

Wyoming Community College Commission

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

Commissioners

Mr. Gregg Blikre, Gillette
Mr. Dennis Boal, Evanston
Ms. Katherine Dooley, Powell
Dr. Craig Frederick, Guernsey
Dr. Jackie Freeze, Rock Springs
Ms. Julia Newman, Torrington
Ms. Ember Oakley, Riverton



Ex-officio
Governor Mark Gordon
State Superintendent
Jillian Balow
Executive Director
Dr. Sandra Caldwell

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

MEMORANDUM

To: Joint Education Interim Committee
Joint Appropriations Committee

From: Dr. Sandra Caldwell, Executive Director
Matthew Petry, Deputy Director and CFO

Date: November 1, 2019

Subject: SEA0080 – 2019 Session

Background

The purpose of this memo is to satisfy the reporting requirement established by SEA0080 (2019 General Session). In summary, the bill authorizes Wyoming community colleges to offer applied baccalaureate programs, and it requires the Wyoming Community College Commission (WCCC) to approve those programs before being offered to college students. Reporting requirements include annual reporting “on the status of the applied baccalaureate programs implemented or planned to be implemented . . .” One-time reporting requirements require the following:

“The community college commission, in consultation with the Wyoming community colleges, shall evaluate the financial impacts of this act to the community colleges and the state. The evaluation shall separately consider near-term and long-term financial impacts to initiate and sustain baccalaureate programs at the community colleges, including facilities requirements for the programs, personnel costs and student enrollment impacts on state funding requirements. The evaluation shall, at a minimum, identify financial impacts for the 2021-2022 biennium and for the 2023-2024 biennium.”

On October 24, 2019, during its regular meeting, the WCCC approved the emergency administrative rules necessary not only for WCCC consideration of proposed applied baccalaureate programs, but also for colleges to make application to the Higher Learning Commission (HLC) for accreditation substantive changes. Both WCCC approval and HLC approval are necessary to move forward with applied baccalaureate program offerings, and initially, the number of programs offered is limited to two per institution.

Status of Applied Baccalaureate Programs Implemented or Planned to be Implemented

During its August 28, 2019 special meeting, the WCCC authorized both Central Wyoming College (CWC) and Laramie County Community College (LCCC) to begin the substantive change process application, and the HLC was notified as well. This results in the HLC's notification to each of the colleges of a time period during which it will conduct a substantive change site visit. Prior to their site visit, each college must obtain program approval from the WCCC. On October 24, 2019, during its regular meeting, the WCCC approved the following applied baccalaureate programs:

- CWC – Organizational Management and Leadership
 - Business-Entrepreneurship Option
 - Tribal Leadership Option
- LCCC – Applied Management
- LCCC – Healthcare Administration

Subject to HLC approval of the colleges' accreditation substantive change applications, these three applied baccalaureate programs will first be offered during the Fall 2020 semester.

Similar to the authorizations received by CWC and LCCC during the WCCC's August 28, 2019 special meeting, the WCCC authorized both Northwest College (NWC) and Western Wyoming Community College (WWCC) to begin the substantive change process application during its October 24, 2019 regular meeting. Both NWC and WWCC will likely request program approval from the WCCC during its February 2020 regular meeting, and assuming the HLC approves their subsequent accreditation substantive change applications, the following applied baccalaureate programs will first be offered during the Spring 2021 or the Fall 2021 semester:

- NWC – Professional Studies
- WWCC – Business Management

Financial Impacts to the Community Colleges and the State

CWC's and LCCC's research and analyses, as outlined in their requests for program approval by the WCCC serve as the basis for the following narratives. The colleges' initial letters for WCCC authorization and then WCCC approval, as well as the three corresponding forms entitled *Request for New or Modified Baccalaureate Degree Programs* follow this memorandum.

CWC does not anticipate any significant financial impacts to facilities requirements, either in the short-term or the long-term. Nor does it anticipate any increases in personnel costs until the beginning of year three (i.e., the Fall 2022 semester). At that time, program enrollment is projected to exceed the capacity of the part-time director who is currently a faculty member. The position would then be converted to a full-time, permanent position, and at the same time, a full-time faculty position would be added. Funding for these positions would come from student tuition and fees, as well as completion revenue distributed through the WCCC's funding allocation model. This completion funding would not increase the Standard Budget appropriation for State Aid, but it could result in a relatively small reallocation of systemwide funding. Assuming that only upper division credit hours would represent additions to the calculation of total credit hours used in recalibration of the base period, there could be a relatively small upward adjustment to the Standard Budget appropriation for State Aid, but this only occurs once every four years. More specifically, the 2023-2024 State Aid appropriation will be based on a comparison of academic-year

2015, 2016 and 2017 weighted credit hours to academic-year 2019, 2020 and 2021 weighted credit hours. Given that CWC's applied baccalaureate program will not be offered until academic-year 2021, only the upper division credit hours delivered that year would be included in the comparison of three-year enrollment periods. CWC's projected enrollment for its applied baccalaureate program in this first year is 25 full-time-equivalent students. Again, assuming that only upper division credit hours would represent additional credit hours, this would equate to an additional 375 credit hours eligible for partial state funding. The amount of that state funding would be dependent upon the level-of-instruction assigned to each upper division course, but assuming most would be deemed Level 2 courses, a liberal estimate of the increase to State Aid would be \$41,000 for the 2023-2024 biennium. This amount would not change again until the 2027-2028 biennium, when academic-year 2019, 2020 and 2021 weighted credit hours will be compared to academic-year 2023, 2024 and 2025 weighted credit hours. By this time, enrollment in this applied baccalaureate program should be at capacity of 50 annual new enrollments.

For both of its applied baccalaureate programs, LCCC does not anticipate any significant financial impacts to facilities requirements, either in the short-term or the long-term. It does anticipate increases in personnel and operating costs, with start-up costs being covered largely by private funds, and first-year costs being covered by a combination of private funds, and student tuition and fees. Funding for year two and beyond would come from student tuition and fees, as well as completion revenue distributed through the WCCC's funding allocation model. This completion funding would not increase the Standard Budget appropriation for State Aid, but it could result in a relatively small reallocation of systemwide funding. Assuming that only upper division credit hours would represent additions to the calculation of total credit hours used in recalibration of the base period, there could be a relatively small upward adjustment to the Standard Budget appropriation for State Aid, but this only occurs once every four years. More specifically, the 2023-2024 State Aid appropriation will be based on a comparison of academic-year 2015, 2016 and 2017 weighted credit hours to academic-year 2019, 2020 and 2021 weighted credit hours. Given that LCCC's applied baccalaureate programs will not be offered until academic-year 2021, only the upper division credit hours delivered that year would be included in the comparison of three-year enrollment periods. LCCC's projected enrollment for both of its applied baccalaureate programs in this first year is 30 students. Again, assuming that only upper division credit hours would represent additional credit hours, this would equate to an additional 450 credit hours eligible for partial state funding. The amount of that state funding would be dependent upon the level-of-instruction assigned to each upper division course, but assuming most would be deemed Level 2 courses, a liberal estimate of the increase to State Aid would be \$49,000 for the 2023-2024 biennium, and LCCC's projections indicate that fiscal-year 2023 will be the first year that programmatic revenue exceeds programmatic expenditures. The amount of additional State Aid would not change again until the 2027-2028 biennium, when academic-year 2019, 2020 and 2021 weighted credit hours will be compared to academic-year 2023, 2024 and 2025 weighted credit hours. By this time, enrollment in these two applied baccalaureate programs should be at a combined capacity of 50 annual new enrollments.

It is important to note that the WCCC has not adopted a differential tuition rate for applied baccalaureate program enrollment (see attached memo to the WCCC dated September 17, 2019), nor has it considered a distinct level-of-instruction for upper division courses. Differential fees for applied baccalaureate program enrollment would be at the discretion of each college board of trustees.

Thank you for your consideration.

Attachments (8)



MEMORANDUM

To: Dr. Sandy Caldwell, Executive Director of the Wyoming Community College Commission

From: Dr. Brad Tyndall, President of Central Wyoming College

Date: August 22, 2019

Subject: Request for Authorization to begin HLC Approval Process for the Baccalaureate of Applied Sciences

Central Wyoming College seeks authorization to begin the process to offer no more than two baccalaureate of applied sciences degrees. CWC hopes to launch the BAS in Organizational Management & Leadership next fall, 2020. This degree is designed to allow some specialization in the coursework via emphasis areas of 12-15 credits. The two emphasis areas planned include one in Tribal Leadership and another more general one in Business & Entrepreneurship.

The driving force behind CWC's need to begin the BAS began with conversations with the two tribes of the Wind River Indian Reservation (WRIR) around 2014-15, if not before. We discovered that for the WRIR and for the broader CWC service area, we have a dire need to "grow our own" managers and leaders from our citizenry who mostly cannot uproot themselves and their families to pursue a bachelor's degree. We thus have a shortage of talent in supervisory, management and leadership positions. The BAS in Organizational Management & Leadership will meet this need.

The CWC Board of Trustees supports the substantive change needed for CWC to begin the BAS for the reasons stated in the attached trustee resolution. Also attached is a memo that describes how the BAS fits the college's Mission, Vision and Board Ends/Goals.

Both the Eastern Shoshone and Northern Arapaho tribes support CWC having a BAS in Organizational Management & Leadership. As the attached letter from the Wind River Inter-Tribal Council to the Wyoming Legislature details, they support both the Tribal Leadership option and the more general Business & Entrepreneurship option.

The entire CWC college is behind the BAS. The Tribal Leadership emphasis area has been designed since 2018 having worked its way through the CWC Curriculum Committee. Communications on the broader case for need for the BAS has been in discussion much during the last academic year and this year's weeklong in-service presentations, activities and meetings of all the college's units and divisions have revolved around the substantive move of offering the BAS. (See attachment of In-Service Activities.) CWC's faculty are actively involved in the program's design and they have voted unanimously for the BAS.

CWC is eager to transform lives and strengthen our communities via the BAS.

A handwritten signature in black ink, appearing to read "B.P. Tyndall". The signature is written in a cursive, flowing style.

Attachments:

1. CWC Board of Trustees' Resolution in support of a CWC BAS
2. Memo to Dr. Tyndall from Louisa Hunkerstorm outlining for the CWC Board of Trustees how the BAS fits the college's Mission, Vision and Board Ends/Goals.
3. Letter of Endorsement of a CWC BAS from the Wind River Inter-Tribal Council, the body that includes all elected members of both the Eastern Shoshone Business Council and the Northern Arapaho Business Council.
4. CWC in-Service Activities focus on the BAS

CENTRAL WYOMING COLLEGE
BOARD OF TRUSTEES RESOLUTION

Resolved:

WHEREAS Wyoming has set a statewide "educational attainment goal of 67% by 2025 and 82% by 2040 of Wyoming's working population 25-64 years who possess a valuable postsecondary credential;" and

WHEREAS the Wyoming State Legislature passed, and the governor signed, a 2019 law allowing Wyoming Community Colleges to offer applied Baccalaureate degrees; and

WHEREAS a Bachelor of Applied Science degree offering at Central Wyoming College will allow more students to attain their goals and improve their lives; and

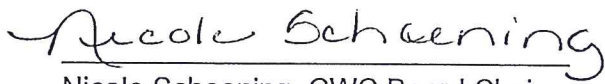
WHEREAS a Bachelor of Applied Science degree offering at Central Wyoming College will help meet service area and statewide workforce needs; and

WHEREAS the Bachelor of Applied Science is keeping with Central Wyoming College's Mission, Vision, and Ends; and

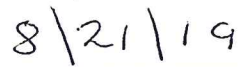
WHEREAS approval mechanisms through CWC's internal processes, the Wyoming Community College Commission, and the Higher Learning Commission will ensure that any new academic programs fit within CWC's mission and Board Ends, serve Wyoming state goals, meet standards of academic quality and rigor, and serve students well;

THEREFORE the Board of Trustees of Central Wyoming College approves CWC offering Bachelor of Applied Science degrees.

Signed:



Nicole Schoening, CWC Board Chair



Date

Memo

To: Brad Tyndall, Central Wyoming College President

From: Louisa Hunkerstorm, Director of Institutional Effectiveness and Accreditation Liaison Officer

Re: Baccalaureate degrees at CWC

Date: 7/30/2019

President Tyndall:

We request a resolution from the Board of Trustees to allow Central Wyoming College to begin offering Bachelor of Applied Science (BAS) degrees. We are requesting approval for this degree level and type, not for any specific academic program.

Background:

Community colleges offering four-year degrees is a growing nationwide trend. These offerings allow students to continue their education beyond the Associate's level at an affordable price while staying in their home communities. Degree offerings can be tailored to suit a community's specific workforce needs, and may be more applied or technical than the focus of typical four-year university degrees.

The Wyoming State Legislature and Governor enacted a law allowing community colleges to offer applied Baccalaureate degrees in the 2019 legislative session (Wyo. Stat. § 21-18-303). It is hoped that these offerings will help meet Wyoming industry needs for skilled workers and move the state towards its educational attainment goal.

In keeping with CWC's mission, vision, and ends, and in service to students, employers, and local and statewide economic development, CWC would like to begin offering the Bachelor of Applied Science degree. Approval from the Board of Trustees is required to offer this new degree.

As with all new academic programs, we will seek required approval of specific programs through the Wyoming Community College Commission and the Higher Learning Commission. Combined with CWC's internal approval process, these detailed approvals will ensure that any programs will fit within CWC's mission and Board Ends, serve Wyoming state goals, meet standards of academic quality and rigor, and serve students well.

This new degree offering supports the CWC Board of Trustees' mission, vision and Ends in the following ways:

Mission

The mission of Central Wyoming College is to enhance the quality of life through innovation and excellence in education.

While the community college Baccalaureate degree is a concept with proven success, this new offering will represent a significant innovation at CWC. This large transformation is important if we are to continue to enhance the quality of life in our communities.

Many students in our service area would like to pursue a 4-year degree but face barriers such as a lack of financial resources, the long distance to any university, and a lack of access to technology. The case for students is clear: people with higher levels of education have better

economic outcomes than those with less education: they are more likely to be employed full-time, earn higher incomes, and report greater job satisfaction.

Our communities also stand to benefit. Simply to fulfill workforce needs, by 2025, 60% of Americans will need some kind of education beyond high school. Wyoming has set a goal for 67% of working-age adults to have a post-high-school credential or degree by 2025 because, according to the Governor Mead's executive order setting that goal, "the economic growth and economic diversification of the State will depend on citizens and workers with a wide array of knowledge and skills." Currently, only 48% of Americans and 45% of Wyomingites possess this crucial level of education. Associate degrees and certificates, CWC's mainstays, are a vital contribution to this goal. However, an increasing share of the nation's well-paying jobs are going to four-year degree holders. In 2015, 55% of well-paying jobs went to those with 4-year degrees, up from 40% in 1991.

Vision

The vision of Central Wyoming College is to provide lifelong learning opportunities beyond the boundaries of time and place.

The Bachelor of Applied Science is directly in line with CWC's vision. Our proposed degree is designed to be flexible, so that it can accommodate students with any Associate degree, students with some college credits but no degree, or students with no college experience. This degree will be appropriate for students straight out of high school, but may be especially appealing to adults with an AAS, a certificate, or some college credits but no degree. We intend for those students to be able to build a Bachelor's degree upon their existing credits more easily than they could at UW or another university.

This degree may also appeal to students who cannot or do not want to leave CWC's service area. While there are many online Bachelor's degrees, people in our area may lack adequate internet access or may prefer an in-person learning experience.

Ends

- *Because of CWC, students will achieve their goals, including earning college credits in high school, transferring to 4-year schools, earning a degree or certificate, job placement or enrichment and career advancement.*

A 4-year degree is a goal for many students, and this will bring that goal into reach for more people.

- *Because of CWC, students will meet rigorous learning standards and will be well prepared for their futures through academic accomplishments and personal growth.*

- *Because of CWC, students will acquire the knowledge and skills needed to succeed in and contribute to a diverse and global community and to exercise their rights and responsibilities as citizens.*

A 4-year degree will entail different learning outcomes than CWC's 2-year and certificate offerings. We are committed to academic rigor and designing baccalaureate degrees that maintain high standards and prepare students with relevant skills for their future careers and lives as citizens.

- *Because of CWC's mutually beneficial educational partnerships, CWC students will have expanded access to opportunities, and their educational experiences will be aligned from K-12 through CWC transfer, internships, and job training.*

The Bachelor of Applied Science is designed as a practical, workforce-oriented degree. Work experience, accomplished through partnerships with employers, will be woven into the fabric of the degree. This new degree will also likely lead to new articulation

agreements. We will likely set up "2+2" style agreements with other community colleges, so that students who earn Associate degrees elsewhere can smoothly transfer into our BAS program. All of these partnerships will expand access to opportunities for our students.

- *Because of CWC's sound management of finances, enrollment, and environmental resources, and with the support of the CWC Foundation, the college will be sustainable for the foreseeable future.*

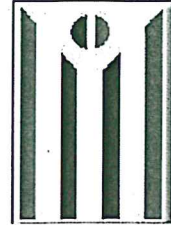
The BAS will increase enrollments, and will also require resources. As part of the planning process, CWC staff will build a comprehensive 5-year business plan to ensure that we are designing a financially sustainable program.

- *Because of CWC, the economic/business climate in our service area will be significantly enhanced through credit and non-credit workforce development.*

The Bachelor of Applied Science is explicitly a workforce degree, and our offerings will be designed around the needs of employers in our service area. The Wyoming Business Alliance was a key supporter of the state legislation approving community college applied Baccalaureate degrees, as businesses need more highly trained workers. Both Shoshone and Arapaho governments have also been strong supporters of the BAS as a way to help attain their education and economic development goals.



Wind River Inter-Tribal Council
P. O. Box 217
15 North Fork Road
Fort Washakie, Wyoming 82514



January 24, 2019

RE: LETTER OF SUPPORT FOR SF 111

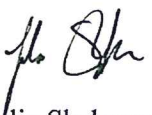
Honorable Wyoming Legislators,


The Wind River Inter-Tribal Council, made up Eastern Shoshone Business Council and the Northern Arapaho Business Councils, fully supports SF 111 which will allow community colleges to offer the Bachelors of Applied Science degrees.

We have full confidence that our local higher educational partner, Central Wyoming College, will provide an outstanding educational product to meet reservation needs. In fact, CWC faculty and program director of their American Indian Studies Program, Dr. Tarissa Spoonhunter, played a lead role with CWC Dean of Arts & Sciences, Dr. Mark Nordeen, in designing a "Tribal Leadership Option" for the B.A.S. Whether tribal members select this degree or a more general B.A.S. in Organizational Management and Leadership, they will be able to advance themselves and our tribes to greater leadership for the future wellbeing of the Wind River Indian Reservation and the State of Wyoming.

CWC is uniquely suited to provide this degree in the desired face-to-face format on the reservation and at its Riverton Inter-Tribal Education and Community Center (ITECC). CWC already offers classes in Ethete and Fort Washakie in partnership with both tribes. CWC is ready and committed to begin B.A.S. courses as soon as possible and we look forward to working with them.

Sincerely,


Leslie Shakespeare, Co-Chairman
Eastern Shoshone Business Council


Lee Spoonhunter, Chairman
Northern Arapaho Business Council

cc: Dr. Mark Nordeen, CWC Dean of Arts & Science
Dr. Tarissa Spoonhunter, CWC Amer. Ind. Studies Prog.
File



Fall 2019 In-Service
August 19-23, 2019

Transformations and Opportunities

Announcements: All college locations are closed until 1:00 pm on Monday, August 19, for In-Service. Please log off your computers before attending this morning's session. Do not lock your screen! The Annual Password Reset will take place at 10:30 a.m. and you may lose data if you are not logged off. Remember that new passwords must be 12 or more characters!

GENERAL SESSION:

Monday, August 19

8:00 – 8:30

CONTINENTAL BREAKFAST (DONUTS/MUFFINS & JUICE) & SILENT AUCTION

The Classified, Professional, and Faculty Associations have come together to conduct a fundraiser for the CWC Student Food Pantry—a great cause for our students. This fun event encouraged items that are “upcycled.” Stop by and bid on the silent auction sheets all day Monday, with bidding closing at 4:30 pm. Pick up your item and make payment at Kathryn DeWitt's office | Rustler Central anytime during the week.

ARTS GALLERY

8:30 – 9:10

STATE OF THE COLLEGE

and Introducing CWC's Bachelor of Applied Science Degree

Dr. Brad Tyndall, President, and Dr. Kathy Wells, Vice President for Academic Affairs

ARTS THEATRE

9:10—9:25

INTRODUCTION OF NEW STAFF

Scott Miller, Director of Human Resources

9:30—11:30

DIVISION/DEPARTMENT MEETINGS (All Faculty & Staff—Hold elections for Committees, as needed)

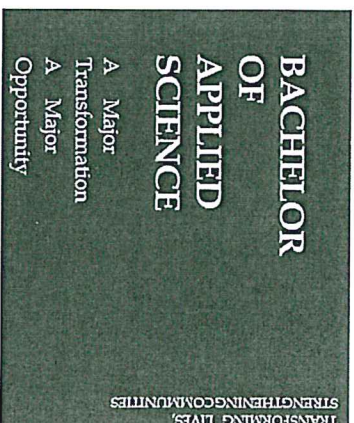
A&S, BTH&S Divisions, and Academic Affairs Staff will meet together for first hour* HS 100
Administrative Services Staff, Willie Noseep Little Theatre
Student Affairs Staff, Cory Daly ITECC 116
IT Department, John Wood Fish Bowl
*BTH&S Meets in HS 206; A&S in MH 171; and Academic Affairs in MH 137 from 10:30-11:30

11:30 – 1:00

LUNCH (sponsored by the VP/Academic Affairs Office)

FOOD COURT

Offices Open at 1:00 pm



Monday – Continued

1:00 – 2:00	Individual CANVAS Appointments with Kristy Hardtke throughout the week. Call X2161 or email khardtke@cwec.edu Workforce Harassment Training This is the first opportunity to receive this mandatory training in the 2019-2020 academic year. There is an online module for this mandatory training, but if you prefer to get your training face-to-face, this is the session for you. Repeated on Tuesday at 2:00, and will be offered at the Friday Professional Development sessions. Scott Miller facilitates	HS 100
1:00 – 2:45	The Google Environment – Level I Training WPBS employee Kirsten Britain is showing us basic tips and tricks for the Google Environment. Broken down into session, please feel free to come and go based on what you need. We'll offer this session later in the week, and a Level II will be offered as part of our Friday Professional Development Sessions. Kirsten has a matter-of-fact teaching style and is easy to follow; plus, she has a "cheat-sheet" she will distribute via google drive. Repeated: Wednesday, 1:00 1:00 – 1:30 Google Mail and Calendar Tips and Tricks 1:35 – 2:10 Google Docs, Sheets, Add On's Tips and Tricks 2:15 – 2:45 Google Drives (to include lock downs and uploading files) and the Cloud	MH 167
2:00 – 3:30	Leadership Team This is a regular meeting of the Leadership Team and the agenda item is a discussion about the Bachelor of Applied Science Degree. Louisa Hunkerstorm facilitates.	ITECC 116
2:05 – 3:00	Title IX Workshop This is a mandatory training for everyone. There is an online module for the Title IX training, but if you prefer to get your training face-to-face, this is the session for you. Repeated on Tuesday at 3:00, and will be offered at the Friday Professional Development sessions.	HS 100 Scott Miller Facilitates
3:00 – 4:00	Emergency Operations Plan This is the first opportunity to receive this mandatory training in the 2019-2020 academic year. It will also be offered in our Professional Development sessions on the first Friday of each month. Do you know what to do when the fire alarm goes off? Or if the sirens on main campus went off? Chuck Carr is here to review the new CWC Emergency Operations Plan so you are prepared and safe at CWC. Repeated throughout the week and at the Friday Professional Development sessions. Chuck Carr, Director of Security	HS 100
4:00	Staff Association Meetings (Elect members to Committees, as needed) Faculty Association, Kathleen Tilton, President HS 100 Professional Staff Association, Patrick Edwards, President..... MH 169 Classified Staff Association, Jennifer Metcalf, President. Little Theatre (SC-104) Classified Staff Mtg moved to Thursday at 2:00 in MH 137	MH 169

TUESDAY, AUGUST 20

8:00 – 4:00	Individual CANVAS Appointments with Kristy Hardtke throughout the week. Call X2161 or email khardtke@cwec.edu Advisement and Registration	
9:00 – 9:55	Academic Department Meetings Faculty meet in their Departments to discuss the new BAS Degree, and review & revise Course Schedules. English & Humanities, Wes Connolly, Dept Coor..... MH 160 Business/Public Safety, Brittany Yeates, DC..... HS 208 Visual & Performing Arts, Nita Kehoe, Dept Coor..... ARTS 133 Careers, Tech Ed, Darryl Steeds. DC. HS 208 Math/Science, Tara Womack, Dept Coor MH 160 Health Professions, Debi Belville, Dept Coor..... HS 208 Agriculture, Education & Social Science, Jennifer Cole, Dept Coor..... MH 159	

10:00 – 11:00	Tips, Tricks and Best Practices for Quality Online Instruction If you are a new faculty member, new to the role of online instruction, or a seasoned faculty member dedicated to quality instruction for online learners, this session is for you! Kathy Wells and Kristy Hardtke will facilitate an interactive discussion focused on ways to successfully support and engage online learners. Come and learn how practical tools in instructional design and facilitation techniques enhance student learning in your course!	MH 171
1:00 – 2:00	Mandatory Faculty Assessors Meeting w/Mat Johnson, Kathy Wells, Mark Nordeen, and Lynne McAuliffe MH 171 If you are an Assessor for Mat Johnson, you must attend this meeting. Mat Johnson and Kathy Wells	Grants 101 Come learn about grant seeking, how to plan and set priorities for grant-funded projects/programs, CWC guidelines, and how funders review grant proposals. Also, CWC now drafts new procedures and policies for grant fundraising. Attend to let us know how you've seen grant fundraising work (the good and the bad) at CWC and what you think needs changed for a successful future. Melissa Hemken will be offering this session via Zoom—so look to the screen when you arrive. Repeated Friday at 9:00. Presented by Melissa Hemken
2:00 – 3:30	Curriculum Software Session Connie Nyberg will direct this training on the new Curriculum Software module. This training is mandatory for Deans, Divisions Assistants, Department Coordinators, and the Curriculum Committee in this first round, to include: Mark Nordeen, Lynne McAuliffe, Kenna Sweglar, Carol Woolery, Wes Connally, Nita Kehoe, Tara Womack, Jennifer Cole, Brittany Yeates, Darryl Steeds, Debbie Belville, Kathy Wells, Sue Thompson, and Curriculum Committee members.	MH 157
2:00 – 3:00	Workforce Harassment There is an online module for this mandatory training, but if you prefer to get your training face-to-face, this is the session for you. Will be offered at the Friday Professional Development sessions.	HS 100 Scott Miller facilitates
3:00 – 4:00	Title IX Workshop This is a mandatory training for everyone. There is an online module for the Title IX training, but if you prefer to get your training face-to-face, this is the session for you. This workshop will be offered at the Friday Professional Development sessions.	HS 100 Scott Miller Facilitates

WEDNESDAY, AUGUST 21

8:00 – 4:00	Individual CANVAS Appointments with Kristy Hardtke throughout the week. Call X2161 or email khardtke@cwcedu	
9:00 – 11:00	Bachelors of Applied Science Degree Committee Meeting This is a mandatory meeting for the BAS Faculty Sub-Committee to meet with Kathy Wells, Mark Nordeen, and Lynne McAuliffe. The Faculty Committee includes Jennifer Kellner, Tamara Forbis, Kyle Trumble, Lael Noonan, Joseph Fountain, Brittany Yeates, Maygen Cassity, Tarissa Spoonhunter, and Sandy Shultz.	MH 200D
10:00 – 11:00	Updated Employee Recruitment Processes Jennifer Appleby and Scott Miller will present our current hiring processes for those who hire CWC employees. Training will include process guides to effectively recruit for Faculty, Staff, Student, and Non-benefited positions. Anyone who hires employees should attend this session.	HS 214 HS 100
	Emergency Operations Plan Mandatory training. Do you know what to do when the fire alarm goes off? Or if the sirens on main campus went off? Chuck Carr is here to review the new CWC Emergency Operations Plan so you are prepared and safe at CWC. This training is required for all employees. Repeated	HS 100

1:00 – 2:45	The Google Environment – Level I Training WPBS employee Kirsten Britain is showing us basic tips and tricks for the Google Environment. Broken down into session, please feel free to come and go based on what you need. A Level II will be offered as part of our Friday Professional Development Sessions. Kirsten has a matter-of-fact teaching style and is easy to follow; plus, she has a “cheat-sheet” she will distribute via google drive. 1:00 – 1:30 Google Mail and Calendar Tips and Tricks 1:35 – 2:10 Google Docs, Sheets, Add On’s Tips and Tricks 2:15 – 2:45 Google Drives (to include lock downs and uploading files) and the Cloud	MH 167
1:00 – 3:00	Curriculum Committee Meeting This is an important meeting for the Curriculum Committee: Bachelor of Applied Science curriculum will be discussed.	MH 200E
2:00 – 3:30	Fire Extinguisher Training Fire extinguishers are everywhere: in every building we enter whether at work or leisure—they are everywhere. If a small fire broke out, would you know how to use one? Unless you have had been trained prior, probably not. This training will answer any questions you have and give you confidence to be able to use a fire extinguisher if you need to. Please sign up with Chuck Carr at ccarr@cwcc.edu , or call extension 2143. Larry Sutt offers the training.	Housing Parking Lot
3:00 – 4:00	Title IX Committee Meeting This is a meeting of the standing committee and includes the following members: Scott Miller, Cory Daly, Steve Barlow, Mark Nordeen, John Wood, Lance Goede, Michelle Scott, Chuck Carr, Gene Galtz, Dave Hockett, and Emily Cosner.	MH 101R

THURSDAY, AUGUST 22

8:00-4:00	Individual CANVAS Appointments with Kristy Hardtke throughout the week. Call X2161 or email khardtke@cwcc.edu Advisement and Registration	
8:00-9:30	Canvas Training – Studio (formerly ARC) David Stokowski from Canvas will be on campus to provide training. Studio is a communication tool that allows instructors and students to actively collaborate through video and audio media. Canvas Studio is a more video-centric, interactive way to approach e-learning.	MH 157
9:00 – 9:55	Maximizing the Relationship Between Student Mindset and Success This session focuses primarily on Faculty, but is open to any staff member on Maximizing the Relationship between Student Mindset and Success. This is a presentation to encourage new ways, and sharing ways that are already working, on how to develop a positive mind-set for students that ultimately lead to their academic success. Lance Goede and Cory Daly facilitate	MH 137
9:00 – 10:30	Stop the Bleed This program is a national awareness campaign and call-to-action. Stop the Bleed is intended to cultivate grassroots efforts that encourage bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives. Riverton Hospital’s Bralli Clifford and her co-instructor are offering this special workshop which is geared toward Security Personal, Coaches, and anyone who might need to respond in an emergency. Find out more here: Stop the Bleed . We would like your name before the session—you will get a Certificate for your time. Contact ccarr@cwcc.edu by email, or call X2143.	HS 100
10:00 – 11:00	Five-Year Program Review Meeting MH 167 Mandatory for those faculty who have a Five-Year Program Review in 2019: which includes Tamara Forbis, Brittany Yeates, Lynne McAuliffe, Mike Bostick, Kristy Jones, Amy Madera, Wayne Montgomery, Darran Wells, Joey West, and Darryl Steeds. Louisa Hunkerstorm joins the faculty to discuss the data for the Reviews.	



MEMORANDUM

To: Wyoming Community College Commission

From: Dr. Kathy Wells, Vice President for Academic Affairs

Date: October 8, 2019

Re: Bachelor of Applied Science Degree Program

Attached is the proposal for the Bachelor of Applied Science Degree in Organizational Management and Leadership Program. If approved by the CWC Board of Trustees, Wyoming Community College Commission, and the Higher Learning Commission, the program will begin at CWC in Fall 2020.

The Bachelor of Applied Science in Organizational Management and Leadership provides the student an opportunity to develop the knowledge, skills and abilities required to successfully manage and lead within public, private, government and nonprofit organizations. The curriculum offers specific areas of emphasis, while integrating practical application and active learning strategies to encourage growth in management and leadership roles.

Central Wyoming College is proposing two options for the Bachelor's Program: Business-Entrepreneurship Option and the Tribal Leadership Option. Based on a 5-year budget analysis based on conservative enrollment projections, CWC has sufficient resources to implement this degree without additional resources. The college currently employs a faculty member who has a doctorate degree in Organizational Leadership who has been reassigned as the Interim Program Director for this applied baccalaureate degree in a part-time capacity. The college has sufficient capacity in facilities for all required courses in the program. In addition, the college can meet all anticipated academic program support needs for students in regard to technology, library resources, tutoring, counseling, recruitment, and advising.

I recommend approval for the proposed Bachelor of Applied Science Degree in Organizational Management and Leadership Program, which will begin in Fall 2020 if approved by the CWC Board of Trustees, Wyoming Community College Commission, and the Higher Learning Commission.

Wyoming Community College Commission Request for New or Modified Applied Baccalaureate Degree Programs

Note: If this is the College's First BAS Degree Proposal, the Commission requires both Part 1 and Part 2 be completed. If this is the College's Second BAS Degree Proposal, only Part 1 is required.

Part 1.

A. College Central Wyoming College

B. Date submitted to WCCC staff: 09-27-19

C. Program

1. Request for:

New Program Modified Existing Program

2. **Program Title: Organizational Management and Leadership**

3. Total number of credit hours: **120 credits**

4. CIP code (6-digit or 4-digit): **52.0213 Organizational Leadership**

D. Rationale for this request

List state priorities addressed by program; pertinent partnerships; coordination with citizens, business, industry, non-profit organizations, or K-12 education; if applicable. Describe the unique needs this program addresses.

The state of Wyoming has multiple initiatives focused on increasing the educational attainment of Wyomingites. The Educational Attainment Executive Council (EAEC) coordinates efforts across business and industry partners, leaders in K-12 education, higher education entities, and various state groups including the Wyoming Department of Education, Department of Workforce Services, the Wyoming Business Council, the Wyoming Business Alliance, and elected officials. Aligned with the 20-year economic diversification strategy created by the Economically Needed Diversity Options for Wyoming (ENDOW) initiative, the EAEC has established statewide educational attainment goals of Wyoming residents between the ages of 25-64 to 67% by the year 2025 and 82% by 2040. According to educational attainment data collected by the Lumina Foundation¹, the Wyoming rate of degree attainment is currently 45.1%; by comparison, two of the three counties in Central Wyoming College's service area fall significantly short of the state and national percentages, with Fremont and Hot Springs at 35.8% and 41.9% respectively. The lag in degree attainment, particularly at the associate degree and higher, indicate additional educational initiatives are

¹ <http://http://strongernation.luminafoundation.org/report/2019/#page/downloads>

needed if the state's lofty attainment goals are to be reached. The proposed applied baccalaureate degree will assist the state in achieving the educational attainment goals.

The proposed applied baccalaureate degree at Central Wyoming College provides opportunities that directly remove some of the barriers to higher education currently experienced in CWC's service area. Fremont County has one of the highest poverty rates in the state, with many of its residents underemployed in full time jobs but "home-stuck" due to the financial responsibilities of housing costs and raising families. These individuals cannot pack up and relocate to attend universities to complete the education needed to advance their financial stability. This proposed degree would provide a low cost, local solution for many of the residents in CWC's service area.

Central Wyoming College has been working with the leaders and business councils of the Northern Arapaho and Eastern Shoshone tribes on a reservation-based bachelor's degree in conjunction with the Wind River Tribal College and the University of Wyoming since 2014. Although this initiative didn't come to fruition, the focus of that work is strongly represented in this proposed degree. The Tribal Leadership option of the Organizational Management & Leadership degree will provide much needed leadership knowledge and workplace ready skills for tribal members to support and advance tribal initiatives, including those focused on economic diversification. The college has received letters of support from both tribal councils for this endeavor.

In addition, the college has collected input from the community's business and industry sectors regarding the curriculum, and has incorporated feedback related to practicum and capstone experiences, which are designed as immersion experiences to allow for direct application of concepts in real-world settings. Businesses interested in assisting with internships, practicum and capstone experiences have provided input into course content, concepts and desired program outcomes.

Finally, the college has surveyed targeted groups of potential students for the program to determine demand and the need for flexibility, and has received very favorable results. Based on this feedback, the degree has been designed with various pathways for admission of students, including the associate degree pathway, the transfer pathway, and the direct pathway. Students in the associate pathway may declare the applied baccalaureate degree upon admission with or without previous college level credits. This student will earn an associate degree as a part of the applied baccalaureate degree, which allows the student to customize their education based on their career goals. The transfer pathway is for students who have completed a prior associate or higher degree, who transfers in a minimum of 60 credits toward the applied baccalaureate degree. Finally, the direct pathway is for the student who declares the applied baccalaureate initially upon admission to CWC and does not declare a corresponding associate degree. The curriculum included in section F represents this pathway; students from the associate degree and transfer pathways will use their associate courses and transfer credits to equate the first two years of the degree.

E. Program curriculum

1. Program (Catalog) description of a new or modified program:

Program Description:

The Bachelor of Applied Science in Organizational Management and Leadership provides the student an opportunity to develop the knowledge, skills and abilities required to successfully

manage and lead within public, private, government and nonprofit organizations. The curriculum offers specific areas of emphasis, while integrating practical application and active learning strategies to encourage growth in management and leadership roles.

Program Learning Outcomes:

1. Integrate management and behavioral principles when leading groups and managing resources.
2. Develop the intrapersonal and interpersonal skills necessary to lead with professional and relational competence.
3. Evaluate the impact of an innovative mindset on people and systems in continually changing global and virtual environments.
4. Formulate effective professional communication skills across multiple mediums, including oral, written, and digital.
5. Design strategies for building and sustaining an ethical organizational culture.
6. Integrate cultural awareness and appreciation for diversity into the context of management and leadership models.
7. Distinguish between the roles and actions associated with management and leadership.
8. Articulate the effects of various forms of power and influence within organizations.

2. Previous program description (for modification request only):

Not applicable

F. New curriculum

Does this program include a new curriculum? **Yes** (provide details below) **No**

If yes, then list the courses alphabetically by prefix that will be included in the program (include prefix, course number, course name, credit hours):

General Education Requirements:

ART/HUM/IT/LSCI	3 credits
MATH/APPM	3 credits
ORAL	6 credits
POLS	3 credits
SOC	3 credits
UNST	1 credit
WR1	3 credits
WR2	3 credits
Gen Ed Electives	5 credits

TOTAL Gen Ed: 30 credits

Lower Division Requirements:

IMGT 2400	Intro to Information Management	3 credits
MDIA 3050	New Media Ethics	3 credits
MGT 3410	Human Resource Management	3 credits

PSYC 1000	General Psychology (SOC)	4 credits
STAT 2000	Statistics and the World	3 credits
	General Electives	14 credits

TOTAL Lower Division: 30 credits

Upper Division Requirements:

CO/M 4050	Communication and Conflict	3 credits
MGT 3000	Financial Analysis-Budgeting	3 credits
MGT 3005	Foundations of Leadership	2 credits
MGT 3010	Personal Leadership	3 credits
MGT 3110	Business Ethics (HUM)	3 credits
MGT 4005	Leading Others	3 credits
MGT 4020	Innovation Management	3 credits
MGT 4390	Mgt and Leadership Capstone	2 credits
MGT 4400	Leadership Practicum	2 credits
PSYC 3110	Cross-Cultural Psychology (SOC)	3 credits
PSYC 3200	Industrial Organizational Psyc	3 credits

TOTAL Upper Division: 33 credits

Business-Entrepreneurship Option Courses:

ENTR 4050	Entrepreneurship Essentials	4 credits
MGT 3400	Business Internship	2 credits
MGT 3410	Human Resource Mgt (if not already taken)	3 credits
MGT 4395	Business and Entrepreneurship Capstone	3 credits
MKT 3050	Social Media Marketing (SOC)	3 credits
MKT 3210	Introduction to Marketing	3 credits
	Program Electives – BE Option	12 credits (depending on MGT 3410)

TOTAL BE Option: 30 credits

Tribal Leadership Option Courses:

AIST 3300	Federal Indian Law	3 credits
AIST 4100	Tribal Government	3 credits
AIST 4110	American Indian Education	3 credits
AIST 4340	Natural Resource Mgt on Wstrn Reservations	3 credits
AIST 4400	Tribal Leadership Practicum	3 credits
	Program Electives – TL Option	15 credits

TOTAL TL Option: 30 credits

TOTAL BAS PROGRAM: 120 credits

1. Previous program curriculum (for program modification request only).
List alphabetically the courses that are currently included in the program (include prefix, course number, course name, credit hours):

Not applicable

G. New course prefixes, numbers, and descriptions

1. Does this program request include courses new to Wyoming?
 Yes (if yes, complete items 2-5) No
2. Would this program introduce a new course number to Wyoming?
 Yes No
3. Would this program introduce a new course prefix to Wyoming?
 Yes No
4. Have new course numbers, prefixes, names, credit hours and levels of instruction (LOIs) been coordinated with UW and WCCC staff?
 Yes No (coordination is required)
5. List courses new to Wyoming public higher education institutions that are included in the program (include proposed course prefix, number, name, credit hours, LOI (1, 2 or 3), and description):

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
AIST 4400	Tribal Leadership Practicum	3	2
This course incorporates reflective work in tribal leadership in a practical setting. The student will complete supervised practicum work in areas affecting American Indians, which may include politics; economics, education, law, or human services.			
ENTR 4050	Entrepreneurship Essentials	4	2
Description: In this course, the student will create a plan for starting a new business or launching a new product or idea. The student will examine how their own leadership style and behaviors influence success. The student will construct models and develop plans that include identifying customer needs, examining competition, creating financial forecasts, marketing, and a simplified business plan.			
MDIA 3050	New Media Ethics	3	1
Communication and media are rapidly changing in an age where technology and the distribution of messages is pervasive. This course explores common ethical questions encountered in personal and professional settings related to new media communication, as well as the role of digital communication in society. The student will examine legal, ethical, and policy issues related to new media, focusing on those that impact digital and public communication. Topics include cultural, social, political, and economical issues in new media communications and the effect on personal growth, self-concept, world view, creative thinking,			

personal relationships, and social processes. The course focuses on the importance of ethics in new media communication through practical application of communication-based principles.

MGT 3000 Financial Analysis-Budgeting 3 2

This course explores financial statements and how to analyze from internal and external perspectives. The course focuses on horizontal, vertical, and ratio analysis. The student will forecast financials, apply budgeting strategies, and address capital budgeting and working capital management theory using computer applications. The student will gain critical thinking and analysis skills revolving around financial literacy and its application in management and leadership positions.

MGT 3005 Foundations of Leadership 2 1

This foundational course in Leadership Studies provides a broad overview of the complexities of leading in contemporary organizations. The student will examine leadership models and theories, and extrapolate how leadership has or has not changed over time. The student will examine leadership through the context of critiquing various leaders throughout history and analyzing their personal leadership style and behavioral patterns.

MGT 3010 Personal Leadership 3 1

This course comprehensively examines personal patterns of leadership, including conflict resolution, communication, listening, empowerment/delegation, organization, and decision-making. Through analysis, case study, and deconstruction of role-plays, the student will grow in awareness and critical thinking around best leadership approaches to use in a given situation given their own predispositions. The student will develop a personal leadership vision, goals, and development plan.

MGT 3400 Business Internship 2 2

This business internship course is directly related to the student's program of study and provides learning experiences not available in the classroom setting. The internship is designed to provide the student with career-related experience and workplace competencies that will be valuable to future career goals.

MGT 4005 Leading Others 3 2

This course examines leadership on an organizational level. The student will incorporate personal leadership knowledge with the key components of leading within a group/team environment. The student will analyze and formulate effective methods of conflict resolution, delegation, decision-making, and teamwork. The student will build trust, give and receive constructive feedback, and effectively empower others. The student will create an organizational vision and formulate strategies to communicate and cultivate support from employees and team members.

MGT 4020 Innovation Management 3 1

Innovation management is the combination of innovation processes and change management. This course examines the challenges of operating in a fast-moving economy and hypercompetitive environments. The course analyzes the means necessary to create desired changes for sustainability and growth. Theories and fundamental skills associated with creative and innovative processes are fully examined. The student will formulate new ideas, design innovations, formulate implementation strategies, and critique the impact. The student will

investigate systems that may stifle innovation or encourage innovation and contribute to a sustainable culture of innovation in organizations.

MGT 4390 Management and Leadership Capstone 2 2

This capstone course offers the student the opportunity to increase their impact and effectiveness as a leader and manager. The student will integrate and apply knowledge and skills acquired in the Bachelor of Applied Science Organizational Management and Leadership Degree through a capstone project. The student will develop a project that may be work, community, or field-based, and centered around a complex and real-life problem related to organizational management and leadership studies.

MGT 4395 Business and Entrepreneurship Capstone 3 2

This capstone course is a method of summative evaluation in which the student is given an opportunity to demonstrate integrated knowledge and growth in the business and entrepreneurship area of emphasis. The student's cognitive, intellectual, and academic growth are assessed. The student will problem-solve complex and real life scenarios related to business and entrepreneurship studies, linking academic discourse to the global experience.

MGT 4400 Leadership Practicum 2 2

This course provides the student the opportunity to incorporate their leadership skills in a structured environment. The student may use his or her own workplace, or establish a team or internship setting in which they will integrate comprehensive knowledge gained from previous coursework in effective leadership. The student will gain practical application of personal and organizational leadership within the context of a practicum. The student will summarize the experience and devise a plan in which they may continue to strengthen their effectiveness. Prerequisite: Completion of or concurrent enrollment in MGT 3005, MGT 3010, and MGT 4005.

MKT 3050 Social Media Marketing 3 1

This course explores social media and the role it plays in communicating and marketing to consumers. Current social media platforms and their role in digital marketing strategies are examined, along with the concepts and scope of integrated marketing communication, search engine marketing, and content marketing. The student will set objectives to develop a social media marketing plan and utilize new media technologies. The student will investigate the evolution of social media marketing strategies, ethical issues involved in their use, and the macro-environmental issues affecting social media. The student will examine social consumers and their behaviors and e-Commerce in relation to social media and marketing campaigns and initiatives.

PSYC 3110 Cross-Cultural Psychology 3 1

The student will explore the basic tenets of psychology from a cross-cultural perspective. Topics include research methods, cognition, sensation and perception, intelligence, emotion, psychopathology, human development, motivation, and social perception and interaction. The student will examine, discuss, and evaluate theories of bias and sociocultural, global, and equity contexts.

Industrial Organizational (I/O) Psychology is the scientific study of human behavior in organizations and the workplace. The student will explore individual, group, and organizational behavior, and apply this knowledge to solve problems and improve performance in organizations and businesses.

H. Additional resources

Are additional resources needed through college or other external funds?

X Yes (provide details below) No

Initially, the college has sufficient resources to implement this degree without additional resources. The college currently employs a faculty member who has a doctorate degree in Organizational Leadership who has been reassigned as the Interim Program Director for this applied baccalaureate degree in a part time capacity. This allows for program leadership, student support, and academic advisement as the college prepares to admit students. Once the program enrollment exceeds the capacity for the part time director, the college is prepared to move this position to a permanent full time position with funding from the FTE reimbursement for student enrollments. Based on the 5-year financial analysis, this is anticipated at the beginning of year three. Similarly, based on the financial analysis, the college has sufficient funding to address the faculty costs of offering the courses in the program through year two; it is anticipated that a full time faculty, most likely in the core area of business, will be needed. Funding for this position will come from tuition and state FTE revenue.

The college has sufficient capacity in facilities for all required courses in the program. In addition, the college can meet all anticipated academic program support needs for students in regard to technology, library resources, tutoring, counseling, recruitment, and advising.

I. Projected demand in Wyoming and Nation

1. Describe projected demand at local, regional and/or statewide levels. Provide any relevant data, description(s) of needs assessment research, and any other pertinent information to support the projected demand numbers.

As part of the planning process, CWC conducted two surveys to gauge demand and support for this BAS in Organizational Management and Leadership. The first was a survey of potential students ([link to survey questions](#)) that asked about their interest in the program and sought feedback on some aspects of program design. CWC sent this survey by email to current and former degree-seeking students. This survey was also opened to the public, and publicized via Facebook, a local online news site, and our college radio station. In addition, high school counselors and leaders of CTE-related student organizations were asked to distribute it to their members. As of 9-25-19, we received 286 responses. Of those responses, 147 people, or 51% of respondents, indicated they were either "very interested" or "interested" in pursuing this degree. On average, each survey respondent also thought over 3 of their family members or friends might also be interested. 113 people gave us their contact information because they were interested in receiving updates and information about the program.

In addition, the results provided helpful information about students' preferences in terms of course scheduling, what's important to them in the program, their interest in various program options, when they might like to start, whether they would likely attend full-time or part time, whether they would need financial assistance, and their educational background. CWC is using this information to estimate demand and to tailor the program to student needs.

The second survey was intended for local employers to get their input on program design and gauge their interest in hiring graduates and placing student interns. This survey was administered during our regular program advisory committee meetings on Sept 17, 2019 in Riverton and on Sept 24, 2019 in Jackson. It was also distributed via email to the Riverton Chamber of Commerce members, the Lander Chamber of Commerce members, Riverton Rotary members, Lander Rotary members, and Riverton Kiwanis members. As of 9-25-19, we received 151 responses, including these details:

- 114 people gave us their contact information because they were interested in being kept informed about the program,
- 59% of respondents said there was a "strong need" for this program, and 97% said there was either a "strong need" or a "moderate need" for this program,
- 33% of respondents, or 42 employers, said they would definitely be interested in placing student interns in their workplaces, and an additional 48% said they might be interested in placing interns, but it depended on the details,
- Of those respondents who hire, 77%, or 49 employers, said they would be interested in hiring BAS graduates,
- 81% of those who hire (59 employers) said they would give BAS graduates a hiring preference compared to Associate degree graduates or applicants without a degree,
- 74% (55 employers) said they would pay BAS graduates either substantially more or slightly more than Associate degree graduates,
- 50% of respondents said they would provide some kind of support for their current employees to pursue a BAS degree. The most popular type of support employers said they would provide was flexible work scheduling, followed by tuition and/or fees and paid time to attend classes.

When we asked employers why they value their employees having a Bachelor's degree, the most common answers were, summarized:

- They appreciate the commitment and work ethic it takes to complete a 4-year degree.
- They value the lifelong learning and problem solving skills learned in Bachelor Degree programs
- They value a combination of education, experience, and skills more highly than just education alone.

To support the data indicating the need for this program, CWC received a letter of support for this degree from the Wind River Inter-Tribal Council signed by each Tribal Council Chairman. Tribal leaders indicate that they fully support this degree and the educational opportunities it will offer the residents of the Wind River Reservation. The letter can be viewed [here](#).

2. Primary student audience identified for this program (not required for modification request).

The proposed applied bachelor's degree is designed with multiple pathways to completion, including the associate degree pathway, the transfer pathway, and the direct pathway, with each

entry pathway targeting a variety of audiences. The associate degree pathway is designed for students who have little or no college credit who wish to earn an associate degree as a part of the bachelor's degree pathway. This pathway will likely serve traditional college age students or adults coming to college for the first time, who want the flexibility of selecting or finishing an associate degree with a focus that will benefit from the additional knowledge and workplace ready skills incorporated into the proposed applied bachelor's degree. The traditional age students are likely full time, while the adult students are likely working while attending college part time.

The target audience for the transfer pathway are likely returning adult students who are currently employed and attending college part time. These students have completed a prior degree. These students are likely "home-stuck", meaning they are working to support families with housing costs and other responsibilities and cannot relocate to complete a university-based education. These students are looking to advance in their current job or acquire the knowledge and skills needed to begin a new career.

Finally, the direct pathway is designed to serve students who want a bachelor level education who are not interested in completing a related associate degree. These students are likely traditional age college students, attending either full or part time, who do not wish to attend a university due to cost, distance from home, or other barriers experienced by first generation college students. Regardless of the pathway, the majority of students served by this degree would not likely pursue higher education through other means.

3. Three-year anticipated annual new enrollments (not required for modification request).

- Year One: 25 FTE (10 FT, 30 PT students)
- Year Two: 38 FTE (15 FT, 45 PT students)
- Year Three: 50 FTE (20 FT, 60 PT students)

Basis for estimates: See narrative on survey data presented in Section I (1).

J. Identification of similar programs

1. List similar programs at other Wyoming community colleges (not required for modification request).

Institution	Degree/Certificate	Number of Semester Credit Hours
CC		
CWC	Organizational Management and Leadership: Business-Entrepreneurship and Tribal Leadership Options	120 credits
EWC		

LCCC	Healthcare Administration Applied Management	120-129 credits 120-129 credits
NWCCD		
NWC		
WWCC		
UW		

2. Summary of discussions with other Wyoming institutions' faculty and administrators (not required for modification request).

Once the Wyoming state legislature granted the community colleges permission to offer this level of education, the community college presidents have had routine discussions regarding the process, timing, and collaboration needed across the colleges, the WCCC, and the Higher Learning Commission. Specifically to CWC's role during curriculum development, CWC personnel collaborated with the course coordinators at LCCC, UW and the WCCC to ensure new and modified courses planned for this degree were congruent with the state's Common Course Numbering System requirements, including with existing courses at the UW.

Finally, the Vice President for Academic Affairs (VPAA) at CWC is currently working with other community college VPAA's and the Manager of Articulation at the UW's Transfer Success Center regarding establishing articulation agreements with each college and the UW once all approvals to offer the degree are finalized.

K. Other program information (optional)

Additional information to further the Commission's understanding of this program request may be provided if not previously included (e.g., additional information related to the WCCC Statewide Strategic Plan could assist the Commission in its consideration.)

While the University of Wyoming currently offers a BAS in Organizational Leadership, the degree proposed by CWC is quite different when compared to the UW BAS degree. UW's degree is a distance only program, with options in Community Leadership and Business Leadership. Based on the significant survey data collected from potential students, a distance only program is not the most desired option. Students indicated they prefer face to face courses, with practical application of knowledge in workplace settings, in lieu of online learning.

In addition, the focus of the coursework for each option in the UW BAS degree is to build a theoretical knowledge base for various concepts in a wide variety of areas. The courses do not include significant components of practical skills students can directly apply to the workplace, which is in direct contrast to the survey feedback CWC received from potential employers. This feedback indicated that workplace ready skills in budgeting, advanced communication skills, problem solving, and strong management and leadership skills were critical. The courses required for both options in CWC's BAS degree focus on those practical workplace-ready skills that strengthen the competency of program graduates.

Part 2.

Note: Part 2 is only required for Colleges seeking approval for their first BAS program. The purpose of Part 2 is to ensure the College has completed the thorough process of institutional review, planning, and capacity building required by both the Commission and the HLC to authorize the College to become a Baccalaureate-granting institution. For each question below, please indicate "yes" or "no." Supporting materials do not need to be included.

1. Has the College received the appropriate Board action approving the addition of Baccalaureate programs? **YES**
2. Has the College provided a 5-year business plan indicating the fiscal sustainability of the new Baccalaureate offerings? **YES**
3. Has the College provided a thorough assessment plan for the Baccalaureate program that is distinct from existing Associate-level plans? **YES**
4. Has the College provided a definition of what constitutes and differentiates 3000- and 4000-level courses? **YES**
5. Has the College provided a clear definition of faculty qualifications required for upper-level courses? **YES**
6. Has the College provided adequate evidence to demonstrate that faculty has played a significant role in the development and approval of the Baccalaureate program? **YES**
7. Has the College provided a clear description of how students can transfer into and out of the Baccalaureate program? **YES**
8. Has the College demonstrated the ability to provide the extended student support services required for 4-year programs (e.g., expanded career services, appropriate advisor staffing, increased financial aid servicing capacity, etc.)? **YES**
9. Has the College demonstrated the ability to provide the extended academic services required for 4-year programs (e.g., library resources, increased articulation/transfer expectations, etc.)? **YES**

SIGNATURE PAGE

By signing below the 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.

Submitted by the Vice President for Academic Affairs:

Kathy Wells
Signature

10-8-19
Date

Kathy Wells, DNP, MS, RN, CNE
Printed Name

VP/Academic Affairs
Title

Approved by the WCCC Academic Affairs Council:

Ben Moritz
Signature

10/9/19
Date

Ben Moritz
Printed Name

CASSO-WCCC
Title

Approved by the Program Review Committee:

Ben Moritz
Signature

10/9/19
Date

Ben Moritz
Printed Name

CASSO-WCCC
Title



LARAMIE COUNTY
COMMUNITY COLLEGE
Cheyenne | Laramie | Online

OFFICE OF THE PRESIDENT
Dr. Joe Schaffer

August 23, 2019

Wyoming Community College Commission
c/o Dr. Sandy Caldwell, Executive Director
2300 Capitol Avenue, 5th Floor, Suite B
Cheyenne, WY 82002

RE: Request for Authorization to Initiate the Process to Offer Applied Baccalaureate Programs

Dear Commissioners and Dr. Caldwell:

On behalf of the Board of Trustees of Laramie County Community College (LCCC), it is my pleasure to submit to you our request for authorization to begin the Higher Learning Commission substantive change process to offer no more than two applied baccalaureate programs at LCCC. More specifically, our intent, with your initial authorization, is to bring you proposals at your October 2019 meeting seeking approval of no more than two applied bachelor's degrees. We anticipate these taking the form of one Bachelor's of Applied Management with concentrations/tracks in Management and Healthcare Administration, or two separate degrees, one in Applied Management and one in Healthcare Administration.

I know you are well aware of the state and national level dialog pertaining to our need to increase higher education attainment. For Laramie County this is especially acute and has risen to such a level that the community has made this goal a central part of the *Forward Greater Cheyenne* Community and Economic Development Strategy (see www.forwardgreatercheyenne.org). The specific objective within the plan states to "begin offering applied baccalaureate degrees at Laramie County Community College (LCCC) to support long-term economic and workforce competitiveness." The entire plan is appended to this request.

Part of the early efforts that led to a local legislator sponsoring the legislation to enable community colleges to offer these degrees included surveys of target populations of students (e.g., those with a completed Associate's of Applied Science and LCCC Alumni), as well as surveys of community businesses and organizations (facilitated through the Greater Cheyenne Area Chamber of Commerce). A summary of the findings from those surveys is also appended to this document.

Finally, a presentation to make the case for the establishment of applied baccalaureate degrees was developed as part of the *Forward Greater Cheyenne* effort and shared broadly with interested parties in the community, at LCCC, and eventually across the state. The most recent iteration of that presentation is also appended to this letter.

Since the passing of the legislation authorizing the community colleges to offer applied baccalaureate degrees, significant conversations, deliberations, and work have occurred on the LCCC campus. Many of these have focused on helping the institution understand and collectively commit to moving forward with the addition of these degree offerings. For example, numerous conversations with the LCCC College Council, our primary shared governance group, as well as with the Board of Trustees occurred during the spring of 2019. The addition of applied baccalaureate degrees was a significant component of the Fall 2019 State of the College address given to campus during convocation just this past week.

To demonstrate our collective commitment as an institution to respond to our community's and state's needs for applied bachelor's offerings, the primary and relevant shared governance groups at LCCC have created, endorsed, and signed a joint resolution in support of applied baccalaureate program offerings at the College. This resolution provides clear rationale for the impetus of these programs, as well as institutional philosophy statements pertinent to our mission and the alignment of these programs to it, our beliefs regarding our preparedness for these programs, and our recognition of how the institution must pivot given the unique difference of upper division education associated with bachelor's degree programs. The signed resolution is included as the first attachment appended to this letter.

Considerably more information and supporting documentation to consider for these programs exists. With your authorization to proceed, I look forward to bringing you a comprehensive application for the approval of these programs at your October meeting.

In closing, I want to first reiterate how critical the need is for Wyoming to substantially increase the number of individuals who have earned a bachelor's degree. This goal is essential for the future economic prosperity of the state and social mobility of our citizens. Second, I want to thank you all for your support of these efforts and encourage you to continue that support with authorizing our request to proceed.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Joe Schaffer', with a stylized, flowing script.

Joe Schaffer, Ed.D.
President

c: LCCC Board of Trustees
Dr. Clark Harris, LCCC Vice President of Academic Affairs

Enclosures: Laramie County Community College District Resolution
Forward Greater Cheyenne Community and Economic Development Strategy
Student and Employer Survey Summaries
Presentation in Support of Applied Baccalaureate Degrees



RESOLUTION

A RESOLUTION AMONG THE SHARED GOVERNANCE ENTITIES OF LARAMIE COUNTY COMMUNITY COLLEGE DISTRICT, WYOMING, IN SUPPORT OF APPLIED BACCALAURATE PROGRAM OFFERINGS.

THIS RESOLUTION, upon signature of all Parties, is made effective on this 21st day of August, 2019, between the shared governance entities of Laramie County Community College District, Wyoming, and created by said parties through mutual consent and belief.

RECITALS

WHEREAS, there is a strong correlation between state economic productivity and bachelor's degree attainment of the adult population; and

WHEREAS, individuals who earn bachelor's degrees will, on average, earn \$1 million more over the course of their lifetime than high school graduates; and

WHEREAS, Wyoming's higher education attainment goal is that 67 percent of the state's working population 25–64 years of age will possess a valuable post-secondary credential (certificate or degree) by 2025, and a secondary goal of 82 percent attainment by 2040; and

WHEREAS, Wyoming ranks 48th in the nation for bachelor's degree production per 1,000 residents and 35th in the nation for the percent of its population age 25 years and older with a bachelor's degree; and

WHEREAS, the Forward Greater Cheyenne Community and Economic Development strategy has established a goal to reverse recent trends of stagnant adult educational attainment, increasing the percentage of adults with a bachelor's degree or higher and closing the community's education gap with the average American community; and

WHEREAS, in March of 2019, the 65th Wyoming Legislature overwhelmingly passed legislation that became Senate Enrolled Act 80, enabling community colleges to offer applied baccalaureate degrees; and

WHEREAS, business and community leaders have asked Laramie County Community College (LCCC) to respond to community workforce and individual educational needs by offering applied bachelor's degrees; and

WHEREAS, a majority of surveyed LCCC associate degree graduates said they could benefit in their occupation from earning a Bachelor's degree and a similar amount feel there are NOT adequate opportunities to earn a relevant bachelor's degree; and

WHEREAS, a majority of employers surveyed from the LCCC service area currently have employees that could benefit from obtaining a bachelor's degree and nearly all responded that a bachelor's is preferred or required for management, leadership, or administration positions at their business/organization.

NOW, THEREFORE, in consideration of the mutual covenants and commitments contained herein, the Parties collectively affirm the following:

1. LCCC is a comprehensive community college, and while the term “community college” is often unilaterally substituted with “two-year college,” we recognize the growing contradiction. Time does not define the purpose of a community college education. With an increasing need and expectation for life-long learning, a growing body of knowledge, and the rapidly changing nature of work, the concept of educational programs and credentials expected to fit within standard timeframes or as “terminal” is quickly becoming antiquated.
2. Community colleges are just that—the community’s. They are designed and expected to be responsive to the needs of the community’s individuals, organizations, and businesses. Today, those needs are expanding and diversifying, necessitating LCCC does the same. In some instances that requires short-term, accelerated programs, and it increasingly means offering programs that are at the upper-division or bachelor’s degree level.
3. The mission of LCCC is “*to transform our students’ lives through the power of inspired learning,*” and we are compelled to aid this transformation by offering diverse educational experiences designed to be inspirational for all those involved in the learning process. While we recognize our mission is broad and our work diverse, the entirety of what we do is grounded in the four foundational elements of the comprehensive community college mission that includes *Academic Preparation, Transfer Preparation, Workforce Development, and Community Development.*
4. In following our mission, LCCC seeks to offer high-value degrees and certificates that offer our students social mobility through greater employability and transferability in response to the workforce needs of the communities we serve. We collectively believe our expansion of degree offerings to the applied baccalaureate level clearly aligns with this mission by (1) responding to emerging and unmet workforce needs (workforce development) within the College’s service area and (2) providing a pathway to the baccalaureate (transfer preparation) especially for students who are unserved.
5. Like many community colleges, LCCC has a deep understanding and expertise of applied learning. It has been a hallmark of the College’s educational offerings for more than 50 years and has produced thousands of graduates who have thrived in an applied learning environment. These individuals live in our communities and already have a relationship with LCCC. Thus, we believe our goal to provide them with an educational pathway from their applied associate’s degree to an applied baccalaureate degree is a natural one.
6. Although we believe LCCC is positioned well with our community, students, and educational expertise to offer pathways to an applied bachelor’s degree, we recognize and embrace the differences between the associate-level and baccalaureate-level students, curricula, teaching, and learning. These distinctions will form the foundation of the College’s educational philosophy on baccalaureate-level education at LCCC.

RESOLUTION
AMONG THE SHARED GOVERNANCE ENTITIES OF LARAMIE COUNTY
COMMUNITY COLLEGE DISTRICT, WYOMING, IN SUPPORT OF APPLIED
BACCALAUREATE PROGRAM OFFERINGS.

Signature Page

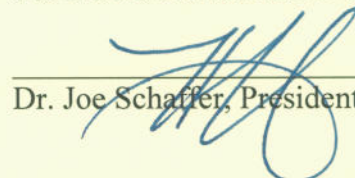
The parties to this Resolution, through their duly authorized representatives, have executed this Resolution on the dates set out below, and certify their full understanding and dedication to the commitments outlined within this Resolution to proceed with developing and offering applied baccalaureate degrees at LCCC.

The effective date of this Resolution is the date of the signature last affixed to this page.

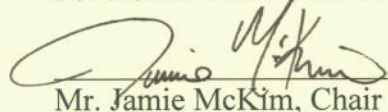
For LCCC BOARD OF TRUSTEES


_____ Date 8/20/2019
Mr. Jess Ketcham, Board Chair

For LCCC PRESIDENT'S CABINET


_____ Date 8/13/19
Dr. Joe Schaffer, President

For LCCC COLLEGE COUNCIL

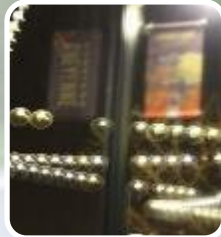

_____ Date 8/21/19
Mr. Jamie McKim, Chair

For LCCC ACADEMIC STANDARDS COMMITTEE


_____ Date 8/20/19
Dr. Cynthia Henning, Faculty Chair

For LCCC FACULTY SENATE


_____ Date 8/21/19
Mr. Rob Van Cleave, President



FORWARD GREATER CHEYENNE COMMUNITY & ECONOMIC DEVELOPMENT STRATEGY

Submitted by Market Street Services, Inc.
www.marketstreetservices.com

September 2018

MARKET ST

This page intentionally left blank

TABLE OF CONTENTS

Project Overview	1
Steering Committee.....	2
Community Assessment: Key Findings	3
Economic and Workforce Profile: Key Findings	6
Forward Greater Cheyenne: Community & Economic Development Strategy	8
Forward Greater Cheyenne: Community Vision	9
Forward Greater Cheyenne: Strategic Initiatives	9
1. Downtown Revitalization.....	10
2. Cheyenne Greenway Transformation	14
3. LCCC Expansion: Applied Baccalaureate Degrees	18
4. Cheyenne Center for Enterprise & Entrepreneurship (C ² E ²).....	22
5. Business Retention, Expansion, and Attraction	27
6. Community Beautification.....	32
7. Pride, Engagement, and Attachment.....	37
8. Regional Assets and Infrastructure.....	42
Implementation Planning.....	44

PROJECT OVERVIEW

Community leaders in Greater Cheyenne have embarked upon a strategic planning process to help make the community a more prosperous and vibrant place to live, work, and do business. By initiating this process to develop an ambitious yet actionable Community and Economic Development Strategy, numerous organizations and community partners in the Greater Cheyenne region are taking a vital step to secure and advance the community's future competitive position.

PHASE 1: STAKEHOLDER ENGAGEMENT

The Community and Economic Development Strategy must be adequately informed by the wants and needs of Greater Cheyenne's residents, workers, and employers. A series of one-on-one interviews and focus groups were conducted in December 2017. This input is complemented by feedback received from an online survey open to all residents and business in the Cheyenne area. Stakeholder input sessions will augment the perspectives brought by the Steering Committee and serve as an opportunity for diverse constituents to offer solutions and innovative ideas for the community and economic development strategy.

PHASE 2: COMMUNITY ASSESSMENT

The Community Assessment will provide a detailed examination of Greater Cheyenne's competitiveness as a place to live, work, and do business, weaving qualitative feedback from phase one with quantitative analysis to produce a set of "stories" that examine the community's past, present, and future with respect to community vitality and economic competitiveness. Findings from the research phases will frame the challenges and opportunities that need to be addressed in the forthcoming Strategy and Implementation Plan.

PHASE 3: ECONOMIC AND WORKFORCE PROFILE

The Economic and Workforce Profile will build upon the Community Assessment with detailed analysis of the area's economic and workforce composition, and will help focus strategic recommendations on growing sectors and in-demand occupations.

PHASE 4: COMMUNITY AND ECONOMIC DEVELOPMENT STRATEGY

Informed by the input and research findings of phases one through three, the Community and Economic Development Strategy will detail a series of goals and objectives related to the community's identified challenges and opportunities, and a corresponding set of actions, investments, and initiatives to help meet those goals and objectives. The strategy will be holistic, actionable, measurable, and considerate of relevant best-practice programs, policies, and initiatives from communities around the country.

PHASE 5: IMPLEMENTATION PLAN

If the Strategy represents what Greater Cheyenne and its community leadership will do to advance economic competitiveness and community improvement, the Implementation Plan will help define how the community's leadership can collaboratively, effectively, and efficiently advance implementation. Specifically, the Implementation Plan will identify and clarify roles and responsibilities for implementation partners, evaluate financial and staff capacity to support implementation, prioritize investments and initiatives, and define performance metrics to track implementation progress and return on investment.

STEERING COMMITTEE

This process is supported by multiple sponsoring organizations and will be guided by a diverse Steering Committee comprised of representatives from the public, private, and non-profit sectors. The following individuals have generously volunteered their time to serve the community and this process by providing strategic guidance, input, and oversight throughout the process, attending seven meetings from December 2017 through July 2018.

INDIVIDUAL

Brian Heithoff (Co-Chair)
 Mike Williams (Co-Chair)
 Dale Steenbergen
 Joe Schaffer
 Randy Bruns
 Darren Rudloff
 Vicki Dugger
 Desiree Broth
 Patrick Madigan
 Marian Orr
 Troy Thompson
 John Lyttle
 Shirley Welte
 Tara Nethercott
 Kim Withers
 Nick Dodgson
 Paula Poythress
 Kathy Cathcart
 Lisa Tabke
 Dickie Shanor
 Linda Heath
 Trista Ostrum
 Olivia Sanchez
 Tom Hirsig
 Ray Fertig
 Easter Gunn
 JJ Chen
 Brandi Marrou
 Bob Nicholas

REPRESENTING ORGANIZATION

High West Energy
 Jonah Bank of Wyoming
 Greater Cheyenne Chamber of Commerce
 Laramie County Community College
 Cheyenne LEADS
 Visit Cheyenne
 Downtown Development Authority
 Downtown Development Authority
 Cheyenne Regional Medical Center
 City of Cheyenne
 Laramie County
 Laramie County School District #1
 Black Hills Energy
 Woodhouse, Roden, Nethercott
 Meridian Trust Credit Union
 Midas/Kawasaki
 First American Title
 Align
 Cheyenne Board of Realtors
 Wyoming Department of Education
 County Commissioner
 Congressional Award
 Laramie County Fair
 Cheyenne Frontier Days
 5 R Construction
 Ethnic Hair Care
 Cheyenne Regional Medical Center
 MHP
 House District 08

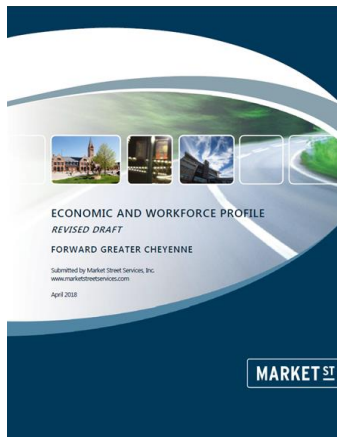
COMMUNITY ASSESSMENT: KEY STRENGTHS AND OPPORTUNITIES

- ✓ **The expansion of the Front Range:** Population growth in Greater Cheyenne has exceeded that of the average American community as the Front Range continues to expand northward.
- ✓ **In-migrants are relatively young and well-educated:** On average, in-migrants to the community are younger and better educated than the community's existing residents.
- ✓ **Sustainable, young workforce but this advantage is eroding:** There are enough 25-44 year olds in to eventually "replace" the community's workforce aged 45-64, but this advantage is eroding.
- ✓ **LCCC and the pipeline for middle-skill jobs:** Greater Cheyenne has a considerably higher share of adults with some college or an Associate's degree than the average American community; LCCC's capacity and the pipeline it generates produces a potential advantage for middle skill jobs.
- ✓ **Strong middle class:** Greater Cheyenne's household income distribution has fewer households at the ends of the spectrum, and the median household income is higher than the average community.
- ✓ **Frances E. Warren Air Force Base and Wyoming National Guard:** Military presence has generated immense economic impact and provided a wealth of other benefits for more than a century.
- ✓ **Private sector job growth:** The community has been successful in attracting data centers and expanding its transportation and warehousing sector, both of which offer wages that exceed the regional average and align with the community's competitive advantages in terms of infrastructure.
- ✓ **Supportive utilities:** Utility providers are strong economic development partners, offering incentives to energy-intensive firms and providing relatively low rates and competitive reliability.
- ✓ **Impressive arts, cultural, and recreational amenities:** For a community of its size, Greater Cheyenne has some impressive arts, cultural, and recreational amenities from ballet and the symphony to the world-renowned Frontier Days to the Cheyenne Greenway.
- ✓ **Public safety:** Residents enjoy a strong sense of safety and exceptionally low crime rates.
- ✓ **Balance via Downtown Cheyenne:** Reinvestment in the community's downtown is central to resident's vision for the future, supporting talent and business attraction and retention.
- ✓ **Charitable giving:** Wyomingites are the most charitable individuals in the country.

COMMUNITY ASSESSMENT: KEY CHALLENGES AND THREATS

- ✓ **Talent retention and competition with other Front Range communities:** Net migration data show that the community is losing talent to neighboring communities along the Front Range.
- ✓ **Aging population:** Greater Cheyenne's population is aging faster than its peers, reflecting eroding workforce sustainability from a demographic standpoint.
- ✓ **Comparatively low and stagnant educational attainment:** The percentage of the adult population with a bachelor's degree or higher is lower than the average American community and has actually declined slightly in recent years, contrary to trends nationwide.
- ✓ **Economic diversification:** Government services (federal, state, local) and predominantly local-serving sectors (retail, food service, health care) represent a relatively large share of employment in the region. Export-oriented sectors that attract new wealth are relatively underrepresented.
- ✓ **Entrepreneurship:** The community is characterized by low rates of self-employment and stakeholders have indicated that the area lacks sufficient support services for entrepreneurs.
- ✓ **Housing availability and affordability:** The availability of attractive and affordable housing was a frequently cited concern, particularly for military families and recent college graduates.
- ✓ **Entertainment and nightlife:** Shopping, dining, and entertainment options for adults were rated unfavorably, reflecting concerns that some residents seek entertainment in neighboring communities while some prospective residents choose to live in these neighboring communities.
- ✓ **Climate:** Cold winters and windy conditions were cited by stakeholders as deterrents for some prospective residents and businesses, while also inhibiting the utilization of outdoor amenities.
- ✓ **Openness and inclusivity:** Many would like to see the community do more to ensure that existing and prospective new residents from diverse backgrounds feel welcome and included.
- ✓ **Broadband connectivity:** There is concern that broadband limitations could impede economic development, particularly in and around downtown Cheyenne.
- ✓ **Connectivity and transportation:** Some residents have expressed a desire for more walkable, mixed-use districts that offer a "live, work, play" lifestyle.
- ✓ **Image and identity:** There is concern among residents and stakeholders that the community's Western image does not resonate with or appeal to younger individuals and different backgrounds, while others worry that a feeling of inferiority is all too prevalent.
- ✓ **Collaboration and coordination:** That is concern that a historical lack of consensus among organizations engaged in community improvement has and could continue to inhibit implementation of strategic initiatives.
- ✓ **Political and community engagement:** Stakeholders have observed that resident awareness of and engagement in community initiatives and the political process could be strengthened.

Economic and Workforce Profile: Key Findings



The Economic and Workforce Profile builds on the Community Assessment, providing a closer examination of the community's current economic and workforce composition, and the types of economic activities that can support the community's evolution in alignment with its vision for the future.

The Profile builds on pre-existing research, notably the Cheyenne LEADS Workforce Study (2014). This comprehensive economic and workforce analysis enumerated the various assets supporting different sectors and provided in-depth guidance regarding the skills gaps facing the community, through the lens of industry opportunities and occupational clusters that aligned with the community's asset base. The Economic and Workforce Profile builds on that report, other pre-existing research completed by community partners, and the key findings of the Forward Greater Cheyenne Community Assessment to clearly identify the strategic implications of these key findings with respect to the community's economic vision, and its ability to support that vision through targeted economic and workforce development.

Communities across the country are pursuing differentiated economic development strategies that seek to support the development of "targeted" business sectors which may benefit from specific competitive advantages afforded by the community, its location, and its asset base. The practice of "targeting" has grown as communities have witnessed the advantages that are afforded to the companies by such agglomerations or "clusters." While the factors that have led to clustering vary tremendously by region and sector, such agglomerations occur over time because a location has an asset base that affords the sector and the companies that operate within them some form of competitive advantage. As the cluster grows, so too do the benefits afforded to the companies within the cluster: the available workforce grows, the potential for collaboration expands, competition may drive down costs, and buyer and supplier networks expand.

A targeted sector – or simply a "target" – is any type of business activity that is strategically pursued by an economic development organization and its partners for quality growth and development. That is to say, a "target" is an area where financial and staff resources, and the programs and policies they support, are specifically focused. "Targets" are often those segments of an economy where competitive advantages exist, prospects for future growth are greatest, and return on investment is likely highest.

Like the communities and states with which they compete for jobs and talent, Greater Cheyenne and the State of Wyoming have derived their economic and workforce composition from their specific assets and competitive advantages. **And although this is unquestionably an oversimplification, the pre-existing research referenced in the Economic and Workforce Profile illustrates that the economic and workforce composition of Greater Cheyenne and the State of Wyoming largely reflect a community and state that, relative to many of its peers and competitors, have competed for on the basis of cost.** Relatively affordable land, utilities, wages, and taxes have appealed to sectors that are relatively reliant on these inputs of labor, land, and energy. And sensibly, this has driven the community and state's approach to targeted economic development, with sectors such as **Manufacturing, Energy, Data and Information Services, and Transportation and Logistics** identified as "industry opportunities" for Greater Cheyenne in 2014, and similar sectors identified as potential "economic engines" for the state during the 2017 ENDOW process.

In order to support the economic evolution desired by the community's residents, Greater Cheyenne will need to begin competing more strongly on *quality* in addition to *cost*. This is not to suggest that the community has not and does not currently compete on quality in many respects. Rather, it is simply an acknowledgement that the community will need to elevate the quality of its workforce and the quality of place if it is to effectively compete for sectors that align with residents' vision for the future and whose locational considerations are more heavily influenced by proximity to a relatively high quality workforce and community as compared to a lower cost workforce and community.

With respect to the **near-term**, Market Street's analysis validates many of the findings of the 2014 Cheyenne LEADS study; specifically, the endorsement of the **four identified "industry opportunities" – Manufacturing, Data and Information Services, Energy, and Transportation and Logistics** – as those sectors which are supported by existing competitive advantages and which may hold the greatest prospects for near-term corporate recruitment and expansion given these pre-existing advantages. In this regard, the community's immediate competitiveness for certain types of operations within these sectors supports the community's near-term objective to provide quality employment opportunities that match the skills of existing residents.

With respect to the **long-term**, Market Street's analysis focuses on the ability of the community to **evolve the types of operations and occupations that characterize the four aforementioned "industry opportunities"** and potential inhibitors to the growth and development of new economic activity in **professional, financial, and corporate services**, key sectors reflected in residents' vision for the future. These sectors will require heightened investment in the asset base and location factors that attract and retain corporate investment, and nurture entrepreneurship, within these types of economic activities. And **in many respects, it will require a shift in the mindset that guides economic development investment and services in the Greater Cheyenne region from one that is relatively reactive to opportunities that present themselves, and is more intentional and targeted in guiding investment and services to support the community's desired economic evolution.**

The Economic and Workforce Profile highlighted the strategic implications of a variety of research findings. With respect to the community's desired economic evolution, these include but are not limited to:

1. Reorienting land preparation and economic development product
2. Enhancing and targeting the message to site selectors and corporate decision-makers
3. Improving business retention and expansion (BRE) outreach services
4. Investing in the entrepreneurial ecosystem
5. Investing in broadband and last mile connectivity
6. Improving connectivity of and to commercial air service
7. Focusing corporate recruitment efforts on smaller- to medium-sized operations
8. Investing in quality of place to support talent retention and attraction
9. Leveraging existing businesses to pursue supply-chain, contracting, and attraction opportunities
10. Pursuing federal research and development expenditure
11. Enhancing bachelor's and advanced degree production in the community and across the state
12. Targeted talent recruitment that focuses on repatriation of former residents and college students
13. Aligning education and workforce development programming
14. Preparing for workforce shortages due to impending retirements

FORWARD GREATER CHEYENNE

Community and Economic Development Strategy

The Forward Greater Cheyenne **Community & Economic Development Strategy** presents a series of **eight strategic initiatives** that are designed to specifically address the findings from the research phase and help Greater Cheyenne achieve its **vision for the future**. Each strategic initiative is accompanied by an objective statement and comprised of more specific tactics and actions, detailed on the pages herein. A set of case studies are included throughout and distinguishes by **red text**; these case studies have been incorporated to provide context from similar initiatives and programs implemented around the country.

Following Steering Committee approval of the Community & Economic Development Strategy, a complementary **Implementation Plan** will be developed to accompany the Strategy, detailing a variety of recommendations to support effective implementation of the eight strategic initiatives. This includes but is not limited to guidance and recommendations related to: organizational and implementation structure required to effectively advance the Strategy and its various initiatives; financial and staff capacity; fundraising needs; priorities and timelines for implementation, and; performance metrics.

The guidance contained in the Implementation Plan will be a critical companion to the Community & Economic Development Strategy. **The strategic initiatives outlined herein represent an ambitious new approach to community and economic improvement in Greater Cheyenne, one that will require considerable new investment from partners across the region.** But if effectively and efficiently implemented, it can change this community's trajectory in a manner consistent with residents' vision for the future.

Greater Cheyenne has a choice: invest in its future with greater intentionality, proactivity, and coordination or accept the consequences that accompany complacency, reactivity, and fragmentation. As the research has illustrated, Greater Cheyenne has many attributes, assets, and advantages of which the community should be proud. But absent this intentionality with respect to quality of place, economic diversification, and workforce improvement, certain attributes and advantages will erode, and Greater Cheyenne will fall farther behind its competition along the Front Range. Rather than evolving into an economy that is increasingly entrepreneurial and characterized by a more highly-educated workforce, it could devolve into a community that is increasingly characterized by and supportive of government services, while continuing to lose residents and jobs to neighboring communities.

Forward Greater Cheyenne reflects the community's collective recognition that action must be taken. This Community & Economic Development Strategy represents the collective action that it must take. With adequate commitment to the initiatives contained herein, coupled with sufficient resource development and collaborative implementation, Greater Cheyenne can realize its vision and provide greater opportunities for generations to come.

Forward Greater Cheyenne: *Community Vision*

The following vision statement unifies our community's residents, businesses, and institutions behind a consensus vision for our future. It has been derived from the input of nearly 2,400 residents that provided their feedback on the community and their vision for its future.

Greater Cheyenne is an inviting and exciting community that works together to cultivate engagement and attachment. Our legacy as a cultural anchor of the Western Frontier and our emergence as an economic and entrepreneurial engine of the Front Range reflects our identity as a community of pioneers.

Forward Greater Cheyenne: *Strategic Initiatives*

1. DOWNTOWN REVITALIZATION

Facilitate revitalization of Downtown Cheyenne through a series of intentional investments, new incentives, and redevelopment projects.

2. CHEYENNE GREENWAY TRANSFORMATION

Transform the Cheyenne Greenway into a unique and differentiating amenity along the Front Range.

3. LCCC EXPANSION: APPLIED BACCALAUREATE DEGREES

Begin offering applied baccalaureate degrees at Laramie County Community College (LCCC) to support long-term economic and workforce competitiveness.

4. CHEYENNE CENTER FOR ENTERPRISE & ENTREPRENEURSHIP (C²E²)

Develop an environment for entrepreneurship through purposeful investments, programs, and policies that support and encourage small business formation and development.

5. BUSINESS RETENTION, EXPANSION, AND ATTRACTION

Implement a targeted, proactive economic development program supporting the community's economic diversification through business retention, expansion, and attraction.

6. COMMUNITY BEAUTIFICATION

Enhance community attractiveness and image through purposeful investments, programs, and policies that support beautification and blight removal.

7. PRIDE, ENGAGEMENT, AND ATTACHMENT

Enhance resident pride, engagement, and attachment by expanding opportunities to positively influence and impact the community.

8. REGIONAL ASSETS AND INFRASTRUCTURE

Advocate for investments in high-priority transportation, economic, and social infrastructure that is central to our economic prosperity and long-term vision.

1. Downtown Revitalization

Facilitate revitalization of Downtown Cheyenne through a series of intentional investments, new incentives, and redevelopment projects.

1.1 Aggressively implement existing strategic plans supporting downtown development, including but not limited to the West Edge Area Plan, the Reed Avenue Rail Corridor Plan, and other relevant plans.

In recent years, the community has invested heavily in defining visions and blueprints for revitalization of the community's downtown core and various districts contained within it. In the last four years alone, this includes but is not limited to: Historic West Edge Reimagined (2014); West Edge Area Plan (2016); Downtown Core Plan (2016); Strategic Parking Management Plan (2017); Main Street America Transformation Strategies (2017), and; Reed Avenue Rail Corridor Plan (2018).

Simply put, it is time to invest heavily in the implementation of these visions and plans. That work has already begun in many respects, with investments in stormwater management and other infrastructure complementing changes to zoning code to permit more flexible, desirable uses within these districts. The Downtown Development Authority (DDA) has launched a variety of new programs and initiatives from lighting enhancements to façade improvement grants while executing their strategic plans. These are just a few examples of the work that is underway, and the various initiatives and recommendations contained within these visions and blueprints are too numerous to exhaustively list here. However, the input received in the Forward Greater Cheyenne process validated that implementation of these strategic blueprints are of critical importance to residents and central to their vision for the future. To advance downtown revitalization, the community needs to *aggressively implement these plans, enabling new mechanisms to finance their implementation, while supporting a new catalytic projects and initiatives in the community's traditional central business district.*

1.2 Enable new mechanisms to finance and guide intentional redevelopment in Downtown Cheyenne.

As suggested in various plans related to West Edge redevelopment, consideration should be given to **expansion of the DDA's official boundaries** to encompass additional properties throughout the West Edge district; the Reed Avenue Rail Corridor Plan observed that only 60 percent of the corridor falls within DDA boundaries. This would enable the DDA to more effectively guide and influence development in targeted areas.

Similarly, consideration should be given to the implementation of state-enabled **tax increment financing (TIF)**, a powerful redevelopment tool utilized around the country to help proactively guide desirable development. DDAs may utilize both property tax and sales tax TIF within their boundaries. The West Edge Area Plan (2017) notes that the district's sales tax TIF expired in 2016 and recommends that the DDA consider utilizing both sales tax and property tax TIF to support redevelopment projects in the district. A feasibility study that evaluates various revenue generation scenarios associated with downtown TIF could help inform the process and advance the cause.

Further, at present the DDA is supported in part by a **levy on property owners** of 20 mills. Understanding that property owners recently voted to increase the mill rate, Wyoming statutes enable DDAs to levy up to 30 mills. A further elevated mill rate could gain support and generate a solid return on investment for property owners if progress towards other redevelopment objectives and catalytic projects is evident in the downtown area.

Consideration should also be given to ways in which the community's economic development organization, Cheyenne LEADS, can geographically **reorient strategic land holdings** to support job creation downtown in alignment with residents' vision (see Initiative #5.3).

Finally, the community has potential to advance a **seventh penny economic development sales tax** to, in part, help advance such catalytic projects. Simply put, the community's existing mechanisms to finance and support redevelopment in Downtown and West Edge are inadequate to sufficiently realize the visions detailed in the plans referenced above. Community leaders, voters, and property owners will need to meet the challenge and enable the community and its DDA to advance downtown development in an intentional manner that recognizes the value of public investments via provision of incentives and infrastructure.

1.3 Invest in broadband infrastructure – potentially including a free public wireless network – to facilitate job creation and Downtown Cheyenne's economic evolution.

The deployment of free public wireless internet throughout Downtown Cheyenne can help attract customers to certain businesses, drive traffic to gathering places, and better enable live-work-play environments. Free public wireless internet can serve multiple purposes beyond infrastructure and access; deployment would support the area's positive image and identity, contribute to an entrepreneurial climate, and enable new business activities. The City of Cheyenne recently empowered a Broadband Task Force with the development of recommendations to improve high speed internet access. The task force has presented draft recommendations, including the provision of free public wireless access in the most trafficked areas of downtown. The task force recommended a public-private approach to support the deployment and maintenance of infrastructure. Potential exists to identify one or more corporate or non-profit partners; many corporations have sponsored wireless deployment in communities around the country, including but not limited to Toyota, Google, AT&T, and Comcast. The deployment of free public wireless in Downtown Cheyenne should be a priority for the community amidst its more long-term, ambitious efforts to enable gigabit capacity. Neighboring communities, most notably Longmont and Fort Collins, have deployed or are currently developing city-wide public broadband networks offering gigabit speeds.

1.4 Implement a collaborative plan leveraging the Bloomberg Mayor's Challenge and associated "Fight the Blight" initiative to promote occupancy, rehabilitation, and utilization in the downtown area.

Stakeholders have noted that nearly 350,000 square feet of office space in and around downtown will hit the market in the near future as the State of Wyoming leaves temporary office space to occupy new government facilities (the Wyoming Capitol Square Project). This amount of space is sufficient to accommodate roughly 2,000 jobs assuming industry averages of roughly 175 square feet per employee for typical Class A office nationwide. This represents both a tremendous opportunity and an immense challenge. In the near-term, the community will need to double-down on efforts to promote occupancy in the central business district. Fortunately, the City has already launched an initiative that can serve as the foundation of this effort: the "Fight the Blight" initiative submitted on behalf of Greater Cheyenne as part of the 2018 Bloomberg Mayor's Challenge. Cheyenne's proposal – eligible for between \$1 million and \$5 million in funding – would support the development of a resource linking property owners with prospective tenants, and linking both with available resources to help them reach a mutually-beneficial outcome. This initiative could be supported by other tactics that have proven effective in downtowns around the country:

- ✓ a **Developers Academy** to help inexperienced property owners learn about real estate development
- ✓ a **Developers Day** that showcases underutilized parcels to potential developers
- ✓ a phased, term-limited rent subsidy program to encourage occupancy by entrepreneurs

These initiatives would build upon work in progress by the DDA to create a **Developers Toolkit** – a resource to help educate prospective developers about the development process as well as the various tools and incentives that are available to support their endeavors. This Toolkit and a complementary Developers Academy can help position the DDA as a provider of technical expertise to support redevelopment projects, large and small.

1.5 Invest in catalytic projects that can help kickstart investment and transformation.

Around the country, many downtown revitalization efforts around the country fail to gain traction and positive momentum absent a sizeable investment from an anchor institution or major employer. In many urban cores, this “first mover” has been the public sector through investments in new city halls and government complexes. Similarly, anchor institutions – notably, educational and health systems – have advanced catalytic projects. In others, public-private initiatives have advanced new cultural attractions as catalysts. In addition to realization of the aforementioned visions and blueprints for Downtown Cheyenne, the West Edge District, and the Reed Avenue Rail Corridor, Forward Greater Cheyenne recommends three major new investments in the community’s downtown:

- ✓ The extension and activation of the Cheyenne Greenway through Downtown Cheyenne
- ✓ The establishment of new LCCC instructional and residential facilities in Downtown Cheyenne
- ✓ The establishment of the Cheyenne Center for Enterprise and Entrepreneurship (C2E2)

These catalytic projects are detailed in Initiatives #2, #3, and #4, respectively.

CASE STUDY: DOWNTOWN REVITALIZATION (COLUMBUS, GA)

The City of Columbus, Georgia began its comprehensive downtown revitalization efforts in the 1980s by forming Uptown Columbus, Inc. and starting a Business Improvement District (BID), a self-taxing district that would devote funds to beautification, streetscaping, and public safety to improve the vitality of Uptown Columbus.

Just a few years later, the City opened the first phase of the Chattahoochee RiverWalk, a 22-mile paved walking and biking trail that follows the Chattahoochee River through the Columbus region and serves as an anchor amenity (a riverfront boardwalk) in Uptown Columbus. Shortly thereafter, Phenix City, Alabama (located across the Chattahoochee River from Columbus) opened a 3,500 seat riverfront amphitheater in 1996 directly across the river from Uptown Columbus, a first step in many towards bi-state, regional collaboration on riverfront activation.

That same year the Olympics were hosted in Atlanta, Georgia, just 90 minutes away from Columbus. At the time, a suitable venue for Olympic whitewater canoeing/slalom was not available in Georgia and an alternate location was secured in nearby North Carolina. This sparked a vision among John Turner, the third-generation leader of W.C. Bradley Company, based in Columbus: what if the Chattahoochee River could be transformed into the world’s greatest urban whitewater experience? What began as a seemingly infeasible idea was advanced over the course of many years of diligent conversations with various local, state, federal stakeholders including two state governments, two city governments, the Army Corps of Engineers, and the National Oceanic and Atmospheric Administration among many others. Nearly fifteen years later work began on the conversion of the river to an urban whitewater course. Two dams were removed and the river was rerouted during construction. The roughly \$24 million project was financed by \$13 million in private contributions, \$5 million from the City of Columbus, and \$5 million from the Corps of Engineers. The final result – the largest urban whitewater course in America at 2.5 miles completed in 2013 – has received global acclaim, won the American Planning Association’s Excellence in Economic Development Planning Award in 2014, and has been featured in numerous national publications.

Meanwhile, Uptown Columbus was undergoing another transformation driven by immense investment from its largest institution of higher education. Columbus State University is home to nearly 7,000 undergraduate students. The University’s main campus is located roughly six miles from Uptown Columbus. The University intended to develop new facilities to support its performing arts program, and realized that Uptown Columbus - outside of its main campus - could be a potential location for new facilities. The City and the private sector

came together in the early 2000s to develop a new performing arts center, the \$86 million RiverCenter for Performing Arts. After much planning, the University relocated its Art, Music, Theatre departments to Uptown Columbus, co-locating

with the new RiverCenter and developed complementary student housing. The University also partnered with the City to create new greenspace in Uptown, Woodruff Park, which serves as a gateway to the Chattahoochee RiverWalk. Adjacent to the park and the RiverWalk are a few major revitalization projects, including the conversion of the old Eagle and Phenix Mill into condos, apartments, and a restaurant space located above the old mill's water wheel in the middle of the Chattahoochee River, and accessible via pedestrian bridge.

The City has also recently established a tax allocation district (TAD) to encompass Uptown and provide another financing mechanism to support redevelopment efforts. TADs enable tax increment financing (TIF) whereby property values are frozen at a certain level within the boundaries of the district and all future incremental property tax revenues are devoted to support redevelopment and infrastructure needs in the district.

2. Cheyenne Greenway Transformation

Transform the Cheyenne Greenway into a unique and differentiating amenity along the Front Range.

2.1 Develop a “Greater Greenway” vision for the transformation of the Cheyenne Greenway.

Throughout the input process, residents and stakeholders lamented that Greater Cheyenne lacks some of the recreational amenities, cultural attractions, and concentration of nightlife that is present or more accessible in some other nearby communities. Furthermore, Greater Cheyenne appears to be missing a truly differentiating amenity along the Front Range; one that can help define Greater Cheyenne’s identity and its niche with respect to quality of life along the Front Range. With continued investment, an intentional focus on activation, and the enablement of new developments, the Cheyenne Greenway provides an opportunity.

At present, the Greenway system includes roughly 37 miles of separated, paved trails that was initially envisioned as a continuous loop around the City of Cheyenne. According to the City, nearly 96 percent of residents live within one mile of the Greenway. This is an amenity that, at present, would be envied by many communities nationwide. It is an immense asset but one that has yet to reach its full potential. The Cheyenne Greenway can and should be a game-changing, defining feature of Greater Cheyenne.

The community will need to be able to envision this potential. Residents must be able to imagine a Greenway that is activated with a variety of interactive experiences for children and adults: environments for play, fitness, and gathering. Imagine a Greenway that is surrounded by public art. Imagine a Greenway that anchors West Edge revitalization and invites waterfront activity along a restored Crow Creek. Imagine segments of the Greenway where developments – restaurants, bars, and retailers – are oriented towards the Greenway (patios, entrances, etc.) in addition to or in lieu of the parking lot, inviting Greenway patrons to come and go. This is a Greenway that can serve as a catalyst for economic development, a canvas for the cultural arts community, and a magnetic amenity in the battle to attract and retain talent along the Front Range. The community needs **a vision and a plan for implementation – the Greater Greenway Vision** – associated with this transformation.

CASE STUDY: ATLANTA BELTLINE (ATLANTA, GA)

The Atlanta Beltline is a rails-to-trails project first envisioned by a Georgia Tech graduate student, Ryan Gravel, in 1999. The BeltLine is envisioned as a 22-mile multi-use trail connecting more than 45 neighborhoods in a loop around the City of Atlanta. The trail follows a set of abandoned freight railways that encircle the City and is intended to ultimately be served by light rail transit. Although it is presently just a few miles of multi-use trail, the BeltLine in its present state has already catalyzed immense redevelopment and supported a re-emergence of the City of Atlanta’s intown neighborhoods within the larger metropolitan region.

This re-emergence has come largely on the City’s east side, the location of the BeltLine’s early phases of development (also known as the Eastside Trail). Following years of building support, the project gained momentum with City leaders who ultimately formed Atlanta BeltLine Inc. in 2006 to guide the implementation of a 30-year vision and implementation plan for the Atlanta BeltLine. That vision, although only partially realized today, has generated immense reinvestment in intown Atlanta neighborhoods. The roughly 3.5 mile Eastside Trail connects multiple neighborhoods and includes a variety of adjacent park spaces developed by the BeltLine, including Old Fourth Ward Park (which doubles as a stormwater retention feature) and a skateboard park. A variety of festivals and events occur on and around the BeltLine each year; the most famous being the annual BeltLine Lantern Parade. The Art of the BeltLine program has commissioned hundreds of installations (sculptures, murals, and interactive pieces) along the trail.

The trail is so popular that existing developments and all new developments are built in a manner that engages the BeltLine through signage, entrances, bike racks, outdoor dining, and a variety of other methods. This reorientation of development towards the BeltLine and away from traditional parking lots and auto-centric roadways has reinforced some of the primary objectives of the BeltLine project: to enable walkability, gathering, and new forms of neighborhood connectivity. Along the roughly three mile Eastside Trail alone, thousands of new jobs and housing units have been developed in the last decade.

The entire trail network is intended to be completed by 2035. A variety of public (local and federal) funding sources complement private investments to support the project. A tax increment financing district provides funding for much of the trail and park infrastructure, while voters in Atlanta recently approved a sales tax referendum to provide dedicated funding for transit expansion along the BeltLine, among other transit projects included in the referendum.

CASE STUDY: SCIOTO MILE (COLUMBUS, OH)

In order to take better advantage of its riverfront and spur economic investment, the City of Columbus partnered with the Columbus Downtown Development Corporation to develop and execute a comprehensive project plan and funding strategy that eventually became the Scioto Mile. The \$40 million plus investment in the Scioto Mile resulted from the cooperative support and funding of multiple corporate partners and community sponsors. With leading investments of \$5 million or more from the City, County, State, and American Electric Power Foundation, a variety of other private and philanthropic benefactors provided financial support.

Located in downtown Columbus, the Scioto Mile is comprised of more than 175 acres of parkland stretching from the Arena District to the Whittier Peninsula. The project reconnected downtown to the river through an integrated system of parks, boulevards, bikeways, and pedestrian paths. More than seven miles of greenway trails connects the Scioto Mile to adjacent neighborhoods and activity centers. The focal point of the Scioto Mile is Bicentennial Park, which has become a downtown destination and gathering place. A 15,000-square foot fountain, amphitheater, and event lawn – along with a new restaurant – have made the park a civic magnet. Time Warner Cable provides access to free wireless internet within public spaces along the Scioto Mile. The Scioto Mile now draws more than 1.4 million visitors annually.

2.2 Effectively position and promote the Cheyenne Greenway as a defining attribute of Greater Cheyenne.

Once a vision has been developed and a plan to implement it, the community will need to begin aggressively promoting this vision. This will not only be critical to secure buy-in within the community but it will also be critical to help elevate the visibility of the project and its potential to serve as a magnetic amenity in the battle to attract and retain talent along the Front Range. Accordingly, the community will need to implement an aggressive marketing and promotional effort. This should include a **public and media relations campaign**, and the development and installation of **new signage and wayfinding** in and around Greater Cheyenne to enhance the Greenway's visibility. Partners throughout the community will need to effectively position the Greenway and its transformation in their marketing materials.

2.3 Continue to invest in the expansion and connectivity of the Cheyenne Greenway.

As part of the Greenway's transformation and activation, continued extension and connectivity improvements will be needed. Segments providing enhanced connectivity to and through Downtown Cheyenne, the West Edge district, and critical redevelopment sites in the areas should be prioritized. Enhanced connectivity to other relatively high-density areas of the community (residential, employment, and activity centers) should also be prioritized.

2.4 Develop a network of experiences along the Greenway that encourage interaction, play, and recreation.

As part of the vision for Greenway transformation, the community will need to invest in a series of experiences along the Greenway that promote its activation and encourage interaction. This could include:

- ✓ A series of public art installations (murals, sculptures, etc.) along the Greenway
- ✓ A series of fitness or exercise stations along the Greenway
- ✓ A series of interactive, outdoor installations that promote learning and fun for children
- ✓ Collaborative educational “exhibits” with community institutions that highlight the area’s flora and fauna
- ✓ A network of games and activities (i.e. bocce court, volleyball court, etc.) located along the Greenway
- ✓ A network of Little Free Libraries along the Greenway
- ✓ A network of community gardens along the Greenway
- ✓ One or more “food truck parks” providing a location along the Greenway for food trucks to park
- ✓ New bicycle racks and bike share facilities at key access points to promote multi-modal connectivity
- ✓ New amphitheatres and gathering places to support performances and events
- ✓ New events (festivals, parades, concerts, etc.) that engage irregular or infrequent Greenway patrons
- ✓ Artistic lighting that promotes public safety and quality of place

These are just a few examples of the ways in which the Greenway vision can promote activation through a network of experiences. Potential exists to decentralize these kinds of experiences or alternatively, to concentrate certain amenities in certain segments. This could result in the development and branding of various Greenway segments: the Fitness Trail, the Education Trail, the Sculpture Trail, etc. A variety of opportunities exist to develop these experiences in partnership with community institutions (i.e. school districts, the Cheyenne Botanic Gardens, Arts Cheyenne, etc.). Similar, opportunities exist to enable and empower residents to be active participants in the transformation and installation of such experiences. For example, elementary, middle, and/or high schools could be provided with “blank canvases” for murals around the Greenway; this could be an effective way to generate low-cost public art that engages residents, promotes pride, and facilitates neighborhood attachment and identity.

CASE STUDY: BETTER BLOCK PROGRAM (NATIONWIDE AND NEW KENSINGTON, PA)

The Better Block Foundation is a 501(c)3 non-profit organization dedicated to educating, equipping, and empowering communities and their leaders to reshape and reactivate built environments in order to promote healthy and vibrant neighborhoods. Through technical assistance they help communities and neighborhoods develop plans for spaces that address four features: amenities, safety, shared access, and staying power.

Borrowing from core principles developed by the Better Block Foundation, community residents of New Kensington held their first Better Block event in May 2015. The inaugural event hosted a wide array of activities including live entertainment, pop-up shops, food and street vendors, and special events in existing commercial space. According to Better Block New Kensington, approximately 2,000 individuals visited the downtown area of New Kensington during the inaugural event. While the event is held on a single day of the year, Better Block New Kensington has had a lasting impact on the city’s downtown area. Since its first event in 2015, 10 new businesses have opened in downtown storefronts, attracted by the renewed excitement and attention that downtown New Kensington received due to the Better Block program.

CASE STUDY: LITTLE FREE LIBRARIES (GLOBAL)

Little Free Libraries began in 2009 and as of January 15, 2014, there were over 70,000 Little Free Libraries registered in more than 85 countries. The project’s mission is to promote literacy and the love of reading through a free book exchange, and it has spread globally over the past few years. They are run by volunteers and operate under the “take a book, return a book” policy, but more than that, they increase interaction between neighbors, build community spirit, and inspire generations of people to pick up a book, despite living in a digital world. The libraries are typically waterproof boxes with a glass door and roof but many volunteers choose to create custom designs and unique works of art with their libraries.

Communities big and small are embracing the movement. In Pensacola, FL, the area has seen the number of Little Libraries grow from seven to more than 50 in less than two months. Many rural areas and small town don't have public libraries and residents have come together to build Little Free Libraries to share their own collections with their neighbors. In other communities, Little Free Libraries help provide a neighborhood-level extension of the public library service. The libraries are easy and inexpensive to install and have been put in neighborhoods, at parks, community gardens, and around other public spaces by volunteers and organizations. Many public libraries are also getting involved in the movement and are helping to install Little Free Libraries in local neighborhoods. In Midland, TX, the Midland County Public Library has been encouraging readers to join the movement to help promote reading and offered to supply anyone interested in hosting a Little Library with books to get started. A map of locations of the little free libraries is available on the website and helps bring library options to other areas in towns that are far from the public library, while adding some art and community development to the city.

2.5 Identify sites for development and redevelopment that is oriented towards the Greenway.

In addition to the aforementioned experiences that can help activate the Greenway, its transformation should also be supported by the way the community orients development and the manner in which developments interact with the Greenway. The City should evaluate sites along the Greenway, and their existing and planned land uses, to identify a set of sites that can be prioritized for development and/or redevelopment along the Greenway with a particular eye towards mixed-use developments that are oriented towards the Greenway and not simply a roadway or parking lot. For example, restaurants, bars, retailers, apartments, and a variety of other uses can orient developments such that there are entryways (i.e. sidewalks and doors) that connect to the Greenway, and attributes (i.e. patios, signage) that invite Greenway patrons inside. This kind of development reorientation can change perception of the Greenway and how residents utilize it.

2.6 Identify sites for public art and promote opportunities for residents to influence the Greenway aesthetic.

One of the first initiatives that can begin prior to the development and adoption of a new vision for the Cheyenne Greenway is the installation of public art. This will support other objectives and initiatives contained within Forward Greater Cheyenne, notably community beautification. While a vision and implementation plan for Greenway transformation should more clearly specify guidelines for public art, the community can begin in a few key ways:

- ✓ Identify publicly-owned properties and sites along the Greenway that could incorporate new murals
- ✓ Issue a request for interest to private property owners along the Greenway to identify additional sites
- ✓ Develop a fund to support a set of demonstration projects that can help illustrate the potential
- ✓ Issue requests for proposals for artists

3. LCCC Expansion: Baccalaureate Degrees

Begin offering applied baccalaureate degrees at Laramie County Community College (LCCC) to support long-term economic and workforce competitiveness.

3.1 Develop a coalition through Forward Greater Cheyenne to build support for the development of applied bachelor's degree programming at LCCC.

As highlighted in the research phase, Greater Cheyenne benefits tremendously from the degree production and capacity at LCCC. However, the community must depend entirely on talent recruitment at the upper end of the educational attainment spectrum (bachelors and advanced degrees). This is a remarkably difficult obstacle to overcome in the community's economic evolution, regardless of its proximity to UW, CSU, and other higher education institutions. Students at these institutions spend four years living and potentially falling in love with these communities; Cheyenne has not been afforded this opportunity. Meanwhile, there is unquestionably room for additional capacity in the production of bachelors and advanced degrees in the state of Wyoming. As of 2016, the per capita level of bachelors and advanced degree production in Wyoming ranks 48th; the University of Wyoming and Wyoming Catholic College would need to nearly double their annual output of degrees, issuing roughly 1,900 more bachelors and advanced degrees each year, to bring the state up to the national average. An additional 900 degrees a year would be needed to simply bring the state up to the 20th percentile (ranking of 40th out of the 50 states).

Very simply, there is opportunity for both the region and state, and LCCC is well-positioned to support these needs by offering **applied baccalaureate degrees in specific fields that align with the region's and state's economic diversification objectives and targeted economic activities**. And Forward Greater Cheyenne, its Steering Committee, and the various partners that it represents are well positioned to form the foundation of **a coalition that will be needed to advance this opportunity**. This coalition should be extended to engage necessary partners at the state and institutional level, incorporating leadership that is working to advance state objectives with respect to educational attainment levels and economic diversification. It should be tasked with working with LCCC to secure buy-in from the business community and aforementioned partners, develop appropriate programming, identify physical sites to support LCCC's growth and expansion, and evaluate a variety of other opportunities that could emerge along the way. This could include the development of a Middle College in partnership with school districts to provide a more intentional pipeline for targeted, homegrown talent development that would lead from high school to college to career in Greater Cheyenne. It could also include opportunities to align and incorporate applied baccalaureate programming with other community objectives such as entrepreneurship and efforts to establish a Cheyenne Center for Enterprise & Entrepreneurship (see Initiative #4).

While definitions vary between institutions, applied baccalaureate degrees (i.e. Bachelor of Applied Science) typically requires fewer liberal arts courses and more heavily emphasizes educational offerings in a specific field of study. Many students pursue applied bachelor's degrees following completion of an associate's degree (Associate of Applied Science), or return to earn their applied bachelor's degree after years working as a professional in their field of study. Many programs are in STEM- or business-related fields: common program areas include engineering, nursing, physical sciences, information technology, and various business management disciplines such as supply chain management and accounting. While the University of Wyoming serves as the state's flagship institution awarding bachelor's degrees, LCCC can differentiate its program in a way that aligns with core strengths (applied science, technical education, and professional education).

3.2 Launch the Cheyenne Area Workforce Alliance to help develop appropriate programming and curriculum, ensure alignment of K-12 career pathways with existing and new LCCC programming, and expand partnerships with the University of Wyoming to increase resident and business access to bachelor's degrees, advanced degrees, and research activities.

The 2014 Cheyenne LEADS Workforce Study recommended the formation of a Talent Demand Working Group to discuss current and forecast employer skill needs, training capacities, and educational programs. According to stakeholders, while some progress has been made in aligning programming at LCCC with the needs identified in the Workforce Study, there is still room for improvement and a need for a coordinated, collaborative effort to guide this alignment over time. The potential offering of new applied baccalaureate degrees only heightens this need.

A new Cheyenne Area Workforce Alliance can fill this role, providing ongoing support to the community's partners in education and training – most notably, its school systems, LCCC, and nearby universities – to inform program refinement and development. The community must develop a comprehensive approach to talent pipeline development and management; the primary role of the Cheyenne Area Workforce Alliance is to expand and align programming and investments across this talent development pipeline (early childhood education to professional education). A clear priority for the Alliance will be informing the development of appropriate new applied baccalaureate curriculum and programming at LCCC. However, it will be equally important that the community not lose sight of the remarkable asset that lies just 50 miles to the west: the University of Wyoming. The Alliance will need to help the institution identify opportunities to heighten resident and business access to relevant programming and research activities that align with the community's target sectors and the needs of the workers and businesses within them.

The Alliance would be ideally comprised of roughly equal representation from the education/training community and the private business community. Similar alliances in other communities have helped develop career pathways, career academies, and middle college programs to promote alignment between their economy's growing occupations and the area's educational opportunities. Others have focused more heavily on specific, critical needs by soliciting commitments from employers to support new curriculum development or by helping to advance articulation agreements. The Cheyenne Area Workforce Alliance can have an enduring mission to promote alignment between educational programming and employer needs, while prioritizing support for LCCC's potential expansion and offering of applied baccalaureate degrees. Research completed as part of this process – the Economic and Workforce Profile – as well as other recent research endeavors such as the 2014 LEADS Workforce Study can help inform programming needs. A variety of formal and informal models have been adopted around the country to help advance proactive workforce alignment, from collective impact initiatives that have flourished based on the success of the Strive Partnership model in Cincinnati, Ohio to Talent Pipeline Management (TPM) initiatives supported by the U.S. Chamber of Commerce. These various models employ various tactics but generally are guided by common principles: a focus on metrics-driven outcomes, a model predicated on private sector engagement, and a backbone organization to provide ongoing staff support.

CASE STUDY: GRADFORCE KC (KANSAS CITY, MO)

GradForce KC is a regional workforce initiative launched in 2014 as a partnership between the Mid-America Regional Council (MARC) and the Lumina Foundation to support regional objectives and to help advance Lumina's national degree attainment objectives. GradForce is guided by a steering committee of public and private stakeholders, and supported by staff at the MARC. In 2015, multiple work groups were formed to focus on specific topics such as advising support, family engagement, and financing postsecondary education. In 2016, new workgroups were formed to advance initiatives related to data sharing, national career readiness, and experiential learning.

Through these various work groups, the initiative principally focuses on two targeted populations: first generation students and adults returning to postsecondary education. In addition to the work groups' subject-driven efforts, three core programs comprise the initiative.

The Talent-to-Industry Exchanges (TIE) provides the foundation for the initiative's industry-driven workforce alignment. As a business-led, sector-based exchange, each TIE is designed to mitigate skills gaps and improve labor supply in target sectors. Each TIE follows a simple three step process: conduct an economic and labor market analysis, develop a workforce action plan, and implement the plan. TIEs were established in 2016 and at present, the Aerospace and Global Design TIEs have completed their analyses and work plans, and are in the midst of implementation.

The KC Degrees program was launched in 2016 to provide in-person, phone, and online support to adults to that need assistance navigating the application and financial aid processes associated with returning to college. The program offers continuing support to students as they work toward degree completion.

The Gateways KC program works with existing businesses in the region to ensure that they are promoting workplace environments that are welcoming to immigrants, while working with colleges and universities to help retain graduates.

The initiative has also advanced a variety of other projects including a financial aid assistance program that sought to enhance FAFSA applications in the region, as well the publication of a Common Sector Competencies report to define the skills requested by employers and to help Scholl districts and higher education institutions align programs with the demands of the workplace.

CASE STUDY: STRIVE PARTNERSHIP (CINCINNATI, OH)

The Strive Partnership in Metro Cincinnati is a 501(c)3 coalition of early childhood advocates, district superintendents, college and university presidents, community funders, business leaders, and service providers united around shared issues, goals and measurements, and results. With a motto of "Every Child, Every Step of the Way, From Cradle to Career," the Partnership seeks to serve as a catalyst for working together across sectors and along the entire educational continuum to drive better results in education. The guiding goals of the Strive Partnership are that every child is prepared for school, every child is supported inside and outside of school, every child succeeds academically, every child enrolls in some form of postsecondary education, and every child graduates and enters a career.

The Strive Partnership is guided by data driven decision-making, facilitating and sustaining coordinated action, and advocating for and aligning funding around what works. To measure success, the Strive Partnership tracks its progress relative to: kindergarten readiness; reading and math achievement; high school graduation rates; average ACT scores; and college enrollment, completion, and retention. The StriveTogether Cradle to Career Network was born out of the Strive Partnership in Cincinnati and assists other communities in implementing the StriveTogether framework. It has grown to include over 70 community partnerships in 31 states and Washington D.C. Some of the most proximate network members to the Cheyenne area include:

- ✓ The Youth Initiative of Adams County (Adams County, CO)
- ✓ Southeastern Idaho Cradle to Career Partnership (Pocatello, ID)
- ✓ Treasure Valley Education Partnership (Boise, ID)
- ✓ ImpactTulsa (Tulsa, OK)
- ✓ Cradle to Career Alliance (Columbia, MO)
- ✓ Promise Partnerships of Salt Lake (Salt Lake City, UT)

While many of these models focus principally on alignment of community resources to support K-12 outcomes, many are focused more broadly on K-16 and cradle-to-career outcomes.

3.3 Evaluate opportunities to establish LCCC instructional and residential facilities in Downtown Cheyenne.

The vision for LCCC's expansion and offering of applied bachelor's degrees should include careful consideration for the role that LCCC can play in Downtown Cheyenne's transformation. The community has invested in the institution's tremendous facilities south of downtown but potential exists to leverage the expansion of program offerings to support a catalytic project in Downtown Cheyenne: new instructional and residential facilities for LCCC. Entire departments and programs of study could be relocated to a downtown campus, and/or specific portions of the student body could elect to reside in a downtown dormitory.

The addition of potentially hundreds of new students to downtown's daytime population (instructional facilities) and nighttime population (residential facilities) would be a game-changer for downtown revitalization efforts. A number of potential sites exist for new instructional or residential facilities, but as with other redevelopment projects that have evaluated specific sites in and around downtown, significant obstacles can deter potential investors and derail an otherwise viable project. Creative and collaborative financing solutions may be needed.

CASE STUDY: COLUMBUS STATE UNIVERSITY, RIVERPARK CAMPUS (COLUMBUS, GA)

Columbus State University is home to nearly 7,000 undergraduate students with its main campus located roughly six miles from Uptown Columbus (the community's historic downtown). The University intended to develop new facilities to support its performing arts program, and realized that Uptown Columbus - outside of its main campus - could be a potential location for new facilities. In the early 2000s, the City and the private sector came together to develop a new performing arts center, the \$86 million RiverCenter for Performing Arts. After much planning, the University relocated its Art, Music, Theatre departments to Uptown Columbus, co-locating with the new RiverCenter. The University built student housing for these students and relocated additional departments in subsequent years, including Communications, History, and Geography. At present roughly 500 students currently reside in university student housing in Uptown Columbus today. The student presence has helped create a nighttime population, encourage other residential reinvestment in Uptown, and supported the opening of many new businesses from coffee shops to bookstores to restaurants and nightlife. The University also partnered with the City to create new greenspace in Uptown, Woodruff Park, which serves as a gateway to the Chattahoochee RiverWalk. Adjacent to the park and the RiverWalk are a few major revitalization projects, including the conversion of the old Eagle and Phenix Mill into condos, apartments, and a restaurant space located above the old mill's water wheel in the middle of the Chattahoochee River, and accessible via pedestrian bridge.

4. Cheyenne Center for Enterprise and Entrepreneurship (C²E²)

Develop an environment for entrepreneurship through purposeful investments, programs, and policies that support and encourage small business formation and development.

4.1 Establish a C²E² Board of Advisors to help advance C²E² startup efforts.

The Cheyenne Center for Enterprise and Entrepreneurship (C²E²) is envisioned as **both a virtual and physical anchor for the entrepreneurial community, both a resource and a gathering space**. It was observed throughout the research phase that Greater Cheyenne's entrepreneurial support system is relatively underdeveloped in terms of supportive assets, programs, and resources. Similarly, it was observed that – while there are of course exceptions – there is relatively little investment in the community to suggest to entrepreneurs that Greater Cheyenne is a community that values, encourages, and seeks to nurture entrepreneurial activity. C²E² represents that investment.

To initiate startup efforts, **a coalition – the C²E² Board of Advisors – should be formed** to advise key community partners, notably an operator of the C²E² virtual and physical facilities (this operator is to be identified in the forthcoming Implementation Plan). The coalition should be comprised primarily of existing providers of small business support services as well as existing entrepreneurs and successful small business owners that can support C²E²'s establishment, maturation, and programming. A variety of existing networks exist which could help populate this coalition, including but not limited to the Chamber Business Council, BizLink, and Cheyenne Women's Entrepreneur Roundtable supported by the Greater Cheyenne Chamber of Commerce. Resources in the community include but are by no means limited to the Small Business Development Center (SBDC), SCORE, and the Library to Business (L2B) program; a variety of other resource exist in neighboring communities from Fort Collins to Laramie.

This coalition – the C²E² Board of Advisors – should prioritize outreach to state leadership engaged in advancing Economic Needed Diversity Options for Wyoming (ENDOW) recommendations, notably efforts to establish **Startup:Wyoming**, a new state organization supported by 2018 legislation that would, in part, help work with local partners to help develop new physical spaces and networks to support entrepreneurship, while administering funding programs that expand access to capital. Specifically, legislation called for Startup:Wyoming to work "in conjunction with the University of Wyoming, community colleges, localities, chambers of commerce, industrial authorities and other public and private groups, develop incubators, accelerators, co-working spaces, makerspaces and other unique work spaces and equipment to foster entrepreneurialism" and to "provide entrepreneurs with advanced resources to help their business succeed, including mentoring, marketing, legal and other business coaching services." C²E² startup efforts should also be mindful of other opportunities that could potentially influence programming such as the Bloomberg Mayor's Challenge (winners TBD in late 2018).

CASE STUDY: GREENHOUSE (ST. PETERSBURG, FL)

As a partnership between the St Petersburg Area Chamber of Commerce and the City of St. Petersburg, Greenhouse is a one-stop shop facility for starting or growing local St. Petersburg businesses. In 2013, the City partnered with the St. Petersburg Area Chamber of Commerce to expand outreach and resources available to entrepreneurs and small business owners by launching a Business Assistance Center in the former Domestic Science and Manual Training School building, more recently known as the City Hall Annex. The Center was rebranded "The Greenhouse" by former Mayor Bill Foster to showcase the facility and community as "a place to grow."

Greenhouse provides a diverse array of services including business counseling, training, networking, specialized assistance, and access to start-up capital. Greenhouse acts as St. Petersburg's entrepreneurial center of gravity, leveraging a broad support network to ultimately benefit local entrepreneurs. Through its partnership with the Service Corps of Retired Executives (SCORE) and ASPEC (Academy of Senior Professionals at Eckerd College), entrepreneurs receive one-on-one mentorship programs and in-house office hours to ensure their business is on the path to success. Greenhouse has also become the go-to location for entrepreneurial events and networking in St. Petersburg and, increasingly, the greater Tampa Bay region. Entrepreneurs in the St. Petersburg Area credit the creation of Greenhouse as the catalyst for bringing together what had previously been a disparate local entrepreneurial ecosystem.

CASE STUDY: THE BURSON CENTER (CARROLTON, GA)

Since 2006, the Burson Center has been a catalyst for small business creation and development in Carroll County. Founded through the partnership of several public and private agencies, the Burson Center offers a twist on the familiar business incubator model: along with providing services to startup businesses, it also serves as a resource center for businesses of any age. Housed in a 24,000 square foot facility that was donated to Carroll Tomorrow, the county's public-private economic development organization, the facility contains 23 leasable, furnished offices that are available to startups and small businesses. It also contains conference rooms, administration offices, a break area, and 5,000 square feet of office space. For startup entrepreneurs, the Center offers a variety of services typically found in business incubators including business plan development, counseling and coaching, industry and market research, networking, and mentoring. Since its founding, the Center has incubated 84 businesses operating in the Center's four focus areas: information technology, advanced manufacturing, healthcare, and business services. These businesses have supported nearly 800 jobs and \$70 million in capital investment in the community.

In 2016, the Appalachian Regional Commission (ARC) awarded a \$250,000 grant to Carroll Tomorrow to fund an innovation laboratory space dubbed The Tinker's Box. The makerspace will feature workstations, computer kiosks, and laboratory tables open to robotics, electronics, and computer applications makers and inventors in the Center's service area. The development and programming of the Tinker's Box was not without support. With the assistance of Carroll Tomorrow staff, the Burson Center impaneled 21 technology and engineering professionals, students, economic developers, and business leaders to ensure that the Tinker Box's offerings met the needs of innovators within the community.

The Burson Center is owned and operated by Carroll Tomorrow who received initial investment from a private donor as well as approximately \$300,000 from the Appalachian Regional Commission to fund its initial startup costs and the first year of operation. Supporting partners including the University of West Georgia, West Georgia Technical College, SBDC, and Georgia Tech.

4.2 Establish a virtual Center to promote available resources and the vision for C²E².

One of the first tasks for the C²E² Board of Advisors should be the development of a virtual Center; a unique website that promotes the vision, available resources, and encourages connectivity within the entrepreneurial ecosystem.

This virtual Center could include the following elements:

- ✓ A clear yet detailed guide on how to start a business in Cheyenne and Laramie County
- ✓ Access to all relevant and necessary forms associated with starting a business
- ✓ Links to available resources at the local, regional, and state level
- ✓ Contact information for mentors and advisory services (i.e. SCORE mentors and SBDC)
- ✓ A mentor connection portal (mentor profiles and a form to submit a request for mentor)
- ✓ Links to available physical spaces (i.e. existing co-working spaces)
- ✓ Information about available incentives for small business at the local and state level
- ✓ Information about upcoming networking and educational events of interest to entrepreneurs

Elements of this work may already be underway in the community; for example, DDA has begun work on a small business resource network map and the library system has compiled resources through its Library to Business program (L2B). Once developed, the virtual Center should be aggressively promoted throughout the community through direct outreach to existing entrepreneurs and small business owners using available membership and contact lists, and other databases such as ReferenceUSA that include contact information for business owners.

CASE STUDY: LAUNCHPGH.COM (PITTSBURGH, PA)

Launchpgh.com is an online portal operated by the Urban Redevelopment Authority of Pittsburgh (URA) that connects entrepreneurs and aspiring entrepreneurs in the Pittsburgh area to the entrepreneurial resources they need to thrive. The website is both visually appealing, intuitive, and comprehensive in the information it provides to connect area entrepreneurs with an extensive network of business opportunities. The website provides a guide to starting a business in Pittsburgh, a "Funding 101" guide, and key information about available resources, upcoming events, and other areas of interest to current and prospective entrepreneurs. This includes detailed information about funding available at various stages, as well as resources from coworking spaces to incubators and accelerators to mentors. A specific portion of the site is devoted to the needs and interests of the maker community. The website was an IEDC "Gold" winner in 2015 for the category of Special Purpose Website for a community with a population of 200,000 to 500,000 people.

4.3 Develop an operating plan and identify a physical location for C²E² in Downtown Cheyenne.

Once the virtual Center is established, a vision for a physical Center should be pursued. The C²E² Board of Advisors should begin developing an operating plan to include new programming and services to be offered at a new physical location. As the community's central business district, focal point for redevelopment activity, and location of existing assets supporting small business development, Downtown Cheyenne is the logical location for C²E².

The Board of Advisors should evaluate a variety of potential opportunities to enhance programming and services offered to entrepreneurs throughout the region with strong consideration given to any new resources and programming enabled by state investments through Startup:Wyoming. Potential programmatic elements include:

- ✓ Provision of proprietary market research resources that can aid with sales and lead generation
- ✓ Establishment of an economic gardening program in partnership with the Edward Lowe Foundation
- ✓ Development of business plan competitions and other events (i.e. pitch events)
- ✓ Co-location with (or provision of office space to) other providers of small business support services
- ✓ Provision of low-cost office space for rent and/or co-location with existing co-working facilities

CASE STUDY: BUSINESS CONCIERGE, COLUMBUS CHAMBER OF COMMERCE (COLUMBUS, OH)

In the landscape of economic development organizations in the central Ohio region, the Columbus Chamber recognized that its "sweet spot" was member businesses that were in growth mode, in business for three to five years, with at least 10 employees, and over half a million in annual revenues. As relatively small but growing businesses, these existing and preoperative future members represented enterprises that had potential to significantly impact the community's desired economic outcomes. The Chamber developed a business concierge model that offers business market research, talent solutions, government navigation, and targeted connections to businesses. The services are offered based on their firms' membership level. The Chamber's research team leverages its proprietary data subscriptions to run reports identifying new customers and markets, untapped geographies, competitors, suppliers, and labor markets. The talent connections services assists companies in sourcing workforce, connecting with workforce service providers, and attracting new talent to the region. The Chamber runs over 200 reports through its market research service and has over 2,000 engagements with businesses annually. As a result of the very high satisfaction of member businesses, over 80 percent of businesses engaged through the concierge program have promoted the Columbus Chamber to business colleagues.

CASE STUDY: MERLIN MENTORS (MADISON, WI)

Launched in 2008, the goal of the Madison Entrepreneur Resource, Learning and Innovation Network (MERLIN) is to create a larger pool of viable entrepreneurs and quality startups within the Madison community. This is done by matching new entrepreneurs with mentors. Experienced entrepreneurial executives and business leaders volunteer as mentors for individuals to help convert entrepreneurs' ideas into sustainable ventures.

The focus of the MERLIN program is the relationship between entrepreneurs and mentors—a one-on-one relationship that cultivates knowledge and insight for entrepreneurs that can be applied to any new venture. Unlike accelerator and incubator programs centered around a business startup idea, the subject of development in the MERLIN mentor relationship is the new entrepreneur.

In its first five years, MERLIN has fostered relationships between 115 mentors and 163 entrepreneurs, guiding the creation or growth of 72 companies. The program is almost completely run by volunteers with very little budget, with a part-time staff person at the University of Wisconsin-Madison providing administrative support.

MERLIN is supported by a number of groups and programs tied to the University of Wisconsin-Madison: the Wisconsin Alumni Research Foundation (WARF, the research arm of UW), University Research Park, the Wisconsin School of Business, and the Office of Corporate Relations (the commercialization arm).

CASE STUDY: ENTREPRENEUR BOOT CAMP (GREATER ALBANY, NY)

Entrepreneur Boot Camp is the Capital Region Chamber's award-winning 60-hour training program that guides would-be entrepreneurs and existing businesses through a step-by-step process of starting, operating and managing a business. The program is held two nights per week over the course of 12 weeks. Each session features business experts addressing topics critical to the growth of successful enterprises including accounting, legal, market research, real estate, taxes, insurance, payroll, cash flow, marketing, social media and more. Participants develop a business plan, and toward the end of the course present the plan to a panel of judges. The winners of the business plan competition receive a \$1,500 cash grant from Sunmark Federal Credit Union, a one-year Chamber membership, office equipment from Repeat Business Systems, a media package from R&D Media, an education package from Excelsior College, and two computer courses from MicroKnowledge. A partnership between the Chamber and Schenectady County Community College allows students enrolled in the Business Administration A.A.S. Program or the Entrepreneurship Certificate to take the Chamber's Entrepreneur Boot Camp for college credit.

CASE STUDY: BUNKER LABS – MILITARY VETERAN ENTREPRENEURSHIP (NATIONWIDE)

Bunker Labs is a national not-for-profit 501(c)(3) organization built by military veteran entrepreneurs to empower other military veterans as leaders in innovation. Through local chapters organized in 12 different cities, Bunker Labs provides educational programming, mentors, events, and thriving local networks to help military veterans start and grow businesses. The organization works to inspire, educate, and connect veterans with the right people and the right resources to be successful as entrepreneurs and as innovators. Its online platform, Bunker in a Box, gives active duty and veterans worldwide access to entrepreneurship education, complete with dozens of interviews with military veterans who have successfully started a diverse array of businesses. Bunker Labs has programs in Austin, Bozeman, Chicago, Columbus (OH), Detroit, Houston, Los Angeles, Madison (WI), Minneapolis, Nashville, New York City, Philadelphia, Raleigh-Durham, San Antonio, Seattle, Silicon Valley, and Washington, D.C.

4.4 Evaluate opportunities to capitalize and establish a Cheyenne-focused angel fund to support emerging entrepreneurs.

While C²E² is envisioned as an endeavor that is largely driven *by* the private sector *for* the private sector, the public sector and other community partners certainly play a role in facilitating small business formation and success. It was observed throughout the stakeholder input process that, for a variety of reasons (including but not limited to restrictions on property tax abatements), some prospective entrepreneurs are unable to get endeavors off the ground without additional financing for necessary equipment. Furthermore, many small businesses often do not receive sufficient capital to make initial startup investments from traditional lending sources. This is a challenge that is pervasive across the state; CNBC's Top States for Business ranks Wyoming last in terms of "access to capital." While some angel funds and individual angel investors are active in other parts of the state – notably Jackson and Casper – the Cheyenne area could benefit from the formation of an angel investor network that is interested in investing in Cheyenne area startups.

Efforts to identify potential entrepreneurs seeking such capital is an appropriate first step. This can help evaluate and demonstrate available opportunities to potential investors. It can also help the community develop and maintain a list of budding entrepreneurs and their financing needs; some may not be ideal fits for angel investment but are better positioned for other available financing programs, potentially including but not limited to a variety of existing loan programs made available through the Wyoming Business Council, revolving loan funds (RLF) made available through the Joint Power Board, and new Kickstart:Wyoming funds enabled by 2018 legislation.

Efforts to identify and convene potential investors is an appropriate second step. Ultimately, potential investors will determine their level of interest and should establish the parameters and guidelines for their investments.

5. Business Retention, Expansion, and Attraction

Implement a targeted, proactive economic development program supporting business retention, expansion, and attraction.

5.1 Formalize a collaborative Business Retention and Expansion (BRE) outreach program that prioritizes existing business care within the community's economic development program.

Various studies have illustrated that expansions of existing businesses represent between 60 percent and upwards of 90 percent of a region's job creation. But when existing employers face challenges, a layoff event or closure can be devastating to a community and surrounding businesses. Communities that are proactive with respect to business retention and expansion are less likely to find themselves in unfortunate situations requiring reaction to an unforeseen event. Today, a new adage is proliferating: "business follows talent." And as the research suggested, talent attraction and retention is increasingly a challenge for Greater Cheyenne. Countless communities across the country have struggled with similar trends as those facing the Cheyenne area workforce. Unfortunately, many are finding that their existing business community is following the lead of their talented residents; those businesses are increasingly following their workers and relocating to more attractive destinations, often just a few miles or towns away. These stories are evident around the country and absent a reversal of trends associated with talent retention Greater Cheyenne should anticipate similar challenges with business retention in the very near future.

In recent years, the community has begun to invest in business retention and expansion (BRE), executing a series of site visits and investing in software that can help manage relationships with existing businesses. In this regard, the community has begun to formalize an approach to BRE with professional staff supporting its execution at Cheyenne LEADS. **However, Greater Cheyenne needs a more intentional, collaborative, and well-resourced approach to Business Retention and Expansion (BRE).** Generally speaking, effective BRE programs are predicated on various forms of outreach, emphasizing face-to-face contact and dialogue but also collecting comprehensive, comparable inputs from the broader business community. This necessitates an approach that includes site visits, telephone calls, and the deployment of surveys to collect standardized and customized non-confidential company information that can be analyzed and mined to aid specific companies, sectors, and the business community at-large. Best practice BRE programs should seek to understand the challenges and opportunities facing existing businesses; help alleviate regulatory burdens and barriers to competitiveness and expansion; prevent existing business from relocating elsewhere; identify businesses poised for expansion; and support the maintenance of a competitive business climate.

Critically, the program should be **supported by a collaborative team of professionals** able to aid existing businesses with challenges and overcome immediate obstacles to expansion, **while led by a dedicated, professional staff member** whose primary job is business retention and expansion. The team should include representatives from local and state economic development organizations, relevant local government departments (permitting, public works, etc.), higher education institutions, utilities, chambers of commerce and/or other business alliances, and other relevant organizations that can help respond to the needs of existing businesses. This collaborative **Business Assistance Team** should convene regularly and at other key times when needed to respond to a specific company concern or opportunity in a timely manner. The City of Cheyenne has dedicated resources to support a Business Liaison as well as another Economic Development staff member, while the Downtown Development Authority has recently shifted the focus of a staff position to business retention and expansion by way of a Business Development Specialist. With both the City of Cheyenne and the Downtown Development Authority investing in staff positions devoted in part to existing business care – complementing the staff capacity

already devoted to supporting existing businesses as Cheyenne LEADS and the Greater Cheyenne Chamber of Commerce – the community will have heightened capacity but also heightened potential for fragmentation in its approach to existing business support if not effectively coordinated through an intentional, collaborative effort.

Simply put, the community needs a formalized program, guided by a full-time economic development professional with experience in business retention and expansion to execute various forms of outreach, and supported by a collaborative team of professionals from around the community that can aid in necessary and timely response to challenges and opportunities facing existing businesses.

CASE STUDY: BUSINESS FIRST, GREATER RICHMOND REGIONAL PARTNERSHIP (RICHMOND, VA)

Launched in 2006, Business First is a collaborative, regional, existing business retention and expansion (BRE) program of the Greater Richmond Regional Partnership and its local government partners. Professional economic development staff and trained volunteers from the business community interview CEOs and other top company officials to fully understand the company's competitiveness and its long-term prospects for growth. Interviews cover a wide range of topics and findings include hiring prospects for the next year, perceptions of the regional workforce and specific skill shortages, projected sales, and business climate issues. The data allows the GRP to gauge the health of the regional economy, develop an early warning system to foretell potential future layoffs, and provide targeted solutions to existing businesses. Companies reached by the program receive a high level of customer service and access to a wide variety of resources. The program also responds to specific requests for assistance. By partnering with local government entities, the program leverages the full suite of available resources and provides customized service to businesses.

Thousands of face-to-face interviews have been conducted with business owners and chief executives throughout the region since 2006, collecting a tremendous amount of valuable information and feedback on everything from regulatory issues to expansion plans to workforce needs. The Partnership works with a network of partners to provide a variety of support in areas such as local government services, finance, workforce development, international trade and business planning. All participant responses are confidential and used to provide direct assistance where needed. Information is also aggregated to help develop a better understanding of critical business issues facing the region at-large.

Since 2006, the program has helped create more than 2,000 new jobs from employer expansion and retain more than 2,500 jobs that were at risk of elimination from workforce reductions, closures, or relocations by proactively working with companies to find alternatives. During the height of the national recession (FY 2010–2011), Business First staffers and volunteers met with 567 companies. Assisted companies created 1,045 jobs, invested \$68 million in capital investment, and retained 172 jobs during that year alone. In 2015, the program reached more than 700 companies, providing direct assistance to 150 companies that created 420 new jobs through expansions that year. The program has been recognized by the Virginia Chamber of Commerce for its significant contributions to economic development.

The Partnership produces a detailed annual report specifically devoted to the Business First program and its successes, and has its own website which helps convey the program's intent and allow staff to "get their foot in door." This website – www.businessfirstrichmond.com – provides detailed information about the program, including the aforementioned annual reports and a "what to expect" section that includes a short video to help existing businesses prepare for a site visit. The annual report and the Business First program have received numerous awards from organizations such as the International Economic Development Council (IEDC) and the Southern Economic Development Council (SEDC).

CASE STUDY: SMARTBUSINESS, GREATER HALIFAX PARTNERSHIP (HALIFAX, NOVA SCOTIA)

SmartBusiness is the business retention and expansion (BRE) initiative of the public-private Greater Halifax Partnership, the lead economic development organization for Halifax, Nova Scotia. Like most BRE programs, it acts as a "hub" connecting area companies with resources in the community that support existing businesses.

The backbone of the program is “intelligence gathering” in the form of face-to-face interviews. The Partnership has several dedicated staff members who meet with area CEOs and business owners to determine the types of needs, challenges, and opportunities that their firms face. By conducting hundreds of these interviews a year, the Partnership is able to identify key trends impacting the local business climate and tailor programs and policy responses accordingly. Should a firm have an immediate need or issue, the Partnership may refer it to the “Action Team,” a group of more than 30 senior private-sector and government officials who work with companies to solve problems and drive growth. The team may help a firm connect with talent or available workforce programs, access financing, work with local government, or access new markets.

Since its founding in 2004, SmartBusiness has conducted more than 2,880 consultations with business and influenced the creation or retention of more than 9,200 jobs.

5.2 Implement a targeted approach to corporate recruitment that aligns with the community’s economic vision and is supported by best practice investments.

The Cheyenne area has historically advanced an approach to corporate recruitment that is primarily reactionary; one that responds aggressively and quickly to inquiries, but which does not invest heavily in generating new inquiries or proactively courting new investment. In some respects this is sensible; many communities waste scarce resources chasing prospects and investments that are not viable while neglecting other important programs like BRE. However, competitive communities must demonstrate some level of proactivity to ensure that their community remains top of mind with corporate decision-makers and those that influence them. Absent a proactive effort to tell the community’s story with respect to economic composition and appeal to target sectors, prospective employers and investors are beholden to their own perceptions at worst and their own research at best.

Development Counselors International (DCI) frequently conducts a survey of corporate decision-makers engaged in site selection to solicit their opinions on the effectiveness of various economic development marketing and recruitment techniques. Planned visits to corporate executives and decision-makers has consistently ranked as the most effective marketing technique; there is no substitute for face-to-face contact. Paid print advertising is losing its effectiveness as it increasingly viewed as inauthentic. By comparison, earned media through public relations strategies are increasingly influential. In addition to face-to-face contact, effective digital communication is, not surprisingly, increasingly important to site selectors and corporate executives that seek accurate, up-to-date, and relevant information in a matter of seconds. Accordingly, Cheyenne LEADS should adjust its approach to corporate recruitment in a manner that supports long-term relationship development and maintenance through face-to-face contact while investing in its digital/online presence and earned media. Specifically, this can include:

- ✓ Attendance at trade shows and conferences along the Front Range that are relevant to target sectors
- ✓ Proactive identification of prospective targets for recruitment through BRE outreach efforts
- ✓ Planned visits to meet with identified prospects in partnership with state and other community leaders
- ✓ Planned visits to meet with regional and national site selectors, brokers, and other influencers
- ✓ Hosting an annual inbound event for site selectors, brokers, and other influencers from the Front Range
- ✓ Maintaining relationships with University of Wyoming to support attraction of additional research centers
- ✓ Retention of a public relations partner to promote positive stories in national media outlets

In addition, site selectors and corporate decision-makers expect to find highly targeted and relevant information about targeted businesses sectors on a community or region’s principal economic development website. While there are some best practice features of the LEADS website (regularly updated news, easy to find contact information, interactive property database, etc.), some enhancements are needed to improve the manner in which the community presents itself to prospective future employers and decision-makers (site selectors among them):

- ✓ Specific information and downloadable collateral about target sectors
- ✓ More dynamic integration of economic, workforce, and quality of life indicators (i.e. interactive vs. static)
- ✓ Development of a mobile-friendly website

Implementation of the aforementioned tactics should be focused through the lens of the region's previously-identified "industry opportunities" and the sectors that align with the community's long-term economic vision. These target sectors are: **Manufacturing; Transportation and Logistics; Energy; Data and Information Services, and; Professional, Financial, and Corporate Services.** Within each of these sectors and across the workforce in general, potential exists to **specifically promote the community's immense advantage with respect to its "middle skills" workforce.** Middle skills typically refers to those occupations requiring some education between a high school diploma and a four-year degree (certificate, two-year degree, or other industry training or credentials). The Cheyenne MSA (represented by Laramie County) ranks 7th out of 390 metropolitan areas around the country in terms of the percentage of adults with "middle skills" educational attainment. Other nearby metropolitan areas (Greeley, 170th; Fort Collins, 265th) do not share this same value proposition. At a time when the nation and its communities are focused on addressing middle skills gaps and preparing a workforce that can support projected growth in middle skills occupations, the Cheyenne area has a marketable advantage. This is particularly true for operations seeking a relatively small or medium-sized labor shed. In these instances, the Cheyenne area has an ability to compete on a more diverse array of factors. As has been suggested in the Economic and Workforce Profile, the Cheyenne area has competed on cost for decades. With an abundant middle skills workforce and a high capacity training partner in LCCC, the Cheyenne area can compete for certain smaller operations that demand middle skills in a labor shed of similar size to the Cheyenne area. A variety of activities can support this objective.

- ✓ A compelling story related to Cheyenne's middle skills advantage should be developed and integrated into the aforementioned new marketing collateral and website updates.
- ✓ A set of case studies from existing employers that focus on the community's middle skills workforce and training capacity could be developed and integrated into print- and web-based marketing collateral.
- ✓ Earned media and public relations efforts should specifically focus on driving stories that focus on and help market the community's middle skills advantage.
- ✓ An ongoing effort should be made to **identify specific companies or recruitment targets** within the community's target sectors that could leverage these advantages. Particular attention should be paid to companies located along the Front Range and/or in Colorado communities outside the community's existing labor shed or commuting drive-time. Stakeholders have suggested that rising costs, particularly lease rates for industrial space, have prompted some operations to look elsewhere.

CASE STUDY: TULSA REGIONAL CHAMBER AND GROWMETROTULSA.COM (TULSA, OKLAHOMA)

GrowMetroTulsa.com is the primary economic development website for the Tulsa region. The website houses a variety of print collateral materials available for download including brochures on each of its target sectors and its award-winning general purpose print brochure, *Grow in a Vibrant Region*, a multi-purpose full-color brochure highlighting Tulsa and the surrounding region. It provides users – particularly site selectors, brokers, and corporate decision-makers – with an option to generate custom reports with specific information of interest to the user, selecting from a variety of categories covering sites and buildings, labor market information, infrastructure, business costs, quality of life, and others.

In addition to the Chamber's intensive efforts to maintain relationships with consultants and brokers influencing site location decisions, the Tulsa Regional Chamber's corporate recruitment efforts have increasingly focused on a limited number of high-value marketing opportunities. Its digital marketing campaign was recently recognized by IEDC in its 2017 Excellence in Economic Development awards; the relatively low-cost per contact program created online ads

promoting GrowMetroTulsa.com to a targeted group of individuals. The Tulsa's Future monthly consultant newsletter keeps key contacts informed about new developments in the region.

CASE STUDY: OPPORTUNITYLYNCHBURG.COM (LYNCHBURG, VA)

There are countless examples of high-performing websites used for economic development marketing, though they all share similar features that include attractive designs and layouts, up-to-date information, information on incentives and programs, an inventory of available properties, detailed data and information about the region, and they are easy to navigate. One such example is the Opportunity Lynchburg website (www.opportunitylynchburg.com) that was launched in December 2014 by the Lynchburg Economic Development Authority in Virginia. In less than four months, site visits increased by over 500 percent and new contacts converted from the site increased by more than 600 percent. The organization earned a national medal from the IEDC in 2015 and the site serves as an excellent example of a quality website that helps stakeholders access the information they need quickly and efficiently.

CASE STUDY: AUGUSTAVABUSINESS.COM (AUGUSTA COUNTY, VA)

Augusta County, Virginia (population roughly 75,000 in 2017) redesigned its Economic Development website (augustaVAbusiness.com) in 2016 to improve the county's image and more proactively communicate its assets and advantages. The site offers real-time accessibility for industrial prospects, site selection consultants, existing or new businesses looking to build or expand, small business, and entrepreneurs. Augusta County's growth, agricultural foundation, workforce, location and access, and speed-to-market as well as educational and healthcare systems all influence the positioning statement – Augusta County, VA: where industrial growth meets exceptionally beautiful living.

Augusta County Economic Development won a Gold Excellence in Economic Development Award for its website from the International Economic Development Council (IEDC) in 2017. The website provides all of the necessary information on starting, locating, and expanding a business in the county such as sites and buildings, incentives, demographics, and small business resources. Its resources include downloadable infographics, overviews, and reports with relevant information on the workforce, target sectors, transportation, etc. Users are also able to make customized reports that compile the requested information into one seamless PDF. The website has a user-friendly mobile version.

CASE STUDY: EARNED MEDIA & PUBLIC RELATIONS STRATEGY (CHATTANOOGA, TENNESSEE)

Ever since Walter Cronkite called Chattanooga (population roughly 177,000 in 2017) the "dirtiest city in America" in the 1970s, the community has been focused on changing both its local realities and also external perceptions. Beginning in the 2000s, the Chattanooga Chamber of Commerce, partnering with the region's Convention and Visitor's Bureau, contracted with a national public relations firm to try to change the outside perceptions of Chattanooga as a declining industrial city with few modern assets for companies, talent, or visitors. Focusing on strengths such as its revitalized downtown, America's first city-wide gigabit fiber network, emerging entrepreneurial climate, and other assets, the public relations (earned media) strategy has seen notable success. Since implementing the strategy, the Chattanooga region has been featured in hundreds of business media placements with more than 1 billion impressions worldwide in a wide range of national, regional trade and online outlets including The Wall Street Journal, New York Times, The Economist, FORTUNE, Inc., CNN, Fox Business News, CNBC, and The Huffington Post. The tourism and visitation campaign was also effective, with nearly 1 billion impressions showcasing Chattanooga in outlets such as ABC News, Birmingham Parent, Baltimore Sun, Chicago Tribune, Delta SKY, Forbes.com, Georgia Magazine, National Geographic Weekend, Preservation, and Southern Living. The Chamber maintains an intentional, year-round media relations effort to connect national outlets with positive stories and contacts in the Chattanooga area.

5.3 **Reevaluate long-term industrial land development strategies and reorient land holdings to capitalize on job creation opportunities that align with community's economic vision.**

Cheyenne LEADS has historically supported its more reactionary approach to corporate recruitment prospects with one primary form of proactive investment: industrial land preparation. It continues to hold land that is oriented towards and supportive of additional industrial uses, and maintains a strategic focus that is predicated on the availability of numerous sites for development in business and industrial parks that are largely disconnected from the community's population, employment, and activity centers. And while land and building availability is critical to any community's competitiveness for projects, those land holdings should be aligned with community objectives related to economic development. Today, that includes support for the long-term emergence of Professional, Scientific, and Corporate Services, as well as various redevelopment objectives that are central to the community's economic vision. If the community is to fully realize its vision with respect to these various opportunities – downtown revitalization, West Edge district development, and Greenway transformation among them – it could benefit from a partner in Cheyenne LEADS that is willing to evaluate its current and planned land investments with eye towards supporting these larger community objectives when primary job creation projects exist.

6. Community Beautification

Enhance community attractiveness, pride, and image through purposeful investments, programs, and policies that support beautification and blight removal.

6.1 Prepare public and private spaces for public art installations, and provide adequate incentives to encourage the spread of public art installations in the community.

As referenced in Initiative 2.6, one of the first actions that the community can take prior to the development and adoption of a new vision for the Cheyenne Greenway is the installation of public art along the Greenway. In addition to efforts concentrated along the Greenway, the community can support public art in the following ways:

- ✓ Identify publicly-owned properties and sites within the community that could incorporate new murals
- ✓ Identify publicly-owned properties and sites within the community that could house new sculptures
- ✓ Issue a request for interest to private property owners within the community to identify additional sites
- ✓ Designate funds and issue requests for proposals for artists to develop new murals and sculptures
- ✓ Establish a corporate-sponsored public art program
- ✓ Promote neighborhood, school, and community pride by giving students spaces to create public art
- ✓ Incorporate public art projects into the curriculum for the Art program at LCCC
- ✓ Support multidisciplinary public art projects at LCCC (i.e. engineering and art students working together)
- ✓ Create one or more landmark pieces of public art at interstate interchanges or community gateways
- ✓ Evaluate interest among property owners and stakeholders in establishing a Cultural District to, in part, concentrate public art investments

CASE STUDY: PUBLIC ART CHATTANOOGA (CHATTANOOGA, TN)

The origins of Public Art Chattanooga can be traced back to 2001 when the City held public art forums. Participation from over 500 residents catalyzed the development of a Public Arts Plan, which was unveiled in 2003. During this time, the City was also embarking on an aggressive project to revitalize and transform its waterfront. The emphasis on public art has grown since the early 2000s, and the program currently oversees a permanent collection of over 180 installations and multiple temporary pieces. Public Art Chattanooga is housed within the Parks and Recreation Department and is governed by a citizen committee appointed by the Mayor. Other programs, such as a juried art show, exhibitions, and art grants to neighborhoods are supported by Public Art Chattanooga along with private sponsors. The City budgets about \$20,000 per year, thus private dollars make up a large portion of the budget (upwards of \$350,000).

6.2 Proactively mitigate blight and promote beautification in targeted neighborhoods through implementation of a new “5x5 program” as a component of the City’s “Fight the Blight” initiative.

The Mayor’s “Fight the Blight” initiative – eligible for immense funding as part of the Bloomberg Mayor’s Challenge – will, in part, support the establishment of a database of blighted, abandoned properties that should be targeted for demolition. The proactive removal of key eyesores throughout the community, and particularly at key gateways into the community, is important for a variety of reasons. First and foremost, abandoned properties pose health and environmental hazards to the community. But they also depress surrounding property values, discourage investment in adjacent properties, prevent neighborhoods from reaching the potential, and contribute to poor external- and self-image.

The “Fight the Blight” initiative can be supported by the implementation of a new “5x5 program” that provides concentrated, enhanced City services to a specific area for a limited period of time. The program takes its name

from an effort in Macon, Georgia where City services were concentrated in a five block area for five weeks before moving on to another area of town. Such a program would involve staff from various city departments that would create a collaborative team to focus City services on the targeted area, and engage residents of the target area to become involved in the initiative. In addition to demolition of blighted structures, City services encompassed by the program could include but are not limited to pothole repair, street painting, curb repair, tree and flower planting, graffiti removal, litter removal, and any number of other needs and objectives identified by the City and neighborhood partners. The ideal program would include an element that engages neighborhood associations and property owners to participate in volunteer-led initiatives that complement City-led initiatives. A marketable name for the program – potentially similar to Macon’s “5x5 Program” – should be developed, or the program could simply become part of the “Flight the Blight” initiative.

CASE STUDY: 5X5 PROGRAM (MACON-BIBB, GA)

The City of Macon’s 5x5 program is an initiative whereby enhanced city services are targeted to a five block area for five weeks to beautify the community’s neighborhoods and support revitalization. Numerous departments are involved in the collaborative effort, including the Mayor’s Office, the Police Department, the Fire Department, Inspection and Fees, Engineering, Public Works, Parks & Recreation, Central Services, Economic and Community Development, and Emergency Management. The program engages residents in the targeted areas by soliciting their input on the specific areas that need services, and encouraging their involvement in clean-up efforts. In Ward I, the program helped remove 18,000 pounds of debris and solid waste, paint more than 8,000 feet of curbs and 200 feet of crosswalks, install 52 new signs, and fix potholes and sidewalks that required patching. The program was extended to other parts of the community following the consolidation of city-county (Macon-Bibb) government in late 2013.

CASE STUDY: DES MOINES NEIGHBORHOOD REVITALIZATION PROGRAM (DES MOINES, IA)

The City of Des Moines and the Polk County Board of Supervisors created the Neighborhood Revitalization Program (NRP) in 1990 to help stabilize and improve Des Moines’ neighborhoods. A key component of the revitalization effort is the Neighborhood Finance Corporation (NFC), a 501(c)(3) entity that serves as the central source for the delivery of funds for assistance to both homeowners and developers. The NRP uses a strategy that calls for neighborhood residents, the City of Des Moines, Polk County, local business leaders, and the NFC to develop a public/private partnership that addresses revitalization issues within the Des Moines area. The NRP gives citizens the opportunity to organize and create neighborhood organizations that can be officially recognized by the City Council and County Supervisors.

Approximately every two years, all recognized neighborhoods are invited to apply for designation status. At that time, the existing designated neighborhoods are evaluated and if they have met their goals, they can be moved to charter status. Recognized neighborhoods that are applying to become designated submit their applications to the Neighborhood Revitalization Board. The NRB is a citizen board appointed by the City Council. Each City Council member appoints three citizens from their ward representing a low income citizen, a neighborhood resident, and a business/nonprofit/educational representative. The NFC has one representative, and the local business leaders’ organization has one representative on the NRB.

Once the NRB has designated a neighborhood, the residents, City, County, and NFC work together to develop a neighborhood action plan. The neighborhood planning process relies on active resident groups to identify critical neighborhood issues in their area. For example, the River Bend neighborhood plan lists their priorities as housing, economic development, community building, infrastructure, neighborhood image, and strengthening the neighborhood association. The staff of the Neighborhood Development Division provides technical assistance and planning coordination. Neighborhood Planning staff work with the neighborhood group to develop appropriate goals and a feasible action plan. Neighborhood action plans provide a list of activities and identify parties responsible for

implementation efforts. Success of the neighborhood action plan depends on a continued coordination of efforts between the neighborhood organization, the City, County, NFC and private organizations.

Since its inception, twenty-two neighborhoods have completed the action planning process. Of those neighborhoods, sixteen have successfully completed the process by accomplishing the bulk of the activities in their action plans. They are capable of continuing implementation activities with less support from the City and have graduated to charter status.

6.3 Launch a small, matching beautification grant program.

To help facilitate investments in community beautification projects, the community should consider establishing a small, matching grant program to support community beautification projects. Such grants could be used by neighborhood and homeowner associations, private property owners, and community institutions that wish to invest in beautification projects that have clear public benefit. Grant monies in other communities are often used for landscaping and improvement of entrances to neighborhoods and developments through plantings, signage, and other investments. Recipients are often required to leverage their neighborhood as volunteers in the project, and demonstrate a plan for sustainability. This helps encourage resident engagement and support pride in the community aesthetic.

Projects eligible for matching grants could include landscape architecture; tree and flower plantings; community gardens; public art, or; benches or similar infrastructure in accordance with City and County plans. The program could grant matching funds at a 1:1 ratio up to a specific level (for example, from \$1,000 to \$5,000).

CASE STUDY: TULSA BEAUTIFICATION FOUNDATION – MATCHING GRANT PROGRAM (TULSA, OK)

Established in 2009, the Tulsa Beautification Foundation Matching Grant Program aids neighborhood and homeowners' associations with funding beautification programs. The program provides a dollar-for-dollar match to locally-raised funds. The program is intended to incentivize local groups to raise money, engage in partnerships with businesses, and encourage a culture of local volunteerism.

In order to be eligible a project must improve or beautify a neighborhood or public space; involve neighborhood and community residents; have long-standing and sustainable benefits; have a plan before work begins; and provide a maintenance plan for upkeep of the project. Further, in addition to locally-raised money, the program allows for 35 percent of the match to be volunteer hours, which are valued at \$16.19 per hour. The program requires projects to be completed within a 90 day timeline.

As an example of the kinds of projects typically funded, the Shadow Ridge Homeowners Association (SHRA) received \$2,800 to beautify the entrance to their neighborhood, which covered the expense of new trees, lighting, and a Memorial Tree to honor neighborhood residents who had passed away.

6.4 Proactively invest in corridor and gateway improvement to improve first impressions.

As suggested in Initiative 6.1, the community needs to improve its gateways to the community. Many highly-trafficked routes into town could be improved with greater investments in blight removal, public art, and overall community beautification. As the old adage goes, "you only have one chance to make a good first impression." To advance these objectives, a variety of actions are possible:

- ✓ Consider amending sign ordinances and other ordinances to improve aesthetics
- ✓ Create one or more landmark pieces of public art at interstate interchanges or community gateways
- ✓ Invest in plantings and streetscaping to improve aesthetic
- ✓ Invest in tasteful, aesthetically-pleasing branded elements (signage and wayfinding) that welcomes visitors to the community and its key amenities such as the Cheyenne Greenway

CASE STUDY: FRONT DOOR FORT WAYNE (FORT WAYNE, IN)

Front Door Fort Wayne is a comprehensive plan to enhance the major points of entry into the city. Developed with the assistance of an appointed advisory committee, the plan is a framework for improving the appearance, efficiency, and economic potential of the city's major gateways while also enhancing navigation for visitors. Improvements are intended to assist with marketing and promotion of the city, boosting public pride, and fostering economic investment. The plan is a culmination of two years of study and input from business and community leaders, stakeholders, and the general public coupled with an analysis of existing conditions and a review of national best practices. Front Door Fort Wayne includes both short- and long-term strategies to improve the function and aesthetics of the city's existing and future points of entry and gateway corridors.

CASE STUDY: GATEWAY AND CORRIDOR BEAUTIFICATION (AUGUSTA, GA)

In 2010, a public-private partnership named the Gateways & Corridors Committee was established in Augusta, GA to beautify the City's primary entryways and corridors. The partnership was a collaboration between the City of Augusta, Georgia Department of Transportation, the Augusta Convention & Visitors Bureau, Augusta Tomorrow, Inc., Augusta Utilities Department, business leaders, and Augusta's citizens. A tax deductible organization, Garden City Improvement Fund, was established in December 2010 in order to help raise private dollars for specific gateway and corridor improvement projects. The Augusta Community Foundation manages the monies, while a board of directors distributes the monies. For each of the improvement projects, the Gateways & Corridors Committee has commissioned plans, conducted bids, managed construction, and overseen landscape maintenance obligations.

CASE STUDY: FIRST IMPRESSIONS EXCHANGE (CHRISTIAN COUNTY, KY)

The Christian County Chamber of Commerce partnered with the Henderson-Henderson County (KY) Chamber of Commerce to conduct First Impressions Exchange visits. This program is designed to help communities develop a more robust understanding of the "impression" they leave with visitors and newcomers. Each chamber organized a delegation of 10-12 volunteers who visited the other community during the month of June to compile a report on their first impressions. The undercover teams experienced many aspects of the community and offered feedback on cleanliness and appearance, directional signage, neighborhoods, downtown areas, retail options, friendliness, customer service orientation, parks and recreation, green space, industrial parks, key intersections and corridors, and many other areas of consideration. Representatives of each chamber then gave a presentation of their first impressions to the boards of the other chamber.

CASE STUDY: GATEWAY SIGN CONTEST (CEDAR PARK, TX)

The City of Cedar Park, Texas engaged residents in its effort to improve gateway beautification; it held a public contest to determine how five proposed gateway signs would look. The contest, which garnered more votes than the most recent mayoral election, allowed residents to choose between four options. The winning design, option A in the following image, was endorsed by the City Council. Proponents of the signs feel that they will help brand the city and provide a feeling of community identity. Funding for the signs is planned to come from the Cedar Park Community Development Corporation, which receives sales tax dollars. The estimated cost for the signs is about \$500,000, which includes land acquisition and construction.

CASE STUDY: THE BLVD TRANSFORMATION PROJECT (LANCASTER, CA)

Lancaster, California (population of roughly 160,000 in 2017), located in northern Los Angeles County, had experienced tremendous population growth (tripling since 1980) but a corresponding deterioration of its downtown. The first step was the adoption of a form-based code for the downtown Lancaster Boulevard corridor. Leveraging the revamped code, the City hired an architecture and planning firm to redesign the boulevard. With a focus on walkability, aesthetic appeal, and

public spaces, the study became the basis for what has come to be known as THE BLVD Transformation. Key design elements identified by the architect and planning firm included “wide, pedestrian-friendly sidewalks, awnings and arcades, outdoor dining, single travel lanes, enhanced crosswalks, abundant street trees and shading, and added lighting, gateways and public art.” Further, a coordinated branding and marketing strategy, along with uniform landscaping and signage, has produced an area with an identity.

The EPA recognized the transformation of Lancaster Boulevard with the 2012 Overall Excellence in Smart Growth Award. City officials estimate that the transformation has resulted in \$273 million in economic output, \$130 million in private investment, 48 new locally owned businesses, and over 1,900 jobs.

6.5 Advocate for the enablement of new tools that can support blight removal and redevelopment.

The State of Wyoming and its communities are relatively restricted in terms of the types of tools that are enabled to support blight removal and redevelopment. Two key tools that are leveraged heavily in other states are **Business Improvement Districts (BIDs)** and **Land Bank Authorities**. Business improvement districts (also known as community improvement districts and other names) are districts where property owners elect to tax themselves a set rate to support specific projects (beautification, public safety, etc.) that benefit property owners in the district. In this regard, BIDs are similar in principle to the enabled self-taxing powers provided to downtown development authorities in the state. Land banks exist across the country to acquire tax delinquent and abandoned properties, and either raze or revitalize these properties to support their resale and return them to revenue-generating uses. The enablement of such authorities in Wyoming could greatly assist the community’s proactive efforts to mitigate blight and catalyze redevelopment in targeted areas. Collaborative advocacy efforts with other communities in the state that share similar objectives can support the enablement of these tools.

7. Pride, Engagement, and Attachment

Enhance resident pride, engagement, and attachment to Greater Cheyenne by expanding opportunities to positively influence and impact the community.

7.1 Launch the “Shape Cheyenne!” Challenge – a series of business and resident “challenges” to be coordinated over a weeklong period of giving, influencing, and shaping the future of the community.

Residents that are involved in their community and invested in its well-being through their own contributions and labor are more likely to be attached to their community, both emotionally and physically. Through an initiative that challenges residents and businesses to commit to a variety of community initiatives through voluntary contributions of time and money, Greater Cheyenne can cultivate heightened connectivity to and attachment among its residents. The Shape Cheyenne! Challenge is this initiative.

Shape Cheyenne is envisioned as both an initiative *and* a mantra. This simple phrase – “Shape Cheyenne!” – is a challenge to residents and businesses to get involved and shape their community for the better. The initiative would be characterized by three primary components:

- ✓ A series of challenges associated with giving back to and investing in the community
- ✓ A website to promote the initiative and match residents/businesses with giving or volunteer opportunities
- ✓ A method – stickers and decals – to recognize contributions and demonstrate pride in Cheyenne

The first component – **the Shape Cheyenne! Challenge** – would represent an annual series of challenges issued to residents and the business community to proactively shape Greater Cheyenne’s future through voluntary commitments to donate time and/or money to support high-priority community initiatives:

- ✓ Cheyenne Gives!: a commitment to donate to a charitable cause or community initiative
- ✓ Cheyenne Volunteers!: a commitment to volunteer time to a charitable cause or community initiative
- ✓ Cheyenne Buys!: a commitment to buy local, finding an alternative(s) to a non-local retailer, supplier, etc.
- ✓ Cheyenne Starts!: a commitment to contribute to an angel fund or Kickstarter for a local small business

These are just examples of the kinds of challenges that could be issued to residents and businesses to support Shape Cheyenne! Tiers could be established within each category or challenge, providing an entry-level contribution (i.e. \$10, two volunteer hours, etc.) and enabling choice at various investment levels. This could be supported by a simple system (i.e. bronze, silver, gold levels) and a method for recognizing those who contribute at a certain level (see third component).

The second component – **a Shape Cheyenne! website** – would promote the initiative and expose residents/businesses to a curated list of community initiatives that will be the recipient of that year’s Shape Cheyenne! investments and volunteer hours. It could also be a way to recognize those who contribute to the Shape Cheyenne! movement.

The third component – **a set of stickers and decals** – could be used to recognize those who accept one or more challenge. For example, those who choose to volunteer sixteen hours could receive a Gold level “Cheyenne Volunteers!” sticker. Those who donate \$100 to a community initiative or charitable cause a Silver level “Cheyenne Gives!” sticker. A set of “Shape Cheyenne!” stickers and decals could be created and made available to residents and businesses free of charge at various locations (retailers, restaurants, institutions, offices, retailers, etc.) throughout the community. If effectively branded and positioned, **the “Shape Cheyenne!” mantra could become a badge of pride in Cheyenne** that is recognizable along the Front Range, and serves as a reminder to residents

to engage and shape the place they call “home.” A contest with a small prize could be developed to solicit design concepts for stickers and decals.

Existing initiatives such as the Cheyenne Day of Giving and the United Way of Laramie County’s annual Giving Tuesday provide a foundation for organizing concentrated community service. These efforts could be coordinated and incorporated into a singular Shape Cheyenne initiative or could simply be expanded and rebranded with support from relevant partners (i.e. Cheyenne Day of Giving rebrand as the “Cheyenne Gives!” component).

CASE STUDY: RVA CREATES (RICHMOND, VIRGINIA)

RVA Creates is an initiative in Richmond, Virginia to develop and deploy an “open-source experiment in identity and creativity” that would result in a brand that the community can embrace and own. However, it is described by the various project partners as “sort of a brand, without the catchy slogans and formal rules that accompany most brands.”

RVA Creates is the brainchild of Venture Richmond, Richmond’s downtown development organization. Through a partnership with various community entities – The Martin Agency, VCU Brandcenter, West Cary Group, J H I, Elevation and The Hodges Partnership – Venture Richmond and the City of Richmond developed the aforementioned “experiment” to engage the community and advance “RVA.” In 2009 and 2010, Venture Richmond worked with these partners and others to discover that the acronym RVA, a longstanding identifier for the region, was a concise and effective moniker for the area. The partners wanted to provide residents with an opportunity to make the RVA moniker and brand reflect their sense of place. To do so, they advanced an open-source platform that allowed residents to upload images and customize their version of a simple RVA logo. To support mass adoption of the RVA brand an initial order of 5,000 RVA stickers was placed. By the end of 2011, more than 50,000 stickers had been printed and distributed throughout the region based on surprising demand.

Another open-source element – a contest soliciting submissions for a television advertisement promoting downtown Richmond – was deployed in 2012.

The RVA brand is widespread today with stickers and a variety of other merchandise visible throughout the region, the state, and wherever the area’s residents travel, promoting the region’s brand around the world. Numerous organizations and businesses have adopted the RVA acronym in their name, marketing materials, advertisements, or other attributes and operations. By providing a basic level of ownership and input into shaping the brand identity, and by investing in resources (stickers) that would help disseminate the brand by way of the area’s residents, RVA Creates was able to create a successful branding initiative that reinforced pride and sense of place among those who can be a region’s greatest ambassadors: its current residents.

CASE STUDY: WATCH MUSKEGON (MUSKEGON, MI)

Watch Muskegon is a county-wide, privately funded campaign launched in 2015 that was spearheaded by the Muskegon Lakeshore Chamber of Commerce. The campaign seeks to improve the image of the Muskegon area to both internal and external audiences, though the model could easily be adapted to primarily target local stakeholders. The goal of the three-year campaign is to improve the overall image of the Muskegon area, share positive changes that have taken root in the community, and educate residents about the community’s assets. The 14-point community image campaign is primarily focused on three pillars: 1) marketing, 2) beautification, 3) and community education (leadership training, familiarization tours, and so on). The county-wide initiative was influenced by public input, and over 100 community groups have signed onto an “Image Campaign Stakeholder” pledge that affirms their willingness to help promote the community as an attractive place to live, work, and play. Initial activities related to beautification centered on a neglected stretch of Sherman Boulevard, a prominent east-west thoroughfare. Across multiple days in July 2017, multiple volunteers including local residents and groups from West Michigan Works!, the Muskegon Heights Summer Work Program, My Brother’s Keeper, Fresh Start, and Catholic Heart Work Camp worked to pick up trash and clear overgrown lots along the

avenue. A local landscape architecture firm also designed a beautification plan for the corridor consisting of pocket parks, street furniture, murals, public art, textured crosswalks, wayfinding signage, and upgraded sidewalks. Implementation of the plan will be funded through public and private contributions.

7.2 Support the evolution of the Cheyenne Professional Network into a more inclusive and impactful catalyst for positive change in the community.

Young professional networks have grown immensely in recent years around the country, driven in part by the response of communities and business organizations to the battle for young talent. What were once social and professional networking organizations are increasingly evolving into more action-oriented organizations that enable young professionals to positively influence their community in a variety of ways. For example, Tulsa's Young Professionals (TYPros) have launched and manage their own business incubator – The Forge – in downtown Tulsa. The Northwest Arkansas Emerging Leaders (NWAEL) provide members with nonprofit board certification training and support direct placement on nonprofit boards to help improve community attachment and develop the next generation of leadership. Many other organizations have empowered their young professionals networks to create committees (also known as work groups, community crews, and other creative names) to focus on specific issues of interest to young professionals.

At present, two different efforts in the community seek to provide similar professional networking and community engagement opportunities to young professionals: the Cheyenne Professional Network and the United Way of Laramie County's Emerging Leaders program. Simply put, these two programs need not compete for membership or impact, and the community needs a single, well-resourced effort. Potential exists to bring the two programs and their memberships together in a way that demonstrates that both are "better together." With the United Way's support and ability to connect young professionals to service opportunities, and the Chamber of Commerce's support and ability to connect young professionals to business, professional, and employment opportunities, the two groups can create a stronger, combined value proposition to prospective members: the area's existing and potential future young professionals.

Potential exists to leverage a combined program to better cultivate attachment and enable young professionals to influence their community. Young professionals can be leveraged and engaged in a variety of projects and initiatives within the Forward Greater Cheyenne strategy, as well as many other community initiatives and opportunities. Some may be interested in advancing downtown revitalization (the Downtown Crew) while others could be interested in community beautification (the Cleanup Crew). Some may be interested in government affairs (the Advocacy Crew) while others may be interested in public art (the Culture Crew). Potential exists to expand the scale and scope of the Network as well; Forward Greater Cheyenne Steering Committee members have suggested that the community needs a more inclusive definition of young professionals that does not simply connote "suits." Ultimately, the existing membership of the Cheyenne Professional Network should chart a course for its evolution and pathway to heightened impact; it is their input and buy-in that will dictate success. The membership simply needs to be encouraged, empowered, and sufficiently resourced to create a more inclusive and impactful Network.

CASE STUDY: TULSA'S YOUNG PROFESSIONALS AKA "TYPROS" (TULSA, OKLAHOMA)

Tulsa's Young Professionals was founded by the Tulsa Regional Chamber in 2005 in response to the region's "brain drain" of new graduates and young professionals to other cities and states. The mission of Tulsa's Young Professionals is to attract and retain young talent in the Tulsa region while also establishing Tulsa's next generation of business and community leaders. TYPros has grown to more than 7,000 members. The organization is a key component of the Tulsa Metro Chamber's regional economic development plan, Tulsa's Future, now on its third campaign.

To ensure that the group was maturing into an active facilitator of community change, TYPros developed “work crews” allowing young professionals to have a collective voice and impact on a number of community concerns and initiatives. TYPros has organized work crews around the following issues: Business Development, Colleges & Universities, Community Ambassadors, Community Redevelopment, Diversity, Government Relations, Next Generation Leadership, Special Events, and Sustainability. The Government Relations Crew organized has organized legislative days in which they rent buses and take a large consistency of young professionals to the state capital for a day of meetings with state representatives from the region. The Diversity Crew promotes greater diversity within TYPros membership while hosting a number of events to promote dialogue about diversity in Metro Tulsa.

In 2009, TYPros hosted numerous brainstorming sessions to discuss the vision for redevelopment in downtown Tulsa. Members raised more than \$12,000 for community initiatives, supporting the group’s various volunteer efforts. The group also raised money to donate a 12-foot sculpture to the City which is currently displayed in a park in downtown Tulsa. In 2010, TYPros launched The Forge, a business incubator specifically targeting young professionals. Other major programs of TYPros include Street CReD, an annual event that focuses on community redevelopment in a specific neighborhood each year by “showing what Tulsa can become when it creates the change it wants to see,” a board internship program, and TYPros Foundation (TYPF), started in 2014. The mission of TYPF is “Bridging economic development with efforts to create a sense of place.” Many events raise money for TYPF’s strategic projects to accomplish its mission.

CASE STUDY: NORTHWEST ARKANSAS EMERGING LEADERS (ROGERS-LOWELL, ARKANSAS)

Realizing the need to connect to the young professionals and future leaders of the community, the Rogers-Lowell Chamber developed the Northwest Arkansas Emerging Leaders (NWAEL) program in 2008. Membership and participation in the program is open to anyone in the area that is looking to get involved in the community and strengthen their leadership skills. Membership has increased significantly since the formation of the program, with the number of members growing from approximately 100 in 2009 to nearly 450 in 2013.

One of the strengths of the program is that rather than simply teaching members how to leader through educational sessions, as some traditional leadership programs do, the Northwest Arkansas Emerging Leaders aims to develop leadership skills through experience by actively engaging the members in workgroups, projects, and programs. There are five workgroups – legacy, political and government affairs, sustainability, greenways and trails, and community enrichment – that members can be a part of based on their individual interest. Each workgroup meets monthly and is charged with developing programs that will benefit the community. Furthermore, the program provides board service training to interested participants and helps place these participants on nonprofit boards in the community following completion of their training. This helps promote leadership development and community attachment among young professionals.

Over the past several years, the organization has hosted dozens of events and programs aimed at educating and engaging the members and making a positive impact on the community. Such projects include Lunch with a Leader, a the aforementioned Board Service Certification Program, a Bike to School Initiative, a Voter Registration Drive, and the creation of a Recycling Alliance. The Greenways and Trails Workgroup also helped to develop a Community Bike Program, which provides free bikes for the public to use on the city’s network of trails.

The program provides valuable opportunities to its members and as a result, is helping the members to strengthen their leadership skills and knowledge, grow their careers, and expand their networks. The education and support provided to these members is invaluable in helping to build a stronger future generation of leaders in the Northwest Arkansas region.

7.3 Launch a newcomer welcoming initiative: Around the Table.

Throughout the stakeholder input process, residents spoke of friends and colleagues that were relative newcomers to the community but who struggled to get connected professionally and/or socially, and as a result, are seeking residence or employment in a nearby community. These stories often centered on individuals in professional service occupations, military personnel, or health care professionals. With talent shortages facing numerous businesses and sectors – health care chief among them – an initiative that helps connect newcomers to the community could aid the community’s newest residents in a variety of ways, from making connections that could aid a spouse’s employment search to creating lasting friendships that help attach residents. Around the Table could be modeled after a similar initiative in Baton Rouge, Louisiana.

CASE STUDY: AROUND THE TABLE (BATON ROUGE, LOUISIANA)

A collaborative program between the East Baton Rouge Parish School System and the Baton Rouge Area Chamber (BRAC), Around the Table invites newcomers to join current residents and community leaders for dinner in order to welcome them to the community and help them develop new networks and relationships that can strengthen their attachment. The region’s CEOs, university leadership, entrepreneurs, and other elected officials open their homes each year to guests in an effort to connect newcomers with locals and encourage engaging conversation in a series of annual dinners. Each year more than 200 participants dine in 20 different homes to improve connections in the community.

8. Regional Assets and Infrastructure

Advocate for investments in high-priority transportation, economic, and social infrastructure that is central to our economic prosperity and long-term vision.

8.1 Support efforts to expand transportation capacity and options along the Front Range.

Greater Cheyenne lies at the northern tip of the Front Range - a series of communities running along Interstate 25 (I-25) through Colorado and north of the Wyoming border. The I-25 corridor is critical to Greater Cheyenne's mobility, connectivity to markets, and economic competitiveness; its labor shed encompass communities to the South along I-25 and access to Denver International Airport (DIA) is critical for resident and business travel. The business community has prioritized advocacy efforts related to transportation infrastructure along the Front Range in recent years, attempting to work with partners in Colorado to advance bi-state collaboration and convey the significance of projects in Colorado to Greater Cheyenne's (and Wyoming's) competitiveness and well-being. Colorado has recently secured federal funding to complement state and local contributions that will widen I-25 and install an express lane for a key stretch of the interstate with a northern terminus in Fort Collins. Continued efforts to advocate for enhancements north of Fort Collins and other improvements to east-west connectivity (notably Interstate 80) should remain long-term priorities for the community. Similarly, efforts to advance a potential high speed rail solution along the Front Range should continue. While a bi-state solution to such infrastructure will unquestionably be a challenge, the potential development of rail connectivity between DIA and northern Colorado commuters will still provide some form of transportation alternative for Greater Cheyenne residents that are willing to "park and ride." A feasibility study of a proposed hyperloop line connecting Denver and Cheyenne recently received funding to enter the second stage.

8.2 Proactively support the retention, expansion, and attraction of federal and state investments in Greater Cheyenne including but not limited to F.E. Warren Air Force Base, the Wyoming National Guard, state government operations, and new investment opportunities.

At present, Greater Cheyenne's economy is rooted in government operations – most notably, F.E. Warren Air Force Base and State of Wyoming operations. These institutions are directly responsible for thousands of jobs and indirectly support thousands more in the area; it would be a mistake for the community to take any of these institutions or their impact on the community for granted. Military communities and their community institutions understand that they must be great partners, persistently proactive in supporting their military installations and advocating for their retention and expansion. Greater Cheyenne is no exception. The community will need to continue to prioritize its relationships and support for F.E. Warren by advocating for investments and development that address high-priority issues for military personnel and their families. Principal among these is housing. The Wyoming Business Council recently recommended the approval of \$4.3 million in grant monies to support acquisition costs and infrastructure provision for a large, mixed-use development near the base which would, in part, provide housing for military families. Advancing this project and others like it that will help improve the stock of affordable housing is an important component of the community's strategy to support base operations.

Additionally, opportunities may exist to proactively recruit new investments to the community. While there is a clear desire to promote economic diversification and encourage private sector employment growth, the community has the potential to attract new federal and state investments. Through intentional federal advocacy efforts and proactive relationship development with UW and others, the community has the potential to recruit new federal facilities, new research and development centers (such as NCAR), and/or new missions to F.E. Warren.

8.3 Facilitate continued dialogue regarding the potential development of two key amenities that many residents highlighted as central to their vision: an indoor Recreational Center and a Children’s Museum.

Throughout the stakeholder input process, many residents lamented the recent failures of bond initiatives supporting a new community recreational center and a new children’s museum. While these two projects failed to gain the support of the majority of voters as previously proposed, there is clearly still tremendous support for both initiatives among the roughly 2,400 residents that participated in the public input process. The community should continue to seek ways to advance these projects, particularly a recreational center that can provide indoor fitness and recreational opportunities during the winter months.

IMPLEMENTATION PLANNING

A complementary Implementation Plan has been developed to accompany the Forward Greater Cheyenne Community and Economic Development Strategy, providing critical guidance regarding the capacity necessary to effectively and efficiently implement the initiatives contained herein. This includes commentary on the role of the Steering Committee in implementation, the organizational capacity required to support implementation (staff and financial resources), an implementation schedule, and methods for measuring performance and return on investment. The Implementation Plan will serve as important companion to this Strategy, aiding the work of the community as it seeks to advance Forward Greater Cheyenne, its vision, and the initiatives that support it.



SURVEY RESULTS

Strategic Initiative #3: LCCC Applied Baccalaureate

FGC Goal: To reverse recent trends of stagnant adult educational attainment, increasing the percentage of adults with a bachelor's degree or higher and closing the community's education gap with the average American community. **Measured Outcome:** *The percent of adults with a bachelor's degree or higher.*

PROSPECTIVE STUDENT SURVEYS

Populations Surveyed: Survey link was sent via email to LCCC alumni (graduates) who earned an associate's degree from the College and have a current permanent address in Laramie County. Secondary populations include credit union membership, and Chamber of Commerce distribution lists.

Total Responses = 195

Results Highlights

- The majority of respondents hold an Associate's Degree (52.3%).
- The vast majority (75%) of respondents said they could benefit in their occupation from earning a Bachelor's degree.
- Most respondents (96%) said that a bachelor's degree is either required or preferred for them to advance to high levels within their business/organization.
- The majority (57%) feel there are NOT adequate opportunities to earn a bachelor's degree relevant to their field/industry. Major barriers cited include:
 1. Access to programs (access and availability locally)
 2. Affordability of programs
 3. Flexibility in programs to allow life (e.g., children, work, etc.)
 4. Lack of quality online offerings
- A majority (54.5%) of respondents said they would be interested in enrolling in an Applied Management or Healthcare Administration BAS program.
 - They prefer it to be offered online or locally, with a few (19%) preferring to enroll in UW.
- For those interested in a BAS, the top identified programs were Management (45.5%), Healthcare (33%), with IT and other Business areas (e.g., Accounting, HR, etc.) also noted.
- A majority believe completion of a BAS would help them either secure a better job (68%) or advance in their current business/organization (67%).

EMPLOYER SURVEYS

Primary Populations Surveyed: Survey link was emailed to the memberships of the two primary business organizations in Laramie County, the Greater Cheyenne Chamber of Commerce and Cheyenne LEADS, through their email distribution lists. Secondary distribution via smaller networks also occurred.

Total Responses = 104

Results Highlights

- Top industries represented were professional/business services (more than 16.3%), Financial (15.4%), and Government (over 30%).
- The majority (57.7%) of employer currently have employees that could benefit from obtaining a bachelor's degree.
- The majority of respondents say a bachelor's is preferred (53%) or required (38.5%) for management, leadership or administration positions at their business/organization.
- Just over a third of respondents (33.7%) state they currently have difficulty finding qualified applicants with bachelor's degrees.
- In the future, about 45% of respondents state they will have an increased need for positions requiring a bachelor's degree.
- Employers evenly split on their opinion about the availability of adequate bachelor's degree options, with 51% stating there are adequate opportunities and 49% saying there are not.
- Slightly more than half of the respondents (51.6%) anticipate a demand for individuals with applied management and/or healthcare administration bachelor's degrees.
- Slightly less than half of the respondents (48.4%) state that proposed BAS programs would assist them in finding qualified applicants.
- More than half (56%) state the proposed programs would help them advance existing employees at their business/organization into management/administrative positions.

CHEYENNE, WYOMING

FORWARD GREATER CHEYENNE

Making the Case

BACHELOR'S OF APPLIED SCIENCE (BAS) DEGREES AT LCCC

Increasing Higher Ed Attainment

State and Local Imperative

Wyoming's Higher Education Attainment Goal:

"...educational attainment goal of 67 percent by 2025 and 82 percent by 2040 of Wyoming's working population 25 – 64 years who possess a valuable post-secondary credential (certificate or degree)."

- Governor Mead's Executive Order 2018-01

Forward Greater Cheyenne Goal:

"Reverse recent trends of stagnant adult educational attainment, increasing the percentage of adults with a bachelor's degree or higher and closing the community's education gap with the average American community."

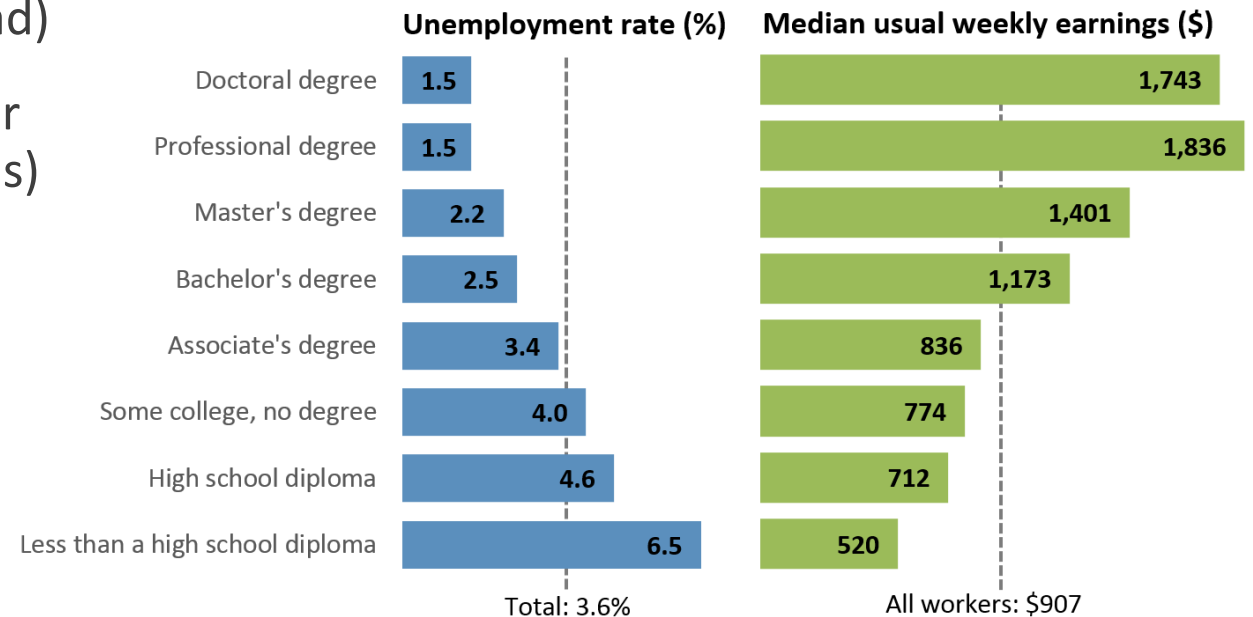
- Forward Greater Cheyenne Implementation Plan

Why it Matters

Education Pays

- Less likely to be unemployed (2.5% for bachelor's, compared to 4.6% for HS Grad)
- Higher Earnings (\$461 more per week for bachelor's holders compared to HS Grads)

Unemployment rates and earnings by educational attainment, 2017

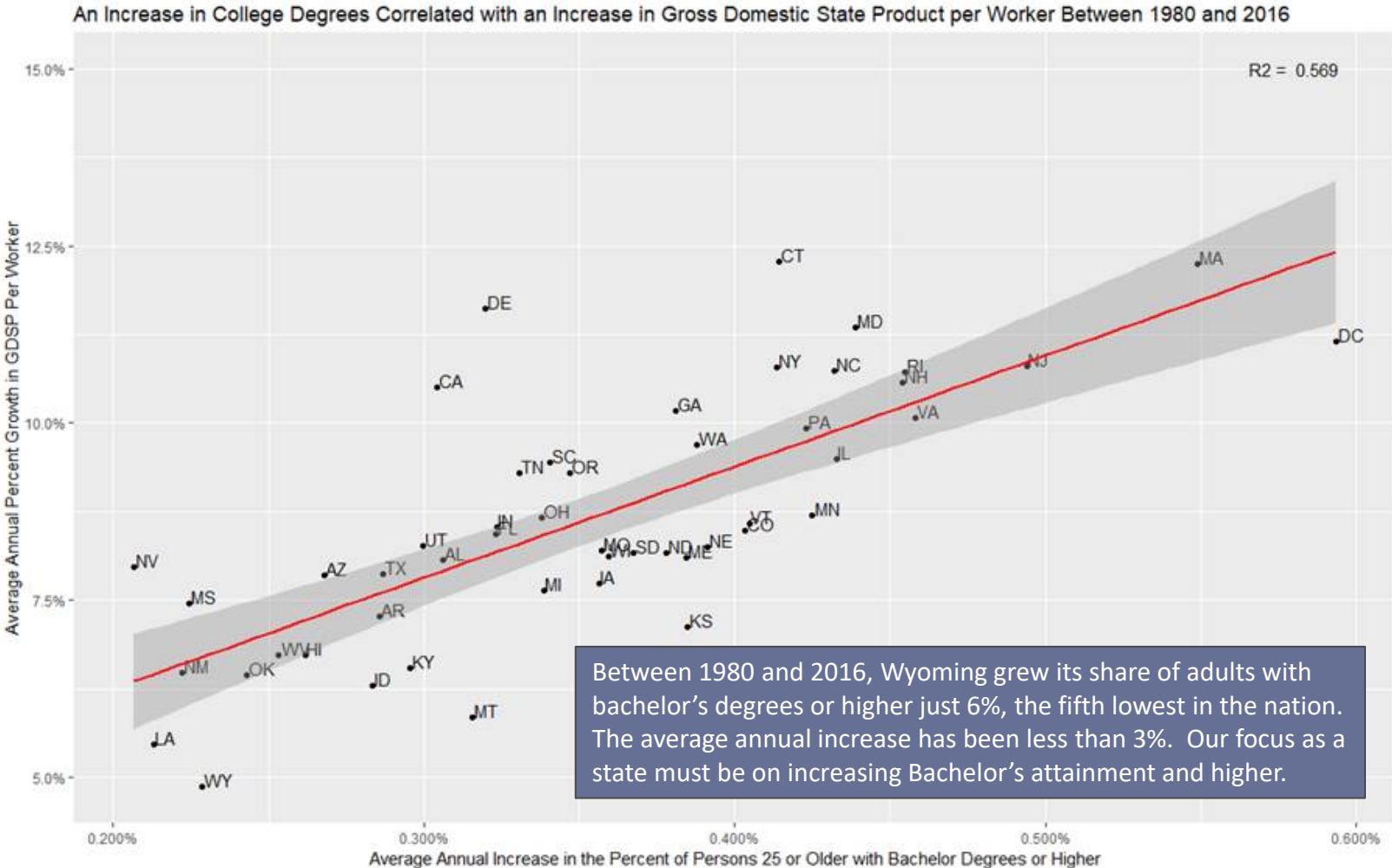


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Why it Matters

Education-Economic Productivity Link

There is a strong correlation between economic productivity (employee productivity as defined by state GDP/non-farm workers) and bachelor's degree attainment.



Higher Ed-Economy Connection

What do states with the Fastest Growing Economies have in common?

- **7 of the 10 states** with the fastest growing economies already offer applied bachelor's degrees through their community colleges.
 - **2 of the 3 states** without community college bachelors have approximately twice the number of four-year institutions than the other states.
- **6 of the 10 states** with the fastest growing economies rank in the top 20 for the percent of their adult population with a bachelor's degree or higher.
- **All of the states** with the fastest growing economies have at least three times the number of four-year institutions per 100,000 residents than Wyoming.

States with the Strongest Economies	% of Adult Population with Bachelor's	Community College Baccalaureates?	# of 4-Year Colleges/100,000 Residents
1. Colorado	41.2% (#2)	YES	0.6
2. Utah	34.6% (#12)	YES	0.6
3. Massachusetts	43.4% (#1)	NO	1.3
4. New Hampshire	36.9% (#8)	NO	1.3
5. Washington	35.5% (#11)	YES	0.8
6. Hawaii	32.9% (#18)	YES	0.7
7. Minnesota	36.1% (#9)	YES	0.9
8. California	33.6% (#16)	YES	0.6
9. Idaho	26.8% (#42)	YES	0.6
10. Maryland	39.7% (#4)	NO	0.6
42. Wyoming	27.6% (#39)	NO	0.2

¹ <https://www.usatoday.com/story/money/economy/2018/08/27/states-best-and-worst-economies/37490453/>

² Percent of population 25 and over with a bachelor's degree or higher. Source: US Census Bureau American Community Survey 2017 1-Year Estimates

³ Source: US Census Bureau 2018 Population Estimates; Public and private institutions from <https://thebestschools.org/magazine/college-by-state/>

Higher Education Attainment

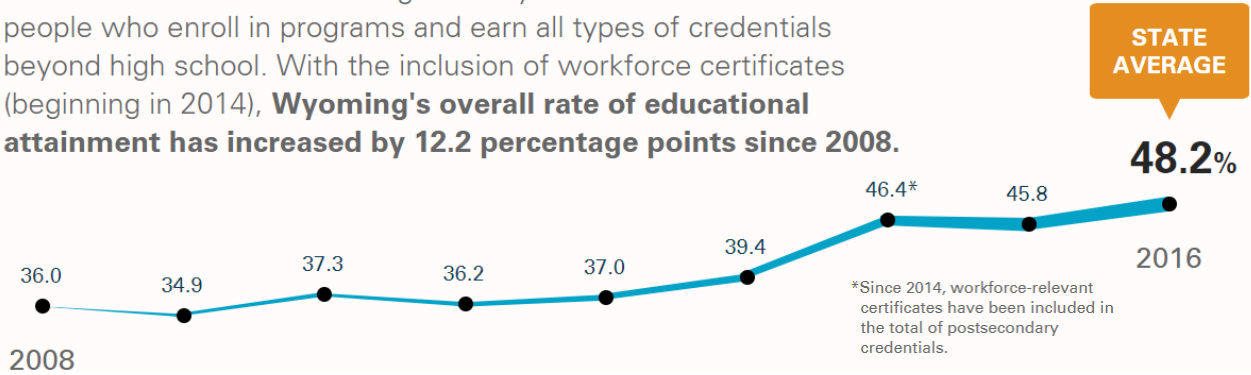
Wyoming's Goal = 67% of Adults with a post-secondary credential by 2025

Currently = 48.2%



Wyoming's progress

To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **Wyoming's overall rate of educational attainment has increased by 12.2 percentage points since 2008.**



Higher Education Attainment

How Wyoming Ranks with its Neighbors:

- Colorado - #2 (55.7%)
- Utah - #14 (49.5%)
- Nebraska - #18 (48.2%)
- Wyoming - #18 (48.2%)
- South Dakota - #28 (45.7%)
- Montana - #35 (44%)
- Idaho - #45 (40.6%)

Higher Education Attainment

Percent of WY Population 25 and older with:

- High School Graduate or Higher = #4
- Some College or Associate's Degree = #3
- Associate's Degree = #7
- Bachelor's Degree or Higher = #38
- Bachelor's Degree = #38
- Graduate/Professional = #35

Cheyenne Ed Attainment

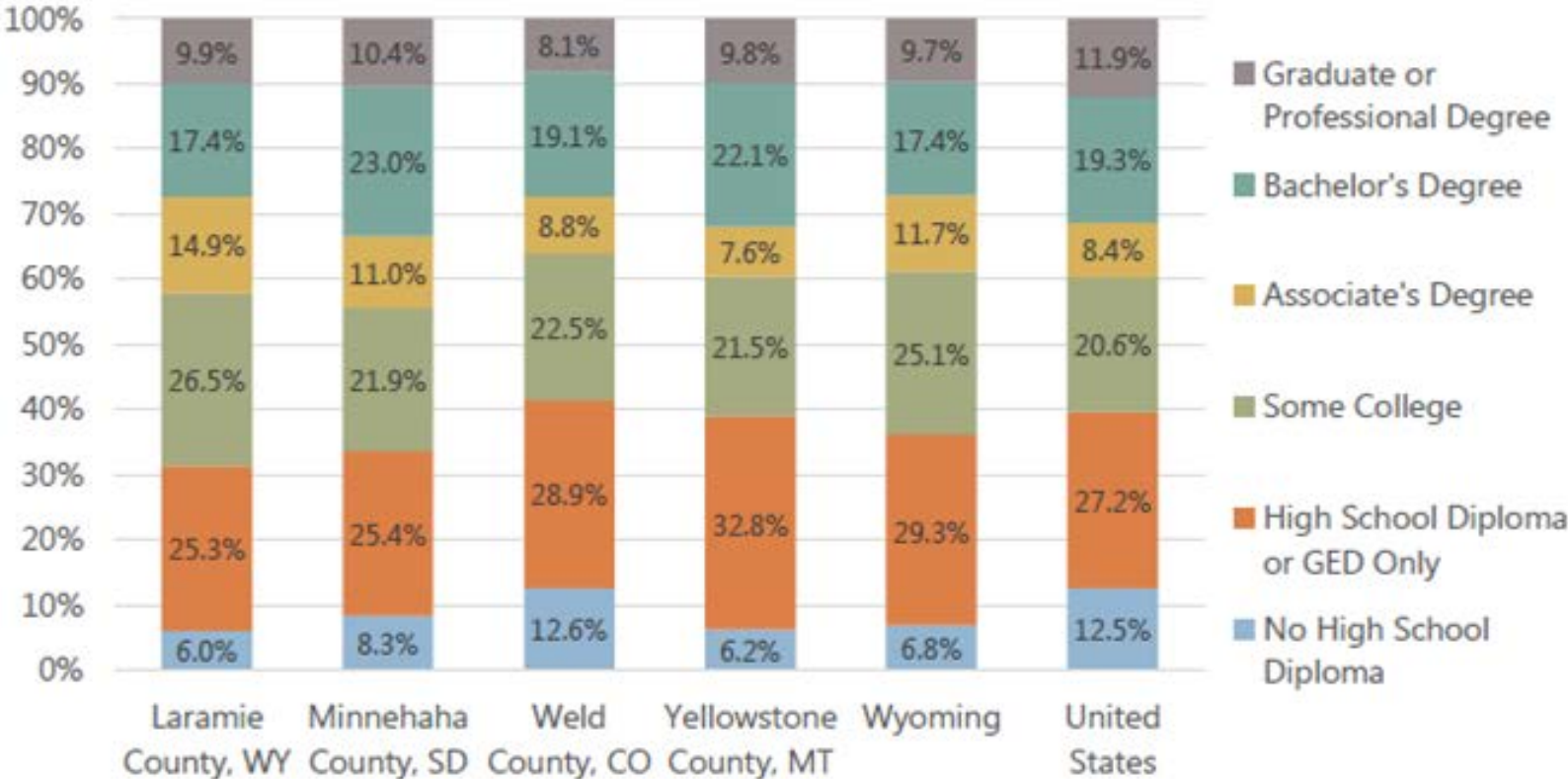
Educational Attainment of Residents Age 25+, Cheyenne MSA (2017)

Percent of Population 25 and over with:	Ranking	Value
High School Graduate or Higher	81	91.9%
Some College or Associate's Degree	24	38.3%
Associate's Degree	14	13.1%
Bachelor's Degree or Higher	186	27.9%
Bachelor's Degree	236	16.0%
Graduate/Professional	126	11.9%

Note: Ranking is out of 382 Metropolitan Statistical Areas

The Good & Not So

FIGURE 7: EDUCATIONAL ATTAINMENT OF RESIDENTS AGE 25+ (2016)

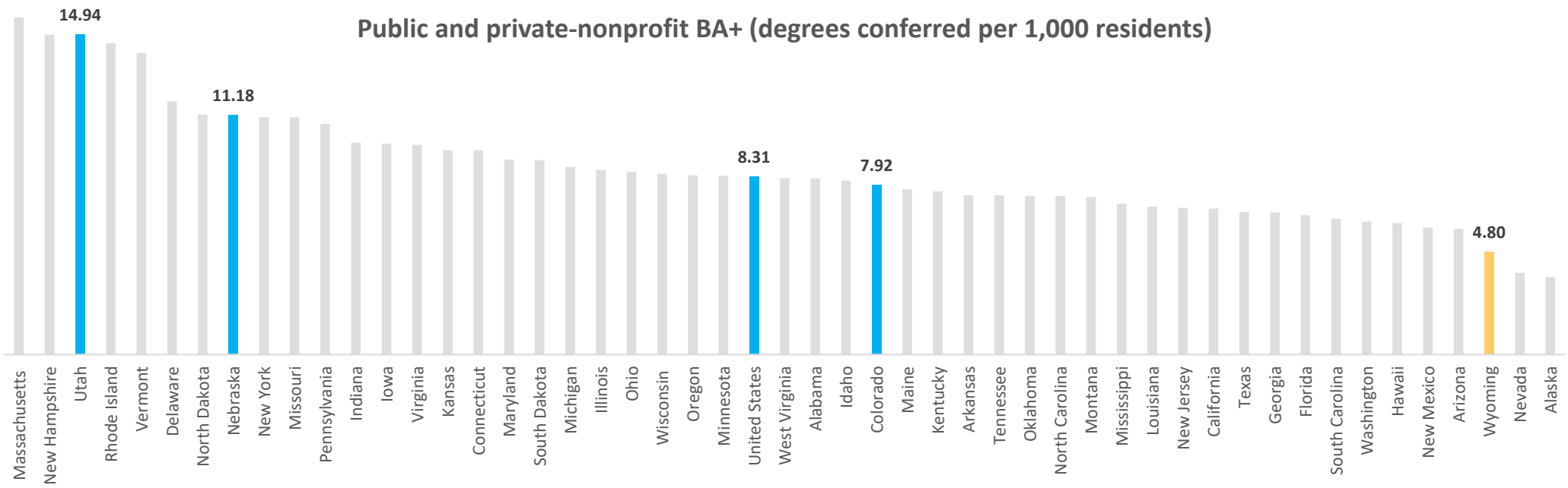


Source: United States Census Bureau, ACS 1-Year Estimates

Baccalaureate Workforce

Wyoming ranks 48th in the nation for bachelor's degree production per 1,000 residents (4.80)

- 8.31 US Average
- 11.18 for Nebraska
- 7.92 for Colorado
- 14.94 for Utah

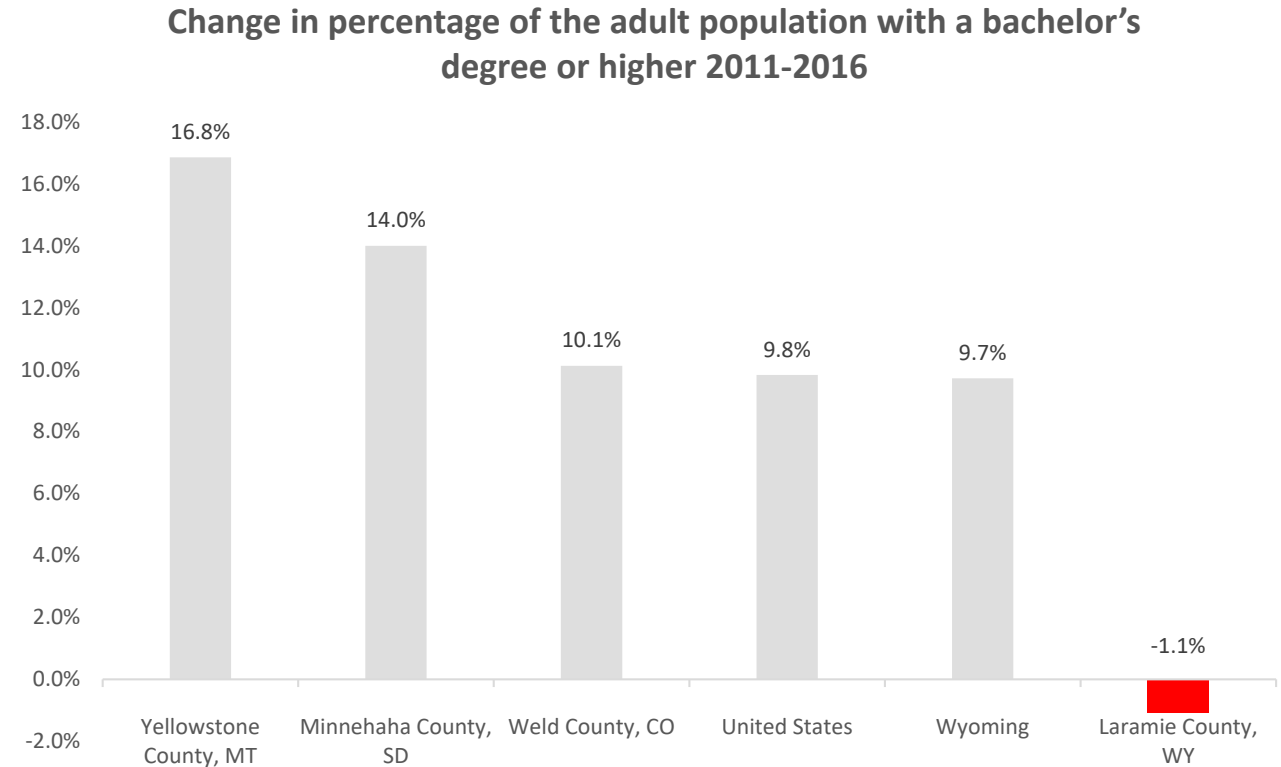


Source: National Center for Education Statistics Table 319.10

Baccalaureate Workforce

Laramie County lags the nation in bachelor's degree attainment and is losing ground while others are gaining.

Change in percentage of the adult population with a bachelor's degree or higher 2011-2016			
Location	2011	2016	% Change
Yellowstone County, MT	27.3%	31.9%	16.8%
Minnehaha County, SD	29.3%	33.4%	14.0%
Weld County, CO	24.7%	27.2%	10.1%
United States	28.5%	31.3%	9.8%
Wyoming	24.7%	27.1%	9.7%
Laramie County, WY	27.6%	27.3%	-1.1%



Recap

- Bachelor's degree holders earn more (\$17,524/yr more than associate's degree holder).
- Economic productivity is correlated with bachelor's degree education attainment.
 - **7 of the 10 states** with the fastest growing economies already offer applied bachelor's degrees through their community colleges.
- Wyoming lags the nation for the percent of the adult population with a bachelor's degree.
 - **6 of the 10 states** with the fastest growing economies rank in the top 20 for the percent of their adult population with a bachelor's degree or higher.
- Laramie County lags comparator communities, and is losing ground while others are increasing the share of adults with bachelor's degrees.

Status Quo Won't Work

Point #1 – Wyoming currently ranks 48th in the nation for the number of bachelor's degrees produced per 1,000 residents (only Nevada and Alaska are lower).

- WY currently produces (from UW and Wyoming Catholic College) about 2,805 bachelor's degrees, or 4.8 per 1,000 residents.
- To reach the national average (8.32 per 1,000 residents), Wyoming would need to produce at least 2,000 more per year.
- To reach Utah's level (14.9 per 1,000) Wyoming would have to triple its annual production of bachelor's degrees, or about 8,500 per year.

UW Can't do it Alone

Status Quo							
Total Population	% 18 yrs and Older	Adult Population	% with Bachelor's	Total w/Bachelor's	Annual Bachelor's Degrees Produced	% Retained	Total Retained
579,315	76.4%	442,597	26.2%	115,960	2,204	50.0%	1,102

Goal by 2025							
% with Bachelor's	Total w/Bachelor's	Gap	# Needed Per Year	# New Needed Per Year	# UW Needs to Produce Annually	% Increase Needed	
39.2%	173,498	57,538	9,590	8,488	16,975	670.2%	

UW Can't do it Alone

Point #2 – The University of Wyoming (UW) graduates about 2,204 students with bachelor's degrees each year. It is estimated that about 50% of all graduates of UW will stay in Wyoming. In 2017, Wyoming's adult population (ages 18 & Older) was estimated to be at 442,597. 26.2% (115,960) of that population held a bachelor's degree. Given these statistics, we need to answer the following three questions:

1. How many additional bachelor's degree graduates would UW have to produce by 2025 to raise the proportion of the labor force with a bachelor's degree to 39.2% (which is Colorado's current percentage)? **57,538**
2. How many additional bachelor's degree graduates PER YEAR would UW have to produce to raise the proportion of the labor force with a bachelor's degree to 39.2% BY 2025? **8,488**
3. What percent increase in bachelor's degrees would UW need to produce to achieve this goal? **670.2%**

Part of the Solution: The BAS

The Bachelor of Applied Science (BAS) Degree is designed specifically for students who already have an Associate of Applied Science Degree or comparable educational credentials in a technical field and require the practical skills and knowledge for advancement by building upon vocational foundations and work experience in order to further personal and professional career objectives.

Credits accumulated in applied associated degree programs do not readily transfer to traditional baccalaureate programs. Thus, the BAS degree programs are specifically designed to provide these students with an opportunity to advance their professional skills through higher levels of education attainment. BAS degree programs are:

- Generally more career-oriented and focuses less on the general education course requirements of other four-year degrees;
- Emphasize applied rather than the theory level of a discipline; and
- Intended to allow students seeking a bachelor's degree to complete coursework quickly by utilizing previously completed vocational and technical education and/or training.

The Community College BAS

Why the Community College BAS?

1. 37.2%, or about 165,000 adult Wyomingites already possess some college or an associate's degree, the vast majority in applied and technical fields.
2. Most applied associates degree holders are working adults who are place-bound with ties to the community, families, and jobs, making relocation unrealistic.
3. Limited (if any) support for another university in Wyoming, and we cannot afford one.
4. Community Colleges are already strategically dispersed throughout Wyoming with ties to the community and the target populations.
5. Wyoming, emphasized through ENDOW, will be asking much more from UW in areas the Community Colleges cannot/should not fulfil (e.g., research and commercialization, graduate coursework, traditional BS/BA programming, etc.)

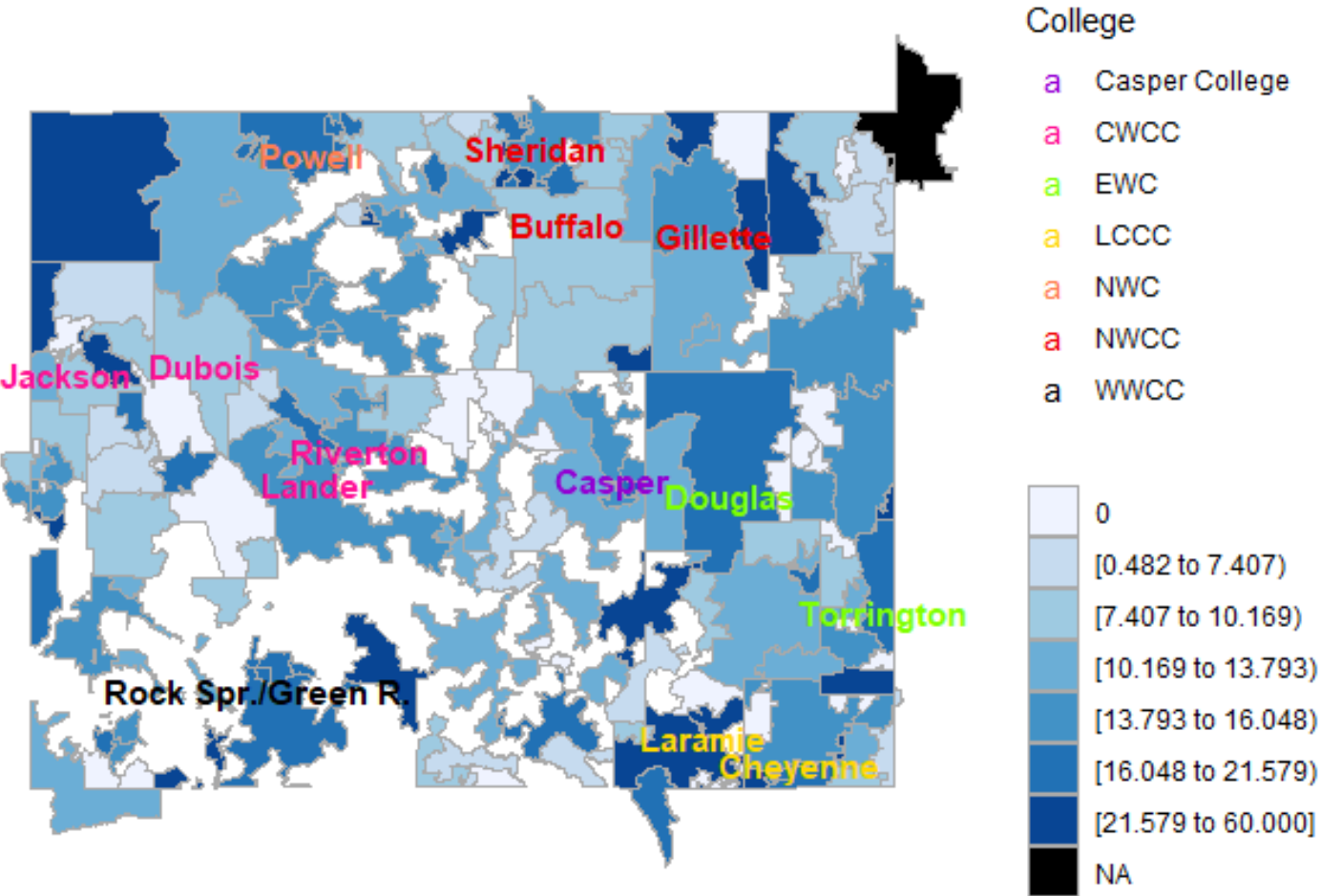
Best Way to Deliver the CC BAS?

What is most efficient and effective way to deliver BAS degrees?

1. Who has infrastructure, support services, and capacity closest to and the target populations?
2. Who has existing relationships with the target populations?
3. Who has the closest ties with employers and businesses who would employ these graduates?
4. Who has the most expertise?
5. Who is most interested in providing the BAS?
6. Who can deliver it the most cost-effective, most affordably and with the best service?

WY Associate Degree Density

Percent of Persons 18+ with only Associate Degrees by WY ZIP



Associate degree holders in Wyoming tend to be concentrated around communities with strong economies and served by community colleges.

Source: LCCC Institutional Research Office, using US Census Bureau American Community Survey 2017 one-year estimates.



Cost Comparisons - Students



THE UNIVERSITY OF WYOMING

Total Cost = \$9,540

LARAMIE COUNTY COMMUNITY COLLEGE



Total Cost = \$6,852

Resident

<u>Tuition/Fees</u>	<u>Per Year</u>	<u>Program Total</u>
\$2,385	\$4,770	\$9,540

Resident

<u>Tuition/Fees</u>	<u>Per Year</u>	<u>Program Total</u>
\$1,713	\$3,426	\$6,852

Projected costs for a resident student to complete the program after enrolling for two years, taking 15 credits per semester, and attending only fall and spring semesters. Four full-time semesters to complete.



Cost Comparisons - Taxpayer

Core Revenues Per FTE		
	LCCC	UW
State Appropriations	\$9,534	\$21,649
Local Appropriations	\$3,211	\$0
Tuition and Fees	\$4,111	\$5,118
Total Revenues Per FTE	\$12,745	\$21,649

Core Expenditures Per FTE		
	LCCC	UW
Instruction	\$7,691	\$15,889
Academic Support	\$2,249	\$3,837
Institutional Support	\$3,392	\$5,042
Student Services	\$1,684	\$1,788
Other Core Expenses	\$8,728	\$5,850
Total Core Expenses Per FTE	\$23,744	\$32,406

Expansion of Applied Baccalaureate Degree Program		
	LCCC	UW
Estimated FTE	30	30
State/Local Funding Per FTE	\$12,745	\$21,649
Estimated Cost to the State	\$382,350	\$649,470



The CC Baccalaureate

STATE'S WITH AUTHORIZED COMMUNITY COLLEGE BACCALAUREATE DEGREES

1.	New York	1970		12.	Minnesota	2003	*
2.	West Virginia	1990		13.	New Mexico	2004	
3.	Utah	1992	*	14.	Indiana	2004	
4.	Vermont	1993		15.	Washington	2005	
5.	Idaho	1995	*	16.	Georgia	2005	
6.	Arkansas	1997	*	17.	North Dakota	2006	
7.	Florida	1997		18.	Oklahoma	2006	
8.	Nevada	1998		19.	Wisconsin	2010	
9.	Louisiana	2001	*	20.	Michigan	2012	
10.	Hawaii	2003		21.	Colorado	2014	
11.	Texas	2003		22.	California	2014	
				23.	Delaware	2016	

~~23~~ 26

**Ohio and Missouri were
was approved in 2018;
Wyoming in 2019.**

*Authorized States, but not currently offering bachelor's degrees.

Approaches to BAS Offerings

1. General, degree-completion type programs (e.g. UW's BAS in Organizational Leadership)
2. Broad, role-based type programs (e.g., BAS in Applied Management or Healthcare Administration)
3. Narrow, discipline-specific type programs (e.g., BAS in Dental Hygiene, BSN, etc.)

Common Programs

- Applied Management
- Information Technology (e.g., network systems administration, software, application development)
- Nursing
- Dental Hygiene
- Funeral Science Education
- Health professions (e.g., health informatics and management, Respiratory Therapy, etc.)
- Cyber Security
- Teacher Education, Early Childhood and Special Education
- Natural Resource and Conservation

First Program?

Wyoming Management Labor Projections 2016-2026

Occupation Name	Base	Projection	Change	Percent Change	Avg Annual Openings
General and Operations Managers	4760	5440	680	14.4	480
Managers, All Other	1960	2090	130	6.7	150
Food Service Managers	690	770	80	10.2	80
Medical and Health Services Managers	680	810	130	19.4	70
Construction Managers	580	680	100	16.8	50
Financial Managers	560	650	90	15.4	50
Property, Real Estate, and Community Association Managers	480	560	80	18	50
Lodging Managers	410	420	10	4.2	40
Social and Community Service Managers	410	430	20	6.7	40
Administrative Services Managers	210	230	20	7	20
Architectural and Engineering Managers	180	200	20	9.4	20
Computer and Information Systems Managers	200	220	20	8	20
Industrial Production Managers	280	310	30	10.9	20
Sales Managers	190	210	20	11.8	20
Human Resources Managers	130	140	10	7.8	10
Natural Sciences Managers	140	140	0	2.1	10
Transportation, Storage, and Distribution Managers	160	170	10	8.3	10

Program Development

Stage One: Identification of Need, Program Mission, Goals, and Competencies

- Form a program Advisory Board
- Identify Program Goals and Outcomes

Stage Two: Program Research and Curriculum Development

- Faculty/Staff hired to develop program

Stage Three: Identification of Needed Resources

- Budget Development
- Resources Identified/Requested
- ~\$150,000 to \$300,00/program

Stage Four: Proposal Draft and Review

Stage Five: Program Approvals

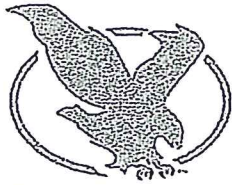
- Internal (Curriculum Committee, Administration, etc.)
- Board of Trustees
- Wyoming Community College Commission
- Higher Learning Commission (Accreditation – Substantive Change)
- US Dept. of Education (Financial Aid Authorization)

Stage Six: Implementation

Guiding Principles **DRAFT**

Principles or Commitments

- We believe that community colleges offering BAS degrees will remain predominantly lower division institutions and won't lose their community college mission and focus.
- We believe community colleges must maintain their “open admissions” philosophy and role as implied in Wyoming State Statute (WY Stat § 21-18-307).
- We believe that Wyoming's higher education “system” is designed appropriately and we do not support the creation of another four-year college or university.
- We believe BAS programs should be designed to serve local students who are otherwise not being served.
- We believe community colleges should be low-tuition institutions, even for BAS programs.



**LARAMIE COUNTY
COMMUNITY COLLEGE**
Cheyenne • Laramie • Pine Bluffs

MEMORANDUM

TO: Members of the Board of Trustees

FROM: Jeff Shmidl, Interim Business Program Director and Danielle Opp, Interim Health Sciences Program Director

DATE: September 11, 2019

SUBJECT: Recommendation to Approve Bachelor of Applied Science programs at Laramie County Community College

RECOMMENDATION:

That the Board of Trustees approves the Bachelor of Applied Science in Applied Management and the Bachelor of Applied Science in Healthcare Administration Programs and have them submitted to the Wyoming Community College Commission for final approvals.

It is an exciting and critical time for Wyoming and its community colleges. As you know, with the passing of key legislation this past year, the community colleges have been working to implement the first baccalaureate degrees to be offered by these institutions. Although not the silver bullet, these programs will provide access to bachelor's degrees for students who currently do not have a path to further education, while also addressing higher education attainment needs of the state. Laramie County Community College (LCCC), under your leadership and guidance, is excited to be one of the first colleges to be advancing applied baccalaureate programs for approval.

This memorandum and accompanying information are our proposal for two Bachelor's of Applied Science (BAS) degrees, one in Applied Management and one in Healthcare Administration. Included within this proposal are various elements for your consideration. These include our philosophy statement on baccalaureate education, our core beliefs that differentiate lower-division and upper-division coursework, the programs' learning outcomes, curricula, and five-year budget.

As you know, this timeline for the development, approval, and launch of these programs is incredibly aggressive. However, we feel compelled to respond to the needs of our community, and confident in LCCC's ability to deliver a quality education at the bachelor's level just as we have been doing for 50 years at the certificate and associate's degree level. Given the time, we hope you will forgive the fact that some of the details for our delivery of these programs are still in flux, and some of the content within this proposal may still change as we go through the process.

We hope you understand, and ultimately approve these programs so we can continue to advance them through the various approval processes and meet our goal for launching them in the Fall of 2020.

APPLIED BACCALAUREATE PHILOSOPHY STATEMENT

Laramie County Community College (LCCC) is a comprehensive community college. While the term "community college" is often unilaterally substituted with "two-year college" we recognize the growing contradiction. Time does not define the purpose of a community college education. With an increasing need and expectation for life-long learning, a growing body of knowledge, and the rapidly changing nature of work, the concept of educational programs and credentials expected to fit within standard timeframes or as "terminal" is quickly becoming antiquated.

Community colleges are just that - the community's. They are designed, and expected, to be responsive to the needs of the community's individuals, organizations, and businesses. Today, those needs are expanding and diversifying at an accelerated rate, one often not matched by traditional university education. Fortunately, community colleges are engineered to be nimble, innovative, and responsive, even when it requires us to re-conceptualize our educational offerings. In some instances that may necessitate short-term, accelerated programs, and increasingly it means programs that are at the upper-division, or bachelor's degree level.

The mission of Laramie County Community College is *"to transform our students' lives through the power of inspired learning"*. We are bound by a basic understanding that our students, regardless of how they arrive here, yearn for a better life by engaging in the process of acquiring knowledge. Thus, we are compelled to aid this transformation by offering diverse educational experiences designed to be inspirational for all those involved in the learning process.

While we recognize our mission is broad and our work diverse, the entirety of what we do is grounded in the four foundational elements of the comprehensive community college mission. These include:

1. **Academic Preparation:** To prepare people to succeed academically in college-level learning;
2. **Transfer Preparation:** To engage our students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degree;
3. **Workforce Development:** To develop individuals to enter or advance in productive, life-fulfilling occupations and professions; and
4. **Community Development:** To enrich the communities we serve through activities that stimulate and sustain a healthy society and economy.

In following our mission, LCCC seeks to offer high-value degrees and certificates that offer our students social mobility through greater employability, transferability and/or in response to the workforce needs of the communities we serve. The College's expansion of degree offerings to the applied baccalaureate level clearly aligns with this mission by (1) responding to emerging and unmet workforce needs (workforce development) within the College's service area and (2) to provide a pathway to the baccalaureate (transfer preparation) for students who are unserved.

Like many community colleges, LCCC has a deep understanding and expertise of applied learning. It has been a hallmark of the College's educational offerings for more than fifty-years and has produced thousands of graduates who have thrived in an applied learning environment. These individuals live in our communities and already have a relationship with LCCC. Our goal to provide them with an educational pathway from their applied associate's degree to an applied baccalaureate degree therefore is a natural one.

Although the College believes it is positioned well – with its community, students, and educational

expertise – to offer pathways to applied bachelor’s degree, we recognize and embrace the differences between the associate-level and baccalaureate-level students, curricula, teaching and learning. These distinctions form the foundation of the College’s educational philosophy on baccalaureate-level education at LCC.

ASSOCIATE VS. BACCALAUREATE CORE BELIEFS

At LCCC, students in a baccalaureate program will have a basis of understanding from prior coursework which they will refine and apply more discerningly in their field of study. Bachelor’s students will make an in-depth study and specialization of a particular field or profession. These students are expected to be more independent and responsible for their learning than in prior coursework. They will also be required to analyze, synthesize, and evaluate information presented to them instead of memorize and repeat content.

Curricula in a baccalaureate program is developed to build upon the foundations of academia the associates degree provides and will focus on distinct content to create an opportunity of specialization in a specific field. Course competencies will require students to use higher order thinking and apply knowledge on their own and in a group setting. Assignments may require students to do research or obtain relevant information on their own.

Instructors of these courses will act as a facilitator and guide learning in the course of study. Baccalaureate instructors will create an atmosphere of collaborative discussion rather than using a lecture format and will expect increased quality and quantity of assignments.

These core beliefs centered on the distinctions between bachelor’s and associate’s education are fully comprehended and guide our decisions regarding resource allocation, partnerships, pedagogy, program design, and assessment of student learning.

PROGRAM ADMISSION AND GENERAL EDUCATION REQUIREMENTS

Associates of Applied Science degree: Prior to enrolling in the Bachelor of Applied Science (BAS) coursework, students must have completed an Associate of Applied Science (AAS) degree from a regionally accredited institution. Students new to LCCC who have not completed an AAS degree should first enroll in and complete one of the many AAS program offerings available by the College.

Requirements	Credits	Achievements and Next Steps
<p>Earned Associate of Applied Science degree from an accredited institution. It is estimated that 15 credits of an AAS degree will be applied to the general education requirements of the program.</p>	<p>60+</p>	<p>(Milestone/Achievement- Completion of Associate of Applied Science degree)</p> <p>(Choice Point – Students choosing to pursue a Bachelor of Applied Science degree would need to apply for admission during their last semester of the Associate of Applied Science degree)</p>

General Education: Students must complete a minimum of 30 General Education credits and satisfy the Wyoming Statutory Requirement for United States and Wyoming constitutional knowledge prior to or as a part of their bachelor's degree. Most students with a completed AAS degree will bring a significant number of general education credits from their previous coursework. Some general education courses are included in the bachelor's degree program. However, students may need to take additional courses to satisfy the general education requirements. Please work with your advisor on determining general education requirements and building them into your academic plan.

Requirements	Credits	Achievements and Next Steps
As a part of their associate degree, bachelor degree, or additional coursework, students must complete a minimum of 30 credits of general education to fulfill the requirements for a Bachelor of Applied Science degree at LCCC. General Education coursework must demonstrate proficiency in Oral Communication, Written Communication, Quantitative Literacy, Natural Sciences, Human Cultures, Creative Expression, Human Society and the Individual, and the Wyoming Statutory Requirement for constitutional knowledge.	30+	Milestone/Achievement – Completion of ECON 1010 and BADM 3010 within the BAS Program Milestone/Achievement- LCCC General Education Core and Interstate Passport Completed. Participating Interstate Passport Institutions can be found here

Common Management Core: Students in both BAS programs must complete 27 credits of a common management Core. In some instances, students may satisfy a portion of these credits through previous college coursework and/or credits from prior experience (experiential learning).

Requirements	Credits	Achievements and Next Steps
As a part of their associate degree, bachelor degree, or additional coursework, students must complete the 27 credits of common management courses. These include the areas of accounting, management and organization, legal issues, human resources, information management, organizational behavior, marketing, data analysis, and project management.	27	Milestone/Achievement – Completion of the common management core. At least six of the 27 credits are also included in the general education requirements.

Program/Concentration Specific Coursework: Students in must complete 27 credits in one of the two concentration areas, either Applied Management or Healthcare Administration. In some instances, students may be able to satisfy a portion of these credits through prior college coursework and/or by earning credits from prior experience (experiential learning).

Requirements	Credits	Achievements and Next Steps
As a part of their associate degree, bachelor degree, or other coursework, students must complete 27 credits in one of the two concentration areas, either Applied Management or Healthcare Administration.	27	Milestone/Achievement – Completion of the program concentration coursework.

Total Program Credits* - 120 to129

* Students are required to successfully earn 120 credits to satisfy the requirements for the award of the BAS degree. Depending on individual student coursework in an AAS degree program, or other prior college coursework, the total credits a student may need to take could be as high as 129.

BACHLORS OF APPLIED SCIENCE IN APPLIED MANAGEMENT

PROGRAM COMPTENCIES - BAS IN APPLIED MANAGEMENT

Upon successful completion of the BAS in Applied Management degree, students will be proficient in the following competencies:

1. Evaluate the impact of human behavior on the economy and an organization
2. Employ professional communication skills essential to the management of a complex organization
3. Demonstrate strategic decision making within an organization
4. Evaluate essential functions of managing resources necessary to a successful organization
5. Evaluate the essential functions necessary to establish, to develop, and to manage human resources within a successful organization
6. Assemble strategies to promote ethical behavior for socially responsible decision making within an organization
7. Plan and implement supervisory, operational, and entrepreneurial activities to improve an organization.
8. Integrate business concepts and processes to accomplish organizational goals.

CURRICULA - BAS IN APPLIED MANAGEMENT

1st semester of BAS Applied Management degree

Course	Course name	Credits	Course Description
ECON 1010	Principles of Macroeconomics (Satisfies Human Society and the Individual General Education Requirement)	3	Students consider the use of accounting information by external users and management. Students develop skills in interpreting and utilizing earnings statements, balance sheets, and cash flow reports to effectively manage strategic operations for their business. Students will work with internal and external stakeholders to apply product and service costing to the development of a budget.
ACCT 3080	Accounting for Decision Makers	3	Students consider the use of accounting information by external users and management. Students develop skills in interpreting and utilizing earnings statements, balance sheets, and cash flow reports to effectively manage strategic operations for their business. Students will work with internal and external stakeholders to apply product and service costing to the development of a budget.
BADM 3010	Business and Professional Writing (Satisfies Advanced Communication General Education Requirement)	3	Students enhance writing skills appropriate for professional managers. These may include audience analysis, information design, and the use of visuals. Students study the principles, strategies, and techniques of effective written, oral, and digital communication. Emphasis is placed on creating successful written messages including e-mails, memos, letters, reports, resumes, and proposals. Students apply techniques to communicate professionally in an increasingly global, digital workplace.
MGT 3210	Management and Organization	3	Students examine the theory and practice of management. Students discuss small group behavior, design and structure of organizations, and the relationship between the organization and its environment. Students examine the roles, responsibilities, and challenges of modern managers in an organization. Students prepare the foundation of the Capstone Project which will be developed, refined, and completed throughout the four semesters of the BAS program.
	Faculty Approved Elective	3	

2nd semester

Course	Course name	Credits	Course Description
BADM 2010	Legal Environment for Business	3	Students explore a broad overview of business-related legal topics including the nature and sources of law, court systems, common law, statutory law, constitutional law, business torts, intellectual property, product liability, business ethics, and contracts.
BADM 3020	Data Analysis for Managers	3	Students examine the process of data prioritization and analysis. Students will evaluate how data is utilized within a business or organization, including its appropriate disclosure. Students will learn to interpret the statistical nature of data analysis and the role it plays in managerial decision making. Students will describe how to direct analytic activities to drive the data analysis process towards coherent, useful, and valid results.
MGT 3410	Human Resources Management	3	Students analyze the strategic role of the human resource manager in performing functions of recruitment, hiring, training, and career development within a business. Students study the formal systems used to manage people at work, such as job analysis and evaluation, wage and salary administration, performance evaluation, safety, employee services and fringe benefits. Students evaluate procedural compliance of EEO, diversity, and other legal aspect of managing people. Students develop comprehensive management plans to recruit, evaluate, and promote employees within a successful organization.
IMGT 3020	Information Management and Security	3	Students explore the role of information systems in managing organizations to make them more competitive and efficient. Students also examine methods and security issues related to managing information and information flows of organizations. Additionally, students analyze practices for communicating secure information to internal and external stakeholders in a professional setting. Students will utilize industry-standard information management tools.
	Faculty Approved Elective	3	

3rd semester

Course	Course name	Credits	Course Description
BADM 3210	Business Ethics	3	Students explore the nature of ethical behavior in business and its broader implications for society. Students examine the history of ethics in business, factors that impact the ethical decision-making process and the global aspect of business ethics. Students practice skills and strategies to develop and evaluate a business code of ethics as well as employee training programs on ethical business behavior.
DSCI 3210	Introduction to Operations and Supply Chain Management	3	Students explore production and operations management. Students develop operational strategies including quality management, facilities location, facilities layout, forecasting, inventory management, production planning, and scheduling.
ENTR 2700	Entrepreneurial Mindset	3	Students develop entrepreneurial mindsets as they explore concepts essential to success in startups or within established firms. Students emphasize creativity and innovation as they experience the process of identifying and evaluating ideas and developing them into business opportunities.
MKT 3210	Introduction to Marketing	3	Students investigate the marketing discipline, with a focus on business environment, market potential of products and services, consumer target marketing, and advertising and promotion. Students develop a marketing strategy, emphasizing the overall customer experience.
MGT 3420	Organizational Behavior and Leadership	3	Students study individual, group, and organizational processes that affect employee behavior at work. Students analyze successful leadership practices. Students examine the impact of individual differences, organizational politics, and culture on organizational behavior.

4th semester

Course	Course name	Credits	Course Description
DSCI 4260	Project Management	3	Students examine project management theory and practice and the roles and responsibilities of a project manager. Students focus on a practical approach to managing projects including organizing, planning, and controlling the outcomes of the project.
FIN 4010	Business Finance	3	Students evaluate the basic analytical tools required to make value creating financial decisions. Students explore theoretical foundations of finance, such as the time value of money and the risk-return trade-off. Students utilize financial concepts in the practical applications of financial decision-making. Topics

			covered in the course include analysis of financial and operating performance, assessment of financial health, financial planning, working capital and growth management, valuation of financial and real assets, investment, funding and distribution decisions in the context of non-financial firms.
MGT 4010	Supervisory and Employee Communications	3	Students develop techniques to improve or establish themselves as first-line supervisors with direct and influential communications with employees. Students apply management principles in solving problems encountered by first-line supervisors. Students evaluate the influential roles that managers play in addressing issues, challenges, and opportunities facing employees. Students develop guidance for future internal communications, as organizational leaders, in order to build beneficial relationships and engage employees in the fast-changing business and media environment.
MGT 4800	Business Strategy and Policy (Capstone)	3	This course is intended to be the culmination of your applied management curriculum. As a capstone course, it provides a framework for integrating knowledge from foundational courses taken throughout the applied management curriculum. Students analyze and assess internal operations of a firm and the external, competitive environment of an industry. Students are asked to formulate effective competitive strategies for firms under conditions of uncertainty. Students utilize comprehensive case studies, readings and industry simulations to understand the difficulties and challenges of effectively implementing strategic plans. Students' decision-making skills are challenged as they develop interpersonal skills important for moving their employment situation from a tactical to a strategic environment.
BADM 4600	Advanced Internship	3	The internship places students in local and regional business organizations with the intent of providing the student with an advanced understanding of business policy, procedures, and acumen.

Total Program Credits: 120-129

BACHLORS OF APPLIED SCIENCE IN HEALTHCARE ADMINISTRATION

PROGRAM COMPTENCIES - BAS IN HEALTHCARE ADMINISTRATION

Upon successful completion of the BAS in Healthcare Administration degree, students will be proficient in the following competencies:

1. Evaluate human behavior and its impact on the economy and an organization
2. Employ professional written communication skills essential to the management of a complex organization.
3. Demonstrate strategic decision making within an organization
4. Evaluate the essential functions of managing resources necessary to a successful organization
5. Evaluate the essential functions necessary to establish and develop the human resources within a successful organization
6. Assemble strategies to increase ethical behavior for socially responsible decision making within an organization
7. Assemble strategies consistent with the professional, ethical, and legal standards of the health care industry
8. Improve healthcare system performance by leveraging data and technology
9. Formulate research-based solutions to solve problems that impact health delivery systems

CURRICULA - BAS IN HEALTHCARE ADMINISTRATION

1st semester of BAS Healthcare Administration degree

Course	Course name	Credits	Course Description
ECON 1010	Principles of Macroeconomics (Satisfies Human Society and the Individual General Education Requirement)	3	An introduction to contemporary economic principles and the foundations of a market based economic system. Students analyze how economic principles are applied to the economic problem of scarcity. Students develop an understanding of how to measure economic performance, and explore the impact of policy on economic performance.
ACCT 3080	Accounting for Decision Makers	3	This course considers the use of accounting information by external users and management. Giving them skills in interpreting and utilizing earnings statements, balance sheets, and cash flow reports to effectively manage strategic operations for their business. Topics include: working with internal and external stakeholders to apply product and service costing to the development of a budget.

BADM 3010	Business and Professional Writing (Satisfies Advanced Communication General Education Requirement)	3	Enhances writing skills applicable to professional managers. Includes audience analysis and adaptation, information design and use of visuals, and a range of formats and genres. Students study the principles, strategies, and techniques of effective written, oral, and digital communication. Emphasis is placed on creating successful written messages including e-mails, memos, letters, reports, and resumes. Students learn productive techniques to communicate professionally in an increasingly global, digital workplace.
MGT 3210	Management and Organization	3	Students examine the theory and practice of management. Students discuss small group behavior, design and structure of organizations, relationship between the organization and its environment. Students examine the roles and responsibilities of modern managers in an organization.
HCA 3010	Foundations of Healthcare Management	3	Students will explore the foundations of management theory as it applies to healthcare and examine the organizational structure of the current healthcare delivery system and its history. Students will analyze the major issues presented to healthcare administrators and their role in healthcare facilities.

2nd semester

Course	Course name	Credits	Course Description
BADM 2010	Legal Environment for Business	3	Students explore a broad overview of business-related legal topics including the nature and sources of law, court systems, common law, statutory law, constitutional law, business torts, intellectual property, product liability, business ethics, and contracts.
BADM 3020	Data Analysis for Managers	3	Students examine the process of data prioritization and analysis. Students will evaluate how data can be utilized within their business, including its appropriate disclosure. Students will learn to interpret the statistical nature of data analysis and the role it plays in managerial decision making. Students will describe how to direct analytic activities to drive the data analysis process towards coherent, useful, and valid results.
MGT 3410	Human Resources Management	3	Students analyze the strategic role of the human resource manager in performing functions of recruitment, hiring, training, and career development within a business. Students will study of the formal systems used to manage people at work, such as job analysis and evaluation, wage and salary administration, performance evaluation, safety, employee services and fringe benefits. Students evaluate procedural compliance of EEO, diversity,

			and other legal aspect of managing people. Students will develop comprehensive management plans to recruit, evaluate, and promote employees within a successful organization.
IMGT 3020	Information Management and Security	3	This course is concerned with understanding the role of information systems in managing organizations to make them more competitive and efficient. Topics include methods and security issues related to the managing information and information flows within organizations along with the internal and external communication in professional settings. Students will learn to apply current tools within an information management setting, such as Microsoft Office.
HLTK 2300	Healthcare Ethics	3	Students explore the basic principles of health care ethics. By engaging in theoretical health care practice situations, the students apply practical application of course material to contemporary ethical issues. Students responsibly develop awareness of issues emphasizing diversity of ethical analysis with stress placed on non-judgmental collaboration and philosophical reflection.

3rd semester

Course	Course name	Credits	Course Description
HCA 3040	Public Health	3	Students will analyze the history and principles of public health, focusing on improving the health of populations through an evidence-based public health framework. Students will assess the importance of healthcare professional collaboration, healthcare infrastructure, and social determinants in public health. Students will also examine the differences between the U.S. health profile and other countries.
HCA 3020	Health Informatics	3	Students will examine healthcare information systems and learn how to optimize computer functions to best collect and manipulate healthcare data. Students will appraise telemedicine, electronic medical records, cybersecurity and how technology has changed the way information is stored and shared in the healthcare industry.
HCA 3030	Healthcare Law	3	Students explore concepts and principles of healthcare policy, legal control, and regulatory environments effects on the healthcare industry and on healthcare professionals. Students will analyze specific healthcare laws that will help them, as future managers, to recognize and guide decision-making policies to minimize legal risk.
MKT 3210	Introduction to Marketing	3	Students investigate the marketing discipline, emphasizing the functional interrelationship within a

			business. Students will develop a marketing strategy, emphasizing the overall customer experience.
MGT 3420	Organizational Behavior and Leadership	3	An interdisciplinary study of individual, group, and organizational processes that affect employee behavior at work. Prepares students for managerial roles by synthesizing successful leadership practices by examining critical areas like individual differences, organizational politics and culture.

4th semester

Course	Course name	Credits	Course Description
DSCI 4260	Project Management	3	Students examine project management in theory and practice and the roles and responsibilities of the project manager. Students will focus on a practical approach to managing projects, focusing on organizing, planning, and controlling the efforts of the project.
HCA 4010	Healthcare Quality and Performance Improvement	3	Students will analyze the fundamentals of quality management and improvement of healthcare processes, delivery, and outcomes. Students will address the concepts, topics, and practices needed to address quality improvement challenges in the healthcare industry and how managers can assess quality of care and implement process improvement measures.
HCA 4020	Finance for Healthcare	3	Students will develop an understanding of administrative financial techniques in healthcare. Students will also analyze the purpose and methods of financial reporting, insurance principles, reimbursement, and laws associated with healthcare finance.
HCA 4030	Healthcare Policy and Regulation	3	Students will examine the development of healthcare policy in the U.S. and the influences of societal, political, and economic environments on the healthcare industry. Students will also analyze the role of both the government's and regulatory agencies' influence on the healthcare field.
HCA 4395	Healthcare Administration Capstone	3	This capstone course is the culminating experience for the Bachelor of Applied Science in Healthcare Administration. This capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work in an original comprehensive portfolio. Students will examine the principles of strategic management in relation to healthcare administration and analyze how leadership and professionalism play a role in the successful administration of a healthcare facility.

Total Program Credits: 120-129

Timeline

September 11 - LCCC Institutional Review and Board of Trustee Approval
October 24th – WCCC Consideration and Approval of Program Proposals
October 25th – Part 2 of Substantive Change Request Submitted to HLC
November – Student focus groups to set parameters for program delivery
December – HLC Site Visit to LCCC
February – HLC Action on Proposed Programs
August – First Cohort of LCCC BAS students

Student Focus Groups

A project request has been initiated with LCCC's Institutional Research office to help us determine how the BAS programs should be delivered. Focus groups will be designed, facilitated, and analyzed via the Institutional Research office to gather information from previous graduates and current students to help us put together a delivery method that's most feasible to our target students. Classroom, Hybrid, or Online? Short intensive blocks of one class at a time or longer blocks with multiple courses at once? Daytime, evening, or weekend classes

**BAS Planning Worksheet
Enrollment and Staffing Projections**

Worksheet Projections	Year 1	Year 2	Year 3	Year 4	Year 5
New Students Management (unduplicated)					
Number of new students recruited into the Management program	15	25	25	25	25
Attrition - Full Time Students	3	5	5	5	5
Continuing Students (unduplicated)					
Number of students continuing in the program from the previous year.	0	12	20	20	20
New Students Health Administration (unduplicated)					
Number of new students recruited into the Healthcare Admin program	15	25	25	25	25
Attrition - Full Time Students	3	5	5	5	5
Continuing Students (unduplicated)					
Number of students continuing in the program from the previous year.	0	12	20	20	20
Program Performance:					
Total Duplicated Enrollments	30	74	90	90	90
Total Credit Hours Earned (20avg)	600	1,480	1,800	1,800	1,800
Graduates - Degree (70% 2 years, 80% 3yrs)	0	17	30	32	32
Program Scheduling:					
GER Credits Needed	6	12	12	12	12
CC Credits Needed	18	45	54	54	54
MGT Credits Needed	6	27	27	27	27
HCA Credits Needed	6	27	27	27	27
Total Credits Needed	36	111	120	120	120
Total Faculty FTE	1.20	3.70	4.00	4.00	4.00
Total credits taught by Directors	9	39	39	39	39
Faculty FTE taught by Directors	0.30	1.30	1.30	1.30	1.30
Total credits taught by Full Time Faculty	12	36	36	36	36
Faculty FTE taught by Full Time Faculty	0.40	1.20	1.20	1.20	1.20
Total credits taught by Adjunct Faculty, including credentialed Staff	15	36	45	45	45
Faculty FTE taught by Adjunct Faculty, including credentialed Staff	0.50	1.20	1.50	1.50	1.50
Program Staffing:					
Percentage Faculty FTE taught by Directors	25.00%	35.14%	32.50%	32.50%	32.50%
Percentage Faculty FTE taught by Full Time Faculty	33.33%	32.43%	30.00%	30.00%	30.00%
Percentage Faculty FTE taught by Adjunct Faculty, including credentialed Staff	41.67%	32.43%	37.50%	37.50%	37.50%

BAS Program Planning Worksheet
Direct Instruction Cost and Revenue Projections

Three Year Budget Projections Applied Management BAS Healthcare Administration BAS	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Program Expenditures							
Personnel Costs							
Director Full Time @\$2955 per credit Includes benefits		\$ 26,595	\$ 115,245	\$ 115,245	\$ 115,245	\$ 115,245	
Faculty Full Time @\$2608 per credit Includes benefits		\$ 31,296	\$ 93,888	\$ 93,888	\$ 93,888	\$ 93,888	
Faculty Adjunct @\$700 per credit		\$10,500	\$25,200	\$31,500	\$31,500	\$31,500	
Administrative	\$ 166,613	\$ 140,018	\$ 51,368	\$ 51,368	\$ 51,368	\$ 51,368	
Advising (1/2 Advisor)		\$ 34,559	\$ 34,559	\$ 34,559	\$ 34,559	\$ 34,559	
Recruiting (1/2 Recruiter)		\$ 34,663	\$ 34,663	\$ 34,663	\$ 34,663	\$ 34,663	
Total Personnel Costs	\$ 166,613	\$ 277,631	\$ 354,923	\$ 361,223	\$ 361,223	\$ 361,223	\$ 1,882,836
Operating Costs							
Marketing		\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	
Educational Materials		\$ 8,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	
Professional Development		\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	
Total Operating Costs	\$ -	\$ 18,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 82,000
Total Program Expenditures	\$ 166,613	\$ 295,631	\$ 370,923	\$ 377,223	\$ 377,223	\$ 377,223	\$ 1,964,836
Program Revenues							
Tuition & Fees							
Per Hour Tuition & Fees		\$ 2,216.25	\$ 2,216.25	\$ 2,216.25	\$ 2,216.25	\$ 2,216.25	
Total Tuition & Fees		\$ 66,487.50	\$ 164,002.50	\$ 199,462.50	\$ 199,462.50	\$ 199,462.50	\$ 828,878
Other Revenue							
Lois Moltonen Estate Foundation Funds	\$ 150,000	\$ 178,000					
Kurt Kaiser Memorial Ethics Fund - Development and Teaching Ethics		\$ 9,472	\$ 17,730	\$ 17,730	\$ 17,730	\$ 17,730	
Allied Health Fund		\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	
Grant Revenue		\$ 19,600	\$ 19,600	\$ 19,600	\$ 19,600	\$ 19,600	
Total Private Funds	\$ 150,000	\$ 197,600	\$ 19,600	\$ 19,600	\$ 19,600	\$ 19,600	\$ 426,000
State Funding							
Total Student FTE		38	93	113	113	113	
Approximate Funding per FTE		\$ 2,357	\$ 2,357	\$ 2,357	\$ 2,357	\$ 2,357	
Funding Per previous year FTE (projected)			\$ 88,387.50	\$ 218,022.50	\$ 265,162.50	\$ 265,162.50	\$ 836,735
Total Program Revenue	\$ 150,000	\$ 264,088	\$ 271,990	\$ 437,085	\$ 484,225	\$ 484,225	\$ 2,091,613
Financial Impact	\$ (16,613)	\$ (31,544)	\$ (98,933)	\$ 59,862	\$ 107,002	\$ 107,002	\$ 126,777
Accumulated Financial Impact	\$ (16,613)	\$ (48,157)	\$ (147,090)	\$ (87,228)	\$ 19,775	\$ 126,777	

Wyoming Community College Commission Request for New or Modified Applied Baccalaureate Degree Programs

Note: If this is the College's First BAS Degree Proposal, the Commission requires both Part 1 and Part 2 be completed. If this is the College's Second BAS Degree Proposal, only Part 1 is required.

Part 1.

A. College: Laramie County Community College

B. Date: September 30, 2019

C. Program

1. Request for:
X New Program ___ Modified Existing Program
2. Program Title: Bachelor of Applied Science (BAS) in Applied Management
3. Total number of credit hours: 120 to 129
4. CIP code (6-digit or 4-digit): 52.02

D. Rationale for this request

List state priorities addressed by program; pertinent partnerships; coordination with citizens, business, industry, non-profit organizations, or K-12 education; if applicable. Describe the unique needs this program addresses.

In Wyoming, the imperative for applied bachelor's degrees, such as the one being proposed within this application, is both personal and societal. Consider the following:

- Bachelor's degree holders earn more (\$17,524/year more than associate's degree)ⁱ.
- Bachelor's degree holders are less likely to be unemployed. In fact, they are nearly two times less likely than a high school graduate (2.5% compared to 4.6%)ⁱⁱ.
- Bachelor's degree education is directly linked to economic productivity (percent change in bachelor's attainment correlates to change in state GDP per worker)ⁱⁱⁱ.

Yet Wyoming has increased bachelor's degree attainment less than six percent since 1980^{iv}. While the state ranks 3rd in the nation for percent of our population with some college or an associate's degree, we rank 38th for bachelor's attainment^v. Worse yet, Wyoming ranks 48th in the nation in bachelor's degrees produced per 1,000 residents (ahead of only Nevada and Alaska)^{vi}.

For example, the state currently produces about 2,805 bachelor's degrees (between UW and Wyoming Catholic College), or 4.8 per 1,000 residents. To reach the national average (8.32 per 1,000 residents), Wyoming would need to produce at least 2,000 more per year. To reach Utah's

level (14.9 per 1,000) Wyoming would have to triple its annual production of bachelor's degrees, or about 8,500 per year. UW would have to increase bachelor's degree production 670% for Wyoming to reach Colorado's bachelor's degree attainment rate by 2025^{vii}.

Recognizing the significant need in the state to increase educational attainment, the Wyoming Community College Commission and the UW Board of Trustees passed a joint resolution in the Fall of 2017 endorsing a higher education attainment goal for Wyoming. Later, then Governor Matthew Mead, passed an executive order formalizing this goal, that 67 percent of Wyoming's working population 25 – 64 years will possess a valuable post-secondary credential (certificate or degree) by 2025 and 82 percent by 2040. In 2019 this goal was codified in statute by the 65th Wyoming Legislature.

This imperative is also recognized at the local level in LCCC's service area. For example, the percentage of adults (age 25+) with a bachelor's degree or higher declined from 27.6 percent to 27.3 percent between 2011 and 2016 in Laramie County. Over the same five-year period, the bachelor's degree attainment rate for adults in the average American community increased from 28.5 percent to 31.3 percent^{viii}. Yet, to reach local economic development goals and respond to current needs, the exact opposite trend would need to exist.

In response, and after nearly 18 months of planning, a broad group of civic, business, and educational leaders in the Greater Cheyenne area set a higher education attainment goal as part of the community's economic and community development plan. The goal states our need to "reverse recent trends of stagnant adult educational attainment, increasing the percentage of adults with a bachelor's degree or higher and closing the community's education gap with the average American community." (Forward Greater Cheyenne Implementation Plan)

Following community feedback and legislative action, LCCC sought to validate the need and opportunity. The College surveyed associate's degree graduates along with employers in LCCC's service area. The graduates' survey revealed that that 76 percent of the respondents felt they would benefit from an opportunity to obtain their bachelor's degree, however 57 percent felt there was not adequate access to bachelor's degree educational opportunities. When asked what Bachelor of Applied Science (BAS) degrees aligned best with their career path, 25 percent of respondents identified management degrees and 18 percent Healthcare degrees.

The employers surveyed revealed that 58 percent felt as though their employees, through advancement or higher wages, would benefit from a bachelor's degree. 39 percent responded that advancement into management, leadership, or administrative positions required a bachelor's degree and 45 percent responded that it was preferred. Unfortunately, a significant amount (34 percent) responded that they have difficulty finding qualified applicants with bachelor's degrees. 56 percent responded that offering a BAS in Management or Healthcare Administration would assist them in advancing existing employees into management or administrative positions within their business/organization.

LCCC has followed this early analysis by working with local business, education, and community leaders to help shape and develop the program. Through advisory board meetings and subsequent dialog, entities such as the Forward Greater Cheyenne Association, the Chamber of Commerce,

Cheyenne LEADS, and primary employers in areas ranging from technology to healthcare, have helped shape the program's design and committed to program support once implemented.

E. Program curriculum

1. *Program (Catalog) description of a new or modified program:*

The BAS in Applied Management is designed for students who have completed an Associate of Applied Science (AAS) degree from a regionally accredited institution of higher education or technical training provider. The degree is intended for students who have expertise within a specific technical area, experience working within that field, and who seek to further their education and move into management or administrative roles by completing the requirements for a baccalaureate degree. Although previous work experience within a specific technical field is not required for entry into the program, it is highly encouraged.

A minimum of 60 credits from a completed AAS will be applied to the BAS degree, however additional lower-division coursework may be required as a part of the degree requirements. A minimum of 45 upper-division credits are required for completion of the bachelor's degree.

2. *Previous program description (for modification request only):* N/A

F. New curriculum

Does this program include a new curriculum? Yes (provide details below) No

1. *If yes, then list the courses alphabetically by prefix that will be included in the program (include prefix, course number, course name, credit hours):*

Semester 1 – After completion of AAS		
ACCT 3080	Accounting for Decision Makers	3 Credits
BADM 3010	Business and Professional Writing	3 Credits
ECON 1010	Principles of Macroeconomics	3 Credits
MGT 3010	Management and Organization	3 Credits
	Elective Credits	3 Credits

Semester 2		
BADM 2010	Legal Environment for Business	3 Credits
BADM 3020	Data Analysis for Managers	3 Credits
IMGT 3020	Information Management and Security	3 Credits
MGT 3410	Human Resources Management	3 Credits
	Elective Credits	3 Credits

Semester 3		
BADM 3210	Business Ethics	3 Credits
DSCI 3210	Introduction to Operations and Supply Chain Management	3 Credits
ENTR 2700	Entrepreneurial Mindset	3 Credits
MGT 3420	Organizational Behavior and Leadership	3 Credits

MKT 3210	Introduction to Marketing	3 Credits
----------	---------------------------	-----------

Semester 4		
BADM 4600	Advanced Internship	3 Credits
DSCI 4260	Project Management	3 Credits
FIN 4010	Business Finance	3 Credits
MGT 4010	Supervisory and Employee Communications	3 Credits
MGT 4800	Business Strategy and Policy	3 Credits

Total Program 60 Credits

2. *Previous program curriculum (for program modification request only).
List alphabetically the courses that are currently included in the program (include prefix, course number, course name, credit hours):* N/A

G. New course prefixes, numbers, and descriptions

1. *Does this program request include courses new to Wyoming?*
X Yes (if yes, complete items 2-5) No
2. *Would this program introduce a new course number to Wyoming?*
X Yes No
3. *Would this program introduce a new course prefix to Wyoming?*
 Yes X No
4. *Have new course numbers, prefixes, names, credit hours and levels of instruction (LOIs) been coordinated with UW and WCCC staff?*
X Yes No (coordination is required)
5. *List courses new to Wyoming public higher education institutions that are included in the program (include proposed course prefix, number, name, credit hours, LOI, and description):*

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
ACCT 3080	Accounting for Decision Makers	3	1
Description: Students consider the use of accounting information by external users and management. Students develop skills in interpreting and utilizing earnings statements, balance sheets, and cash flow reports to effectively manage strategic operations for their business. Students will work with internal and external stakeholders to apply product and service costing to the development of a budget.			
FIN 4010	Business Finance	3	1
Description: Students evaluate the basic analytical tools required to make value creating financial decisions. Students explore theoretical foundations of finance, such as the time value of money and the risk-return trade-off. Students utilize financial concepts in the practical applications of financial decision-making. Topics covered in the course include analysis of financial and operating performance, assessment of financial health, financial planning, working capital and growth			

management, valuation of financial and real assets, investment, funding and distribution decisions in the context of non-financial firm.

BADM 3020	Data Analysis for Managers	3	1
<p>Description: Students examine the process of data prioritization and analysis. Students will evaluate how data is utilized within a business or organization, including its appropriate disclosure. Students will learn to interpret the statistical nature of data analysis and the role it plays in managerial decision making. Students will describe how to direct analytic activities to drive the data analysis process towards coherent, useful, and valid results.</p>			
IMGT 3020	Information Management and Security	3	1
<p>Description: Students explore the role of information systems in managing organizations to make them more competitive and efficient. Students also examine methods and security issues related to managing information and information flows of organizations. Additionally, students analyze practices for communicating secure information to internal and external stakeholders in a professional setting. Students will utilize industry-standard information management tools.</p>			
MGT 4010	Supervisory and Employee Communications	3	1
<p>Description: Students develop techniques to improve or establish themselves as first-line supervisors with direct and influential communications with employees. Students apply management principles in solving problems encountered by first-line supervisors. Students evaluate the influential roles that managers play in addressing issues, challenges, and opportunities facing employees. Students develop guidance for future internal communications, as organizational leaders, in order to build beneficial relationships and engage employees in the fast-changing business and media environment.</p>			

H. Additional resources

Are additional resources needed through college or other external funds?

Yes (provide details below) No

LCCC has identified and secured the following resources to support this program.

Three Year Additional Resource Projections Applied Management BAS	Year 1	Year 2	Year 3
Additional Resources Needed			
Personnel Costs			
Faculty Adjunct @\$700 per credit	\$6,300	\$12,600	\$14,700
Advising (1/2 Advisor)	\$ 34,559	\$ 34,559	\$ 34,559
Recruiting (1/2 Recruiter)	\$ 34,663	\$ 34,663	\$ 34,663
Total Personnel Costs	\$ 75,522	\$ 81,822	\$ 83,922
Operating Costs			
Marketing	\$ 2,000	\$ 2,000	\$ 2,000
Educational Materials	\$ 4,000	\$ 3,000	\$ 3,000
Professional Development	\$ 3,000	\$ 3,000	\$ 3,000
Total Operating Costs	\$ 9,000	\$ 8,000	\$ 8,000
Total Additional Resources	\$ 84,522	\$ 89,822	\$ 91,922

I. Projected demand in Wyoming and Nation

- 1. Describe projected demand at local, regional and/or statewide levels. Provide any relevant data, description(s) of needs assessment research, and any other pertinent information to support the projected demand numbers.*

Governor Mead's Executive Order 2018-01 has stated that Wyoming has a higher education attainment goal of 67% by 2025 and 82% by 2040 of Wyoming's working population aged 25-64 years who possess a valuable post-secondary credential.^{ix} Wyoming ranks number 48 in the country for bachelor's degree production.^x

Forward Greater Cheyenne developed extensive research on the ability and need for community colleges to offer applied bachelor's degrees. Economic productivity is strongly correlated with bachelor's degree education attainment. Laramie County lags behind comparator communities, and will continue to lose ground without another opportunity to provide bachelor's level education. Between 1980 and 2016, Wyoming increased the number of conferred bachelor's degrees by only 6% which is the fifth lowest in the nation. The majority of states with the fastest growing economies already offer bachelor's degrees through community colleges; and LCCC is in a perfect position to follow suit.^{xi}

Wyoming needs to produce at least 2,000 more bachelor's degrees per year to meet the national average of bachelor's degrees produced per 1,000 residents each year. This is almost double the current production rate for bachelor's degrees being produced in Wyoming. If Wyoming wished to come close to the bachelor's degree attainment numbers in Colorado, that number would have to nearly quadruple.^{xii} Because the University of Wyoming and Wyoming Catholic College cannot make up that difference alone, LCCC is in a position to provide additional educational opportunities through a Bachelor of Applied Science in Applied Management.

The ENDOW Economic Diversification Strategy Summary also identifies a need to expand upon the University of Wyoming's footprint to increase access to bachelor degree programs.^{xiii}

Wyoming Labor projections indicate an increase of 14% in General and Operations Managers.^{xiv} There are currently no educational opportunities in Wyoming for technically trained applied associates degree students to utilize their technical training in obtaining a meaningful bachelor degree in management. According to JobsEQ, Laramie County is the highest employer of General and Operations Managers in the state and that the expected entry-level qualification is a bachelor's degree.^{xv}

Laramie County Community College is already well-equipped to offer an applied bachelors program. The college has a robust history of success with associates of applied science students, including a large base of alumni who will find it more comfortable to continue their educational pathway at the same institution.

- 2. Primary student audience identified for this program (not required for modification request).*

For the Applied Management degree, LCCC identified students who were graduates in technology related associate of applied science programs as the primary source for bachelor

degree students. These include students in agriculture, automotive, diesel, HVAC, wind energy, and welding technology programs. Combined, these programs have graduated an average of 32.33 students per year over the last 3 years with an increasing average rate of 35.44%. Based on survey results, the college estimates 73 graduates are currently interested. The college projects an additional 8 interested graduates in 2019 and 11 in 2020. Given these results, LCCC will have 92 potential students in 2020. The college projects an additional 15 students in 2021, 20 in 2022, and 27 in 2023.

3. *Three-year anticipated annual new enrollments (not required for modification request).*

Year One:	15 Students
Year Two:	25 Students
Year Three:	25 Students

Basis for estimates: Based on survey results and the Department of Labor statistics, LCCC could recruit and sustain a 25 student cohort, on a permanent basis for BAS in Applied Management program. Due to the short timeline between application approval and the start of the fall 2020 semester, there wouldn't be any opportunity to conduct traditional recruiting for the first year. However the college could recruit 15 students for the program and enroll them in a combined cohort of the common coursework with the BAS in Healthcare Administration for that first year. The first cohort would likely be made up of former students who could easily be identified as possible candidates.

The programs will be considered closed programs. Projected growth will be managed through the utilization of an application process. This will allow us to match enrollment with budgeted resources. Within 5 years, the program will go through a rigorous program review process to determine if we need to allocate more resources

J. Identification of similar programs

1. *List similar programs at other Wyoming community colleges (not required for modification request).*

At this juncture, no other Wyoming community colleges offer BAS degrees.

University of Wyoming (UW) has one BAS program in Organizational Leadership (120 credits). UW's program includes 12 common credits in their Business Leadership Option. Those credits include

Central Wyoming Community College (CWC) has proposed a BAS in Organizational Management and Leadership with options in Business-Entrepreneurship and Tribal Leadership (120 credits). CWC's program includes 6 common credits. Those credits include MGT 3410 and MKT 3210.

2. *Summary of discussions with other Wyoming community college(s) faculty and administrators (not required for modification request).*

A meeting was held at Casper College on July 23, 2019 to discuss accreditation and the process for offering baccalaureate degrees. In attendance were all of the community colleges, WCCC staff, and Higher Learning Commission representatives.

K. Other program information (optional)

Additional information to further the Commission's understanding of this program request may be provided if not previously included (e.g., additional information related to the WCCC Statewide Strategic Plan could assist the Commission in its consideration.)

On September 11, 2019 the Laramie County Community College Board of Trustees unanimously approved the Bachelor of Applied Science in Applied Management and recommended it be submitted to the Wyoming Community College Commission for final approval. The memorandum presented to the Board of Trustees is appended to this application. It includes additional information pertaining to the proposed program.

Part 2.

Note: Part 2 is only required for Colleges seeking approval for their first BAS program. The purpose of Part 2 is to ensure the College has completed the thorough process of institutional review, planning, and capacity building required by both the Commission and the HLC to authorize the College to become a Baccalaureate-granting institution. For each question below, please indicate "yes" or "no." Supporting materials do not need to be included.

1. *Has the College received the appropriate Board action approving the addition of Baccalaureate programs? Yes*
2. *Has the College provided a 5-year business plan indicating the fiscal sustainability of the new Baccalaureate offerings? Yes*
3. *Has the College provided a thorough assessment plan for the Baccalaureate program that is distinct from existing Associate-level plans? Yes*
4. *Has the College provided a definition of what constitutes and differentiates 3000- and 4000-level courses? Yes*
5. *Has the College provided a clear definition of faculty qualifications required for upper-level courses? Yes*
6. *Has the College provided adequate evidence to demonstrate that faculty has played a significant role in the development and approval of the Baccalaureate program? Yes*
7. *Has the College provided a clear description of how students can transfer into and out of the Baccalaureate program? Yes*
8. *Has the College demonstrated the ability to provide the extended student support services required for 4-year programs (e.g., expanded career services, appropriate advisor staffing, increased financial aid servicing capacity, etc.)? Yes*
9. *Has the College demonstrated the ability to provide the extended academic services required for 4-year programs (e.g., library resources, increased articulation/transfer expectations, etc.)? Yes*

SIGNATURE PAGE

By signing below the 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.

Submitted by the Vice President for Academic Affairs:

Clark Harris
Signature

10-3-19
Date

CLARK HARRIS
Printed Name

VPAA
Title

Approved by the WCCC Academic Affairs Council:

Ben Moritz
Signature

10/9/19
Date

Ben Moritz
Printed Name

CASSO
Title

Approved by the Program Review Committee:

Ben Moritz
Signature

10/9/19
Date

Ben Moritz
Printed Name

CASSO
Title

Sources Cited:

- ⁱ Source: US BLS, available at <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>
- ⁱⁱ Source: US BLS, available at <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>
- ⁱⁱⁱ Source: LCCC Office of Institutional Research using US BLS Data for gross domestic state product, non-farm job projections, and educational attainment.
- ^{iv} Source: National Center for Education Statistics Integrated Postsecondary Education System
- ^v Source: US Census Bureau American Community Survey 2017 1-Year Estimates
- ^{vi} Source: National Center for Education Statistics Table 319.10
- ^{vii} Source: US Census Bureau American Community Survey 2017 one-year estimates; NCES Integrated Postsecondary Education Data System (IPEDS); LCCC IR Office
- ^{viii} Source: US Census Bureau American Community Survey 2016 5-Year Estimates
- ^{ix} Source: Governor Mead's Executive Order 2018-01
- ^x Source: Forward Greater Cheyenne, <https://www.forwardgreatercheyenne.org/community-college>
- ^{xi} Source: National Center for Education Statistics Table 319.10
- ^{xii} Source: National Center for Education Statistics Table 319.10
- ^{xiii} Source: ENDOW Wyoming, <https://www.endowyo.biz/>
- ^{xiv} Source: O*NET Online <https://www.onetonline.org/link/summary/11-1021.00>
- ^{xv} Source: JobsEQ®, <http://www.chmuraecon.com/jobseq>

Wyoming Community College Commission Request for New or Modified Applied Baccalaureate Degree Programs

Note: If this is the College's First BAS Degree Proposal, the Commission requires both Part 1 and Part 2 be completed. If this is the College's Second BAS Degree Proposal, only Part 1 is required.

Part 1.

A. College Laramie County Community College

B. Date September 30, 2019

C. Program

1. Request for:
X New Program ___ Modified Existing Program
2. Program Title: Bachelor of Applied Science in Healthcare Administration
3. Total number of credit hours: 120 to 129
4. CIP code (6-digit or 4-digit): 51.07

D. Rationale for this request

List state priorities addressed by program; pertinent partnerships; coordination with citizens, business, industry, non-profit organizations, or K-12 education; if applicable. Describe the unique needs this program addresses.

In Wyoming, the imperative for applied bachelor's degrees, such as the one being proposed within this application, is both personal and societal. Consider the following:

- Bachelor's degree holders earn more (\$17,524/year more than associate's degree)ⁱ.
- Bachelor's degree holders are less likely to be unemployed. In fact, they are nearly two times less likely than a high school graduate (2.5% compared to 4.6%)ⁱⁱ.
- Bachelor's degree education is directly linked to economic productivity (percent change in bachelor's attainment correlates to change in state GDP per worker)ⁱⁱⁱ.

Yet Wyoming has increased bachelor's degree attainment less than six percent since 1980^{iv}. While the state ranks 3rd in the nation for percent of our population with some college or an associate's degree, we rank 38th for bachelor's attainment^v. Worse yet, Wyoming ranks 48th in the nation in bachelor's degrees produced per 1,000 residents (ahead of only Nevada and Alaska)^{vi}.

For example, the state currently produces about 2,805 bachelor's degrees (between UW and Wyoming Catholic College), or 4.8 per 1,000 residents. To reach the national average (8.32 per 1,000 residents), Wyoming would need to produce at least 2,000 more per year. To reach Utah's level (14.9 per 1,000) Wyoming would have to triple its annual production of bachelor's degrees, or

about 8,500 per year. UW would have to increase bachelor's degree production 670% for Wyoming to reach Colorado's bachelor's degree attainment rate by 2025^{vii}.

Recognizing the significant need in the state to increase educational attainment, the Wyoming Community College Commission and the UW Board of Trustees passed a joint resolution in the Fall of 2017 endorsing a higher education attainment goal for Wyoming. Later, then Governor Matthew Mead, passed an executive order formalizing this goal, that 67 percent of Wyoming's working population 25 – 64 years will possess a valuable post-secondary credential (certificate or degree) by 2025 and 82 percent by 2040. In 2019 this goal was codified in statute by the 65th Wyoming Legislature.

This imperative is also recognized at the local level in LCCC's service area. For example, the percentage of adults (age 25+) with a bachelor's degree or higher declined from 27.6 percent to 27.3 percent between 2011 and 2016 in Laramie County. Over the same five-year period, the bachelor's degree attainment rate for adults in the average American community increased from 28.5 percent to 31.3 percent^{viii}. Yet, to reach local economic development goals and respond to current needs, the exact opposite trend would need to exist.

In response, and after nearly 18 months of planning, a broad group of civic, business, and educational leaders in the Greater Cheyenne area set a higher education attainment goal as part of the community's economic and community development plan. The goal states our need to "reverse recent trends of stagnant adult educational attainment, increasing the percentage of adults with a bachelor's degree or higher and closing the community's education gap with the average American community." (Forward Greater Cheyenne Implementation Plan)

Following community feedback and legislative action, LCCC sought to validate the need and opportunity. The College surveyed associate's degree graduates along with employers in LCCC's service area. The graduates' survey revealed that that 76 percent of the respondents felt they would benefit from an opportunity to obtain their bachelor's degree, however 57 percent felt there was not adequate access to bachelor's degree educational opportunities. When asked what Bachelor of Applied Science (BAS) degrees aligned best with their career path, 25 percent of respondents identified management degrees and 18 percent Healthcare degrees.

The employers surveyed revealed that 58 percent felt as though their employees, through advancement or higher wages, would benefit from a bachelor's degree. 39 percent responded that advancement into management, leadership, or administrative positions required a bachelor's degree and 45 percent responded that it was preferred. Unfortunately, a significant amount (34 percent) responded that they have difficulty finding qualified applicants with bachelor's degrees. 56 percent responded that offering a BAS in Management or Healthcare Administration would assist them in advancing existing employees into management or administrative positions within their business/organization.

LCCC has followed this early analysis by working with local business, education, and community leaders to help shape and develop the program. Through advisory board meetings and subsequent dialog, entities such as the Forward Greater Cheyenne Association, the Chamber of Commerce, Cheyenne LEADS, and primary employers in areas ranging from technology to healthcare, have helped shape the program's design and committed to program support once implemented.

E. Program curriculum

1. *Program (Catalog) description of a new or modified program:*

The Bachelor of Applied Science degree in Healthcare Administration is designed for students who have completed an Associate of Applied Science degree from a regionally accredited institution of higher education or technical training provider. The degree is intended for students who have expertise within a specific technical area, experience working within that field, and who seek to further their education and move into management or administrative roles by completing the requirements for a baccalaureate degree. Note: although previous work experience within a specific technical field is not required for entry into the program, it is highly encouraged.

A minimum of 60 credits from a completed AAS will be applied to the Bachelor of Applied Science degree, however additional lower-division coursework may be required as a part of the Bachelor of Applied Science requirements. A minimum of 45 upper-division credits are required for completion of the Bachelor degree.

2. Previous program description (for modification request only): N/A

F. New curriculum

Does this program include a new curriculum? Yes (provide details below) No

1. *If yes, then list the courses alphabetically by prefix that will be included in the program (include prefix, course number, course name, credit hours):*

Semester 1— After completion of AAS		
ACCT 3080	Accounting for Decision Makers	3 Credits
BADM 3010	Business and Professional Writing	3 Credits
ECON 1010	Principles of Macroeconomics	3 Credits
HCA 3010	Foundations of Healthcare Management	3 Credits
MGT 3010	Management and Organization	3 Credits

Semester 2		
BADM 2010	Legal Environment for Business	3 Credits
BADM 3020	Data Analysis for Managers	3 Credits
HLTK 2300	Healthcare Ethics	3 Credits
IMGT 3020	Information Management and Security	3 Credits
MGT 3410	Human Resources Management	3 Credits

Semester 3		
HCA 3020	Health Informatics	3 Credits
HCA 3030	Healthcare Law	3 Credits
HCA 3040	Public Health	3 Credits
MGT 3420	Organizational Behavior and Leadership	3 Credits
MKT 3210	Introduction to Marketing	3 Credits

Semester 4		
DSCI 4260	Project Management	3 Credits
HCA 4010	Healthcare Quality and Performance Improvement	3 Credits
HCA 4020	Finance for Healthcare	3 Credits
HCA 4030	Healthcare Policy and Regulation	3 Credits
HCA 4395	Healthcare Administration Capstone	3 Credits

Total Program 60 Credits

2. *Previous program curriculum (for program modification request only). List alphabetically the courses that are currently included in the program (include prefix, course number, course name, credit hours): N/A*

G. New course prefixes, numbers, and descriptions

1. *Does this program request include courses new to Wyoming?*
 Yes (if yes, complete items 2-5) No
2. *Would this program introduce a new course number to Wyoming?*
 Yes No
3. *Would this program introduce a new course prefix to Wyoming?*
 Yes No
4. *Have new course numbers, prefixes, names, credit hours and levels of instruction (LOIs) been coordinated with UW and WCCC staff?*
 Yes No (coordination is required)
5. *List courses new to Wyoming public higher education institutions that are included in the program (include proposed course prefix, number, name, credit hours, LOI (1, 2 or 3), and description):*

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
ACCT 3080	Accounting for Decision Makers	3	1
Description: Students consider the use of accounting information by external users and management. Students develop skills in interpreting and utilizing earnings statements, balance sheets, and cash flow reports to effectively manage strategic operations for their business. Students will work with internal and external stakeholders to apply product and service costing to the development of a budget.			
BADM 3020	Data Analysis for Managers	3	1
Description: Students examine the process of data prioritization and analysis. Students will evaluate how data is utilized within a business or organization, including its appropriate disclosure. Students will learn to interpret the statistical nature of data analysis and the role it plays in managerial			

<i>decision making. Students will describe how to direct analytic activities to drive the data analysis process towards coherent, useful, and valid results.</i>			
<i>IMGT 3020</i>	<i>Information Management and Security</i>	<i>3</i>	<i>1</i>
<i>Description: Students explore the role of information systems in managing organizations to make them more competitive and efficient. Students also examine methods and security issues related to managing information and information flows of organizations. Additionally, students analyze practices for communicating secure information to internal and external stakeholders in a professional setting. Students will utilize industry-standard information management tools.</i>			
<i>HCA 3040</i>	<i>Public Health</i>	<i>3</i>	<i>1</i>
<i>Description: Students explore the role of information systems in managing organizations to make them more competitive and efficient. Students also examine methods and security issues related to managing information and information flows of organizations. Additionally, students analyze practices for communicating secure information to internal and external stakeholders in a professional setting. Students will utilize industry-standard information management tools.</i>			
<i>HCA 3010</i>	<i>Foundations of Healthcare Management</i>	<i>3</i>	<i>1</i>
<i>Description: Students will explore the foundations of management theory as it applies to healthcare and examine the organizational structure of the current healthcare delivery system and its history. Students will analyze the major issues presented to healthcare administrators and their role in healthcare facilities.</i>			
<i>HCA 3020</i>	<i>Health Informatics</i>	<i>3</i>	<i>1</i>
<i>Description: Students will examine healthcare information systems and learn how to optimize computer functions to best collect and manipulate healthcare data. Students will appraise telemedicine, electronic medical records, cybersecurity and how technology has changed the way information is stored and shared in the healthcare industry.</i>			
<i>HCA 3010</i>	<i>Healthcare Law</i>	<i>3</i>	<i>1</i>
<i>Description: Students explore concepts and principles of healthcare policy, legal control, and regulatory environments effects on the healthcare industry and on healthcare professionals. Students will analyze specific healthcare laws that will help them, as future managers, to recognize and guide decision-making policies to minimize legal risk.</i>			
<i>HCA 4010</i>	<i>Healthcare Quality & Performance Improvement</i>	<i>3</i>	<i>1</i>
<i>Description: Students will analyze the fundamentals of quality management and improvement of healthcare processes, delivery, and outcomes. Students will address the concepts, topics, and practices needed to address quality improvement challenges in the healthcare industry and how managers can assess quality of care and implement process improvement measures.</i>			
<i>HCA 4030</i>	<i>Healthcare Policy and Regulation</i>	<i>3</i>	<i>1</i>
<i>Description: Students will examine the development of healthcare policy in the U.S. and the influences of societal, political, and economic environments on the healthcare industry. Students will also analyze the role of both the government's and regulatory agencies' influence on the healthcare field.</i>			
<i>HCA 4020</i>	<i>Finance for Healthcare</i>	<i>3</i>	<i>1</i>
<i>Description: Students explore concepts and principles of healthcare policy, legal control, and regulatory environments effects on the healthcare industry and on healthcare professionals. Students</i>			

will analyze specific healthcare laws that will help them, as future managers, to recognize and guide decision-making policies to minimize legal risk.

HCA 4395	Healthcare Administration Capstone	3	1
----------	------------------------------------	---	---

Description: This capstone course is the culminating experience for the Bachelor of Applied Science in Healthcare Administration. This capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work in an original comprehensive portfolio. Students will examine the principles of strategic management in relation to healthcare administration and analyze how leadership and professionalism play a role in the successful administration of a healthcare facility.

H. Additional resources

Are additional resources needed through college or other external funds?

X Yes (provide details below) No

Three Year Additional Resource Projections Healthcare Administration BAS	Year 1	Year 2	Year 3
Additional Resources Needed			
Personnel Costs			
Faculty Adjunct @\$700 per credit	\$6,300	\$12,600	\$16,800
Advising (1/2 Advisor)	\$ 34,559	\$ 34,559	\$ 34,559
Recruiting (1/2 Recruiter)	\$ 34,663	\$ 34,663	\$ 34,663
Total Personnel Costs	\$ 75,522	\$ 81,822	\$ 86,022
Operating Costs			
Marketing	\$ 2,000	\$ 2,000	\$ 2,000
Educational Materials	\$ 4,000	\$ 3,000	\$ 3,000
Professional Development	\$ 3,000	\$ 3,000	\$ 3,000
Total Operating Costs	\$ 9,000	\$ 8,000	\$ 8,000
Total Additional Resources	\$ 84,522	\$ 89,822	\$ 94,022

I. Projected demand in Wyoming and Nation

1. Describe projected demand at local, regional and/or statewide levels. Provide any relevant data, description(s) of needs assessment research, and any other pertinent information to support the projected demand numbers.

Governor Mead’s Executive Order 2018-01 has stated that Wyoming has a higher education attainment goal of 67% by 2025 and 82% by 2040 of Wyoming’s working population aged 25-64 years who possess a valuable post-secondary credential.^x Wyoming ranks number 48 in the country for bachelor’s degree production.^x

Forward Greater Cheyenne developed extensive research on the ability and need for community colleges to offer applied bachelor's degrees. Economic productivity is strongly correlated with bachelor's degree education attainment. Laramie County lags behind comparator communities and will continue to lose ground without another opportunity to provide bachelor's level education. Between 1980 and 2016, Wyoming increased the number of conferred bachelor's degrees by only 6% which is the fifth lowest in the nation. The majority of states with the fastest growing economies already offer bachelor's degrees through community colleges; and LCCC is in a perfect position to follow suit.^{xi}

Wyoming needs to produce at least 2,000 more bachelor's degrees per year to meet the national average of bachelor's degrees produced per 1,000 residents each year. This is almost double the current production rate for bachelor's degrees being produced in Wyoming. If Wyoming wished to come close to the bachelor's degree attainment numbers in Colorado, that number would have to nearly quadruple.^{xii} Because the University of Wyoming and Wyoming Catholic College cannot make up that difference alone, LCCC is in a position to provide additional educational opportunities through a Bachelor of Applied Science in Healthcare Administration.

The ENDOW Economic Diversification Strategy Summary also identifies a need to expand upon the University of Wyoming's footprint to increase access to bachelor degree programs.^{xiii}

Wyoming Labor projections indicate an increase of 19.4% in Medical and Health Services Managers.^{xiv} There are currently no educational programs in Wyoming to meet the need of technically trained employees in attaining a bachelor's degree in this field. According to JobsEQ, Laramie County is the highest employer of Healthcare Administrators in the state and that the expected entry-level qualification is a bachelor's degree.^{xv}

Laramie County Community College is already well-equipped to offer an applied bachelor's program. The college has a robust history of success with associates of applied science students, including a large base of alumni who will find it more comfortable to continue their educational pathway at the same institution.

2. *Primary student audience identified for this program (not required for modification request).*

For the Healthcare Administration degree, LCCC identified students who were graduates in healthcare programs with an associate of applied science degrees as the primary source for bachelor degree students. These include students in dental, sonography, paramedics, health information, physical therapist assistant, radiography, speech pathology, and surgical technology programs. Combined, these programs have graduated an average of 83 students per year over the last 3 years with an increasing average rate of 18.41%. The college estimates 52 students are currently interested. With 15 interested graduates in 2019 and 18 in 2020, LCCC will have 85 potential students in 2020. There will be an additional 21 students in 2021, 24 in 2022, and 29 in 2023.

The programs will be considered closed programs. Projected growth will be managed through the utilization of an application process. This will allow the college to match enrollment with budgeted resources. Within 5 years, the program will go through a rigorous program review

process to determine if the college needs to allocate more resources and increase enrollment numbers. The official government occupational statistics states that as of 2016, there were 680 Medical and Health Services Manager jobs in Wyoming and approximately 10% of those jobs were open. The median salary of those jobs was \$91,730. They are projecting a 19% growth rate in number of jobs over the next 10 years.

3. *Three-year anticipated annual new enrollments (not required for modification request).*

Year One:	15 Students
Year Two:	25 Students
Year Three:	25 Students

Basis for estimates: Based on survey results and the Department of Labor statistics, LCCC could recruit and sustain a 25 student cohort, on a permanent basis for BAS in Healthcare Administration program. Due to the short timeline between application approval and the start of the fall 2020 semester, there wouldn't be any opportunity to conduct traditional recruiting for the first year. However, the college could recruit 15 students for the program and enroll them in a combined cohort of the common coursework with the BAS in Applied Management for that first year. The first cohort would likely be made up of former students who could easily be identified as possible candidates.

The programs will be considered closed programs. Projected growth will be managed through the utilization of an application process. This will allow us to match enrollment with budgeted resources. Within 5 years, the program will go through a rigorous program review process to determine if we need to allocate more resources

J. Identification of similar programs

1. *List similar programs at other Wyoming community colleges (not required for modification request).*

There are not currently any programs that are similar to a Bachelor of Science in Healthcare Administration in the state.

2. *Summary of discussions with other Wyoming community college(s) faculty and administrators (not required for modification request).*

A meeting was held at Casper College on July 23, 2019 to discuss accreditation and the process for offering baccalaureate degrees. In attendance were all of the community colleges, WCCC staff, and Higher Learning Commission representatives.

K. Other program information (optional)

Additional information to further the Commission's understanding of this program request may be provided if not previously included (e.g., additional information related to the WCCC Statewide Strategic Plan could assist the Commission in its consideration.)

On September 11, 2019 the Laramie County Community College Board of Trustees unanimously approved the Bachelor of Applied Science in Applied Management and recommended it be submitted to the Wyoming Community College Commission for final approval. The memorandum presented to the Board of Trustees is appended to this application. It includes additional information pertaining to the proposed program.

Part 2.

Note: Part 2 is only required for Colleges seeking approval for their first BAS program. The purpose of Part 2 is to ensure the College has completed the thorough process of institutional review, planning, and capacity building required by both the Commission and the HLC to authorize the College to become a Baccalaureate-granting institution. For each question below, please indicate "yes" or "no." Supporting materials do not need to be included.

1. *Has the College received the appropriate Board action approving the addition of Baccalaureate programs? Yes*
2. *Has the College provided a 5-year business plan indicating the fiscal sustainability of the new Baccalaureate offerings? Yes*
3. *Has the College provided a thorough assessment plan for the Baccalaureate program that is distinct from existing Associate-level plans? Yes*
4. *Has the College provided a definition of what constitutes and differentiates 3000- and 4000-level courses? Yes*
5. *Has the College provided a clear definition of faculty qualifications required for upper-level courses? Yes*
6. *Has the College provided adequate evidence to demonstrate that faculty has played a significant role in the development and approval of the Baccalaureate program? Yes*
7. *Has the College provided a clear description of how students can transfer into and out of the Baccalaureate program? Yes*
8. *Has the College demonstrated the ability to provide the extended student support services required for 4-year programs (e.g., expanded career services, appropriate advisor staffing, increased financial aid servicing capacity, etc.)? Yes*
9. *Has the College demonstrated the ability to provide the extended academic services required for 4-year programs (e.g., library resources, increased articulation/transfer expectations, etc.)? Yes*

SIGNATURE PAGE

By signing below the 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.

Submitted by the Vice President for Academic Affairs:

Clark Harris
Signature

10-3-19
Date

CLARK HARRIS
Printed Name

VPAA
Title

Approved by the WCCC Academic Affairs Council:

Ben Moritz
Signature

10/9/19
Date

Ben Moritz
Printed Name

CASO
Title

Approved by the Program Review Committee:

Ben Moritz
Signature

10/9/19
Date

Ben Moritz
Printed Name

CASO
Title

Sources Cited:

- ⁱ Source: US BLS, available at <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>
- ⁱⁱ Source: US BLS, available at <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>
- ⁱⁱⁱ Source: LCCC Office of Institutional Research using US BLS Data for gross domestic state product, non-farm job projections, and educational attainment.
- ^{iv} Source: National Center for Education Statistics Integrated Postsecondary Education System
- ^v Source: US Census Bureau American Community Survey 2017 1-Year Estimates
- ^{vi} Source: National Center for Education Statistics Table 319.10
- ^{vii} Source: US Census Bureau American Community Survey 2017 one-year estimates; NCES Integrated Postsecondary Education Data System (IPEDS); LCCC IR Office
- ^{viii} Source: US Census Bureau American Community Survey 2016 5-Year Estimates
- ^{ix} Source: Governor Mead's Executive Order 2018-01
- ^x Source: Forward Greater Cheyenne, <https://www.forwardgreatercheyenne.org/community-college>
- ^{xi} Source: National Center for Education Statistics Table 319.10
- ^{xii} Source: National Center for Education Statistics Table 319.10
- ^{xiii} Source: ENDOW Wyoming, <https://www.endowyo.biz/>
- ^{xiv} Source: O*NET Online <https://www.onetonline.org/link/summary/11-1021.00>
- ^{xv} Source: JobsEQ®, <http://www.chmuraecon.com/jobseq>

Wyoming Community College Commission

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

Commissioners

Mr. Gregg Blikre, Gillette
Mr. Dennis Boal, Evanston
Ms. Katherine Dooley, Powell
Dr. Craig Frederick, Guernsey
Dr. Jackie Freeze, Rock Springs
Ms. Julia Newman, Torrington
Ms. Ember Oakley, Riverton



Ex-officio
Governor Mark Gordon
State Superintendent
Jillian Balow
Executive Director
Dr. Sandra Caldwell

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

Memo

To: Commissioners

From: Dr. Sandy Caldwell, Executive Director, Wyoming Community College Commission
Dr. Stefani Hicswa, President Northwest College and President of the Presidents Council

Date: September 17, 2019

Re: Tuition 2020-2021

This memo is a recommendation from the Executive Council (EC) of the WCCC consisting of the Executive Director and the seven community college Presidents.

Per the discussion by the WCCC during its special meeting on August 28, 2019, at Central Wyoming College in Riverton, WY, the EC met to discuss the impact and implications of a potential differential tuition structure for the applied baccalaureate upper division courses. At the same time, the EC also took the opportunity to consider the current tuition, which was recently implemented in fall 2019.

Per the Tuition Policy adopted in October 2018:

Tuition Policy

The current tuition rate is \$99 per credit hour for in-state students, \$148 per credit hour for WUE (and Nebraska) students, and \$297 per credit hour for out-of-state and international students.

Effective with the Fall 2019 term, the 12-hour tuition cap shall be raised to 15 hours. Tuition shall be set for two-year periods that mirror the state's biennial period, however, as stated in Commission Rules, Chapter 3, Section 4 (c), the Commission may change the rate in the interim. Tuition reviews, policy enhancements and/or changes, and tuition rate changes shall occur during the Commission's October meeting in each odd-numbered calendar year, and shall take effect during the next Fall term.

Beginning with the October 2019 Commission meeting, staff shall provide for consideration of adjusting tuition, the actual or estimated college revenue for the previous fiscal year and the estimated revenue for the current fiscal year in the following categories:

- *State Aid as presented in the funding allocation model on 1 July of each odd-numbered calendar year*

- *Local revenue as presented in the recapture/redistribution workbook on 1 July of each odd-numbered calendar year*
- *Student, course and other fee revenue as presented in each college's annual budget for the previous and current fiscal years*
- *Tuition revenue as presented in each colleges annual budget for the previous and current fiscal years.*

Considerations:

1. The current tuition rate of \$99 in-state, which both raised the rate and increased the cap from 12-credits to 15-credits, was implemented fall 2019. As a result, there is not a full year of data to consider the impacts. Further, the fall semester includes late-start classes. As a result, there is limited data to assess the current new tuition rate impact. When the tuition policy was established in the fall 2018, we knew that we would not have a two-year period by October 2019 and would have the option to stay-the-course. The WCCC staff and presidents concurred that there is insufficient information to make a recommendation to change and request the WCCC not consider action on tuition at this time. The staff will provide an overview at the October 2019 meeting with a recommendation for no changes to the current tuition.
2. The new legislation allowing the community colleges to offer the applied baccalaureate degree was passed after the tuition workshop and tuition policy implementation. In order for the colleges to offer new programs, they must first seek approval by the WCCC and request a substantive change with the Higher Learning Commission. The process has started with two colleges given authorization to begin the substantive change process. However, none of the colleges have received program approval allowing them to submit the substantive change request to HLC. As a result, the colleges will not know by the October meeting whether or not they will be approved and if they will be permitted to offer the programs beginning fall 2020. The WCCC staff nor the colleges want to take action prior to colleges receiving approval by HLC. The WCCC staff and presidents concur that while consideration of differential tuition may be warranted in the future, it would be premature to consider at this time.

Recommendation:

1. Given that the current tuition rate and the corresponding cap increase from 12-credits to 15-credits was implemented this fall, the Executive Council recommend maintaining the current tuition rate until a minimum full year can be analyzed.
2. Given the fact that the Applied Baccalaureate approval process has not yet been fully implemented and the pilot college Central Wyoming College and additional lead college Laramie County Community College have not yet been granted approval by HLC, the Executive Council concur that a differential tuition rate not be considered until after HLC approval and an anticipated date for program launch has been established.
3. Given the Tuition Policy and Commission Rules, Chapter 3, Section 4 (c), the Commission may change the rate in the interim. As such, the EC recommends considering a tuition discussion regarding the existing rate and potential differential rate for upper-level baccalaureate courses in spring/summer 2020.

Cc: Executive Council members

WCCC Deputy Director, Matt Petry

WCCC Chief Academic and Student Services Officer, Dr. Ben Moritz

WCCC Chief Operating Officer, Larry Buchholtz