

Wyoming Community College Commission Agency Annual Report – FY14

General Information

Agency Name: Wyoming Community College Commission (WCCC)

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Agency Website: www.communitycolleges.wy.edu

Governing Statute: W.S. 21-18-101 et seq.

Reporting Period: Fiscal Year 2014 (FY14), (July 1, 2013 through June 30, 2014)

Clients Served: Wyoming citizens and visitors, as well as individuals residing outside of the state that are interested in pursuing educational goals via distance education delivery systems and programs.

Budget Outline: \$4.3 million administrative budget; \$107.1 million to colleges; \$3.6 million to adult education programs; \$3.7 million to tuition assistance programs; \$1.8 million to Wyoming Public Television (WPTV); and \$1.6 million to colleges for emergency facility repairs provided by coal lease bonus funds.

Agency to Which Your Group Reports: The WCCC is an independent state agency governed by the commission members.

Number of Members: The WCCC consists of seven members appointed by the Governor.

Meeting Frequency: Commission meetings are held in various locations throughout the state at least once per quarter.

Wyoming Community College Commission Agency Annual Report – FY14

Quality of Life Result

Students are successfully educated and prepared for life's opportunities and Wyoming's diverse economy, while being supported by a broad range of educational opportunities provided by the colleges, and promoted financially by various state and federal funding offerings.

Contribution to Wyoming Quality of Life

The WCCC contributes to Wyoming's quality of life through serving as a partner in the statewide community college system and adult education programs, thereby strengthening and enriching communities. The agency's contribution to this partnership entails coordination, accountability, communication, reporting, leadership, oversight and support for the colleges and students of Wyoming.

Basic Facts

The WCCC employed 15 full-time staff members in support of the community colleges during fiscal-year 2014, and operated on an administrative budget of \$4.3 million.

Introduction

The WCCC was first established in 1951 as an advisory council that had significant membership and decision making authority from the University of Wyoming. WCCC autonomy continued to develop over the next 34 years through legislative mandates that gave the WCCC responsibilities for distributing state aid and establishing standards. In 1967, the legislature gave the WCCC limited authority, and in 1971, restructured the WCCC to that of a lay board appointed by the governor. It was in 1985 that the WCCC gained additional responsibilities for the community colleges through final approval of college capital construction, promulgating audit requirements, approving and terminating college programs, and reviewing existing college districts.

In 1991, the legislature statutorily aligned to the WCCC, both in reporting and budget funding, the following programs: Adult Basic Education, now known as Adult Education (AE), English as a Second Language (ESL), and GED®, now known as the High School Equivalency Certification (HSEC) program.¹ Including these three areas expanded the WCCC's functions and scope of responsibility beyond the community colleges. Also added in 1991 was the legislative provision for the WCCC to develop a statewide computer network to provide comparable college data, as well as meet national post-secondary reporting requirements.

¹ These programs were moved to the Department of Workforce Services July 1, 2002 and returned to the WCCC July 1, 2006.

Over the next ten years, extensive work was done in developing the statewide administrative computing system and various aspects associated with the new technology. To assist in this endeavor, a policy analyst position was established to work alongside the WCCC's Information Technology (IT) division, and to interface with the seven community colleges' institutional researchers. Also accomplished during this period was the further development of rules and regulations, statutes and policy/procedure manuals to define the interconnecting functions of the WCCC, the seven colleges and the community college system as a whole.

In 2003, the WCCC, through legislative mandate, became responsible for the Wyoming Investment in Nursing (WyIN) program. In 2004, the legislature enacted the Teacher Shortage Loan Repayment Program (TSLRP), and then in 2006, the Overseas Combat Veterans and Surviving Spouses/Dependent Tuition Benefit Program (OCV). These programs provide tuition assistance to prospective students, and require a great deal of oversight, which warranted the addition of a state program manager to the WCCC staff. Also added to the WCCC's responsibilities in 2006 was the transfer of the Family Literacy Program from the Department of Education. Legislation approved yet another position for the WCCC in 2008 - that of an enrollment and finance auditor to ensure the accuracy of enrollment data provided by the colleges to the WCCC, and used in the state's funding allocation model to distribute monies to the colleges. And the latest program addition to the WCCC occurred during 2013 - the Wyoming Adjunct Professor Loan Repayment Program (WAPLR).

In 2013, the agency redefined its organization by establishing five sections to better serve those entities which rely on the WCCC for funding, management, reports and direction, as well as to meet the 34 objectives and goals specified in W.S. 21-18-202. These newly defined sections are: Administration and Budget, Business Analytics and Support, College and Career Readiness, State Tuition Assistance Program Management, and Research and Policy.

The annual report for FY14 is presented in standard format, with each of the five sections providing a brief introduction along with their respective section's performance measures and achievements.

ADMINISTRATION AND BUDGET SECTION

The Administration and Budget Section supports all other sections and staff of the WCCC. Its primary goal is to ensure efficient administration of fiscal, human resource and general agency functions.

Performance Measure #1: Process state aid payments by the 15th of the month when payment is due but no later, allowing for maximum interest earning potential for the State.

Jul-13							*		#
Sep-13		*						#	
Dec-13		*						#	
Mar-14			*						#
	9	10	11	12	13	14	15	16	17

* - date funds were deposited in college account

- next date available for funds to be deposited

Story Behind the Performance: Payments to the community colleges are required by rule to be made on or about the 15th of July, September, December and March. Early processing of these payments would prevent the State from earning interest on the funds for the maximum time available. The goal for FY14 was to time the payments so they arrive in the college accounts as close to the 15th as possible, but no later. Not only does this increase the State's earning potential, it also gives the colleges some certainty in when funds will be received. This requires planning the timing of payments taking in to account the two-day window between the WOLFS run and the funds arriving in the college accounts.

Of the four months state aid payments were made during FY14, two months totaled approximately \$26,376,000 each, and two months totaled approximately \$17,584,000 each. At the five-year average return rate for State Agency Pool funds, according to the Wyoming State Treasurer's Investment Report for FY13, the daily rate of return for the state on these payments would have been approximately \$3,560 and \$2,394 respectively.

What We Have Done to Improve Performance: During FY14, the WCCC ensured state aid payments were timed to allow maximum earning potential to the state while ensuring colleges received funds no later than the 15th of the month, when payment was due. Our goal for FY15 will be to expand our payment window to allow the deposit to the college accounts to be made within two to three days after the 15th if it will be in the State's best interest to do so. The WCCC has the authority to do this as the WCCC Administrative Rules state payments are to be made on *or around* the 15th of the month.

Performance Measure #2: Ensure timely and accurate reporting of library funding balance.

*Were accurate library funds tracking sheets provided to the library committee designated representative on or around the 2nd and 15th of each month**?*

Nov 2013	yes	Mar 2014	yes
Dec 2013	yes	Apr 2014	yes
Jan 2014	yes	May 2014	yes
Feb 2014	yes	Jun 2014	yes

*** This goal began in November 2013.*

Story Behind the Performance: The Library Committee, consisting of library directors from all of the community colleges, meets periodically to discuss purchases of books, reference materials, subscriptions, etc. The State appropriation is used to purchase materials that all colleges will use, and those purchases are voted on by the committee members. In order to make the best decisions for the library system as a whole, the committee must always know their budget availability. The WCCC has implemented a process to track expenditures, obligated balances and remaining budget balance for Library Committee use at each of these meetings.

What We Have Done to Improve Performance: In November 2013, the WCCC implemented a new tracking spreadsheet to record the total expenditures paid, the obligated balance for which reimbursement requests have not been submitted, and the unobligated budget balance. The spreadsheet was improved from prior versions so the Committee can easily track those items that have not yet been submitted for reimbursement. This serves two purposes: it allows the Committee to see which libraries have not yet purchased the agreed-upon materials; and it allows the library directors to keep track of which items their respective business offices have submitted to the WCCC for reimbursement.

Performance Measure #3: Implement additional matrices and/or graphs regarding enrollment data for the seven community colleges in the semester and annual enrollment reports.

Table 7b

WYOMING COMMUNITY COLLEGE SYSTEM													
Full-time Equivalent (FTE) by Program of Study													
College	Full-Time				Part-Time				Total				
	Acad	Occup	Undec	Total	Acad	Occup	Undec	Total	Acad	Occup	Undec	GTot	
CC													
CWC													
EWC													
LCCC													
NWC													
NWCCD													
WWCC													
Total													
Percent													
Full-time/Part-time Percent													
*These counts include on-campus, distance education, auditing, compressed video and tele-course students													
Source: Wyoming Community College Commission											Date:		

Story Behind the Performance: Adding additional matrices and/or graphs to the semester and annual enrollment reports provides a broader look at the diverse enrollment opportunities available at the seven community colleges, and provides greater transparency regarding Wyoming college enrollments.

What We Have Done to Improve Performance: Through scheduled monthly discussions, consensus was reached in June 2014 by the Institutional Research Council (IRC) and agency management to include the reporting of full-time student equivalents (FTE), by area of study, (academic, occupational and undecided) in table format to the college system’s enrollment reports. Reporting of this new table will begin with the summer 2014 semester, and will be published after WCCC approval in December 2014.

BUSINESS ANALYTICS AND SUPPORT SECTION

The Business Analytics and Support Section (BASS) provides timely service, high quality support and program management tools to WCCC staff and the community colleges. This section also provides complex reporting and analytics not only within the WCCC and the colleges, but also to the governor and legislature.

Performance Measure #1: Develop a standardized reporting environment for the colleges, as well as the WCCC's Research Analyst, and Enrollment & Finance Auditor.

Story Behind the Performance: In prior years, when a college shared a report among the other community colleges that was generated from the administrative computing system, the report would not necessarily run correctly at all colleges, and often required major modification to get it to work properly at each institution.

The colleges had well established, campus-wide procedures, and used specific values in certain data fields. The BASS staff needed to provide a solution for consistency sake that would work for everyone involved.

Through numerous meetings and discussions, it was determined the WCCC would purchase a product that would transform data into a standardized format and store it in a reporting database, while still enabling the colleges the use of their existing data field values. As part of the database migration project, the WCCC's contractor, Ellucian™, was responsible for building a separate institutional research universe (IR Universe) using the SAP® *Business Objects* software purchased by the WCCC. This separate universe would provide the colleges and the WCCC a means of building reports that run at any applicable location without additional modification.

What We Have Done to Improve Performance: Numerous meetings were coordinated with the IRC to determine the fields the colleges would standardize, or include for reporting within their IR Universe. The IRC approved Ellucian's proposed initial list of data fields that allows for the majority of these fields to be available to all of the colleges and the WCCC. Having the additional fields makes it easier to build future reports.

Specific milestones of this project are:

- **February 2014** - Designed and implemented a process that allows the colleges to securely upload their database to the WCCC.
- **April 2014** - Built the databases for the vendor to use for reporting at the WCCC and the colleges. The BASS team created the original T-structured query language (SQL) script for the contractor to use and deploy to the colleges that allowed for the colleges' environment to be built the same way.
- **June 2014** - Designed and documented the database that will be used. BASS also designed an additional database that renamed the fields to a common language that anyone can understand and build reports off of.
- **June 2014** - Successfully uploaded each college's database, and combined the database into a central structure that will be used for reporting.

- **June 2014** - With the end of the vendor contract, BASS will be responsible/accountable for the distributions of the IR Universe database, and reporting database structure updates to the colleges.

Performance Measure #2: Provide training on utilizing Google Docs™, and on managing projects with Trello®, a specialized management software program.

Story Behind the Performance: A change in the state’s direction and the conversion to Google’s email operating systems necessitated staff training due to the vast range of applications provided.

What We Have Done to Improve Performance: Google changes user interfaces on a frequent basis. As a result of this, providing training with screenshots has been challenging. During the Commission monthly staff update meeting in May 2014, BASS provided training on Google Docs, as well as the best way to use this new approach to team writing and editing functions. Google Docs replaces Microsoft® Office software, and can be used from any computer. The pros and cons of using Google Docs were presented at the training.

COLLEGE & CAREER READINESS SECTION

Adult Education Program

The Adult Education (AE) Program has oversight accountability for federal and state funding distribution to the state’s AE centers, as well as overall grant and expenditure management, including that needed for leadership activities. In addition, it is responsible for the interpretation of federal legislation for state implementation of the Workforce Investment Act, Title II - Adult Education and Family Literacy.

Performance Measure #1: Provide training to AE center directors with respect to the requirements from the Office of Career Technical and Adult Education’s (OCTAE) *College and Career Readiness Standards (CCRS)*.

Wyoming Adult Education and Family Literacy Align and Redesign Institute Agenda April 8 through 10, 2014			
Day One	8:00	9:30 AM	Welcome - Overview Circle Check-In
	10:00	10:30 AM	Building Common Ground
			Café - What is Learning?
	11:00	12:00 PM	What Impacts Learning?
	1:45	3:15 PM	The Brain and Learning
	3:30	4:00 PM	What is an Educational System?
Day Two	8:00	8:45 AM	Welcome - Overview Circle Check-In
	9:00	11:50 AM	Teach-In, Participatory Learning Standards, Career Pathways
			System Teams Integration of Instruction
	1:00	2:30 PM	Components
	3:30	4:00 PM	Café - Integration of Best Practices

Day Three			
	8:00	8:45 AM	Welcome - Overview Circle Check-In
	9:00	11:50 AM	Open Space - The Market is Open!
	1:00	2:30 PM	Program Teams - Developing an Implementation Plan
	3:30	4:00 PM	Moving Forward - Power Path to Education and Employment Pilot Sites

Story behind the performance: Due to the state’s adoption of the OCTAE CCRS in 2013, training was needed to provide this knowledge to the directors so they could go back to their centers and incorporate new practices, and/or make changes to the daily routines and curriculum to meet CCRS requirements.

What We Have Done to Improve the Performance: To begin the process of integrating CCRS, a survey was conducted with all eight AE centers’ program staff to determine specific professional development needs. Results from the survey identified the need for training that integrated Career Pathways. A participatory training session titled Align and Redesign was held April 8 through 10, 2014, and had 87.5 percent director and staff attendance.

The centers’ directors reassigned staff to either AE or family literacy, and began implementing the standards and alignment of their AE programs to the CCRS.

Ongoing training will occur to ensure all AE centers are aligned with the new CCRS requirements.

Performance Measure #2: Ensure timely state and federal reimbursement payments to the eight AE centers.

AE PAYMENT TRACKING FY14

JUL-13	Approval Date	9/3/13	9/3/13	8/22/13	9/3/13	9/3/13	9/3/13	8/22/13	8/26/13
	WOLFS Date	No Pmt	9/4/13	8/22/13	9/4/13	9/4/13	9/4/13	8/22/13	No Pmt
AUG-13	Approval Date	9/6/13	9/15/13	9/3/13	9/5/13	9/15/13	10/14/13	9/6/13	10/3/13
	WOLFS Date	9/6/13	9/17/13	9/4/13	9/6/13	9/17/13	10/14/13	9/6/13	10/4/13
SEP-13	Approval Date	10/7/13	10/14/13	10/2/13	10/4/13	10/14/13	10/30/13	10/3/13	10/3/13
	WOLFS Date	10/8/13	10/14/13	10/3/13	10/8/13	10/14/13	10/30/13	10/4/13	10/4/13
OCT-13	Approval Date	11/5/13	11/8/13	11/4/13	11/12/13	11/8/13	11/19/13	11/5/13	11/4/13
	WOLFS Date	11/7/13	11/12/13	11/6/13	11/15/13	11/12/13	11/20/13	11/8/13	11/6/13
NOV-13	Approval Date	12/5/13	12/5/13	12/5/13	12/5/13	12/5/13	12/18/13	12/9/13	12/5/13
	WOLFS Date	12/6/13	12/6/13	12/6/13	12/6/13	12/6/13	12/18/13	12/11/13	12/6/13
DEC-13	Approval Date	1/6/14	1/10/14	1/2/14	1/8/14	1/8/14	1/21/14	1/8/14	1/6/14
	WOLFS Date	1/6/14	1/13/14	1/2/14	1/8/14	1/9/14	1/22/14	1/8/14	1/6/14
JAN-14	Approval Date	1/31/14	2/3/14	2/3/14	2/4/14	2/3/14	3/10/14	2/3/14	2/4/14

	WOLFS Date	2/3/14	2/4/14	2/4/14	2/4/14	2/4/14	3/11/14	2/4/14	2/4/14
FEB-14	Approval Date	3/10/14	3/10/14	3/10/14	3/10/14	3/10/14	3/19/14	3/10/14	3/10/14
	WOLFS Date	3/10/14	3/10/14	3/11/14	3/11/14	3/11/14	3/20/14	3/11/14	3/11/14
MAR-14	Approval Date	4/4/14	4/4/14	4/4/14	4/7/14	4/7/14	4/17/14	4/4/14	4/7/14
	WOLFS Date	4/8/14	4/8/14	4/8/14	4/8/14	4/8/14	4/21/14	4/8/14	4/8/14
APR-14	Approval Date	5/6/14	5/8/14	5/5/14	5/6/14	5/9/14	5/27/14	5/5/14	5/6/14
	WOLFS Date	5/7/14	5/8/14	5/5/14	5/7/14	5/9/14	5/28/14	5/5/14	5/7/14
MAY-14	Approval Date	6/5/14	6/10/14	6/2/14	6/6/14	6/5/14	6/20/14	6/2/14	6/4/14
	WOLFS Date	6/9/14	6/11/14	6/4/14	6/6/14	6/6/14	6/23/14	6/6/14	6/6/14
JUN-14*	Approval Date	6/26/14	7/14/14	7/1/14	7/21/14	7/7/14	7/18/14	7/7/14	7/31/14
	WOLFS Date	8/1/14	8/1/14	8/4/14	8/4/14	8/4/14	8/4/14	8/4/14	8/4/14

* Due to biennium close processes that occur with federal funds, June payments in even numbered years are delayed. Centers are warned of this timing in June so they can plan accordingly.

Story Behind the Performance: Reimbursement requests are submitted through an internet drawdown system developed internally by the BASS during FY13. This new payment system establishes better controls so the centers stay within approved budgets. Reimbursement requests submitted by the centers are reviewed and approved by the WCCC's AE Program Manager, and then forwarded to the agency's Administrative and Budget Section (ABS) for payment processing.

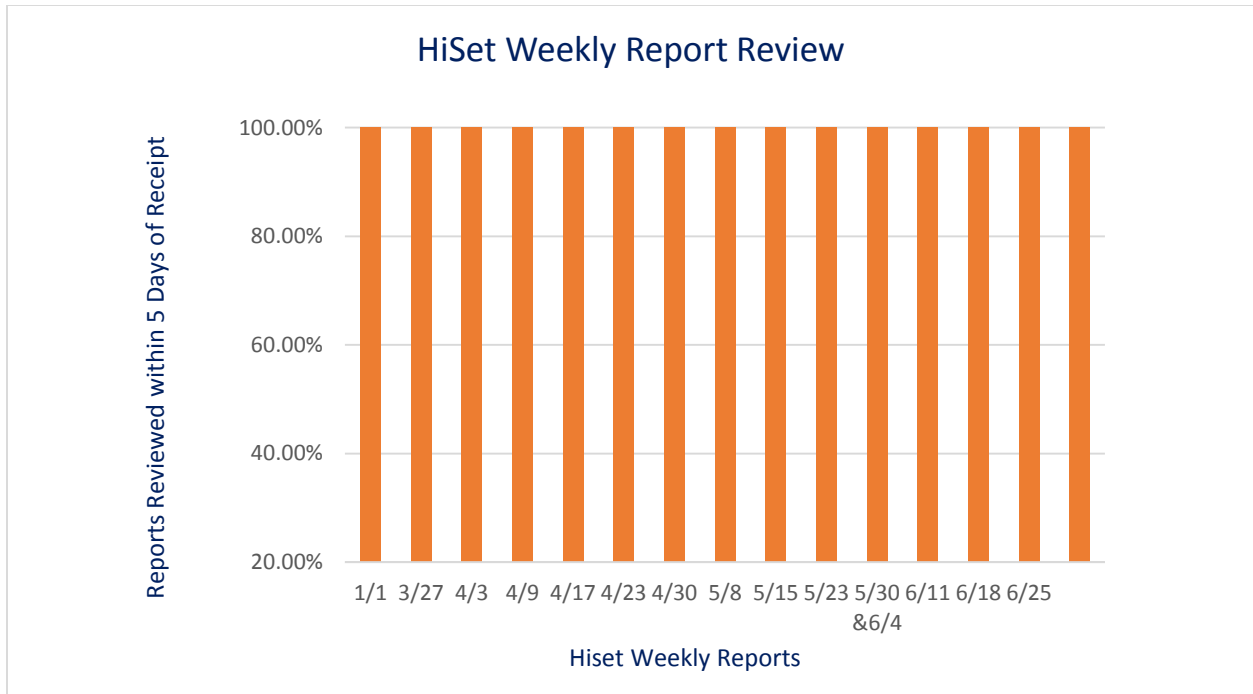
What We Have Done to Improve the Performance: To ensure timely payment of drawdown requests, a turn-around time of five days from receipt of the reimbursement request by the AE Program Manager to delivery to the ABS was established.

Reimbursement requests from the eight AE centers during FY14 were reviewed, approved and forwarded to the ABS for payment within five business days after original receipt by the AE Program Manager.

High School Equivalency Certification Program

The High School Equivalency Certification Program provides leadership focused on customer service and efficiency to ensure excellent operation of a three-method testing program for high school equivalency certification (HSEC).

Performance Measure #1: Review weekly reports regarding testing data from the GED®, HiSET® and TASC™ vendors for the centers across Wyoming to ensure accessibility, and to establish a documented baseline for High School Equivalency testing.



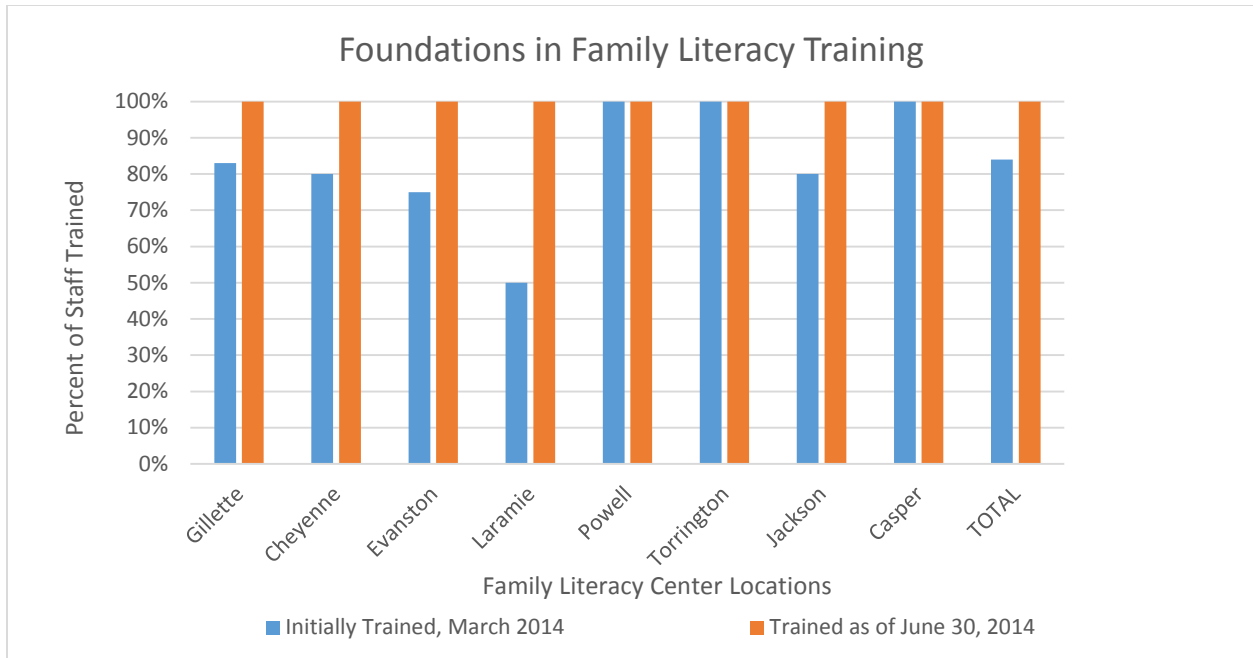
Story Behind the Performance: As 2014 is the first year for each of the three new HSEC tests, and with no state centers having a full year of operation which a desk audit or physical visit could assess, the decision was made to solicit all available testing data from each of the vendors through various methods, and establish 2014 as a first-year baseline for volume and efficiency – the baseline for use during future years’ audits. It should be noted that TASC has yet to launch due to contract considerations with the vendor, CTB/McGraw Hill.

What We Have Done to Improve the Performance: Constantly updated web-based analytics available from GED Testing Service not only allow “on-the-spot” validation of GED 2014 performance, but also provide the ability to produce historical reports for analysis. GED analytics are reviewed weekly, and when requested or needed. HiSET provides monthly data extracts which are reviewed within five days of receipt, and which allow analysis of testing volume and pass rates. TASC, once launched, will also be required to provide the monthly data extracts.

Family Literacy Program

The Wyoming Family Literacy Program (WyFLi) provides the most consistent and effective state system of Parent and Child Education (PACE) services available, while also partnering with other agencies to ensure compliance with all legal requirements.

Performance Measure #1: Provide “Foundations in Family Literacy” training to no less than 90 percent of field staff and all local directors by the end of fiscal-year 2014.



Story Behind the Performance: Staff turnover, the addition of four new local directors in 2012, and the termination of all federal support for Family Literacy programs drove the need for “Foundations in Family Literacy” training (provided by the National Center for Family Literacy) for all field staff and local directors. For the training, not less than 90 percent of all staff was determined to be the level necessary to create sufficient coverage, and to allow for local training of future new employees.

What We Have Done to Improve the Performance: All local center staff and directors received in-person training for “Foundations in Family Literacy” in Casper, Wyoming from March 24 through 26, 2014. Local directors, upon their return, utilized the training materials to conduct in-house instruction for any excused staff. On April 15, 2014, WyFLi began utilization of Wiggio.com™ and WebEx® collaboration software programs to meet each Wednesday at 12:00pm to discuss system consistency and areas for growth. Work continues in developing appropriate policies and procedures which will provide accurate, sufficient and legal program guidance based on statute and the “Foundations in Family Literacy” training conducted in March 2014.

RESEARCH & POLICY SECTION

The Research & Policy Section (R&P) of the WCCC collects, organizes, analyzes and reports data from the seven colleges to the commissioners, colleges, legislature and other interested parties as requested.

Performance Measure #1: Understand and aid in the plan to change the Performance Indicator Report required by W.S. 21-18-202.

<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 pass 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		

Story Behind the Performance: The WCCC is required by statute to report on items A-H in the table above, and does so through the Performance Indicator Report. Over the last couple of years, the community college system has created the Complete College Wyoming (CCW) team, and tasked them with contributing to the development of a revised strategic plan. This revised plan focuses on Participation, Progress, Performance and Placement (4 P's). The WCCC aided in aligning the statutorily required performance measures with the 4 P's of the strategic plan. That alignment is shown in the table above.

What We Have Done to Improve Performance: Through extensive research, planning and vetting by the various community college councils, changes have been made to this report to establish an alignment between the performance indicators required by statute and the focus of *Wyoming Community College System Statewide Strategic Plan 2.0*. Historically, the Performance Indicator Report has shown only the statutorily required measurements, but starting in FY14, the report also included the alignment with the 4 P's of the strategic plan.

Performance Measure #2: Complete annual reports throughout the year in a manner that will meet time-line requirements.

Story Behind the Performance: There are numerous time-sensitive reports that are required by statute, federal mandate, the WCCC and individual colleges. These reports, for the most part, necessitate a team approach by coordinating data extraction, interpretation, format and final data verification with the Institutional Research and Information Technology representatives at each of the seven colleges, as well as with the WCCC's BASS Manager and Research Analyst.

To ensure the reports and data extraction met all required deadlines, the IRC developed a *Data Collection and Reporting Handbook* that lists the types of reports, and when during the year they are due. This report can be found on the WCCC's web site at:

<http://www.communitycolleges.wy.edu/Data/Sites/1/Attachments/data-handbook/data-collection-and-reporting-handbook-final-72513.pdf>

Some of the reports that are listed include: HLC Accreditation Summary Report, Dual/Concurrent Enrollment (SEA52) Report, Enrollee Success Rate Report and Academic Program Review.

What We Have Done to Improve Performance: Scheduled reports listed above were coordinated and completed through a team effort among the colleges and WCCC staff within the specific timelines identified in the Annual Reporting Projects section of the *Data Collection and Reporting Handbook*. Since documenting when each required report is due, timeliness of report completion has improved, and deadlines are more easily achieved. Cataloging of reports has also facilitated access to information contained in these reports, and extraction of these data for ad-hoc requests, such as those from the Legislative Service Office on behalf of a legislator are more easily answered with the most current data available.

STATE TUITION ASSISTANCE PROGRAM MANAGEMENT SECTION

Managing the Wyoming Investment in Nursing (WyIN), Teacher Shortage Loan Repayment Program (TSLRP), Overseas Combat Veterans (OCV) and the Wyoming Adjunct Professor Loan Repayment Program (WAPLR) and their related funds in accordance with state statutes and rules, this section of the WCCC helps Wyoming students who qualify to further their education, which in turn enhances the education and capabilities of Wyoming's workforce.

Performance Measure #1: Establish a detailed reference manual for the WAPLR program.

<http://edu.wyoming.gov/downloads/communications/memos/2014/2014-077-wyoming-adjunct-professor-loan-repayment-program.pdf>

Story behind the performance: The WCCC was required to develop the WAPLR program with very little turnaround time due to legislation passed in the 2013 General legislative session. The first round of flyers, documents and forms were compiled and released to the public during July 2013. Once the first round of applicants were processed, and approvals and payments were made during the fall of 2013, the best design and format for the required paperwork to help the process run smoother became evident.

What we are doing to improve the performance: During the spring of 2014, documents on the WCCC website were updated with best practices learned from WAPLR's first round of applicants, documents and payments. The updated documents were also distributed statewide to school districts. A detailed reference folder with all pertinent documents has been established with the State Tuition Assistance Program Manager who will review the program materials on an annual basis.

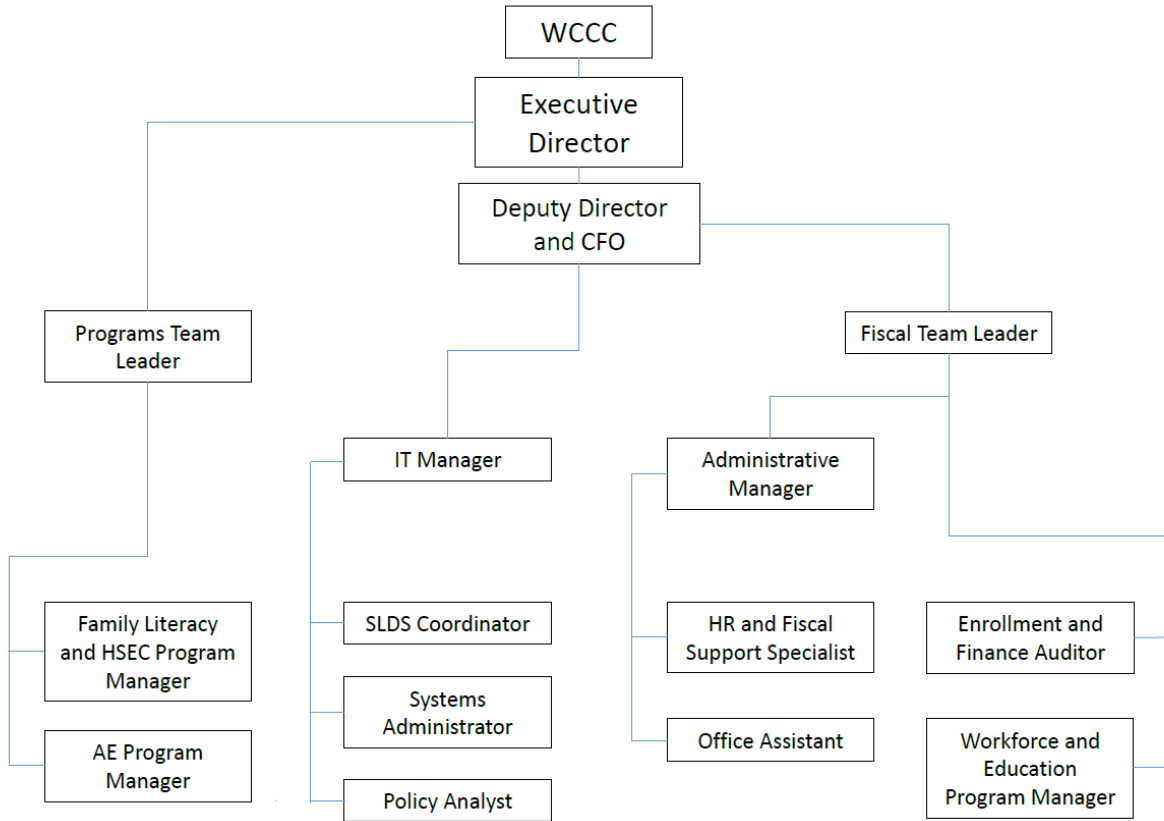
Performance Measure #2: Re-establish detailed reference manual for the WyIN program.

<http://www.commission.wcc.edu/nursing-tuition-program.aspx>

Story behind the performance: The WyIN program has been in place since 2003. Over the past ten years, numerous staff members at the colleges have been assigned WyIN processing duties due to turnover and job assignment changes. Some of the colleges used obsolete forms, and often were working with outdated information. Both the WCCC and Align®, the WCCC's authorized loan servicing agent, concluded it would be beneficial to make sure all financial aid offices were using current forms and procedures.

What we are doing to improve the performance: While administering the WyIN program, the WCCC has worked with Align to update the forms and documents in accordance with rule changes and new procedures implemented in the past years. Webinars were then developed and presented to each individual college and UW's financial aid offices in May 2014. As a result of ongoing collaboration and discussions, Align distributed handbooks to each financial aid office during June of 2014, and also hosted informational webinars. The WCCC's State Tuition Assistance Program Manager attended these presentations, and served as a panel member during the question-and-answer portion.

**Wyoming Community College Commission
Organizational Chart FY14**



***This chart reflects the current organization of the WCCC subsequent to the end of FY14.**