Sign Language Studies, A.A.

3. Degree to be awarded: A.A.

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care
 Other (geared toward a diverse workforce population in technical or professional careers)

5. Total number of credit hours: 60

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

16.1601

7. Planned semester/year new program will begin:

Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

No

9. Will all or part of this program be available to students via online or other distance education technologies?

Yes

D. Program description as it will be included in college catalog:

American Sign Language Studies, A.A.

The American Sign Language Studies (ASL) degree is designed to provide a foundation for further work with people who are deaf. Students will develop their knowledge of ASL and the culture of deafness in North America and around the world.

ASL studies provides a foundational curriculum within the liberal arts framework, and is designed for the student to acquire competencies necessary to transfer to ASL Studies, ASL Interpreting, or deaf education baccalaureate programs.

The study of ASL is on the rise in America. Students learning ASL may work in careers such as a sign language interpreter, teacher of the deaf, speech language pathologist, psychologist, employment counselor, social worker, child care worker or audiologist. Some places of employment might be mental health clinics social service agencies, hearing and speech agencies, hospitals and clinics, government institutions, public and private schools.

(Careers working with deaf and hard of hearing. (n.d.). Retrieved April 7, 2017 from <http://www.thebestschools.org/blog/2013/06/27/careers-working-deaf-hard-hearing/>)

1. Expected Student learning outcomes from completion of the program:

Students will be able to:

- Use ASL in three modes of communication: interpersonal, interpretive, and presentational
- Demonstrate knowledge of diverse cultures and historical perspectives
- Demonstrate critical awareness of social and cultural norms of the deaf culture
- Solve problems using critical thinking and creativity
- Explore meaningful content through the target language
- Collaborate with classmates on projects and peer reviews in ASL
- Appreciate aesthetic and creative activities
- Use appropriate technology and information to conduct research
- Become competent and culturally aware users of ASL

2. Program Layout by Semester

FALL Semester		Credit hours
ASL 1200	American Sign Language I	4 CR
	Laboratory Science	4 CR
MATH 1000 or higher level MATH class	Problem Solving	3 CR
ENGL 1010	English 1: Composition	3 CR
PEAC	Physical Education	1 CR
		15 total
SPRING Semester		
ASL 1220	American Sign Language II	4 CR
ENGL 1020	English II: Composition	3 CR
ANTH 1200 or SOC 1000	Cultural Anthropology or Introduction to Sociology	3 CR
	Major Elective: THEA 1100 - Acting 1 recommended	3 CR
CO/M 1030	Interpersonal Communication	3 CR
		16 total
FALL Semester		
ASL 2200	American Sign Language III	4 CR
	Major Elective: Diversity with a US focus	3 CR
	Cultural Environment Elective	3 CR
	U.S. and Wyoming Constitutions	3 CR
	Human Behavior Elective	3 CR
		16 total
SPRING Semester		
ASL 2220	American Sign Language IV	4 CR
	Major Elective: Diversity with a global focus	3 CR
	Major Elective: humanities, literature or philosophy	3 CR
	Elective	3 CR
		13 total
		60 CR

D. New course prefixes, course credit hours and:

1. Is the community college using a course prefix that is new to Wyoming public higher education institutions: No
2. New course prefixes have been coordinated:
 - with UW (transfer): Not Applicable
 - or WCCC (CTE): Not Applicable

E. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description:

This program will not require new courses to be developed.

2. New course numbers and/or number of credit hours have been coordinated:
 - with UW (transfer): Not Applicable
 - or WCCC (career technical): Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Casper College currently employs a full-time ASL instructor. All required ASL courses in the proposed degree have been offered the past few years. In addition, the program is strengthened by the availability of ASL I and II concurrent enrollment classes offered through Natrona County School District # 1.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

According to the Bureau of Labor Statistics (employment projections cited below) there is nationwide need for interpreters, teachers of the deaf and mental health professionals who are skilled in ASL and knowledgeable of the deaf culture. Access to four year degree programs in these professional areas often require a prerequisite of four semesters in ASL before students are considered for acceptance into these degree programs. The proposed A.A. in ASL Studies will provide Wyoming students with a strong transfer degree.

The State of Wyoming - Department of Workforce Services: Division of Vocational Rehabilitation - Wyoming Relay Services, stated that any worker in direct services or a health care field would benefit from the education and training to be gained through this degree. Examples of careers that could benefit from ASL training include: CNA,

Nurse Practitioner, Job Coach, Psychological Rehabilitation Worker, Medical Care Providers, and Law Enforcement personnel.

The advantage of this degree, as stated by the Division of Vocational Rehabilitation Services, is that trained professionals would have knowledge of ASL and know when it would be appropriate to sign directly with a individual who is deaf and when a qualified interpreter should be hired. Wyoming Relay Services stated that there are "never enough qualified interpreters to meet demands in our state". Currently in Casper there are not enough interpreters to meet demands within educational and community settings. This problem is even more pronounced in smaller Wyoming communities. Harrington (2014) estimated the percentage of 18 to 64 year old individuals with hearing disabilities in Wyoming to be 2.9% (retrieved 11.10.2017 from Gallaudet University Library: <http://libguides.gallaudet.edu/content.php?pid=119476&sid=1029190>).

According to the Wyoming Department of Education Outreach Educational Services for the deaf and hard of hearing, there is a shortage of qualified interpreters. Natrona County and Campbell County School Districts have a need to hire certified interpreters and have been unable to meet their educational needs. Wyoming public schools can fill teacher of the deaf positions with qualified staff; however the number of applicants for these positions is typically small (i.e., one or two qualified applicants per opening).

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

No new resources will be required to implement this degree program. Current budget allocations appear sufficient to sustain this degree.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

There is not one specific job title or career path for someone with the skills gained from the A.A. in ASL Studies. The ASL Studies degree is designed to provide a foundation for further work with people who are deaf. Students will develop their knowledge of ASL and the culture of deafness in North America and around the world. Students may use this course of study and knowledge of a differing language and culture as a threshold into a multitude of career opportunities or to further their studies through transfers to universities.

Statistics for a career as an interpreter or translator are provided below.

(See resources listed following the below chart)

United States	Employment		Percent Change	Job Openings
	2014	2024		
	61,000	78,500	29%	27,200
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
	50	60	20%	10

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dec, 2015 Edition*, <http://www.bls.gov/oco/ocos287.htm>
- **State Data Source:** Wyoming Department of Employment Research & Planning: http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:

From “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2013” - *Modern Language Association of America*

“In terms of ranking, Spanish and French still lead as the two most studied languages. American Sign Language (ASL), continuing to experience remarkable growth, especially in undergraduate enrollments, is the language with the third most enrollments... ASL enrollments increased by 19.0% between 2009 and 2013. (Goldberg, Looney, & Lusin, 2015, p. 2)

“American Sign Language has had the most remarkable trajectory of the most commonly taught languages. It was not even reported in 1960—or even as late as the 1986 survey—and it is now the third most commonly taught language in United

States colleges and universities.” (Goldberg, Looney, & Lusin, 2015, p. 4)

-Goldberg, D., Looney, D., & Lusin, N. (2015, February). Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2013. Retrieved June 20, 2017, from https://apps.mla.org/pdf/2013_enrollment_survey.pdf

2. State and National Wages

Wyoming's hourly rates for sign language interpreters were gained through a conversation with the State of Wyoming - Division of Workforce Services: Vocational Rehabilitation - Wyoming Relay Services coordinator as well as a court clerk in Natrona County. These wages represent the range of salaries for an interpreter in private practice.

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly	\$12.20	\$16.46	\$22.17	\$29.78	\$39.91
	Yearly	\$25,370	\$34,230	\$46,120	\$61,950	\$83,010
Wyoming	Hourly	\$20.00	N/A	N/A	N/A	\$60.00 with a 2 hr min.
	Yearly	N/A	N/A	N/A	N/A	N/A

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** https://www.bls.gov/oes/current/oes_nat.htm
- **State Data Source:** https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

3. Primary student audience identified for this program:

The ASL Studies degree is designed to provide a foundation for further work with individuals who are deaf. This degree is intended to serve as a transfer degree for students seeking to further their studies in ASL and working with individuals who are deaf and/or heard of hearing.

A secondary audience for this degree is students seeking to enhance their vocational careers by improving their abilities to communicate with individuals who are deaf as a part of their job duties. Such students may use their knowledge of ASL to work in careers such as sales, wait staff, job coaches, banking, early childhood, community service, first responders - police, firefighters and EMTs - in a variety of jobs that may not require a bachelor's degree.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

 5 Year One 10 Year Two 15 Year Three

K. Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

We will work with the Public Relations department at Casper College to advertise this new degree program by developing marketing strategies in print and on line. Students currently enrolled in ASL programming at Casper College will be made aware of the A.A. degree in ASL Studies program. Marketing also will target the communities with students enrolled in ASL classes in grades 6-12. We will market this program with high school counselors and the Wyoming Department of Education - Outreach Services for the Deaf and Hard of hearing specialists.

Efforts will be made to continue to plan and design ASL community-friendly events such as the social meetings with the individuals from the local community who are deaf, potlucks, career exploration trips and BOCES grant-funded **Sign Fest**. This event brought over 500 Wyoming signing students, students who are deaf and hard of hearing, their parents, teachers, interpreters, and other community members who are deaf to campus over a three day period, February 1-3, 2017. Funding has been received to fund **Sign Fest II** for 2018. These events offer the opportunity for media coverage which also creates community interest in Casper College and the educational opportunities we provide.

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relative college's curriculum and possible joint projects:

There are no similar degree programs in the state of Wyoming that offer the A.A. in ASL Studies degree. Currently Casper College is the only higher education institution in Wyoming offering 16 credit hours in (i.e., ASL I, II, III, IV). These 16 credits are often a prerequisite for students acceptance to programs which target the field of deafness such as ASL interpreting or teacher of the deaf.

On two occasions, Casper College has hosted ASL faculty from community colleges and the university for the purpose of collaboration and informative discussions about ASL programs. This fall we will be collaborating on a monthly basis with the ASL teaching staff from the University of Wyoming to align our curriculum.

The following information was received from the Registrar's Office of each respective institution in March 2017.

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
No current degree or certificate ASL I, II, III, IV (16 credits)	No degree or certificate Beginning ASL, Intermediate ASL (8 credits)	No degree or certificate Beginning ASL (2-3 credits)		No degree or certificate Beginning, Intermediate, and Advanced Sign Language - Signing Exact English: SEE (6 hours)	No degree or certificate Sheridan ASL I, II, III (12 credits)	No degree or certificate ASL I,II (8 credits)

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

The course requirements for this proposed degree may be used to satisfy bachelor's degree requirements to transfer institutions. If this proposed program is approved articulations with regional programs offering bachelor's degrees in interpreter training or for students desiring to become teachers for individuals who are deaf (e.g., University of Northern Colorado, University of Nebraska, and Idaho State University) will be pursued.

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

Casper College currently holds monthly collaboration and ASL vertical articulation meetings with Natrona County School District # 1 ASL teachers to establish vertical alignment and progression of instruction.

Casper College has been the site of two statewide postsecondary ASL collaboration and articulation meetings. The instructors discussed how to incorporate the American Council of Foreign Language Teacher's Association standards and recommended practices into ASL postsecondary classrooms statewide.

A full time ASL faculty member has been on faculty at Casper College the last four years. This faculty member has been collaborating with the Wyoming Professional Teaching Standards Board to establish a teacher's certification in ASL since these conversations began.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

Students will complete course evaluations before the end of each semester. An assessment plan aligned with the Casper College plan will be developed in the annual department report for the World Languages Department. The plan will be reviewed and revised as a part of a continuous improvement model to meet institutional requirements for accreditation with the Higher Learning Commission.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following ways *that are not addressed earlier in this request*:

EDUCATED CITIZENRY – Previously addressed

DIVERSIFIED ECONOMY – Previously addressed

WORKFORCE DEVELOPMENT – Previously addressed

EFFICIENT SYSTEMS –The degree offers graduates a credential that may give them opportunities for advancement in their field or further education.

ACCOUNTABILITY and IMPROVEMENT – The degree will respond to identified

skills and needs of the ASL community.

OTHER CRITERIA- Previously addressed

- **Curriculum Development**
- **Pathways**
- **Faculty Support**

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Shawn D. Powell

11/10/2017

Signature

Date

Shawn Powell

VP, Academic Affairs

Printed Name

Title

Approved by the WCCC
Academic Affairs Council

Joseph E. McCann, 11/9/2017

Signature

Date

Joseph E. McCann, Programs Team Leader

Printed Name

Title

Approved by Program
Review Committee

Joseph E. McCann, 11/22/17

Signature

Date

Joseph E. McCann, Programs Team Leader

Printed Name

Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

Casper College

Academic Affairs

Shawn Powell, Ph.D.
Vice President of Academic Affairs
125 College Drive – GW 407
Casper Wyoming 82602
spowell@caspercollege.edu
(307) 268-2706

Date: October 16, 2017

To: Wyoming Community College Commission

Subject: Request for Degree Approval – Kinesiology and Health Promotion A.S.

Based on the Wyoming Community College Commission rules and procedures Casper College is requesting approval of an A.S. degree in Kinesiology and Health Promotion. This proposal was the result of interactions with numerous Natrona County businesses (i.e., physical therapy clinics and fitness clubs) who worked in concert with the college's Physical Education Department faculty members to develop this degree's curriculum. This proposal has been approved by our internal processes to include our Curriculum Committee, Faculty Senate, Deans Council, and Board of Trustees. All stated requirements for proposing new degrees and certificates are addressed in the attached template. This Wyoming Community College Commission template describes the proposed degree and includes information on projected national and statewide workforce demand for graduates of this projected program, internal and external coordination, academic assessment, and the degree's curriculum. In accordance with the state-wide strategic plan, this template also presents the impacts of this proposed program on educated citizenry, diversified economy, workforce development, efficient systems and accountability and improvement.

Casper College appreciates the review of this request by the Commission. It is our desire to be responsive to the needs of our community. Your review of this proposal is greatly appreciated.

Sincerely,



Shawn Powell, Ph.D.
Vice President for Academic Affairs

Wyoming Community College Commission
Request for
New, Pilot or Revised Degree or Certificate

A. College: Casper College

B. Date submitted to WCCC: 08.14.2017

C. Program:

1. Request for:

New Program Pilot Program Revised Program

2. Program Title: Kinesiology and Health Promotion

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 63.33

6. Suggested CIP (Classification of Instructional Program) code (6-digit): 31.0505

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program?

No

D. Program description as it will be included in college catalog:

The Associate of Science degree in Kinesiology and Health Promotion will allow students a foundation to explore many areas of health promotion, clinical exercise physiology, biomechanics, nutrition, basic science, behavior science, sports and physical education. The A.S. in Kinesiology and Health Promotion is an excellent pre-professional degree for students who plan to transfer to earn a bachelor's degree and eventually enter the field of medicine, specifically to become a physician, physician assistant, occupational therapist, physical therapist, dentist, optometrist, ophthalmologist, chiropractor, or other related occupation in medicine or health science.

1. Expected Student learning outcomes from completion of the program: Graduates of this proposed degree will:
 - a. apply Kinesiology and Health Promotion principles
 - b. understand Human Anatomy & Physiology and their functions
 - c. analyze and teach motor skills to reduce risk and to promote a safe approach
 - d. evaluate health statuses for different population demographics
 - e. create activity and fitness programs for health and performance for different population demographics

2. Program Layout by Semester

Semester 1 (Fall)		
BIOL 1000	Introduction to Biology	4
PEPR 1052	Care and Prevention of Athletic Injury	3
ENGL 1010	English I: Composition	3
HLTK 1625	American Heart Association Basic Life Support for Healthcare Provider	.33
MATH 1400	Pre-calculus Algebra	4
PEPR 1005	Introduction to Physical Education and Sport	2
Total semester hours		16.33
Semester 2 (Spring)		
ENGL 1020	English II: Composition	3
HLED 1006	Personal and Community Health	3
PEPR 2136	Sports Nutrition	3
CHEM 1005	Basic Chemistry	3
CHEM 1006	Basic Chemistry Lab	1
PSYC 1000	General Psychology	3
Total semester hours		16
Semester 3 (Fall)		
	Cultural Environment elective	3
PEPR 2030	Motor Learning	3
PEAC	Physical Education elective	1

ZOO 2040	Human Anatomy	3
ZOO 2041	Human Anatomy Lab	1
STAT	Statistics elective (2050 or 2070)	4
Total semester hours		15
Semester 4 (Spring)		
ZOO 2110	Human Physiology	4
PSYC 2230	Sport and Exercise Psychology	3
PEPR 2135	Personal Trainer Education	3
KIN 2050	Functional Kinesiology	3
	US & Wyoming Constitutions	3
Total semester hours		16
Total program hours		63.33

E. New course prefixes, course credit hours and/or course numbers:

1. Recommended level of instruction (LOI) code if the community college is using a course prefix which is new to Wyoming public higher education institutions:

No new prefixes

Suggested level of instruction

2. New course prefixes, numbers and/or credit hours have been coordinated:

with UW (transfer) Yes No Not Applicable

or WCCC (career technical) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours and description):

2. New course numbers and/or credit hours have been coordinated:

with UW (transfer) Yes No Not Applicable

or WCCC (career technical) Yes No Not Applicable

No new courses needed.

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

All required courses in the proposed degree are currently being delivered by full time and adjunct faculty members. No additional resources are needed.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

There is a need for highly trained employees in several fields associated with kinesiology including but not limited to personal training, coaching, and other fitness and health related professions. A national trend in higher education requirements for health professionals is generating an increased demand for entry level degrees such as Kinesiology and Health Promotion.

Local physical therapy clinics have hired recent graduates from the Casper College Athletic Training Program as therapy technicians and have expressed a need to continue to hire qualified applicants with kinesiology backgrounds.

Local fitness clubs have approached our student success office requesting a need for student employment in their area.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

No new resources will be required to start this degree program. Current budget allocation is sufficient to sustain the program.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Exercise Physiologist	14,500	16,000	11	1,500
Athletic Trainer	25,400	30,800	21	5,400
Coaches and Scouts	250,600	265,400	6	14,800
Physical Therapist	210,900	282,7000	34	71,800
Occupational Therapist	114,600	135,000	27	30,400
Personal Trainer/ Physical Fitness Technology	279,100	302,500	8	10,176
Wyoming	Employment		Percent	Job

	2014	2024	Change	Openings
Exercise Physiologist	30	30	0	1
Athletic Trainer	No data	No data	No data	4
Coaches and Scouts	830	890	7.6	14
Physical Therapist	360	480	33.7	248
Occupational Therapist	250	320	24.9	150
Fitness Trainers/ Aerobics Instructors	530	580	8.8	4

United States Data Sources:

Exercise Physiologist: <https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm#tab-6>
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Exercise Physiologists, on the Internet at <https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm> (visited April 04, 2017).

Athletic Trainers: <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Athletic Trainers, on the Internet at <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> (visited April 04, 2017).

Coaches and Scouts: <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm#tab-6>
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Coaches and Scouts, on the Internet at <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm> (visited April 04, 2017).

Physical Therapist: <https://www.bls.gov/ooh/healthcare/physical-therapists.htm#tab-6>
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Physical Therapists, on the Internet at <https://www.bls.gov/ooh/healthcare/physical-therapists.htm> (visited April 04, 2017).

Occupational Therapist: <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Occupational Therapists, on the Internet at <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm> (visited April 04, 2017).

Personal Trainer/ Physical Fitness tech:
<https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm#tab-6>
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Fitness Trainers and Instructors, on the Internet at <https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm> (visited April 04, 2017).

Wyoming State Data Sources:

Exercise Physiologists: <http://www.projectionscentral.com/Projections/LongTerm>
Number of job openings on the internet: <https://www.indeed.com/jobs?q=exercise+physiologist&l=WY> (visited April 4, 2017)

Athletic Training
Number of job openings on the internet at <https://www.indeed.com/jobs?q=athletic+trainer&l=WY> (visited April 4, 2017)

Coaches and Scouts: <http://www.projectionscentral.com/Projections/LongTerm>
 Number of job openings on the internet at <https://www.indeed.com/jobs?q=coaches+and+sports&l=WY> (visited April 4, 2017)

Physical Therapist: <http://www.projectionscentral.com/Projections/LongTerm>
 Number of job openings on the internet at <https://www.indeed.com/jobs?q=coaches+and+sports&l=WY> (visited April 4, 2017)

Occupational Therapist <http://www.projectionscentral.com/Projections/LongTerm>
 Number of job openings on the internet at <https://www.indeed.com/jobs?q=occupational+therapist&l=WY> (visited April 4, 2017)

Fitness Trainers/Aerobics Instructors <http://www.projectionscentral.com/Projections/LongTerm>
 Number of job openings on the internet at <https://www.indeed.com/jobs?q=fitness+trainer&l=WY> (visited April 4, 2017)
 Number of job openings on the internet at <https://www.indeed.com/jobs?q=aerobic+instructor&l=WY> (visited April 4, 2017)

Other trend information that would assist the Commission:
 N/A

2. State and National Wages

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States (exercise physiologist)	Hourly			\$20.24		
	Yearly			\$40,368		
United States (Coaches and Scouts)	Hourly			\$11.96		
	Yearly			\$31,162		
United States (Physical Therapist)	Hourly			\$41.93		
	Yearly			\$87,220		
United States (Occupational Therapist)	Hourly			\$39.38		
	Yearly			\$83,730		
United States (Fitness trainers and aerobics instructors)	Hourly			\$20.57		
	Yearly			\$42,780		
Wyoming (exercise physiologist)	Hourly			\$22		
	Yearly			\$45,501		
Wyoming (Athletic Trainer Assistant)	Hourly			19		
	Yearly			\$39,400		
	Yearly			\$38,332		
Wyoming (Physical Therapist)	Hourly			\$39		
	Yearly			\$74,255		

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
Wyoming (Occupational Therapist)	Hourly			\$33		
	Yearly			\$75,376		
Wyoming (Personal Trainer)	Hourly			\$25		
	Yearly			\$51,933		

Source:

- **National Data Source:**

Exercise Physiologist:

<https://www.indeed.com/jobs?q=exercise+physiologist&l=United+States&rq=1> (visited April 4, 2017)

The remaining national data source from:

National Occupational Wage Data: Last modified date March 31, 2017

https://www.bls.gov/oes/current/oes_nat.htm#00-0000 (visited April 4, 2017)

- **State Data Source:**

Exercise Physiologist

A sample Wyoming salary on the internet at <http://swz.salary.com/SalaryWizard/Exercise-Physiologist-Salary-Details-Casper-WY.aspx>. (visited April 4, 2017)

Athletic Trainer Assistant

A sample Wyoming salary on the internet at <http://swz.salary.com/SalaryWizard/Athletic-Trainer-Assistant-Higher-Ed-Salary-Details-Casper-WY.aspx> (visited April 4, 2017)

Physical Therapist

A sample Wyoming salary on the internet at <http://swz.salary.com/SalaryWizard/Physical-Therapist-Salary-Details-Casper-WY.aspx> (visited April 4, 2017)

Occupational Therapist

A sample Wyoming salary on the internet at <http://swz.salary.com/SalaryWizard/Occupational-Therapist-Salary-Details-Casper-WY.aspx?&fromevent=swz.jobdetails.freepop> (visited April 4, 2017)

Personal Trainer

A sample Wyoming salary on the internet at <http://swz.salary.com/SalaryWizard/Personal-Trainer-Salary-Details-Casper-WY.aspx?&fromevent=swz.jobdetails.freepop> (visited April 4, 2017)

2. Primary student audience identified for this program:

Many audiences can be identified for this degree option because it opens doors to several various fields of employment. The most likely audience will be students enrolled in the proposed personal trainer certificate program as that certificate prepares students effectively to complete this degree. Another likely audience will include students planning to attain a coaching certificate (proposed) and want a degree in a related field. Others include any student interested in any movement or health related field, many of which require continued education. This degree option will provide many prerequisites for those various degree programs at transfer institutions.

3. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

8 Year One 10 Year Two 15 Year Three

These estimates are based on recent enrollment in the courses required by this proposed degree that are currently electives for the Physical Education major. Additionally, recruitment methods will be utilized to educate perspective students in degree options.

K.* Student recruitment and program marketing strategies to attract the broadest range of individuals for this particular program:

We will develop advertising for this program in conjunction with our college's public relations office. These materials will provide information outlining the different degree options within the Physical Education department. The information will be presented to various potential college applicant groups by our enrollment services office and physical education faculty in their recruiting efforts (i.e., high school groups, state athletic trainers association). The program will also be advertised through social media and the college's website.

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relevant colleges regarding curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
Physical Education AS (64 credits)		Physical Education, Health, and Recreation, AA (60-61 credits)	Exercise Science, AS (62 credits) Exercise Science, Sports Management concentration, AS (62 credits)	Physical Education, AS (62 credits)	Exercise Science, AS (60-61 credits)	Exercise Science, AS (64 credits)

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

A 2 + 2 articulation will be developed with the University of Wyoming’s Kinesiology and Health Promotions bachelor’s degree. The credits attained within this degree should also articulate with other regional university bachelor degrees in kinesiology, exercise science, athletic training, physical education, health, and others.

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

Local orthopedic clinics (Casper Orthopedics and North Platte Physical Therapy) have hired graduates and current students in our health related programs to work as rehab techs. This degree proposal offers qualified graduates to these and other clinics. The department also currently has a clinical agreement with Casper Orthopedics allowing students to receive clinical education at their facilities and their extensions, such as the local semi-pro hockey organization, Casper Coyotes.

Local fitness centers (Lifetime Fitness, Warehouse Gym and Vigor) are interested in educating students pursuing in fitness careers by serving as a clinical or internship site. Another fitness center, Wyoming Athletic Club, has also been in contact with Student Services to discuss student employment opportunities. This also provides networking and future employment opportunities for those students.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

An assessment plan for the program that aligns with Casper College's current process will be developed in the annual department report for the Physical Education department. This process utilizes departmental data gathered by the Institutional Research Department denoting performance indicators (e.g., graduation rates, retention rates, transfer rates, employment rates). Data gathered by the department will include graded student work, as well as individual student capstone evaluations. The departmental faculty, in consultation with the dean will review and utilize this data and feedback annually to make necessary changes to the program and courses as needed. Each course will also be evaluated through student feedback which will be reviewed by the instructor(s), department chair, and dean.

P.* Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following ways not addressed earlier in this request:

EDUCATED CITIZENRY – This degree program is designed to prepare students for various professions that utilize functional human anatomy and movement concepts to provide prevention and treatment strategies for clients. Additionally, this program facilitates community and state wide education by promoting healthy lifestyles to citizens via student engagement and future employment.

DIVERSIFIED ECONOMY – Many career options may be pursued following completion of this degree, including fitness, coaching and several healthcare domains. One meaningful way to improve Wyoming's lack of diversified economy is through healthcare, especially in rural areas. Hospitals, clinics, and other health centers in rural areas are struggling to hire licensed healthcare professionals. By increasing graduates who can enter the workforce or continue training for more advanced health careers, our state will have more opportunities to hire needed workers and diversify the economy through the aforementioned means.

WORKFORCE DEVELOPMENT – The program offers graduates training for employer identified skills in functional human anatomy and movement strategies. This includes health promotion, injury prevention, and advocating healthy lifestyles.

EFFICIENT SYSTEMS – This program is a stackable credential that provides students with the opportunity to utilize the credits attained toward bachelor's degrees and advanced degrees (master's and doctoral).

ACCOUNTABILITY and IMPROVEMENT – The program responds to employer identified skills. Finding qualified personnel in fitness and health related fields is essential to the well-being of our society.

OTHER CRITERIA-

- **Labor Needs** – This proposed degree prepares students for many health related fields. Nationally, and especially in rural Wyoming, qualified, credentialed healthcare workers are needed but difficult to recruit. Increasing the number of graduates in these fields will help fill those needs.
- **Curriculum Development** – This proposed program’s curriculum was developed in consultation with the University of Wyoming to produce a 2 + 2 articulation between this proposed degree and their Kinesiology and Health Promotion degree.
- **Pathways** – This program provides a pathway into the workforce or continued higher education. Direct pathways into the workforce will include personal training, coaching, and wellness careers. Many students will continue their education in health fields at the bachelor’s, master’s, or doctoral levels, leading to a pathway into the workforce in 2-5 years following graduation.
- **Faculty Support** – Faculty will be provided opportunities for relevant continuing education trainings including but not limited to conferences, webinars, trainings and additional certifications.
- **Recruitment Strategies** – Marketing and awareness efforts will be undertaken through the college’s Public Relations and Enrollment Services offices for different degree options within our Physical Education department. Campus recruiters will be educated on the potential pathways and the uniqueness of the program. They will in turn be asked to connect potential students with the faculty who will discuss the program and subsequent career and education options in more detail.
- **Resource Needs** – This degree will be offered using current, existing resources.

*Community colleges are not required to complete sections G, I, J, K, L, and P for **pilot** program requests.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Shawn D. Powell

08.14.2017

Signature

Date

Shawn Powell,
Printed Name

VP, Academic Affairs
Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann

11/9/2017

Signature

Date

Joseph E. McCann,
Printed Name

Programs Team Leader
Title

Approved by Program
Review Committee

Joseph E. McCann

11/22/17

Signature

Date

Joseph E. McCann,
Printed Name

Programs Team Leader
Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

TAB 10



January 30, 2018

Wyoming Community College Commission
Attn: Dr. Joe McCann
2300 Capitol Avenue
Hathaway Building, 5th Floor
Cheyenne, Wyoming 82002

Dear Dr. McCann:

Attached is a program request for approval of the CWC Communication Associate of Arts Degree.

The program is designed to provide a solid introduction to an extensive field, equipping students with an understanding of communication theory and application. With an associate degree in Communication, students will gain a proficiency in a variety of areas, ranging from managing interpersonal relations to understanding the role of media in our society. Students will learn from courses that will enable them to efficiently navigate through professional, social and personal circumstances. This program is intended as a transfer degree and should complete the first two years of requirements for a four-year degree.

The department worked with industry professionals, academic advisors, and current CWC faculty and professionals to prepare this program. In addition to this, the faculty worked directly with the University of Wyoming to articulate the 2+2 agreement.

The Communication program will be delivered by current faculty. There are Associate of Arts programs in Communication at the other community colleges in Wyoming. Transfer options to the University of Wyoming, Black Hills State University, Idaho State University, University of Montana, and Chadron State College are available to students. Nationally and statewide, the trend for Communication graduates is increasing.

If you have any further questions, please don't hesitate to contact me at 855-2111.

Thank you for your consideration of this new program request.

Sincerely,

Kathy Wells, DNP, MS, RN
Vice President for Academic Affairs

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: May 2017 (Pilot); January 2018 (New)

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Communication

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 60-61

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

09.0101

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Associate of Arts degree in Communication provides a solid introduction to an extensive field, equipping students with an understanding of communication theory and application. With an associate degree in Communication, students will gain a proficiency in a variety of areas, ranging from managing interpersonal relations to understanding the role of media in our society. Students will learn from courses that will enable them to efficiently navigate through professional, social and personal circumstances. In addition to a focus on the art of communication, this program also shines a necessary light on the beauty of differences in humanity. This program is intended as a transfer degree and should complete the first two years of requirements for a 4-year degree.

1. Expected Student learning outcomes from completion of the program: Students will be able to:

- Describe the foundational theories of the study of communication.
- Demonstrate skills in practice of communication in a variety of contexts.
- Analyze appropriate communication methods to effectively exchange information in a variety of contexts.
- Demonstrate an appreciation for the influence of culture on communication.

2. Program Layout by Semester

Fall Semester 1		
ENGL 1010	Writing Composition I	3
CO/M 1000	Introduction to Mass Media	3
CO/M 1010	Public Speaking	3
POLS 1000	US and Wyoming Government	3
MATH 1000/1400	Problem Solving or College Algebra	3-4
UNST 1005	Student Success Course	1
		16-17
Spring Semester 1		
CO/M 1030	Interpersonal Communication	3
LSCI	Lab Science	4
MDIA 2100	Writing for New Media	3
STAT 2050/2070	Fundamentals of Statistics or Intro to Statistics	4
		14
Fall Semester 2		
ENGL 1020 or BADM 1020	Writing Composition II or Business Communication	3
CO/M 1040	Introduction to Human Communication Theory	3
ARTS	Art Gen. Ed.	3
General Elective	General Elective Courses	6
		15

Spring Semester 2		
SOC	SOC Gen Ed.	3
CO/M 2135	Gender and Communication	3
CO/M 2110	Nonverbal Communication	3
Program Elective	COM, MDIA, ART or FILM elective	3
General Elective	General elective course	3
		15
Program Total		60-61

E. New course prefixes, course credit hours and:

1. Is the community college is using a course prefix which is new to Wyoming public higher education institutions: ___ Yes X No (approved with Pilot)
2. New course prefixes have been coordinated:
with UW (transfer) X Yes ___ No ___ Not Applicable
or WCCC (CTE) ___ Yes ___ No X Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

MDIA 2100: Writing for New Media, (3 cr) (request LOI of 1)

This course is designed to provide the student with a solid introduction to the practice of journalistic writing for print, broadcast, and the web. Emphasis will be on planning, evaluating, analyzing, and organizing information using basic news gathering techniques. Students are introduced to various types of scripting formats used in print, broadcast, and the internet. *Prerequisite: Completion of ENGL 1010.*

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) X Yes ___ No ___ Not Applicable
or WCCC (career technical) ___ Yes ___ No X Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Yes. No need for additional new faculty to deliver this new program.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

Feedback from industry professionals, academic advisors, and current CWC faculty and professionals was solicited and obtained. In addition to

this, we worked directly with the University of Wyoming to articulate our 2 + 2 agreement. The program was well received, and it is evident that there is a need for this program. Communication is an excellent option for students who are not only interested in communication, but also for those that do not want to pigeonhole themselves into one specific career. Industry professionals indicated that strong communication skills are one of the number one needed skills that they are looking for in new employees. Offering a program that will provide students with a solid educational foundation and allow them to develop those much needed communication skills will set them up to make an immediate impact in the workforce, or continue their education at a four year institution.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

There is no need for additional funding or resources for this program.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Media and Communication	33,500	37,000	10.3	8,800
Media & Public Relations	240,700	255,600	6.2	14,900
Wyoming	Employment		Percent Change	Job Openings
	2004	2014		
Media and Communication	998	1121	12.3	35
Media & Public Relations	373	380	1.0	7

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dec, 2015 Edition*, <http://www.bls.gov/oco/ocos287.htm>
- **State Data Source:** Wyoming Department of Employment Research & Planning

http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly	18.02	26.43	37.51	50.54	63.16
	Yearly	32,600	50,590	73,040	97,040	121,280
Wyoming	Hourly	9.05	12.36	17.08	24.83	32.90
	Yearly	18,820	25,700	35,530	51,640	68,440

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- National Data Source: https://www.bls.gov/oes/current/oes_nat.htm
- State Data Source: https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:
Students interested in the study of Communication who intend to continue their education at a four year institution.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:
10 Year One 15 Year Two 20 Year Three

K. Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

A coordinated plan and implantation between Student Recruiting, Marketing and the faculty member.

- College fairs
- Direct mailings
- ACT name buys
- High school visits and presentation
- Customized emails

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of **discussions with faculty and admistrators** at the relative college's curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
AA Human Comm Total Credit Hours: 64	AA Comm Total Credit Hours: 60-61	AA Comm Total Credit Hours: 64-68	AA Mass Media Total Credit Hours: 60-62	AA Comm Total Credit Hours: 64	AA Comm Total Credit Hours: 64	AA Comm Total Credit Hours: 65-68

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

- Black Hills State University
- Idaho State University
- University of Montana
- Chadron State College

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

- None

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

This program assesses the learning outcomes by exploring, discussing and identifying the many facets of communication and how it exists in everyday life. Every course focuses on a different element and influence on communication. Students demonstrate critical/creative thinking, which is an institutional student outcome, by evaluating the course topic in their personal lives, their surroundings, and through different forms of media. In doing so, students are required to participate in online discussion forums, complete observations within the community, perform various film analyses, and submit short essays. Students

complete final projects in each course, which are evaluated using rubrics to assess course and program student learning outcomes. Assessment data will be analyzed with each course offering to identify areas needing improvement.

Specific assessment data inputs include:

Survey information gathered for the Communication AA graduates will be used to assess the following core indicators:

- Student goal attainment
- Degree Completion rate
- Placement rate in workforce

As required by the Higher Learning Commission, assessment data related to general education outcomes will be used to validate demonstration of critical literacy and citizenship skills using institutional rubrics for general education courses, or for courses that embed general education student outcomes.

CWC student outcomes, those characteristics each CWC graduate should demonstrate, have been mapped to course and program level learning outcomes. These attributes will be assessed, via institutional rubrics, based on where those attributes are emphasized in degree requirements.

Course Level: Assessment will be conducted according to the course learning outcomes listed in the course outlines/syllabi. Evaluation criteria will be listed in each course syllabus.

Analysis of each assessment data input will occur annually, and will be used to generate action plans for ongoing course and program improvement.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following Ways *that are not addressed earlier in this request*:

DIVERSIFIED ECONOMY – The communication skills that students will gain in the Communication program will not only set them apart from others, but it will prepare them to make an immediate impact in the workforce.

WORKFORCE DEVELOPMENT – Strong oral and written communication skills are one of the number one needed skills sought after in the workforce.

EFFICIENT SYSTEMS – This program combines courses from different disciplines to expose students to different aspects of communication.

OTHER CRITERIA-

- **Curriculum Development** – We have reviewed degree programs across the state of Wyoming and neighboring states to ensure compatibility to student needs.
- **Recruitment Strategies** – The program will be promoted to high school students, current college students, and workforce employees.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Katherine Wells 1-31-18

Signature

Date

Katherine Wells, DNP, Vice President for Academic Affairs

Printed Name

Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 1/11/18

Signature

Date

Joseph E. McCann, Programs Team Leader

Printed Name

Title

Approved by Program
Review Committee

Joseph E. McCann, 1/18/18

Signature

Date

Joseph E. McCann, Programs Team Leader

Printed Name

Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

January 30, 2018

Wyoming Community College Commission
Attn: Dr. Joe McCann
2300 Capitol Avenue
Hathaway Building, 5th Floor
Cheyenne, Wyoming 82002

Dear Dr. McCann:

Attached is a program request for approval of the CWC Film Associate of Arts Degree.

The program is designed to prepare students for the creative and technical aspects of the cinema as well as history, theory and criticism. Fundamentals of art are applied as students explore film through both form and content. Coursework is directed at providing students with rigorous hands-on experience in film production and critical studies of current and historical cinematic works. This program is intended as a transfer degree and should complete the first two years of requirements for a four-year degree.

The Film Program Advisory Board has been instrumental in the evolution of this program. The committee is composed of filmmakers who work in a range of content creation positions from industrial and non-profit work up to Hollywood-level production. Overwhelmingly, they recommend a four-year film degree for any individual pursuing a career in the film business. The value of the educational and experiential environments has lasting and far-reaching potentials. Additionally, an analysis of the educational paths pursued by graduates of the CWC program reveals that the majority of students choose to transfer to a four-year institution to further pursue their students of the film discipline.

The Film program will be delivered by current faculty. There are no other Film programs at the other community colleges. We are pursuing degree articulation with all regional colleges that maintain a film program, specifically Montana State, University of Colorado, University of Utah, Utah Valley University, and Idaho State.

Wage information for the film industry is mildly uninformed as the scope of the industry is so vast. Students who study film open up a large variety of career options that range from high-end Hollywood productions to localized, need-based media solutions for small business and clientele.

If you have any further questions, please don't hesitate to contact me at 855-2111. Thank you for your consideration of this new program request.

Sincerely,



Kathy Wells, DNP, MS, RN
Vice President for Academic Affairs

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: May 2017 (Pilot); January 2018 (New)

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Film

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 60

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

50.0602

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Film Associates of Arts program offers study in the creative and technical aspects of the cinema as well as history, theory and criticism. Fundamentals of art are applied as students explore film through both form and content. Coursework is directed at providing students with rigorous hands-on experience in film production and critical studies of current and historical cinematic works. This program is intended as a transfer degree and should complete the first 2 years of requirements for a 4-year degree.

1. Expected Student learning outcomes from completion of the program: Students will be able to:
 - Apply critical and creative thinking skills to the production of short films and screenplays.
 - Write a full-length screenplay in the correct format and featuring the forms and conventions of the medium and genre.
 - Direct a short film with a focus on creative choices regarding actors and camera work.
 - Edit footage into commercial, artistic and personal final projects.
 - Work to manage and complete the pre-production phase of making a film project.
 - Manage post-production schedules, techniques and processes.
 - Demonstrate technical and aesthetic expertise in camera operations, directing, production, and editing.
 - Employ the academic skills necessary for transfer to a four year institution.
2. Program Layout by Semester

1 st Semester - Fall		
FILM 1000	Intro to Film	3
FILM 1100	Film Production I	4
CO/M 1480	Media Arts:	3
ENGL 1010	Writing Composition I	3
UNST 1005	Student Success Course	1
Total		14
2 nd Semester - Spring		
FILM 1300	Editing	3
FILM 2000	Film Production II	3
FILM 1200	Cinema History	3
ENGL 1020 or BADM 1020	Writing Composition II or Business Communication	3
	Program Elective	3
Total		15
3 rd Semester - Fall		
FILM 1400	Screenwriting I	3
FILM 2100	Cinematography	3
MATH	Any MATH General Education Course	3
ORAL	Any ORAL General Education Course	3
	Program Elective	3
Total		15
4 th Semester - Spring		
FILM 2400	Screenwriting II	3
FILM 2300	Directing for Film	3

LSCI	Lab Science General Education Course	4
POLS 1000	Wyoming and US Government	3
	Program Elective	3
Total		16
Total Credits		60

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: ___ Yes X No (approved with Pilot)
2. New course prefixes have been coordinated:
with UW (transfer) X Yes ___ No ___ Not Applicable
or WCCC (CTE) ___ Yes ___ No X Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

FILM 1000: Intro to Film, (3 cr) (request LOI of 1)

This course explores the relationship between form and content within film. The course introduces students to how the audio and visual aspects of a film are created. Students will learn the roles involved in a film production crew and how each position can use form to influence content. The course will identify where art and culture meet in the movie theater and how global and national markets are influenced and respond to film as an art and a business.

FILM 1100: Film Production I, (4 cr) (request LOI of 3)

This course is designed to introduce students to the preproduction, production, and postproduction process of creating a moving image. The course focuses on the basic skills of a production crew including on-set experience along with hands-on-training of the nuts-and-bolts aspects of filmmaking. Basic postproduction skills include using digital editing software that incorporates shot/reverse, spatial, graphics, parallel, temporal, rhythmic, continuity and transition editing techniques into the student's work. The student will demonstrate the role of each key member in a production crew.

FILM 1200: Cinema History, (3 cr) (request LOI of 1)

This course is designed to enhance the student's understanding, appreciation, and critical perceptions of cinema as an art form and cultural force. A historical survey approach is used to trace the artistic and technical development of cinema from its origins to today. Significant world films representing key historical periods, styles, and national movements will be screened in class and analyzed within their historical and cultural contexts.

FILM 1300: Editing, (3 cr) (request LOI of 2)

The course focuses on teaching students the process of postproduction in the television and film industry. Video editing software is used to prepare students for the basic process of storytelling, introducing techniques in video, audio, graphics and effects editing. The psychological and emotional effects of editing on the overall story are discussed. Classes are supplemented with individual consultations at the computer.

FILM 1400: Screenwriting I, (3 cr) (request LOI of 1)

This course focuses on the fundamentals of storytelling within the screenplay format; and provides

students with constructive analysis and support as they take a script through the screenwriting process to write the first 60 pages of a feature length screenplay or a television pilot, workshop table readings and provide feedback to classmates. Students are encouraged to tell their stories visually and not rely solely on dialogue to tell the story. (3 lect.)

FILM 2000: Film Production II, (3 cr) (request LOI of 3)

This course is an advanced exploration of the art of filmmaking. Film Production II is designed to build upon basic skills learned in Film Production I. Students apply advanced techniques in the art of preproduction, production, and postproduction including advanced on-set experience along with hands-on-training in all aspects of filmmaking. Film Production II students experience advanced training in various film crew jobs that continue to develop their ability to work on a large production. Film Production II students will also be trained and certified on all CWC film equipment. Prerequisite: Completion of FILM 1000.

FILM 2100: Cinematography, (3 cr) (request LOI of 3)

This course focuses on the fundamentals of cinematography in the film production realm. Students will analyze and apply the concepts of advanced cinematography; specifically the use of cameras and lighting. Innovative camera technique as well as progressive lighting concepts will be studied and applied to various film projects. The management and efficient application of camera, electrical and grip departments will be complete the study of the motion picture cinematographer.

FILM 2300: Directing for Film, (3 cr) (request LOI of 2)

This course introduces students to the language and craft of film directing. Students apply techniques to communicate and collaborate effectively with their actors and crew. Students demonstrate unique ways that a director approaches visual storytelling and how the director manages the task of staging scenes, and moving actors within the frame.

FILM 2400: Screenwriting II, (3 cr) (request LOI of 1)

This course builds upon the focus on the fundamentals from Screenwriting I. Students will take their script to completion to write the final 60 pages of a feature length screenplay or a revision of a 60 page television pilot; workshop table read-throughs, and provide feedback to classmates. Screenwriting II students will meet with Screenwriting I students to provide advanced feedback based on their experience in Screenwriting I. Students are still encouraged to tell their stories visually and not rely solely on dialogue to tell the story. Prerequisite FILM 1400 Screenwriting I

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (career technical) Yes No Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Yes, to deliver this program faculty must hold MA or MFA in Film or closely related discipline. CWC currently employs a faculty member with the appropriate academic preparation to teach the required courses.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

The Film program advisory board has been instrumental in the evolution of this program. The committee is composed of filmmakers who work in a range of content creation positions from industrial and non-profit work up to Hollywood level production. The advisory committee overwhelmingly recommended completion of an academic program for any individual pursuing a career in the film business. The value of the educational and experiential environments has lasting and far-reaching potentials.

Additionally, an analysis of the educational paths pursued by graduates of the CWC program reveals that the majority of students choose to transfer to a 4-year institution to further pursue their studies of the film discipline.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

Currently, the CWC Film program is supported by course fees and department funds. In addition to general scholarships, film students have access to program-specific scholarships that are reserved for those who declare a major in Film. The program can be sustained by these means, assuming that both of these trends continue.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings *
	2014	2024		
Film Editors, Camera Operators, Video Equipment Technician	58,900	65,300	10.8%	11,700
Wyoming	Employment		Percent Change	Job Openings *
	2014	2024		
Film Editors, Camera Operators, Video Equipment Technician	70	120	41.6%	55

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook, Handbook, Dec, 2015 Edition*, <http://www.bls.gov/oco/ocos287.htm>
- **State Data Source:** Wyoming Department of Employment Research & Planning

http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:

2. State and National Wages

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
United States	Hourly	12.95	18.06	26.48	37.21	52.50
	Yearly	26940	37570	55080	77410	109,200
Wyoming	Hourly	12.27	14.94	22.88	29.42	34.71
	Yearly	25,510	31,070	47,590	61,200	72,200

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** https://www.bls.gov/oes/current/oes_nat.htm
- **State Data Source:** https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

Wage information for the film industry is mildly uninformed as the scope of the industry is so vast that to select a single slice of potential wages and outlook is short-sighted. Students who study film have a variety of career options that range from high-end Hollywood productions to localized, need-based media solutions for small business and a variety of clientele.

*Data related to the number of job openings includes an estimate on the workforce needs based on position vacancies, including those based on expanded need as well as retirements in the existing workforce.

3. Primary student audience identified for this program:

Students tend to self-select into a film program based on a desire to express themselves and a need to tell stories. The film medium can develop a 21st century skillset that can be applied to a variety of career paths. There is no ideal film student, short of any individual who possesses a need to tell stories and the work ethic to do so.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

15 Year One 20 Year Two 25 Year Three

K. Student recruitment and program marketing strategies to attract ___ the broadest range of individual into this specific program:

A coordinated plan and implantation between Student Recruiting, Marketing and the faculty member.

- College fairs
- Direct mailings
- ACT name buys
- High school visits and presentation
- Customized emails

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of **discussions with faculty and admistrators** at the relative college’s curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
N/A	In Process (60 credits)	N/A	N/A	N/A	N/A	N/A

As noted in the table above, there are no other Film programs in any of the state’s community colleges; discussions related to potential partnership and/or joint projects will occur on a course-by-course basis, and as specific learning opportunities arise.

M. Note available program and course articulations with other likely **transfer institutions in the region, particularly for transfer AAS, AA and AS programs.** (Note regional Bachelor of Applied Science transfer options in addition to UW.)

The film faculty member is pursuing degree articulation with all regional colleges that maintain a film program, including:

- Montana State
- University of Colorado

- University of Utah
- Utah Valley University
- Idaho State University.

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

In addition to members of the Advisory Council for this program, the National Association of Broadcasters: NAB Conference and Wyoming PBS (located on the CWC campus) have made contributions to the curricular design and play a major role in providing internship and other student learning experiences.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

Assessment of program learning outcomes will be based on the creation of a student portfolio of work (artifacts) developed in each course of the program. Each artifact, such as a student production, will be evaluated using rubrics based on the course student learning outcomes, which are mapped to the desired outcomes for the program. Student achievement of course and program learning outcomes will be tracked to identify areas for program improvement. As the focus of this degree is transfer preparation, student work from each course will focus on the application of concepts from the breadth of general education courses as well as the historical and theoretical knowledge base an Associate of Arts degree in Film requires.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following Ways ***that are not addressed earlier in this request:***

EDUCATED CITIZENRY – The CWC Film program is very unique in that it is the only program of its kind in the entire state.

DIVERSIFIED ECONOMY – As the world extends further and further into online presences, the need for content increases. Film majors are equipped with the skillset to meet these emerging content needs.

OTHER CRITERIA-

- **Labor Needs** – The Wyoming Tourism Office, which houses the Wyoming Film Commission, has developed a multi-faceted approach to building the film industry within the state. Part of that effort includes the development of the regional crew base. Central Wyoming College heeded the call when the tourism board pitched the idea of a full-fledged film school in the state to meet this demand.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Katherine Wells

1-30-18

Signature

Date

Katherine Wells, DNP, Vice President for Academic Affairs

Printed Name

Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 1/11/18

Signature

Date

Joseph E. McCann, Programs Team leader

Printed Name

Title

Approved by Program
Review Committee

Joseph E. McCann, 1/18/18

Signature

Date

Joseph E. McCann, Programs Team leader

Printed Name

Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.



January 30, 2018

Wyoming Community College Commission
Attn: Dr. Joe McCann
2300 Capitol Avenue
Hathaway Building, 5th Floor
Cheyenne, Wyoming 82002

Dear Dr. McCann:

Attached is a program request for approval of the CWC Film Associate of Applied Science Degree.

The program is designed to prepare students for the creative and technical aspects of the cinema as well as history, theory and criticism. Fundamentals of art are applied as students explore film through both form and content. Coursework is directed at providing students with rigorous hands-on experience in film production and critical studies of current and historical cinematic works. This program is intended to provide students with a skill-set that leads directly to employment.

The Film Program Advisory Board has been instrumental in the evolution of this program. The committee is composed of filmmakers who work in a range of content creation positions from industrial and non-profit work up to Hollywood-level production. While the committee has recommended a four-year film degree for any individual pursuing a career in the film business, they also highly recommend that a film program should be very hands-on and experiential. The skill-set required to enter the workforce relies heavily on hard-skill that are usually developed in hands-on courses. Based on this recommendation to build hard skill sets for film workers, the Film AAS will focus on the development of industry relevant, hard skills courses; rather than the typical general education requirements of transfer degrees.

The Film program will be delivered by current faculty. There are no other Film programs at the other community colleges. Wage information for the film industry is mildly uninformed as the scope of the industry is so vast. Students who study film open up a large variety of career options that range from high-end Hollywood productions to localized, need-based media solutions for small business and clientele.

If you have any further questions, please don't hesitate to contact me at 855-2111. Thank you for your consideration of this new program request.

Sincerely,

Kathy Wells, DNP, MS, RN
Vice President for Academic Affairs

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: May 2017 (Pilot); January 2018 (New)

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Film

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 60

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

50.0602

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Film Associates of Applied Science program offers study in the creative and technical aspects of the cinema as well as history, theory and criticism. Fundamentals of art are applied as students explore film through both form and content. Coursework is directed at providing students with rigorous hands-on experience in film production and critical studies of current and historical cinematic works. The Associates of Applied Science in Film is intended to provide students with a skill-set that leads directly to employment.

1. Expected Student learning outcomes from completion of the program: Students will be able to:
 - Apply critical and creative thinking skills to the production of short films and screenplays.
 - Write a full-length screenplay in the correct format and featuring the forms and conventions of the medium and genre.
 - Direct a short film with a focus on creative choices regarding actors and camera work.
 - Edit footage into commercial, artistic and personal final projects.
 - Work to manage and complete the pre-production phase of making a film project.
 - Manage post-production schedules, techniques and processes.
 - Demonstrate technical and aesthetic expertise in camera operations, directing, production, and editing.
2. Program Layout by Semester

1 st Semester - Fall		
FILM 1000	Intro to Film	3
FILM 1100	Film Production I	4
MDIA 1000	Intro to Mass Media	3
ENGL 1010	English Composition I	3
UNST 1005	Student Success Course	1
Total		14
2 nd Semester - Spring		
FILM 1300	Editing	3
FILM 2000	Film Production II	3
FILM 1200	Cinema History	3
ART 2145	Digital Photo I	3
	Program Elective	3
Total		15
3 rd Semester - Fall		
FILM 1400	Screenwriting I	3
FILM 2100	Cinematography	3
MATH/APPLM/LSCI	Choose 3 credits from Math, Applied Math, or Lab Science area	3
CO/M 1010	Public Speaking	3
	Program Elective	3
Total		15
4 th Semester - Spring		
FILM 2400	Screenwriting II	3
FILM 2300	Directing for Film	3
CO/M 1480	Media Arts:	3

	General Elective	1
POLS 1000	Wyoming and US Government	3
	Program Elective	3
	Total	16
	Total Credits	60

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: ___ Yes X No (approved with Pilot)
2. New course prefixes have been coordinated:
with UW (transfer) X Yes ___ No ___ Not Applicable
or WCCC (CTE) ___ Yes ___ No X Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

FILM 1000: Intro to Film, (3 cr) (request LOI of 1)

This course explores the relationship between form and content within film. The course introduces students to how the audio and visual aspects of a film are created. Students will learn the roles involved in a film production crew and how each position can use form to influence content. The course will identify where art and culture meet in the movie theater and how global and national markets are influenced and respond to film as an art and a business.

FILM 1100: Film Production I, (4 cr) (request LOI of 3)

This course is designed to introduce students to the preproduction, production, and postproduction process of creating a moving image. The course focuses on the basic skills of a production crew including on-set experience along with hands-on-training of the nuts-and-bolts aspects of filmmaking. Basic postproduction skills include using digital editing software that incorporates shot/reverse, spatial, graphics, parallel, temporal, rhythmic, continuity and transition editing techniques into the student's work. The student will demonstrate the role of each key member in a production crew.

FILM 1200: Cinema History, (3 cr) (request LOI of 1)

This course is designed to enhance the student's understanding, appreciation, and critical perceptions of cinema as an art form and cultural force. A historical survey approach is used to trace the artistic and technical development of cinema from its origins to today. Significant world films representing key historical periods, styles, and national movements will be screened in class and analyzed within their historical and cultural contexts.

FILM 1300: Editing, (3 cr) (request LOI of 2)

The course focuses on teaching students the process of postproduction in the television and film industry. Video editing software is used to prepare students for the basic process of storytelling, introducing techniques in video, audio, graphics and effects editing. The psychological and emotional effects of editing on the overall story are discussed. Classes are supplemented with individual consultations at the computer.

FILM 1400: Screenwriting I, (3 cr) (request LOI of 1)

This course focuses on the fundamentals of storytelling within the screenplay format; and provides students with constructive analysis and support as they take a script through the screenwriting process to write the first 60 pages of a feature length screenplay or a television pilot, workshop table readings and provide feedback to classmates. Students are encouraged to tell their stories visually and not rely solely on dialogue to tell the story.

FILM 2000: Film Production II, (3 cr) (request LOI of 3)

This course is an advanced exploration of the art of filmmaking. Film Production II is designed to build upon basic skills learned in Film Production I. Students apply advanced techniques in the art of preproduction, production, and postproduction including advanced on-set experience along with hands-on-training in all aspects of filmmaking. Film Production II students experience advanced training in various film crew jobs that continue to develop their ability to work on a large production. Film Production II students will also be trained and certified on all CWC film equipment.

Prerequisite: Completion of FILM 1000.

FILM 2100: Cinematography, (3 cr) (request LOI of 3)

This course focuses on the fundamentals of cinematography in the film production realm. Students will analyze and apply the concepts of advanced cinematography; specifically the use of cameras and lighting. Innovative camera technique as well as progressive lighting concepts will be studied and applied to various film projects. The management and efficient application of camera, electrical and grip departments will be complete the study of the motion picture cinematographer.

FILM 2300: Directing for Film, (3 cr) (request LOI of 2)

This course introduces students to the language and craft of film directing. Students apply techniques to communicate and collaborate effectively with their actors and crew. Students demonstrate unique ways that a director approaches visual storytelling and how the director manages the task of staging scenes, and moving actors within the frame.

FILM 2400: Screenwriting II (request LOI of 1)

This course builds upon the focus on the fundamentals from Screenwriting I. Students will take their script to completion to write the final 60 pages of a feature length screenplay or a revision of a 60 page television pilot; workshop table read-throughs, and provide feedback to classmates. Screenwriting II students will meet with Screenwriting I students to provide advanced feedback based on their experience in Screenwriting I. Students are still encouraged to tell their stories visually and not rely solely on dialogue to tell the story. *Prerequisite FILM 1400 Screenwriting I*

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) Yes No Not Applicable

or WCCC (career technical) Yes No Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Yes, to deliver this program faculty must hold MA or MFA in Film or closely related discipline. CWC currently employs a faculty member with the appropriate academic preparation to teach the required courses.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

The Film program advisory board has been instrumental in the evolution of this program. The committee is composed of filmmakers who work in a range of content creation positions from industrial and non-profit work up to Hollywood level production. Committee members highly recommend that a film program be very experiential, as the skill-set required to enter the workforce relies heavily on skills that are usually developed in hands-on courses. This focus in experiential learning is well-served with an AAS degree. In addition, an AAS degree option in Film at CWC will allow a student to pair this focus with a complementary discipline, such as New Media, utilizing the Technical Studies AAS degree format.

Based on this recommendation to build hard skill sets for film workers, the Film AAS will focus on the development of industry relevant, hard skills courses rather than the typical general education requirements of transfer degrees.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

Currently, the CWC Film program is supported by course fees and a rotating participation in the Carl Perkins grant. In addition to general scholarships, film students have access to program-specific scholarships that are reserved for those who declare a major in Film. The program can be sustained by these means.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings *
	2014	2024		
Film Editors, Camera Operators, Video Equipment Technician	58,900	65,300	10.8%	11,700
Wyoming	Employment		Percent Change	Job Openings *
	2014	2024		
Film Editors, Camera Operators, Video Equipment Technician	70	120	41.6%	55

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dec, 2015 Edition*, <http://www.bls.gov/oco/ocos287.htm>
- **State Data Source:** Wyoming Department of Employment Research & Planning http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:

2. State and National Wages

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
United States	Hourly	12.95	18.06	26.48	37.21	52.50
	Yearly	26,940	37,570	55,080	77,410	109,200
Wyoming	Hourly	12.27	14.94	22.88	29.42	34.71
	Yearly	25,510	31,070	47,590	61,200	72,200

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** https://www.bls.gov/oes/current/oes_nat.htm
- **State Data Source:** https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

Wage information for the film industry is mildly uninformed as the scope of the industry is so vast that to select a single slice of potential wages and outlook is short-sighted. Students who study film have a variety of career options that range from high-end Hollywood productions to localized, need-based media solutions for small business and a variety of clientele.

*Data related to the number of job openings includes an estimate on the workforce needs based on position vacancies, including those based on expanded need as well as retirements in the existing workforce.

3. Primary student audience identified for this program:

Students tend to self-select into a film program based on a desire to express themselves and to need to tell stories. The Film AAS program meets the academic needs of students who desire to enter the workforce immediately upon graduation from Central Wyoming College.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

 5 Year One 10 Year Two 15 Year Three

K. Student recruitment and program marketing strategies to attract

the broadest range of individual into this specific program:

A coordinated plan and implantation between Student Recruiting, Marketing and the faculty member.

- College fairs
- Direct mailings
- ACT name buys
- High school visits and presentation
- Customized emails

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and admistrators at the relative college’s curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
N/A	In Process (60 credits)	N/A	N/A	N/A	N/A	N/A

As noted in the table above, there are no other Film programs in any of the state’s community colleges; discussions related to potential partnership and/or joint projects will occur on a course-by-course basis, and as specific learning opportunities arise.

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

The AAS program is designed as a terminal degree with no transfer articulations in place. The degree would qualify for articulation to BAS programs, such as:

- Olympic College - Bremerton, WA
- University of Montana – Missoula, MT
- SAE Institute – Los Angeles/San Francisco/San Jose, CA

- Nevada State College – Henderson, NV.

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

In addition to members of the Advisory Council for this program, the National Association of Broadcasters: NAB Conference and Wyoming PBS (located on the CWC campus) have made contributions to the curricular design and play a major role in providing internship and other student learning experiences.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

Assessment of program learning outcomes will be based on the creation of a student portfolio of work (artifacts) developed in each course of the program. Each artifact, such as a student production, will be evaluated using rubrics based the course student learning outcomes, which are mapped to the desired outcomes for the program. Student achievement of course and program learning outcomes will be tracked to identify areas for program improvement. As the focus of this degree is workforce preparation, student work from each course will focus on essential, technical skills needed for an entry-level position in the film industry.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following Ways *that are not addressed earlier in this request*:

EDUCATED CITIZENRY – The CWC Film program is very unique in that it is the only program of its kind in the entire state.

DIVERSIFIED ECONOMY – As the world extends further and further into online presences, the need for content increases. Film majors are equipped with the skillset to meet these emerging content needs.

OTHER CRITERIA-

- **Labor Needs** – The Wyoming Tourism Office, which houses the Wyoming Film Commission, has developed a multi-faceted approach to building the film

industry within the state. Part of that effort includes the development of the regional crew base. Central Wyoming College heeded the call when the tourism board pitched the idea of a full-fledged film school in the state to meet this demand.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Katherine Wells 1-30-18
Signature Date

Katherine Wells, DNP, Vice President for Academic Affairs
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 1/11/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 1/18/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.



May 8, 2017

Wyoming Community College Commission
Attn: Dr. Joe McCann
2300 Capitol Avenue
Hathaway Building, 5th Floor
Cheyenne, Wyoming 82002

Dear Dr. McCann:

Attached is a program request for approval of the CWC New Media Associate of Applied Science Degree.

The program is designed to prepare students for entry-level positions in interactive content producing. The program requirements emphasize hands-on training in audio, visual, and print storytelling through the channels of interactive media, and provide students with the prerequisite coursework required to successfully complete the program.

Through industry-trend research and advisory committee input, the need to evolve the radio and television program has taken shape to meet the demands of the digital media industry. The popularity of interactive media (social media, smartphone technology), and the societal shift to an on-demand preference regarding news and entertainment, has led to the need for a new program that combines, radio, television, and print into a degree that will train students for the new type of journalist the industry requires, the Multimedia Journalist. The multimedia journalist must be able to shoot video, take photos, write for both digital and print media outlets, and use social media to post, promote, and blog about a story. Many businesses prefer Multimedia Journalist-trained employees to create and maintain web content for its marketing departments.

The New Media program will be delivered by current faculty, and will meld resources and technology from the current radio and television programs in order to remain current in technological needs.

The trend for camera operators, TV, video, motion pictures, media, communications, and public relations is growing both nationally and in Wyoming.

If you have any further questions, please don't hesitate to contact me at 855-2111.

Thank you for your consideration of this new program request.

Sincerely,

Kathy Wells, DNP, MS, RN
Vice President for Academic Affairs

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: May 2017 (Pilot); January 2018 (New)

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** New Media

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care
 other

5. Total number of credit hours: 60

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

09.0702

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Associate of Applied Science degree in New Media is designed to prepare students for entry-level positions in interactive content producing. The program requirements emphasize hands-on training in audio, visual, and print storytelling through the channels of interactive media, and provide students with the coursework and hands-on skills required to successfully complete the program.

1. Expected Student learning outcomes from completion of the program: Students will be able to:
 - Research, organize, and deliver information to an audience across new media.
 - Independently plan, write, direct, shoot, and edit original projects.
 - Implement human relations skills during the three stages of the production process
 - Exercise cultural, gender, and generational sensitivity during the three stages of the production process.

2. Program Layout by Semester

ART 1178	Digital Imaging	3
ENGL 1010	English Composition I	3
ENGL 1007	English Writing Workshop	1
MDIA 1000	Introduction to Mass Media (HUM)	3
MDIA 2202	Audio Production	3
MDIA 2235	Directing for New Media	3
UNST 1005	Student Success Course	1
		17
FILM 1300		
	Editing	3
MDIA 2100	Writing for New Media	3
MDIA 2455	Video Field Production	3
MDIA 2260	Interviewing	3
MDIA 2970	Radio Practicum	3
		15
ART 2145		
	Digital Photography I	3
FILM 1100	Film Production I	4
MDIA 2465	Journalism for New Media	3
MATH/APPM/LSCI	Choose 3 credits from Math, Applied Math, or Lab Science Classes	3
		13
ART 2115		
	Website Structure & Style	3
CO/M 1030	Interpersonal Communication	3
MDIA 2280	Documentary	3
MKT 2100	Principles of Marketing	3
POLS 1000	American & Wyoming Government	3

		15
	TOTAL CREDITS FOR THE DEGREE	60

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: ___ Yes No (approved with Pilot)
2. New course prefixes have been coordinated:
with UW (transfer) Yes ___ No ___ Not Applicable
or WCCC (CTE) ___ Yes ___ No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):
2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) Yes ___ No ___ Not Applicable
or WCCC (career technical) ___ Yes ___ No Not Applicable

FILM 1100: Film Production I, (4 cr) (request LOI of 3)

This course is designed to introduce students to the preproduction, production, and postproduction process of creating a moving image. The course focuses on the basic skills of a production crew including on-set experience along with hands-on-training of the nuts-and-bolts aspects of filmmaking. Basic postproduction skills include using digital editing software that incorporates shot/reverse, spatial, graphics, parallel, temporal, rhythmic, continuity and transition editing techniques into the student's work. The student will demonstrate the role of each key member in a production crew.

FILM 1300: Editing, (3 cr) (request LOI of 2)

The course focuses on teaching students the process of postproduction in the television and film industry. Video editing software is used to prepare students for the basic process of storytelling, introducing techniques in video, audio, graphics and effects editing. The psychological and emotional effects of editing on the overall story are discussed. Classes are supplemented with individual consultations at the computer.

MDIA 2100: Writing for New Media, (3 cr) (request LOI of 1)

This course is designed to provide the student with a solid introduction to the practice of journalistic writing for print, broadcast, and the web. Emphasis will be on planning, evaluating, analyzing, and organizing information using basic news gathering techniques. Students are introduced to various types of scripting formats used in print, broadcast, and the internet. *Prerequisite: Completion of ENGL 1010.*

MDIA 2235: Directing for New Media, (4 cr) (request LOI of 2)

This is a hands-on, introductory television production operations course. This course explores the functions of a television production system, and the major pieces of television production equipment and their operation. Emphasis will be placed on directing for multi-camera and single-camera studio productions.

MDIA 2455: Video Field Production, (3 cr) (request LOI of 2)

This course is designed to develop advanced skills using a single camera for video field production. The course stresses advanced techniques in camera, lighting, sound, and nonlinear editing. This is a field-based course in which students will be required to create media content outside of a traditional television studio setting. *Prerequisites: FILM 2457*

MDIA 2465: Journalism for New Media, (3 cr) (request LOI of 2)

This course focuses on video storytelling for new media. It stresses script analysis, working effectively with the community, classmates, and actors. This course highlights effective lighting design and organizational skills and processes commonly used in pre-production, production and post-production. Skills developed in previous media production courses are amplified, enhanced, and refined through a combination of in-class exercises and outside projects. *Prerequisites: Completion of ENGL 1010*

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

This program will be delivered by current CWC faculty. No new personnel resources are needed.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

Through industry-trend research and advisory committee input, the need to evolve the radio and television program has taken shape to meet the demands of the digital media industry. The popularity of interactive media (social media, smartphone technology), and the societal shift to an on-demand preference regarding news and entertainment, has led to the need for a new program that combines radio, television, and print into a degree that will train students for the new type of journalist the industry requires, the Multimedia Journalist (MMJ). The MMJ must be able to shoot video, take photos, write for both digital and print media outlets, and use social media to post, promote, and blog about a story. He/she must also have introductory level training in the language of coding; this will allow the MMJ to create and manage web content for industry websites. Many businesses also prefer MMJ-trained employees to create and maintain web content for their marketing departments.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

The New Media program will meld resources and technology from the radio and television programs in order to remain current in technological needs. The AAS degree relies on Perkins Grant funding for large-ticket items and from student fees for smaller resources, such as batteries and memory cards. Scholarship funding may need to increase due to student interest in the pilot offering of the program. New media is an industry that needs faculty to stay current in technology and new media techniques. Funds for online and on-location workshops and conferences would help ensure that the program maintains a cutting edge curriculum.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings *
	2014	2024		
Camera operators, TV, video and motion picture editors	58,900	65,300	11	7000
Media & Public Relations	240,700	255,600	6	14900
Media and Communications	19,400	18,700	3	370
Multimedia Artists and Animators	64,400	68,300	6	1590
Wyoming	Employment		Percent Change	Job Openings *
	2014	2024		
Camera operators, TV, video, motion picture editors	25	34	26	15
Media and Communications	998	1,121	12.3	35
Media & Public Relations	373	380	2	15
Multimedia Artists and Animators	63	92	31.4	31

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dec, 2015 Edition*, <http://www.bls.gov/oco/ocos287.htm>
- **State Data Source:** Wyoming Department of Employment Research & Planning

http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:

*Data related to the number of job openings includes an estimate on the workforce needs based on position vacancies, including those based on expanded need as well as retirements in the existing workforce.

2. State and National Wages

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
United States	Hourly	18.02	26.43	37.51	50.54	63.16
	Yearly	32,600	50,590	73,040	97,040	121,280
Wyoming	Hourly	9.05	12.36	17.08	24.83	32.90
	Yearly	18,820	25,700	35,530	51,640	68,440

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- National Data Source: https://www.bls.gov/oes/current/oes_nat.htm
- State Data Source: https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

Graduates with the technology skills to bring interactive storytelling to industries such as social media outlets, journalism, marketing, and many others are in demand. Compiling wage and job market data is difficult due to the variety of occupations involved.

3. Primary student audience identified for this program:

Students interested in:

- Video broadcast and production for new media.
- Public relations and media marketing.
- Journalism for new broadcast, print, and new media.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

6 Year One 10 Year Two 12 Year Three

K. Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

A coordinated plan and implementation between Student Recruiting, Marketing and the faculty member.

- College fairs
- Direct mailings
- ACT name buys
- High school visits and presentation
- Customized emails

L.* **Identification of similar programs at Wyoming Community Colleges** and an overview of results of **discussions with faculty and administrators** at the relative college's curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College	Western Wyoming Community College
Communication: Multi-media Emphasis AA Degree 60 Credits	Proposed Program: 60 Credits	No Applicable Program	Mass Media: Multimedia Emphasis AA Degree 62 Credits	No Applicable Program	No Applicable Program	No Applicable Program

M. **Note available program and course articulations** with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

Students completing the New Media AAS degree at CWC would be able to transfer to colleges and universities that offer BAS degrees including: University of Wyoming, Chadron State College, the University of Montana, University of Idaho, and Washington State University. The New Media faculty member is currently pursuing the development of articulations with various institutions.

N. **When appropriate, note partnerships with business, industry, associations or agencies** that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

CWC has created a partnership with Fremont County's PitchEngine, a company whose mission is to help companies and individuals create and market messages across new media. CWC will also partner with local and regional print, radio, and visual news operations, including Wyoming PBS, which is located on CWC's main campus. The primary mission will be to invite local and regional experts to advise and participate in the program's direction and skills teaching that will be needed to qualify and maintain a multitude of jobs within the new media industry.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

Survey information gathered for the New Media AAS graduates will be used to assess the following core indicators:

- Student goal attainment
- Degree Completion rate
- Placement rate in workforce

As required by the Higher Learning Commission, assessment data related to general education outcomes will be used to validate demonstration of critical literacy and citizenship skills using institutional rubrics for gen ed courses, or for courses that embed general education student outcomes.

CWC student outcomes, those characteristics each CWC graduate should demonstrate, have been mapped to course and program level learning outcomes. These attributes will be assessed, via institutional rubrics, based on where those attributes are emphasized in degree requirements.

Course Level: Assessment will be conducted according to the course learning outcomes listed in the course outlines/syllabi. Evaluation criteria will be listed in each course syllabus.

Analysis of each assessment data input will occur annually, and will be used to generate action plans for ongoing course and program improvement.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following

Ways *that are not addressed earlier in this request*:

EDUCATED CITIZENRY – Students enrolled in the New Media AAS degree will practice, research, critically think, and debate cultural issues surrounding new media. This program prepares students for jobs in local, regional, national, and global businesses that seek to create and maintain content for the Web.

DIVERSIFIED ECONOMY – Graduates will be able to help Wyoming businesses design, produce, and maintain new media content that will help local industries expand into U.S. and global marketplaces.

WORKFORCE DEVELOPMENT – Local, State, and National businesses have identified the area of New Media and Social Media marketing as a workforce gap.

EFFICIENT SYSTEMS –

ACCOUNTABILITY and IMPROVEMENT –

A. OTHER CRITERIA-

- **Pathways** – The Guided Pathways Model is used to map a specific four-semester plan completion.
- **Recruitment Strategies**
 - The focus will expand to include business and marketing majors who have an interest in working with new media.
 - Photography students who are interested in web development that advertises their artwork. Photo students who show interest in multimedia journalism will also be recruited.
 - Students interested in broadcast journalism and film whose desire skills in new media in addition to traditional curriculum.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Katherine Wells

1-30-18

Signature

Date

Katherine Wells, DNP, Vice President for Academic Affairs
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 1/11/18
Signature Date

Joseph E. McCann, Programs Team leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 1/18/18
Signature Date

Joseph E. McCann, Programs Team leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.



January 30, 2018

Wyoming Community College Commission
Attn: Dr. Joe McCann
2300 Capitol Avenue
Hathaway Building, 5th Floor
Cheyenne, Wyoming 82002

Dear Dr. McCann:

Attached is a program request for the approval of the CWC Medical Assistant Certificate program.

The program is designed to prepare the student to work as a member of the health care team in outpatient or ambulatory care facilities, such as medical offices and clinics. Medical assistants perform administrative and clinical tasks under the direction of a physician. The curriculum provides the student with the opportunity to develop knowledge and skills through classroom instruction, practice skills laboratories, and clinical practicum hours. Upon successful completion of the certificate program, the student will be eligible to test for certification.

Initial marketing for this program focused on partnering with healthcare facilities who served as potential practicum sites and employers of program graduates. Since approval as a pilot, this program has been offered on a fall-spring rotation (as a cohort) on the main campus in Riverton as well as at CWC Jackson, utilizing one full-time faculty member. Initially the faculty member was hired as an adjunct with funding from a grant; the position was approved as a full-time, college-funded position in August 2015. All non-MEDA courses required for the certificate are delivered with current faculty.

CWC will start offering the Medical Assistant Certificate as a continuing program beginning Fall 2018.

If you have any further questions, please don't hesitate to contact me at 855-2111.

Thank you for your consideration of this new program request.

Sincerely,

Kathy Wells, DNP, MS, RN
Vice President for Academic Affairs

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: October 2014 (Pilot); December 2017 (New)

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title: Medical Assistant**

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology **Health Care**
 other

5. Total number of credit hours: 31

5. Suggested CIP (Classification of Instructional Program) code (6-digit):
31-9092

6. Planned semester/year new program will begin: Will start offering as a continuing program beginning Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Medical Assistant Certificate Program is designed to prepare the student to work as a member of the health care team in outpatient or ambulatory care facilities, such as medical offices and clinics. Medical assistants perform administrative and clinical tasks under the direction of a physician. Administrative tasks may include scheduling appointments, maintaining medical records, billing and coding for insurance purposes, and all forms of patient communication. Clinical tasks may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, assisting with procedures, and administering medications as directed by a physician. The curriculum provides the student with the opportunity to develop knowledge and skills through classroom instruction, practice skills laboratories, and clinical practicum hours. The student will be required to pass a criminal background check and drug screen to be eligible for practicum experiences. Upon successful completion of the program the student will be eligible to test for certification. Successful completion of the program does not guarantee certification.

1. Expected Student Learning Outcomes from completion of the program:
Students will be able to:
 - a) Demonstrate competence with patient care tasks routinely associated with the role of the medical assistant in healthcare settings.
 - b) Apply anatomy and physiology concepts to tasks associated with the role of a medical assistant.
 - c) Use applied mathematics for safe medication administration and collection of client data.
 - d) Demonstrate safe infection control concepts for tasks associated with the role of a medical assistant.
 - e) Demonstrate professional, effective communication skills
 - f) Demonstrate competence with basic financial tasks of a medical office
 - g) Demonstrate competence with basic managed care and insurance interactions of a medical office
 - h) Demonstrate competence with basic procedural and diagnostic coding.
 - i) Operate within the legal and ethical boundaries associated with the role of a medical assistant.
 - j) Demonstrate compliance with workplace safety standards and emergency preparedness in healthcare settings.

2. Program Layout by Semester: Medical Assistant

Semester One		Credits
ZOO 1200 <i>or</i> ZOO 2015	Human Biology (3 cr) <i>or</i> Human Anatomy (4 cr)	3-4
NRST 1200	Medical Terminology	3
MEDA 1500	Administrative Role of the Medical Assistant	3
MEDA 1510	Phlebotomy and Lab Techniques for the Medical Assistant	2
MEDA 1520	Clinical Role of the Medical Assistant I	3
UNST 1005	Student Success Course	1
Semester One Credit Total		15-16
Semester Two		Credits
ENGL 1010	English Composition I	3
MATH 1000 <i>or</i> MATH 1400	Problem Solving (3 cr) <i>or</i> College Algebra (4 cr)	3-4
MEDA 1525	Clinical Role of the Medical Assistant II	2
MEDA 1530	Pharmacology for the Medical Assistant	3
MEDA 1540	Medical Assistant Practicum	5
Semester Two Credit Total		16-17
Total Program Requirements		31-33

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: ___ Yes ___ No X (approved with pilot)
2. New course prefixes have been coordinated:
 with UW (transfer) ___ Yes ___ No X Not Applicable
 or WCCC (CTE) X Yes ___ No ___ Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

MEDA 1525: Clinical Role of the Medical Assistant II (2 cr) – request LOI of 3

This course is designed to provide the student with advanced theory and skills associated with the clinical role of a medical assistant. Course topics will include respiratory and cardiac testing, assisting with minor surgical procedures, and sterile technique in a variety of health care settings. Patient teaching, screenings, and health promotion will be discussed. Prerequisites: Completion of NRST 1200, ZOO 2015 or ZOO 1200, MEDA 1500, MEDA 1510, and MEDA 1520; completion of or concurrent enrollment in MATH 1000 or higher; concurrent enrollment in MEDA 1530 and MEDA 1540.

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) ___ Yes ___ No **X** Not Applicable
or WCCC (career technical) **X** Yes ___ No ___ Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Since approval as a pilot, this program has been offered on a fall-spring rotation (as a cohort) on the main campus in Riverton as well as at CWC Jackson, utilizing one full time faculty member. Initially the faculty member was hired as an adjunct with funding from a grant; the position was approved as a full time, college-funded position August 2015. All non-MEDA courses required for the certificate are delivered with current faculty.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

Multiple healthcare facilities in the area, including urgent care clinics and private physician offices, had the opportunity to participate in a pilot non-credit medical assistant program. Specifically, eight facilities worked with students to complete externship learning experiences; several facilities hired graduates of that program. Feedback was obtained from the direct supervisors and healthcare providers of those eight facilities regarding the competency of the students in the externships and the quality of the graduates they hired as employees. For example, the facilities consistently indicated there needed to be more foundational content, such as Anatomy and Medical Terminology, and the program needed to spend more time with techniques such as assisting with procedures and documentation. Aspects of the program they viewed as positive were included in this program. This feedback directly supported the development of this curriculum.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

In addition to personnel resources addressed in section G, this program requires physical learning spaces, various pieces of medical equipment, and consumable supplies for student use. Appropriate learning spaces, such as a traditional classroom, access to computers, and a skills lab area for students to practice and demonstration of required skills and patient care techniques, are currently available in the Health & Science Center on CWC's main campus. Similar facilities are required at CWC Jackson; however, due to limited space a smaller number of students are enrolled per cohort. Adequate learning spaces for this program have been included with the current CWC Jackson building project. Necessary equipment has been purchased with college funds specifically for this program, or is currently used for other health science programs. Consumable supplies will be purchased routinely using funds generated from course fees.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings*
	2014	2024		
Medical Assistant	591,300	730,200	+23%	26,210
Wyoming	Employment		Percent Change	Job Openings*
	2014	2024		
Medical Assistants	657	789	+20.1%	269

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dec, 2015 Edition*, <http://www.bls.gov/ooh/healthcare/medical-assistants.htm> (Retrieved 12/1/2017).
- **State Data Source:** Wyoming Department of Employment Research & Planning http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf (Retrieved 12/1/2017).

Other trend information that would assist the Commission:

*Data related to job openings includes both new positions and those vacant due to retirements.

2. State and National Wages

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
United States	Hourly	10.99	12.91	15.17	18.16	21.78
	Yearly	22,870	26,860	31,540	37,760	45,310
Wyoming	Hourly			15.29		
	Yearly	23,290	27,140	31,790	37,140	41,170

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** https://www.bls.gov/oes/current/oes_nat.htm
- **State Data Source:** https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

Individuals who have an interest in working in a healthcare field are the primary audience for this program. Many students with a desire to work with the public in a health care setting do not have the fiscal resources to attend a two-year educational program, such as nursing. An entry level education as a medical assistant provides an avenue to complete a shorter program of study that can lead directly to employment. In addition, courses required in this certificate program parallel those typically found in a variety of health related academic programs, , and will provide a foundation of education and experience for students interested in future options to advance their education.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:
20 Year One 25 Year Two 25 Year Three

K. Student recruitment and program marketing strategies to attract ___ the broadest range of individual into this specific program:

Initial marketing for this program focused on partnering with healthcare facilities who served as potential practicum sites and employers of program graduates. Program information sessions were provided to facilities and their employees, including details of the program, requirements, financial assistance, and enrollment processes. Program spot lights were developed for local and social media. Funding for these marketing strategies initially came from the Healthcare Solutions Grant; the institutional marketing budget has supported marketing initiatives after the grant concluded.

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of **discussions with faculty and administrators** at the relative college’s curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
none	Medical Assistant, certificate, 31 credits	none	Certified Medical Assistant, non-credit	Medical Assistant, non-credit (credit option proposal under consideration)	Medical Assistant, non-credit (credit option proposal under consideration)	none

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer **AAS, AA and AS programs.** (Note regional Bachelor of Applied Science transfer options in addition to UW.)

This certificate program does not directly transfer to another institution. However, the non-MEDA courses include general education courses and other courses frequently required in multiple degrees, including various healthcare options. Individual MEDA courses may meet degree requirements.

- N. When appropriate, note partnerships with business, industry, associations or agencies** that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

This program initially received funding from the Healthcare Solutions Grant awarded to CWC from the Department of Workforce Services in cooperation with the U.S. Labor Department. Students received financial assistance with the costs of attendance including tuition, fees, books, and certification. As noted above, several physician and urgent care clinics contributed feedback for curriculum development. There are multiple healthcare partners who have volunteered to assist with the required practicum hours associated with the MEDA 1540: Medical Assistant Practicum course, where students complete a minimum of 160 hours. To ensure quality program outcomes, program alumni, medical assistants from various healthcare facilities, and administrators from practicum sites serve on the program's Advisory Committee, which meets every fall and spring semester.

- O. Assessment of student learning and completer follow-up per performance indicators.** How will the assessment outcomes be used to assure student learning and improve the program?

Course and program student learning outcomes are based on the standards identified by the Commission of Accreditation of Allied Health Programs (CAAHP) in the document *Educational Competencies for the Medical Assistant*. This document outlines the entry level educational competencies for medical assistants. The student learning outcomes in each MEDA course, as well as the program outcomes, were derived from this professional association. Student learning outcomes at the course level are assessed through a variety of modalities, including pre and post activity quizzes, unit exams, computer documentation competency assignments, formal writing assignments, skills demonstrations, scenario simulations, and case study applications. Practicum hours will be assessed using a competency check list that will require student self-reflection and validation of competency achievement by facility staff and the program faculty. Program outcomes will be tracked by trending pass rates on the certification exam, job placement rates, and through surveys of employers.

- P. * Other program information or comments** that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following Ways *that are not addressed earlier in this request*:

DIVERSIFIED ECONOMY – Wyoming has vast unmet needs in healthcare, which negatively affects the overall health of Wyoming's citizens. Graduates of this program

will provide a larger pool of educated workers to begin addressing the healthcare workforce shortages. Students can complete these program options in a relatively short period of time, allowing them to enter the workforce and receive a wage and benefits that will assist in strengthening Wyoming's families.

WORKFORCE DEVELOPMENT – The knowledge and skill sets provided by this program will assist in alleviating the healthcare workforce shortage in Wyoming by allowing for increased flexibility in staff matrices in a variety of healthcare facilities.

EFFICIENT SYSTEMS – The Medical Assistant Program will provide the entry point for student pursuing a degree in nursing or many other health related fields. By streamlining the knowledge base, subsequent coursework will better align with program outcomes and employer workforce needs. Evaluations of the outcomes from this program will assist in overall program improvement; graduate competencies can be evaluated by tracking pass rates on the certification exam and through employer survey feedback.

ACCOUNTABILITY and IMPROVEMENT – Program assessment is a strength of the seasoned faculty in the Health & Science division. These strengths in academic accountability and improvements will benefit this program. Tracking graduate outcomes will provide valuable information about the quality of the education provided by this program.

OTHER CRITERIA-

- **Curriculum Development –**
 - Course and program student learning outcomes are based on the standards identified by the Commission of Accreditation of Allied Health Programs (CAAHP) in the document Educational Competencies for the Medical Assistant. This document outlines the entry level educational competencies for medical assistants. The student learning outcomes in each MEDA course, as well as the program outcomes, were derived from this reference.
 - Curriculum approval process/timeline:
 - Developed by Faculty from the Health & Science division, and approved by the division in May 2014
 - Presented and approved by the CWC Curriculum and Academic Policies Committee on October 10, 2014.
 - Presented and approved by Student and Academic Council on October 15, 2014.
 - Presented to the CWC Board of Trustees on November 19, 2014.
- **Pathways** – this certificate was designed to parallel the Department of Education's Health Science-Therapeutic Services pathway. In addition, the

support courses selected are commonly required in a number of health science related degree programs.

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Katherine Wells 1-30-19

Signature

Date

Katherine Wells, DNP, Vice President for Academic Affairs

Printed Name

Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 1/11/18

Signature

Date

Joseph E. McCann, Programs Team Leader

Printed Name

Title

Approved by Program
Review Committee

Joseph E. McCann, 1/30/18

Signature

Date

Joseph E. McCann, Programs Team Leader

Printed Name

Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

TAB 11



January 3, 2018

**RE: Request for Approval
Gunsmithing Program**

Eastern Wyoming College is requesting approval for a new A.A.S. Gunsmithing Program for the 2018-2019 Academic Year. All stated requirements are addressed in the attached proposal, including information on projected demand, internal and external coordination, assessment, and program layout.

Eastern Wyoming College developed the A.A.S. Gunsmithing Program as the result to develop programs for the Douglas Campus and also increase opportunities in acquiring gainful employment.

Eastern Wyoming College has discussed this program proposal, and it has successfully passed through our Curriculum & Learning Committee. Approval was granted by our Board of Trustees during their August meeting.

Eastern Wyoming College appreciates the review of this request by the Councils and Commission. It is our desire to be responsive to our community. Your assistance in the process is vital to our success.

Sincerely,

A handwritten signature in black ink, appearing to read "Roger Humphrey".

Roger Humphrey
Vice President for Academic Services
Eastern Wyoming College

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Eastern Wyoming College (EWC)

B. Date submitted to WCCC: January 2018

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Gunsmithing

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 60

6. Suggested CIP (Classification of Instructional Program) code (6-digit): 47.0402

7. Planned semester/year new program will begin: **Fall 2018 or sooner**

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Gunsmithing AAS program will prepare students to make, reproduce, maintain and modify firearms according to blueprints or custom specifications using specialized hand tools and machines. This program will provide students with hands-on training to learn the gunsmithing trade and skills to gain employment as a gunsmith.

1. Expected Student learning outcomes from completion of the program: Students will be able to:

- Demonstrate proper use of special gunsmithing tools; which includes: filing and stoning techniques, firearms parts and proper terminology, locking systems, action types, feed mechanisms, ballistic basics, cartridges and powders and their evolution, primers and bullet types.
- Demonstrate welding techniques (TIG, oxyacetylene/arc, brazing), machining safety and use, ability to rebarrel, read and complete blueprints.
- Develop and implement a business plan that would include setting up a gunsmithing business.
- Demonstrate professional gun cleaning, stock development/refinishing and accuracy for glass bedding rifle stock knowledge.
- Meet General Education Requirements per the EWC Catalog for A.A.S. programs.

2. Program Layout by Semester

Fall Semester 1st Year		Cr Hrs
HMDV 1000	College Studies	1
BADM 1000	Introduction to Business	3
ENGL 1010	English I: Composition	3
MATH 1000	Problem Solving	3
GUNS 1500	Introduction to Firearms and Firearms Safety	3
GUNS 1505	Firearms Bench Metal	3
TOTAL FALL SEMESTER		16
Spring Semester 1st Year		Cr Hrs
ACCT 1010	Principles of Accounting I	3
XXXX	Social & Cultural Awareness Elective	3
GUNS 1510	Firearms Machine Shop I	3
WELD 1700	General Welding	3
POLS 1000	U.S. & Wyoming Government	3
TOTAL SPRING SEMESTER		15
Fall Semester 2nd Year		Cr Hrs
WELD 1790	GTAW Welding for Gunsmithing	3
XXXX	Lab Science Elective	4
GUNS 1515	Firearms Machine Shop II	3
GUNS 1520	Stockmaking I	3

XXXX	Elective	3
TOTAL FALL SEMESTER		16
Spring Semester 2nd Year		
		Cr Hrs
GUNS 1525	Stockmaking II	3
GUNS 1550	Firearms Repair	4
GUNS 1600	Firearms Conversions	2
GUNS 1650	Firearms Metal Finishing	3
PEAC 1040	Trapshooting	1
TOTAL SPRING SEMESTER		13
TOTAL PROPOSED PROGRAM CREDITS		60

E. New course prefixes, course credit hours and:

1. Is the community college is using a course prefix which is new to Wyoming public higher education institutions: Yes No GUNS
2. New course prefixes have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

GUNS 1500 Introduction to Firearms and Firearm Safety (3 credits) (LOI 2)
This class explores the history of firearms and firearms related equipment and the foundation for safety as it relates to firearm safety and equipment. Students completing this class will receive a National Rifle Association of America Home Firearm Safety certificate of completion.

GUNS 1505 Firearms Bench Metal (3 credits) (LOI 3)
This course emphasizes shop safety that includes proper use of tools in the gunsmithing occupation. These tools include: hand tools, vises, bench blocks, hammers (brass and nylon), pin punches, gunsmith screws, files and India stones, and dial calipers. Additionally this class emphasizes proper use of measuring tools, layout, drilling, sawing, filing, soldering, forging, heat treatment, and hand polishing.

GUNS 1510 Firearms Machine Shop I (3 credits) (LOI 3)
This class will introduce theory and practice of machine shop metalworking that includes lathe use and milling machine operations and use of specialized gunsmithing tools.

GUNS 1515 Firearms Machine Shop II (3 credits) (LOI 3)
This class will continue with theory and practice of shop safety and machine shop metalworking. Additionally, students will be able to demonstrate proper use of machine tools that will include chambering and contouring of firearms.

GUNS 1520 Stockmaking I (3 credits) (LOI 3)
This class will introduce stockmaking techniques using gunsmithing carvers, inletting barrels and trigger guards, and glass bedding. Students will also learn about grip caps, recoil pads, swivels, shaping as well as sanding and finishing.

GUNS 1525 Stockmaking II (3 credits) (LOI 3)
This course will explore wood and synthetic gunstock production. Techniques in gun fitting, custom installations of hardware and finishing techniques will also be provided.

GUNS 1550 Firearms Repair (4 credits) (LOI 3)
In this class, students will learn about repair of firearms, using the proper tools for takedown, troubleshooting, and assembly for rifles, handguns and shotguns.

GUNS 1600 Firearms Conversion (2 credits) (LOI 3)
This class will teach students techniques for rifle conversion into a custom-type sporter rifle. Students will learn about custom bolt handles, iron sights, scope mounts, triggers that are adjustable with trigger guard contouring and other custom conversions.

GUNS 1650 Firearms Metal Finishing (3 credits) (LOI 3)
Students will learn about firearm bluing and parkerizing techniques using chemical mixing procedures, caustic bluing, rust bluing, parkerizing and metal preparation and the safety needed for these metal finishing practices.

WELD 1790 GTAW Welding: TIG Welding for Gunsmithing (3 credits) (LOI 3)
Students will learn the proper method of TIG welding as it pertains to gunsmithing. Typically welding a smooth service to a barreled surface and other types of TIG welding that are not commonly used.

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) ___ Yes ___ No **X** Not Applicable
or WCCC (career technical) **X** Yes ___ No ___ Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

We will need to hire a full-time faculty member that has been trained and educated in Gunsmithing.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

The Converse County Douglas campus advisory board has been involved with the development of this program and is supported strongly by the community. Converse County commissioners and the City of Douglas Administrator also support of this program. We met with a group of stakeholders from business and industry in July to discuss bringing this program to the Eastern Wyoming College Douglas Campus and all of those involved were supportive and willing to

assist in any way they can. As this program is developed we hope to get certification and support of the NRA Firearms safety programs.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

EWC currently has the welding equipment necessary to teach the welding portion of the classes. The computer numerical control mills and lathes, the carvers and additional tools necessary for this program will be provided through additional funding from the Eastern Wyoming College Development office and foundation members.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Not available	Not available	Not available	Not available	Not available
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Not available	Not available	Not available	Not available	Not available

Other trend information that would assist the Commission:

The U.S. Bureau of Labor Statistics (BLS) does not currently measure career statistics specifically for gunsmiths. However, the BLS does note that machining careers as a group expect an increase in job opportunities of 9% in Wyoming. The annual mean wages for machinists in Wyoming are between \$47,800 and \$64,030 annually (BLS, May 2016). Additionally, in November 2016, Governor Mead announced the creation of the ENDOW initiative. The ENDOW initiative is concentrating on the “fourth” leg of Wyoming economic strength which includes growing the manufacturing industry. There are no statistics that reflect gunsmithing as an occupation in either state or national trends.

Source: Occupational Information Network (O*NET OnLine), <http://online.onetcenter.org>

Source: Bureau of Labor Statistics http://www.bls.gov/oes/current/oes51_8093.htm

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly	Not Available	Not Available	Not Available	Not Available	Not Available
	Yearly	Not Available	Not Available	Not Available	Not Available	Not Available
Wyoming	Hourly	Not Available	Not Available	Not Available	Not Available	Not Available
	Yearly	Not Available	Not Available	Not Available	Not Available	Not Available

Other wage information or comments that would assist the Commission:

Specific state and national wage averages were not available for gunsmithing positions and occupations.

3. Primary student audience identified for this program:

Students seeking an educational track that allows for moving on into an advanced degree programs and/or students wanting to move into employment. Two separate student audiences have been identified:

- 1) Traditional students
- 2) Non-traditional students looking for a career change

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:
15 Year One 15 Year Two 20 Year Three

K. Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

EWC will work with its College Relations personnel to develop a marketing and recruitment plan for this program. At minimum, this program will include:

- a program brochure that will be placed on the website
- packets of information for interested students
- program information to be sent to interested students

- interviews to be done on local area radio stations
- Visits to all of the local High Schools by EWC Outreach personnel
- EWC Advisors inform students of the new program

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relative college's curriculum and possible joint projects:

Wyoming Community College Programs						
(Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
		Gunsmithing AAS Degree 60 credits				

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

Students completing the AAS in Gunsmithing would be able to transfer to Adams State University in Alamosa, Colorado for a Bachelor's Degree (BA) in Interdisciplinary Studies. In addition, students completing the AAS Gunsmithing program would be able to transfer to the University of Wyoming for a Bachelors of Applied Science Degree (BAS).

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

A focus group with local Converse County persons took place to secure feedback and support for the program. Several members of the focus group have agreed to serve in the capacity of reviewing the curriculum for the new program and in the future on an advisory committee for the new program to continue to provide support and assistance for curriculum development and student learning assessment.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

- Review/Evaluation of national certification exams
- Student evaluations and surveys
- Practical exams
- Employer survey/transfer school follow-up
- Completion and evaluation of program portfolio

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following Ways *that are not addressed earlier in this request*:

EDUCATED CITIZENRY – This will be a face-to-face, hands on program available at the Douglas Campus, this program will open educational opportunities and training to one or more target groups that would not otherwise be able to attain the proposed training.

DIVERSIFIED ECONOMY – This program will strengthen business opportunities for Wyomingites as well as open a variety of professions in which one can work.

WORKFORCE DEVELOPMENT – This program responds to a need for training of workers ready to start a business as well as it will complement existing programs such as Machine Tool Technology, Welding, Business and Entrepreneurial activities.

ACCOUNTABILITY and IMPROVEMENT – In Section N above, review and evaluation of national certification exam statistics, student evaluations and surveys, practical exams, and employer surveys and transfer school follow-up will be conducted to assure student learning as well as improve the program.

OTHER CRITERIA-

- **Curriculum Development** – Sufficient research has been conducted to indicate the necessity for such training. The curriculum is designed based on other gunsmithing programs offered at other community colleges.
- **Pathways** – The pathway is identified as Industry and Manufacturing which is identified as a high priority industry in the State Plan and in ENDOW.

- **Faculty Support** – EWC provides a mentor on the Douglas campus in addition to individual assistance from the Douglas Campus Associative Vice President for Converse County.
- **Recruitment Strategies** – EWC provides marketing, financial aid, and student services personnel to the Douglas campus for providing assistance in marketing/recruiting strategies for the new program.
- **Resource Needs** – This program would require a fairly minimal budget to purchase supplies and equipment expenditures in order to operationalize this new program.

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

[Signature] 1-3-18
Signature Date

Roger Humphrey VP Academic Services
Printed Name Title

Approved by the WCC Academic
Affairs Council

[Signature] 1/24/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

[Signature] 1/30/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

TAB 12



January 9, 2018

Wyoming Community College Commission
2300 Capitol Avenue
Cheyenne, WY 82002
Attention: Program Review Committee

Dear Program Review Committee:

Attached is a program request for approval of the LCCC Datacenter Technician short-term certificate.

The short-term certificate program is designed to prepare students for immediate employment in the many datacenter jobs in the Cheyenne area. LCCC was approached by Microsoft Datacenter that expressed a strong, and continuing need for datacenter technicians. This program was developed in close coordination with the Microsoft Datacenter as well as input from our other local datacenters, Green House Data and Dish Network. Microsoft Datacenter advised LCCC to work with Southern Virginia Higher Education Center who developed a similar program with Microsoft in the Southern Virginia area.

A study was done of many companies in our area, and datacenter technician was seen as a high need field. Individuals from the Computer Technology Advisory Committee supported the development of the curriculum. Research of similar programs found no comparable programs in the Wyoming Community College system or in other regional community colleges.

Students completing the LCCC Datacenter Technician short-term certificate will have the opportunity to enter directly into good paying jobs in the datacenters and at other area companies, and have the ability to continue on the path toward the Associates Degree in Computer Information Systems, at LCCC.

By completion of the short-term certificate, students will sit for all three CompTIA industry certification exams. The exams are CompTIA A+, Network+, and Server+.

If you have any further questions, please don't hesitate to contact me at 307.778.1103.

Sincerely,

Clark Harris, Ph.D.
Vice President of Academic Affairs Laramie
County Community College

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. **College:** Laramie County Community College

B. **Date submitted to WCCC:** 1-9-18

C. **Program**

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Datacenter Technician

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 16

6. Suggested CIP (Classification of Instructional Program) code (6-digit): 47.0104

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

This program prepares students for entry level employment in data centers or other businesses that have need of computer technicians with training and/or certifications in basic computer repair, server installation, and networking. This program prepares students to take the industry certification CompTIA exams A+, Server+, and Network+.

1. Expected Student learning outcomes from completion of the program:

- Students will be able to demonstrate essential knowledge and skills needed to effectively design, configure, manage, and troubleshoot any wired and wireless network.
- Students will be able to effectively support IT infrastructures through the understanding of the most common hardware and software utilized in data centers.
- Students will be able to effectively plan, secure, and maintain IT environments using a variety of server equipment.

2. Program Layout by Semester

Semester 1		
CMAP 1920	Hardware Maintenance (CompTIA A+ Exam)	4
CMAP 1615	Operating Systems (CompTIA A+ Exam)	3
CMAP 1940	Server Installation (CompTIA Server + Exam)	3
CSCO 2000	Beginning Internetworking (CompTIA Network + Exam)	3
HMDV 1510	Success in the Workplace: Soft Skills	3
		16

E. New course prefixes, course credit hours and:

1. Is the community college is using a course prefix which is new to Wyoming public higher education institutions: Yes No

2. New course prefixes have been coordinated:

with UW (transfer) Yes No Not Applicable

or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

CMAP 1940 Server Installation and Administration 3 credits, LOI: 2

Students apply the knowledge and skills needed to install and administer Microsoft and Linux systems. Students explain system architecture, system virtualization, installation, server roles, IP

addressing and network infrastructure, troubleshooting, monitoring resources, high availability, system and network security, and disaster recovery. Students will take the CompTIA Server certification exam as part of this course.

Note: This is a new course at LCCC, but is already listed in the UW Transfer guide and is on the books at Eastern Wyoming College and Northwest College

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (career technical) Yes No Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Yes – current faculty have the credentialing and availability to teach this program.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

This program was developed in close coordination with the Microsoft Datacenter in Cheyenne as well as with input from Greenhouse Data and Dish Network. We have also worked with Southern Virginia Higher Education Center who worked closely with Microsoft to develop a similar program that has seen full enrollment and high employment placement rates since its inception.

This is a generic data center program and does not contain any specific Microsoft curriculum or certifications. This program prepares students for work in a data center as a technician or an IT department as network and computer system administrators, computer systems analysts, database administrators, information security analysts, computer network support specialists, and data warehousing specialists.

In the fall of 2017, an 82 question survey was given to all businesses in Cheyenne, Laramie and the region with the goal of guiding LCCC's computer information system program offerings. Forty-eight businesses responded to the survey. The need for shortened programs with industry credentialing as well as consistent need for graduates with these credentials was noted in the responses.

In November 2017, the proposed data center technician program was reviewed by an advisory board and representatives from the Cheyenne data centers. The feedback was positive with no changes as the proposed curriculum met the industry needs.

Research of similar programs has found no comparable program in the Wyoming Community College system or the regional community colleges. Front Range, Aims, Casper, Western Wyoming Community College and Eastern Wyoming Community College offer computer programs, but research on their website finds little indication that students in these programs sit for industry certification exams as part of the programs. LCCC incorporated the fees into courses starting in fall 2017 in order to ensure students can afford to take the exams and to better track success rates. Big Bend College in Washington offers a one-year degree, but does not refer

to industry certifications. Cisco offers an online Cisco Certified Technician Data Center certificate. Blue Mountain Community College in Oregon offers a data center technician degree but it is 46 credit hours in length, takes three semesters to complete, and does not indicate industry certifications as part of the program. Southern Virginian Higher Education Center was the "model" as noted by Microsoft and is the program that guided LCCC's development of the Data Center Technician short-term certificate.

The LCCC Advisory Board for Computer Information Systems and Computer Science programs at LCCC consists of eight members of the LCCC staff including the school Dean, administrative assistant, three instructors, the College's Chief Technology Officer, an advisor, and a career center representative. Industry representatives include the Wyoming State Deputy Chief Information Officer, the Director of Engineering at Echostar, the Information Technology Administrator for the Wyoming Department of Health, the Information Technology Director for Laramie County, the Director of Technology for the Laramie County School District #1, the Information Technology Supervisor for the Board of Public Utilities, a representative from the Wyoming Governor's Endow Initiative, the Technology officer for Cheyenne Regional Medical Center, the Information Technology Manager for the Laramie County Library System, and representatives from Microsoft, Greenhouse Data, and Dish Network.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

These courses are currently being taught at LCCC although they have been re-packaged to be provided in a shortened time frame to meet the needs of a growing datacenter industry and to move students into the workforce in a timelier manner. There are no additional budget requirements at this time. Industry in Cheyenne and LCCC advisory board members have indicated a need for 20 to 30 data center technicians every year to meet the demand of growth as well as employee replacement. This number is sustainable with current faculty employed by LCCC.

Future plans include a collaboration with industry and the HVAC program at LCCC to build a mock datacenter. All of the servers, racks, etc. will be donated by Microsoft and other partners. This is in partnership with industry as well as the HVAC program to create a shared lab environment that provides an efficient way of training two different sets of students (CIS and HVAC). Any additional costs (up to \$2,000) will required the seeking of funds through additional resources including other donors and or general fund.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends – Our Cheyenne IT partners indicated that graduates would be able to apply for employment in areas such as network and computer system administration, computer systems analysts, database administrators, information security analysts, computer network support specialists, and data warehousing specialists. For the purposes of this proposal it was decided to narrow the scope of expected employment for the graduates of the datacenter technician short-term certificate to Computer Network Support Specialists.

United States	Employment		Percent Change	Job Openings
	2016	2026		
Computer Network Support Specialists	198,800	215,200	8%	16,400
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Computer Network Support Specialists*	240	263	9.6%	54

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dec, 2015 Edition*, <http://www.bls.gov/oco/ocos287.htm>
- **Burning Glass: Labor Insights:** <https://laborinsight.burning-glass.com/jobs/us#/snapshots/display>
- **State Data Source:** Wyoming Department of Employment Research & Planning http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:

*Note: The employment projections in the table above for the state of Wyoming are not in line with what the industry partners in Cheyenne (Microsoft, Dish Network, Greenhouse data, Sierra Trading Post, and others) are telling us. These industry partners expect more than the projected 9.6% change from 2016 to 2024.. Regional data centers are projecting the need for 60+ new employees starting in October 2018 as they start phase one of a large expansion. This industry is an area for expansion in the Cheyenne region due to the infrastructure built here for high-speed Internet.

According to Burning Glass' reported job postings, the need in Wyoming for employees with these certifications and/or the data center short-term certificate was 320 jobs in 2016 (prior to the expansion of at least one major data center in Cheyenne). Of those jobs, 186 were in Cheyenne and 86 were in Casper. These credentials fill jobs in network and computer system administration, computer systems analysts, database administrators, information security analysts, computer network support specialists, and data warehousing specialists. Again, these numbers do not include the data center expansions in Cheyenne projected to start in fall of 2018. Even more of a demand will occur after Microsoft completes its third expansion to the Cheyenne data center.

When adding Colorado to this search in Burning Glass, the job need was 15,897 in 2016 with 15,223 of those just in Cheyenne, Casper and the Colorado Front Range.

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly	\$17.81	\$22.86	\$30.13	\$39.69	\$50.92
	Yearly	\$37,040	\$47,550	\$62,670	\$82,560	\$105,910
Wyoming	Hourly	N/A	N/A	\$27.39	N/A	N/A
	Yearly	N/A	N/A	\$56,780	N/A	N/A

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** https://www.bls.gov/oes/current/oes_nat.htm
- **State Data Source:** https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission: The above statistics are using occupation code 15-1152 Computer Network Support Specialists. The 10%, 25%, 75%, nor 90% wage information were available for Wyoming, only the median.

According to Glass Door (glassdoor.com) the average base pay for a data center technician in the U.S. is \$61,554 and the range is \$44,000 to \$86,000.

3. Primary student audience identified for this program:

The primary student audience is split between students coming out of high school wanting to quickly enter the workforce in the computer information systems environment and the non-traditional students wanting to be hired and/or advance within the datacenter industry. The plan is to teach this course at times in the late afternoon and evening conducive to working students. This program will also serve those wanting to look at a career change, but whom are on a limited timeframe for education.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

15 Year One 15 Year Two 20 Year Three

K. Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

Recruiting will include traditional recruitment strategies as well as reaching out to workforce development and employment offices to recruit students who are currently unemployed or wanting to change careers in a fast timeframe. Partnerships with industry, including guaranteed interviews, will help recruit their potential employees as well as those looking for continuing education credits. We will ask those industries (Microsoft, Greenhouse, etc.) to include logos on marketing materials to help with promotion of a career path directly to a job. Scholarships designated specifically to this program will help fill the first class. We will also pursue long-term scholarship/grants available for students interested in this program to help with recruitment. Social media and videos of our alumni working at area industry will support recruitment.

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relative college's curriculum and possible joint projects:

Wyoming Community College Programs						
(Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
Computer Security AAS	Computer Technology AAS	Computer Applications Certificate (Word, keyboarding, Microsoft Office)	Cyber Security AAS, Computer Information Systems AAS	No AAS	Computer Networking Administration AAS, Cyber Security AAS, IT Support Technician Certificate	No AAS

			In progress – Datacenter technician		
--	--	--	---	--	--

This datacenter program, in this format, is unique to Wyoming and specific to the need of industry in Cheyenne (a growing industry). This program nests into a two year Computer Information Systems degree option at LCCC.

M. Note available program and course articulations with other likely **transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)**

This is a short-term certificate designed specifically to meet area industry need. Students have the option to continue and complete a two-year associate of applied science degree, which transfers to a bachelor's of applied science degree at UW. All credits earned in this program will apply to the A.A.S Degree

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

Microsoft came to LCCC to request this program. Other datacenters in Cheyenne have concurred that this is a need in a condensed version to build a fast growing workforce. We were asked to work with the Southern Virginia Higher Education Center to design this program and this was done. In the fall of 2017, 48 area business (including members of the advisory board) responded to an extensive industry survey which pointed to the need for this degree as well as the soft skills course inclusion in this short-term certificate.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

Students will be able to: successfully pass industry certification CompTIA A+, Server+, and Network+ exams.

Students in the program will sit for three primary certification exams (fee is included in course fees). The exams are CompTIA A+, Network+, and Server+. CompTIA certifications help to train and identify qualified, knowledgeable employees in the IT industry. We will track their scores. Our goal is 80% pass rate, anything less will trigger an assessment of our instructional methods and materials.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

As shown above, the demonstrated need is coming from within the industry. In the next year, Microsoft alone will expand its datacenter with the need for nearly 40 new employees in the fall of 2018. Greenhouse and Dish Network (the largest datacenters) are also growing and in need of additional employees. These skills will transfer to any students wanting to work within IT at the state, hospital, education, etc. The industry certifications

completed in this program make these students marketable for a wide-variety of careers within the IT industry.

This program addresses Wyoming and regional interests in the following *Ways that are not addressed earlier in this request:*

EDUCATED CITIZENRY – The program supports high demand and high pay occupations, which improves the quality of life for our students and the clients who will be served by their skills.

DIVERSIFIED ECONOMY – This industry is a major part of the Governor's ENDOW initiative.

WORKFORCE DEVELOPMENT – This will help provide employees for a growing high-tech sector here in Southeast Wyoming. All the aforementioned datacenters, as well as any large organization such as hospitals, government agencies both state and local, school districts, and financial institutions require a well-trained I.T. staff.

EFFICIENT SYSTEMS – We currently have the faculty and space to start this program. We will not offer our computer technician program any longer, as this is designed to replace that with more appropriate curriculum given the workforce needs in or service areas.

ACCOUNTABILITY and IMPROVEMENT – Course assessment data and course evaluations will be compiled by the program instructors. In addition, pass rates on the certification exams will be kept. This data will be evaluated and analyzed by the advisory committee and in our annual program assessment (Aquila) to help ensure continuous improvement. In addition, the college will utilize our Institutional Research Office to develop and deliver a post-job placement survey to both employers and students to identify skill gaps needed that may not have been included in the program. This information will help ensure the program is kept up to date and is meeting industry needs.

OTHER CRITERIA-

- **Labor Needs** – Most datacenters here in Cheyenne are hiring, and frequently ask us for any students who may be interested. These include Microsoft, Green House Data, Dish Network, and Sierra Trading Post.
- **Curriculum Development** – Most is already done, one course CMAP 1940, is on the books at EWC and CWC, and being adapted to be delivered here at LCCC now. We are also revamping the HMDV 1510 course to meet IT needs. Microsoft requested this program, and referred us to the Southern Virginia Higher Education Center that has a program in place and a Microsoft datacenter in their area.
- **Pathways** – This program leads directly to a career in I.T. as mentioned above. In addition, all credits in this program may be applied to an A.A.S degree in Computer Information Systems
- **Faculty Support** – All CIS faculty support this program and are willing to teach evenings to meet the needs of industry.
- **Recruitment Strategies** – Recruiting will include traditional recruitment strategies as well as reaching out to workforce development and employment offices to recruit students who are currently unemployed or wanting to change careers in a fast timeframe. Partnerships with industry, including guaranteed interviews, will help recruit their potential employees as well as those looking for continuing education credits. We will ask those industries (Microsoft, Greenhouse, etc.) to include logos on marketing materials to help with promotion

of a career path directly to a job. Scholarships designated specifically to this program will help fill the first class. We will also pursue long-term scholarship/grants available for students interested in this program to help with recruitment. Social media and videos of our alumni working at area industry will support recruitment.

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Clark Harris 1-9-2018
Signature Date

Clark R. Harris, Ph.D. VPAA
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 1/15/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 1/30/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.



January 9, 2018

Wyoming Community College Commission
2300 Capitol Avenue
Cheyenne, WY 82002
Attention: Program Review Committee

Dear Program Review Committee:

Attached is a program request for approval of the LCCC Equine Training Certificate.

The certificate program is designed as the first step to prepare students for employment in the equine training industry as well as to meet the needs of those who want to advance their skills in Equine Science. Members of the Equine Advisory Committee and individuals from the equine training industry provided guidance with the development of the curriculum and requested that this short term equine training certificate be developed to provide needed skilled trainers for the field. The addition of an internship in the field will provide important hands-on experience and an introduction to the great network of the equine industry. The representatives that worked with LCCC indicated a strong need for equine trainers in SE Wyoming and all along the Front Range.

The LCCC Equine Program anticipates targeting individuals within the community that are interested in quickly entering the equine training field, including recent high school graduates and adults interested in the career field. Students will also have the opportunity to continue their education in the Associates Degree in Equine Science – Training Management Concentration.

By completion of the certificate, students will be able to observe horse behavior and physiology; and develop and implement appropriate nutrition, health and training plans.

If you have any further questions, please don't hesitate to contact me at 307.778.1103.

Sincerely,

Clark Harris, Ph.D.
Vice President of Academic Affairs Laramie
County Community College

**Wyoming Community College Commission Request for
New Pilot or Revised
Degree or Certificate**

A. **College:** Laramie County Community College

B. **Date submitted to WCCC:** 1-9-18

C. **Program:**

1. Request for:

New Program Pilot Program Revised Program

2. Program Title: Equine Training

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other

Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 29

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

01.0507

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program?

No

D. Program description as it will be included in college catalog:

The Equine Training certificate prepares students for work in the field of equine training and management. In addition to gaining an overall understanding of the anatomy and physiology, nutrition needs, how to properly evaluate a horse, and develop a business plan, students will also gain invaluable horsemanship skills in a variety of disciplines, as well as, starting a colt under saddle. Students gain knowledge and skills necessary to prepare them for their chosen field in the equine industry.

1. Expected Student learning outcomes from completion of the program:
Students will be able to:

Demonstrate equine industry expectations and work ethic in care and training of horses.

Interpret equine anatomy, physiology, and behavior and apply appropriate management of health, care, and nutrition of individual horses.

Assess equine behavior and training level to develop and implement an appropriate equine training plan.

2. Program Layout by Semester

EQST 1515	Equine Science I	4
EQST 2516	Equine Science II	3
EQST 2985	Equine Business Law	3
EQST 1685	Equine Behavior and Horsemanship	4
COLS 1000	Intro To College Success: First-Year Sem.	3
		17
EQST 2560	Advanced Training Techniques and Equine Evaluation	4
EQST 2500	Equine Health Management	3
EQST 2800	Fundamentals of Teaching Riding	2
EQST 2970	Equine Internship	3
		12
Total		29

**Proposed name and credit change for EQST 2970, formally it was EQST 2970 Internship listed for 4 credits. The new proposal is that it will be EQST 2970 Equine Internship listed for 3 credits. The 3-credit internship will help meet student needs and is more fiscally responsible for students to earn the same experience.

E. New course prefixes, course credit hours and:

1. Is the community college is using a course prefix which is new to Wyoming public higher education institutions: ___ Yes X No
2. New course prefixes have been coordinated:
with UW (transfer) ___ Yes ___ No X Not Applicable

or WCCC (CTE) ___ Yes ___ No X Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

EQST 1685 – Equine Behavior and Horsemanship, 4 credits, LOI=2

In this course, students evaluate a horse's body language, identify how a horse learns, common stereotypical behaviors and key factors for the foundation of training. Students acquire knowledge and valuable skills in horsemanship needed to improve balance, the proper use of aids such as hands, weight, legs and voice, and appropriate cues at all three gaits. Basic training techniques will also be applied throughout the course.

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) ___ Yes ___ No X Not Applicable

or WCCC (career technical) X Yes ___ No ___ Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Yes – this program will be delivered by current faculty.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

A focus group (including some members of the LCCC equine program advisory board) consisted of college educators, industry professionals and current faculty and staff met to discuss options for growing the program including a new certificate. This meeting was held in February 2017. The committee conversation pointed to the need for a shortened applied science (certificate) option to include a mandatory internship. The needs for continued work with colts as well as more skills in basic horsemanship were recommended by this group.

A follow-up survey of current and former students (some who serve on the equine advisory board) was given in the fall of 2017 and completed by 72 respondents. This survey revealed similar results of the focus group and continued to grow support for a shortened certificate option. The survey indicated high demand for mandatory internships, continued opportunities to ride horses and support for maintaining the colt training lab. This certificate will also give students options to complete their Associates of Applied Science if they choose with one more year of academic courses. This degree will create skilled workers for jobs in the equine industry.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

This program will run efficiently in the facilities already provided at LCCC. No additional resources will be needed.

J.* **Projected demand in Wyoming and Nation** for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2016	2026		
Equine Trainer	Not Available	Not Available		
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Equine Trainer	Not Available	Not Available		

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook* <https://www.bls.gov/projections/occupation>
O*NET Online <https://www.onetonline.org/link/summary/39-2011.00> - 55,000 employees
- **State Data Source:** United States Department of Labor: Bureau of Labor Statistics <https://www.bls.gov/careeroutlook/2015/article/working-with-animals.htm> - animal trainers – Wyoming – data not available: Colorado – 350.
*O*NET Online <https://www.onetonline.org/link/summary/39-2011.00>
- **Data Source:** United States Department of Labor: Bureau of Labor Statistics

Equine training jobs are rarely advertised publicly and rely on a network of equine professionals and relationships to fill positions and meet the need of nearly 60,000 horses that are used in showing and recreation (see American Horse Council Economic Study below) and require some level of training.

Horses live to an average age of 30 and for at least half of those years, they are in some level of training from colt training (age 3-5) to fine-tuning or re-training (age 6-19). For example, horses are trained and raced at age two and three. Those off-the-track Thoroughbreds (OTTB) are then re-trained for a wide variety of sports (jumping, English, western, reining, etc.).

The average trainer can train 10 horses a month or 120 horses a year. With 60,000 horses in Wyoming that are showing or used in recreation, there is a need for trainers in the State of Wyoming. LCCC advisory board members, former students and the trainers interviewed specifically for this data, point to wait lists of an average of six to 10 horses a month and the trainers are booking horses three months in advance. Horse trainers in Wyoming charge \$600 to \$1,000 a month to train a single horse.

The demand for trainers is highest for colt training, which is the work students will be prepared for with this new Certificate. Most trainers also provide riding lessons, work in the breeding industry and/or managed boarding facilities in addition to training.

Other trend information that would assist the Commission:

<https://www.horsepalace.win/live-racing/wy-equine-education/> - Wyoming Equine Education Project (American Horse Council Economic Study)

- Wyoming horse industry produces goods and services valued at \$191 million
- 33,100 people in Wyoming are involved in the industry as horse owners, service providers, employees, and volunteers.

- Wyoming horse industry directly provides 1,400 full-time equivalent jobs.
- There are 99,000 horses in Wyoming – 60% are involved in showing and recreation

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States - Equine Trainer	Yearly	Not available				
Wyoming - Equine Trainer	Yearly	Not available				

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** United States Department of Labor: Bureau of Labor Statistics <https://www.bls.gov/oes/current/oes392011.htm>
- **State Data Source:** United States Department of Labor: Bureau of Labor Statistics https://www.bls.gov/oes/current/oes_wy.htm#45-0000

Other wage information or comments that would assist the Commission:

Equine Trainers

U.S. Bureau of Labor Statistics

- Projected Job Growth (2014-2024) – 11% for all animal trainers
- Average Annual Salary (2015) - \$33,600
- Colorado Horse Trainer Average wage - \$18,020-\$33,760

Equistaff.com (equine employment agency)

- Average salary for horse trainers - \$40,115 (2012) (2/3 received additional perks including housing, medical insurance, etc.)

3. Primary student audience identified for this program:

The primary student audiences are those who want to expand their equine training and management skill set. Students who enroll in the Equine Training certificate program will primarily want to work in the equine industry and agribusiness enterprises.

Through our focus group and former student survey there are many students who have been identified that would benefit from this type of unique program. Within the middle and high school student sectors there is a surprising growth of equine related organizations and competitions that continue to drive students into the equine industry. Not all students are looking to receive a degree or an advanced degree in equine studies and this will afford them with an option to gain valuable skills that are imperative to our industry.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

12 Year One 13 Year Two 15 Year Three

This certificate will scaffold into the already existing Equine Training and Management AAS. The AAS program consistently runs at 12 students or more. Some students have left to go work in industry after only one year – this certificate allows for exit ramps from the program and the option to earn a credential after only one year. The scaffolding of courses gives students flexibility in certificate or degree options. We anticipate overall growth in the equine training program with the addition of this certificate and the format including a mandatory internship. This program is currently limited by safety in the lab setting and stall space to a maximum of 15 (with an additional 24 in the AAS degree).

K. Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

Our department will continue to utilize the relationship that has been built with the admissions team to gather names of students that are interested in equine programs and actively recruit students throughout the year following a comprehensive recruiting plan developed each September. This plan will include updating current resources including our website, a regular contact schedule of current students, marketing materials, attendance at key events on and off campus, and more. Once prospective students have been identified, faculty in the department will make regular contact with those students through both written and verbal communication. I believe that with this certificate students who are unsure if college is the right fit for them will pursue this 2-semester option. We will also work with industry and our internship partners to help promote this program and find interested students who will benefit from the intensive hands-on short-term certificate program.

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relative college's curriculum and possible joint projects:

Wyoming Community College Programs						
(Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
None	Eq. Training Certificate II = 26cr Eq. Mgmt. Certificate I = 21cr	None	In Process	Eq. Care and Basic Riding = 18-20cr Eq. Riding and Training A.A.S. = 70cr	None	None

M. Note available program and course articulations with other likely **transfer institutions in the region, particularly for transfer AAS, AA and AS programs.** (Note regional Bachelor of Applied Science transfer options in addition to UW.)

None for this degree as the Certificate prepares students to work in industry

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

Partnerships include: A focus group consisting of industry professionals, college faculty and staff met to discuss the need and viability of this new certificate. The focus group was very supportive of adding the certificate to the equine program. A survey of former students was completed which

revealed that this will be a great asset to future students that want industry knowledge and skills to return to the equine industry.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

1. Equine industry expectations and work ethic pertaining to care and training of horses is evaluated using a rubric.
2. Faculty review of student journal entries and faculty inspection of weekly equine care management as applied to a decision-making rubric.
3. Student and faculty pre-training assessment to evaluate an assigned horse, and work with the owner to develop a plan to expectations. Student and faculty will complete a post assessment to determine if training goals were reached.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following *Ways that are not addressed earlier in this request:*

EDUCATED CITIZENRY – This program is unique due to its progression of equine instruction both in the arena and classroom. The opportunity of the required internship should prove to most beneficial to the student where they can hone their skills in their chosen discipline and provide job opportunities going forward.

DIVERSIFIED ECONOMY – The education and training of students in the Equine Training certificate program will directly impact the equine industry. Many of the skills and knowledge that are learned are transferable across many different equine disciplines and skills in the industry.

EFFICIENT SYSTEMS – This program will provide students more riding and training skillsets; and equine husbandry knowledge that is currently sought in the equine industry. The networking opportunities during the student's time within the program and during their internship will provide them with various career opportunities or furthering their educational goals.

ACCOUNTABILITY and IMPROVEMENT – Input from the focus group, former student survey, lab and classroom assessments, and internal reviews from instructors and administrators will provide data to improve curriculum and lab delivery. LCCC anticipates industry input to review the Equine Training certificate for continuous quality program improvement.

OTHER CRITERIA-

Labor Needs – There is frequent turnover in the equine industry, especially for assistant trainers. This high turnover rate will allow our students to easily find jobs to gain valuable experience, skills and networking opportunities with unlimited possibilities.

Curriculum Development – This certificate program has been reviewed with other certificates that are similar to ensure the student needs will be met by industry expectations.

Faculty Support – The faculty and staff that will support this certificate program are very knowledgeable, educated and experienced in a variety of specialties and disciplines.

Recruitment Strategies – Many traditional and non-traditional students seek to further or continue their education and skills in the equine industry, however holding a degree is not required in many sectors of the industry. This will provide a specific opportunity for these students to gain that experience and to be placed in an internship that will continue their skills.

- **Resource Needs** – Marketing materials

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Clark Harris 1-9-2018
Signature Date

Clark R. Harris, Ph.D. VPAA
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 1/15/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 1/30/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

TAB 13



Memorandum

To: Wyoming Community College Academic Affairs Council
Wyoming Community College Commission Program Review Committee

From: Richard Hall, Vice President of Academic Affairs,
Gillette and Sheridan Colleges of the Northern Wyoming Community College District

Date: January 11, 2018

The Northern Wyoming Community College District (NWCCD) consisting of Gillette and Sheridan Colleges is seeking new program approval for a Medical Assistant certificate.

The Medical Assistant certificate was approved for pilot in March 2016. This program has been delivered on the Gillette College campus consecutively since the Fall 2016 semester and has been highly successful. The first cohort of seven students successfully passed the national exam on the first attempt. Many were hired into medical assistant roles in local communities. Others have found employment in locations outside the state. Eleven students were admitted to the program in Fall 2017 with ten student continuing in the Spring 2018 semester.

MEDA courses were created prior to the pilot and continue to be offered at NWCCD. Students complete 270 hours of practicum in this coursework. The curriculum is proving to be a solid set of coursework for a 29-credit, two semester certificate program.

The Medical Assistant certificate program responded to the request from local area Health Care providers for more trained workers in this field. Many of these facilities also serve clinical sites for students. Experts at these sites often serve as guest speakers for specific topics. This program provides formal training to students entering into the field. Students not accepted into NWCCD's nursing program often elect to pursue a medical assistant certificate.

The program's strengths will include fulfilling workforce needs currently present in the Health Care industry and collaborating with local facilities to provide a solid educational experience for students.

The NWCCD is pleased to be presenting this program to you and appreciates your consideration.

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

2/27/17

A. College: Northern Wyoming Community College District

B. Date submitted to WCCC: 3/15/2016-pilot; 12/13/2017-new

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Medical Assistant_____

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other

Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 29

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

 51.0801

7. Planned semester/year new program will begin: Fall 2016 began as pilot; new program
Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance
education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

(Type description here)

The Medical Assistant Certificate Program is a two semester course of study to prepare graduates to acquire the skills necessary for entry-level jobs in medical settings.

Graduates are prepared to work under the supervision of licensed healthcare providers in ambulatory medical settings such as physicians' office, clinics, and surgical centers; they function as members of the health care delivery team and perform administrative and basic clinical procedures. This program is offered on the Gillette campus only.

1. Expected Student learning outcomes from completion of the program: Students will be able to:

- Practice medical assisting according to established professional and ethical standards.
- Demonstrate patient-centered professionalism.
- Provide competent administrative services to patients.
- Demonstrate clinical proficiency in the role of the medical assistant.

2. Program Layout by Semester

Medical Assistant Certificate		
Fall Semester 1 st Year		Cr. Hours
MEDA 1505	Introduction to Medical Assisting	3
MEDA 1570	Medical Assisting Office Practicum	2
ZOO 2010	Human Anatomy & Physiology I	4
Basic Math Requirement	(MATH 1000 or 1400)	3
TOTAL FALL SEMESTER		12
Spring Semester 1 st Year		Cr. Hours
MEDA 1600	Medical Assisting Procedures	6
MEDA 1970	Medical Assisting Clinical Practicum	4
ZOO 2020	Human Anatomy & Physiology II	4
ENGL 1010	English I	3
TOTAL SPRING SEMESTER		17
TOTAL PROGRAM CREDITS		29

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: Yes No _____

2. New course prefixes have been coordinated:

with UW (transfer) Yes No Not Applicable

or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description): These were new courses added during the pilot. The LOIs are consistent with the recent adjustments

MEDA 1505 – Introduction to Medical Assisting (3 credits)

LOI-1

This course gives the beginning medical assistant student a foundation in practice within a medical office. Students are introduced to the foundational concepts of professionalism and professional practice, law and ethics in health care, medical office administrative procedures, medical terminology, and medical office finances.

MEDA 1570 – Medical Assisting Office Practicum (2 credits)

LOI-2

This course is designed to give the beginning medical assistant student a foundation in practice within a medical office. Students complete 90 hours of practicum in a medical office setting and experience the administrative concepts of customer service, medical reception, medical business practices, establishing medical records, scheduling appointments, practice finances, and office etiquette.

MEDA 1600 – Medical Assisting Procedures (6 credits)

LOI-2

This course gives the medical assistant student an advancing foundation of practice theory within a medical office. Students are introduced to the clinical concepts of patient intake and discharge, preparation for the physical exam, collecting and processing specimens, medication administration, and assisting the provider with medical/surgical procedures.

MEDA 1970 – Medical Assisting Clinical Practicum (4 credits)

LOI-2

This course gives the medical assistant student an applied understanding of practice within a medical office. Students complete 180 hours of practicum in a medical office setting and experience the clinical concepts of patient intake and discharge, preparation for the physical exam, collecting and processing specimens, medication administration, and assisting the provider with medical/surgical procedures.

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (career technical) Yes No Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

This program will be offered on a fall-spring rotation for one cohort of up to 16 students at a time. Initially the program will be staffed by a nursing faculty member and advising/administrative oversight will be carried out by the nursing director. The plan is to continue with this staffing model until the program reaches maximum enrollment. At that point there will be the need to hire an adjunct or half-time faculty to take over the program advising, instruction, and oversight functions. The Gillette Nursing Department adjunct budget will cover the salary expense. Anticipated maximum enrollment will be reached in 3-5 years as additional clinical sites come on board to support clinical placements. The general education/co-requisite courses of the program can be delivered with current faculty.

Student numbers during the pilot using the staffing model as described above: Year/Term Fall 2016—8 students admitted to the Medical Assistant certificate program; 7 of these students completed the program. Year/Term Fall 2017—11 students admitted to the Medical Assistant certificate program; 10 students have completed fall 2017 semester and have enrolled in spring 2018 semester.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

Health care employers in the area, including Campbell County Health (CCH), private physician offices, and other clinics had requested Gillette College offer a medical assistant program. Since the inception of the pilot Medical Assistant certificate program in the fall of 2016, facilities worked with the program to participate in clinical practicum experiences and served as guest speakers for specific topics. The first cohort of 7 students to complete the program were highly rated in feedback from the facilities. All 7 of these first graduates successfully passed the national exam on the first attempt and several have been hired into medical assistant roles both in the community and in other locations outside the state. Also positive is that there has been additional interest by community specialty clinics such as the ENT group, pain clinic and allergy specialist to participate in clinical practicums and as future employers of the program's graduates.

In the past, medical assistant healthcare workers received little to no formal training and instead completed on-the-job training with little quality control or consistency of the training provided. CCH has committed to exclusively hire formally trained Medical Assistants who successfully pass a national certification exam. CCH indicates they currently hire approximately 10-12 new Medical Assistants annually-this does not account for area physician clinics, surgery centers, and other potential employers.

Positive feedback was obtained from the direct supervisors, the health facility education staff, and healthcare providers regarding the pilot program of study. The current Gillette College Nursing Advisory Board serves as the review and oversight body for the Medical Assistant Program.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

This program will require physical learning space, simulation space/equipment, various medical supplies/equipment, and clinical partnerships (for practicum experiences). During the pilot, the Health Science Building classrooms, skills lab, simulation lab, and local clinical partner sites have been utilized for these needs. In addition, the GC nursing department has shared much of the medical equipment needed. Use of these resources have worked well and will continue if the program is approved to continue. The GC nursing department will coordinate scheduling of space, equipment and clinical sites. There will be minimal annual needs for disposable training supplies of \$100/student but this expense should be adequately covered by course fees taken in each year.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Medical Assistant	634,400 (2016)	819,000 (2026)	+29%	26,210 annually
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Medical Assistant	660 (2016)	790 (2026)	+20.1%	30 annually

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dec, 2015 Edition*, <http://www.bls.gov/oco/ocos287.htm>
- **State Data Source:** Wyoming Department of Employment Research & Planning http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:

Medical assistants are expected to have good job prospects. Employment opportunities improve for students who certification and have familiarity with electronic health records (EHRs). NWCCD’s Medical Assistant program provides students with experience in EHRs in class, simulations, and clinical settings.

2. State and National Wages

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.00		\$15.16		\$21.78
	Yearly	\$22,870		\$31,540		\$45,310
Wyoming	Hourly	\$11.20		\$15.71		\$19.79
	Yearly	\$23,290		\$32,670		\$41,170

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- National Data Source: https://www.bls.gov/oes/current/oes_nat.htm
- State Data Source: https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

Students interested in working in the healthcare field, those who desire to work with the public, and those who aspire to help others will be drawn to this program. Since the Medical Assistant Program has been aligned with some of the NWCCD Nursing Program requirements, students who may not meet eligibility for nursing will still have another academic option in a healthcare field. This is a 1-year certificate program and may be desirable to those students who do not have financial resources or the time to attend a longer program of study.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

12 Year One 16 Year Two 16 Year Three

K. Student recruitment and program marketing strategies to attract _____ the broadest range of individual into this specific program:

NWCCD-Gillette College student recruiters and advising staff are excited about offering an additional healthcare program because a large number of potential students are interested in this area of study. The other healthcare related program, Nursing, has a limited number of seats available and students who are not accepted into the nursing program would have this additional option for consideration. Informational sessions will be held in the community and with HS guidance counselors. Advertisement on the GC website and in the media will also be initiated.

L.* **Identification of similar programs at Wyoming Community Colleges** and an overview of results of **discussions with faculty and administrators** at the relative college's curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
None	Medical Assistant, certificate, 31 credits	None	Certified Medical Assistant, workforce, non-credit course	Certified Medical Assistant, career program, 6 credits	Medical Assistant, certificate, 29 credits; earn national CCMA certification	None

M. **Note available program and course articulations** with other likely **transfer institutions in the region, particularly for transfer AAS, AA and AS programs.**

(Note regional Bachelor of Applied Science transfer options in addition to UW.)

The Medical Assistant certificate program does not directly transfer to another institution. It should be noted the individual pre-requisite/co-requisite courses (Math, Science, and English) are transferrable courses and meet many other degree requirements.

N. **When appropriate, note partnerships with business, industry, associations or agencies** that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

The Medical Assistant curriculum was developed with industry partners. Partners expressed a need for the curriculum to include both front office competencies and back office competencies as a part of the curriculum. In addition, they wanted to see evidence the curriculum included substantial practicum experiences. This feedback from area partners

was included in the curriculum, specifically the MEDA courses. Students will complete 270 hours of practicum as well.

Campbell County Health owns/operates numerous physician clinics. Supervisors from these areas have agreed to partner with the program to offer clinical experiences for students-both for the front office and the back office practicum courses.

The Gillette College Nursing Advisory Board has agreed to provide advisory oversight for the Medical Assistant Program. The Gillette College nursing department will contribute to the delivery of the program.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

Students will be able to:

1. Practice medical assisting according to established professional and ethical standards.
2. Demonstrate patient-centered professionalism.
3. Provide competent administrative services to patients.
4. Demonstrate clinical proficiency in the role of the medical assistant.

The Medical Assistant Program will assess the following:

- Achievement of student learning outcomes
- Achievement on national certification exam (CCMA)
- Completion rate
- Job placement

Student learning outcomes are measured primarily through the national certification exam, CCMA, and clinical evaluation and preceptor feedback.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following Ways ***that are not addressed earlier in this request:***

EDUCATED CITIZENRY –Program will provide an additional healthcare pathway for students. Wyoming falls behind in numbers of citizens with college education or an earned certificate of training. This program will provide the skills necessary to enter workforce, gain valuable experience, and may lead to additional opportunities for advancement in other healthcare fields.

DIVERSIFIED ECONOMY –Wyoming is an aging population with the potential for negative health affects for the citizens due to a lack of adequate healthcare workers. Graduates of this program will provide additional resources for a stretched health care system.

WORKFORCE DEVELOPMENT –Medical assistants provide supplemental resources in order for healthcare facilities to maximize staffing needs and to assist in areas of worker shortages.

EFFICIENT SYSTEMS –The medical assistant program is aligned with some of the courses needed to prepare for the nursing and health science programs at the college.

ACCOUNTABILITY and IMPROVEMENT – Program assessment will be carried out to ensure quality of the curriculum, faculty, and graduates. Measures will be taken to improve the program as deemed necessary to meet the needs of the student and the community.

OTHER CRITERIA-

- **Curriculum Development** – This program has met all internal approval processes at NWCCD over the pilot period beginning fall of 2016 to current date. Changes were made in the spring of 2017 to decrease credits after the first semester to improve the instruction and fine tune the content of the program.
- **Pathways** –This program includes 3 general education courses that are also required in the nursing and health science AS degrees.
- **Faculty Support** –Evidence of faculty support is represented by the fact that faculty assisted with the curriculum development, want to teach the program and approve of the training methods used.

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Richard A. Hall Jr. 1/10/18
Signature Date

Richard Hall Vice President for Academic Affairs NWCCD
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 1/16/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 1/16/18
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

TAB 14



Vice President for Academic Affairs

307.754.6235
231 W 6TH ST BLDG I
POWELL, WY 82435-1895 USA
WWW.NWC.EDU

February 1, 2018

Joe McCann, PhD
Programs Team Leader
Wyoming Community College Commission

Dr. McCann,

For consideration by the Wyoming Community College Commission, I submit on behalf of Northwest College proposals for an Associate of Applied Science and a one year certificate in Criminal Justice.

An Associate of Applied Science or certificate in criminal justice will provide an introductory foundation of coursework for those students interested in pursuing a career in criminal justice. This degree or certificate will prepare students for future job interviews, increase their understanding of careers in various parts of the criminal justice system, and prepare students for potential academy study in their selected field. In considering the Associate of Applied Science degree or certificate, students should expect that they may complete the program of study as a method to obtain useful studies and training. This degree or certificate will allow the student the opportunity to acquire introductory skills and training for possible entry-level positions that other applicants may not have.

Sincerely

A handwritten signature in black ink, appearing to read "Gerald Giraud", with a large, stylized flourish at the end.

Gerald Giraud, Ph.D.
Vice President for Academic Affairs
Northwest College

Wyoming Community College Commission
Request for
New, Pilot or Revised Degree or Certificate Program

A. College: **Northwest College**

B. Date submitted to WCCC: **12/14/2017**

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** **Criminal Justice**

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care Other

5. Total number of credit hours: 60

6. Suggested CIP (Classification of Instructional Program) code (6-digit): **43.0104**

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

D. Program description as it will be included in college catalog:

Criminal Justice at Northwest College will offer students an overview of the American criminal justice system and a survey of the theories, procedures, laws, and elements that guide our justice system. Students will acquire a general knowledge of the origins and methods of the police, courts, and correctional systems in America as well as their design structure and operation.

An Associate of Applied Science in criminal justice will provide an introductory foundation of coursework for those students interested in pursuing a career in criminal justice. This degree will prepare students for future job interviews, increase their understanding of careers in various parts of the criminal justice system, and prepare students for potential academy study in their selected field. In considering the Associate of Applied Science degree students should expect that they may complete the program of study as a method to obtain useful studies and training. This degree will allow the student the opportunity to acquire introductory skills and training for possible entry-level positions that other applicants may not have.

1. Expected Student learning outcomes from completion of the program: Students will be able to:

Program-Specific Student-Learning Outcomes: Upon the successful completion of an Associate of Applied Science degree in Criminal Justice students should be able to:

1. Meet the accepted Wyoming Peace Officer Standards and Training (POST) handgun and rifle standards.
2. Apply the theoretical underpinnings in criminal justice today.
3. Interpret and analyze research data results related to criminal justice.
4. Analyze ethical decisions and critical thinking on law, police, courts, corrections, and liability in criminal justice.
5. Apply procedures, policy, and theory in criminal justice.

2. Program Layout by Semester:

**Criminal Justice A.A.S. Degree PROGRAM OF STUDY
Suggested Course of Study: Proposal
Northwest College Academic Map**

First year

Semester One

Course	Title	Credits
CRMJ-1101	Criminal Justice 1st Year Seminar	3
CRMJ-2120	Intro to Criminal Justice	3
CRMJ-1700	Firearms I	3
CRMJ-1020	Introduction to Policing	3
CRMJ-2450	Criminal Justice Ethics	3
Total Credits:		15

Semester Two

Course	Title	Credits
CRMJ-2210	Criminal Law	3
CRMJ-2130	Criminal Investigations	3
CRMJ-2420	Juvenile Delinquency	3
CRMJ-1710	Firearms II	3
ENGL-1010	English I: Intro to Comp	3
Total Credits:		15

Second Year

Semester Three

Course	Title	Credits
--------	-------	---------

CRMJ-1490	Emergency Management	3
MATH-1000	Problem Solving	3
POLS-1000	American Wyoming Government	3
CO/M-1010	Public Speaking	3
PSYC-1000	General Psychology	3
Total Credits:		15

Semester Four

Course	Title	Credits
CRMJ-2230	Law of Evidence	3
CRMJ-2350	Introduction to Corrections	3
CRMJ-1720	Firearms III	3
CRMJ-2280	Criminal Procedures	3
PSYC/CRMJ-2490 (2125)	Forensic Psychology	3
Total Credits:		15
Total Program (proposed)		60

3. Will all or part of this program be available to students via online or other distance education technologies? Yes

At the start of the program? Within three years of the start of the program?

E. New courses:

1. Recommended Level of Instruction if the community college is using a new course prefix:

Suggested new prefix No new prefixes

Suggested level of instruction. (1, 2, or 3)

2. New Course prefixes, numbers and titles have been coordinated:

with UW (transfer) Yes No Not Applicable

or WCCC (career technical) Yes No Not Applicable

3. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours and description):

CRMJ-2280: Criminal Procedures (3)

The course introduces students to the rules and procedures that govern the pretrial processing of criminal suspects and the conduct of criminal trials. Approximately half of this class focuses criminal procedure topics, most notably search and seizure as well as interrogation and identification procedures. This class will further cover the most cutting-edge research in the field, including the latest statistics and the most current Supreme Court decisions impacting criminal justice professionals.

CRMJ-2450: Criminal Justice Ethics (3)

This course presents the three major ethical schools of thought (virtue, formalism, and utilitarianism) in a clear way that emphasizes how ethics impacts individual decision-making. This course explains the continuing role of ethics in contemporary criminal justice including: police, courts, corrections, and individual liability and responsibility in general.

CRMJ-2420: Juvenile Delinquency (3)

This course critically examines juvenile delinquency and the juvenile justice system in the United States. Students will be exposed to the theories that help professionals understand the development of delinquency within the context of individuals, families and communities. This course will focus on some of the most pressing issues that face the juvenile justice system professionals that work within this system. The course is designed for criminal justice students interested in working in juvenile justice settings or students interested in working with youth populations that may experience contact with the justice system.

PSYC/CRMJ 2490 (2125) – Forensic Psychology (3)

This course will introduce the practice of forensic psychology. The major interactions between psychology and the legal system are covered. The course discusses how psychologists aid the legal system by serving as expert witnesses, criminal profilers, and trial consultants for jury selection and child custody hearings. The class presents how psychologists assist law enforcement agencies in the selection, training, and evaluation of law enforcement officers and in conducting criminal investigations. This course highlights the range of careers opportunities in forensic psychology and how forensic psychologists can work to influence public policy.

F. Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors? **Yes**

G. Summary of input from and coordination with citizens, business and industry or K-12 education:

Northwest College Criminal Justice engaged in communications with the Chiefs of Police in Powell and Lovell, the Lieutenants of the Cody and Worland police departments, and the Park County Sheriff. These agencies constitute Northwest College's major service area. The Park County Sheriff was also representing the Park County Detention Center. Throughout our conversations these agency heads, all supported the additional Associate of Applied Science degree option for the Northwest College Criminal Justice Program. Specifically, each agency head felt the Associate of Applied Science program of study would give increased knowledge their perspective agencies would be looking for in both their current employees or among future applicants. All the representatives voiced further support that the Associate of Applied Science

could meet the needs of their future working population as an alternative to the A.A. Criminal Justice degree option.

Currently there are three levels of P.O.S.T. certification the state of Wyoming has in place for the ranks of Officers and Dispatchers. The local Police Departments use these three levels as a means of advancement within the departments. The three levels are: 1. Basic 2. Advanced 3. Professional. Peace Officers, Detention Officers, Dispatchers, and Correctional Officers also all utilize these three levels of classification. The Sheriff's Department also uses a similar system of three levels of advancement (Deputy 1, 2, 3). Advancement through these levels can be achieved several different ways. The system however, honors Higher Education by allowing quicker advancement with an Associate's Degree or a Bachelor's Degree. See attached document (Appendix A) taken from the Wyoming Peace Officer Standards and Training (P.O.S.T) website for more details on the three levels and the advancement process. It is still possible to advance without a degree, but for applicants with a completed Associate of Applied Science degree it may give them the edge in hiring by demonstrating an introductory education commitment to the profession.

All the Police Chiefs, Lieutenants, and Park County Sheriff felt this new Associate of Applied Science program would benefit their agencies and other similar agencies. They all agreed it would: 1). Allow current employees the opportunity to further their education and shorten the advancement process and, 2). Create a more robust local training pool for recruiting new employees. The Police Chiefs also recognized that someone applying in their agencies with an Associate of Applied Science degree in criminal justice would have a greater depth of knowledge and skill set heading to the Police Academy if hired.

H. Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds: **No additional funding needed.**

I. Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs)

1. State and National Trends

(Demand and salary figures are provided for three job categories that apply to NWC program graduates)

National Employment Numbers and Salary

Police Patrol Officer

Correctional Officers & Jailers

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
431,600	0.5 %	\$22.48	\$46,750	0.7 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$13.70	\$16.42	\$20.59	\$27.29	\$35.88
Annual Wage (2)	\$28,500	\$34,150	\$42,820	\$56,770	\$74,630

<https://www.bls.gov/oes/current/oes333012.htm>

**Police Officer Median Income in Wyoming as of 2017: \$44,917;
Increase of .069% since 2014.**

Police Patrol Officer's Annual Base Salary

Job Title	Salary	Location	Date Updated
Police Patrol Officer	\$48,655	Casper, WY	February 22, 2017
Police Patrol Officer	\$48,212	Cheyenne, WY	February 22, 2017
Police Patrol Officer	\$37,982	Gillette, WY	February 22, 2017
Police Patrol Officer	\$48,655	Laramie, WY	February 22, 2017
Police Patrol Officer	\$41,082	Rock Springs, WY	February 22, 2017

Source: <http://www1.salary.com/WY/police-officer-salary.html>

**Correctional Officer Median Income in Wyoming as of 2017: \$35,724
Increase of .012% since 2014.**

Wyoming Correctional Officer's Annual Base Salary:

Job Title	Salary	Location	Date Updated
Correctional Officer	\$38,697	Casper, WY	February 22, 2017
Correctional Officer	\$38,344	Cheyenne, WY	February 22, 2017
Correctional Officer	\$30,208	Gillette, WY	February 22, 2017
Correctional Officer	\$38,697	Laramie, WY	February 22, 2017
Correctional Officer	\$32,674	Rock Springs, WY	February 22, 2017

<http://www1.salary.com/WY/Correctional-Officer-salary.html>

3. Primary student audience identified for this program:

This degree is for those students who seek employment as soon as possible and are likely not to move forward toward additional programs such as a Bachelor's degree.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

8 Year One 12 Year Two 15 Year Three

J. Student recruitment and program marketing strategies to attract the broadest range of individuals for this particular program:

NWC will utilize the recruiting person in the registrar's office as well as active participation in the community by criminal justice faculty. Faculty will focus on high school job fair days, high-school campus visits, media marketing through web page information about the programs as well as information sharing reference the program to local law enforcement officials.

K. Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relevant colleges regarding curriculum and possible joint projects:

Wyoming Community Colleges Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
Criminal Justice, AA Corrections Option, 64 credits; AAS, 60	Criminal Justice, AA & AAS, 60-64 credits	Criminal Justice, AA Degree 60-61 credits; AAS CJ Degree,	Criminal Justice- Law Enforcement & Corrections, AA, 63 credits	Criminal Justice, AA, 60 credits	AAS in Criminal Justice, 60 credits; AA and AS in Criminal Justice, 60	Criminal Justice, AA 64 credits, AAS 64 credits, Cert. Emergency Management

credits

60-62
credits; CJ
Cert.
Correction
s 30-32
credits

credits

t 21 credits

L. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AA and AS programs. **Note regional Bachelor of Applied Science transfer options in addition to UW.** Non-transferable degree, however there are many courses that have been articulated with the University of Wyoming and other institutions in the region.

M. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program. Not applicable.

N. Assessment of student learning and completer follow-up per core indicators. How will the assessment outcomes be used to assure student learning and improve the program?
Students will be able to:

1. Ongoing student performance evaluation techniques in individual classes.
2. Program specific Learning Outcomes: This Assessment report is completed by the Instructor after the Academic Year. These Assessment Reports are submitted to the Office of Academic Affairs and are used in the program evaluation process, as well as for fulfilling Higher Learning Commission accreditation standards.
3. Persistence (fall to fall) enrolment will be tracked for students who declare this major.
4. Completer: Graduation of students in the program will be monitored and reported on a yearly basis.

Program-Specific Student-Learning Outcomes:

Upon the successful completion of an Associate of Applied Science degree in Criminal Justice students should be able to:

1. Meet the accepted Wyoming Peace Officer Standards and Training (POST) handgun and rifle standards.
2. Apply the theoretical underpinnings in criminal justice today.
3. Interpret and analyze research data results related to criminal justice.
4. Analyze ethical decisions and critical thinking on law, police, courts, corrections, and liability in criminal justice.
5. Apply procedures, policy, and theory in criminal justice.

Besides traditional testing on the program/student-learning outcomes, criminal justice students will be required to demonstrate knowledge and understanding of these stated outcomes through weekly reflective writing assignments, oral presentations, critical class discussion, and required research papers. Students will receive written as well as verbal feedback on their progress throughout each of the required courses they are expected to complete for this degree.

O. Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the WCCC Statewide Strategic Plan:

Since its introduction to the curriculum 8 years ago, the Criminal Justice program at Northwest College has steadily grown into one of the largest majors on campus with over 80 current students. A great deal of college resources has been devoted to this program which includes a new \$15 million academic building that houses a \$1 million state-of-the-art 300-degree virtual reality firearm simulator, forensic science laboratory, a mock jail cell, briefing rooms and flex-labs that are designed to educate and train students in one of the best facilities in the United States. The recent addition of another Criminal Justice instructor with 32 years of law enforcement background has allowed the program to grow and the opportunity to offer the one-year certificate program at Northwest College. The focus of the law enforcement based Associate of Applied Science degree will cater to individuals who are preparing for the law enforcement academies and a career in law enforcement.

The University of Wyoming has a Bachelor of Applied Science (B.A.S.) currently available. If the Associate of Applied Science degree is approved we will then seek an agreement with the University of Wyoming to recognize this degree program as transferable toward their B.A.S.

This program addresses the WCCC Statewide Strategic Plan regional interests in the following ways:

EDUCATED CITIZENRY – This certificate will increase the educational attainment level of Wyoming residents by offering access to a wide range of educational and training programs. Below is a sample of our courses of study that prepare our students for the Wyoming workforce:

- The Criminal Investigations course allows our students to conduct a mock murder investigation. Here the students are involved in all aspects of securing a mock murder scene, collecting evidence, and solving the crime. This scenario helps students to understand the process of investigation from interview/interrogation technics to chain of custody issues at trial. Our facility has a forensics lab that includes a \$15,000 comparison microscope, and access to equipment in the chemistry department that will measure gas and liquid chromatography with mass spectrometric detection and nuclear magnetic resonance ability. Using these methods of

“cutting edge” science, our students are learning the latest methods of criminal investigations and practical application at a crime scene.

- In the Introduction to Policing and Firearms courses our students are exposed to “real-life” scenarios in order to learn the different tactics used with domestic violence, active shooters, night time vehicle stops, search and seizure of drugs, and many other advanced police techniques. The demonstrations were very helpful in taking what the students learned in class to the actual practice in the field. In order to obtain this training, the students are immersed in the virtual reality 300-degree Virtra-300 Firearms Simulator that provides them an overview and understanding of “Use of Force” options and Constitutional requirements set forth by the U.S. Supreme Court.
- Finally, in the Introductions to Corrections course, the students are indoctrinated with all aspects of the Corrections “side” of the Criminal Justice System and gained a thorough understanding of what really happens “after the trial”, plea bargain, or admitting to committing a crime. Our facility includes a complete realistic “mock-up” of an actual jail cell, where we can train our students in cell searches, cell extraction, movement/transport of prisoners and other crucial training for corrections officers. We also include tours to the Park County Detention Facility, the Worland Boys School and the Montana Women’s Prison in Billings.
- The Law of Evidence course is a culmination of our program and the capstone to understanding the final stage of evidence gathering and presentation at a mock trial. The students prepare and present all aspects of developing Opening/Closing remarks, as well as the Direct and Cross Examination of the witnesses and presenting evidence in the case. The trials are held in an actual courtroom with either a District Court or Circuit Court Judge presiding over the proceedings. The trial is an opportunity for the students to apply all of their learning from their coursework, such as Criminal Investigations, to see how all of the pieces “fit together” in a trial. Overall, this course is one of our best “hands-on” learning experiences for our students.

Throughout our program the students are prepared for actual “hands-on” job training using our state-of-the-art facility and experienced instructors.

DIVERSIFIED ECONOMY – The Criminal Justice Department is involved in the diversification of Wyoming’s economy by providing workforce needs in the public service sectors. As Wyoming’s economy and businesses grow, there will be additional demand for security and safety of their citizenry and businesses. With this growth in economic concerns, the creation of new private and public security needs will increase as well.

WORKFORCE DEVELOPMENT – The demand for well-trained and educated law enforcement/correctional officers in Wyoming is high. Many of students leave our program well-prepared to enter the workforce. For example, one of our recent graduates was hired by the Wyoming Highway Patrol, and at the end of his training commented that during his training there was nothing that he was not prepared for, either in classes or practical application of skills required for the job. We also provide training to local law enforcement with the use of our facility that strengthens our ties to the community and potential employers in the area. As mentioned in Section G of this proposal, many of the Chiefs and Sheriffs have told us directly that they would hire our students because of the level of training they have received at Northwest College.


EFFICIENT SYSTEMS – There has been evidence presented in Section I that the criminal justice system in Wyoming continues to grow and present many opportunities for employment as law enforcement or correctional officers for our students. Although there are other community colleges offering similar degrees and certificates, Northwest College is in a unique position to offer one of the most “hands-on” training programs for criminal justice professionals in the state. Our investment of over \$16 million dollars in facilities and equipment is beyond anything offered at other institutions; further, the unique geographical location of Northwest College serves a large area that includes not only northwestern Wyoming, but also southcentral Montana. Many of our students are attending our program due to its proximity to Billings, Montana, which has a larger demand for our students. The service area of jobs and our working relationships with law enforcement agencies in this area, also offers our students a “leg-up” on other institutions that offer a similar program. Recently, a new Chief of Police toured our facility and was “blown-away” by our facility and the level of instruction and training at Northwest College. There is also a plan to offer our certificate and many of our degree courses online and develop a summer training camp, where students can come to train at our facilities to augment their online course work and have practical training in criminal investigations, policing, corrections and firearms.

ACCOUNTABILITY and IMPROVEMENT – Over the past seven years there has been a renewed emphasis in collecting data and reporting multiple measures of student outcomes. Through the Central Assessment Team at Northwest College and our institutional researcher, we have developed a strong plan that involves not only quantitative analysis, but also qualitative methods to allow students input that can help our department be more effective at making needed changes in curriculum development and training.

SIGNATURE PAGE

Submitted by V. P. of
Academic Affairs

Printed Name


Signature Date
Gerald Girard
Title

Approved by the WCC Academic
Affairs Council


Signature Date
12/14/17

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee


Signature Date
1/3/18

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

February 1, 2018

Joe McCann, PhD
Programs Team Leader
Wyoming Community College Commission

Dr. McCann,

For consideration by the Wyoming Community College Commission, I submit on behalf of Northwest College proposals for an Associate of Applied Science and a one year certificate in Criminal Justice.

An Associate of Applied Science or certificate in criminal justice will provide an introductory foundation of coursework for those students interested in pursuing a career in criminal justice. This degree or certificate will prepare students for future job interviews, increase their understanding of careers in various parts of the criminal justice system, and prepare students for potential academy study in their selected field. In considering the Associate of Applied Science degree or certificate, students should expect that they may complete the program of study as a method to obtain useful studies and training. This degree or certificate will allow the student the opportunity to acquire introductory skills and training for possible entry-level positions that other applicants may not have.

Sincerely,



Gerald Giraud, Ph.D.
Vice President for Academic Affairs
Northwest College

Wyoming Community College Commission
Request for
New, Pilot or Revised Degree or Certificate Program

A. College: Northwest College

B. Date submitted to WCCC: 12/14/17

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Criminal Justice

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other

Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care Other

5. Total number of credit hours: 33

6. Suggested CIP (Classification of Instructional Program) code (6-digit): 43.0104

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)? No

D. Program description as it will be included in college catalog:

Criminal Justice at Northwest College will offer students an overview of the American criminal justice system and a survey of the theories, procedures, laws, and elements that guide our justice system. Students will acquire a general knowledge of the origins and methods of the police, courts, and correctional systems in America as well as their design structure and operation.

A One-year certificate in criminal justice will provide an introductory foundation of coursework for those students interested in pursuing a career in criminal justice. This certification will prepare students for future job interviews, increase their understanding of careers in various parts of the criminal justice system, and prepare students for potential academy study in their selected field. In considering the new year certificate students should expect that they may complete the program of study as a method to obtain useful studies and training in lieu of a two-year degree program. This certificate will allow the student the opportunity to acquire introductory skills and training for possible entry-level positions that other an applicant may not have.

1. Expected Student learning outcomes from completion of the program: Students will be able to:

Program-Specific Student-Learning Outcomes: Upon the successful completion of a Certificate in Criminal Justice students should be able to:

1. Meet the accepted Wyoming Peace Officer Standards and Training (POST) handgun standards.
2. Analyze ethical decisions and critical thinking on law, police, courts, corrections, and liability in criminal justice.
3. Apply procedures and policy in the field of criminal justice.

2. Program Layout by Semester

Criminal Justice One Year Program Suggested Course of Study: Proposal

Semester One

Course	Title	Credits
CRMJ-1101	Criminal Justice 1st Year Seminar	3
CRMJ-2120	Intro to Criminal Justice	3
CRMJ-1700	Firearms I	3
CRMJ-1020	Introduction to Policing	3
CRMJ-2450	Criminal Justice Ethics	3
CRMJ -1490	Emergency Management	3
Total Credits:		18

Semester Two

Course	Title	Credits
CRMJ-2210	Criminal Law	3
CRMJ-2130	Criminal Investigations	3
CRMJ-2280	Criminal Procedures	3
CRMJ-1710	Firearms II	3
CRMJ-2350	Introduction to Corrections	3
Total Credits:		15

TOTAL 33

3. Will all or part of this program be available to students via online or other distance education technologies? No

At the start of the program? Within three years of the start of the program?

E. New courses:

1. Recommended Level of Instruction if the community college is using a new course prefix:

Suggested new prefix No new prefixes

Suggested level of instruction. (1, 2, or 3)

2. New Course prefixes, numbers and titles have been coordinated:

with UW (transfer) Yes No Not Applicable

or WCCC (career technical) Yes No Not Applicable

3. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours and description):

CRMJ-2280: Criminal Procedures (3)

The course introduces students to the rules and procedures that govern the pretrial processing of criminal suspects and the conduct of criminal trials. Approximately half of this class focuses criminal procedure topics, most notably search and seizure as well as interrogation and identification procedures. This class will reflect on the most cutting-edge research in the field, including the latest statistics and the most current Supreme Court decisions impacting criminal justice professionals.

CRMJ-2450: Criminal Justice Ethics (3)

This course presents the three major ethical schools of thought (virtue, formalism, and utilitarianism) in a clear way that emphasizes how ethics impacts individual decision-making. This course explains the continuing role of ethics in contemporary criminal justice, including police, courts, corrections, and individual liability and responsibility in general.

F. Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

YES

G. Summary of input from and coordination with citizens, business and industry or K-12 education:

Northwest College Criminal Justice engaged in communications with the Chiefs of Police in Powell and Lovell, the Lieutenants of the Cody and Worland police departments, and the Park County Sheriff. These agencies constitute Northwest College's major service area. The Park County Sheriff was also representing the Park County Detention Center. Throughout our conversations these agency heads, all supported the additional certificate and degree options for the Northwest College Criminal Justice Program. Specifically, each agency head felt the one year certificate program of study would give the necessary knowledge their perspective agencies would be looking for in both their current employees or among future applicants. All the representatives voiced further support that the certification could meet the needs of their future working population as an alternative to either the two-year A.A.S. or. A.A degree options.

Currently there are three levels of P.O.S.T. certification the state of Wyoming has in place for the ranks of Officers and Dispatchers. The local Police Departments use these three levels as a means of advancement within the departments. The three levels are: 1. Basic 2. Advanced 3. Professional. Peace Officers, Detention Officers, Dispatchers, and Correctional Officers also all utilize these three levels of classification. The Sheriff's Department also uses a similar system with of three levels of advancement (Deputy 1, 2, 3). Advancement through these levels can be achieved several different ways. The system however, honors Higher Education by allowing quicker advancement with an Associate's Degree or a Bachelor's Degree. See attached document (Appendix A) taken from the Wyoming Peace Officer Standards and Training (P.O.S.T) website for more details on the three levels and the advancement process. It is still possible to advance without a degree, but for applicants with a completed One year certificate it may give them the edge in hiring by assist them showing an introductory education commitment to the profession.

All the Police Chiefs, Lieutenants, and Park County Sheriff felt this new certification program would benefit their agencies and other similar agencies. They all agreed it would: 1). Allow current employees the opportunity to further their education and shorten the advancement process and, 2). Create a more robust local training pool for recruiting new employees. The Police Chiefs also recognized that someone applying in their agencies with a Certification completed in criminal justice would have a greater depth of knowledge and skill set heading to the Police Academy if hired.

H. Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds: **No additional funding needed.**

I. Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs)

1. State and National Trends
 (Demand and salary figures are provided for three job categories that apply to NWC program graduates)

National Employment Numbers and Salary

Police Patrol Officer

Correctional Officers & Jailers

United States

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
431,600	0.5 %	\$22.48	\$46,750	0.7 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$13.70	\$16.42	\$20.59	\$27.29	\$35.88
Annual Wage (2)	\$28,500	\$34,150	\$42,820	\$56,770	\$74,630

<https://www.bls.gov/oes/current/oes333012.htm> (2016)

**Police Officer Median Income in Wyoming as of 2017: \$44,917;
 Increase of .069% since 2014.**

Police Patrol Officer's Annual Base Salary

Job Title	Salary	Location	Date Updated
Police Patrol Officer	\$48,655	Casper, WY	February 22, 2017
Police Patrol Officer	\$48,212	Cheyenne, WY	February 22, 2017
Police Patrol Officer	\$37,982	Gillette, WY	February 22, 2017
Police Patrol Officer	\$48,655	Laramie, WY	February 22, 2017
Police Patrol Officer	\$41,082	Rock Springs, WY	February 22, 2017

Source: <http://www1.salary.com/WY/police-officer-salary.html>

**Correctional Officer Median Income in Wyoming as of 2017: \$35,724
Increase of .012% since 2014.**

Wyoming Correctional Officer's Annual Base Salary:

Job Title	Salary	Location	Date Updated
Correctional Officer	\$38,697	Casper, WY	February 22, 2017
Correctional Officer	\$38,344	Cheyenne, WY	February 22, 2017
Correctional Officer	\$30,208	Gillette, WY	February 22, 2017
Correctional Officer	\$38,697	Laramie, WY	February 22, 2017
Correctional Officer	\$32,674	Rock Springs, WY	February 22, 2017

<http://www1.salary.com/WY/Correctional-Officer-salary.html>

3. Primary student audience identified for this program:

This program is directed at students you are seeking basic knowledge and skills in the field of criminal justice. This program will give them a certificate they can use as a method of showing desire and commitment in the field while they attempt to gain employment as early as possible.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

8 Year One 12 Year Two 15 Year Three

J. Student recruitment and program marketing strategies to attract the broadest range of individuals for this particular program:

NWC will utilize the recruiting person in the registrar’s office as well as active participation in the community by criminal justice faculty. Faculty will focus on high school job fair days, high-school campus visits, media marketing through web page information about the programs.

K. Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relevant colleges regarding curriculum and possible joint projects:

A. Identification of similar programs

Wyoming Community Colleges Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central WY. College	Eastern WY. College	Laramie Co. Comm. College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
Criminal Justice, AA Corrections Option, 64 credits; AAS, 60 credits	Criminal Justice, AA & AAS, 60-64 credits	Criminal Justice, AA Degree 60-61 credits; AAS CJ Degree, 60-62 credits; CJ Certificate in Corrections, 30-32 credits.	Criminal Justice- Law Enforcement & Corrections, AA, 63 credits	Criminal Justice, AA, 60 credits	AAS in Criminal Justice, 60 credits; AA and AS in Criminal Justice, 60 credits	Criminal Justice, AA 64 credits, AAS- L.E. 64 credits, Cert. in Emer. Mang. 21 credits

L. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AA and AS programs. **Note regional Bachelor of**

Applied Science transfer options in addition to UW.

M. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program. Not applicable.

N. Assessment of student learning and completer follow-up per core indicators. How will the assessment outcomes be used to assure student learning and improve the program? Students will be able to:

1. Ongoing student performance evaluation techniques in individual classes.
2. Program specific Learning Outcomes: This Assessment report is completed by the Instructor after the Academic Year. These Assessment Reports are submitted to the Office of Academic Affairs and are used in the program evaluation process, as well as for fulfilling Higher Learning Commission accreditation standards.
3. Persistence (fall to fall) enrolment will be tracked for students who declare this major.
4. Completer: Graduation of students in the program will be monitored and reported on a yearly basis.

Expected Student Learning Outcomes from Completion of the Program:

Upon the successful completion of a one-year Certificate in Criminal Justice students should be able to:

1. Meet the accepted Wyoming Peace Officer Standards and Training (POST) handgun standards.
2. Analyze ethical decisions and critical thinking on law, police, courts, corrections, and liability in criminal justice.
3. Apply procedures and policy in the field of criminal justice.

Besides traditional testing on the program/student-learning outcomes, criminal justice students will be required to demonstrate knowledge and understanding of these stated outcomes through weekly reflective writing assignments, oral presentations, critical class discussion, and required research papers. Students will receive written as well as verbal feedback on their progress throughout each of the required courses they are expected to complete for this one-year Certification in Criminal Justice.

O. Other program information or comments that would assist the commission in making

a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the WCCC Statewide Strategic Plan:

Since its introduction to the curriculum 8 years ago, the Criminal Justice program at Northwest College has steadily grown into one of the largest majors on campus with over 80 current students. A great deal of college resources has been devoted to this program which includes a new \$15 million academic building that houses a \$1 million state-of-the-art 300-degree virtual reality firearm simulator, forensic science laboratory, a mock jail cell, briefing rooms and flex-labs that are designed to educate and train students in one of the best facilities in the United States. The recent addition of another Criminal Justice instructor with 32 years of law enforcement background has allowed the program to grow and the opportunity to offer the one-year certificate program at Northwest College. The focus of the law enforcement based one-year certificate program will cater to individuals who are preparing for the law enforcement academies and a career in law enforcement.

This program addresses the WCCC Statewide Strategic Plan regional interests in the following ways:

EDUCATED CITIZENRY – This certificate will increase the educational attainment level of Wyoming residents by offering access to a wide range of educational and training programs. Below is a sample of our courses of study that prepare our students for the Wyoming workforce:

- The Criminal Investigations course allows our students to conduct a mock murder investigation. Here the students are involved in all aspects of securing a mock murder scene, collecting evidence, and solving the crime. This scenario helps students to understand the process of investigation from interview/interrogation technics to chain of custody issues at trial. Our facility has a forensics lab that includes a \$15,000 comparison microscope, and access to equipment in the chemistry department that will measure gas and liquid chromatography with mass spectrometric detection and nuclear magnetic resonance ability. Using these methods of “cutting edge” science, our students are learning the latest methods of criminal investigations and practical application at a crime scene.
- In the Introduction to Policing and Firearms courses our students are exposed to “real-life” scenarios in order to learn the different tactics used with domestic violence, active shooters, night time vehicle stops, search and seizure of drugs, and many other advanced police techniques. The demonstrations were very helpful in taking what the students learned in class to the actual practice in the field. In order to obtain this training, the students are immersed in the virtual reality 300-degree Virtra-300 Firearms Simulator

that provides them an overview and understanding of “Use of Force” options and Constitutional requirements set forth by the U.S. Supreme Court.

- Finally, in the Introductions to Corrections course, the students are indoctrinated with all aspects of the Corrections “side” of the Criminal Justice System and gained a thorough understanding of what really happens “after the trial”, plea bargain, or admitting to committing a crime. Our facility includes a complete realistic “mock-up” of an actual jail cell, where we can train our students in cell searches, cell extraction, movement/transport of prisoners and other crucial training for corrections officers. We also include tours to the Park County Detention Facility, the Worland Boys School and the Montana Women’s Prison in Billings.
- The Law of Evidence course is a culmination of our program and the capstone to understanding the final stage of evidence gathering and presentation at a mock trial. The students prepare and present all aspects of developing Opening/Closing remarks, as well as the Direct and Cross Examination of the witnesses and presenting evidence in the case. The trials are held in an actual courtroom with either a District Court or Circuit Court Judge presiding over the proceedings. The trial is an opportunity for the students to apply all of their learning from their coursework, such as Criminal Investigations, to see how all of the pieces “fit together” in a trial. Overall, this course is one of our best “hands-on” learning experiences for our students.

Throughout our program the students are prepared for actual “hands-on” job training using our state-of-the-art facility and experienced instructors.

DIVERSIFIED ECONOMY – The Criminal Justice Department is involved in the diversification of Wyoming’s economy by providing workforce needs in the public service sectors. As Wyoming’s economy and businesses grow, there will be additional demand for security and safety of their citizenry and businesses. With this growth in economic concerns, the creation of new private and public security needs will increase as well.

WORKFORCE DEVELOPMENT – The demand for well-trained and educated law enforcement/correctional officers in Wyoming is high. Many of students leave our program well-prepared to enter the workforce. For example, one of our recent graduates was hired by the Wyoming Highway Patrol, and at the end of his training commented that during his training there was nothing that he was not prepared for, either in classes or practical application of skills required for the job. We also provide training to local law enforcement with the use of our facility that strengthens our ties to the community and potential employers in the area. As mentioned in Section G of this proposal, many of the Chiefs and Sheriffs have told us directly

that they would hire our students because of the level of training they have received at Northwest College.


EFFICIENT SYSTEMS – There has been evidence presented in Section I that the criminal justice system in Wyoming continues to grow and present many opportunities for employment as law enforcement or correctional officers for our students. Although there are other community colleges offering similar degrees and certificates, Northwest College is in a unique position to offer one of the most “hands-on” training programs for criminal justice professionals in the state. Our investment of over \$16 million dollars in facilities and equipment is beyond anything offered at other institutions; further, the unique geographical location of Northwest College serves a large area that includes not only northwestern Wyoming, but also southcentral Montana. Many of our students are attending our program due to its proximity to Billings, Montana, which has a larger demand for our students. The service area of jobs and our working relationships with law enforcement agencies in this area, also offers our students a “leg-up” on other institutions that offer a similar program. Recently, a new Chief of Police toured our facility and was “blown-away” by our facility and the level of instruction and training at Northwest College. There is also a plan to offer our certificate and many of our degree courses online and develop a summer training camp, where students can come to train at our facilities to augment their online course work and have practical training in criminal investigations, policing, corrections and firearms. Further, Northwest College will be the only college in Wyoming to offer a one-year certificate program that specifically focuses on policing and law enforcement skills training (Eastern Wyoming offers a certificate in Corrections).

ACCOUNTABILITY and IMPROVEMENT – Over the past seven years there has been a renewed emphasis in collecting data and reporting multiple measures of student outcomes. Through the Central Assessment Team at Northwest College and our institutional researcher, we have developed a strong plan that involves not only quantitative analysis, but also qualitative methods to allow students input that can help our department be more effective at making needed changes in curriculum development and training.

SIGNATURE PAGE

Submitted by V. P. of
Academic Affairs

Printed Name


Signature 11-13-17 Date
Gerald Girard
Title

Approved by the WCC Academic
Affairs Council


Signature 12/14/17 Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee


Signature 1/3/18 Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

February 1, 2018

Joe McCann, PhD
Programs Team Leader
Wyoming Community College Commission

Dr. McCann,

For consideration by the Wyoming Community College Commission, I submit on behalf of Northwest College a program proposal for a Medical Assistant Certificate. The medical assistant program is a two semester course of study that prepares graduates to function as a member of the healthcare delivery team. Graduates from this program complete administrative and clinical tasks in the offices of physicians, hospitals, and other healthcare facilities.

Northwest College has offered this certificate as a non-credit career course, and graduates have entered the health care work force in the college service area. There is ongoing demand for graduates. By offering the certificate for college credit, students will have access to financial aid, and have connection with NWC programs in practical and registered nursing.

Sincerely,



Gerald Giraud, Ph.D.
Vice President for Academic Affairs
Northwest College

Wyoming Community College Commission
Request for
New, Pilot or Revised Degree or Certificate Program

A. College: Northwest College, Powell WY

B. Date submitted to WCCC: 12/14/2017

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. Program Title: **Certified Medical Assistant Program**

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care Other

5. Total number of credit hours: 30

6. Suggested CIP (Classification of Instructional Program) code (6-digit): 51.0801

7. Planned semester/year new program will begin: Fall 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

D. **Program description** as it will be included in college catalog: The medical assistant program is a two semester course of study that prepares graduates to function as a member of the healthcare delivery team. Graduates from this program complete administrative and clinical tasks in the offices of physicians, hospitals, and other healthcare facilities.

1. Expected Student learning outcomes from completion of the program: Students will be able to:
 - 1)Function safely as an entry level medical assistant
 - 2)Function collaboratively with the healthcare team to promote positive patient outcomes
 - 3)Demonstrate critical thinking within the healthcare context

2. Program Layout by Semester

Semester 1		
NRST 1200	Medical Terminology	2
MATH 1000	Problem Solving	3
MEDA 1500	Medical Assisting	6
ZOO 2010	Anatomy & Physiology I	4
		15
Semester 2		
MEDA 1540	Medical Assisting Practicum	6
ZOO 2020	Anatomy & Physiology II	4
HLED 1221	First Aid/CPR/Automatic External Defibulator	2
ENGL 1010	English I: Intro to Composition	3
		15
Total for Certificate		30

3. Will all or part of this program be available to students via online or other distance education technologies?

XX At the start of the program? ___ Within three years of the start of the program?

E. New courses:

1. Recommended Level of Instruction if the community college is using a new course prefix:

Suggested new prefix

No new prefixes

Suggested level of instruction: 3

2. New Course prefixes, numbers and titles have been coordinated:
with UW (transfer) ___ Yes No X Not Applicable
or WCCC (career technical) ___ Yes No X Not Applicable

3. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours and description):

MEDA 1500 Medical Assistant 6 credits

Course Description: This course provides the medical assistant student with the knowledge and foundational skill practice necessary to begin to function in a medical office under the supervision of a healthcare provider and healthcare team. Students are introduced to basic concepts of professional practice, law and ethics in health care, and medical office records and procedures, medical terminology, and medical office finances. Students will be introduced to working with the healthcare team and patients in a healthcare setting, while participating in the administrative functions of the medical office.

MEDA 1540 Medical Assistant Practicum 6 credits

Course Description: This course provides the medical assistant student with the opportunity to apply foundational principles and skills within in a medical office setting. Students are able to apply basic concepts of medical assistant skills through clinical practice and observe the function of the medical laboratory. Students will be working under the supervision of a healthcare provider with the healthcare team in a healthcare setting to experience the preparation of patients for physical exam, collecting and processing specimens, medication administration, and assisting the provider with medical procedures.

F. Can this program be delivered by current faculty? Yes

G. Summary of input from and coordination with citizens, business and industry or K-12 education:

Community and educational partners in the service area are requesting this program so that they may appropriately staff their medical settings with individuals prepared to meet the changing healthcare delivery model in our region. The medical assistant course has been piloted on the non-credit/workforce platform with 100% success rate on passing certification exams and employment.

H. Resources required to start and sustain the program: Technology to support LMS didactic delivery, training materials for patient examination and preparation, infection control, injection devices, phlebotomy, basic laboratory procedures, specimen collection and space to practice medical assisting skills. All of these materials are already available and would not need to be purchased.

I. Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs)

1. State and National Trends

Employment of medical assistants is projected to grow 23 percent from 2014 to 2024, much faster than the average for all occupations. The growth of the aging baby-boom population will continue to increase demand for preventive medical services, which are often provided by physicians. As their practices expand, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients.

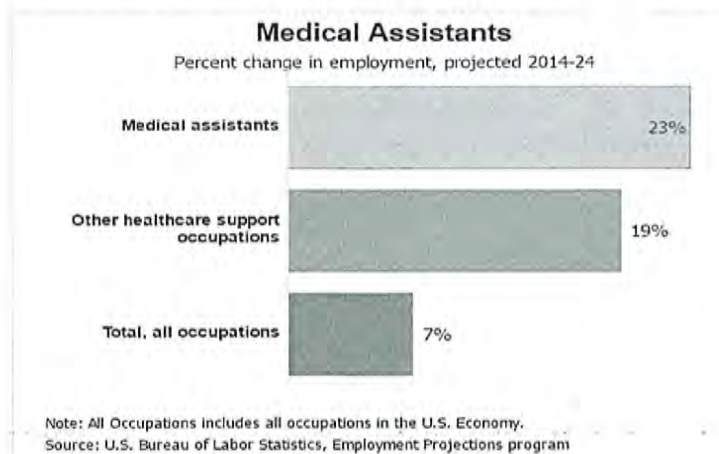
An increasing number of group practices, clinics, and other healthcare facilities need support workers, particularly medical assistants, to complete both administrative and clinical duties. Medical assistants work mostly in primary care, a steadily growing sector of the healthcare industry. In addition, the number of individuals who have access to health insurance is expected to continue to increase because of federal health insurance reform, increasing patient access to medical care.

United States	Employment		Percent Change	Job Openings
	2014	2024		
	591,300	730,200	23%	139,100
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Northwest Region of Wyoming	78	94	20.5%	32
Wyoming	657	789	20.1%	269

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook* <https://www.bls.gov/ooh/healthcare/medical-assistants.htm> (Retrieved 9/29/2017).
- **State Data Source:** Wyoming Substate Long-Term Occupational Projections 2014-2024 <http://doe.state.wy.us/lmi/projections/2017/LT-substate/nw.htm> (Retrieved 9/29/2017).

It is important to note when viewing employment data that this is an emerging level of health care worker in Wyoming. Employment for Medical Assistants is trending upward in our region as our clinical partners are beginning to implement them in their healthcare delivery model.



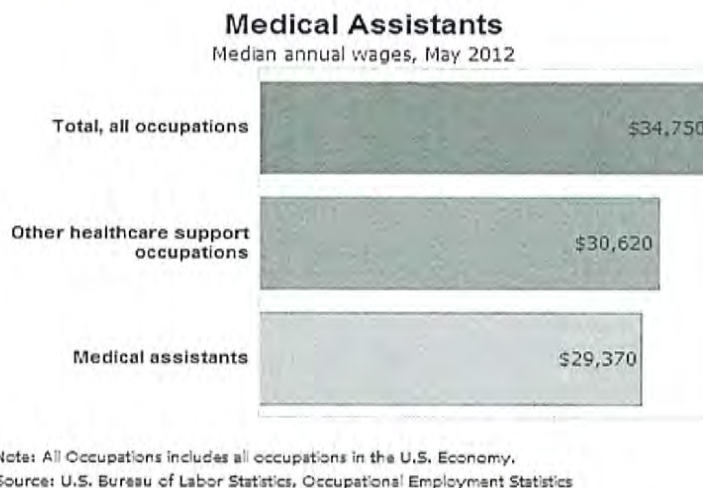
2. State and National Wages

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
National	Hourly	10.99	12.91	15.17	18.16	21.78
	Yearly	22,870	26,860	31,540	37,760	45,310
Wyoming	Hourly			15.29		
	Yearly	23,290	27,140	31,790	37,140	41,170
Northwest Wyoming	Hourly			14.33		
	Yearly			29,610		

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** Occupational Employment Statistics: Occupational Employment and Wages, May 2016 <https://www.bls.gov/oes/current/oes319092.htm#nat> (Retrieved 9/29/2017)
- **State Data Source:** Occupational Employment Statistics: May 2016 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates: Northwest Wyoming nonmetropolitan area https://www.bls.gov/oes/current/oes_5600001.htm (Retrieved 9/29/2017) and May 2016 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates: Wyoming https://www.bls.gov/oes/current/oes_wy.htm#31-0000 (Retrieved 9/29/2017)

This is an emerging health care delivery model and the median wage is expected to fluctuate as more workers enter the workforce.



3. Primary student audience identified for this program: Students who are primary caregivers for the family or individuals who are attempting to enter a career in healthcare without a big investment in time and money.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

25 Year One 25-28 Year Two 25-28 Year Three

J. Student recruitment and program marketing strategies to attract the broadest range of individuals for this particular program: Advertising through NWC recruitment/admissions office efforts, NWC Social media, NWC Center for Training and Development, and informing current clinical partners, potential clinical partners and advisory boards using flyers, meetings, and face to face encounters.

K. Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relevant colleges regarding curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
None	31 credits	None	Certified Clinical Medial Assistant (A.C.T. now program/workforce)	None Offered successfully 3 consecutive semesters through NWC-C Average # of students per class 8-12	Gillette 29 credits Discussion w Director of Nursing, L. Posten	None

L. Note available program and course articulations

Courses are foundational for any student thinking about a health career. The Associate of Science in Allied health transfer degree, Practical Nursing certificate, and Associate Degree in Nursing all require the Math 1000, ENGL 1010, ZOO 2010 and ZOO 2020. Students would be able to transfer their courses to other community colleges and universities, particularly for degrees with a healthcare focus. Furthermore, the Medical Assistant program certificate can also be combined with other credit courses such as HLSC 1060 Principles of Phlebotomy and HLSC 1970 Phlebotomy Practicum, or stackable non-credit certificates such as scribing, to provide an even greater base for employability in our region.

M. When appropriate, note partnerships with business, industry, associations or agencies

Throughout the design of this certificate and implementation of a non-credit medical assistant pilot course, clinical partners and stakeholders have been involved in the conversation. Pilot program students have been

successfully engaging in the medical offices of our region and have facilitated NWC opportunities for collaborative discussions among potential employers, businesses, and health care agencies. Students will continue to encounter a number of potential employers through their clinical experiences that rotate to a variety of health care settings across the region, exposing them to multiple opportunities to contribute to the health and wellbeing of this community. The supervisor for the NWC Center for Training and Development, along with the NWC Dean of Outreach, were involved in the development of this course and were able to provide clinical and educational partner input as well.

N. Assessment of student learning and completer follow-up per core indicators.

Upon completion of the certificate, students will be eligible to take a certification exam to become a Certified Medical Assistant. Program will establish expected levels of achievement of completions, certification, and employment to measure program outcomes.

O. Other program information or comments

This program addresses Wyoming and regional interests in the following ways:

EDUCATED CITIZENRY –Provides an opportunity for increasing education for individuals planning on assisting with healthcare needs.

DIVERSIFIED ECONOMY –Provides an opportunity for individuals to enter a healthcare career field that supports multiple levels of the healthcare team. The medical assistant adds a layer of healthcare worker that has the necessary training to meet the needs of the rural health care delivery models.

EFFICIENT SYSTEMS –After completing only two semesters, students have a certificate that allows them to directly enter the health care workforce. As a result of their completion of practicum experiences in local medical offices, the medical assistant graduates will require very little orientation and transition to work.

ACCOUNTABILITY and IMPROVEMENT – The Medical Assistant certificate program will be evaluated to determine ability to meet expected levels of achievement, meet expectations of employers in the region, and engage students with NWC. Upon evaluation of data, improvements or changes will be made in a continuous ongoing process.

OTHER CRITERIA-


- **Labor Needs** –The certificate was developed as a result of community employers asking for this level of healthcare worker. All completers of the non-credit workforce are employed and healthcare agencies continue to ask for more students.
- **Curriculum Development** – The curriculum was developed in collaboration with the American Medical Technology certification agency, interested community partners, NWC faculty, Dean of Outreach, and NWC Center for Training and Development. The curriculum will be evaluated in an ongoing basis in relation to the program evaluation data.
- **Pathways** –Graduates from this course can either directly enter the workforce, sit for a certification to become a Certified Medical Assistant, or continue on with other healthcare career education such as LPN, RN, Physician Assistant, Allied Health career support staff, Medical Records, etc.

- **Faculty Support** –Faculty has access to professional development through NWC and assistance in preparing students for course completion through the clinical partnerships.

SIGNATURE PAGE

Submitted by V. P. of
Academic Affairs

Printed Name


Signature Date 11-13-17
Gerald S. Raymond
Title

Approved by the WCC Academic
Affairs Council


Signature Date 12/14/17

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee


Signature Date 1/3/18

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

TAB 15

Wyoming Community College Commission
Request for New, Pilot, or Revised
Degree or Certificate

A. College: Casper College

B. Date submitted to WCCC: 08.03.2017 (This proposal was approved by the Casper College Board of Trustees on 08.15.2017)

C. Program

1. Request for:

New Program Pilot Program Revised Program

(*Note: This is a modification to our existing Hospitality Management A.A.S. degree; it is being requested as a "pilot" program due to the timing of this proposal.)

2. Program Title: Hospitality and Tourism Management

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 60

6. Suggested CIP (Classification of Instructional Program) code (6-digit): 52.0901

7. Planned semester/year new program will begin: Fall 2017

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program?
 No

D. Program description as it will be included in college catalog:

The hospitality management degree focuses on one of the fastest growing industries in the world. Hospitality includes, among others, focus areas in food and restaurant operations and management, the lodging industry and operations, parks and recreation, management, entrepreneurship, and conference centers. Students majoring in this area typically have an interest in owning or managing an enterprise or organization in the hospitality industry.

1. Expected Student learning outcomes from completion of the program:

Students will be able to:

- Demonstrate knowledge of operations relative to the hospitality and tourism industry.
- Apply food/beverage management and control processes that meet industries standards.
- Analyze business practices within the hospitality and tourism industry
- Exhibit management principles in convention sales, marketing, and customer relationship management.
- Display effective written and interpersonal communication skills.
- Evaluate processes related to diversity, legal, ethical, and sustainability within the hospitality and tourism industry.

2. Program Layout by Semester

Semester One		
ENGL 1010	English I: Composition	3
MATH 1005 or MATH1400	Business Math or Pre-Calculus Algebra	3/4
HOSP 1520	Intro to Hospitality and Tourism Management	3
HOSP 1540	Hotel Operations Management	3
MKT 1010	Sales and Customer Relationship Management	3
		15 or 16
Semester Two		
ENGL 1020 or BADM 1020	English II: Composition or Business Communication	3
CO/M 2010 or CO/M 1030	Public Speaking or Interpersonal Communication	3
COSC 1200	Computer Information System	3
HOSP 1560	Convention Sales and Management	3
HOSP 2320	Food and Beverage Management	3
		15

Semester Three		
ACCT1905 or ACCT 2010	Practical Accounting or Principles of Accounting	4
MKT 2100	Principles of Marketing	3
IMGT 2400	Information Management	3
HOSP 2535	Planning and Control for Food and Beverage Management	3
HOSP 2530	Tourism Management	3
		16
Semester Four		
BADM 2010	Business Law	3
POLS 1000	U.S. and Wyoming Government	3
GEN ED Elective	GEN ED Elective (Not required if students complete MATH 1400)	1
MGT 2100	Principles of Management	3
HOSP 2525	Recreation and Tourism Planning	3
PEAC REQ	Physical Education Requirement	1
		13/14
		60

E. New course prefixes, course credit hours and:

1. Is the community college is using a course prefix which is new to Wyoming public higher education institutions: Yes No
2. New course prefixes have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

HOSP 2525 - Recreation and Tourism Planning and Development (3CR) LOI = 1

(3L) Investigates the policy, planning, development, and management practices related to recreation; outdoor conservation practices; state and national park regulations; and other tourism opportunities. Prerequisites: None

HOSP 2530 - Tourism Management (3CR) LOI = 1

(3L) Explores major concepts in tourism and how tourism is an important factor in economic development on the local, state, regional, national and global stages. Provides an overview of the principles, practices, and philosophies that affect the cultural, social, economic, psychological, and marketing aspects of human travel and the tourism industry.

Prerequisites: None

MKT 1010 - Sales and Customer Relationship Management (3CR) LOI = 1

(3L) A survey of the principles and methods of the selling process and customer relationship management strategies. Covers topics needed to develop and manage long-term relationships with customers and suppliers. An emphasis is placed on relationship selling, presentation, prospecting, handling objectives, closing techniques, customer service, and service recovery strategies. Prerequisites: None

2. New course numbers and/or number of credit hours have been coordinated:

with UW (transfer) Yes No Not Applicable

or WCCC (career technical) Yes No Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Yes

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

The decision to modify our existing Hospitality A.A.S. degree by adding a tourism component to our program resulted after input from state hospitality and tourism leaders who belong to the Wyoming Lodging and Restaurant Association. The University of Wyoming is currently developing a Recreation and Tourism degree that we hope to articulate with after their degree is available.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

The proposed modification to our existing program will not require additional resources.

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Leisure and Hospitality	14710.0	15651.2	9.8	941
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Food Service Managers	677	734	8.4	57
Lodging managers	392	443	13.01	51
Meeting and Convention Planners	117	128	9.4	11
Supervisor of Food Preparation and Serving Workers	2432	2753	13.2	321
Tour Guides	422	461	9.2	39

Source:

- National Data Source:

Bureau of Labor Statistics, U.S. Department of Labor, *Employment by major industry sector Dec, 2015 Edition*, https://www.bls.gov/emp/ep_table_201.htm

- State Data Source:

Wyoming Department of Employment Research & Planning, [http://doe.state.wy.us/LMI/projections/2016/long term occupation projections 2014-24.pdf](http://doe.state.wy.us/LMI/projections/2016/long%20term%20occupation%20projections%20014-24.pdf)

- Other trend information that would assist the Commission:

The following information is from the Wyoming Office of Tourism:

“The travel and hospitality industry is the second largest industry in the State of Wyoming. Visitors stimulate the local economy and benefit hotels, meeting facilities, attractions, restaurants, cultural institutions, tour companies, transportation providers, local farmers, and countless other businesses”

cited at: <http://www.travelwyoming.com/industry>

2. State and National Wages

Location		2015				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Food Service Managers				24.43 56,010		
Lodging Managers				24.93 59,410		
Meeting and Convention Planners				25.01 52,020		
Supervisor of Food Preparation and Serving Workers				16.68 34,700		
Tour Guides				13.51 28,100		
Wyoming	Hourly					
	Yearly					
Food Service Managers				25.54 53,120		
Lodging Managers				25.57 53,190		
Meeting and Convention Planners				19.50 40,560		
Supervisor of Food Preparation and Serving Workers				16.25 33,790		
Tour Guides				18.35 38,170		

Source:

- **National Data Source:**

Bureau of Labor Statistics, Occupational Employment Statistics Survey
https://www.bls.gov/oes/current/oes_nat.htm

- **State Data Source:**

https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

- Other wage information or comments that would assist the Commission:

2016 WY Travel Generated Impacts

- Domestic and international visitors in Wyoming spent **\$3.2 billion in 2016**.
- Wyoming welcomed **8.5 million** overnight visitors.
- Visitor spending directly affected Wyoming's economy by generating **\$171 million** in local and state tax revenues.
- The state's tourism industry **supported 31,770 full and part-time jobs**.
- Each Wyoming household would pay **\$730** more in taxes without the tax revenue generated by the travel and tourism industry.

Source: Dean Runyan Associates, WY Travel Impact Report, April 2017 @ <http://www.travelwyoming.com/sites/default/site-files/files/uploads/industry/State%20and%20County%20Travel%20Impacts%202016.pdf>

3. Primary student audience identified for this program:

High School Graduates, Hospitality and Tourism Industry Employees, Non-Traditional Students

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

 16 Year One 20 Year Two 24 Year Three

K. Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

- Advertising within local media publications
- Social media advertising through the Casper College Public Relations Office
- Working with Natrona County School District #1 to promote the proposed program with class presentations and through the district's Distributive Education Clubs of America (DECA)
- Attending the State ProStart Competition
- Attending the Governor's Conference on Hospitality and Tourism
- Continue to interact with the Wyoming Lodging and Restaurant Educational Foundation Board
- Attend employee meetings at local hotels, restaurants, and tourism organization.

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relative college's curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
Hospitality Mgt A.A.S 60 hours (being revised with this proposal)	Hotel and Restaurant Mgt A.A.S. 71 hours Hotel and Restaurant Mgt Certificate 32 Credits				Hospitality Mgt AAS 60 hours Hospitality Mgt Certificate	

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

Several potential programs exist that we could articulate with to aid students to transition to bachelor degree study for this proposed revised degree including:

- University of Wyoming, B.A.S. Organizational Leadership
- University of Wyoming, B.S. Natural Resource Recreation and Tourism
- University of Nevada Las Vegas, B.S. Hospitality Management
- Black Hills State, B.S. Tourism and Hospitality Management
- Colorado State University, B.S. Hospitality Management
- North Dakota State University, B.S. Hospitality and Tourism Management

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

Discussions have occurred with the Casper Convention and Visitors Bureau, Wyoming Department of Tourism, local hotel operators, local restaurant owners, and the US National Park Service. Each of these entities are supportive of including tourism in our current hospitality degree. Additionally, an advisory board will be established in the fall of 2017 to assist in continuous program development.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

Students will be able to demonstrate competency in the fields of hospitality and tourism by:

- Displaying proper hospitality and tourism management and control cost processes
- Completing hands-on capstone projects based in industry setting
- Planning and implementing event management tasks
- Evaluating industry case studies through research papers
- Analyzing business practices through weekly graded assignments

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following ways *that are not addressed earlier in this request*:

EDUCATED CITIZENRY –

DIVERSIFIED ECONOMY –

WORKFORCE DEVELOPMENT –

EFFICIENT SYSTEMS –

ACCOUNTABILITY and IMPROVEMENT –

OTHER CRITERIA-

- Labor Needs –
- Curriculum Development –
- Pathways –
- Faculty Support –
- Recruitment Strategies –
- Resource Needs –

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Shawn D. Powell

08.16.2017

Signature

Date

Shawn Powell,
Printed Name

VP, Academic Affairs
Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 8/3/2017

Signature

Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 8/8/17

Signature

Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: **October 16, 2017**

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Associate of Applied Science Cosmetology

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care
 Other (Human Services)

5. Total number of credit hours: 69

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

12.0401

7. Planned semester/year new program will begin: Spring 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The field of Cosmetology encompasses a broad range of specialty areas including; hairstyling, nail technology and esthetics. The Associate of Applied Science Degree in Cosmetology is designed to prepare the student with the knowledge and the manipulative skills in hair, nails and skin care. The program emphasizes safety and infection control in all aspects of the various disciplines. Students also study the professional skills to communicate effectively and make sound decisions. The program prepares the student to take the licensure exam through the Wyoming State Board of Cosmetology. Completion of this program does not guarantee licensure. Applicants must meet the general admission requirements of Central Wyoming College. Admission to the college does not guarantee admission to the Cosmetology program; application to the program is a separate objective process.

1. Expected Student learning outcomes from completion of the program:

Students will be able to:

- Perform the required skills and services in all areas of Cosmetology to include; hair, nail and skin treatments.
- Conduct interactions in a professional manner.
- Operate all salon equipment.
- Perform various methods of disinfection and infection control.
- Implement the WY Board of Cosmetology Rules and Regulations.
- Apply for licensure and take the Wyoming Board of Cosmetology exam.

Central Wyoming College (CWC) requires a minimum of sixteen (16) general education credits for all Associate of Applied Science degrees. Due to the substantial amount of cosmetology content required by the Wyoming State Board of Cosmetology and CWC's focus on keeping all associate degrees as close to 60 total credits whenever possible, the Cosmetology AAS degree is designed with three (3) credits of embedded general education objectives from each of these CWC general education categories: Oral Communication; Information Technology; and Visual/Performing/Expressive Art. The remaining general education credits in the categories of Applied Math and American and Wyoming Government are included as program course requirements. Please refer to the Cosmetology General Education Crosswalk spreadsheet at the end of this document for specific information on where each general education course objective is embedded in CSMO courses.

2. Program Layout by Semester

1st Semester		
CSMO 1701	Orientation to Cosmetology	1
CSMO 1702	Infection Control for Cosmetology	3
CSMO 1720	General Cosmetology Science	3
CSMO 1700	Intro to Hair Technology	3
CSMO 1705	Hair Fundamentals	4
CSMO 1010	Intro to Skin Technology	3
CSMO 1600	Skin Technology Lab	1
Total - 1st Semester		18
2nd Semester		
APPM 1500	Applied Math	3
CSMO 1730	Cosmetology Lab I	3
CSMO 1710	Intro to Hair Technology II	3
CSMO 1715	Hair Fundamentals II	2
CMSO 1610	Esthetics Concepts	3
CSMO 1790	Clinical Applications III	4
Total - 2nd Semester		18

3rd Semester		
CSMO 1795	Clinical Applications IV	6
BADM 2100	Small Business Practices	3
CSMO 1500	Intro to Nail Technology	3
CSMO 1505	Nail Technology Lab	3
CSMO 1735	Cosmetology Lab II	3
Total - 3rd Semester		18
4th Semester		
POLS 1000	American and Wyoming Government	3
CSMO 1740	Cosmetology Lab V	3
CSMO 1800	Clinical Applications V	6
CSMO 1875	Cosmetology Assessment	1
CSMO 1680	Science of Hair Removal	2
Total - 4th Semester		15
Total Program Credits		69

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: Yes No

**2. New course prefixes have been coordinated:
with UW (transfer) Yes No Not Applicable**

or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

CSMO 1701 Orientation to Cosmetology (request LOI of 1)

This course is required of all Cosmetology, Hair Technician, Nail Technician and Esthetician students. The course provides an overview of the field and disciplines of Cosmetology. There is an emphasis on professional presence, ethics, human relations, interpersonal communication and Wyoming laws as they pertain to Cosmetology. Prerequisite: Acceptance into Cosmetology, Hair Technician, Nail Technician or Esthetician programs. (1 lect.)

CSMO 1702 Infection Control for Cosmetology (request LOI of 1)

This course is required of all Cosmetology, Hair Technician, Nail Technician, and Esthetician students. Topics include cleaning, disinfection and sterilization. Students learn how to safely clean and disinfect salon tools and implements, and keep the salon area sanitary following all laws and rules. Students also learn how standard precautions protect the client and the student. Prerequisite: Acceptance in Cosmetology, Hair Technician, Nail Technician, or Esthetician programs. (3 lect.)

CSMO 1720 General Cosmetology Science (request LOI of 1)

This course is required for all Cosmetology, Hair Technician, Nail Technician and Esthetician students. The course is a broad examination of the cosmetology sciences to include; anatomy and physiology, electricity and basic cosmetology chemistry. Prerequisite: Acceptance in Cosmetology, Hair Technician, Nail Technician or Esthetician program. (3 lect.)

CSMO 1700 Introduction to Hair Technology (request LOI of 1)

This course studies the properties of the hair and scalp, including the chemistry, color and growth patterns of hair. Hair loss and disorders of the scalp are taught. Basics of chemistry and electricity are introduced in context to working in Cosmetology. Prerequisite: Acceptance into Cosmetology or

Hair Technician program. (3 lect.)

CSMO 1705 Hair Fundamentals (request LOI of 2)

This course covers the basic structure of hair, hair care practices, and an introduction to the principles of hair design. Students will learn the five elements and five principles of hair design and gain an understanding of the influence of hair type on various hair styles. Prerequisite: Acceptance into Cosmetology or Hair Technician program. (8 lab)

CSMO 1600 Introduction to Skin Technology (request LOI of 1)

This course is an introduction to skin structure, disorders, and nutrition. Students will learn how to analyze skin problems and cleanse, beautify, and preserve the health of skin on the entire body. Product technology and use, and massage principles are covered in this course. Prerequisite: Acceptance into Cosmetology or Skin Technician program. (3 lect.)

CSMO 1605 Skin Technology Lab (request LOI of 2)

This course provides an opportunity for the cosmetology and/or esthetician student to work through the applications learned in CSMO 1010. Prerequisite: Acceptance into Cosmetology or Skin Technician program. (2 lab)

CSMO 1730 Cosmetology Lab I (request LOI of 2)

This course explores the comprehensive chemical properties and the use of chemical treatments of on hair. Emphasis is placed on safety precautions during the hair color process. Prerequisite: Complete CSMO 1020, CSMO 1025. Prerequisite: Acceptance into Cosmetology or Hair Technician program. (6 lab)

CSMO 1700 Introduction to Hair Technology II (request LOI of 1)

This course is part II of the science of hair and its practices. Students learn more in depth knowledge and application of hair structure and hair design and styling. Topics include haircutting, braiding, extensions, wigs and chemical applications. Prerequisite: Completion of CSMO 1020 and CSMO 1025. Acceptance into Cosmetology or Hair Technician program. (3 lect.)

CSMO 1715 Hair Fundamentals Lab II (request LOI of 2)

This course will apply hairstyling principles taught in CSMO 1030, with an emphasis on haircutting and hairstyling. Prerequisite: Completion of CSMO 1025. Prerequisite: Acceptance into Cosmetology or Hair Technician program. (4 lab)

CSMO 1610 Esthetic Concepts (request LOI of 1)

This course fulfills the requirements of infection control, general nutrition, and the use of electricity, electrotherapy, and light therapy within the skin care area. Students learn to analyze skin types and provide facial treatments, facial massage, and the use of cosmetics, and skin care products. Prerequisite: Acceptance into Cosmetology or Skin Technician program. (3 lect.)

CSMO 1790 Clinical Applications III (request LOI of 3)

This is one of the required clinical applications for a Cosmetology, Nail, Esthetician, or Hair Technician student. It focuses on the hands-on application techniques in all areas of cosmetology to the public. Prerequisite: Acceptance in the Cosmetology, Esthetician, Nail Technician, or Hair Technician programs. (8 lab)

CSMO 1795 Clinical Applications IV (request LOI of 3)

This is one of the required clinical applications for a Cosmetology, Nail, Esthetician or Hair Technician student. It focuses on the hands-on application techniques in all areas of cosmetology to the public. Prerequisite: Acceptance in the Cosmetology, Esthetician, Nail Technician, or Hair Technician program. (12 lab)

CSMO 1500 Introduction to Nail Technology (request LOI of 1)

This course will explore the structure, composition and growth of nails. Students will learn about diseases and disorders of the skin and nail. Topics also include product and ingredient technology, its usage and safety. Prerequisite: Acceptance into Cosmetology or Nail Technician program (3 lect.)

CSMO 1505 Nail Technology Lab (request LOI of 2)

This course provides a complete guide to nail technology as it applies to the hands and feet. Students learn hands-on techniques for nail care, application of nail products, nail art, pedicures, as well as hand, arm, feet and leg massage. Students will apply concepts addressed in CSMO 1000. Prerequisite: Acceptance into Cosmetology or Nail Technician program. (6 lab)

CSMO 1735 Cosmetology Lab II (request LOI of 2)

This course explores the physical properties and safety of services and practices on hair. Prerequisite: Complete CSMO 1020, CSMO 1025. Prerequisite: Acceptance into Cosmetology or Hair Technician programs. (6 lab)

CSMO 1740 Cosmetology Lab V (request LOI of 2)

This course will explore the final stages of training for cosmetology services and also includes preparation for the final assessment in Cosmetology. Prerequisite: Complete CSMO 1400 and CSMO 1405. Prerequisite: Acceptance into Cosmetology, Hair Technician, Nail Technician, or Esthetician programs. (6 lab)

CSMO 1800 Clinical Applications V (request LOI of 3)

This is one of the required clinical applications for a Cosmetology student. It focuses on the hands-on application techniques in all areas of cosmetology to the public. Prerequisite: Acceptance in the Cosmetology program. (12 lab)

CSMO 1875 Cosmetology Assessment (request LOI of 2)

This capstone course is intended to evaluate the students' level of competency in the area of cosmetology. Students must pass the comprehensive test in order to successfully complete this course. Prerequisite: Acceptance in Cosmetology program. (2 lab)

CSMO 1680 Science of Hair Removal (request LOI of 2)

This is a required course for Cosmetology and Esthetician. Students learn the various procedures for temporary and permanent hair removal. Topics include the contraindications for hair removal, pre-and post-services, and safety precautions. Prerequisite: Acceptance in Cosmetology or Esthetician program. (2 lect.)

**2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) ___ Yes ___ No X Not Applicable**

or WCCC (career technical) X Yes ___ No ___ Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?

Yes, CWC has employed a licensed cosmetologist with a teaching license to instruct and direct the program. A second qualified instructor is budgeted for and will be hired for the spring 2018 semester.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

Central Wyoming College has been exploring the addition of this program for over ten years. The industry has been growing with the aging population's attention to skin care and the trends in nail design. The national and state trends reflect a "bright outlook" for Cosmetology, with incomes in Wyoming exceeding the national averages. The college recruiters have met with all high school counselors in our service area, most in Wyoming and several regionally, all reporting a high interest and positive response to the college offering this program. The college Dean of the division met with area salon owners and stylists which all had a very positive response to the college offering this program and to having more skilled labor in the area. The Wyoming Board of Cosmetology is made up of industry experts and they were very enthusiastic about the program and stated the need for a second college program in the state to reach the Central, Northern and Northwestern areas of Wyoming and even regionally surrounding states. CWC received the Wyoming Board of Cosmetology approval on July 24, 2017.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Welders				

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dec, 2015 Edition*, <http://www.bls.gov/oco/ocos287.htm>
- **State Data Source:** Wyoming Department of Employment Research & Planning http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly					

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
	Yearly					
Wyoming	Hourly					
	Yearly					

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- National Data Source: https://www.bls.gov/oes/current/oes_nat.htm
- State Data Source: https://www.bls.gov/oes/current/oes_wy.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:

_____ Year One _____ Year Two _____ Year Three

K.* Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of **discussions with faculty and administrators** at the relative college's curriculum and possible joint projects:

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

Bachelor of Applied Science-University of Wyoming
Bachelor of Applied Science- University of Montana
Bachelor of Applied Science-Chadron State College
Bachelor of Applied Science-Boise State University

We are examining articulations with these programs in the interest of those students that will benefit from the additional business and leadership skills offered in the Bachelor's level programs.

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

CWC worked closely with the privately owned business, "Styles School of Cosmetology" to develop the curriculum and operation procedures for the program. CWC also worked with the Wyoming Board of Cosmetology to comply with all state rules and regulations, and received board approval on July 24, 2017. CWC is in the process of creating an industry advisory board that will meet in October and then at a minimum of two times per year. Several members of the Wyoming Board of Cosmetology have offered to serve on our CWC Cosmetology Advisory Board.

O. Assessment of student learning and complete follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

CWC has embarked on a comprehensive college-wide assessment process which allows instructors to track course outcomes to quizzes, exams, and other student work. Student learning is assessed in numerous ways during the program. Students take oral, written and demonstration exams. They are required to complete State Board requirements, tracked by completed project sheets requiring students to perform certain numbers of skills to be checked off by the instructor. Even individual "clock hours" are tracked in order to document required time commitment for each program by the Wyoming Board of Cosmetology.

All of the programs in the Cosmetology discipline have a program specific assessment course in the final semester which evaluates the program outcomes for the entire program. All graduates of the A.A.S. degree will complete the mandatory institutional graduate exams. All of this information is reviewed by the instructors each semester at the course level, program level, and ultimately institutional level to identify what is working well, and what needs improvement.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following Ways *that are not addressed earlier in this request*:

EDUCATED CITIZENRY –

DIVERSIFIED ECONOMY –

WORKFORCE DEVELOPMENT –

EFFICIENT SYSTEMS –

ACCOUNTABILITY and IMPROVEMENT –

OTHER CRITERIA-

- **Labor Needs –**
- **Curriculum Development –**
- **Pathways –**
- **Faculty Support –**

General Education Category	General Education Course Objectives	Identify Course(s) with Embedded Gen Ed Objective	Approach to Team Teaching with Credentialed Gen Ed faculty
Oral Communication (ORAL) - 3 credits	1. Demonstrate communication skills for a variety of audiences and settings using verbal and nonverbal messages.	CSMO 1701 - #5	Use presentation rubric generated by Comm faculty; Comm faculty present this theory content; team grade assessments with CSMO faculty
	2. Identify basic concepts of communication.	CSMO 1701 - #5	Use presentation rubric generated by Comm faculty; Comm faculty present this theory content; team grade assessments with CSMO faculty
	3. Demonstrate speaking competencies, such as choice and use of topic, supporting materials, organizational pattern, language, and delivery.	CSMO 1790 - #2 CSMO 1800 - #3 CSMO 1795 - #3	Skills check lists need Comm faculty input; Use presentation rubric generated by Comm faculty; Comm faculty present this theory content; team grade assessments with CSMO faculty
	4. Develop listening competencies, such as listening with literal and critical comprehension to ideas, perspective, and emotions in messages.	CSMO 1800 - #2 CSMO 1795 - #2	Skills check lists need Comm faculty input; Use presentation rubric generated by Comm faculty; Comm faculty present this theory content; team grade assessments with CSMO faculty
Visual, Performing, Expressive Art (ARTS) - 3 credits	1. Demonstrate skills in practice of fine arts such as Visual, Performing, or Literary Art.	CSMO 1715 - #4 CSMO 1800 - #4 CSMO 1795 - #4	Demonstrate skills in providing client services (nail art, hair color, make-up application) based on theory content provided by Art faculty; skills check lists and grading rubrics designed with Art faculty assistance; team grading of assessments
	2. Describe the basic elements of the art.	CSMO 1710 - #3	Theory content on color schemes, history of art, design presented by Art faculty; team grading of assessments

	3. Make aesthetic and intellectual judgments concerning the art.	CSMO 1710 - #5 CSMO 1800 - #5 CSMO 1795 - #5	Theory content on color schemes, history of art, design presented by Art faculty; art faculty provide input on skills check lists/rubrics; team grading of assessments
	4. Develop an appreciation for the art's contribution to culture.	CSMO 1710 - #6 CSMO 1800 - #6 CSMO 1795 - #6	Theory content on color schemes, history of art, design presented by Art faculty; art faculty provide input on skills check lists/rubrics; team grading of assessments
Information Technology (IT) - 3 credits	1. Learn the fundamentals of at least one computer program.	CSMO 1710 - #4	Computer Tech faculty to present use of Microsoft programs for assignments, software for business applications/appointment scheduling; Comp tech faculty to assist with assessments; team grading of assessments
	2. Use the computer as a useful tool to solve practical problems.	CSMO 1800 - #8	Computer Tech faculty to present use of Microsoft programs for assignments, software for business applications/appointment scheduling; Comp tech faculty to assist with assessments; team grading of assessments
	Use the proper procedures to create documents for course work, professional purposes, and personal use.	CSMO 1800 - #9	Computer Tech faculty to present use of Microsoft programs for assignments, software for business applications/appointment scheduling; Comp tech faculty to assist with assessments; team grading of assessments
Total embedded Gen Eds: 9 credits		Total Program Gen Eds: Applied Math (3 cr); POLS (3 cr) = 6 credits	

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Kathy Wells 12-8-17
Signature Date

Kathy Wells VP Academic Affairs
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 10/19/2017
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 11/22/2017
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: August 30, 2017

C. Program

1. Request for:
 New Program Pilot Program Revised Program

2. **Program Title:** Nail Technician
3. Degree or Certificate to be awarded:
 Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:
 Energy Construction Hospitality Technology Health Care Other (Human Services)

5. Total number of credit hours: 20

6. Suggested CIP (Classification of Instructional Program) code (6-digit):
12.0410

7. Planned semester/year new program will begin: Fall 2017

8. Will any part of this program be provided by non-accredited vendor(s)?
 YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Nail Technician Certificate Program is designed to prepare students for positions in the nail technician industry. The students in this program study comprehensive nail treatments including manicures, pedicures, hand, arm, foot, and leg massage. Students will also study proper cleaning, disinfection, and other skills for ensuring client safety during nail procedures. This program prepares students to take the licensure exam from the Wyoming State Board of Cosmetology. Completion of this program does not guarantee licensure.

Applicants must meet the general admission requirements of Central Wyoming College. Admission to the college does not guarantee admission to the Nail Technician program; application to the program is a separate objective.

1. Expected Student learning outcomes from completion of the program:
Students will be able to:

- Follow the Wyoming State Board of Cosmetology regulations as they apply to Nail Technicians.
- Perform proper infection control principles and practices for Nail Technicians.
- Demonstrate the use of nail technology tools for manicures and pedicures.
- Perform basic manicures for men and women.
- Perform basic pedicures.
- Apply nail wrap maintenance, repair and removal techniques.
- Perform nail enhancement maintenance, crack repair, removal.
- Create nail enhancements using Monomer liquid and polymer powder products and processes.
- Apply for licensure and take the Wyoming State Board of Cosmetology exam.

2. Program Layout by Semester

1 st Semester		
CSMO 1701	Orientation to Cosmetology	1
CSMO 1702	Infection Control for Cosmetology	3
CSMO 1720	General Cosmetology Science	3
CSMO 1500	Introduction to Nail Technology	3
CSMO 1505	Nail Technology Lab	3
CSMO 1575	Nail Technician Assessment	1
CSMO 1795	Clinical Applications IV	6
	Total	20

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: Yes No
2. New course prefixes have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

CSMO 1701 Orientation to Cosmetology – 1 credit (request LOI of 1)

This course is required of all Cosmetology, Hair Technician, Nail Technician, and Esthetician students. The course provides an overview of the field and disciplines of Cosmetology. There is an emphasis on professional presence, ethics, human relations, interpersonal communication and Wyoming laws as they pertain to Cosmetology. Prerequisite: Acceptance into Cosmetology, Hair Technician, Nail Technician or Esthetician programs. (1 lect.)

CSMO 1702 Infection Control for Cosmetology – 3 credits (request LOI of 1)

This course is required of all Cosmetology, Hair Technician, Nail Technician, and Esthetician students. Topics include cleaning, disinfection and sterilization. Students learn how to safely clean and disinfect salon tools and implements, and keep the salon area sanitary following all laws and rules. Students also learn how standard precautions protect the client and the student. Prerequisite: Acceptance in Cosmetology, Hair Technician, Nail Technician, or Esthetician programs. (3 lect.)

CSMO 1720 General Cosmetology Science – 3 credits (request LOI of 1)

This course is required for all Cosmetology, Hair Technician, Nail Technician and Esthetician students. The course is a broad examination of the cosmetology sciences to include; anatomy and physiology, electricity and basic cosmetology chemistry. Prerequisite: Acceptance in Cosmetology, Hair Technician, Nail Technician or Esthetician program. (3 lect.)

CSMO 1795 Clinical Applications IV – 6 credits (request LOI of 3)

This is one of the required clinical applications for a Cosmetology, Nail, Esthetician or Hair Technician student. It focuses on the hands-on application techniques in all areas of cosmetology to the public. Prerequisite: Acceptance in the Cosmetology, Esthetician, Nail Technician, or Hair Technician program. (12 lab)

CSMO 1500 Introduction to Nail Technology – 3 credits (request LOI of 1)

This course will explore the structure, composition and growth of nails. Students will learn about diseases and disorders of the skin and nail. Topics also include nail product and ingredient technology, its usage and safety. Prerequisite: Acceptance into Cosmetology or Nail Technician program (3 lect.)

CSMO 1505 Nail Technology Lab – 3 credits (request LOI of 2)

This course provides a complete guide to nail technology as it applies to the hands and feet. Students learn hands-on techniques for nail care, application of nail products, nail art, pedicures, as well as hand, arm, feet and leg massage. Students will apply concepts addressed in CSMO 1000. Prerequisite: Acceptance into Cosmetology or Nail Technician program. (6 lab)

CSMO 1575 Nail Technician Assessment – 1 credit (request LOI of 3)

This capstone course provides the student with a comprehensive review of the knowledge and skills required for certification as a Nail Technician. Students are required to successfully complete a comprehensive exam to pass this course. Prerequisite: Acceptance into Nail Technician program. (2 lab)

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) ___ Yes ___ No __X__ Not Applicable
or WCCC (career technical) __X__ Yes ___ No ___ Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors?
Yes, CWC has employed a licensed cosmetologist with a teaching license as the program director and faculty. A second qualified instructor is budgeted for and will be hired for the spring 2018 semester.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

Central Wyoming College has been exploring the addition of this program for approximately ten years. The industry has been growing in part due to the aging population’s attention to skin care and the current trends in nail design. The national and state trends reflect a “bright outlook” for Cosmetology with incomes in Wyoming exceeding the national averages. CWC’s recruiters solicited feedback from high school counselors in our service area, who reported high interest and positive response to the college offering this program. The Dean of Business, Technical, Health & Safety met with other salon owners and stylists in Fremont County, who also had a very positive response to the college offering this program, stating the need for more skilled labor in the area. Feedback from the Wyoming Board of Cosmetology highlighted the need for another higher education program in the state to serve students from the central, north, northwestern areas of Wyoming.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

K. Student recruitment and program marketing strategies to attract ___ the broadest range of individual into this specific program:

L.* **Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators** at the relative college's curriculum and possible joint projects:

M. **Note available program and course articulations** with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

Not applicable for this certificate option.

N. **When appropriate, note partnerships with business, industry, associations or agencies** that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

CWC worked closely with *The Styles School of Cosmetology*, an independently owned business that has been in operation in the Riverton area for the last fifteen years, to develop the curriculum and operating procedures for the program. CWC also worked with the Wyoming State Board of Cosmetology to ensure the curriculum and instructional spaces are fully compliant with all state rules and regulations. CWC received full approval from the Wyoming State Board of Cosmetology to offer this program on July 24, 2017. CWC is in the process of creating an industry advisory board, with the first meeting scheduled for October 2017. The board will then meet two times per year. Several members of the Wyoming State Board of Cosmetology have offered to serve on our CWC Cosmetology Advisory Board.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

This program will meet all institutional requirements for assessment of learning, including direct and in-direct data, course, program, institutional assessment data, and post-certificate data. Survey information gathered for the Nail Technician certificate graduates will be used to assess the following core indicators:

- Student goal attainment
- Certificate completion rate
- Licensure pass rate
- Job placement rate

Course level assessment will be conducted according to the course learning outcomes listed in the course outlines/syllabi. The course learning outcomes have been mapped to a variety of assessments including oral, written and skill demonstration exams. Evaluation criteria will be listed in each course syllabus. Analysis of each assessment data input will occur annually, and will be used to generate action plans for ongoing course and program improvement.

The Nail Technician certificate program has a specific assessment course which evaluates the learning outcomes for the entire program. This course mirrors the knowledge, skills, and competencies needed to be successful on the Wyoming State Board of Cosmetology licensing exam. This data will be reviewed to identify areas of curricular strengths and weaknesses; an appropriate action plan will be created to ensure continues quality improvement in student learning.

Finally, institutional level data will focus on student achievement of the general education student learning outcomes using institutional rubrics. In addition, the CWC Student Attributes, those characteristics each CWC graduate should demonstrate, have been mapped to course and program level learning outcomes. These attributes will be assessed, via institutional rubrics, based on where those attributes are emphasized in degree requirements.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

Final version with program
Review committee changes.
Kathy Wells
10-12-17

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Kathy Wells 8-30-17
Signature Date

Kathy Wells VPAA
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 9/14/17
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 9/19/17
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: August 30, 2017

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Esthetician

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care
Other (Human Services)

5. Total number of credit hours: 30

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

12.0409

7. Planned semester/year new program will begin: Fall 2017

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Esthetician Certificate program focuses on the care, health and beauty of the skin. The students study the various skin types, disorders, infection control, and how general nutrition impacts skin health. Students are given the opportunity to become proficient in the use of electrotherapy, and light therapy within the skin area. The student will apply facial treatments, facial massage, the use of cosmetics, and skin care products. This program prepares the student to take the licensure exam from the Wyoming Board of Cosmetology. Completion of this program does not guarantee licensure. Applicants must meet the general admission requirements of Central Wyoming College. Admission to the college does not guarantee admission to the Esthetician program; application to the program is a separate objective process.

1. Expected Student learning outcomes from completion of the program:
Students will be able to:

- Follow the Wyoming State Board of Cosmetology regulations as they apply to Estheticians.
- Demonstrate comprehensive knowledge and skills in Esthetics based on industry standards.
- Describe the contraindications for facial machines.
- Identify skin conditions using the Wood's lamp.
- Demonstrate appropriate use of esthetics equipment including rotary brush, steamer, vacuum, high frequency, and galvanic machines.
- Demonstrate various methods of hair removal.
- Demonstrate advanced treatments, including microdermabrasion, chemical exfoliation, light and laser therapies.
- Apply for licensure and take the Wyoming State Board of Cosmetology exam for Estheticians

2. Program Layout by Semester

1 st Semester		
CSMO 1701	Orientation to Cosmetology	1
CSMO 1702	Infection Control for Cosmetology	3
CSMO 1720	General Cosmetology Science	3
CSMO 1600	Introduction to Skin Technology	3
CSMO 1605	Skin Technology Lab	1
CSMO 1790	Clinical Applications III	4
	Total	15
2 nd Semester		
CSMO 1610	Esthetics Concepts	3
CSMO 1795	Clinical Applications IV	6
CSMO 1675	Esthetic Assessment	1
BADM 2100	Small Business Practices	3
CSMO 1680	Science of Hair Removal	2
	Total	15
		30

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: Yes No
2. New course prefixes have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

CSMO 1701 Orientation to Cosmetology – 1 credit (request LOI of 1)

This course is required of all Cosmetology, Hair Technician, Nail Technician and Esthetician students. The course provides an overview of the field and disciplines of Cosmetology. There is an emphasis on professional presence, ethics, human relations, interpersonal communication and Wyoming laws as they pertain to Cosmetology. Prerequisite: Acceptance into Cosmetology, Hair Technician, Nail Technician or Esthetician programs. (1 lect.)

CSMO 1702 Infection Control for Cosmetology – 3 credits (request LOI of 1)

This course is required of all Cosmetology, Hair Technician, Nail Technician, and Esthetician students. Topics include cleaning, disinfection and sterilization. Students learn how to safely clean and disinfect salon tools and implements, and keep the salon area sanitary following all laws and rules. Students also learn how standard precautions protect the client and the student. Prerequisite: Acceptance in Cosmetology, Hair Technician, Nail Technician, or Esthetician programs. (3 lect.)

CSMO 1720 General Cosmetology Science – 3 credits (request LOI of 1)

This course is required for all Cosmetology, Hair Technician, Nail Technician and Esthetician students. The course is a broad examination of the cosmetology sciences to include; anatomy and physiology, electricity and basic cosmetology chemistry. Prerequisite: Acceptance in Cosmetology, Hair Technician, Nail Technician or Esthetician program. (3 lect.)

CSMO 1600 Introduction to Skin Technology - 3 credits (request LOI of 1)

This course is an introduction to skin structure, disorders, and nutrition. Students will learn how to analyze skin problems and cleanse, beautify, and preserve the health of skin on the entire body. Product technology and use, and massage principles are covered in this course. Prerequisite: Acceptance into Cosmetology or Skin Technician program. (3 lect.)

CSMO 1605 Skin Technology Lab – 1 credit (request LOI of 3)

This course provides an opportunity for the cosmetology and/or esthetician student to work through the applications learned in CSMO 1010. Prerequisite: Acceptance into Cosmetology or Skin Technician program. (2 lab)

CSMO 1790 Clinical Applications III – 4 credits (request LOI of 3)

This is one of the required clinical applications for a Cosmetology, Nail, Esthetician, or Hair Technician student. It focuses on the hands-on application techniques in all areas of cosmetology to the public. Prerequisite: Acceptance in the Cosmetology, Esthetician, Nail Technician, or Hair Technician programs. (8 lab)

CSMO 1610 Esthetic Concepts – 3 credits (request LOI of 2)

This course fulfills the requirements of infection control, general nutrition, and the use of electricity, electrotherapy, and light therapy within the skin care area. Students learn to analyze skin types and provide facial treatments, facial massage, and the use of cosmetics, and skin care products. Prerequisite: Acceptance into Cosmetology or Skin Technician program. (3 lect.)

CSMO 1795 Clinical Applications IV – 6 credits (request LOI of 3)

This is one of the required clinical applications for a Cosmetology, Nail Esthetician or Hair Technician student. It focuses on the hands-on application techniques in all areas of cosmetology to the public. Prerequisite: Acceptance in the Cosmetology, Esthetician, Nail Technician, or Hair Technician program. (12 lab)

CSMO 1675 Esthetic Assessment – 1 credit (request LOI of 3)

This capstone course provides the student with a comprehensive review of the knowledge and skills required for certification as an Esthetician. Students are required to successfully complete a comprehensive exam to pass this course. Prerequisite: Acceptance into the Skin Technician program. (1 lab)

CSMO 1680 Science of Hair Removal – 2 credits (request LOI of 2)

This is a required course for Cosmetology and Esthetician. Students learn the various procedures for temporary and permanent hair removal. Topics include the contraindications for hair removal, pre-and post-services, and safety precautions. Prerequisite: Acceptance in Cosmetology or Esthetician program. (2 lect.)

- 2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) ___ Yes ___ No __X__ Not Applicable
or WCCC (career technical) __X__ Yes ___ No ___ Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors? Yes, CWC has employed a licensed cosmetologist with a teaching license as the program director and faculty. A second qualified instructor is budgeted for and will be hired for the spring 2018 semester.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

Central Wyoming College has been exploring the addition of this program for approximately ten years. The industry has been growing in part due to the aging population’s attention to skin care and the current trends in nail design. The national and state trends reflect a “bright outlook” for Cosmetology with incomes in Wyoming exceeding the national averages. CWC’s recruiters solicited feedback from high school counselors in our service area, who reported high interest and positive response to the college offering this program.

The Dean of Business, Technical, Health & Safety met with other salon owners and stylists in Fremont County, who also had a very positive response to the college offering this program, stating the need for more skilled labor in the area. Feedback from the Wyoming Board of Cosmetology highlighted the need for another higher education program in the state to serve students from the central, north, northwestern areas of Wyoming.

I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

K. Student recruitment and program marketing strategies to attract ___ the broadest range of individual into this specific program:

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of **discussions with faculty and administrators** at the relative college's curriculum and possible joint projects:

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

Not applicable for this certificate option.

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

CWC worked closely with *The Styles School of Cosmetology*, an independently owned business that has been in operation in the Riverton area for the last fifteen years, to develop the curriculum and operating procedures for the program. CWC also worked with the Wyoming State Board of Cosmetology to ensure the curriculum and instructional spaces are fully

compliant with all state rules and regulations. CWC received full approval from the Wyoming State Board of Cosmetology to offer this program on July 24, 2017. CWC is in the process of creating an industry advisory board, with the first meeting scheduled for October 2017. The board will then meet two times per year. Several members of the Wyoming State Board of Cosmetology have offered to serve on our CWC Cosmetology Advisory Board.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

This program will meet all institutional requirements for assessment of learning, including direct and in-direct data, course, program, institutional assessment data, and post-certificate data. Survey information gathered for the Esthetician certificate graduates will be used to assess the following core indicators:

- Student goal attainment
- Certificate completion rate
- Licensure pass rate
- Job placement rate

Course level assessment will be conducted according to the course learning outcomes listed in the course outlines/syllabi. The course learning outcomes have been mapped to a variety of assessments including oral, written and skill demonstration exams. Evaluation criteria will be listed in each course syllabus. Analysis of each assessment data input will occur annually, and will be used to generate action plans for ongoing course and program improvement.

The Esthetician certificate program has a specific assessment course in the final semester which evaluates the learning outcomes for the entire program. This course mirrors the knowledge, skills, and competencies needed to be successful on the Wyoming State Board of Cosmetology licensing exam. This data will be reviewed to identify areas of curricular strengths and weaknesses; an appropriate action plan will be created to ensure continues quality improvement in student learning.

Finally, institutional level data will focus on student achievement of the general education student learning outcomes using institutional rubrics. In addition, the CWC Student Attributes, those characteristics each CWC graduate should demonstrate, have been mapped to course and program level learning outcomes. These attributes will be assessed, via institutional rubrics, based on where those attributes are emphasized in degree requirements.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

Final version with program
Review committee changes.
Kathy Wells
10-12-17

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Kathy Wells 8-30-17
Signature Date

Kathy Wells VPAA
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 9/14/17
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 9/19/17
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: August 30, 2017

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Cosmetology Instructor

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care
Other (Human Services)

5. Total number of credit hours: 21

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

12.0413

7. Planned semester/year new program will begin: Spring 2018

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Cosmetology Instructor program encompasses any of the programs that prepare cosmetologists, barbers, hairstylists, nail technicians, and estheticians to teach their specializations in licensed and accredited schools of cosmetology and barbering. These programs include courses in cosmetology arts and sciences teaching principles; student learning styles; professional curricula development; instructional planning; instructional methods and aids; student counseling and career assistance; test development; and classroom/clinic management. This program prepares students to take the licensure exam from the Wyoming State Board of Cosmetology. Completion of this program does not guarantee licensure. Students must have a current Wyoming license in cosmetology or related field, and have practiced cosmetology for a minimum of 50 weeks of full time hours within the last five years immediately preceding enrollment.

Applicants must meet the general admission requirements of Central Wyoming College. Admission to the college does not guarantee admission to the Cosmetology Instructor program; application to the program is a separate objective process.

1. Expected Student learning outcomes from completion of the program:
Students will be able to:
 - Adhere to Wyoming State Board of Cosmetology regulations as they apply to all specialty areas in the field of Cosmetology.
 - Differentiate among the various student learning styles.
 - Implement best practices in educational methods and techniques for engaging and retaining students.
 - Demonstrate a comprehensive knowledge of teaching and learning methods and tools appropriate for the field of Cosmetology.
 - Develop curricula for all specialty areas in the field of Cosmetology.
 - Apply for licensure and take the Wyoming State Board of Cosmetology instructor exam.

2. Program Layout by Semester

1 st Semester		
CSMO 2500	General Professional Standards I	5
CSMO 2505	Science of Teaching I	3
CSMO 2530	Instruction in the Lab	3
2 nd Semester		
CSMO 2525	Science of Teaching II	3
CSMO 2510	General Professional Standards II	3
CSMO 2515	Student Supervision	3
CSMO 2520	Instructor Assessment	1
		21

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: Yes No
2. New course prefixes have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

CSMO 2500 General Professional Standards I – 5 credits (request LOI of 1)

The student must meet the requirements of Student Instructor as mandated by Wyoming State Board of Cosmetology. This course will be an in depth review of the health, safety and infection control as well as Wyoming Law as it pertains to the field of Cosmetology. Students will conduct a self-evaluation and create a professional development plan. Prerequisite: Acceptance in Cosmetology Instructor program. (5 lect.)

CSMO 2505 Science of Teaching I – 3 credits (request LOI of 2)

The student must meet the requirements of Student Instructor as mandated by Wyoming State Board of Cosmetology. In this course, the cosmetology instructor will study the importance of lesson planning and curriculum development, defining instructional outcomes and assessing student learning. Prerequisite: Acceptance in Cosmetology Instructor program. (6 lab)

CSMO 2530 Instruction in the Lab – 3 credits (request LOI of 2)

The student must meet the requirements of Student Instructor as mandated by Wyoming State Board of Cosmetology. In this course, Cosmetology instructor student will gain hands-on experience in advanced instructional processes in lab environments. Students will practice coaching, lecturing, and demonstration techniques in the lab setting. Acceptance in Cosmetology Instructor program. (6 lab)

CSMO 2525 Science of Teaching II – 3 credits (request LOI of 2)

The student must meet the requirements of Student Instructor as mandated by Wyoming State Board of Cosmetology. This course will be an in-depth look into student motivation, learning, personality styles, and student barriers. The Cosmetology instructor student will study teaching styles and techniques to enhance learning. Students in this course establish student expectations, design effective learning environments, and identifying potential learning disabilities. Prerequisite: Acceptance in Cosmetology Instructor program. (6 lab)

CSMO 2510 General Professional Standards II – 3 credits (request LOI of 1)

The student must meet the requirements of Student Instructor as mandated by Wyoming State Board of Cosmetology. This course develops the cosmetology instructor students' organizational skills, classroom preparation, student learning styles, and classroom management. Prerequisite: Acceptance in Cosmetology Instructor program. (3 lect.)

CSMO 2515 Student Supervision – 3 credits (request LOI of 3)

The student must meet the requirements of Student Instructor as mandated by Wyoming State Board of Cosmetology. This course provides the Cosmetology Instructor student experience overseeing the cosmetology clinic floor. Prerequisite: Acceptance in Cosmetology Instructor program. (6 lab)

CSMO 2520 Instructor Assessment – 1 credit (request LOI of 3)

The student must meet the requirements of Student Instructor as mandated by Wyoming State Board of Cosmetology. This capstone course will evaluate the Cosmetology Instructor student on instructional planning, instruction methods, student assessment and classroom and clinic floor management. This course prepares the student for the instructor licensure exam. Student must successfully pass a comprehensive written and demonstration exam. Prerequisite: Acceptance in Cosmetology Instructor program. (2 lab)

- 2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) ___ Yes ___ No ___X_ Not Applicable
or WCCC (career technical) ___X_ Yes ___ No ___ Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors? Yes, CWC has employed a licensed cosmetologist with a teaching license as the program director and faculty. A second qualified instructor is budgeted for and will be hired for the spring 2018 semester.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

Central Wyoming College has been exploring the addition of this program for approximately ten years. The industry has been growing in part due to the aging population’s attention to skin care and the current trends in nail design. The national and state trends reflect a “bright outlook” for Cosmetology with incomes in Wyoming exceeding the national averages. CWC’s recruiters solicited feedback from high school counselors in our service area, who reported high interest and positive response to the college offering this program. The Dean of Business, Technical, Health & Safety met with other salon owners and stylists in Fremont County, who also had a very positive response to the college offering this program, stating the need for more skilled labor in the area. Feedback from the Wyoming Board of Cosmetology highlighted the need for another higher education program in the state to serve students from the central, north, northwestern areas of Wyoming.

I.* Resources required to start and sustain the program and the current

plan to meet those resource needs through college or other external funds:

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

K. Student recruitment and program marketing strategies to attract ___ the broadest range of individual into this specific program:

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of **discussions with faculty and administrators** at the relative college's curriculum and possible joint projects:

M. Note available program and course articulations with other likely **transfer institutions in the region, particularly for transfer AAS, AA and AS programs.** (Note regional Bachelor of Applied Science transfer options in addition to UW.)

Not applicable for this certificate option.

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

CWC worked closely with *The Styles School of Cosmetology*, an independently owned business that has been in operation in the Riverton area for the last fifteen years, to develop the curriculum and operating procedures for the program. CWC also worked with the Wyoming State Board of Cosmetology to ensure the curriculum and instructional spaces are fully compliant with all state rules and regulations. CWC received full approval from the Wyoming State Board of Cosmetology to offer this program on July 24, 2017. CWC is in the process of creating an industry advisory board, with the first meeting scheduled for October 2017. The board will then meet two times per year. Several members of the Wyoming State Board of Cosmetology have offered to serve on our CWC Cosmetology Advisory Board.

O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

This program will meet all institutional requirements for assessment of learning, including direct and in-direct data, course, program, institutional assessment data, and post-certificate data. Survey information gathered for the Cosmetology Instructor certificate graduates will be used to assess the following core indicators:

- Student goal attainment
- Certificate completion rate
- Licensure pass rate
- Job placement rate

Course level assessment will be conducted according to the course learning outcomes listed in the course outlines/syllabi. The course learning outcomes have been mapped to a variety of assessments including oral, written and skill demonstration exams. Evaluation criteria will be listed in each course syllabus. Analysis of each assessment data input will occur annually, and will be used to generate action plans for ongoing course and program improvement.

The Cosmetology Instructor certificate program has a specific assessment course in the final semester which evaluates the learning outcomes for the entire program. This course mirrors the knowledge, skills, and competencies needed to be successful on the Wyoming State Board of Cosmetology licensing exam. This data will be reviewed to identify areas of curricular strengths and weaknesses; an appropriate action plan will be created to ensure continues quality improvement in student learning.

Finally, institutional level data will focus on student achievement of the general education student learning outcomes using institutional rubrics. In addition, the CWC Student Attributes, those characteristics each CWC graduate should demonstrate, have been mapped to course and program level learning outcomes. These attributes will be assessed, via institutional rubrics, based on where those attributes are emphasized in degree requirements.

P. * Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

Final version with program
Review committee changes.
Kathy Wells
10-12-17

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Kathy Wells 8-30-17

Signature Date

Kathy Wells VPAA

Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 9/14/17

Signature Date

Joseph E. McCann, Programs Team Leader

Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 9/18/17

Signature Date

Joseph E. McCann, Programs Team Leader

Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

Wyoming Community College Commission
Request for New Pilot or Revised
Degree or Certificate

A. College: Central Wyoming College

B. Date submitted to WCCC: August 30, 2017

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** Hair Technician

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care
 Other (Human Services)

5. Total number of credit hours: 39

6. Suggested CIP (Classification of Instructional Program) code (6-digit):

12.0407

7. Planned semester/year new program will begin: Fall 2017 (Oct start)

8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details) NO

9. Will all or part of this program be available to students via online or other distance education technologies?

At the start of the program? Within three years of the start of the program? No

D. Program description as it will be included in college catalog:

The Hair Technician program instructs students in how to apply the elements and principles of design to select, adapt and execute hairstyles that are desirable to the client. Topics also include the application of chemical treatments, texturing, extensions, and examining how various hair types respond to styling practices. This program prepares students to take the licensure exam from the Wyoming State Board of Cosmetology. Completion of this program does not guarantee licensure. Applicants must meet the general admission requirements of Central Wyoming College. Admission to the college does not guarantee admission to the Hair Technician program; application to the program is a separate objective process.

1. Expected Student learning outcomes from completion of the program:
Students will be able to:

- Demonstrate comprehensive knowledge and skills in haircutting techniques.
- Perform various required hairstyling techniques.
- Demonstrate a minimum of six types of braiding techniques.
- Demonstrate a comprehensive knowledge of chemical applications.
- Utilize hair color and chemical safety precautions.
- Apply hair color at appropriate levels.
- Follow the Wyoming Board of Cosmetology Rules and Regulations.
- Apply for licensure and take the Wyoming Board of Cosmetology exam.

2. Program Layout by Semester

1 st Semester		
CSMO 1701	Orientation to Cosmetology	1
CSMO 1702	Infection Control for Cosmetology	3
CSMO 1720	General Cosmetology Science	3
CSMO 1700	Intro to Hair Technology	4
CSMO 1705	Hair Fundamentals	3
CSMO 1790	Clinical Applications III	4
	Total	18
2 nd Semester		
APPM 1500	Applied Math	3
CSMO 1730	Cosmetology Lab I	3
CSMO 1710	Introduction to Hair Technology II	3
CSMO 1715	Hair Fundamentals II	2
CSMO 1795	Clinical Applications IV	6
CSMO 1775	Hair Technician Assessment	1
CSMO 1745	Techniques in Cosmetology	3
	Total	21
		39

E. New course prefixes, course credit hours and:

1. Is the community college using a course prefix which is new to Wyoming public higher education institutions: Yes No
2. New course prefixes have been coordinated:
with UW (transfer) Yes No Not Applicable
or WCCC (CTE) Yes No Not Applicable

F. New course descriptions:

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):

CSMO 1701 Orientation to Cosmetology – 1 credit (request LOI of 1)

This course is required of all Cosmetology, Hair Technician, Nail Technician and Esthetician students. The course provides an overview of the field and disciplines of Cosmetology. There is an emphasis on professional presence, ethics, human relations, interpersonal communication and Wyoming laws as they pertain to Cosmetology. Prerequisite: Acceptance into Cosmetology, Hair Technician, Nail Technician or Esthetician programs. (1 lect.)

CSMO 1702 Infection Control for Cosmetology – 3 credits (request LOI of 1)

This course is required of all Cosmetology, Hair Technician, Nail Technician, and Esthetician students. Topics include cleaning, disinfection and sterilization. Students learn how to safely clean and disinfect salon tools and implements, and keep the salon area sanitary following all laws and rules. Students also learn how standard precautions protect the client and the student. Prerequisite: Acceptance in Cosmetology, Hair Technician, Nail Technician, or Esthetician programs. (3 lect.)

CSMO 1720 General Cosmetology Science – 3 credits (request LOI of 1)

This course is required for all Cosmetology, Hair Technician, Nail Technician and Esthetician students. The course is a broad examination of the cosmetology sciences to include; anatomy and physiology, electricity and basic cosmetology chemistry. Prerequisite: Acceptance in Cosmetology, Hair Technician, Nail Technician or Esthetician program. (3 lect.)

CSMO 1700 Introduction to Hair Technology - 3 credits (request LOI of 1)

This course studies the properties of the hair and scalp, including the chemistry, color and growth patterns of hair. Hair loss and disorders of the scalp are taught. Basics of chemistry and electricity are introduced in context to working in Cosmetology.

Prerequisite: Acceptance into Cosmetology or Hair Technician program. (3 lect.)

CSMO 1705 Hair Fundamentals - 4 credits (request LOI of 2)

This course covers the basic structure of hair, hair care practices, and an introduction to the principles of hair design. Students will learn the five elements and five principles of hair design and gain an understanding of the influence of hair type on various hair styles. Prerequisite: Acceptance into Cosmetology or Hair Technician program. (8 lab)

CSMO 1790 Clinical Applications III – 4 credits (request LOI of 3)

This is one of the required clinical applications for a Cosmetology, Nail, Esthetician, or Hair Technician student. It focuses on the hands-on application techniques in all areas of cosmetology to the public. Prerequisite: Acceptance in the Cosmetology, Esthetician, Nail Technician, or Hair Technician programs. (8 lab)

CSMO 1730 Cosmetology Lab I – 3 credits (request LOI of 3)

This course explores the comprehensive chemical properties and the use of chemical treatments of on hair. Emphasis is placed on safety precautions during the hair color process. Prerequisite: Complete CSMO 1020, CSMO 1025. (6 lab) Acceptance into Cosmetology or Hair Technician program.

CSMO 1710 Introduction to Hair Technology II - 3 credits (request LOI of 2)

This course is part II of the science of hair and its practices. Students learn more in depth knowledge and application of hair structure and hair design and styling. Topics include haircutting, braiding, extensions, wigs and chemical applications. Prerequisite: Completion of CSMO 1020 and CSMO 1025. Acceptance into Cosmetology or Hair Technician program. (3 lect.)

CSMO 1715 Hair Fundamentals II – 2 credits (request LOI of 2)

This course will apply hairstyling principles taught in CSMO 1030, with an emphasis on haircutting and hairstyling. Prerequisite: Completion of CSMO 1025. Acceptance into Cosmetology or Hair Technician program. (4 lab)

CSMO 1795 Clinical Applications IV – 6 credits (request LOI of 3)

This is one of the required clinical applications for a Cosmetology, Nail, Esthetician or Hair Technician student. It focuses on the hands-on application techniques in all areas of cosmetology to the public. Prerequisite: Acceptance in the Cosmetology, Esthetician, Nail Technician, or Hair Technician program. (12 lab)

CSMO 1745 Techniques in Cosmetology – 3 credits (request LOI of 3)

This course is appropriate for the cosmetology student and is required for the Hair Technician student. It will explore new and innovative techniques as they relate to the areas of cosmetology. Prerequisite: Acceptance into Cosmetology or Hair Technician program. (6 lab)

CSMO 1775 Hair Technician Assessment – 1 credit (request LOI of 3)

This capstone course provides the student with a comprehensive review of the knowledge and skills required for certification as a Hair Technician. Students must successfully pass a comprehensive exam to complete this course. Prerequisite: Acceptance into Hair Technician program. (2 lab)

2. New course numbers and/or number of credit hours have been coordinated:
with UW (transfer) ___ Yes ___ No ___X_ Not Applicable
or WCCC (career technical) ___X_ Yes ___ No ___ Not Applicable

G.* Can this program be delivered by current faculty? If not, what are the plans, budget and timeline for bringing on needed instructors? Yes, CWC has employed a licensed cosmetologist with a teaching license as the program director and faculty. A second qualified instructor is budgeted for and will be hired for the spring 2018 semester.

H. Summary of input from and coordination with citizens, business and industry or k-12 education:

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I.* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:

J.* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):

K. * Student recruitment and program marketing strategies to attract the broadest range of individual into this specific program:

L.* Identification of similar programs at Wyoming Community Colleges and an overview of results of **discussions with faculty and admistrators** at the relative college's curriculum and possible joint projects:

M. Note available program and course articulations with other likely **transfer institutions in the region, particularly for transfer AAS, AA and AS programs.** (Note regional Bachelor of Applied Science transfer options in addition to UW.)

Not applicable for this certificate option.

N. When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of the proposed program and/or who will contribute to the delivery of the program.

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O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?

This program will meet all institutional requirements for assessment of learning, including direct and in-direct data, course, program, institutional assessment data, and post-certificate data. Survey information gathered for the Hair Technician certificate graduates will be used to assess the following core indicators:

- Student goal attainment
- Certificate completion rate
- Licensure pass rate
- Job placement rate

Course level assessment will be conducted according to the course learning outcomes listed in the course outlines/syllabi. The course learning outcomes have been mapped to a variety of assessments including oral, written and skill demonstration exams. Evaluation criteria will be listed in each course syllabus. Analysis of each assessment data input will occur annually, and will be used to generate action plans for ongoing course and program improvement.

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Finally, institutional level data will focus on student achievement of the general education student learning outcomes using institutional rubrics. In addition, the CWC Student Attributes, those characteristics each CWC graduate should demonstrate, have been mapped to course and program level learning outcomes. These attributes will be assessed, via institutional rubrics, based on where those attributes are emphasized in degree requirements.

P. * **Other program information or comments** that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.

This program addresses Wyoming and regional interests in the following Ways *that are not addressed earlier in this request*:

*Community colleges are not required to complete sections G, I, J, K, L, or P for **pilot** program requests.

Final version with Program
Review committee changes.
Kathy Wells
10-12-17

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Kathy Wells 8-30-17
Signature Date

Kathy Wells VPAA
Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann 9/14/17
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 9/19/17
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.

TAB 16

GOOD NEWS ITEMS

Casper College:

- The Casper College Western History Center celebrated its 10th anniversary with a presentation by author and historian Tom Rea.
- The Osher Lifelong Learning Center, OLLI, at Casper College celebrated its 10th anniversary.
- The Tate Geological Museum's Lee Rex was voted #3 in the top 10 most significant Wyoming artifacts of 2017. The contest has run for three years, and the Tate has had an artifact each year in the top 10.
- The Casper College Public Relations Department was recognized at the 2017 National Council for Marketing and Public Relations District 4 Conference held October 26-28 with seven Medallion Awards of Excellence in marketing and public relations.
- Casper College mathematics instructor Kendall Jacobs was named as one of eight recipients of the American Mathematical Association of Two-Year Colleges 2017 AMATYC Teaching Excellence Awards.
- The Casper College Foundation was presented with a check for \$1 million from the now-defunct Casper Petroleum Club.

Central Wyoming College:

- Cosmetology courses are now offered at Central Wyoming College. After the CWC Board of Trustees approval on Sept. 20 a curriculum was put in place to offer the associate of applied science degree. The program officially admitted the first group of students in October. Now students can register for courses for the cosmetology program at CWC. With the new program, students will be able to apply for student loans, federal financial aid, housing and scholarship funding to help offset the costs of the programs. The courses will be offered year-round allowing students to complete the programs at a quicker pace
- CWC joined forces with Pitch Engine in January to form the Bootstrap Collaborative to provide students, entrepreneurs and existing businesses with mentorship relating to modern financial, legal, business, branding and marketing practices. In addition to mentorship programs, training, conferences and networking events, the Collaborative will tie in with other CWC programs including the Startup Intensive in Jackson.

Eastern Wyoming College:

- WYRULEC has announced a \$10,000 investment towards EWC's Agricultural Technology Education Center
- EWC recently inducted 35 students, the largest number of students in the college's history into PTK at the Spring Induction Ceremony
- Former EWC graduate and Torrington resident Nicholas Vetter served mass for Pope Francis at St. Peter's Basilica on December 24, 2017. Vetter is continuing his education in Rome, Italy at the Pontifical University of Saint Thomas Aquinas in Theology.

Laramie County Community College:

- In November, LCCC hosted the national memorial *Remembering Our Fallen*, honoring those in the military who perished in The War on Terror. LCCC was the only location selected to host the memorial as it traveled from New York to California.
- LCCC received a \$50,000 grant from the John P. Ellbogen Foundation to help the college's GEAR UP program, including an expansion of "Reality Town."
- LCCC's exam lab was awarded Test Center Certification by the National College Testing Association. The honor recognized the lab for maintaining high test administration standards and providing excellent service to students and the community.

- The college's public relations team won three gold medals at the NCMPR Medallion Awards and collected three additional honors at the Wyoming Press Association annual conference.
- James Crosby, LCCC's director of campus safety, was elected and sworn in as the President of the Rocky Mountain Chapter of the FBI National Academy Associates.

Northern Wyoming Community College District:

- NWCCD recently announced its 2017 Excellence Award Winners. Each year, NWCCD recognizes staff, volunteers, and students who have shown exemplary efforts in supporting the goals and overall mission of the district. This year's award winners include Mark Thoney, faculty; John D. Pearson, foundation; Robert Leibrech, trustee; Rósborg Halldórsdóttir, student; Chad Trebby, classified; and Brady Fackrell, professional. These individuals are also nominated for the WACCT awards, announced at the Feb. 21 reception in Cheyenne.
- SC Machine Tool Technology students received a Zeiss Duramax Coordinate Measuring Machine for their lab thanks to federal Carl D. Perkins grant funding. This high-performance machine tool measures the physical geometrical characteristics of an object to a millionth of an inch. A probe attached to the machine takes precise data points, and then a computer interprets the data with specialized software to create a 3D map of the part.

Northwest College:

- Northwest College's Studio Singers received an "outstanding" rating and a standing ovation at the prestigious Jazz Education Network Conference in Dallas attended by select groups from both two- and four-year institutions throughout the country. Music accolades kept coming when the group's third-year Director Brennan Baglio, Instructor of Music, received the Wyoming Music Educators Association's Jazz Educator of the Year Award the next week.
- NWC's ever-popular Empty Bowls event drew hundreds of attendees, with proceeds of more than \$5,000 going to Powell Valley Loaves and Fishes food bank to help battle local hunger. Art faculty and students served a simple meal of soup and bread for \$10 and asked guests to keep their empty bowls as a reminder of world hunger. All ceramic bowls were hand thrown by Associate Professor of Art and Visual and Performing Arts Division Chairperson Elaine DeBuhr and NWC students and alumni volunteers.

Western Wyoming Community College:

- The board approved the final bid for the Commons Area development with construction beginning in the summer 2018. The Commons Area will provide an outdoor space to hold classes, horticulture, bonfires, outdoor amphitheater for concerts and performances, and simply a place to relax and study on the grass.
- Western is rekindling school spirit with Homecoming in February against Northwest College for women's/men's basketball games.
- Distance Learning program was rated #1 in Wyoming and #3 in the Nation.
- The Marketing Department launched two new eNewsletters. Dispatch, for faculty and staff; and Panorama—The Western View, geared towards students.
- Western's Wrestling team includes 9 Academic All-Region and 1 Academic All American student with a team GPA average of 3.44. Western's Wrestling team is ranked #6 in the NATION! Western's Athletic programs excels through the motto: "Good People. Good Students. Good Athletes."
- Workforce development hired Carl Clark for the new CDL program.