

*Wyoming Community College Commission*



WYOMING  
COMMUNITY COLLEGES

**Commission Meeting Packet**  
**October 16, 2018**

**WYOMING COMMUNITY COLLEGE COMMISSION  
MEETING AGENDA**

**October 16, 2018**

**Western Wyoming Community College  
2500 College Drive, Rock Springs, WY 82901  
Wellness & Exercise Science Bldg., 3<sup>rd</sup> Floor, Room # 3650**

Dial-In phone number: **888-571-1315 PIN: 27468**

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

***ALL OF THIS INFORMATION IS AVAILABLE ELECTRONICALLY AT:  
<http://www.communitycolleges.wy.edu/commission-meetings.aspx>***

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

**October 16, 2018**

8:30 a.m.

**CONVENE PUBLIC MEETING**  
INTRODUCTIONS  
APPROVAL OF THE AGENDA

**A. ORGANIZATIONS/ALLIANCES**

- Wyoming Association of Community College Trustees
- Wyoming Department of Education
- Presidents' Council
- Wyoming Faculty Alliance
- Wyoming Association of Career and Technical Education
- Wyoming Public Television
- Complete College Wyoming
- NWC CapCon Update

**TAB 1**  
**TAB 2**  
**TAB 3**

**B. CONSENT AGENDA**

[All items on the Consent Agenda will be considered together and incorporate the respective actions recommended for each item. A commissioner may have any item removed from the Consent Agenda and placed on the Regular Agenda.]

- **CONSIDERATION OF MINUTES OF PREVIOUS MEETINGS:**
  - **Minutes from WCCC meeting, June 7, 2018**
  - **Minutes from WCCC Special Meeting**

**TAB 4**  
**TAB 5**

- **CONSIDERATION OF RULES** **TAB 6**
  - **Regular rules**
    - Recommend approval, motion required to approve regular rules
  - **Emergency rules**
    - Recommend approval, motion required to approve emergency rules
- **ACCEPTANCE OF REPORTS**
  - **Financial Report** **TAB 7**
  - **Spring 2018 Enrollment Report** **TAB 8**
  - **2017-2018 Annual Enrollment Report** **TAB 9**
  - **Partnership Report** **TAB 10**
  - **Post-Secondary Education Options Program** **TAB 11**
- **PROGRAM APPROVAL/CONSIDERATION**
  - **Consideration of new program requests**
  - **CC**
    - **Communication – Public Relations A.A. Degree** **TAB 12**
    - **Manufacturing and Automation Technology A.A.S. Degree** **TAB 13**
  - **EWC (Information Only)** **TAB 14**
    - Pilot Precision Agriculture A.A.S. Degree
    - Pilot Precision Agriculture Certificate
    - Pilot Welding Specialist Certificate
  - **WWCC (Information Only)** **TAB 15**
    - Pilot Application Software Specialist A.A.S. Degree
    - Pilot Business Information Systems - Digital Media A.A.S. Degree
    - Pilot Computer Science Endorsement Certificate
    - Pilot Social Media Certificate
    - Pilot Police I Certificate

**C. REGULAR AGENDA**

- I. CONSIDERATION OF SUPPLEMENTAL BUDGET REQUEST** **TAB 16**
  - **Exception Request for Health Insurance Premiums Reimbursement Pool and DMARS request for contractual services in support of Educational Attainment Goals and 2018 HEA0047**
- II. CONSIDERATION OF IMPLEMENTING TUITION CAP** **TAB 17**
  - **Implement a 15-Credit Cap for the 2019-2020 Academic Year and every year following pending WCCC consideration and action.**
- III. CONSIDERATION OF TUITION POLICY** **TAB 18**
  - **Within Current Funding Allocation Excluding Health Insurance, Retirement, and Library funding, maintain a tuition cost between 23-28% total undesignated general revenue.**

**IV. CONSIDERATION OF TUITION INCREASE FOR  
2019-2020 ACADEMIC YEAR**

**TAB 19**

- **Based on the outcome of the September 21, 2018 Tuition Workshop and per the implementation of 15-Credit Cap and Implementation of a Revised Tuition Policy, increase tuition from approximately 20% to 24% of current undesignated revenue. Tuition increase from \$94 per credit to \$110 per credit up to 15 credits with 15-credit cap. Colleges may implement an excessive credit fee.**

**D. EXECUTIVE DIRECTORS' REPORT**

**TAB 20**

**E. OTHER BUSINESS**

**TAB 21**

- Data-Sharing MOU with WDE, WCCC, Community Colleges, and UW
- College Good News

ADJOURN

# TAB 1



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

**Respectfully submitted by Terry Dugas, General Manager of WyomingPBS**

**WyomingPBS Administrative**

- 1) FCC has approved the transfer of Channel 14 in Casper to Central Wyoming College. However, the FCC is reviewing other elements of the sale between the two commercial broadcasters are delaying consummation of the transfer.
- 2) Ruby Calvert has been approved for a seat on the Corporation for Public Broadcasting Board of Directors.

**WyomingPBS Foundation**

- 1) The WyomingPBS Foundation has completed its move to the WyomingPBS offices at CWC. We're happy to have the family together. We are evaluating the potential of selling the Foundation building in downtown Riverton or using it as a rental property.
- 2) A screening and panel discussion of *Glaciers of the Winds* attracted a Standing Room Only crowd of over 400 in Lander.



2) A second screening at the Pinedale Library also attracted a SRO crowd of 125.



3) UW has expressed an interest in hosting a screening in Laramie. CWC is interested in hosting a screening in Riverton. Several organizations have expressed interest in hosting a screening in Jackson.

### **Wyoming Political Coverage**

- 1) The August 2 Democratic Candidate Debate at CWC was well attended.
- 2) The following debates have been scheduled for October:

#### **Tuesday, October 16, 8:00 – 9:30pm**

Repeats Sunday, October 21, 10 – 11:30am

Additional repeats on Encore

**Live broadcast, with live FB and YouTube stream**

Location, CWC Little Theater

*Wyoming's US House of Representatives Debate 2018*

#### **Thursday, October 18, 6:00 - 7:30**

**Live FB and YouTube Stream**

**Broadcast on Thursday, October 18, 8:00 - 9:30**

Repeats Sunday, October 21, 11:30 - 1pm

Additional repeats on Encore

Location, Casper Community College

Co-sponsor, Casper Star-Tribune

*Wyoming's Gubernatorial Debate 2018*



**Thursday, October 25, 7:00 - 8:00**

Repeats Sunday, October 28 at Noon

Additional repeats on Encore

**Live broadcast with FB and YouTube Stream**

Location, Sheridan Community College

Co-sponsor, Sheridan Press

*Wyoming's US Senator Debate 2018*

### **WyomingPBS Production**

- 1) "Our Wyoming"
  - a) The September feature was an edited version of the *Wyoming Chronicle* "Women's Antelope Hunt."
  - b) The new feature for October will be on "Muzzleloaders".
- 2) Live streaming of Legislative Committees has resumed.
- 3) On September 11, in partnership with the Wyoming Humanities Council and the University of Wyoming, WyomingPBS live streamed the presentation by Alexander Heffner, the host of PBS's "The Open Mind," and a panel discussion on "Civil Discourse in an Uncivil Age." The event will be edited to an hour and will be broadcast on October 26.
- 4) We are in pre-production for a 60:00 documentary telling the story of *The State of Equality: Wyoming Suffrage*. The Foundation is raising funds for the film, scheduled to air in November of 2019.
- 5) We are in production of a 60:00 documentary with the working title of *Wind River Art*. This film will examine the role of artistic expression in the past, present, and future of Wyoming's Northern Arapaho and Eastern Shoshone tribes of the Wind River Indian Reservation. The Foundation is raising funds for the film, scheduled to air in May of 2019
- 5) We are working with the Independent Producer of the film *Ferret Town*, telling the story of the discovery and reintroduction of the Black Footed Ferret to Meeteetse. The program is scheduled to air in Spring of 2019. WyomingPBS is providing technical assistance and the WyomingPBS Foundation is Fiscal Agent.
- 6) We continue to work with an Independent Producer on the documentary, *Home from School: the Children of Carlisle*. The program is scheduled to air in late Spring of 2019. WyomingPBS is providing technical assistance and is Fiscal Agent for the grant.





- 7) *The Bozeman Trail*, a co-production with Montana PBS, is in editing. The program is scheduled to air in March of 2019.

### **WyomingPBS Education**

- 1) Michelle Hoffman, Education Coordinator for the Wind River Education Project, presented two sessions at the Native American Education Conference in August. We now have 12 videos and 43 lesson plans available for parents and teachers in the 4th and 8th grades. They can be viewed at [windriveredu.org](http://windriveredu.org) and also at <https://wyoming.pbslearningmedia.org/collection/native-american-studies>

Additional lesson plans built around the videos *Home from School: The Children of Carlisle* and the "Miss Indian American Pageant" are being developed.

- 2) A teacher cohort in Sheridan is working on lesson plans for *Painting the Falls of Yellowstone* and for the "What's in a Name" segments of "Our Wyoming."

### **WyomingPBS Outreach**

- 1) Jackson Hole WILD and WyomingPBS offered a sneak preview of Episode 4 of *Native America* at 7 p.m. on Friday, Oct. 5, at the Center for the Arts in downtown Jackson, as part of Jackson's annual WILD Fest science and film weekend. Children from the Northern Arapaho Young Falcon Drum Group and Dance Society started the evening with a traditional dance and song performance. WyomingPBS received a \$5,000 grant from PBS to fund the event.
- 2) WyomingPBS also received a \$25,000 grant from WNET – New York for outreach events around the *NATURE: Spring Live* event. Our project partner will again be Jackson WILD. Community partners will be the Jackson Hole Center for the Arts, Jackson Hole Wildlife Foundation, Teton County #1 and Fremont County #38 School Districts. More details will be available in November.

### **WyomingPBS Engineering**

- 1) We have received a Construction Permit for a new translator to serve the community of Glenrock.
- 2) We continue to experience problems with our installation in Thermopolis. Since we do not own either the site or the building, we are limited in what we can do to improve the service. We are exploring alternative locations for our translator and tower.

- 3) WyomingPBS's microwave relay on South Rim suffered significant damage during the recent fires, knocking out over the air service to parts of western Wyoming. We are back on the air with a temporary fix and are assessing the cost of repair. Note the melted power meter on the side of the building.



# TAB 2



**Wyoming Student Success Conference - May 31, 2018**  
**Central Wyoming College – Intertribal Education and Community Center, Room 116**

<b>Time</b>	<b>Topic</b>
8:30 – 9:00 am	<b>Breakfast – Student Center Food Court</b>
9:00 – 9:30 am	<b>Registration</b>
9:30 – 10:00 am	<b>Conference Welcome &amp; Opening Speaker</b> <ul style="list-style-type: none"><li>- CCW Leadership Introduction</li><li>- Conference Themes: Completion, Equity and Workforce</li><li>- Attendees input for conference discussions</li><li>- Provide purpose and objectives</li><li>- Wyoming College Attainment Goal – Statewide adoption of a CCA strategy approach</li></ul>
10:00 – 11:00 am	<b>CCA Overview: Advancing Student Success through Game Changer Strategies</b> <ul style="list-style-type: none"><li>- High-level Overview of Strategies</li><li>- Benefits of Membership → Ways CCA can support Wyoming</li><li>- Data and Evidence</li><li>- Value Proposition - Equity and Access gaps in Wyoming (underserved populations)</li></ul>
11:00 – 11:15 am	<b>Break</b>
11:15 – 12:15 pm	<b>Wyoming Institutional Assessment Results</b> <ul style="list-style-type: none"><li>- High-level Summary of Results (vs. individual) and Discussion</li><li>- Frame the afternoon session</li><li>- Attendee input for discussions</li></ul>
12:15 – 1:15 pm	<b>Lunch – Student Center Food Court</b> <b>Lunch – Wyoming CCW Leadership Team – Student Center Fremont Room 103</b> (Wyoming CCW Leadership Team will meet with Emily Sellers)
1:15 – 2:15 pm	<b>Campus Strategy Workshop (College and University teams)</b> <ul style="list-style-type: none"><li>- Implementation Strategy Workshop → INDIVIDUAL ACTION PLANS</li><li>- Based on Assessment, each institution will address:<ul style="list-style-type: none"><li>o The Why (Case for Support)</li><li>o Identify Key Elements of Strategy (EXEMPLAR MODELS – SIMILAR TO WY)</li><li>o Identify Key Stakeholders</li><li>o Identify Activity/Implementation Timeline (ACTIVITY &amp; DATES)</li></ul></li></ul>
2:15 – 2:30 pm	<b>Break</b>
2:30 – 3:15 pm	<b>Report Out and Discussion of Adaptation of Statewide Game Changer Strategies Approach</b>
3:15 – 3:30 pm	<b>Closing and Next Steps (Call to Action and Closing)</b>

# **TAB 3**

September 26 2018

Dr. Sandra Caldwell, Executive Director  
Wyoming Community College Commission  
2300 Capital Ave, 5<sup>th</sup> Floor, Suite B  
Cheyenne, WY 82002

Dear Dr. Caldwell,

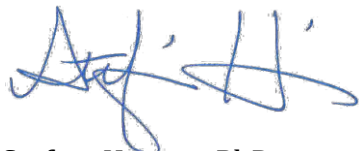
At the June 7, 2018 commission meeting, the Wyoming Community College Commission received notification of Northwest College's intent to rehabilitate Cody Hall. Since that meeting, our College has engaged MOA architects, with their sub consultants, to perform an update of Northwest College's Housing Master Plan as well as contract with Hord, Coplan, Macht (HCM) Architect for the Cody Hall rehabilitation project.

This fall the College has experienced decreased enrollment and a marked reduction of our residence hall population. These occupancy levels, coupled with the work of our consultants and the aging of our residential facilities, led the College to reprioritize and modify the scope of work relating to our residence life.

Therefore, this letter shall serve as notification from Northwest College of its intention to modify the previous scope associated with Cody Hall to include our other residence hall inventory. HCM's scope of work will include possible scenarios relating to the renovation and refresh of a combination of residence halls versus one large \$3M project for Cody Hall. This change will focus on cost effective designs that meet the needs of students, maintain the priorities in the College's Facilities Master Plan and is consistent with the College's mission and strategic plan.

We appreciate your inclusion of the modification for this project. Please let me know if you or the commissioners have questions, or if I may provide additional information to assist you in your decision.

Sincerely



Stefani Hicswa, PhD  
President

September 26 2018

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Wyoming Community College Commission  
2300 Capital Ave, 5<sup>th</sup> Floor, Suite B  
Cheyenne, WY 82002

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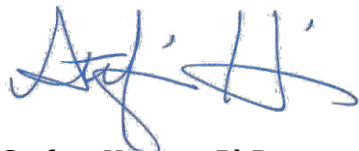
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We appreciate your inclusion of the modification for this project. Please let me know if you or the commissioners have questions, or if I may provide additional information to assist you in your decision.

Sincerely



Stefani Hicswa, PhD  
President

# TAB 4



## MINUTES

### WYOMING COMMUNITY COLLEGE COMMISSION MEETING June 7, 2018

The June 7, 2018 regular Commission meeting was called to order by Commission Chair Sandra Meyer at 8:30 a.m. at Northwest College, Powell, Wyoming.

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

Commission staff present: Executive Director Jim Rose, Executive Director-Designate Sandy Caldwell, Deputy Director and Chief Financial Officer Matt Petry, Programs Team Leader Joe McCann, Fiscal Team Leader Larry Buchholtz, and Administrative Services Manager Claire Smith.

A roll call was taken. A quorum was present. Due notice had been published.

**Motion:** Commissioner Atwell moved and Commissioner Frederick seconded a motion to approve the agenda.

- Commissioner Dooley moved and Commissioner Newman seconded a motion to add tab 9 between tabs 5 and 6. **Motion passed unanimously.**
- Commissioner Frederick moved and Commissioner Atwell seconded a motion to add the tuition discussion under other business. **Motion passed unanimously.**

**Motion passed unanimously as amended.**

Commissioner Meyer asked for introductions.

#### ORGANIZATIONS AND ALLIANCES

1. WY Association of Community College Trustees (WACCT): WACCT President Ernie Over, CWC, informed the Commissioners the evaluation for Executive Director Erin Taylor is on-going. The October conference will include a presentation on higher education from Lumina. The safety and security discussion will take place early September at Casper College as well as a panel discussion with legislators. They continue to work on refreshing the association logo and marketing effort. The trustee education during the February meeting will include introductions to WCCC staff, information on Complete College Wyoming, discussion of the role of trustees, and how state aid allocation works. They have approved their budget for the coming year and will reduce the ticket price of the annual award ceremony to \$35.

Executive Director Erin Taylor said she will attend the Joint Appropriation Committee meeting next week as there will be discussion with ETS about their purchasing directive from the legislature and their unified network oversight. The Joint Education Committee meeting is taking place today. Ms. Taylor asked them to move discussion affecting community colleges until their September meeting, particularly school safety and security. She will ask to be put on their agenda to give them an update of where the colleges are on security issues. She thanked Dr. Rose for his years of service and presented him with a plaque from the WACCT.

2. Wyoming Department of Education (WDE): No one was present for this report. Brent Bacon, Chief Academic Officer for WDE and designee to the Commission for Superintendent Balow, is retiring.

3. President's Council: Dr. Schaffer thanked Dr. Rose for his time serving as Executive Director. He updated the commissioners on their work in partnering with the Scenic West Athletic Conference for athletic competition. They met with Dr. Nichols about the higher education attainment goal and the development of a statewide strategic plan. They also discussed the implementation of the legislative mandate to develop a common transcript between the community colleges and UW. He acknowledged the work Andy Corbin and his staff at the WCCC have done giving us a jump on this project. Progress has been made on articulation and transfers, but work still needs to be done.

4. Community College Faculty Alliance: Terry Rogers, CC, as the newly-elected chair of the Alliance, said they are researching the guiding documents for the Alliance as they are having difficulty finding them. After the start of the fall semester, he will host a summit for all the alliances to meet face to face to discuss common issues and what they will work on in the coming year.

5. Wyoming Public Television (WPTV): Brad Tyndall, President CWC, spoke on behalf of Terry Dugas, WPTV General Manager, saying Congress has approved Ruby Calvert to serve as a board member for the Corporation of Public Broadcasting. WPTV is eager to work with colleges to create programs around what the colleges are doing.

6. Complete College Wyoming (CCW) –Shawn Powell, CC, said they held a workshop at CWC where all colleges and UW were represented among the 55 participants. The leadership team is discussing how to work together with other state efforts to reach the attainment and completion goals. They will meet with Governor Mead to discuss how the colleges should link to the ENDOW initiative. They will also host a state-wide meeting to choose one Complete College America strategy to increase college attainment goals. They will likely focus on “A Better Deal for Returning Adults”.

#### CONSENT AGENDA

- Approval of minutes of previous meetings
  - April 27, 2018 and April 30, 2018
- Approval of rules
  - Rescission of Board of Nursing rules
  - Emergency rules – chapters 1 and 5
  - Draft regular rules – chapters 1 and 5
- Approval of CWC Jackson Center price increase

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

#### CONSIDERATION OF SUPPLEMENTAL BUDGET REQUEST

Matt Petry explained the need for this budget request indicating we have been aware of it for about a year but waited until the supplemental session to present it as an exception request. Governor Mead asked us to take last year's cuts where they would cause the least pain so we applied them to the overfunded health insurance pool. The Budget Division allowed us to handle it this way and told us the governor's cuts would trump legislative cuts. Shortly after, we found out we had to take both. Since we had already told the colleges how much they would receive in state aid, we pushed more of the cut to the health insurance pool. A few months later we were told we could not do what we had already done. As we move from BFY17/18 to BFY19/20, cuts have to be sustainable, but health insurance is being held flat even though premiums are increasing. We are asking for funding to cover the shortage. State statute requires health

insurance to be funded at a certain level. If the request is not funded, the pool will be about four months short.

**Motion:** Commissioner Atwell moved and Commissioner Brown seconded a motion to approve the supplemental budget exception request for the health insurance premiums reimbursement pool. **Motion passed unanimously.**

#### CAPITAL CONSTRUCTION

Larry Buchholtz explained the process for the capital construction model and said only one college submitted a project requesting state funding and therefore requiring commission and legislative approval. Four additional projects are in excess of \$100,000 and while they are not requesting state funding, they need commission authorization to proceed.

Prioritized approval – NWCCD - Culinary Arts: Dr. Young spoke about the need for this project and how it will allow the college to seek accreditation from the American Culinary Federation. Hospitality and tourism are important to diversifying the economy and this program will help train workers for those areas. **Motion:** Commissioner Atwell moved and Commissioner Dooley seconded a motion to approve the NWCCD Culinary Arts project. **Motion passed unanimously.**

Authorization – NWC - Cody Hall: Dr. Hicswa discussed this project saying it is a result of water damage discovered last year. The trustees discussed long term plans for residence halls and decided to repair the damage and provide some renovation for this hall. The project will be paid for with student fees and auxiliary reserves. They consulted citizens of the community and students about the project. Dr. Rose pointed out this is considered capital construction and not major maintenance because it is being reconfigured to make it more accommodating to what students want, but within the same footprint.

Authorization – NWCCD – Conner, Crook, Kearney Student Housing: Dr. Young said they need to renovate the look and feel of the buildings as well as update electrical and mechanical systems. The project will be paid for with auxiliary funds. Mr. Buchholtz said this is considered capital construction because it is a “remodel” and therefore not treated as major maintenance.

**Motion:** Commissioner Atwell moved and Commissioner Dooley seconded a motion to authorize the NWC Cody Hall renovation and the NWCCD Conner, Crook, Kearney Student Housing projects. **Motion passed unanimously.**

#### EXECUTIVE DIRECTORS’ REPORT

Commissioner Meyer thanked everyone who contributed and participated in the tuition study discussion. Dr. Rose discussed the meeting with Dr. Nichols saying it was very productive and the colleges and UW are in sync with much of their work. The level of transfer students from the community colleges to UW is at a record level as a result of articulation agreements and 2+2 arrangements. Dr. Nichols has made a lot of effort to reach out to us and to work on shared issues. He and Dr. Caldwell will meet with Dr. Nichols and Superintendent Balow next week to discuss where all three education partners can work together and become better aligned. The presidents have done a lot of work to establish relationships with their UW partners, which will help when we are asked to look in-depth at what we do and how we can help diversify the economy. The colleges are prepared for the work that needs to be done. He thanked everyone for their support to him personally and to the commission.

Dr. Caldwell introduced herself. She believes the work we do is community building and state building, but it takes all of us working together to accomplish that. We need to recognize how we got to where we are and use it as a platform to look into the future. The completion agenda is critical to the economic vitality of the state, but it is still about the lives of the people enrolled in the colleges and our

communities. The health and well-being of the individual colleges is the health and well-being of the system.

#### OTHER BUSINESS

As a result of the tuition discussion the previous day, the commissioners developed the following philosophy statement:

The tuition philosophy for the Wyoming Community College Commission is to set tuition at a level that facilitates community college attendance for Wyoming citizens. It is designed to support workforce needs and educational goals of students.

- Students share cost of education.
- Tuition revenue is an essential resource of a quality education.
- Tuition should be as nearly free as possible.
- Tuition can be used to advance strategic goals.

**Motion:** Commissioner Brown moved and Commissioner Freeze seconded a motion to approve the tuition philosophy statement. **Motion passed unanimously.**

#### ADJOURNMENT

**Motion:** Commissioner Atwell moved and Commissioner Brown seconded a motion to adjourn the regular commission meeting at 9:35. **Motion passed unanimously.**

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*Sandra Meyer*  
Commission Chair

*Date*

*Sandy Caldwell*  
Commission Executive Director

*Date*

# **TAB 5**

## MINUTES

### WYOMING COMMUNITY COLLEGE COMMISSION MEETING September 21, 2018

The September 21, 2018 special Commission meeting was called to order by Commission Chair Sandra Meyer at 8:30 a.m. at Casper College, Casper, Wyoming.

Commissioners present: Commissioners Larry Atwell, Kay Dooley, Craig Frederick, Jackie Freeze, Sandra Meyer and Julia Newman. Commissioner Brown was not present.

Commission staff present: Executive Director Sandy Caldwell, Deputy Director and Chief Financial Officer Matt Petry, Programs Team Leader Joe McCann, Fiscal Team Leader Larry Buchholtz, and Administrative Services Manager Claire Smith (by phone).

A roll call was taken. A quorum was present. Due notice had been published.

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

Commissioner Meyer asked for introductions.

#### ACTION AGENDA ITEMS

##### Prioritized Approvals

1. NWCCD: Culinary Arts – President Young state the original cost did not include the acquisition and installation of fixed equipment. **Motion:** Commissioner Dooley moved and Commissioner Atwell seconded a motion to approve an increase in spending authority for the NWCCD Culinary Arts Building for a total budget of \$4,156,160. **Motion pass unanimously.**
2. CWC: Agriculture – President Tyndall stated the design and scope of this project has changed since the original approval in 2015, resulting in an increase in cost. **Motion:** Commissioner Freeze moved and Commissioner Dooley seconded a motion to approve the CWC Ag and Animal Science Center project for a total budget of \$18,353,584. **Motion passed unanimously.**

##### Annual Escalation Factor

The meeting packet contains a memo detailing the escalation factor issue.

- In response to a question by Commissioner Atwell, Dr. Caldwell said this puts in place a best practice but does not require a change in rules.

- As stated by Mel Muldrow, Administrator, State Construction Department (SCD), the SCD includes escalation factors while designing a project, adding them to the costs which are then presented to the State Building Commission for inclusion in the SCD budget request.
- Dave Webb, Project Manager, SCD, said this is a critical step because additional costs beyond the approved appropriation are born by the colleges.
- Mr. Muldrow used this opportunity to inform colleges that major maintenance is going to be more closely scrutinized.
- Mr. Webb said all projects have a 5% contingency built into the cost.
- Dr. Caldwell reiterated this process will bring forth a best practice allowing the commissioners to approve escalating costs annually instead of only at the time costs exceed 10%.

**Motion:** Commissioner Freeze moved and Commissioner Frederick seconded a motion to authorize Commission staff to implement a system of

- Incorporating an annual escalation factor into all previously approved level I construction projects that are more than one year post-approval using the annual escalation factor to be provided every April by State Construction Department, and
- Incorporating an annual escalation factor into all previously approved level II construction projects that have passed two years of post-project development using the annual escalation factor to be provided every April by State Construction Department.

**Motion passed unanimously.**

ADJOURNMENT

**Motion:** Commissioner Frederick moved and Commissioner Dooley seconded a motion to adjourn the regular commission meeting at 9:00 a.m. **Motion passed unanimously.**

The tuition workshop convened at 9:00 a.m. No action was taken. The workshop adjourned at 2:30pm.

\_\_\_\_\_  
*Sandra Meyer*  
 Commission Chair

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Sandy Caldwell*  
 Commission Executive Director

\_\_\_\_\_  
*Date*

# TAB 6



## **SUMMARY OF RULES ACTIONS**

This tab only includes the sections of chapters one and five with changes.

### **FINAL REGULAR RULES**

At the June meeting, Commissioners approved chapters one and five draft regular rules which included the following:

- The addition of definitions in chapter one as a result of changes in chapter five.
- Changes to chapter five, section three to reflect the removal of enrollment growth for future funding, the addition of a fourth course level, and the reweighting of existing course levels, all of which are a result of 2016 HEA0029. Changes also included an increase to the portion of variable cost funding that is subject to allocation based on approved metrics.
- The change in chapter five, section four is a minor wording change.
- Changes in chapter five, section eight result from 2018 SEA0066. This legislation modified entitlements of the Vietnam Veterans, Overseas Combat Veterans and Surviving Spouses and Dependents program.

Draft rules were made available to the public with a comment period end date of September 14, 2018. We did not receive any comments on the proposed changes. Commissioners will now approve the final regular rules. They will then be submitted to the LSO Management Council and Governor for final approval. This part of the process may take up to 75 days so we anticipate implementation by the end of December.

This item is included on the consent agenda. By approving the consent agenda, you are **approving final regular rules for chapters one and five.**

### **EMERGENCY RULES – SECOND SET**

The chapters one and five emergency rules that Commissioners approved at the June meeting will expire October 27, 2018. Given the time difference between expiration of emergency rules and implementation of final rules, Commissioners will need to approve a second set of emergency rules to bridge the gap.

This item is included on the consent agenda. By approving the consent agenda, you are **approving a second set of emergency rules for chapters one and five.**

## CHAPTER 1

### DEFINITIONS

#### Section 3. Definitions — Community College Commission.

(a) ~~“AICPA standards” means the generally accepted auditing standards promulgated by the American Institute of Certified Public Accountants.”~~ “Academic year” means a period of time that begins with the summer semester and ends with the spring semester in the following year. The year referred to is the calendar year in which the spring semester falls (AY19 means summer and fall semesters 2018 and spring semester 2019).

(b) “Accreditation” means the process by a national or regional organization to grant public recognition of a program or college, indicating that it meets established standards of quality, as determined through initial and periodic self-study and peer evaluation.

(c) “Administrative Computing System” (ACS) means the system that the Commission has purchased for the community colleges and itself, allowing for the following electronic processes to occur at each institution: student services, human resources, financial services, and data reporting.

(d) “Adult Education” (AE) means all instructional and instructional-related activities provided to anyone above the age of compulsory attendance as defined by W.S. 21-4-102, to assist adults in obtaining the knowledge and skills necessary for employment, self-sufficiency, parenting, and improved quality of life. This includes, but is not limited to, basic literacy, English literacy, citizenship and high school equivalency.

(e) “AICPA standards” means the generally accepted auditing standards promulgated by the American Institute of Certified Public Accountants.

(ef) “Annual report” means the report required by W.S. 9-2-1014.

(fg) “Associate of Applied Science” (AAS) means a terminal, two-year degree designed for students planning to enter the workforce upon degree completion. This degree enables a completer to transfer to a baccalaureate of applied science degree program and includes occupation-specific technical coursework.

(gh) “Associate of Arts” (AA) means a two-year degree designed for students majoring in the arts, humanities, social sciences, and related disciplines. This degree prepares the student for transfer to a baccalaureate degree program and includes substantial coursework in the humanities, social sciences, arts and liberal arts.

(hj) “Associate of Science” (AS) means a two-year degree designed for students majoring in science, technology, engineering, mathematics, business and other related disciplines. This degree prepares the student for transfer to a baccalaureate degree program and includes substantial

coursework in mathematics, natural sciences, engineering, business and/or other related disciplines.

(jk) “Auxiliary enterprises” means those entities that furnish goods or services to students, faculty or staff and charge a fee directly related, although not necessarily equal, to the cost of goods or services. Colleges will strive to operate their auxiliary enterprises in a self-supporting manner.

(km) “Board of Cooperative Educational Services” (BOCES) means an entity as described in W.S. 21-20-101 through 111.

(mn) “Capital Construction” means:

(i) Capital Improvements and Capital Assets

(A) Acquisition of land, or a legal interest in land, in conjunction with the construction of a structure.

(B) Acquisition of existing structures, or legal interests in structures, in conjunction with an approved construction project.

(ii) Pre-Construction

(A) Activities related to designing a structure, including planning; architectural design; authorizing, issuing, carrying or repaying interim or permanent financing; research; land use and environmental impact studies; energy analyses; life-cycle cost studies; acquisition of permits or licenses; printing and publishing legal notices; and other required services.

(B) Activities related to grounds development.

(iii) Construction

(A) Acquisition and assembly of required building materials.

(B) Acquisition and installation of machinery or equipment (mechanical systems), including utilities, cabling, wiring, racks and furnishings or materials that will become an integral part of a structure, and any instructional or scientific equipment.

(C) Purchase of services of contractors, architects, engineers, construction managers, and other consultants to manage and/or supervise the execution of a construction project.

(D) Procurement and placement of authorized Fixtures, Furniture and Equipment.

(E) Procurement and placement of authorized technology, computer, audio-visual and communication equipment and services.

(iv) Post-Construction

(A) Commissioning, grand opening, and issuance of certificate of occupancy.

(~~no~~) “Census date” means the official date for reporting enrollment data and shall be the date immediately following the twelve percent (12%) completion date of the instructional period.

(~~op~~) “CIP code” means the National Center for Education Statistics’ Classification of Instructional Programs.

(~~oq~~) “Class” means a specific college course section which is identified by the time, place, faculty member, and/or modality of the college course offered for student enrollment.

(~~or~~) “Concurrent enrollment course” means a college course taught by high school faculty who have been approved as community college adjunct faculty and who are teaching said course as part of their duties as a school district employee. As such, these college courses simultaneously satisfy high school graduation requirements. These courses have been approved by the community college as having equivalent course content, learning objectives and work assignments as an existing college course. Course content and learning objectives are equivalent to the related community college course as determined and defined by community college faculty.

(~~os~~) “Cost of attendance” means an estimate of the student’s educational expenses for the period of enrollment and includes tuition and fees, room and board, books, supplies, transportation, loan fees, and if applicable, dependant care and costs related to disability.

(~~ot~~) “Credit completion” means a credit hour, weighted by the applicable level of instruction, and earned with a grade of C or better, or more specifically, a grade of A, B, C, S or P. Credit hours with grades of D, F, U and W, as well as credit hours designated as incomplete are not considered completed credit hours. This definition of credit completion is consistent with the National Community College Benchmark Project’s definition of enrollee success.

(~~ou~~) “Credit certificate” means recognition by the community college district that a student has completed a coherent list of academic or career technical education credit courses, which is less than the requirement for an associate degree.

(~~ow~~) “Credit courses” means those courses that recognize the attendance and/or performance in an instructional activity (course or program) that can be applied by a student to requirements for a degree, diploma or certificate.

(~~wy~~) “Credit hour” (consistent with current federal regulations) means an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(i) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(ii) At least an equivalent amount of work as required in (i) above for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

(z) “Current annual weighted credit hours” means one-half of the current biennial weighted credit hours.

(aa) “Current biennial weighted credit hours” means the sum of the weighted credit hours for the two most recent academic years completed before preparation of the biennium budget request.

(bb) “Current period system-wide credit-hour revenue” means the quotient of dividing the variable costs portion of the system-wide annual base funding amount by the current annual system-wide weighted credit hours.

(ycc) “Degree” means recognition by the community college district that a student has completed a defined academic or career technical education program of study.

(zdd) “Discontinued program” means an instructional program that a community college has officially closed to new students and is unable to offer again until the Commission reapproves it.

(aace) “Distance learning” means the student and faculty member are separated by time or space.

(bbff) “Dual enrollment credit” means credit given to qualified high school students who complete college level courses for which the community college hires and pays the instructor and in which the school district agrees to allow high school graduation credit.

(eegg) “Duplicated headcount” means that within a survey or polling exercise of numerous programs and/or courses, a student may be counted more than once. See also “Unduplicated headcount.”

(ddhh) “FAFSA” means Free Application for Federal Student Aid.

(eejj) “Family Educational Rights and Privacy Act” (FERPA), (20 U.S.C. 1232g; 34 CFR Part 99 and any future amendments) means the federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

(~~ffk~~) “Federal financial assistance” means aid provided to students by the federal government in the form of grants, loans, or work-study programs.

(~~ggm~~) “Fees” means the amount charged by an individual college to cover costs including, but not limited to, specific courses and/or programs and general services. The fee assessments must be approved by the respective college prior to being published and charged.

(~~hnn~~) “Financial aid officer” means the employee of the University of Wyoming or of the community colleges designated as such.

(~~joo~~) “Financial institution” means any banking corporation or institution engaged primarily in lending or investing funds and authorized to do business in the state.

(~~kpp~~) “High School Equivalency” means attainment of the knowledge and skills or level of academic proficiency comparable to that which would be attained in a high school program of study and yields significantly the same outcome or capability.

(~~mmq~~) “Hybrid course” means a course which integrates distance learning and face-to-face modes to provide student access to instruction and learning.

(~~nrr~~) “Integrated Postsecondary Education Data System” (IPEDS) means the web-based data collection system used for annual institution-level data collections, as required by the U.S. Department of Education.

(~~oss~~) “Level four class” means the same as the definition of “distance education class” found in W.S. 21-18-102(xvii). Level one, two and three classes are reassigned to level four by recognition of specific instructional modalities identified by schedule types in the administrative computing system.

(~~ppt~~) “Long-term program” means programs that are anticipated to be continually offered. These long-term programs have gone through rigorous multi-level approval processes.

(~~quu~~) “Management Information System” (MIS) means an organized method of providing information related to past, present, and projected operations. MIS supports the planning and operational functions of an organization by furnishing uniform, timely information to assist in the decision-making process.

(~~rww~~) “National Association of College and University Business Officers (NACUBO) standards” means the generally accepted accounting standards promulgated by the National Association of College and University Business Officers and adopted by the community colleges.

(~~ssy~~) “Non-credit course” means all courses that are not defined as a credit course.

(~~tzz~~) “Official Custodian” of public records for the Commission means the executive director.

(~~uu~~aaa) “One-year certificate” means a credit certificate that requires 24 or more semester credit hours to complete.

(~~ww~~bbb) “Optional Mills” means a board-approved levy of up to one (1) additional mill for the regular support and operation of the college permitted by W.S. 21-18-303(b), a voter-approved levy of up to five (5) mills for specific purpose expenditures permitted by W.S. 21-18-311(f), or a board-approved levy of up to one-half (1/2) mill to maintain programs offered by a participating Board of Cooperative Educational Services (BOCES) permitted by W.S. 21-20-109(a).

(~~yy~~ccc) “Persistence” means a student has enrolled for a subsequent term in any institution that leads to graduation.

(~~zz~~ddd) “Pilot programs” means programs that have an abbreviated implementation process to meet the immediate educational needs of the community, business sector, or academic mission of the college.

(~~aa~~eee) “Program” means an ordered sequence of instructional coursework that upon completion leads to a community college district conferring an associate degree, conferring a credit certificate, or granting any non-credit title.

(~~bb~~fff) “Program completion” means a degree, one-year certificate, transfer preparation certificate, short-term certificate, or special need certificate awarded to a student during an academic year. Certificates eligible to be counted as program completions shall be established by the Academic Affairs Council, and subordinate awards made by an institution to the same student in the same academic year shall not be counted as program completions. Degree completions shall have a weighting factor of 2.0. Eligible certificate completions of 24 credit hours or more shall have a weighting factor of 1.75. Eligible certificate completions of less than 24 hours shall have a weighting factor of 1.5.

(~~ee~~ggg) “Retention” means a student has enrolled for a subsequent term at the same institution as the previous term.

(~~dd~~hhh) “Shortterm certificate” means a credit certificate that requires less than 24 semester credit hours to complete.

(~~ee~~jjj) “Special need certificate” means a credit certificate that prepares students needing either a unique skill set or the ability to serve a unique community need.

(~~ff~~kkk) “Total and permanent disability” means the inability to work and earn money because of an injury or illness that is expected to continue indefinitely or result in death.

(~~gg~~mmm) “Transfer preparation certificate” means a credit certificate comprised of 24 or more semester credit hours sanctioned to transfer as a block of courses to a specific higher education institution by an articulation agreement with a Wyoming community college.

(~~hhnnn~~) “Tuition” means the rate established by the Commission to be charged by a college for enrollment in credit courses.

(~~jjooo~~) “Tuition cap” means a policy to limit the number of credits for which tuition is assessed within a given semester.

(~~kkppp~~) “Unduplicated headcount” means that within a survey or polling exercise of numerous programs and/or courses, a student shall be counted only once. See “Duplicated headcount.”

(~~mmqqq~~) “Unmet need” means the student’s total cost of attendance minus the effective family contribution (as determined by the FAFSA process) and all aid available to the student including grants, work study programs, scholarships, or any other public or private financial aid provided to the student.

(~~nnrrr~~) “Western Interstate Commission for Higher Education” (WICHE) is a regional, nonprofit organization. Membership includes 15 western states that work to improve access to higher education and ensure student success.

(~~ooess~~) “Western Undergraduate Exchange” (WUE) is a regional tuition-reciprocity agreement that enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent of the enrolling institution’s resident tuition rate.



## CHAPTER 5

### ADMINISTRATIVE FUNCTIONS

#### Section 3. Creating and Maintaining a Funding Allocation Model.

(a) Wyoming Statute 21-18-205 created a statewide community college system operations funding mechanism based upon a statewide community college system strategic planning process attaching funding to state interests.

(i) The basis for fiscal-year 201~~7~~9 and fiscal-year 201~~8~~20 funding shall be the sum of:

(A) The 201~~5~~7-201~~6~~8 biennial budget appropriation for state aid to community colleges, adjusted by:

(I) Subtraction of the portion of the budget appropriation restricted to reimbursement of community college increased retirement contributions (unless appropriated separately by the legislature); and

(II) Recapture and redistribution of state aid as calculated in July 2015.

(B) Proportional allocation of the 2017-2018 biennial budget appropriation for enrollment growth funding using Chapter 5, Section 3(a)(i)(A) as the basis.

(BC) Any adjustments to base made by the Budget Division of the Department of Administration and Information.

(ED) Community college district revenue, which is defined to include:

(I) Actual 4-mill revenue for fiscal-year 201~~5~~7, and 99 percent of 4-mill revenue calculated against the 201~~5~~7 certified assessment;

(II) Two times the amount of actual motor vehicle registration revenue for fiscal-year 201~~5~~7; and

(III) Two times the amount of actual other revenue for fiscal-year 201~~5~~7.

(ii) For each community college, the sum of the adjusted 201~~5~~7-201~~6~~8 biennial budget appropriation for state aid, the proportionally allocated 2017-2018 biennial budget appropriation for enrollment growth funding, net Budget Division adjustments to base, and the community college district revenue shall be divided by two to establish annual college-specific base funding amounts.

(iii) The annual college-specific base funding amounts shall be separated into fixed cost and variable cost portions that must be recalculated at least once every four years, based upon the following definitions of these costs, and the following procedures for determining the college-specific costs:

(A) Definitions of fixed and variable costs:

(I) Fixed costs include mandatory transfers and those operating costs that do not vary with enrollment. Such costs include the majority of administrative costs as well as operating costs related to facilities (e.g., utilities, maintenance and small repairs). Fixed costs include all or a substantial portion of costs classified as plant operation and maintenance, institutional support, academic support and student services. Also included in fixed costs is a relatively smaller portion of instructional costs representing costs for academic administrators, faculty (i.e., those with tenure or on continuing contracts) and related operating costs.

(II) Variable costs are those operating costs that vary proportionally with enrollment or represent step-variable costs. Step-variable costs increase or decrease based on enrollment fluctuation but not necessarily proportionally. Instead, step-variable costs remain static for a range of enrollments and increase once the range is exceeded (or decrease when enrollment drops below the range). The step-variable costs remain static above the range until the next level of enrollment is reached (or vice versa in the case of enrollment declines). Variable costs include all or a substantial portion of operating costs classified as instruction, service and student financial aid. Additionally, variable costs include all operating costs for extension (remote) operations that lack permanent full-time administrative staff.

(B) Procedures for determining college-specific fixed and variable costs:

(I) The relevant costs for the calculation of college-specific fixed and variable costs are the Fund 10 costs, after excluding capital costs and non-mandatory transfers. The first step is to sort these costs, by location, into standard functional categories as follows: instruction; service; academic support; student services; institutional support; plant operations and maintenance; student financial aid; mandatory transfers; and extension operations. The definitions for these standard functional categories are provided in section 604.26 of the *Financial Accounting and Reporting Manual for Higher Education* published by the NACUBO, and they are the same definitions relied on by the U.S. Department of Education National Center for Education Statistics for use in the IPEDS.

(II) Once the costs are sorted by location, it is necessary to determine which locations will be treated as campus locations and which will be treated as extension (remote) locations. A campus location is one that incurs the full range of operating costs for academic and related purposes. An extension location is one that utilizes a more streamlined operation consisting almost exclusively of classroom instruction. The distinguishing characteristic of extension locations is the absence of permanent full-time administrative staff. The operating costs for extension locations are deemed to be fully variable while the operating costs for campuses vary by functional category.

(III) Campus location costs are sorted by function and summed to generate a total, by function, of each community college's campuses. The following standard percentages are applied to the functional cost category totals to determine the portion of each function that is fixed or variable:

- Instruction – 35 percent fixed and 65 percent variable;
- Service – 0 percent fixed and 100 percent variable;
- Academic support – 80 percent fixed and 20 percent variable;
- Student services – 70 percent fixed and 30 percent variable;
- Institutional support – 90 percent fixed and 10 percent variable;
- Plant operations and maintenance – 95 percent fixed and 5 percent variable;
- Student financial aid – 0 percent fixed and 100 percent variable;
- Mandatory transfers – 100 percent fixed and 0 percent variable; and
- Extension operations – 0 percent fixed and 100 percent variable.

(IV) The fixed amounts for each functional cost category are summed, producing the total fixed costs for the community college. The variable amounts for each functional cost category are summed and added to the total costs for all extension locations. This results in two totals - one for fixed costs and one for variable costs. These costs are summed to produce the total relevant costs for the community college.

(V) The final step is the calculation of the fixed and variable cost percentages. The total for the fixed costs is divided by the total costs for the community college to produce the fixed cost percentage. The total for the variable costs is divided by the total costs for the community college to produce the variable cost percentage.

(iv) For each community college, the basecurrent biennial period total-weighted credit hours shall be the sum of the following:

(A) Academic years 200416 and 200517 Level One credit hours multiplied by a factor of 1.0;

(B) Academic years 200416 and 200517 Level Two credit hours multiplied by a factor of 1.25; ~~and~~

(C) Academic years 200416 and 200517 Level Three credit hours multiplied by a factor of 2.01.5; ~~and~~

(D) Academic years 2016 and 2017 Level Four credit hours multiplied by a factor of 0.8.

(v) For each community college, the basecurrent biennial period total-weighted credit hours shall be divided by two to establish the basecurrent periodannual system-wide average weighted credit hours.

(vi) The variable costs portion of the ~~annual~~ system-wide annual base funding amount shall be divided by the ~~basecurrent periodannual~~ system-wide ~~average~~ weighted credit hours to establish the ~~basecurrent~~ period system-wide credit-hour revenue.

~~(A) The base period system-wide credit hour revenue shall be multiplied by the percentage of the system-wide adjusted 2015-2016 biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and the system-wide community college district local revenue. The product of this shall be the state-funded system-wide credit hour revenue.~~

~~(vii) For each community college, the current biennial weighted credit hours shall be the sum of the following:~~

~~(A) Academic years 2014 and 2015 Level One credit hours multiplied by a factor of 1.0;~~

~~(B) Academic years 2014 and 2015 Level Two credit hours multiplied by a factor of 1.5; and~~

~~(C) Academic years 2014 and 2015 Level Three credit hours multiplied by a factor of 2.0.~~

~~(viii) For each community college, the current biennial weighted credit hours shall be divided by two to establish the current annual college-specific weighted credit hours.~~

~~(ixvii) For each community college, a successfully completed, weighted credit hour volume shall be calculated for each academic-year, beginning with academic-year 2015.~~

(A) Each year upon verification of the most recent successfully completed, weighted credit hour volumes, the college-specific percentages of the system-wide successfully completed, weighted credit hour volume shall be calculated.

~~(xviii)~~ For each community college, a program completion volume shall be calculated for each academic-year, beginning with academic-year 2016.

(A) Each year upon verification of the most recent program completion volumes, the college-specific percentages of the system-wide program completion volume shall be calculated.

~~(ixi)~~ College-specific variable cost state funding shall be calculated as the sum of the following calculations:

(A) Multiplying the ~~current annual, base period~~ college-specific ~~average~~ weighted credit hours by the ~~basecurrent~~ period system-wide credit-hour revenue, and then multiplying this product by the percentage of the community college's adjusted 20157-20168

biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and its community college district revenue (to be distributed four times per year).

~~(I) For fiscal year 2017, 25 percent of this variable cost state funding shall not be subject to recapture/redistribution, and each community college's allocation of this 25 percent shall be calculated as follows:~~

~~\_\_\_\_\_ (1.) Multiplying the community college's proportionate share of system-wide successfully completed, weighted credit hours for academic year 2015 by the variable cost portion of system-wide annual base funding, then multiplying this product by the percentage of the community college's adjusted 2015-2016 biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and its community college district revenue, and then multiplying this product by 25 percent.~~

(II) For fiscal-year 201~~8~~9, ~~34~~0 percent of this variable cost state funding shall not be subject to recapture/redistribution, and each community college's allocation of this ~~34~~0 percent, divided equally into two parts of ~~15~~20 percent each, shall be calculated as follows:

(1.) Multiplying the community college's proportionate share of system-wide successfully completed, weighted credit hours for academic-year 201~~6~~7 by the variable cost portion of system-wide annual base funding, then multiplying this product by the percentage of the community college's adjusted 201~~5~~7-201~~6~~8 biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and its community college district revenue, and then multiplying this product by ~~15~~20 percent.

(2.) Multiplying the community college's proportionate share of system-wide program completions for academic-year 201~~6~~7 by the variable cost portion of system-wide annual base funding, then multiplying this product by the percentage of the community college's adjusted 201~~5~~7-201~~6~~8 biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and its community college district revenue, and then multiplying this product by ~~15~~20 percent.

~~(B) Multiplying the difference between the current annual college-specific weighted credit hours and the base period college-specific average weighted credit hours (which represents enrollment growth to date, and is recognized as variable cost state funding) by the state-funded system-wide credit hour revenue (to be distributed in full in July of even-numbered years).~~

(xii) For both fiscal-year 201~~7~~9 and fiscal-year 201~~8~~20, college-specific fixed cost state funding shall be calculated by multiplying the fixed cost portion of the ~~annual~~ college-specific ~~annual~~ base funding ~~amounts~~ by the percentage of the ~~community~~ college's adjusted 201~~5~~7-201~~6~~8 biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and its community college district revenue.

~~(xiii) If the sum of system-wide variable cost state funding and system-wide fixed cost state funding exceeds the system-wide adjusted 2015-2016 biennial budget appropriation for~~

~~state aid, the difference shall be attributed to enrollment growth, and such difference can only be funded by means of an approved exception budget request.~~

(xi~~v~~) Amounts calculated under the funding allocation model which are greater than or less than the system-wide adjusted 201~~79~~-201~~820~~ biennial budget appropriation ~~shall be distributed proportionately based on variable cost state funding for current annual weighted credit hoursbase period enrollment.~~

(xvi~~i~~) For any given fiscal-year, ~~2017 and/or fiscal year 2018,~~ external cost adjustments can be applied to variable cost state funding and/or fixed cost state funding. The external cost adjustment for variable cost state funding shall be based upon the most recent Employment Cost Index for post-secondary institutions available at the time of biennial and/or supplemental budget submission, published by the US Department of Labor – Bureau of Labor Statistics. The external cost adjustment for fixed cost state funding shall be based upon the most recent Consumer Price Index available at the time of biennial and/or supplemental budget submission, also published by the US Department of Labor – Bureau of Labor Statistics. The application of any external cost adjustment will necessarily increase the demand for state funding, and accordingly, any such increase can only be funded by means of an approved exception budget request.

(A) External cost adjustments can also be applied to state funding of Wyoming Public Television. However, given that enrollment is not a factor in Wyoming Public Television's operations, the external cost adjustment shall be based solely upon the most recent Consumer Price Index available at the time of biennial and/or supplemental budget submission.

(xvii~~i~~) For fiscal-year 201~~79~~ and fiscal-year 201~~820~~, annual recapture and redistribution of state aid due to changes in local 4-mill revenue resulting from changes in assessed valuation identified in July or August of each year shall be distributed to the community colleges based on their proportionate share of the sum of the adjusted 201~~57~~-201~~68~~ biennial budget appropriation for state aid and the community college district revenue, as calculated in support of the 201~~79~~-201~~820~~ biennial budget request.

(xiv~~ii~~) A spreadsheet depicting the operation of the funding allocation model for 201~~79~~-201~~820~~ shall be included in the *Fiscal Handbook*.

(b) If it is determined that the funding allocation model established by rule and in accordance with W.S. 21-18-205 is no longer the appropriate method for determining the funding request for the community colleges, and no other funding allocation model has been developed, funding requests for specifically identified needs may be submitted in the biennial budget request until a new funding allocation model has been approved and rules have been promulgated.

(i) Annual recapture and redistribution of state aid due to changes in local 4-mill revenue resulting from changes in assessed valuation identified in July or August of each year shall be distributed to the community colleges based on their proportionate share of credit full-time-equivalent (Credit FTE) enrollment as reported in Table 5 of the Wyoming Community College System Annual Enrollment Report for the two most current years available. This process shall be followed until an approved funding allocation model is in place.

(c) Adjuncts to the funding allocation model include the following:

(i) Revenues received by the Commission's contingency reserve account, to be used only for facility emergency repairs and/or preventive maintenance, shall be distributed to the community colleges as follows:

(A) Each community college's share of the distribution shall be based on its proportionate share of actual gross square footage as outlined by the computation and dates prescribed in Section 10 of this chapter.

(I) Subsequent changes in eligible gross square footage by any community college shall not alter the respective distribution percentages until such changes are recognized through a Commission-initiated calculation of system-wide gross square footage.

(B) Actual distribution of revenue from the contingency reserve account to the community colleges shall be made as the Commission determines, and shall be dependent on receipt of coal lease bonus funds by the Commission.

(ii) The appropriation for health insurance premium benefits, to be used for reimbursement of community college employee premiums, shall be calculated and distributed as follows:

(A) For the 2007-2008 biennium and beyond, the health insurance premium benefit pool shall be based on plan enrollment numbers as of the month of April in odd-numbered years, as well as the projected premium rates for the month of December in the same odd-numbered years.

(B) Distribution of funds to the community colleges shall be for reimbursement of actual expenses incurred. Each community college shall submit a quarterly reimbursement request on an approved Commission form.

(C) The Commission shall evaluate the sufficiency of funding in the health insurance premium benefit pool on a quarterly basis. If funding is projected to be insufficient, the Commission shall work with the Budget Division of the Department of Administration and Information to identify other possible funding options, and if other options are not available, and if supplemental budget requests can still be submitted, the Commission shall consider such a request.

(I) If funding in the health insurance premium benefit pool is insufficient and other funding options, including supplemental budget requests, are not available, each of the community college's reimbursement shall be reduced in an amount proportionate to its share of system-wide eligible employees as of the month of April in odd-numbered years.

(II) If funding in the health insurance premium benefit pool exceeds reimbursement of actual expenses incurred, the unspent balance shall revert to the general fund at the end of the biennium.

(iii) The appropriation for the retirees' health insurance pool, to be used to cover the community colleges' share of pool funding, shall be calculated and distributed as follows:

(A) Based on payroll data provided by the community colleges, the ~~Commission~~Budget Division of the Department of Administration and Information shall calculate the ~~college-specific~~system-wide biennial appropriations for the retirees' health insurance assessment.

(B) Distribution of the appropriations by the Commission to the community colleges shall occur at the same time and in the same relative proportions as state aid distributions.

(C) On a monthly basis, each community college shall calculate the amount of the appropriation used for the preceding month, and submit payment of this amount to the State Auditor's Office.

(iv) Appropriations for increased retirement contribution benefits, to be used for reimbursement of the community colleges' share of increased contributions, beginning September 1, 2010, shall be calculated and distributed as follows:

(A) For the 2013-2014 biennium and beyond, the retirement contribution benefit pool shall be based on the cumulative payroll of pension-eligible community college employees as of the month of April in odd-numbered years, adjusted to recognize local funding.

(B) Distribution of funds to the community colleges shall be for reimbursement of actual expenses incurred, adjusted to recognize local funding. Each community college shall submit a quarterly reimbursement request on an approved Commission form.

(C) The Commission shall evaluate the sufficiency of funding in the retirement contribution benefit pool on a quarterly basis. If funding is projected to be insufficient, the Commission shall work with the Budget Division of the Department of Administration and Information to identify other possible funding options, and if other options are not available, and if supplemental budget requests can still be submitted, the Commission shall consider such a request.

(I) If funding in the retirement contribution benefit pool is insufficient and other funding options, including supplemental budget requests, are not available, each of the community college's reimbursement shall be reduced in an amount proportionate to its share of the cumulative payroll of pension-eligible college employees as of the month of April in odd-numbered years.

(v) The funding allocation model and/or its adjuncts may be reviewed by the Commission as necessary, and proposed revisions may be recommended for rules, in accordance with applicable statutes.

#### **Section 4. Preparing Commission and Community College Budget Requests.**



(a) The Commission shall prepare a consolidated biennial budget request for state assistance, including state funding for Commission programs, the community colleges and Wyoming Public Television in a format determined by the Budget Division of the Department of Administration and Information.

(b) The Commission shall hold at least one public budget hearing for the community colleges, after which the consolidated budget request for state assistance shall be submitted to the governor.

(c) Requests for state appropriations to fund the regular support and operation of the community colleges shall be developed in accordance with Wyoming Statute 21-18-102 and 21-18-203, and utilize a Commission-adopted funding allocation model.

(d) Wyoming Statute 21-18-205 created a statewide community college system operations funding mechanism based upon a statewide community college system strategic planning process attaching state funding to state interests.

(i) The budget request model shall be derived from that principle, and it ~~shall~~may consist of two components: the standard budget request and the exception budget request. The step-by-step procedures for calculation of both types of requests are outlined in Wyoming Statute 21-18-102 and 21-18-203, and also in Section 3 of the Rules - Creating and Maintaining a Funding Allocation Model.

(A) The biennial standard budget request shall be based on amounts appropriated for state aid by Wyoming Statute 21-18-102 and 21-18-203, including any external cost adjustments for fixed and variable costs, or other Budget Division adjustments to base.

(I) The allocation of the standard budget appropriation among the community colleges shall be adjusted to recognize variations in each community college district's revenue from biennium to biennium. The only exception to this is the variable cost funding subject to allocation in accordance with performance metrics.

(B) The biennial exception budget request may include, but shall not be limited to the following:

(I) External cost adjustments for variable cost state funding based on the Employment Cost Index for post-secondary institutions, published by the US Department of Labor-Bureau of Labor Statistics. The adjustments may be made for either one fiscal-year of a biennium or both fiscal-years of a biennium.

(II) External cost adjustments for fixed cost state funding and state funding of Wyoming Public Television. The adjustments shall be based on the Consumer Price Index published by the US Department of Labor-Bureau of Labor Statistics, and may be made for either one fiscal-year of a biennium or both fiscal-years of a biennium.

(III) An incentive pool (i.e., special purpose funding) intended to provide start-up revenue to one or more community colleges for programs which address unanticipated and emerging statewide needs, but which lack sufficient resources initially. Initial funding for such programs shall be subject to Commission approval, and continued funding shall be subject to satisfaction of established performance benchmarks. Funding provided by the pool shall not be considered long-term, regardless of program success. Any undistributed balance of this pool shall revert at the end of the biennium.

(C) Standard and exception budget requests for other programs assigned to the Commission shall be developed in consultation with the community colleges and the Budget Division.

(I) The Commission may also prepare and submit supplemental budget requests.

(II) The Commission may also seek additional funding from state or other sources to support incentive and/or performance funds that address statewide priorities.

(e) The executive director shall report to the Commission and the community colleges on action taken by the governor and the legislature on requests for state appropriations.

(f) The Budget Division is not bound by the provisions of this section.

**Section 8. Administering the Tuition Benefit for Vietnam Veterans, Overseas Combat Veterans and Surviving Spouses and Dependents.**

(a) This section is promulgated under authority of W.S. 19-14-106.

(b) The purpose of the benefit is to provide free tuition and fees, if authorized, for Vietnam veterans, overseas combat veterans and surviving spouses and dependants.

(c) Application Process. Vietnam veterans, overseas combat veterans and surviving spouses and dependants shall apply for the educational benefit under this section with an eligible institution and will provide the appropriate documentation to establish eligibility.

(i) The application form and deadlines shall be determined by each participating educational institution

(d) Selection Process. The Commission shall designate the financial aid officers at the University of Wyoming and the Wyoming community colleges to administer this program subject to the following:

(i) The financial aid officer shall require each applicant to apply to the participating educational institution, review each application, and determine whether the applicant is eligible under W.S. 19-14-106.

(ii) The financial aid officer shall authorize free tuition and fees, if authorized, , matriculation, and other fees from appropriated funds in an amount sufficient to avoid over commitment.

(e) Reimbursement. The funds appropriated by the legislature will be reimbursed by the Commission to the University of Wyoming and Wyoming's community colleges upon submission of a Certificate of Eligibility.

(i) Certificates of Eligibility will be processed for payment on a semester basis by the Commission; and

(ii) The financial aid director of the University of Wyoming or community college will certify as correct, with an original signature, all Certificates of Eligibility and mail them to the Commission using the United States Postal Service.

(f) Tracking of total semesters. Tuition benefit usage shall be updated and verified each semester (fall, summer, spring) by Commission staff based on the information submitted on the Certificate of Eligibility by the financial aid director at the University of Wyoming or the community colleges. A report shall be run by Commission staff to determine that the benefit is used within eight (8) academic years after the first receipt of the benefit. If the eight (8) academic year time limit has been reached, the financial aid office shall be notified by the Commission that the student is no longer eligible. The financial aid office shall be responsible for notifying the student of such.

(g) Initial use of benefits. Initial eligibility shall be determined by the financial aid office at the University of Wyoming or the community college in which the veteran is applying for the benefit. The financial aid office shall be responsible for determining that a dependant is under the age of twenty-two (22) when initially applying to use the benefit.

(h) Transfer between public state education institutions. Commission staff shall track how many semesters have been used by each student and an updated listing of number of semesters used shall be sent to the financial aid offices each semester so the financial aid office can determine if a student has received the benefit at another public education institution. The Commission shall verify that each student has not exceeded his or her total benefit of eight (8) academic years before payment is made to the University of Wyoming or the community colleges for that semester.

(j) Continuation of eligibility. The University of Wyoming or community college financial aid office where the student is attending and receiving the benefit shall be responsible for tracking the GPA of the student once he or she has started using the benefit. The respective office shall run a report determining if those students receiving the benefit have met the requirements for continued eligibility. If a student loses eligibility because they fell below a 2.0 GPA or failed to meet other institutional standards of progress, he or she can earn the benefit back by completing course work at their own cost until such time as the GPA has risen back to the minimum requirement of 2.0 and also meets other institutional standards of progress.

# **TAB 7**

# Wyoming Community College Commission

2300 Capitol Ave., 5<sup>th</sup> Floor, Suite B, Cheyenne WY 82002

## Commissioners

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



*Ex-officio*  
Governor Matt Mead  
State Superintendent Jillian Balow  
Executive Director  
Dr. Sandra Caldwell  
Phone: 307-777-7763  
Fax: 307-777-6567  
[www.communitycolleges.wy.edu](http://www.communitycolleges.wy.edu)

## MEMORANDUM

To: Commissioners

From: Claire Smith, Administrative Services Manager

Date: September 27, 2018

Subject: Summary of August 2018 Financial Reports

We have changed the presentation of the financial report to provide you a more condensed view of units within the same appropriation or that are similar in nature. We hope you find these easier to review but we are open to suggestions if you would like additional changes. With two months of expenditures reported in this financial report, there are only a few significant items to note.

- Data Management and Analytical Reporting (page 2) – This statement reflects the carryover of \$1,400,000 from the 2017-2018 biennium. This will primarily be used to support predictive analytics but we now have until June 2020 to consider other alternatives.
- State Aid (page 3) - This statement shows an estimated shortage of \$5,559,102 in health insurance reimbursement. This amount is reflected in the supplemental budget exception request and is based primarily on increased premiums. Further details can be found in the supplemental budget request in Tab 16.
- Adult Education (page 4) – The State Auditor’s Office has implemented changes to the state’s accounting system that require us to track state and federal funds separately. While we have tracked these funds separately in the past through our own methodology, we are now required to use a different accounting structure to do so. This results in a slightly different reporting format than you are accustomed to seeing.

**Administration**  
**Budget to Actual Statement**  
**WYOMING COMMUNITY COLLEGE COMMISSION**  
**For the Period Ending Aug 31, 2018**

Appr Unit Unit	101 0101 Administration	2019-2020 Budget	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
<b>Personal Services</b>						
0103	Salaries	1,952,688.00	161,995.70	1,790,692.30	1,943,948.40	8,739.60
0105	Benefits	858,302.00	68,451.86	789,850.14	821,422.32	36,879.68
<b>0100</b>	<b>Series Total</b>	<b>2,810,990.00</b>	<b>230,447.56</b>	<b>2,580,542.44</b>	<b>2,765,370.72</b>	<b>45,619.28</b>
<b>Supportive Services</b>						
0202	Equipment Repairs & Maintenance	500.00	-	500.00	-	500.00
0203	Utilities	2,275.00	150.72	2,124.28	1,808.64	466.36
0204	Freight & Postage	1,822.00	2.35	1,819.65	28.20	1,793.80
0207	Dues / Registration	33,563.00	7,192.00	26,371.00	86,304.00	(52,741.00)
0208	Advertising & Promotion	1,000.00	699.37	300.63	8,392.44	(7,392.44)
0221	In-State Travel	26,654.00	70.00	26,584.00	840.00	25,814.00
0222	Out-of-State Travel	21,735.00	938.09	20,796.91	11,257.08	10,477.92
0227	Commission Travel Reimbursement	29,719.00	-	29,719.00	-	29,719.00
0230	Supplies & Products	6,000.00	20.00	5,980.00	240.00	5,760.00
0231	Office Supplies, Printing & Reproduction	5,350.00	130.06	5,219.94	1,560.72	3,789.28
0240	Intangible Assets (software/licenses)	26,544.00	-	26,544.00	-	26,544.00
0242	Data Processing Equipment	5,439.00	-	5,439.00	-	5,439.00
0251	Real Property Rental	4,200.00	-	4,200.00	-	4,200.00
0252	Equipment Rental	7,513.00	352.48	7,160.52	4,229.76	3,283.24
0292	Maintenance Agreements	2,026,685.00	988,627.00	1,038,058.00	2,026,685.35	(0.35)
<b>0200</b>	<b>Series Total</b>	<b>2,198,999.00</b>	<b>998,182.07</b>	<b>1,200,816.93</b>	<b>2,141,346.19</b>	<b>57,652.81</b>
<b>Central Services / Data Services</b>						
0410	Central Services / Data	170,893.00	7,242.73	163,650.27	173,825.52	(2,932.52)
0420	Telecom	11,124.00	235.18	10,888.82	5,644.32	5,479.68
<b>0400</b>	<b>Series Total</b>	<b>182,017.00</b>	<b>7,477.91</b>	<b>174,539.09</b>	<b>179,469.84</b>	<b>2,547.16</b>
<b>Contractual Services</b>						
0901	Professional Services	145,132.00	-	145,132.00	-	145,132.00
<b>0900</b>	<b>Series Total</b>	<b>145,132.00</b>	<b>-</b>	<b>145,132.00</b>	<b>-</b>	<b>145,132.00</b>
<b>Administration Total</b>		<b>5,337,138.00</b>	<b>1,236,107.54</b>	<b>4,101,030.46</b>	<b>5,086,186.75</b>	<b>250,951.25</b>

**Data Management and Analytical Reporting**  
**Budget to Actual Statement**  
**WYOMING COMMUNITY COLLEGE COMMISSION**  
**For the Period Ending Aug 31, 2018**

<b>Appr Unit</b>	<b>009</b>					
<b>Unit</b>	<b>0106 Data Analytics</b>	<b>2019-2020</b>	<b>Total</b>	<b>Unencumbered</b>	<b>Projected</b>	
		<b>Budget</b>	<b>Expenditures &amp;</b>	<b>Balance</b>	<b>Biennial</b>	
			<b>Encumbrances</b>		<b>Expenditures</b>	
					<b>Funding</b>	
					<b>Variance</b>	
<b>Central Services / Data Services</b>						
0410	Central Services / Data	10,000.00	-	10,000.00	10,000.00	-
<b>0400</b>	<b>Series Total</b>	<b>10,000.00</b>	<b>-</b>	<b>10,000.00</b>	<b>10,000.00</b>	<b>-</b>
<b>Contractual Services</b>						
0901	Professional Services	1,390,000.00	-	1,390,000.00	1,390,000.00	-
<b>0900</b>	<b>Series Total</b>	<b>1,390,000.00</b>	<b>-</b>	<b>1,390,000.00</b>	<b>1,390,000.00</b>	<b>-</b>
	<b>Data Analytics Total</b>	<b>1,400,000.00</b>	<b>-</b>	<b>1,400,000.00</b>	<b>1,400,000.00</b>	<b>-</b>

**State Aid  
Budget to Actual Statement  
WYOMING COMMUNITY COLLEGE COMMISSION  
For the Period Ending Aug 31, 2018**

Appr Unit Units	201 0201-0207 State Aid	2019-2020 Budget	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance	Comments
<b>Grant Payments</b>							
0201	State Aid	144,389,059.00	25,904,152.05	118,484,906.95	144,389,059.00	-	Will allocate entire balance during BFY19
0201	Completion/Performance Metrics Funding	31,843,449.00	-	31,843,449.00	31,843,449.00	-	Will allocate entire balance during BFY19
0204	Library Funding	2,015,659.00	475,421.25	1,540,237.75	2,015,659.00	-	Will allocate entire balance during BFY19
0202	Health Insurance Reimbursement	42,199,003.00	-	42,199,003.00	47,758,105.00	(5,559,102.00)	Based on exception request
0207	Increased Retirement Reimbursement	2,864,071.00	-	2,864,071.00	2,864,071.00	-	Projections will be updated after 1st quarter
<b>State Aid Total</b>		<b>223,311,241.00</b>	<b>26,379,573.30</b>	<b>196,931,667.70</b>	<b>228,870,343.00</b>	<b>(5,559,102.00)</b>	

State Aid and Performance Metrics Funding reflect the biennial expenditure schedule of 15/15/10/10/15/15/10/10.



**Adult Education**  
**Budget to Actual Statement**  
**WYOMING COMMUNITY COLLEGE COMMISSION**  
For the Period Ending Aug 31, 2018

Appr Unit Unit	901 0901 Adult Education State	State 2019-2020 Budget	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
<b>Personal Services</b>						
0103	Salaries	26,502.00	10,320.00	16,182.00	26,502.00	-
0105	Benefits	8,558.00	4,075.03	4,482.97	8,558.00	-
<b>0100</b>	<b>Series Total</b>	<b>35,060.00</b>	<b>14,395.03</b>	<b>20,664.97</b>	<b>35,060.00</b>	<b>-</b>
<b>Supportive Services</b>						
0202	Equipment Repairs & Maintenance	232.00	-	232.00	-	232.00
0204	Freight & Postage	779.00	0.47	778.53	5.64	773.36
0207	Dues / Registration	4,971.00	-	4,971.00	-	4,971.00
0221	In-State Travel	1,655.00	-	1,655.00	-	1,655.00
0222	Out-of-State Travel	10,251.00	-	10,251.00	-	10,251.00
0231	Office Supplies, Printing & Reproduction	3,920.00	-	3,920.00	-	3,920.00
0236	Educational & Recreational Supplies	950.00	-	950.00	-	950.00
0252	Equipment Rental	753.00	-	753.00	-	753.00
<b>0200</b>	<b>Series Total</b>	<b>23,511.00</b>	<b>0.47</b>	<b>23,510.53</b>	<b>5.64</b>	<b>23,505.36</b>
<b>Central Services / Data Services</b>						
0420	Telecom	640.00	58.83	581.17	705.96	(65.96)
<b>0400</b>	<b>Series Total</b>	<b>640.00</b>	<b>58.83</b>	<b>581.17</b>	<b>705.96</b>	<b>(65.96)</b>
<b>Grant Payments</b>						
0626	Grant Payments	2,033,358.00	-	2,033,358.00	2,033,358.00	-
<b>0600</b>	<b>Series Total</b>	<b>2,033,358.00</b>	<b>-</b>	<b>2,033,358.00</b>	<b>2,033,358.00</b>	<b>-</b>
<b>Contractual Services</b>						
0901	Professional Services	33,116.00	20,193.75	12,922.25	33,116.00	-
<b>0900</b>	<b>Series Total</b>	<b>33,116.00</b>	<b>20,193.75</b>	<b>12,922.25</b>	<b>33,116.00</b>	<b>-</b>
<b>State Adult Ed Total</b>		<b>2,125,685.00</b>	<b>34,648.08</b>	<b>2,091,036.92</b>	<b>2,102,245.60</b>	<b>23,439.40</b>

Appr Unit Unit	901 0901 Adult Education Federal	Federal 2019-2020 Budget	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
0103	Federal Funds - Salaries & Benefits	140,240.00	-	140,240.00	140,240.00	-
0626	Federal Funds - Grant Payments	1,713,688.00	-	1,713,688.00	1,713,688.00	-
<b>Total</b>		<b>1,853,928.00</b>	<b>-</b>	<b>1,853,928.00</b>	<b>1,853,928.00</b>	<b>-</b>
<b>Federal Adult Ed Total</b>		<b>1,853,928.00</b>	<b>-</b>	<b>1,853,928.00</b>	<b>1,853,928.00</b>	<b>-</b>

Appr Unit Unit	901 0901 Adult Education Carryforward	BFY17 Encumbrance Balance 7/1/2018	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
<b>Federal Funds</b>						
FGA2017	981L - FGA2017 Leadership	6,125.00	6,125.00	-	6,125.00	-
FGA2018	991A - FGA2018 Administration	28,044.01	-	28,044.01	28,044.01	-
FGA2018	991E - FGA2018 IELCE	59,195.87	6,090.80	53,105.07	59,195.87	-
FGA2018	991L - FGA2018 Leadership	31,608.67	27,474.65	4,134.02	31,608.67	-
FGA2018	991P - FGA2018 Programs	280,382.34	203,069.57	77,312.77	280,382.34	-
<b>Total</b>		<b>405,355.89</b>	<b>242,760.02</b>	<b>162,595.87</b>	<b>405,355.89</b>	<b>-</b>
<b>Adult Ed Carryforward Total</b>		<b>405,355.89</b>	<b>242,760.02</b>	<b>162,595.87</b>	<b>405,355.89</b>	<b>-</b>

**High School Equivalency Certificate  
Budget to Actual Statement  
WYOMING COMMUNITY COLLEGE COMMISSION  
For the Period Ending Aug 31, 2018**

Appr Unit Unit	901 0902 High School Equivalency	2019-2020 Budget	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
<b>Personal Services</b>						
0103	Salaries	57,257.00	4,898.02	52,358.98	58,776.24	(1,519.24)
0105	Benefits	61,524.00	2,141.82	59,382.18	25,701.84	35,822.16
<b>0100</b>	<b>Series Total</b>	<b>118,781.00</b>	<b>7,039.84</b>	<b>111,741.16</b>	<b>84,478.08</b>	<b>34,302.92</b>
<b>Supportive Services</b>						
0204	Freight & Postage	1,000.00	0.47	999.53	5.64	994.36
0207	Dues / Registration	400.00	-	400.00	-	400.00
0221	In-State Travel	3,168.00	-	3,168.00	-	3,168.00
0222	Out-of-State Travel	1,850.00	-	1,850.00	-	1,850.00
0231	Office Supplies, Printing & Reproduction	2,094.00	-	2,094.00	-	2,094.00
<b>0200</b>	<b>Series Total</b>	<b>8,512.00</b>	<b>0.47</b>	<b>8,511.53</b>	<b>5.64</b>	<b>8,506.36</b>
<b>Contractual Services</b>						
0901	Professional Services	9,690.00	-	9,690.00	-	9,690.00
<b>0900</b>	<b>Series Total</b>	<b>9,690.00</b>	<b>-</b>	<b>9,690.00</b>	<b>-</b>	<b>9,690.00</b>
<b>High School Equivalency Total</b>		<b>136,983.00</b>	<b>7,040.31</b>	<b>129,942.69</b>	<b>84,483.72</b>	<b>52,499.28</b>

**WyIN Nursing Grant & Loan Program**  
**Budget to Actual Statement**  
**WYOMING COMMUNITY COLLEGE COMMISSION**  
**For the Period Ending Aug 31, 2018**

Appr Unit Unit	100 1001 WYIN	2019-2020 Budget	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
<b>Scholarships &amp; Educational Assistance and Grants</b>						
0607	WYIN Student Tuition Funding	1,484,680.00	-	1,484,680.00	1,484,680.00	-
0626	Nursing Faculty Funding	3,632,967.00	-	3,632,967.00	3,632,967.00	-
<b>0600</b>	<b>Series Total</b>	<b>5,117,647.00</b>	<b>-</b>	<b>5,117,647.00</b>	<b>5,117,647.00</b>	<b>-</b>
<b>Contractual Services</b>						
0901	Professional Services	110,000.00	110,000.00	-	110,000.00	-
<b>0900</b>	<b>Series Total</b>	<b>110,000.00</b>	<b>110,000.00</b>	<b>-</b>	<b>110,000.00</b>	<b>-</b>
<b>BFY19 WYIN Total</b>		<b>5,227,647.00</b>	<b>110,000.00</b>	<b>5,117,647.00</b>	<b>5,227,647.00</b>	<b>-</b>

Scholarships & Grants Paid to Institutions (0607) reflect semester invoices; however, all obligations will be paid from the BFY17 carryover funds below until that appropriation is exhausted.

Student tuition funding is scheduled to sunset June 30, 2020.

Appr Unit Unit	100 1001 WYIN	BFY17 Encumbrance Balance 7/1/2018	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
<b>Scholarships &amp; Educational Assistance</b>						
0607	WYIN Student Tuition Funding	910,019.99	910,019.99	-	910,019.99	-
0626	Nursing Faculty Funding	780,393.31	780,393.31	-	780,393.31	-
<b>0600</b>	<b>Series Total</b>	<b>1,690,413.30</b>	<b>1,690,413.30</b>	<b>-</b>	<b>1,690,413.30</b>	<b>-</b>
<b>Contractual Services</b>						
0901	Professional Services	23,768.00	23,768.00	-	23,768.00	-
<b>0900</b>	<b>Series Total</b>	<b>23,768.00</b>	<b>23,768.00</b>	<b>-</b>	<b>23,768.00</b>	<b>-</b>
<b>BFY17 WYIN Total</b>		<b>1,714,181.30</b>	<b>1,714,181.30</b>	<b>-</b>	<b>1,714,181.30</b>	<b>-</b>

**Veterans Tuition Waiver Program**  
**Budget to Actual Statement**  
**WYOMING COMMUNITY COLLEGE COMMISSION**  
**For the Period Ending Aug 31, 2018**

Appr Unit Unit	150 1501 Veterans Tuition	2019-2020 Budget	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
<b>Scholarships &amp; Educational Assistance</b>						
0607	Scholarships & Grants Paid to Institutions	1,231,250.00	-	1,231,250.00	-	1,231,250.00
<b>0600</b>	<b>Series Total</b>	<b>1,231,250.00</b>	<b>-</b>	<b>1,231,250.00</b>	<b>-</b>	<b>1,231,250.00</b>
	<b>Veterans Tuition Total</b>	<b>1,231,250.00</b>	<b>-</b>	<b>1,231,250.00</b>	<b>-</b>	<b>1,231,250.00</b>

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

**School Foundation-Funded Student Loan Programs**  
**Budget to Actual Statement**  
**WYOMING COMMUNITY COLLEGE COMMISSION**  
For the Period Ending Aug 31, 2018

Appr Unit Unit	200 2001, 2061, 2071, 2500	Prior and Current Biennia Balances	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance	Comments
<b>Scholarships &amp; Educational Assistance</b>							
2061-0607	BFY11 TSLRP Group 6	88,890.80	88,890.80	-	75,000.00	13,890.80	Projected usage based on 07/18 estimate
2071-0607	BFY11 TSLRP Group 7	60,000.00	60,000.00	-	70,000.00	(10,000.00)	Projected usage based on 07/18 estimate
2500-0607	BFY15 WAPLR	55,786.01	55,786.01	0.00	55,786.01	-	Commitments made to approved applicants
2500-0607	BFY17 WAPLR	95,000.00	95,000.00	-	95,000.00	-	
2500-0607	BFY19 WAPLR	95,000.00	-	95,000.00	-	95,000.00	
	<b>Total</b>	<b>394,676.81</b>	<b>299,676.81</b>	<b>95,000.00</b>	<b>295,786.01</b>	<b>98,890.80</b>	
<b>Contractual Services</b>							
0901	Professional Services - BFY15 WAPLR	7,496.00	7,496.00	-	7,496.00	-	Loan Servicing Fees
<b>0900</b>	<b>Series Total</b>	<b>7,496.00</b>	<b>7,496.00</b>	<b>-</b>	<b>7,496.00</b>	<b>-</b>	
	<b>School Foundation Programs Total</b>	<b>402,172.81</b>	<b>307,172.81</b>	<b>95,000.00</b>	<b>303,282.01</b>	<b>98,890.80</b>	

The TSLRP program sunsetted June 30, 2016. In January 2016, a total of \$750,000 was reverted from Units 2071, 2081 and 2091. Remaining obligations will be paid from 2011-2012 carryover funds.

WAPLR projected expenditures reflect the total signed agreements that have been submitted for funding.

**Wyoming Public Television  
Budget to Actual Statement  
WYOMING COMMUNITY COLLEGE COMMISSION  
For the Period Ending Aug 31, 2018**

Appr Unit Unit	300 3001, 3003, 3004 WPTV	2019-2020 Budget	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance	Comments
<b>Grant Payments</b>							
3001	Grant Payments - State Aid	3,373,719.00	506,057.85	2,867,661.15	3,373,719.00	-	Will allocate entire balance during BFY19 Interest payments made quarterly Projection will be updated after 1st quarter
3001	Grant Payments - Endowment Interest	110,000.00	-	110,000.00	-	110,000.00	
3004	Grant Payments - Retirement	55,379.00	-	55,379.00	-	55,379.00	
3003	Grant Payments - WPTV Council	7,252.00	-	7,252.00	-	7,252.00	
<b>WY Public Television Total</b>		<b>3,546,350.00</b>	<b>506,057.85</b>	<b>3,040,292.15</b>	<b>3,373,719.00</b>	<b>172,631.00</b>	

State Aid reflects the biennial expenditure schedule of 15/15/10/10/15/15/10/10.

# TAB 8

*Wyoming Community College Commission*

**Commissioners**

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

**Ex-officios**

**Governor Matt Mead**  
**State Superintendent Jillian Balow**  
**Executive Director**  
**Dr. Sandra Caldwell**  
**Phone: 307-777-7763**  
**Fax: 307-777-6567**  
**[www.communitycolleges.wy.edu](http://www.communitycolleges.wy.edu)**

*2300 Capitol Avenue, 5th Floor - Suite B, Cheyenne, Wyoming 82002*



**WYOMING**  
**COMMUNITY COLLEGES**

**Wyoming Community College System**  
**Spring 2018**  
**Term Enrollment Report**

**DRAFT**

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



WYOMING COMMUNITY COLLEGE SYSTEM  
SPRING 2018 ENROLLMENT REPORT

This report provides a look at the Spring 2018 term enrollment in categories such as student load, location and demographics of the community college student population. The content and format of this report have been developed through a collaborative effort between the Wyoming Community College Commission (WCCC), the Executive Council and the Data Governance/Institutional Research Council members representing the seven community colleges.

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

- Student enrollment being counted the day after 12% of each course has been completed.
- "Full-time equivalency means the number of approved academic or vocational-technical credit hours for each class for which students are enrolled divided by twelve (12)". W.S. 21-18-102 (a)(xii).
- Student headcount includes students who are enrolled for a letter grade, pass/fail designation as well as those who are auditing a course.
- "Duplicated headcount" means that within a survey or polling exercise of numerous programs and/or courses, a student may be counted more than once". WCCC Rules-2015
- "Unduplicated headcount" means that within a survey or polling exercise of numerous programs and/or courses, a student shall be counted only once". WCCC Rules- 2015
- "Concurrent enrollment course" means a college course taught by high school faculty who have been approved as community college adjunct faculty and who are teaching said course as part of their duties as a school district employee. As such, these college courses simultaneously satisfy high school graduation requirements. These courses have been approved by the community college as having equivalent course content, learning objectives and work assignments as an existing college course. Course content and learning objectives are equivalent to the related community college course as determined and defined by community college faculty. WCCC Rules- 2017
- "Dual enrollment credit" means credit given to qualified high school students who complete college level courses for which the community college hires and pays the instructor and in which the school district agrees to allow high school graduation credit. WCCC Rules- 2017

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

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

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



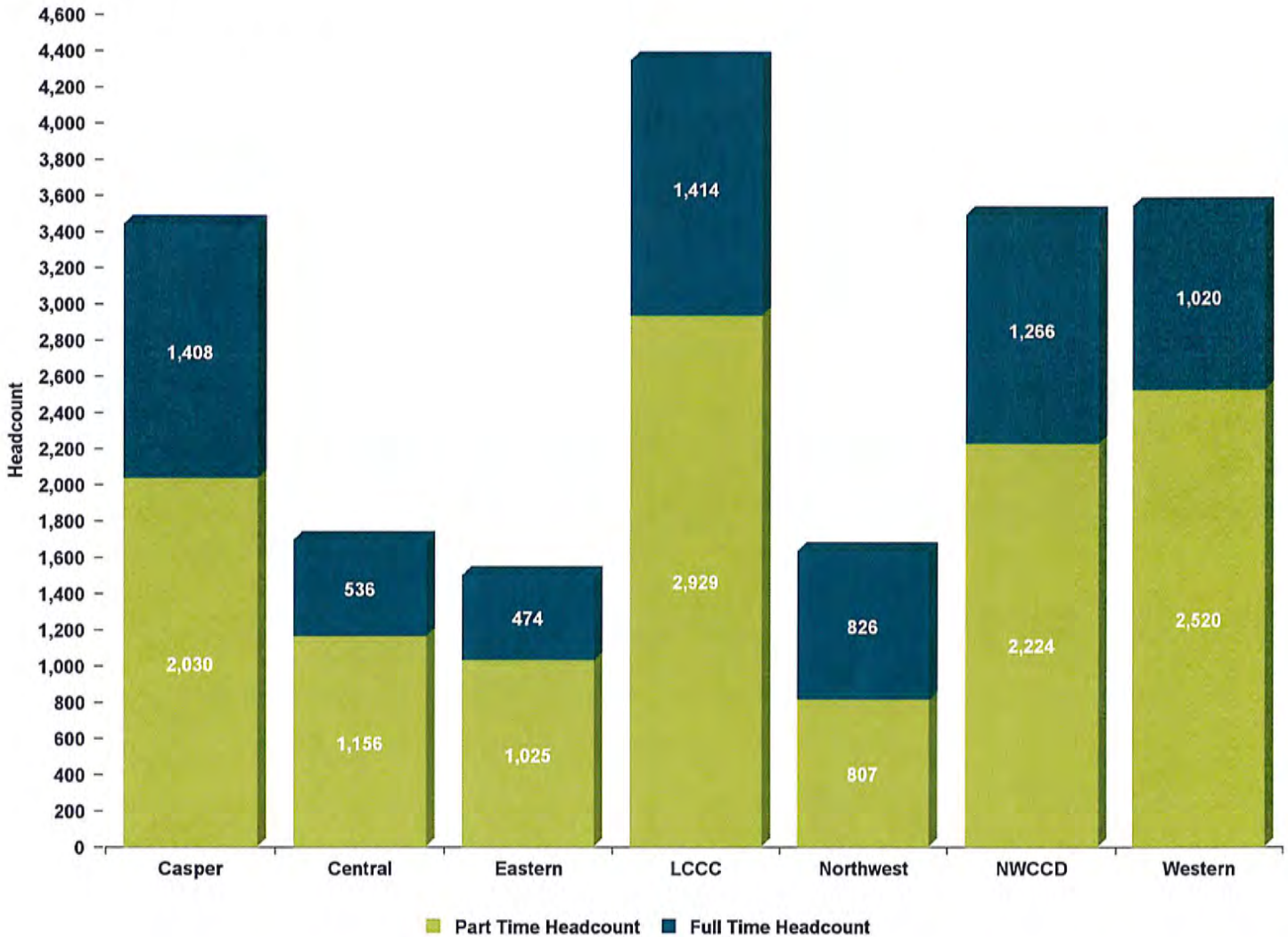
# SPRING '18 ENROLLMENT REPORT

Table 1: Credit Headcount & FTE

College	CREDIT HEADCOUNT			
	Full Time	Part Time	Total	%
Casper	1,408	2,030	3,438	17.5%
Central	536	1,156	1,692	8.6%
Eastern	474	1,025	1,499	7.6%
LCCC	1,414	2,929	4,343	22.1%
Northwest	826	807	1,633	8.3%
NWCCD	1,266	2,224	3,490	17.8%
Western	1,020	2,520	3,540	18.0%
<b>Total</b>	<b>6,944</b>	<b>12,691</b>	<b>19,635</b>	<b>100.0%</b>
Percent	35.4%	64.6%	100.0%	

College	CREDIT FTE			
	Full Time	Part Time	Total	%
Casper	1,759.7	907.4	2,667.2	19.7%
Central	675.3	438.6	1,113.9	8.2%
Eastern	611.9	374.2	986.2	7.3%
LCCC	1,708.9	1,249.2	2,958.0	21.8%
Northwest	1,086.7	354.2	1,440.9	10.6%
NWCCD	1,565.7	674.7	2,240.5	16.5%
Western	1,316.4	815.3	2,131.7	15.7%
<b>Total</b>	<b>8,724.6</b>	<b>4,813.8</b>	<b>13,538.3</b>	<b>100.0%</b>
Percent	64.4%	35.6%	100.0%	

Source: Wyoming Community College Commission





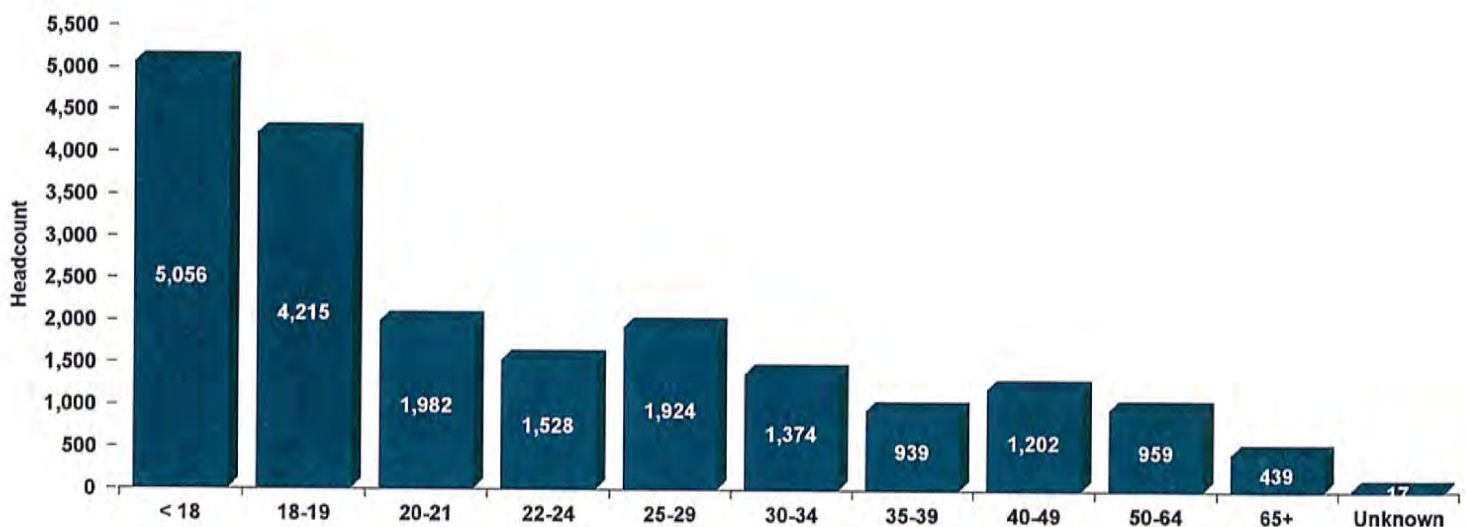
# SPRING '18 ENROLLMENT REPORT

Table 2: Credit Headcount by Age

College	< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	TOTAL
Casper	500	820	459	354	430	248	162	201	139	124	1	3,438
Central	426	314	166	107	174	143	94	118	111	39	0	1,692
Eastern	655	285	93	73	88	67	51	68	60	56	3	1,499
LCCC	1,310	855	496	406	465	282	146	166	137	79	1	4,343
Northwest	380	554	183	119	122	70	42	78	60	25	0	1,633
NWCCD	633	785	317	238	343	305	231	299	266	72	1	3,490
Western	1,152	602	268	231	302	259	213	272	186	44	11	3,540
<b>Total</b>	<b>5,056</b>	<b>4,215</b>	<b>1,982</b>	<b>1,528</b>	<b>1,924</b>	<b>1,374</b>	<b>939</b>	<b>1,202</b>	<b>959</b>	<b>439</b>	<b>17</b>	<b>19,635</b>
Percent	25.7%	21.5%	10.1%	7.8%	9.8%	7.0%	4.8%	6.1%	4.9%	2.2%	0.1%	100.0%

Average Age	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Systemwide
Female	26.7	27.0	23.2	24.1	24.6	25.0	24.3	25.0
Male	26.9	26.7	25.5	23.5	22.2	30.8	26.9	26.5
Full Time	22.8	23.7	21.2	22.8	20.8	22.1	22.4	22.3
Part Time	29.5	28.4	25.6	24.4	26.5	31.3	26.9	27.5
<b>Total</b>	<b>26.8</b>	<b>26.9</b>	<b>24.2</b>	<b>23.8</b>	<b>23.6</b>	<b>28.0</b>	<b>25.6</b>	<b>25.7</b>
Median Age	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Systemwide
Female	21	21	18	20	19	20	19	20
Male	21	20	18	19	19	26	21	20
Full Time	19	19	19	20	19	19	19	19
Part Time	24	23	17	19	20	28	21	21
<b>Total</b>	<b>21</b>	<b>21</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>22</b>	<b>20</b>	<b>20</b>

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



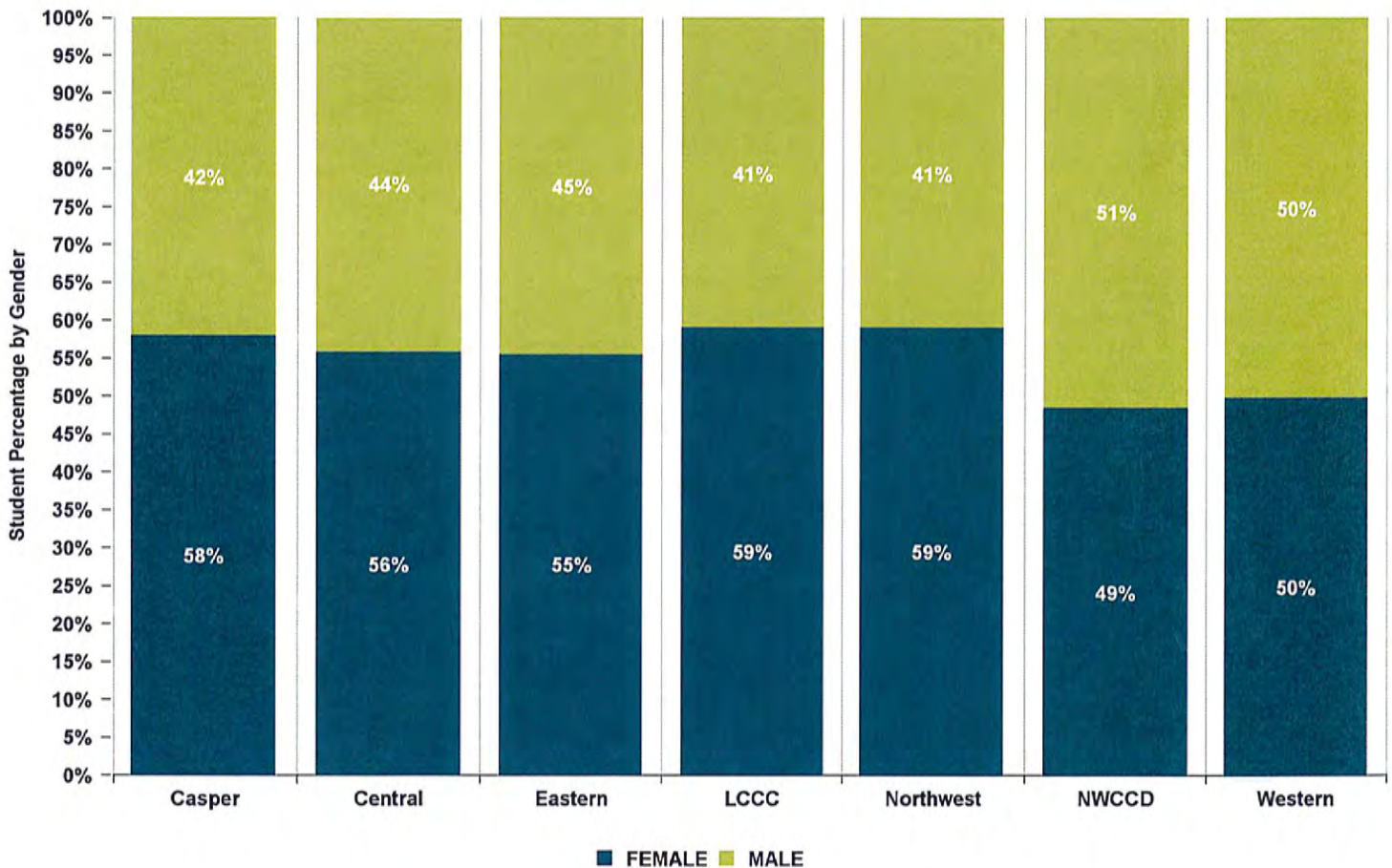


# SPRING '18 ENROLLMENT REPORT

Table 3: Credit Headcount by Gender

College	SPRING				TOTAL
	Male	% Male	Female	% Female	
Casper	1,443	42.0%	1,993	58.0%	3,438
Central	745	44.0%	944	55.8%	1,692
Eastern	668	44.6%	831	55.4%	1,499
LCCC	1,777	40.9%	2,564	59.0%	4,343
Northwest	668	40.9%	964	59.0%	1,633
NWCCD	1,797	51.5%	1,693	48.5%	3,490
Western	1,776	50.2%	1,764	49.8%	3,540
<b>Total</b>	<b>8,874</b>	<b>45.2%</b>	<b>10,753</b>	<b>54.8%</b>	<b>19,635</b>

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





# SPRING '18 ENROLLMENT REPORT

Table 4: Credit Headcount by Residency

County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	% of In-State	County Pop.**	****Credit Students as % of Pop.
Albany	37	7	8	<b>703</b>	6	13	6	780	4.5%	37,956	2.1%
Big Horn	43	7	3	11	<b>327</b>	26	6	423	2.4%	12,022	3.5%
Campbell	75	12	22	31	14	<b>1,570</b>	6	1,730	9.9%	49,220	3.5%
Carbon	38	42	1	42	4	9	<b>188</b>	324	1.9%	15,559	2.1%
Converse	140	8	<b>360</b>	14	5	21	4	552	3.2%	14,236	3.9%
Crook	16	6	<b>112</b>	5	8	103	0	250	1.4%	7,444	3.4%
Fremont	74	<b>984</b>	17	21	12	14	11	1,133	6.5%	40,315	2.8%
Goshen	24	6	<b>419</b>	22	2	10	1	484	2.8%	13,383	3.6%
Hot Springs	13	<b>74</b>	3	6	15	8	1	120	0.7%	4,741	2.5%
Johnson	20	8	6	5	6	<b>171</b>	0	216	1.2%	8,585	2.5%
Laramie	89	9	24	<b>2,870</b>	6	21	13	3,032	17.4%	97,121	3.1%
Lincoln	21	29	4	16	13	7	<b>309</b>	399	2.3%	18,722	2.1%
Natrona	<b>2,250</b>	33	13	35	9	42	16	2,398	13.8%	82,178	2.9%
Niobrara	14	2	<b>32</b>	7	1	2	0	58	0.3%	2,542	2.3%
Park	38	15	8	16	<b>760</b>	50	11	898	5.2%	29,228	3.1%
Platte	50	1	<b>103</b>	26	0	13	2	195	1.1%	8,812	2.2%
Sheridan	32	7	7	12	6	<b>898</b>	2	964	5.5%	30,009	3.2%
Sublette	12	15	3	13	12	11	<b>143</b>	209	1.2%	9,899	2.1%
Sweetwater	32	12	4	15	10	11	<b>1,924</b>	2,008	11.5%	44,626	4.5%
Teton	28	<b>171</b>	1	10	1	4	5	220	1.3%	23,125	1.0%
Uinta	15	21	11	7	13	2	<b>551</b>	620	3.6%	20,822	3.0%
Unknown	0	0	0	9	0	0	0	9	0.1%	n/a	n/a
Washakie	34	11	2	4	<b>60</b>	36	3	150	0.9%	8,328	1.8%
Weston	27	3	<b>148</b>	9	4	30	0	221	1.3%	7,234	3.1%
In Tax District	2,250	984	419	2,870	760	898	1,924	10,105			
In Service Area ***	0	245	755	703	387	1,741	1,191	5,022			
Out of Service Area	872	254	137	336	147	433	87	2,266			
<b>Total In-State</b>	<b>3,122</b>	<b>1,483</b>	<b>1,311</b>	<b>3,909</b>	<b>1,294</b>	<b>3,072</b>	<b>3,202</b>	<b>17,393</b>			
Border States *	172	90	148	312	188	300	185	1,395			
All Other States	122	116	23	93	89	97	92	632			
International	22	3	17	29	62	21	61	215			
<b>Total</b>	<b>3,438</b>	<b>1,692</b>	<b>1,499</b>	<b>4,343</b>	<b>1,633</b>	<b>3,490</b>	<b>3,540</b>	<b>19,635</b>			
% In Tax District	65.4%	58.2%	28.0%	66.1%	46.5%	25.7%	54.4%	51.5%			
% In Service Area	0.0%	14.5%	50.4%	16.2%	23.7%	49.9%	33.6%	25.6%			
% Out of Service Area	25.4%	15.0%	9.1%	7.7%	9.0%	12.4%	2.5%	11.5%			
<b>% In-State</b>	<b>90.8%</b>	<b>87.6%</b>	<b>87.5%</b>	<b>90.0%</b>	<b>79.2%</b>	<b>88.0%</b>	<b>90.5%</b>	<b>88.6%</b>			
% Border States *	5.0%	5.3%	9.9%	7.2%	11.5%	8.6%	5.2%	7.1%			
% All Other States	3.5%	6.9%	1.5%	2.1%	5.5%	2.8%	2.6%	3.2%			
% International	0.6%	0.2%	1.1%	0.7%	3.8%	0.6%	1.7%	1.1%			

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

\*\* US Census Bureau Estimate [www.census.gov/quickfacts/table](http://www.census.gov/quickfacts/table)

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

\*\*\*\* Total In-State Credit Students as % of Population: 3.0%

**BOLD:**  
College Location

**BLUE:**  
College Service Area

Source: Wyoming Community College Commission



# SPRING '18 ENROLLMENT REPORT

Table 5: Credit FTE by Residency

WY County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total
Albany	22.3	4.9	9.8	<u>432.8</u>	6.8	13.3	3.2	493.1
Big Horn	44.3	4.9	2.3	6.4	<u>258.2</u>	24.5	1.6	342.2
Campbell	56.8	5.3	25.4	23.6	16.2	<u>791.7</u>	3.0	921.9
Carbon	41.3	22.6	1.6	39.7	4.3	11.2	<u>98.3</u>	218.9
Converse	123.6	4.0	<u>199.9</u>	14.8	6.1	9.2	4.1	361.8
Crook	15.2	2.4	<u>69.9</u>	3.2	8.8	48.6	0.0	148.0
Fremont	71.0	<u>650.5</u>	19.0	14.8	11.8	14.0	3.3	784.4
Goshen	23.7	2.4	<u>217.3</u>	21.7	1.8	8.4	0.7	275.9
Hot Springs	12.6	<u>37.2</u>	2.4	4.3	15.7	9.3	1.0	82.4
Johnson	16.4	5.5	7.7	2.2	4.3	<u>100.5</u>	0.0	136.4
Laramie	54.5	6.5	31.3	<u>1,829.5</u>	5.8	15.8	8.9	1,952.3
Lincoln	13.4	15.9	4.0	12.8	16.5	6.9	<u>165.5</u>	235.0
Natrona	<u>1,604.7</u>	23.7	9.6	21.5	9.2	43.5	5.3	1,717.5
Niobrara	15.3	2.8	<u>15.7</u>	7.4	0.5	2.6	0.0	44.3
Park	27.4	9.5	5.4	12.3	<u>565.3</u>	42.7	4.2	666.7
Platte	47.9	0.3	<u>50.5</u>	18.8	0.0	13.5	1.9	132.9
Sheridan	20.9	4.2	7.5	9.8	7.1	<u>603.0</u>	0.5	653.0
Sublette	13.2	11.7	2.8	13.8	15.4	11.3	<u>70.5</u>	138.6
Sweetwater	24.5	10.4	6.1	14.5	12.8	3.7	<u>1,141.0</u>	1,213.0
Teton	18.6	<u>87.5</u>	1.2	6.8	0.3	3.5	3.5	121.4
Uinta	14.8	11.3	13.4	5.6	10.7	1.7	<u>330.6</u>	388.0
Unknown	0.0	0.0	0.0	6.3	0.0	0.0	0.0	6.3
Washakie	31.2	8.4	2.9	5.3	<u>49.7</u>	35.5	2.5	135.4
Weston	26.7	3.0	<u>66.5</u>	9.0	4.0	12.5	0.0	121.8
In Tax District	1,604.7	650.5	217.3	1,829.5	565.3	603.0	1,141.0	6,611.4
In Service Area **	0.0	124.7	402.5	432.8	307.9	892.2	664.9	2,825.0
Out of Service Area	735.5	159.7	152.3	274.3	157.8	331.7	43.5	1,854.9
<b>Total In-State</b>	<b>2,340.3</b>	<b>935.0</b>	<b>772.1</b>	<b>2,536.7</b>	<b>1,031.0</b>	<b>1,826.9</b>	<b>1,849.3</b>	<b>11,291.3</b>
Border States *	177.76	81.08	164.33	312.67	238.88	294.63	150.79	1,420.14
All Other States	119.6	94.3	25.8	79.8	85.0	92.3	59.3	556.0
International	29.6	3.6	24.0	28.8	86.0	26.7	72.3	270.9
<b>Total</b>	<b>2,667.2</b>	<b>1,113.9</b>	<b>986.2</b>	<b>2,958.0</b>	<b>1,440.9</b>	<b>2,240.5</b>	<b>2,131.7</b>	<b>13,538.3</b>
% In Tax District	60.2%	58.4%	22.0%	61.8%	39.2%	26.9%	53.5%	48.8%
% In Service Area	0.0%	11.2%	40.8%	14.6%	21.4%	39.8%	31.2%	20.9%
% Out of Service Area	27.6%	14.3%	15.4%	9.3%	11.0%	14.8%	2.0%	13.7%
% In-State	87.7%	83.9%	78.3%	85.8%	71.6%	81.5%	86.8%	83.4%
% Border States *	6.7%	7.3%	16.7%	10.6%	16.6%	13.2%	7.1%	10.5%
% All Other States	4.5%	8.5%	2.6%	2.7%	5.9%	4.1%	2.8%	4.1%
% International	1.1%	0.3%	2.4%	1.0%	6.0%	1.2%	3.4%	2.0%

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

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

Source: Wyoming Community College Commission



# SPRING '18 ENROLLMENT REPORT

Table 6: Headcount by Credit Hours

Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent
<1	3	38	2	0	11	611	287	952	4.8%
1	158	77	163	133	39	277	350	1,197	6.1%
2	105	77	104	171	29	27	242	755	3.8%
3	352	351	253	971	225	537	652	3,341	17.0%
<b>Sub Total</b>	<b>618</b>	<b>543</b>	<b>522</b>	<b>1,275</b>	<b>304</b>	<b>1,452</b>	<b>1,531</b>	<b>6,245</b>	<b>31.8%</b>
4	390	207	122	309	96	144	190	1,458	7.4%
5	129	23	49	97	47	35	43	423	2.2%
6	244	102	92	392	120	115	307	1,372	7.0%
<b>Sub Total</b>	<b>763</b>	<b>332</b>	<b>263</b>	<b>798</b>	<b>263</b>	<b>294</b>	<b>540</b>	<b>3,253</b>	<b>16.6%</b>
7	181	78	75	250	55	120	144	903	4.6%
8	94	58	35	102	34	76	60	459	2.3%
9	100	95	54	182	78	69	107	685	3.5%
<b>Sub Total</b>	<b>375</b>	<b>231</b>	<b>164</b>	<b>534</b>	<b>167</b>	<b>265</b>	<b>311</b>	<b>2,047</b>	<b>10.4%</b>
10	167	32	55	226	40	155	91	766	3.9%
11	107	18	21	96	33	58	47	380	1.9%
12	234	94	63	376	119	230	150	1,266	6.4%
<b>Sub Total</b>	<b>508</b>	<b>144</b>	<b>139</b>	<b>698</b>	<b>192</b>	<b>443</b>	<b>288</b>	<b>2,412</b>	<b>12.3%</b>
13	303	85	52	282	114	245	165	1,246	6.3%
14	222	81	81	192	89	214	116	995	5.1%
15	159	84	59	166	97	171	130	866	4.4%
<b>Sub Total</b>	<b>684</b>	<b>250</b>	<b>192</b>	<b>640</b>	<b>300</b>	<b>630</b>	<b>411</b>	<b>3,107</b>	<b>15.8%</b>
16	164	60	64	153	113	133	123	810	4.1%
17	88	35	40	90	74	123	107	557	2.8%
18	74	51	59	62	62	61	87	456	2.3%
<b>Sub Total</b>	<b>326</b>	<b>146</b>	<b>163</b>	<b>305</b>	<b>249</b>	<b>317</b>	<b>317</b>	<b>1,823</b>	<b>9.3%</b>
19	59	11	21	32	74	33	58	288	1.5%
20	44	10	14	14	35	27	31	175	0.9%
21	26	11	12	14	22	5	18	108	0.6%
<b>Sub Total</b>	<b>129</b>	<b>32</b>	<b>47</b>	<b>60</b>	<b>131</b>	<b>65</b>	<b>107</b>	<b>571</b>	<b>2.9%</b>
>21	35	14	9	33	27	24	35	177	0.9%
<b>Sub Total</b>	<b>35</b>	<b>14</b>	<b>9</b>	<b>33</b>	<b>27</b>	<b>24</b>	<b>35</b>	<b>177</b>	<b>0.9%</b>
<b>Total</b>	<b>3,438</b>	<b>1,692</b>	<b>1,499</b>	<b>4,343</b>	<b>1,633</b>	<b>3,490</b>	<b>3,540</b>	<b>19,635</b>	<b>100.0%</b>

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



# SPRING '18 ENROLLMENT REPORT

Table 7a: Credit Headcount by Program of Study

College	Full Time			Part Time			Total		
	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate
Casper	1,025	351	32	597	246	1,187	1,622	597	1,219
Central	333	179	24	180	216	760	513	395	784
Eastern	198	174	102	128	63	834	326	237	936
LCCC	989	393	32	951	268	1,710	1,940	661	1,742
Northwest	623	178	25	204	84	519	827	262	544
NWCCD	886	359	21	454	1,023	747	1,340	1,382	768
Western	622	354	44	423	282	1,815	1,045	636	1,859
<b>Total</b>	<b>4,676</b>	<b>1,988</b>	<b>280</b>	<b>2,937</b>	<b>2,182</b>	<b>7,572</b>	<b>7,613</b>	<b>4,170</b>	<b>7,852</b>
<b>Percent</b>	<b>67.3%</b>	<b>28.6%</b>	<b>4.0%</b>	<b>23.1%</b>	<b>17.2%</b>	<b>59.7%</b>	<b>38.8%</b>	<b>21.2%</b>	<b>40.0%</b>

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

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

Source: Wyoming Community College Commission





# SPRING '18 ENROLLMENT REPORT

Table 7b: FTE by Program of Study

College	Full Time			Part Time			Total		
	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate
Casper	1,267.7	455.5	36.6	340.7	163.7	403.0	1,608.4	619.2	439.6
Central	414.5	227.8	33.0	94.3	120.0	224.3	508.8	347.8	257.3
Eastern	254.8	231.8	125.3	65.8	27.6	280.8	320.7	259.3	406.2
LCCC	1,183.1	489.9	35.8	544.7	147.4	557.0	1,727.9	637.3	592.8
Northwest	819.1	238.5	29.0	113.1	56.5	184.6	932.3	295.0	213.7
NWCCD	1,074.3	467.3	24.2	263.3	184.7	226.8	1,337.5	652.0	251.0
Western	803.5	460.5	52.4	175.8	145.0	494.5	979.3	605.5	547.0
<b>Total</b>	<b>5,817.0</b>	<b>2,571.2</b>	<b>336.4</b>	<b>1,597.7</b>	<b>844.9</b>	<b>2,371.1</b>	<b>7,414.7</b>	<b>3,416.1</b>	<b>2,707.5</b>
<b>Percent</b>	<b>66.7%</b>	<b>29.5%</b>	<b>3.9%</b>	<b>33.2%</b>	<b>17.6%</b>	<b>49.3%</b>	<b>54.8%</b>	<b>25.2%</b>	<b>20.0%</b>

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

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

Source: Wyoming Community College Commission

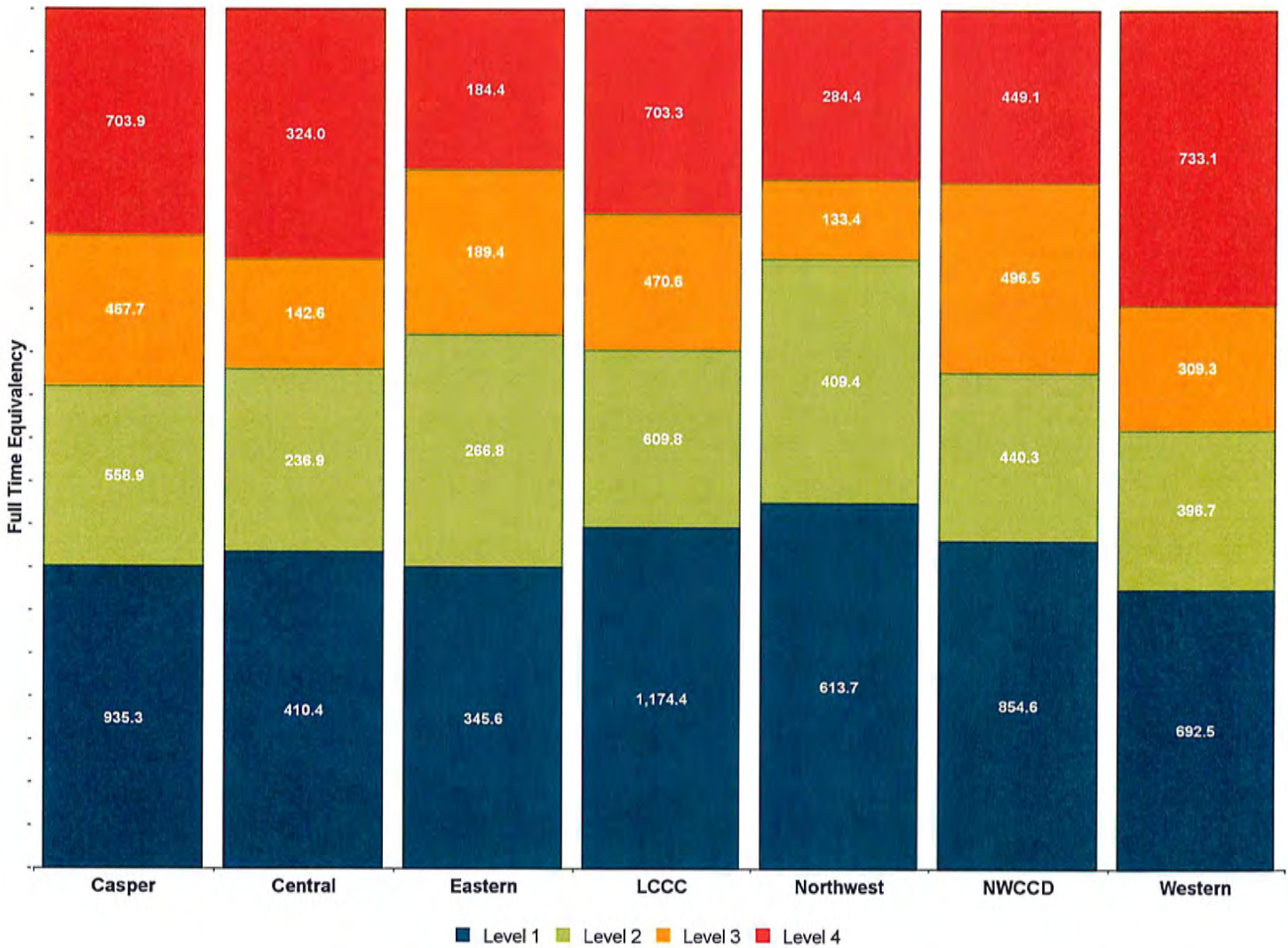


# SPRING '18 ENROLLMENT REPORT

Table 8: Level of Instruction

College	Level 1 FTE	Level 2 FTE	Level 3 FTE	Level 4 FTE	TOTAL
Casper	935.3	558.9	467.7	703.9	2,665.8
Central	410.4	236.9	142.6	324.0	1,113.9
Eastern	345.6	266.8	189.4	184.4	986.2
LCCC	1,174.4	609.8	470.6	703.3	2,958.0
Northwest	613.7	409.4	133.4	284.4	1,440.9
NWCCD	854.6	440.3	496.5	449.1	2,240.5
Western	692.5	396.7	309.3	733.1	2,131.7
<b>Total</b>	<b>5,026.5</b>	<b>2,918.8</b>	<b>2,209.6</b>	<b>3,382.2</b>	<b>13,537.0</b>

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



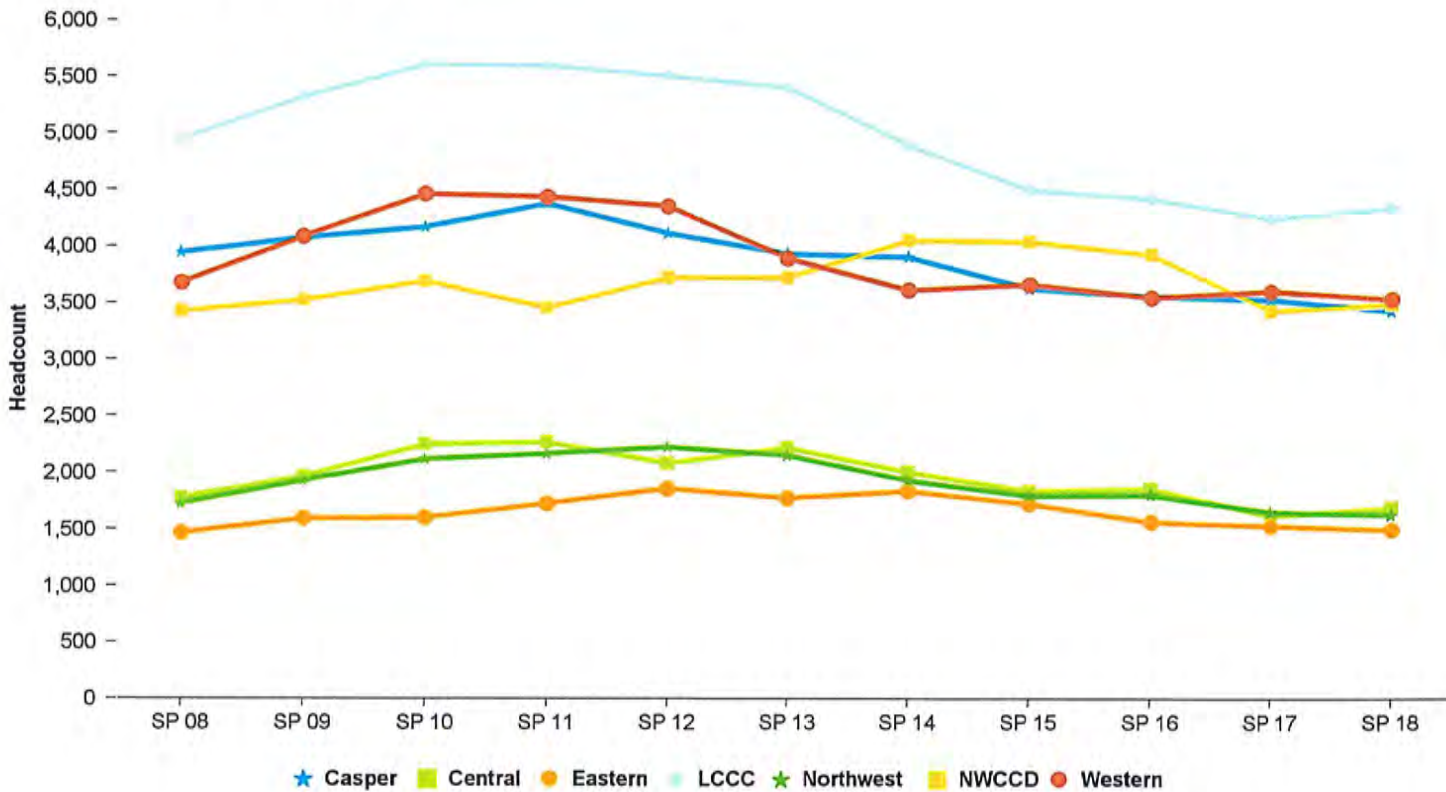


# SPRING '18 ENROLLMENT REPORT

Table 9: History of Headcount

Semester	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	TOTAL	Percent Change
SPRING 08	3,945	1,779	1,466	4,948	1,727	3,422	3,676	20,963	N/A
SPRING 09	4,076	1,964	1,597	5,322	1,931	3,521	4,086	22,497	7.3%
SPRING 10	4,173	2,250	1,603	5,609	2,120	3,691	4,462	23,908	6.3%
SPRING 11	4,380	2,268	1,731	5,600	2,170	3,453	4,437	24,039	0.5%
SPRING 12	4,120	2,084	1,863	5,512	2,228	3,722	4,355	23,884	-0.6%
SPRING 13	3,938	2,220	1,780	5,411	2,157	3,723	3,896	23,125	-3.2%
SPRING 14	3,912	2,006	1,842	4,901	1,936	4,053	3,617	22,267	-3.7%
SPRING 15	3,635	1,841	1,729	4,504	1,801	4,042	3,669	21,221	-4.7%
SPRING 16	3,567	1,861	1,570	4,430	1,809	3,927	3,555	20,719	-2.4%
SPRING 17	3,540	1,623	1,536	4,250	1,658	3,430	3,610	19,647	-5.2%
SPRING 18	3,438	1,692	1,499	4,343	1,633	3,490	3,540	19,635	-0.1%
10-Yr Change	-12.9%	-4.9%	2.3%	-12.2%	-5.4%	2.0%	-3.7%	-6.3%	
5-Yr Change	-12.7%	-23.8%	-15.8%	-19.7%	-24.3%	-6.3%	-9.1%	-15.1%	
1-Yr Change	-2.9%	4.3%	-2.4%	2.2%	-1.5%	1.7%	-1.9%	-0.1%	

Source: Wyoming Community College Commission



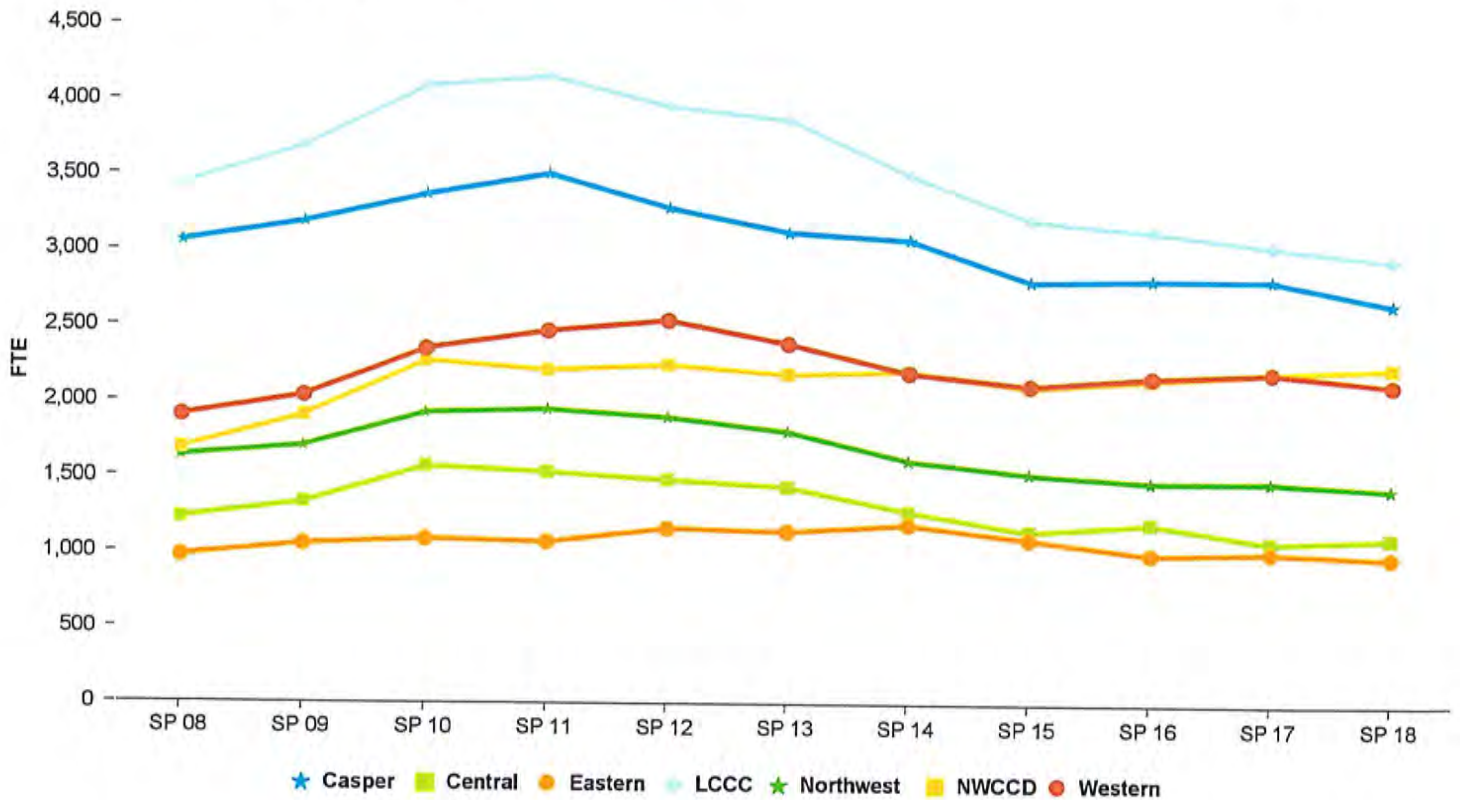


# SPRING '18 ENROLLMENT REPORT

Table 10: History of FTE Enrollment

Semester	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	TOTAL	Percent Change
SPRING 08	3,061.6	1,225.3	975.6	3,441.2	1,636.0	1,684.8	1,904.1	13,928.6	N/A
SPRING 09	3,191.3	1,330.1	1,055.4	3,695.8	1,704.0	1,906.3	2,040.7	14,923.6	7.1%
SPRING 10	3,374.1	1,570.2	1,090.4	4,095.2	1,927.2	2,268.6	2,351.4	16,677.1	11.7%
SPRING 11	3,513.4	1,533.0	1,071.6	4,158.7	1,950.2	2,208.7	2,469.3	16,904.9	1.4%
SPRING 12	3,289.3	1,485.0	1,164.4	3,963.1	1,900.0	2,246.5	2,543.4	16,591.6	-1.9%
SPRING 13	3,131.5	1,442.3	1,145.7	3,876.4	1,808.9	2,185.7	2,390.8	15,981.3	-3.7%
SPRING 14	3,084.4	1,283.1	1,194.8	3,515.4	1,620.8	2,211.0	2,203.2	15,112.7	-5.4%
SPRING 15	2,810.9	1,149.0	1,100.9	3,216.4	1,533.2	2,104.3	2,121.6	14,036.2	-7.1%
SPRING 16	2,825.7	1,206.0	1,003.2	3,145.1	1,482.7	2,158.7	2,179.8	14,001.3	-0.2%
SPRING 17	2,827.3	1,083.8	1,021.8	3,049.5	1,487.0	2,211.0	2,212.7	13,893.1	-0.8%
SPRING 18	2,667.2	1,113.9	986.2	2,958.0	1,440.9	2,240.5	2,131.7	13,538.4	-2.6%
10-Yr Change	-12.9%	-9.1%	1.1%	-14.0%	-11.9%	33.0%	12.0%	-2.8%	
5-Yr Change	-14.8%	-22.8%	-13.9%	-23.7%	-20.3%	2.5%	-10.8%	-15.3%	
1-Yr Change	-5.7%	2.8%	-3.5%	-3.0%	-3.1%	1.3%	-3.7%	-2.6%	

Source: Wyoming Community College Commission



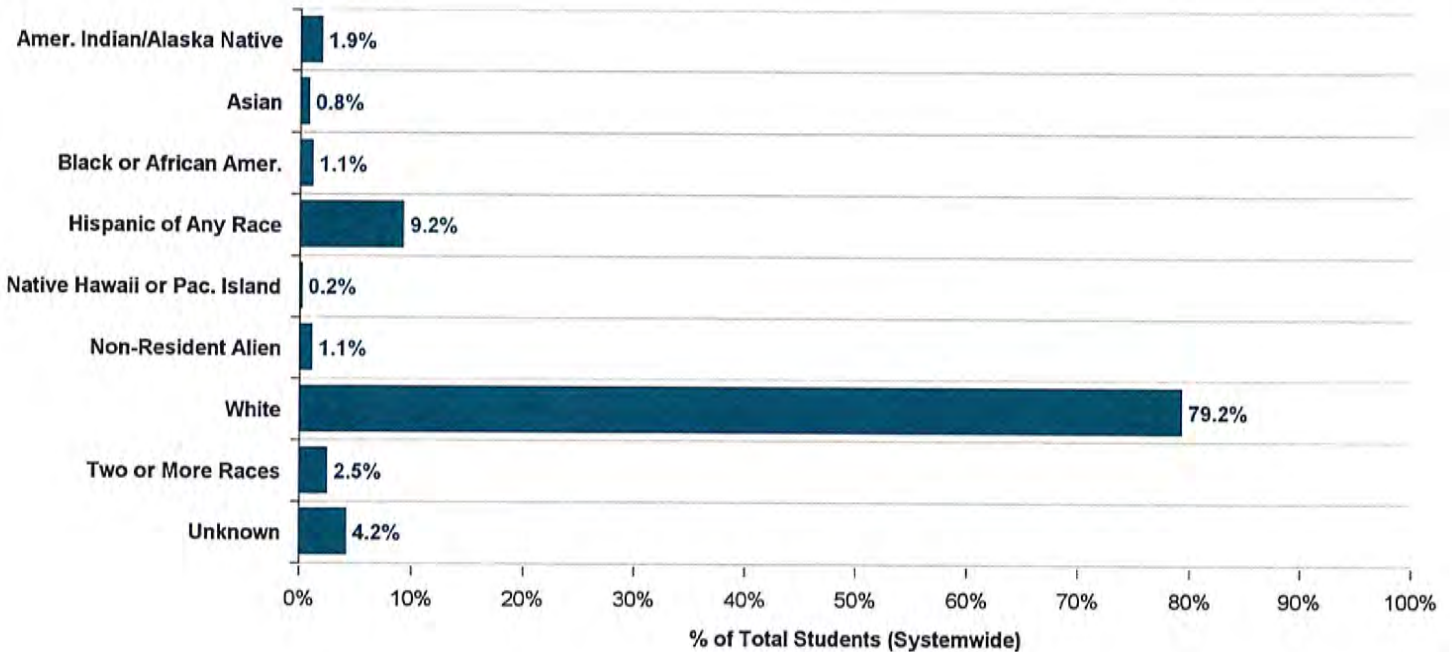


# SPRING '18 ENROLLMENT REPORT

Table 11: Headcount by Race/Ethnicity

Race/Ethnicity	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	%
Amer. Indian/Alaska Native	29	189	13	32	7	61	37	368	1.9%
Asian	30	13	10	44	6	23	23	149	0.8%
Black or African Amer.	32	9	11	74	17	27	39	209	1.1%
Hispanic of Any Race	250	116	118	569	113	220	419	1,805	9.2%
Native Hawaii or Pac. Island	2	2	2	13	3	6	5	33	0.2%
Non-Resident Alien	22	3	17	29	62	21	61	215	1.1%
White	2,886	1,119	1,311	2,967	1,376	3,039	2,857	15,555	79.2%
Two or More Races	76	44	17	123	46	92	85	483	2.5%
Unknown	111	197	0	492	3	1	14	818	4.2%
<b>Total</b>	<b>3,438</b>	<b>1,692</b>	<b>1,499</b>	<b>4,343</b>	<b>1,633</b>	<b>3,490</b>	<b>3,540</b>	<b>19,635</b>	<b>100.0%</b>

Source: Wyoming Community College Commission





# SPRING '18 ENROLLMENT REPORT

Table 12: Scope of Non-Credit Service Headcount

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Non-credit service headcount data is currently being redefined by the Data Governance, Institutional Research Council to provide more pertinent and useful information.



# SPRING '18 ENROLLMENT REPORT

Table 13: Students Auditing Courses

Credit Headcount		
College	Exclusively Auditing	*Credit Students Auditing
Casper	204	55
Central	56	29
Eastern	108	35
LCCC	135	16
Northwest	40	11
NWCCD	39	5
Western	41	3
<b>Total</b>	<b>623</b>	<b>154</b>

FTE		
College	Exclusively Auditing	*Credit Students Auditing
Casper	42.4	67.3
Central	15.1	27.0
Eastern	9.9	46.5
LCCC	28.7	17.8
Northwest	5.8	10.4
NWCCD	7.6	5.7
Western	7.7	3.4
<b>Total</b>	<b>117.2</b>	<b>178.2</b>

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



# SPRING '18 ENROLLMENT REPORT

Table 14: Alternative Delivery Courses

Enrollment and Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	System Total
<b>Concurrent Enrollment Headcount</b>	183	281	592	1,028	160	485	622	<b>3,351</b>
% of total students enrolled in Concurrent Enrollment credits	5.3%	16.6%	39.5%	23.7%	9.8%	13.9%	17.6%	<b>17.1%</b>
Concurrent Enrollment student credit hours	674.5	955.0	2,758.0	4,204.0	561.0	1,541.0	2,494.0	<b>13,187.5</b>
% of total student credit hours	2.1%	7.1%	23.3%	11.8%	3.2%	5.7%	9.7%	<b>8.1%</b>
<b>Dual Enrollment Headcount</b>	251	163	195	267	237	163	360	<b>1,636</b>
% of total students enrolled in 1+ credits as Dual Enrollment	7.3%	9.6%	13.0%	6.1%	14.5%	4.7%	10.2%	<b>8.3%</b>
Dual Enrollment student credit hours	1,253.5	699.0	833.0	927.0	1,093.0	829.0	1,294.0	<b>6,928.5</b>
% of total student credit hours	3.9%	5.2%	7.0%	2.6%	6.3%	3.1%	5.1%	<b>4.3%</b>
<b>Remedial Headcount **</b>	387	69	81	367	129	194	287	<b>1,514</b>
% of total students enrolled in 1+ remedial credits	11.3%	4.1%	5.4%	8.5%	7.9%	5.6%	8.1%	<b>7.7%</b>
Remedial student credit hours	1,758.0	229.0	252.0	1,440.0	295.0	788.0	1,270.0	<b>6,032.0</b>
% of total student credit hours	5.5%	1.7%	2.1%	4.1%	1.7%	2.9%	5.0%	<b>3.7%</b>

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

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

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





# SPRING '18 ENROLLMENT REPORT

Table 15: Distance Education

Enrollment and Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	System Total
Distance Education Headcount *	1,631	838	440	1,575	770	1,054	1,661	7,969
% of total students enrolled in 1+ distance education credits	47.4%	49.5%	29.4%	36.3%	47.2%	30.2%	46.9%	40.6%
Distance Education student credit hours	8,275	3,888	2,213	8,334	3,413	5,369	8,797	40,289
% of total student credit hours	25.9%	29.1%	18.7%	23.5%	19.7%	20.0%	34.4%	24.8%

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

# TAB 9

*Wyoming Community College Commission*

**Commissioners**

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

**Ex-officios**

**Governor Matt Mead**  
**State Superintendent Jillian Balow**  
**Executive Director**  
**Dr. Sandra Caldwell**  
**Phone: 307-777-7763**  
**Fax: 307-777-6567**  
**[www.communitycolleges.wy.edu](http://www.communitycolleges.wy.edu)**

*2300 Capitol Avenue, 5th Floor - Suite B, Cheyenne, Wyoming 82002*



**WYOMING**  
**COMMUNITY COLLEGES**

**Wyoming Community College System**  
**Academic Year 2017-2018**  
**Annual Enrollment Report**

**DRAFT**

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

WYOMING COMMUNITY COLLEGE SYSTEM  
2017-2018 ANNUAL ENROLLMENT REPORT

This report provides an annual look at the summer 2017, fall 2017 and spring 2018 term's enrollment in categories such as student enrollment status, location and demographics of the community college student population. The content and format of this report have been developed through a collaborative effort between the Wyoming Community College Commission (WCCC), the Executive Council and the Data Governance/Institutional Research Council members representing the seven community colleges.

Effective with the summer 2016 term, data were extracted from the recently implemented Centralized Station Instance (CSI) reporting system using one report rather than consolidating individual customized reports from all seven colleges. The three term and the annual enrollment reports have the foundation of:

- Student enrollment being counted the day after 12% of each course has been completed.
- "Full-time equivalency means the number of approved academic or vocational-technical credit hours for each class for which students are enrolled divided by twelve (12)". W.S. 21-18-102 (a)(xii).
- Student headcount includes students who are enrolled for a letter grade, pass/fail designation as well as those who are auditing a course.
- "Duplicated headcount" means that within a survey or polling exercise of numerous programs and/or courses, a student may be counted more than once". WCCC Rules-2015
- "Unduplicated headcount" means that within a survey or polling exercise of numerous programs and/or courses, a student shall be counted only once". WCCC Rules- 2015
- Full-time equivalency (FTE) reported in tables 1, 5, 7b, 8 and 10 in the term reports may vary slightly due to rounding in the enrollment calculations.

Prior to the 2016-2017 academic year both annual headcount and FTE counts were calculated by adding each term's category totals together and dividing by 2. CSI provides data that is truly unduplicated for each term and therefore, enables the annual report to do the same and eliminate the aforementioned calculation. This more accurate approach can't apply to previously approved and published historical headcount and FTE totals to provide comparative data for a ten-year history relayed in tables 9 and 10. These 2 tables will be added back to the annual report in the 2017-2018 academic year and will start with a 5 year historical comparative.

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

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



# 2017-2018 ENROLLMENT REPORT

Table 1: Credit Headcount & FTE

College	CREDIT HEADCOUNT			
	Full Time	Part Time	Total	%
Casper	1,336	3,700	5,036	16.9%
Central	477	2,166	2,643	8.8%
Eastern	388	1,890	2,278	7.6%
LCCC	1,284	4,864	6,148	20.6%
Northwest	780	1,433	2,213	7.4%
NWCCD	1,222	4,780	6,002	20.1%
Western	931	4,627	5,558	18.6%
<b>Total</b>	<b>6,418</b>	<b>23,460</b>	<b>29,878</b>	<b>100.0%</b>

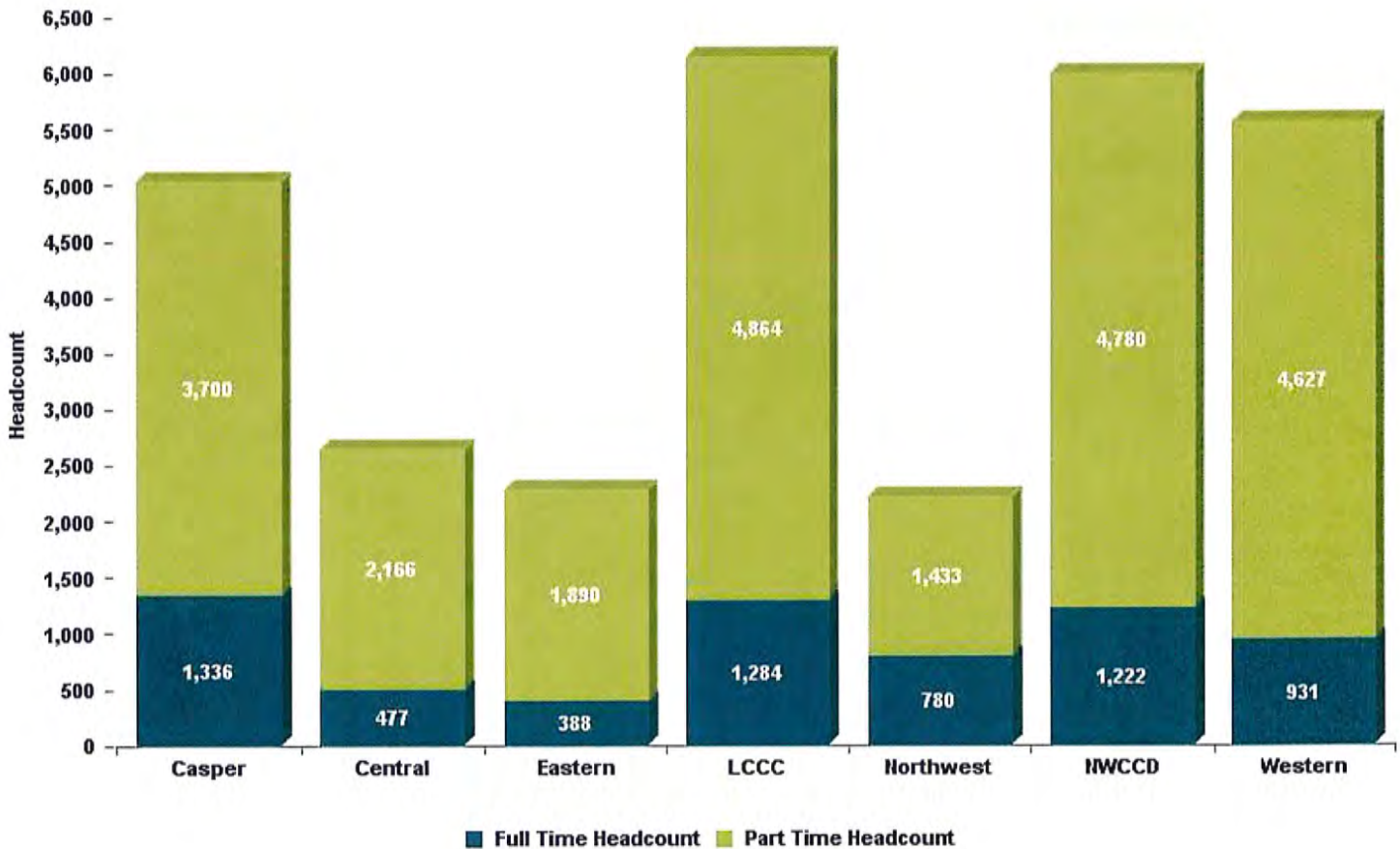
Percent                      21.5%                      78.5%                      100.0%

College	CREDIT FTE			
	Full Time	Part Time	Total	%
Casper	1,704.0	1,301.6	3,005.6	19.8%
Central	600.0	700.2	1,300.2	8.5%
Eastern	511.8	592.5	1,104.3	7.3%
LCCC	1,589.3	1,646.7	3,236.0	21.3%
Northwest	1,044.7	514.9	1,559.6	10.2%
NWCCD	1,526.7	1,129.2	2,655.9	17.5%
Western	1,237.2	1,117.8	2,355.0	15.5%
<b>Total</b>	<b>8,213.7</b>	<b>7,003.0</b>	<b>15,216.7</b>	<b>100.0%</b>

Percent                      54.0%                      46.0%                      100.0%

Source: Wyoming Community College Commission

Full Time: Students enrolled in 24 credits or more in academic year 2017-2018. Part Time: Enrolled in fewer than 24 credits.





# 2017-2018 ENROLLMENT REPORT

Table 2: Credit Headcount by Age

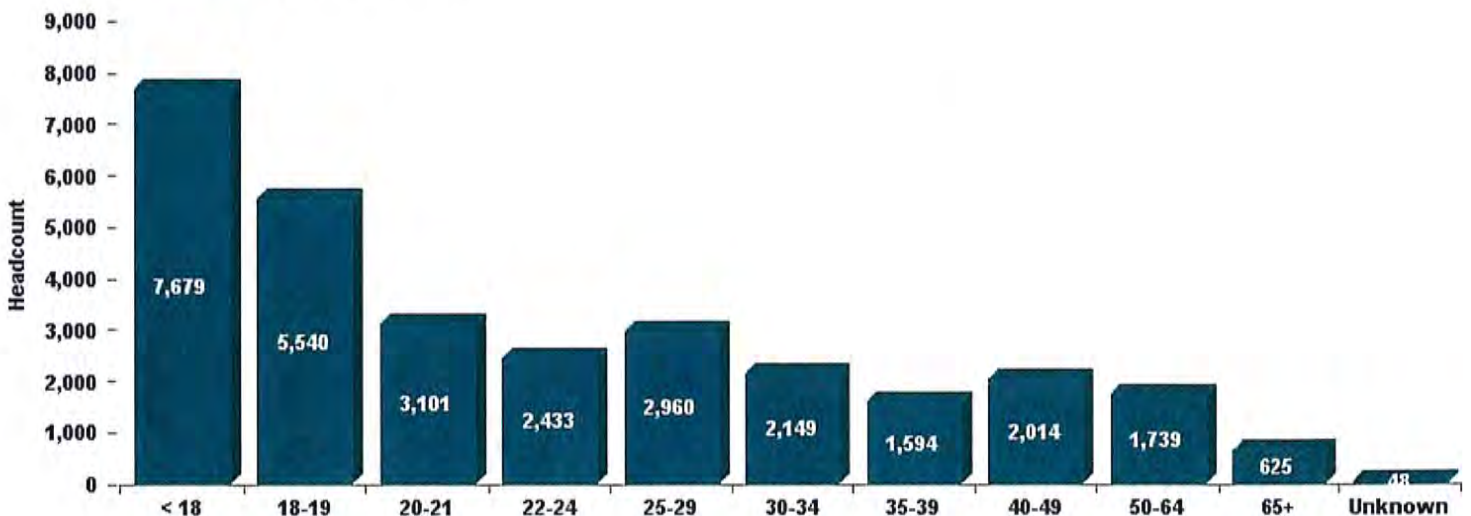
College	< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	TOTAL
Casper	948	1,052	683	507	602	368	230	286	200	157	4	5,036
Central	832	393	240	178	249	215	138	186	156	56	1	2,643
Eastern	926	402	151	134	151	112	94	128	103	73	4	2,278
LCCC	1,701	1,160	752	648	677	411	214	258	221	105	1	6,148
Northwest	498	658	274	188	174	112	67	104	95	43	0	2,213
NWCCD	1,348	1,044	505	378	563	498	455	533	562	114	2	6,002
Western	1,426	831	496	400	544	433	396	519	402	77	36	5,558
<b>Total</b>	<b>7,679</b>	<b>5,540</b>	<b>3,101</b>	<b>2,433</b>	<b>2,960</b>	<b>2,149</b>	<b>1,594</b>	<b>2,014</b>	<b>1,739</b>	<b>625</b>	<b>48</b>	<b>29,878</b>
Percent	25.7%	18.5%	10.4%	8.1%	9.9%	7.2%	5.3%	6.7%	5.8%	2.1%	0.2%	100.0%

Average Age	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Systemwide
Female	26.3	26.1	24.4	24.6	25.6	25.0	25.4	25.3
Male	26.1	26.0	25.2	23.7	22.5	31.1	29.2	27.3
Full Time	22.8	22.9	19.6	22.8	20.8	22.1	22.3	22.2
Part Time	27.5	26.8	25.8	24.6	26.3	30.2	28.5	27.4
<b>Total</b>	<b>26.2</b>	<b>26.1</b>	<b>24.7</b>	<b>24.3</b>	<b>24.4</b>	<b>28.5</b>	<b>27.4</b>	<b>26.2</b>

Median Age	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Systemwide
Female	21	20	18	20	20	20	20	20
Male	21	20	18	20	19	27	24	21
Full Time	19	19	19	20	19	19	19	19
Part Time	22	21	18	20	20	25	23	21
<b>Total</b>	<b>21</b>	<b>20</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>22</b>	<b>22</b>	<b>20</b>

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



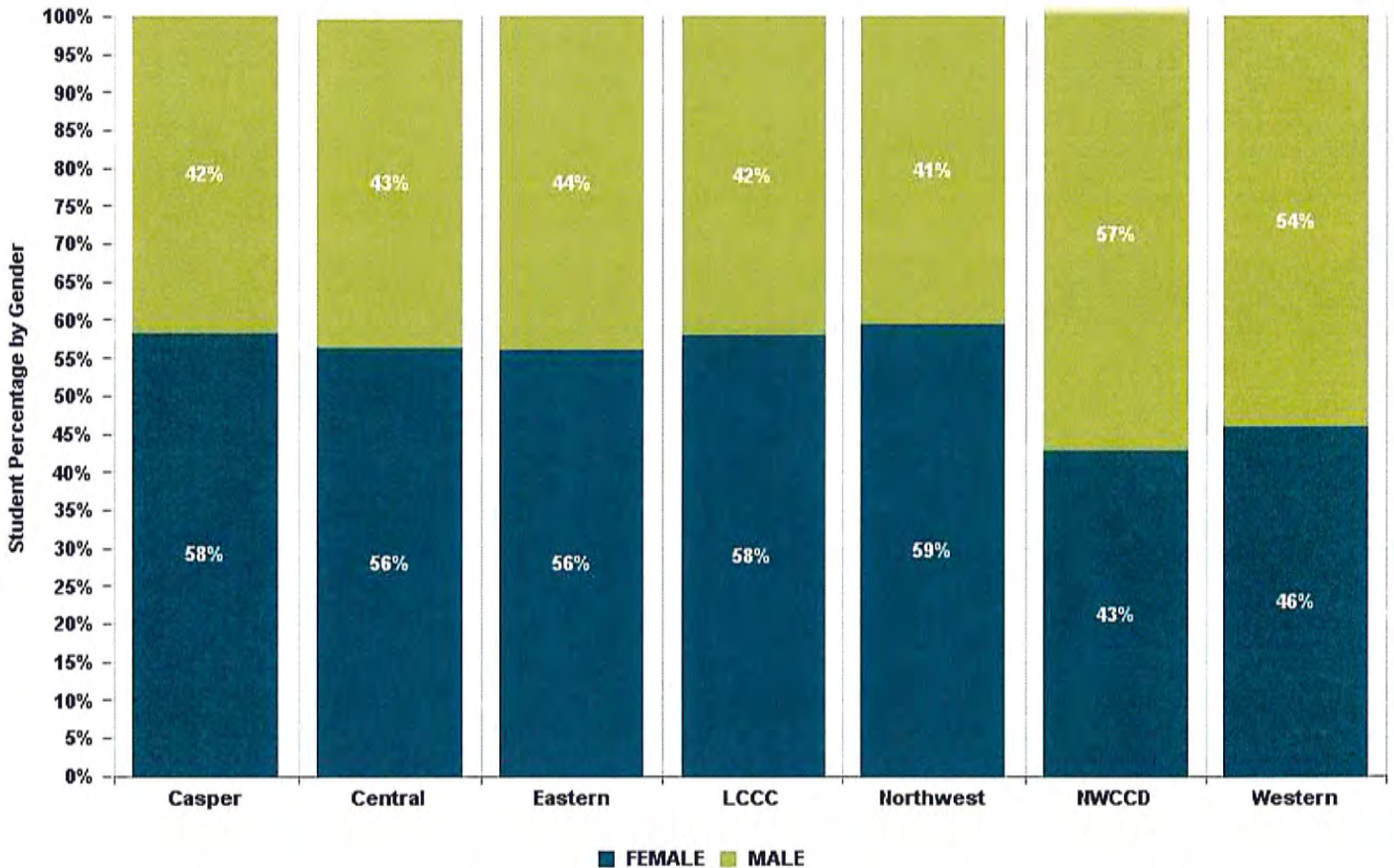


# 2017-2018 ENROLLMENT REPORT

Table 3: Credit Headcount by Gender

College	2017-2018				TOTAL
	Male	% Male	Female	% Female	
Casper	2,097	41.6%	2,936	58.3%	5,036
Central	1,147	43.4%	1,484	56.1%	2,643
Eastern	1,002	44.0%	1,276	56.0%	2,278
LCCC	2,590	42.1%	3,556	57.8%	6,148
Northwest	899	40.6%	1,314	59.4%	2,213
NWCCD	3,446	57.4%	2,557	42.6%	6,002
Western	3,009	54.1%	2,549	45.9%	5,558
<b>Total</b>	<b>14,190</b>	<b>47.5%</b>	<b>15,672</b>	<b>52.5%</b>	<b>29,878</b>

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





# 2017-2018 ENROLLMENT REPORT

Table 4: Credit Headcount by Residency

County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	% of In-State	County Pop.**	Credit Students as % of Pop****
Albany	75	14	16	<b>1,070</b>	12	17	25	1,229	4.6%	37,956	3.2%
Big Horn	54	9	7	23	<b>435</b>	41	9	578	2.2%	12,022	4.8%
Campbell	106	16	33	52	20	<b>2,772</b>	11	3,010	11.3%	49,220	6.1%
Carbon	58	59	5	61	6	26	<b>265</b>	480	1.8%	15,559	3.1%
Converse	203	12	<b>446</b>	26	7	47	9	750	2.8%	14,236	5.3%
Crook	21	8	<b>175</b>	10	9	158	1	382	1.4%	7,444	5.1%
Fremont	107	<b>1,475</b>	31	44	17	29	32	1,735	6.5%	40,315	4.3%
Goshen	34	8	<b>623</b>	32	4	13	1	715	2.7%	13,383	5.3%
Hot Springs	17	<b>114</b>	3	11	19	11	1	176	0.7%	4,741	3.7%
Johnson	53	8	6	8	7	<b>368</b>	2	452	1.7%	8,585	5.3%
Laramie	133	51	51	<b>3,824</b>	8	39	25	4,131	15.6%	97,121	4.3%
Lincoln	25	41	6	30	16	8	<b>434</b>	560	2.1%	18,722	3.0%
Natrona	<b>3,324</b>	40	34	68	15	81	40	3,602	13.6%	82,178	4.4%
Niobrara	17	2	<b>76</b>	7	1	2	0	105	0.4%	2,542	4.1%
Park	61	19	18	29	<b>1,040</b>	64	16	1,247	4.7%	29,228	4.3%
Platte	60	1	<b>189</b>	48	2	20	3	323	1.2%	8,812	3.7%
Sheridan	49	9	15	24	16	<b>1,490</b>	8	1,611	6.1%	30,009	5.4%
Sublette	19	18	5	28	15	13	<b>199</b>	297	1.1%	9,899	3.0%
Sweetwater	45	14	9	47	14	26	<b>3,077</b>	3,232	12.2%	44,626	7.2%
Teton	40	<b>367</b>	4	21	5	8	12	457	1.7%	23,125	2.0%
Uinta	18	38	15	32	14	9	<b>785</b>	911	3.4%	20,822	4.4%
Unknown	0	1	0	9	0	2	0	12	0.0%	n/a	n/a
Washakie	48	16	3	8	<b>76</b>	46	5	202	0.8%	8,328	2.4%
Weston	34	4	<b>256</b>	14	5	58	1	372	1.4%	7,234	5.1%
<b>In Tax District</b>	<b>3,324</b>	<b>1,475</b>	<b>623</b>	<b>3,824</b>	<b>1,040</b>	<b>1,490</b>	<b>3,077</b>	<b>14,853</b>			
<b>In Service Area ***</b>	<b>0</b>	<b>481</b>	<b>1,142</b>	<b>1,070</b>	<b>511</b>	<b>3,140</b>	<b>1,682</b>	<b>8,026</b>			
<b>Out of Service Area</b>	<b>1,277</b>	<b>388</b>	<b>260</b>	<b>630</b>	<b>212</b>	<b>717</b>	<b>201</b>	<b>3,685</b>			
<b>Total In-State</b>	<b>4,600</b>	<b>2,343</b>	<b>2,020</b>	<b>5,511</b>	<b>1,763</b>	<b>5,342</b>	<b>4,955</b>	<b>26,534</b>			
<b>Border States *</b>	<b>245</b>	<b>125</b>	<b>214</b>	<b>448</b>	<b>249</b>	<b>476</b>	<b>359</b>	<b>2,116</b>			
<b>All Other States</b>	<b>169</b>	<b>185</b>	<b>27</b>	<b>165</b>	<b>131</b>	<b>168</b>	<b>173</b>	<b>1,018</b>			
<b>International</b>	<b>24</b>	<b>5</b>	<b>18</b>	<b>39</b>	<b>74</b>	<b>27</b>	<b>74</b>	<b>261</b>			
<b>Total</b>	<b>5,036</b>	<b>2,643</b>	<b>2,278</b>	<b>6,148</b>	<b>2,213</b>	<b>6,002</b>	<b>5,558</b>	<b>29,878</b>			
% In Tax District	66.0%	55.8%	27.3%	62.2%	47.0%	24.8%	55.4%	49.7%			
% In Service Area	0.0%	18.2%	50.1%	17.4%	23.1%	52.3%	30.3%	26.9%			
% Out of Service Area	25.4%	14.7%	11.4%	10.2%	9.6%	11.9%	3.6%	12.3%			
<b>% In-State</b>	<b>91.3%</b>	<b>88.6%</b>	<b>88.7%</b>	<b>89.6%</b>	<b>79.7%</b>	<b>89.0%</b>	<b>89.2%</b>	<b>88.8%</b>			
% Border States *	4.9%	4.7%	9.4%	7.3%	11.3%	7.9%	6.5%	7.1%			
% All Other States	3.4%	7.0%	1.2%	2.7%	5.9%	2.8%	3.1%	3.4%			
% International	0.5%	0.2%	0.8%	0.6%	3.3%	0.4%	1.3%	0.9%			

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

\*\* US Census Bureau Estimate [www.census.gov/quickfacts/table](http://www.census.gov/quickfacts/table)

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

\*\*\*\* Total In-State Students as % of Population: 4.5%

**BOLD:**

College Location

**BLUE:**

College Service Area

Source: Wyoming Community College Commission





# 2017-2018 ENROLLMENT REPORT

Table 5: Credit FTE by Residency

WY County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total
Albany	28.2	5.9	8.8	<u>467.6</u>	8.0	12.4	4.4	535.3
Big Horn	46.7	4.8	1.7	7.8	<u>275.1</u>	27.3	1.6	364.9
Campbell	70.1	5.9	22.0	25.4	18.8	<u>943.4</u>	2.8	1,088.3
Carbon	47.7	28.0	3.2	49.0	6.5	13.7	<u>102.6</u>	250.8
Converse	143.3	5.1	<u>210.5</u>	16.3	6.1	13.9	4.6	399.8
Crook	15.5	3.2	<u>71.5</u>	4.3	9.0	55.9	0.1	159.6
Fremont	79.1	<u>745.8</u>	18.0	22.6	13.3	18.6	6.1	903.5
Goshen	27.1	2.5	<u>265.5</u>	22.8	2.0	9.3	0.3	329.5
Hot Springs	15.1	<u>46.9</u>	2.6	5.5	15.5	8.1	1.0	94.7
Johnson	22.5	4.7	6.3	2.3	5.1	<u>167.1</u>	0.3	208.3
Laramie	62.5	11.8	38.0	<u>1,958.5</u>	6.0	18.4	9.6	2,104.8
Lincoln	12.9	18.5	4.2	14.9	18.5	7.1	<u>175.8</u>	251.8
Natrona	<u>1,818.5</u>	23.8	13.5	26.1	10.4	44.4	6.7	1,943.4
Niobrara	15.4	2.8	<u>23.9</u>	6.6	0.3	2.5	0.0	51.5
Park	30.7	9.5	5.0	15.2	<u>611.3</u>	44.0	4.4	720.0
Platte	50.2	0.1	<u>69.2</u>	27.1	1.3	13.5	2.1	163.6
Sheridan	26.4	4.0	6.8	14.0	8.8	<u>725.3</u>	2.3	787.6
Sublette	14.0	10.3	3.2	18.3	16.5	11.9	<u>75.7</u>	150.0
Sweetwater	28.3	10.0	7.4	23.4	13.5	5.3	<u>1,258.2</u>	1,346.0
Teton	20.0	<u>126.7</u>	1.4	8.5	0.9	4.8	4.5	166.7
Uinta	13.9	12.8	13.4	12.3	11.2	5.3	<u>368.5</u>	437.3
Unknown	0.0	0.4	0.0	3.9	0.0	0.5	0.0	4.8
Washakie	35.0	9.1	3.5	6.9	<u>54.8</u>	36.9	2.5	148.8
Weston	30.3	3.2	<u>72.5</u>	10.2	3.9	15.1	0.1	135.4
In Tax District	1,818.5	745.8	265.5	1,958.5	611.3	725.3	1,258.2	7,383.1
In Service Area **	0.0	173.6	447.7	467.6	329.9	1,110.5	722.6	3,251.8
Out of Service Area	835.1	176.3	159.0	343.1	175.6	368.8	53.5	2,111.4
<b>Total In-State</b>	<b>2,653.5</b>	<b>1,095.7</b>	<b>872.2</b>	<b>2,769.1</b>	<b>1,116.8</b>	<b>2,204.5</b>	<b>2,034.4</b>	<b>12,746.3</b>
Border States *	196.88	85.58	183.12	334.46	263.98	323.31	176.67	1,564.01
All Other States	125.0	115.1	24.5	100.1	87.0	99.7	68.1	619.6
International	30.2	3.8	24.5	32.3	91.8	28.3	75.9	286.8
<b>Total</b>	<b>3,005.6</b>	<b>1,300.2</b>	<b>1,104.3</b>	<b>3,236.0</b>	<b>1,559.6</b>	<b>2,655.9</b>	<b>2,355.0</b>	<b>15,216.7</b>
% In Tax District	60.5%	57.4%	24.0%	60.5%	39.2%	27.3%	53.4%	48.5%
% In Service Area	0.0%	13.4%	40.5%	14.4%	21.2%	41.8%	30.7%	21.4%
% Out of Service Area	27.8%	13.6%	14.4%	10.6%	11.3%	13.9%	2.3%	13.9%
% In-State	88.3%	84.3%	79.0%	85.6%	71.6%	83.0%	86.4%	83.8%
% Border States *	6.6%	6.6%	16.6%	10.3%	16.9%	12.2%	7.5%	10.3%
% All Other States	4.2%	8.9%	2.2%	3.1%	5.6%	3.8%	2.9%	4.1%
% International	1.0%	0.3%	2.2%	1.0%	5.9%	1.1%	3.2%	1.9%

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

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

Source: Wyoming Community College Commission



# 2017-2018 ENROLLMENT REPORT

Table 6: Headcount by Credit Hours

Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent
Under 1	9	75	5	1	13	1,259	595	1,957	6.5%
1 to 3	807	569	677	1,513	391	1,200	1,798	6,955	23.3%
3.1 to 6	1,021	460	386	1,069	320	841	837	4,934	16.5%
6.1 to 9	493	348	186	613	149	355	406	2,550	8.5%
9.1 to 12	404	231	200	520	162	346	266	2,129	7.1%
12.1 to 15	396	217	193	465	147	307	287	2,012	6.7%
15.1 to 18	239	142	143	277	129	181	213	1,324	4.4%
18.1 to 21	216	77	66	242	80	195	156	1,032	3.5%
21.1 to 23.99	115	47	34	164	42	96	69	567	1.9%
<b>Sub Total</b>	<b>3,700</b>	<b>2,166</b>	<b>1,890</b>	<b>4,864</b>	<b>1,433</b>	<b>4,780</b>	<b>4,627</b>	<b>23,460</b>	<b>78.5%</b>
24 to 27	395	153	75	465	154	364	206	1,812	6.1%
27.1 to 30	351	98	80	284	171	362	186	1,532	5.1%
30.1 to 33	256	112	114	276	164	264	204	1,390	4.7%
33.1 to 36	152	61	61	130	140	134	154	832	2.8%
36.1 to 39	83	25	33	71	86	60	99	457	1.5%
39.1 to 42	46	11	15	33	38	22	42	207	0.7%
Over 42	53	17	10	25	27	16	40	188	0.6%
<b>Sub Total</b>	<b>1,336</b>	<b>477</b>	<b>388</b>	<b>1,284</b>	<b>780</b>	<b>1,222</b>	<b>931</b>	<b>6,418</b>	<b>21.5%</b>
<b>Total</b>	<b>5,036</b>	<b>2,643</b>	<b>2,278</b>	<b>6,148</b>	<b>2,213</b>	<b>6,002</b>	<b>5,558</b>	<b>29,878</b>	<b>100.0%</b>

Source: Wyoming Community College Commission



# 2017-2018 ENROLLMENT REPORT

Table 7a: Credit Headcount by Program of Study

College	Full Time			Part Time			Total		
	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate
Casper	1,009	380	62	1,243	395	2,167	2,252	775	2,229
Central	320	191	30	381	412	1,427	701	603	1,457
Eastern	198	164	55	274	169	1,472	472	333	1,527
LCCC	962	418	18	1,708	593	2,670	2,670	1,011	2,688
Northwest	624	199	34	471	139	857	1,095	338	891
NWCCD	881	400	40	1,002	2,178	1,667	1,883	2,578	1,707
Western	614	369	60	1,207	578	2,942	1,821	947	3,002
<b>Total</b>	<b>4,608</b>	<b>2,121</b>	<b>299</b>	<b>6,286</b>	<b>4,464</b>	<b>13,202</b>	<b>10,894</b>	<b>6,585</b>	<b>13,501</b>
<b>Percent</b>	<b>71.8%</b>	<b>33.0%</b>	<b>4.7%</b>	<b>26.8%</b>	<b>19.0%</b>	<b>56.3%</b>	<b>36.5%</b>	<b>22.0%</b>	<b>45.2%</b>

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

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

NOTE: These are not unduplicated numbers, a student may declare in more than one program during the 2017-2018 academic year.

Source: Wyoming Community College Commission



# 2017-2018 ENROLLMENT REPORT

Table 7b: FTE by Program of Study

College	Full Time			Part Time			Total		
	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate	Transfer Preparation*	Career & Technical Education (CTE)**	Not Seeking Degree or Certificate
Casper	1,214.1	456.3	33.6	590.1	210.0	501.6	1,804.2	666.3	535.1
Central	370.0	207.2	22.7	172.1	186.5	341.6	542.2	393.7	364.3
Eastern	243.6	213.8	54.3	122.0	65.5	405.0	365.6	279.4	459.3
LCCC	1,102.1	475.2	12.0	832.0	264.0	550.7	1,934.1	739.3	562.7
Northwest	792.8	230.9	20.9	231.4	75.2	208.3	1,024.2	306.1	229.2
NWCCD	1,027.0	463.7	36.0	474.5	259.5	395.2	1,501.4	723.2	431.3
Western	763.3	432.9	41.0	374.5	229.9	513.4	1,137.8	662.8	554.4
<b>Total</b>	<b>5,513.0</b>	<b>2,480.2</b>	<b>220.5</b>	<b>2,796.5</b>	<b>1,290.7</b>	<b>2,915.8</b>	<b>8,309.4</b>	<b>3,770.9</b>	<b>3,136.4</b>
<b>Percent</b>	<b>67.1%</b>	<b>30.2%</b>	<b>2.7%</b>	<b>39.9%</b>	<b>18.4%</b>	<b>41.6%</b>	<b>54.6%</b>	<b>24.8%</b>	<b>20.6%</b>

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

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

NOTE: A student may declare in more than one program during the 2017-2018 academic year.

Source: Wyoming Community College Commission



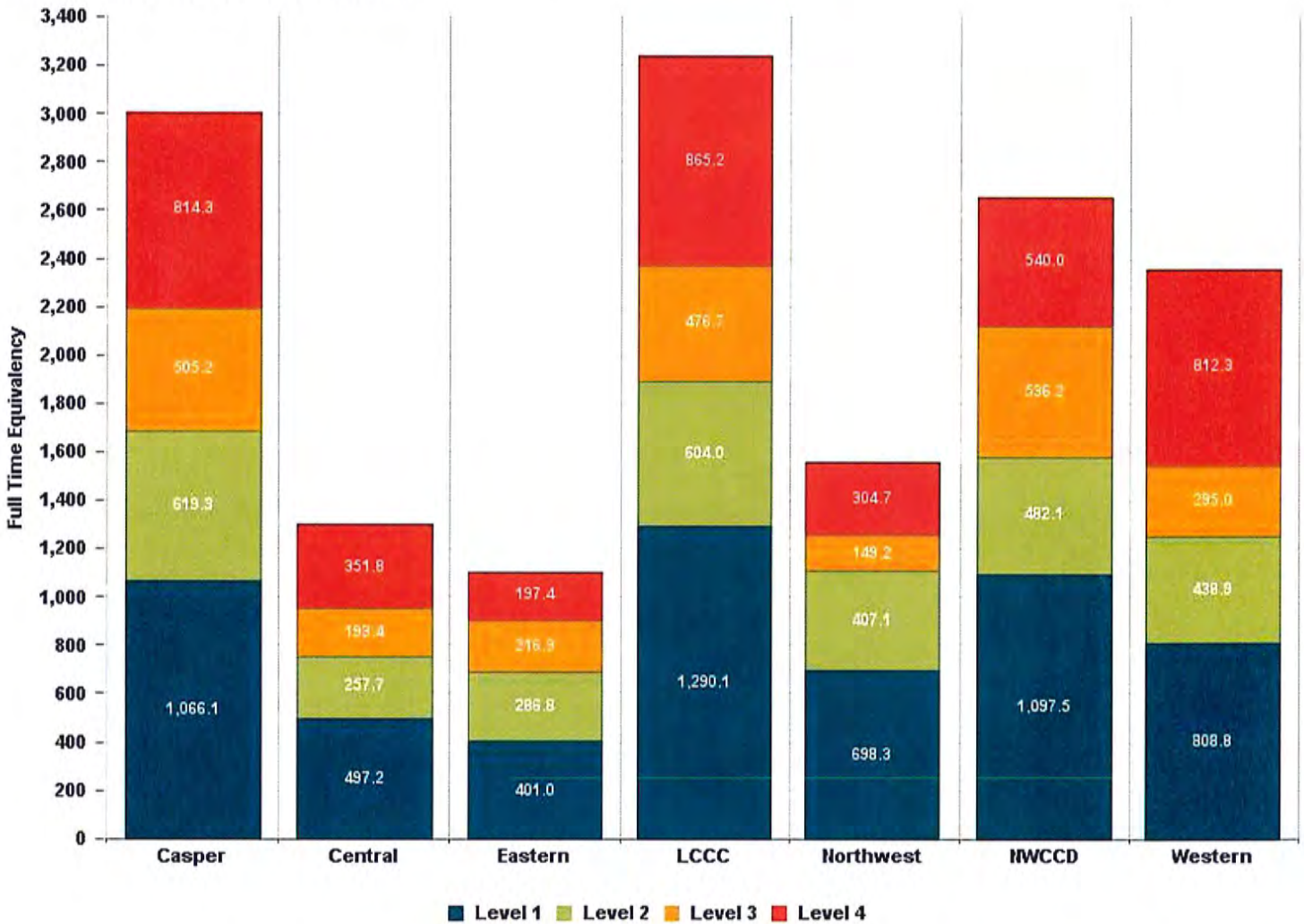
# 2017-2018 ENROLLMENT REPORT

Table 8: Level of Instruction

College	Level 1 FTE	Level 2 FTE	Level 3 FTE	Level 4 FTE	TOTAL
Casper	1,066.1	619.3	505.2	814.3	3,005.0
Central	497.2	257.7	193.4	351.8	1,300.1
Eastern	401.0	286.8	216.9	197.4	1,102.1
LCCC	1,290.1	604.0	476.7	865.2	3,236.0
Northwest	698.3	407.1	149.2	304.7	1,559.3
NWCCD	1,097.5	482.1	536.2	540.0	2,655.9
Western	808.8	438.9	295.0	812.3	2,355.0
<b>Total</b>	<b>5,859.1</b>	<b>3,095.9</b>	<b>2,372.7</b>	<b>3,885.7</b>	<b>15,213.3</b>

Level 1 = Lecture, Level 2 = Laboratory, Level 3 = High Technology, Level 4 = Distance  
 Does not include classes with a blank or undefined Level.

Source: Wyoming Community College Commission



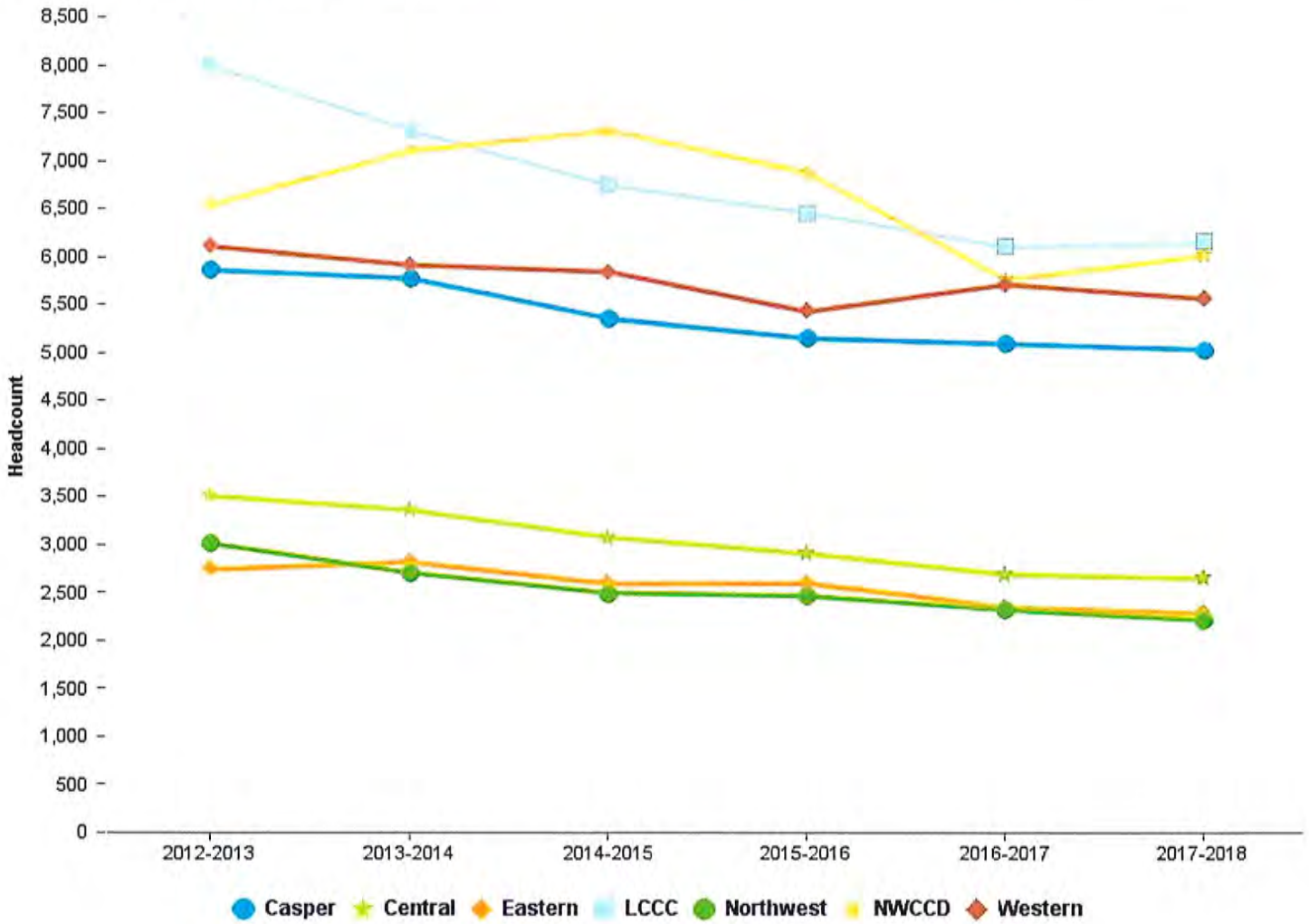


# 2017-2018 ENROLLMENT REPORT

Table 9: History of Headcount

Year	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	TOTAL	Percent Change
2012-2013	5,856	3,501	2,731	7,990	3,006	6,532	6,097	35,713	N/A
2013-2014	5,771	3,351	2,811	7,309	2,701	7,096	5,906	34,945	-2.2%
2014-2015	5,351	3,068	2,585	6,739	2,492	7,308	5,834	33,377	-4.5%
2015-2016	5,151	2,901	2,592	6,455	2,464	6,870	5,422	31,855	-4.6%
2016-2017	5,095	2,688	2,347	6,099	2,319	5,758	5,708	30,014	-5.8%
2017-2018	5,036	2,643	2,278	6,148	2,213	6,002	5,558	29,878	-0.5%
10-Yr Change									
5-Yr Change	-14.0%	-24.5%	-16.6%	-23.1%	-26.4%	-8.1%	-8.8%	-16.3%	
1-Yr Change	-1.2%	-1.7%	-2.9%	0.8%	-4.6%	4.2%	-2.6%	-0.5%	

Source: Wyoming Community College Commission



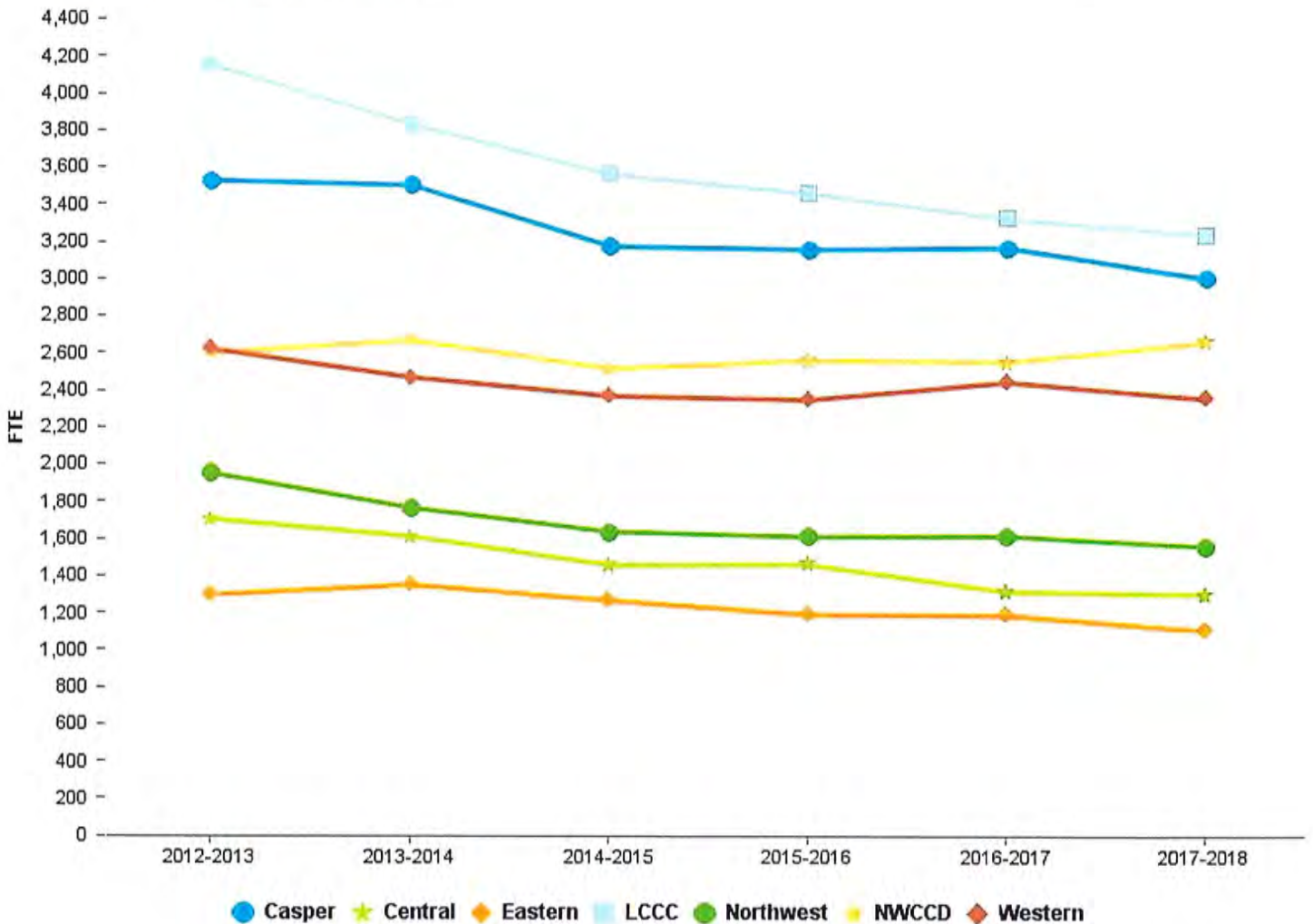


# 2017-2018 ENROLLMENT REPORT

Table 10: History of FTE

Year	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	TOTAL	Percent Change
2012-2013	3,526	1,702	1,294	4,150	1,952	2,594	2,617	17,836	N/A
2013-2014	3,502	1,610	1,349	3,830	1,765	2,664	2,465	17,186	-3.6%
2014-2015	3,176	1,456	1,266	3,561	1,637	2,512	2,367	15,976	-7.0%
2015-2016	3,160	1,461	1,190	3,459	1,611	2,558	2,348	15,788	-1.2%
2016-2017	3,171	1,315	1,188	3,323	1,616	2,551	2,444	15,607	-1.1%
2017-2018	3,006	1,300	1,104	3,236	1,560	2,656	2,355	15,217	-2.5%
10-Yr Change									
5-Yr Change	-14.8%	-23.6%	-14.6%	-22.0%	-20.1%	2.4%	-10.0%	-14.7%	
1-Yr Change	-5.2%	-1.1%	-7.1%	-2.6%	-3.5%	4.1%	-3.6%	-2.5%	

Source: Wyoming Community College Commission



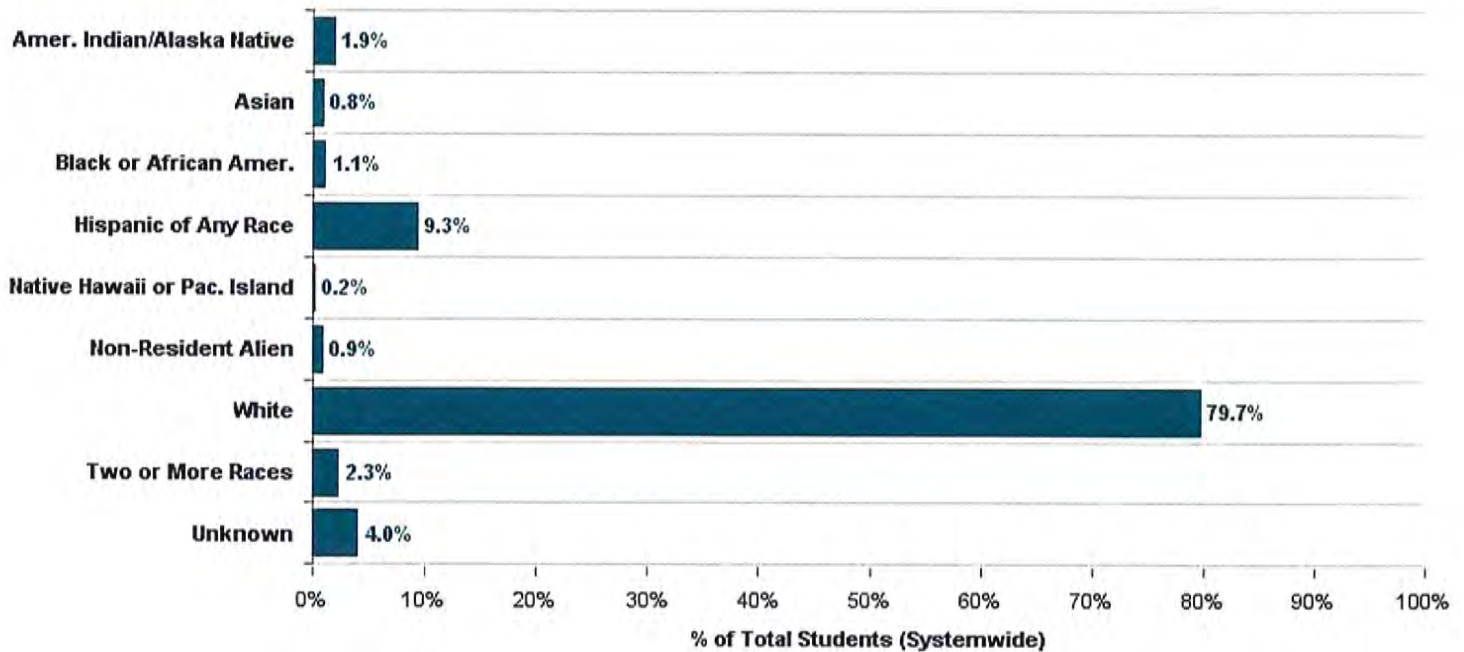


# 2017-2018 ENROLLMENT REPORT

Table 11: Headcount by Race/Ethnicity

Race/Ethnicity	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	%
Amer. Indian/Alaska Native	44	252	27	53	16	98	72	562	1.9%
Asian	43	22	13	77	8	34	36	233	0.8%
Black or African Amer.	50	10	13	119	19	53	68	332	1.1%
Hispanic of Any Race	350	211	204	800	145	432	633	2,775	9.3%
Native Hawaii or Pac. Island	8	2	3	20	3	11	15	62	0.2%
Non-Resident Alien	24	5	18	39	74	27	74	261	0.9%
White	4,265	1,776	1,978	4,172	1,888	5,206	4,529	23,814	79.7%
Two or More Races	97	74	25	167	57	146	117	683	2.3%
Unknown	157	304	0	721	4	2	15	1,203	4.0%
<b>Total</b>	<b>5,036</b>	<b>2,643</b>	<b>2,278</b>	<b>6,148</b>	<b>2,213</b>	<b>6,002</b>	<b>5,558</b>	<b>29,878</b>	<b>100.0%</b>

Source: Wyoming Community College Commission







# 2017-2018 ENROLLMENT REPORT

Table 12: Scope of Non-Credit Service Headcount

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Non-credit service headcount data is currently being redefined by the Data Governance, Institutional Research Council to provide more pertinent and useful information.



# 2017-2018 ENROLLMENT REPORT

Table 13: Students Auditing Courses

Credit Headcount			FTE		
College	Exclusively Auditing	*Credit Students Auditing	College	Exclusively Auditing	*Credit Students Auditing
Casper	272	106	Casper	43.6	67.7
Central	118	62	Central	14.6	31.6
Eastern	141	72	Eastern	11.4	57.0
LCCC	188	27	LCCC	32.5	16.3
Northwest	61	21	Northwest	5.3	10.4
NWCCD	62	10	NWCCD	7.0	5.7
Western	76	5	Western	8.8	2.9
<b>Total</b>	<b>918</b>	<b>303</b>	<b>Total</b>	<b>123.3</b>	<b>191.7</b>

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



# 2017-2018 ENROLLMENT REPORT

Table 14: Alternative Delivery Courses

Enrollment and Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	System Total
<b>Concurrent Enrollment Headcount</b>	583	678	873	1,324	278	1,222	795	<b>5,753</b>
% of total students enrolled in Concurrent Enrollment credits	11.6%	25.7%	38.3%	21.5%	12.6%	20.4%	14.3%	<b>19.3%</b>
Concurrent Enrollment student credit hours	2,273.5	4,207.0	6,672.0	6,468.0	1,237.0	6,960.0	4,492.0	<b>32,309.5</b>
% of total student credit hours	3.2%	13.5%	25.2%	8.3%	3.3%	10.9%	7.9%	<b>8.8%</b>
<b>Dual Enrollment Headcount</b>	377	241	275	384	309	226	483	<b>2,295</b>
% of total students enrolled in 1+ credits as Dual Enrollment	7.5%	9.1%	12.1%	6.2%	14.0%	3.8%	8.7%	<b>7.7%</b>
Dual Enrollment student credit hours	2,617.5	1,318.5	1,568.0	1,936.0	1,973.5	1,756.0	2,482.0	<b>13,651.5</b>
% of total student credit hours	3.6%	4.2%	5.9%	2.5%	5.3%	2.8%	4.4%	<b>3.7%</b>
<b>Remedial Headcount **</b>	757	221	215	907	304	531	654	<b>3,589</b>
% of total students enrolled in 1+ remedial credits	15.0%	8.4%	9.4%	14.8%	13.7%	8.8%	11.8%	<b>12.0%</b>
Remedial English Headcount ***	196	0	61	169	149	209	28	<b>812</b>
Remedial Math Headcount ***	690	221	177	792	193	456	619	<b>3,148</b>
Remedial student credit hours	4,518.0	760.0	859.0	4,263.0	1,176.0	2,679.0	3,573.0	<b>17,828.0</b>
% of total student credit hours	6.3%	2.4%	3.2%	5.5%	3.1%	4.2%	6.3%	<b>4.9%</b>

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

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

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



# 2017-2018 ENROLLMENT REPORT

Table 15: Distance Education

Enrollment and Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	System Total
Distance Education Headcount *	2,696	1,269	743	2,800	1,245	1,809	2,528	13,090
% of total students enrolled in 1+ distance education credits	53.5%	48.0%	32.6%	45.5%	56.3%	30.1%	45.5%	43.8%
Distance Education student credit hours	19,347.0	8,443.0	4,737.0	20,660.0	7,312.0	13,020.5	19,496.0	93,015.5
% of total student credit hours	26.8%	27.1%	17.9%	26.6%	19.5%	20.4%	34.5%	25.5%

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



# 2017-2018 ENROLLMENT REPORT

Table 16: IPEDS Faculty/Student Ratio

College	* Faculty FTE	** Credit FTE	Ratio
Casper	191.0	2,811.6	15:1
Central	57.0	1,057.2	18:1
Eastern	40.0	802.3	20:1
LCCC	179.0	2,887.3	16:1
Northwest	89.0	1,496.7	17:1
NWCCD	159.0	2,315.6	15:1
Western	134.0	2,099.8	16:1

\* FTE Faculty: Full-Time + 1/3 Part-Time, Institutional Only

\*\*This year's fall term data, excluding concurrent students

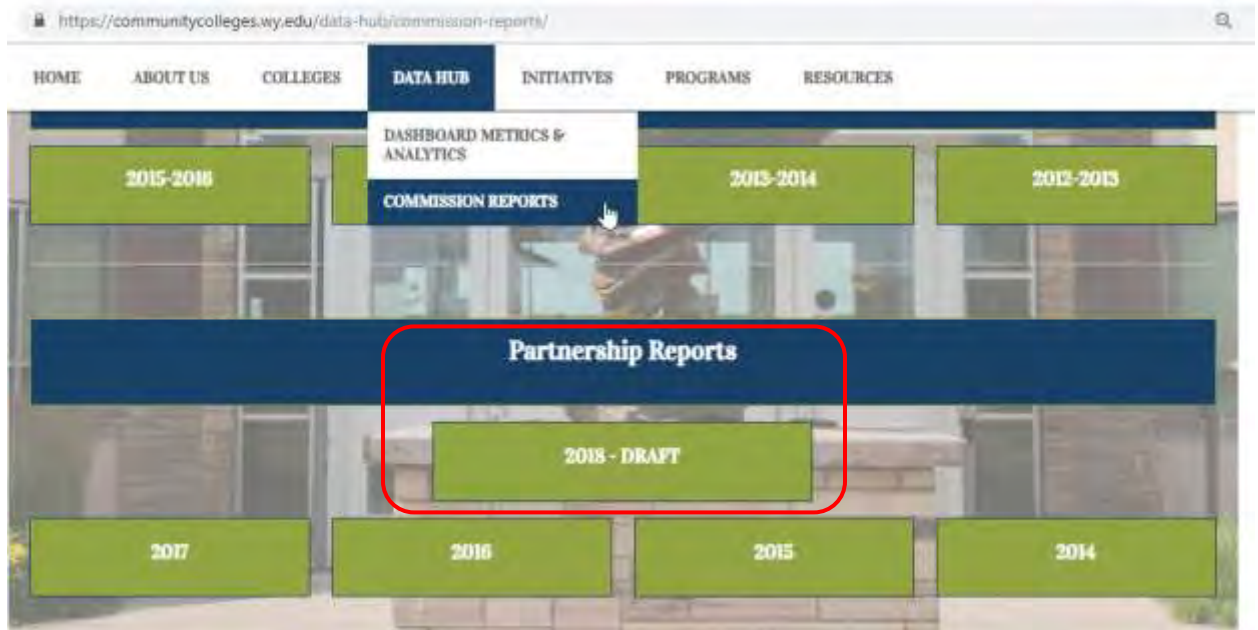
Source: Wyoming Community College Commission

**TAB 10**

# 2018 Annual Partnership Report

The 2017-2018 Annual Partnership Report, is available electronically on the WCCC website:

communitycolleges.wy.edu > DATA HUB > COMMISSION REPORTS > Scroll to the Partnership Reports > 2018-DRAFT



LINK:

<http://communitycolleges.wy.edu/wp-content/uploads/2018/10/Partnership-Report-2018-DRAFT.pdf>

**TAB 11**





## WYOMING COMMUNITY COLLEGE COMMISSION

2300 CAPITOL AVE, 5<sup>TH</sup> FLOOR  
CHEYENNE, WY 82002

To the Joint Education Interim Committee  
[Pursuant to W.S. 21-20-201 Section 1, (e)]

### **10/01/18 Report on Postsecondary Education Options Program**

#### **Introduction**

*The legislature has directed the Wyoming Community College Commission (WCCC) to develop a report to the Joint Interim Education Committee, the community colleges, the Wyoming Department of Education (WDE) and the University of Wyoming (UW) on statewide, postsecondary education options program revenues, expenditures, and student participation and completion.*

Senate Enrolled Act 52 (2010 Budget Session), hereafter referred to as SEA-52, amended the Postsecondary Education Options Program Act (PEOP) to mandate that high schools, postsecondary institutions, UW and community colleges, enter into agreements regarding dual and concurrent enrollment programs.

The Consensus Council, created under SEA-52 in collaboration with stakeholders, requested that the WCCC Academic Affairs Council (AAC) design a template for a Memorandum of Understanding (MOU) for both concurrent enrollment and for dual enrollment, to be used statewide by all school districts, and community college partners. These two common MOU templates were designed, and first utilized for, the 2010-2011 academic year by the school districts and the seven community colleges. There are concurrent enrollment and/or dual enrollment MOUs between all 48 school districts and at least one of the seven community colleges or UW. Academic year 2013-2014 marked the first year all school districts had such an MOU.

SEA-52 amended the PEOP Act requiring the annual reporting of student enrollment, finances and completion data by school districts, BOCHES, BOCES, community colleges and UW.

**Note:** Information for this report is obtained by many different sources including UW, the seven community colleges, WDE (who obtain their information from Wyoming school districts) and the Wyoming BOCES/BOCHES. This report, since its inception, has shown inconsistencies in data received, as it does this year. The community colleges report in the same manner, using the same formulas and

templates, and their data can be validated. However, data outside of the community college system cannot be validated by the WCCC. While there is confidence in community college data, the same level of confidence is not present with school district data as there are obvious discrepancies and missing pieces. Therefore, it is necessary to identify data discrepancies either via footnotes, modifications to charts or detailed on the last page of the report and to note the WCCC’s position of reporting data provided from multiple agencies, some of which cannot be validated.

**Enrollment and Completion (Community Colleges)**

<b>College and UW Unduplicated Headcounts and Credit Hour Enrollment Concurrent and Dual Enrollment</b>							
Academic Year	College	Headcount Number		Credit Hours			
		CE Headcount	DE Headcount	CE Credit Hour	DE Credit Hour	CE Credit Hours Completed	DE Credit Hours Completed
2017-2018	CC	563	376	2253.5	2709.5	2028	2192.5
2017-2018	CWC	684	241	4255	1318.5	3959	1156
2017-2018	EWC	877	276	6658	1512	6431	1466
2017-2018	LCCC	1325	384	6474	1936	4170	1685
2017-2018	NWC	276	306	1237	2014.5	1191	1776.5
2017-2018	NWCCD	1225	231	7036	1774	6732	1641
2017-2018	WWCC	796	579	4487	2384	4355	2103
2017-2018	UW	0	51	0	260	0	257
<b>State Totals</b>		<b>5746</b>	<b>2444</b>	<b>32,400.5</b>	<b>13,908.5</b>	<b>28,866</b>	<b>12,277</b>

Concurrent Enrollment:

The seven community colleges partnered with Wyoming’s school districts during the 2017-2018 academic year to provide concurrent enrollment courses to 5,746 students. These students enrolled in 32,400.5 credit hours and completed 28,866 credit hours. Concurrent enrollment courses are taught by high school faculty who meet each college’s qualifications to teach the specific courses offered. Availability of a concurrent course is dependent upon the qualifications of high school faculty members to teach specific courses and the school district’s decision to accept specific college course credit toward high school graduation.

Dual Enrollment:

During the 2017-2018 academic year, 22 of Wyoming’s 48 school districts recognized dual enrollment course enrollments to meet high school graduation requirements. During that same academic year, the community colleges and UW reported 2,444 students registered for 13,908.5 credit hours and completed 12,277 credit hours. UW offered dual enrollment to high school students at one school

district. Wyoming’s public community colleges offer all freshman and sophomore college courses as options for school districts to select from as dual enrollment opportunities for high school students. Availability of a specific dual enrollment course is dependent upon access to the course through either face-to-face instruction or distance education. The decision to accept a specific college course to meet high school graduation requirements, is made by the school district.

Distance Dual Credit:

The seven community colleges and UW partnered with school districts during the 2017-2018 academic year to offer distance dual credits. A total of 1,281 students took 5,856 credit hours of distance education and completed 5,078 of them. The seven community colleges offer over 700 online course sections which are all available as dual enrollment courses.

**Finance (Community Colleges - Revenue)**

College Revenue and Expenditures for Concurrent and Dual Enrollment							
Academic Year	College	Revenue					
		CE School District	CE BOCES/BOCHES	CE Total (All Revenue Sources)	DE School District	DE BOCES/BOCHES	DE Total (All revenue sources)
2017-2018	CC	\$13,104	\$255,208	\$238,312		\$306,977	\$370,272
2017-2018	CWC	\$403,178	\$129,000	\$532,178		\$167,108	\$167,108
2017-2018	EWC	\$758,946		\$758,946	\$174,930		\$174,930
2017-2018	LCCC	\$511,360		\$511,360	\$67,735		\$67,735
2017-2018	NWC	\$144,021		\$144,021	\$25,552	\$7,300	\$32,852
2017-2018	NWCCD	\$796,384		\$796,384		\$70,289	\$70,289
2017-2018	WWCC	\$405,383		\$405,383		\$22,066	\$458,370
2017-2018	UW				\$49,213		\$50,395
<b>System Totals</b>		<b>\$3,032,376</b>	<b>\$384,208</b>	<b>\$3,386,584</b>	<b>\$317,430</b>	<b>\$573,740</b>	<b>\$1,391,951</b>

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**Finance (Community Colleges - Expenditures)**

Academic Year	College	Expenditures			
		Total CE Payment to School District	CE Expenditures Total *	Total DE Payment to School District	DE Expenditures Total **
2017-2018	CC	\$13,104	\$13,104	\$0	\$0
2017-2018	CWC	\$385,298	\$385,298	\$0	\$0
2017-2018	EWC	\$978,803	\$1,339,217	\$174,930	\$533,854
2017-2018	LCCC	\$511,360	\$947,841	\$404,249	\$672,012
2017-2018	NWC	\$144,021	\$228,812	\$192,967	\$764,981
2017-2018	NWCCD	\$796,384	\$1,084,534	\$192,941	\$539,627
2017-2018	WWCC	\$405,383	\$1,091,494	\$298,596	\$915,507
2017-2018	UW*	\$0	\$0	\$49,213	\$50,395
<b>System Totals</b>		<b>\$3,234,353</b>	<b>\$5,090,300</b>	<b>\$1,312,896</b>	<b>\$3,476,376</b>

\*UW does not track expenditures by course

\*\*Community college concurrent enrollment expenditures include student services expenses prorated by credit hours taken by concurrent enrollment students. Community college dual enrollment expenditures include student services and instructional expenses prorated by credit hours taken by dual enrollment students.

**Finance (BOCES/BOCHES)**

Academic Year	BOCES/BOCHES**	Total Payments to Community College		Total Payments to School District		Payment Directly to Vendor or Employee	
		CE	DE	CE	DE	CE	DE
2017-2018	Big Horn County School District # 3		\$9,539			\$3,500	\$1,802
2017-2018	Carbon County School District # 2		\$33,979				\$48,111
2017-2018	Carbon County Higher Education Center		\$106,238				\$106,948
2017-2018	Central Wyoming BOCES	\$255,208	\$306,977	\$255,208	\$306,977	\$34,038	\$113,249
2017-2018	Central Wyoming College BOCHES	\$129,000	\$167,108			\$184,209	\$20,943
2017-2018	Eastern Wyoming BOCES					\$538,390	

Academic Year	BOCES/BOCHES	Total Payments to Community College		Total Payments to School District		Payment Directly to Vendor or Employee	
		CE	DE	CE	DE	CE	DE
2017-2018	Gillette BOCHES				\$70,288		\$70,288
2017-2018	Lovell BOCES (Big Horn Cty School Dist # 2)		\$3,919				\$6,049
2017-2018	Oyster Ridge BOCES		\$15,375		\$15,375		\$37,471
2017-2018	Park County School Dist # 1						
2017-2018	Sublette BOCES						
2017-2018	Sweetwater BOCES						
2017-2018	Teton County BOCES						
2017-2018	Uinta BOCES # 1		\$21,872				
2017-2018	Uinta County BOCES SD #4 & #6 (Valley Learning Center)				\$9,000		
2017-2018	Western Sublette 9 BOCES		\$13,629			\$8,703	
2017-2018	<b>Total</b>	<b>\$384,208</b>	<b>\$678,636</b>	<b>\$255,208</b>	<b>\$401,640</b>	<b>\$768,840</b>	<b>\$404,861</b>
	(Did not report)						

Two BOCES or BOCHES provided \$384,208 to community colleges to support concurrent enrollment. One BOCES provided \$255,208 to school districts to support concurrent enrollment. Nine BOCES or BOCHES reported they provided \$678,636 to community colleges, and four BOCES or BOCHES provided \$401,640 to school districts to support dual enrollment.

Seven community colleges reported receiving \$3,032,376 from school districts for concurrent enrollment courses and two community colleges reported receiving \$384,208 for dual enrollment courses from school districts. Seven community colleges reported paying \$3,234,353 to school districts for concurrent enrollment related expenses. Two community colleges received \$384,208 from BOCES or BOCHES for concurrent enrollment courses. Five community colleges reported receiving \$573,740 from BOCES or BOCHES for dual enrollment courses. UW was not able to provide fiscal information related to dual enrollment as they do not track expenditures by course.

Seven community colleges reported concurrent enrollment expenditures of \$5,090,300 and seven community colleges reported total concurrent enrollment revenue of \$3,386,584. Also, five community colleges reported dual enrollment expenditures of \$3,476,376 and seven community colleges and UW reported total revenue for dual enrollment of \$1,391,951.

**Enrollment and Completion (School Districts)**

<b>Unduplicated Concurrent and Dual Enrollment Headcounts by School District **</b>			
<b>District Name</b>	<b>Unduplicated Concurrent Enrollment Headcounts</b>	<b>Unduplicated Dual Enrollment Headcounts</b>	<b>Total District Enrollment</b>
Albany # 1		148	148
Big Horn # 1	32	1	33
Big Horn # 2	72	25	76
Big Horn # 3	64		64
Big Horn # 4	17	14	19
Campbell # 1	20		20
Carbon # 1	77		77
Carbon # 2	43	33	54
Converse # 1	434		434
Converse # 2	39		39
Crook # 1	108		108
Fremont # 1			
Fremont # 2	2		2
Fremont # 6	43	31	56
Fremont # 14	22		22
Fremont # 21	13	3	13
Fremont # 24	31	21	42
Fremont # 25	568	20	568
Fremont # 38			
Goshen # 1	173	105	208
Hot Springs # 1	66		66
Johnson # 1	231	31	235
Laramie # 1		43	43
Laramie # 2	89	37	96
Lincoln # 1	18		18
Lincoln # 2	8		8
Natrona # 1	252	258	488
Niobrara # 1	27		27
Park # 1	139		139
Park # 6	84		84
Park # 16	11	12	15
Platte # 1	286		286
Platte # 2	28		28
Sheridan # 1	92	66	100
Sheridan # 2	165		165
Sheridan # 3	14		14
Sublette # 1	69		69
Sublette # 9		33	33
Sweetwater # 1	44	10	54
Sweetwater # 2	48	117	132
Teton # 1	314		314

<b>Unduplicated Concurrent and Dual Enrollment Headcounts by School District **</b>			
<b>District Name</b>	<b>Unduplicated Concurrent Enrollment Headcounts</b>	<b>Unduplicated Dual Enrollment Headcounts</b>	<b>Total District Enrollment</b>
Uinta # 1	144		144
Uinta # 4	49		49
Uinta # 6	49		49
Washakie # 1	32		32
Washakie # 2	3		3
Weston # 1	201		201
Weston # 7	46		46
<b>Total</b>	<b>4267</b>	<b>1008</b>	<b>4921</b>
	Reported enrollment but no expenditures/revenue		

\*Total District Enrollment may include students who are enrolled both as Concurrent and Dual and therefore may be duplicated in this total

School districts reported concurrent enrollment of 4,267 students as opposed to the total enrollment by community colleges and UW of 5,746 for concurrent enrollment. The school districts reported 1,008 dual enrollment students as opposed to the community colleges and UW who reported 2,444.

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**Finance (School Districts)**

School District Concurrent and Dual Enrollment Revenues and Expenditures							
Academic Year	District Name	Revenue		Expenditures			
		School District Concurrent Enrollment Revenue	School District Dual Enrollment Revenue	**Concurrent Payment WY College/ University	Concurrent Enrollment Expenditures (All Categories)	**Dual Payment WY College/ University	Dual Enrollment Expenditures (All Categories)
2017-2018	Albany #1						\$28,511
2017-2018	Big Horn #1	\$19,034			\$19,034		\$5,965
2017-2018	Big Horn #2						
2017-2018	Big Horn #3						
2017-2018	Big Horn #4						
2017-2018	Campbell #1	\$328,600			\$328,680		\$774
2017-2018	Carbon #1						
2017-2018	Carbon #2						
2017-2018	Converse #1						
2017-2018	Converse #2	\$30,140			\$33,853		\$16,040
2017-2018	Crook #1	\$152,070			\$114,190		\$34,491
2017-2018	Fremont # 1						
2017-2018	Fremont # 2						
2017-2018	Fremont # 6						
2017-2018	Fremont #14						
2017-2018	Fremont #21						
2017-2018	Fremont #24						
2017-2018	Fremont #25						
2017-2018	Fremont #38						
2017-2018	Goshen #1	\$97,440			\$104,562		\$91,427
2017-2018	Hot Springs #1						
2017-2018	Johnson #1						
2017-2018	Laramie #1	\$443,764			\$445,354		\$36,219
2017-2018	Laramie #2	\$6,768			\$9,072		\$6,554
2017-2018	Lincoln #1						
2017-2018	Lincoln #2						
2017-2018	Natrona #1						
2017-2018	Niobrara #1	\$22,480			\$16,390		
2017-2018	Park # 1						\$49,833
2017-2018	Park # 6						\$28,518
2017-2018	Park #16	\$3,477			\$5,261		\$5,189



School District Concurrent and Dual Enrollment Revenues and Expenditures							
		Revenue		Expenditures			
Academic Year	District Name	School District Concurrent Enrollment Revenue	School District Dual Enrollment Revenue	** Concurrent Payment WY College/ University	Concurrent Enrollment Expenditures (All Categories)	** Dual Payment WY College/ University	Dual Enrollment Expenditures (All Categories)
2017-2018	Platte #1						
2017-2018	Platte #2	\$16,580			\$16,580		\$2,385
2017-2018	Sheridan #1	\$95,483			\$90,308		\$9,446
2017-2018	Sheridan #2	\$192,120			\$192,120		
2017-2018	Sheridan #3						
2017-2018	Sublette #1						
2017-2018	Sublette #9		\$22,941				\$25,907
2017-2018	Sweetwater #1	\$156,776			\$82,678		\$32,800
2017-2018	Sweetwater #2	\$37,506			\$37,506		\$29,793
2017-2018	Teton #1						
2017-2018	Uinta #1	\$83,096			\$92,924		
2017-2018	Uinta #4	\$58,844	\$4,030		\$66,773		\$14,252
2017-2018	Uinta #6	\$10,283			\$2,040		\$2,505
2017-2018	Washakie #1	\$10,608			\$14,088		\$1,085
2017-2018	Washakie #2						\$1,017
2017-2018	Weston #1	\$68,908			\$9,632		\$22,847
2017-2018	Weston #7	\$9,590			\$9,590		\$11,068
	<b>Total</b>	<b>\$1,843,567</b>	<b>\$26,971</b>	<b>\$0</b>	<b>\$1,690,635</b>	<b>\$0</b>	<b>\$456,626</b>
	Reported enrollment but no expenditures/revenue						

\* WDE does not track what type of entity receives payments from school districts. For example, there is no designation for payments made to BOCES, community colleges, or UW, but simply whether the program was dual or concurrent

Twenty school districts reported concurrent enrollment revenue of \$1,843,567. Twenty school districts also reported paying the community colleges \$1,690,635 for concurrent enrollment courses taught at their high schools. Two school districts reported dual enrollment revenue of \$26,971. Twenty-two school districts reported paying \$456,626 to the seven community colleges/UW to enroll their high school students in dual enrollment courses. It is worth noting 21 school districts reported enrollment but no revenue or expenditures.

*Consistent with years past, there are inconsistencies between the headcount and financial data provided to WDE by the school districts and headcount and financial information provided to the WCCC staff by the seven community colleges. WCCC staff continually attempt to improve data quality, and some improvements have been made.*

*Continued challenges do remain however:*

- This reporting year it was not possible to provide all reporting entities sufficient time or common protocols to facilitate each reporting entities' own reconciliation. WDE has noted time constraints collecting full academic year data due to reporting timelines for school districts. WDE is unable to provide full academic year data until late August each year. Once data is received from all entities and aggregated by early September, this does not allow time for entities to analyze discrepancies prior to the October 1 legislative deadline. Additionally, WDE reports a common situation for several school districts of revenue being received the year following the expenditure so the amounts may not reconcile.*
- Two school districts did not have any dual or concurrent course enrollments.*
- The community colleges reported concurrent enrollment headcount of 5,746 while the school districts reported concurrent enrollment headcount of 4,267.*
- The community colleges and UW reported dual enrollment headcount of 2,444 while the school districts reported 1,008 dual enrollment headcount.*
- Twenty-one school districts reported enrollment but no related revenue or expenditures.*
- Two BOCES/BOCHES did not report information to the WCCC for this report.*
- It should be noted that students who are home schooled and who participate in dual or concurrent courses would not be counted by the school districts which could account for a portion of the differences in counts between the entities.*

**TAB 12**

# Casper College Academic Affairs

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

August 6, 2018

Dr. Joe McCann  
Wyoming Community College Commission  
2300 Capitol Avenue  
Hathaway Building, 5<sup>th</sup> Floor  
Cheyenne, WY 82002

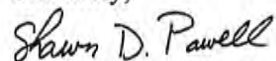
Dear Dr. McCann,

The proposal for our college's A.A. degree in Communication – Public Relations emphasis is attached for your review. This proposal was approved by the Casper College Board of Trustees on June 19, 2018. It is my hope this degree proposal will be reviewed and approved by the Wyoming Community College Commissioners in time for this degree to be offered during the 2019-20 academic year.

The proposal for this degree with an emphasis in public relations came about from contacts our Communication faculty members had with individuals in various businesses from the local community. Additionally, this proposed degree can be articulated with a bachelor's degree offered through the University of Wyoming and several other colleges in the region. This proposed degree therefore will serve primarily as a transfer degree for our students. The secondary purpose is that it can increase our graduates' employability in various occupations in Natrona County and Wyoming.

If I can provide additional information regarding this proposed modification please contact me.

Sincerely,



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

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

**A. College:** Casper College

**B. Date** submitted to WCCC: June 19, 2018

**C. Program**

1. Request for:

New Program     Pilot Program     Revised Program

2. **Program Title:** Communication – Public Relations

3. Degree or Certificate to be awarded:

Degree:  AA     AS     AAS     Other  
 Certificate

4. Educational Pathway:

Energy     Construction     Hospitality     Technology     Health Care     other

5. Total number of credit hours: 60

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

09.0900

7. Planned semester/year new program will begin: Fall 2019

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

YES (Provide details)     NO

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

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

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

The Associate of Arts degree in Communication (emphasis in public relations): Prepares individuals to work in a wide range of public and private sector positions requiring the skills of persuasive communication. Instruction will include communication theory, public relations, persuasion techniques, message/image design, marketing strategy, media and professional writing, public speaking and digital communications. Graduates will be ready to transfer to a four-year university or for entry-level employment in public relations, such as press relations, community or consumer relations, tourism, market research, in-house publications, political campaigns, fund raising and volunteer recruitment.

- Program Layout by Semester

First Semester — Fall		
<b>CO/M 1000</b>	<b>Introduction to Mass Media</b>	<b>3</b>
	<b>Lab Science</b>	<b>4</b>
<b>ENGL 1010</b>	<b>English I: Composition</b>	<b>3</b>
<b>POLS 1000</b>	<b>U.S. and Wyoming Constitutions</b>	<b>3</b>
<b>PEAC</b>	<b>Physical Activity</b>	<b>1</b>
		<b>14</b>
Second Semester — Spring		
<b>MATH</b>	<b>MATH 1000 (3 hrs) or MATH 1400 (4 hrs)</b>	<b>3 (or 4)</b>
<b>CO/M</b>	<b>Interpersonal Communication CO/M 1030 or Public Speaking CO/M 2010</b>	<b>3</b>
<b>ENGL 1020</b>	<b>English II: Composition or second approved English composition course</b>	<b>3</b>
	<b>Cultural Environment</b>	<b>3</b>
<b>CO/M 2100</b>	<b>Media Writing</b>	<b>3</b>
<b>CO/M 2390</b>	<b>Independent Publications</b>	<b>1</b>
		<b>16-17</b>
Third Semester — Fall		
<b>CO/M 2090</b>	<b>Persuasion</b>	<b>3</b>
<b>MKT 2100</b>	<b>Intro to Marketing</b>	<b>3</b>
<b>CO/M 2300</b>	<b>Public Relations</b>	<b>3</b>
	<b>Electives (General Education)</b>	<b>6</b>
		<b>15</b>
Fourth Semester — Spring		
<b>CO/M 1040</b>	<b>Introduction to Human Communication</b>	<b>3</b>
<b>CO/M 2520</b>	<b>Social Media</b>	<b>3</b>

	Human Behavior	3
	Electives (Major)	6
		15
	Total Credits	60-61

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

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

No new prefixes

2. New course prefixes have been coordinated:

with UW (transfer)  Yes  No  Not Applicable

or WCCC (career technical)  Yes  No  Not Applicable

**F. New course descriptions:**

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

**CO/M 2300 Intro to Public Relations (3 LEC; LOI 1)** (approved through the CC curriculum process) This course provides a foundation of the nature and purpose of proper public relations skills and programs in any given business, organization, or situation. Students will develop writing skills and techniques using various public relations tools/tactics and understand the importance of research and planning in creating a public relations program. Identification of publics, persuasive techniques, media ethics and law, message strategies, and research methods pertaining to public relations are topics emphasized.

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

with UW (transfer)  Yes  No  Not Applicable

or WCCC (career technical)  Yes  No  Not Applicable

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

Yes, the primary instructor has a PhD with 20 years of experience in journalism and public relations. The college also has numerous other experienced faculty members on hand to teach the other classes tied closely to public relations. This includes Terry Rogers (persuasion), Doug Hall (social media), and Scott Nolan and Ginny Garner (marketing).

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

The primary instructor has met with industry professionals including leaders working in the energy, healthcare and non-profit sectors about the formation of this degree. Conversations focused on their interest in this degree and their willingness to help serve as guest speakers and possibly as members of an advisory board. The feedback was positive about the need for this degree program and the skill set that would be provided. The primary instructor has also received feedback from current and potential students about studying public relations and pursuing this field as a career.

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

No additional funds or resources would be needed for this program.



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

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Media and Public Relations	240,700	255,600	6	N/A
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Media and Public Relations	1,371	1,501	9.5	42

Source:

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

[http://doe.state.wy.us/LMI/projections/2016/long\\_term\\_occupation\\_projections\\_2014-24.pdf](http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf)

Other trend information that would assist the Commission:

2. State and National Wages (based on holding a bachelor’s degree)

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States Public Relations and Fundraising Managers	Hourly	\$28.40	\$37.84	\$51.59	\$73.06	\$98.61
	Yearly	\$59,070	\$78,710	\$107,320	\$151,970	\$205,110
Wyoming PR Specialist	Hourly	\$15.43	\$20.41	\$27.89	\$38.29	\$53.15
	Yearly	\$32,090	\$42,450	\$58,020	\$79,650	\$110,560

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** [https://www.bls.gov/oes/current/oes\\_nat.htm](https://www.bls.gov/oes/current/oes_nat.htm)
- **State Data Source:** [https://www.bls.gov/oes/current/oes\\_wy.htm](https://www.bls.gov/oes/current/oes_wy.htm) State Cross-Industry Estimates

Other wage information or comments that would assist the Commission: Public relations is a pretty broad term and can be difficult to capture in the workplace. This is because public relations and communication specialists also end up working in human resources, political campaigns, event coordination, marketing coordination, non-profit

directors, advertising representatives, sports information, lobbying, sports agents, fundraising and donor management, etc.

This degree also ties well to programs at other four-year universities including the new bachelor's degree in tourism at the University of Wyoming. As the second largest industry in Wyoming, tourism requires a variety of skill sets including a background in public relations, as evidenced by the new degree's selection of curriculum.

3. Primary student audience identified for this program:

The primary market will be high school seniors getting ready to graduate, returning students who are looking to re-career, and also students who may already work in the field and are looking to continue their education in public relations. They will be students who have an interest in media and communication, but not necessarily journalism. Within the field of public relations, the workforce is nearly two-thirds female. Women make up 63 percent of public relations "specialists," according to Bureau of Labor Statistics data, and 59 percent of all PR managers. When including the advertising world, the people shaping media messages are 60 percent female, compared to 47 percent of the overall workforce, according to data. Compare this to the average newspaper and television reporter, which is predominantly male. Aside from gender, public relations students tend to follow the ages and ethnicity of other college majors.

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

\_\_\_9\_\_ Year One                      \_\_\_12\_\_ Year Two                      \_\_\_15\_\_ Year Three

**K. Student recruitment and program marketing strategies** that will be used to attract the broadest range of individuals into this specific program:

The Communication Department will work with the Casper College Public Relations Department to develop a marking and recruitment plan for this degree program. Current Communication majors will be informed about the new degree option to identify potential interest in the program. The primary instructor for the program will work with advisory board members to advertise the program and also help identify potential students for the program. Further, the primary instructor will work with enrollment services to effectively market the program to students across their recruitment areas. Social media and the Casper College website will also be used to promote the program.

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

<b>Wyoming Community College Programs</b> <b>(Identify title, degree/certificate and number of credit hours)</b>						
<b>Casper College</b>  <b>New degree</b> <b>60 credits</b>	<b>Central Wyoming College</b>  <b>No such degree</b>	<b>Eastern Wyoming College</b>  <b>No such degree</b>	<b>Laramie County Community College</b>  <b>No such degree</b>	<b>Northwest College</b>  <b>No such degree</b>	<b>Northern Wyoming Community College District</b>  <b>No such degree</b>	<b>Western Wyoming Community College</b>  <b>No such degree</b>

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

- Black Hills State University
- Idaho State University
- Chadron State College
- University of Wyoming (course articulation agreement)
- Montana State University
- Montana State University at Billings
- Colorado State University

- University of Colorado
- Denver University

A specific articulation agreement will be pursued with the University of Wyoming Communication & Journalism Department to provide a pathway to the Communication BA with a Public Relations Minor. Students can also pursue the Bachelor of Applied Science Degree if desired.

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

Once the program is established, the primary instructor will establish an advisory board. He has also talked with professionals in the energy, healthcare and non-profit fields who have indicated interest in supporting this program.

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

Expected Student learning outcomes from completion of the program: Students earning an A.A. in Communication – Public Relations will be able to:

- Demonstrate effective written and oral communication skills;
- Apply basic public relations theories and principles to practice;
- Create written public relations materials and social media campaigns for diverse audiences in a logical and appropriate format;
- Deliver persuasive and informative presentations to student teams, clients, and publics;
- Collect and interpret research data to create ethically sound and socially responsible public relations strategies and campaigns; and
- Apply human communication theories to analyze and modify communication efforts.
- Students will develop a capstone portfolio that will exhibit their ability to write press release, news stories and feature articles; to plan and coordinate events; to develop communication and public relations campaigns; and to produce social media campaigns, advertisements, videos and promotional publications.

Since 2013, the Communication Department has awarded the following number of degrees:

2013 (9)      2014 (17)      2015 (11)      2016 (7)      2017 (17)

The department has a student learning outcomes and assessment plan, which will be implemented in May 2018. In the past, the department has assessed oral and written communication skills for its students in public relations and several other communication courses. Assessment will also occur with the department's public relations students.

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

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

**EDUCATED CITIZENRY** – The coursework will ask students to become more involved in the local community as they take on various public relations projects. Those students will be asked to assess different audiences, and create messages and campaigns that persuade local residents to take positive actions in their lives.

**DIVERSIFIED ECONOMY** – Given the growth of social media and the internet, companies and businesses must be able to communicate with a wider array of audiences. Whether the industry is energy production, healthcare, agriculture or government, it is vital that clear communication is offered throughout Wyoming, the region and across the world. As Wyoming works to attract new businesses to the state, it will use many of the tenets of public relations to communicate with those prospective companies.

**WORKFORCE DEVELOPMENT** – Public relations professionals can find work immediately after earning their associate's or bachelor's degrees. The field itself is growing at a 7 percent clip across the world, according to the 2017 Holmes Report, and within the United States at a 6 percent rate and 9.5 percent in Wyoming, according to the Department of Labor.

**EFFICIENT SYSTEMS** – The degree will make use of existing courses already offered at Casper College in several different disciplines. Only one new class has been created to offer this degree. It also aligns to degree options at the University of Wyoming and its public relations bachelor's degree.

**ACCOUNTABILITY and IMPROVEMENT** – The lead instructor has already spoken to numerous public relations professionals in the community about serving on an advisory board. This group will provide feedback and suggestions for improvements on the curriculum. They will also help supply internships for the Casper College students.

Annual assessment of the classes and the Communication Department will also lead to regular improvement and accountability. Exit interviews with all Casper College communication graduates will help as well.

#### **OTHER CRITERIA-**

- **Labor Needs** – As mentioned above, public relations is a growing field in Wyoming and the United States.
- **Curriculum Development** – The primary instructor has already taught two different public relations classes for the University of Wyoming. He will use some of that classwork to develop this class for Casper College. No other new courses will be needed for this degree. Instead, we will use existing classes to support the development of our public relations students.
- **Pathways** – The program is directly tied to the public relations program at the University of Wyoming; other regional universities and colleges will be contacted to create articulation agreements.
- **Faculty Support** – The lead instructor has more than 20 years of experience working as a journalist and public relations professional. Other faculty at Casper College with backgrounds in marketing, social media, persuasion and community theory will augment this degree.
- **Recruitment Strategies** – The Communication Department implemented a recruiting plan in the fall of 2017. We will continue to use this plan, which is based on regular communication with the area high schools, strategic use of the college’s website, and prompt interaction with students interested in our various programs. Being that this communication – public relations degree will be the only one offered at a community college in Wyoming, we believe we will have the added advantage in talking with interested students throughout the region. Based on our conversations with Casper College students, there is already interest in this degree program.
- **Resource Needs** – No additional resources are needed for this program.

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

SIGNATURE PAGE

Submitted by V. P. for Shawn D. Powell 8/3/2018  
Academic Affairs\*\* Signature Date

Shawn Powell VPAA  
Printed Name Title

Approved by the WCC Academic Affairs Council Joseph E. McCann, 8/6/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program Review Committee Joseph E. McCann, 9/3/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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

**TAB 13**



# Casper College

## Academic Affairs

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

August 3, 2018

Dr. Joe McCann  
Wyoming Community College Commission  
2300 Capitol Avenue  
Hathaway Building, 5<sup>th</sup> Floor  
Cheyenne, WY 82002

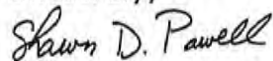
Dear Dr. McCann,

The proposal for our college's modified A.A.S. degree in Manufacturing and Automation Technology is attached for your review. This proposal was approved by the Casper College Board of Trustees on June 19, 2018. It is my hope this degree proposal will be reviewed and approved by the Wyoming Community College Commissioners in time for this degree to be offered during the 2019-20 academic year.

This proposal is the result of the merger of two existing degree programs at Casper College, Manufacturing Technology and Robotics Technology. If approved these two programs will be discontinued. This proposed change to our existing programs is designed to increase our graduates' employability in various automation and manufacturing occupations in Natrona County and Wyoming.

If I can provide additional information regarding this proposed modification please contact me.

Sincerely,



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

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

**A. College:** Casper College

**B. Date** submitted to WCCC: June 19, 2018

**C. Program**

1. Request for:

New Program     Pilot Program     Revised Program

In this request, the Manufacturing Technology and Robotics Technology are being merged into one program called Manufacturing and Automation Technology.

2. **Program Title:** Manufacturing and Automation Technology

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Educational Pathway:

Energy     Construction     Hospitality     Technology     Health Care     other

5. Total number of credit hours: 60

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

CIP 15.0613

7. Planned semester/year new program will begin: **Fall 2019**

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

YES (Provide details)     NO

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

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

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

The Manufacturing and Automation Technology program offers students the skills needed to enter a dynamic automated manufacturing industry to produce quality products more efficiently. This degree offers a hands-on experience students will use as a technician in the computer-enhanced manufacturing process. The chosen curriculum prepares graduates for employment in a wide range of industrial technological careers such as automated manufacturing, robotics, and energy manufacturing.

1. Program Layout by Semester

FALL		
ENTK 2510	CAD-3D Modeling	4
ENTK 1060	EXCEL Technical Applications	3
MCHT 1610	Machine Tool Technology I	2
MCHT 1620	Machine Tool Technology II	2
WELD 1820	GMAW and GTAW Welding	2.5
PEAC		1
Total		14.5
SPRING		
ENTK 2525	Design and Manufacturing Methods I	4
ELTR 1515	Basic AC/DC	2
MANF 2690	Robot Welding	4
Gen-Ed	Mathematics or Laboratory Science	3
Gen-Ed	US and WY Constitution	3
Total		16
FALL		
ENTK 1650	Mechanical Drafting and Design	4
ELTR 2815	Programmable Logic Controllers	4
MCHT 2780	CNC Machining Center	4
Gen-Ed	Written or Spoken Communications	3
Total		15
SPRING		
MANF 2550	Automation Control	3.5
MCHT 2790	CNC Turning Center	4
Gen-Ed	General Education Electives	7
Total		14.5
Program Total		43
Gen-Ed Total		17
<b>TOTAL</b>		<b>60</b>

**E. New course prefixes, course credit hours and:**

1. Is the community college is using a course prefix which is new to Wyoming public higher education institutions:   X   Yes       No

2. New course prefixes have been coordinated:  
with UW (transfer)     \_\_\_ Yes    \_\_\_ No    **X** Not Applicable  
or WCCC (CTE)         **X** Yes    \_\_\_ No    \_\_\_ Not Applicable

**F. New course descriptions:**

1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours, requested level of instruction (LOI of 1,2, or 3) and description):  
MANF 2690 Robot Welding (previously taught as ROBO 2690) (3CR)  
Students will learn the fundamentals of safely programming a robot for welding applications. (LOI of 2 Or 3)

MANF 2550 Automation Control (3.5 CR)  
Students will design, assemble and program an automated system. (LOI 2)

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

**G.\* Can this program be delivered by current faculty?** If not, what are the plans, budget and timeline for bringing on needed instructors?  
Current faculty can teach these courses. Many of the courses already exist. We wish to create a cross-disciplinary program more suited to the automated manufacturing industry.

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

Many of the changes to the Manufacturing program that we are requesting stem from discussions in Advisory Committee meetings for Robotics Technology and Manufacturing Technology. It was in these meetings that the suggestion was made to merge these two programs into the proposed Manufacturing and Automation Technology program.

Roadmap to STEM conferences hosted by the Department of Education have demonstrated a shift in High School curricula to include hands-on manufacturing classes. There are several Wyoming High Schools that include manufacturing courses (See Page 10).

WTEA (Wyoming Technical Education Association), a division of WACTE (Wyoming Association for Career and Technical Education) promotes technical education in Middle and High Schools. WTEA is supportive of schools who are incorporating the multidisciplinary courses in manufacturing.

CAEDA (Casper Area Economic Development Alliance)/Forward Casper acknowledges the need for a skilled workforce. "A skilled workforce is a key to a strong and diverse economy in Casper and Natrona County, Wyoming." Their Manufacturing Works service has long been supportive of bringing manufacturing to

Natrona County. CAEDA is currently in discussions with several manufacturing companies interested in expanding operations or relocating to the Casper area.

The ENDOW Report investigates the possibility of diversifying Wyoming’s economy with manufacturing. There are many references to the ENDOW Report in this proposal.

Several longtime manufacturing businesses have been contacted:

Jay Sanger <b>Platte River Engineering</b> 1108 N Glenn Road Casper, WY 82601	Chris Elrod <b>West Coast Engineered Products</b> 1122 Falcon Ave, Mills, WY 82604
Toni Woodward <b>Woodward Machine Corporation</b> 3592 Burd Rd, Casper, WY 82604	Rob Wright <b>Legacy Molding Corporation</b> 1070 W. Main ST. Suite A Riverton, WY 82501

“I agree with the change towards eliminating some of the manual welding classes and including some classes on automation and robotic welding.” Jay Sanger, Platte River Engineering

“The manufacturing industry today needs more employees with skills in automation.” Rob Wright, Legacy Molding

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

This program does not require any start up resources. It will reduce program needs because it merges 2 programs together. (The Robotics Technology and Manufacturing Technology)

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

1. State and National Trends

United States	Employment		Percent Change	Job Openings	
	2016	2026			
Aerospace Engineering and Operations Technicians	12,100	12,900	7%	800	
Electro-Mechanical Technicians	13,800	14,300	4%	500	

United States	Employment		Percent Change	Job Openings	
	2016	2026			
Industrial Engineering Technician	63,900	64,300	1%	400	
Mechanical Engineering Technician	46,100	48,400	5%	2,300	
Engineering Technicians	76,800	80,800	5%	4,000	
Wyoming	Employment		Percent Change	Job Openings	Replacement Openings
	2014	2024			
Electro-Mechanical Technicians	96	69	-28.10%	0	23
Industrial Engineering Technicians	31	28	-9.70%	0	8
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	399	387	-3.0%	0	82
Electrical and Electronic Equipment Mechanics, Installers, and Repairers	1,176	1,177	0.10%	17	164
Electrical and Electronics Repairers, Commercial and Industrial Equipment	170	167	-1.8%	0	29
Control and Valve Installers and Repairers, Except Mechanical Door	256	251	-2.0%	0	101
Industrial Machinery Mechanics	2,636	2,779	5.40%	143	684
Maintenance Workers, Machinery	288	287	-0.4%	0	46
Assemblers and Fabricators, All Other	207	212	2.42%	5	44
Metal Workers and Plastic Workers	3,514	2,902	-17.4%	0	977
Plant and System Operators	2,694	2,695	0%	66	953
Other Production Occupations	3,304	2,959	-10.44%	7	908

**Source:**

**National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, May 2018 Edition*, <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

**State Data Source:** [Wyoming Department of Employment Research & Planning http://doe.state.wy.us/LMI/projections/2016/long term occupation projections 2014-24.pdf](http://doe.state.wy.us/LMI/projections/2016/long%20term%20occupation%20projections%202014-24.pdf)

Other trend information that would assist the Commission:

As a percentage of GDP, Wyoming's manufacturing industry ranks 43rd in the nation. Manufacturing activities contributed 5.5% to Wyoming's GDP in 2016 compared to 11.7% for the US.

Percentage Manufacturing Contributes to Total GDP (2016)		
Real GDP (millions of chained 2009 dollars)		
	Manufacturing GDP	% of Total GDP
Wyoming	\$1,884	5.5%
Alaska	\$1,313	2.8%
Colorado	\$20,321	6.9%
Idaho	\$7,230	12.1%
Montana	\$3,275	8.0%
New Mexico	\$3,622	4.2%
North Dakota	\$3,166	6.6%
South Dakota	\$3,882	9.3%
Utah	\$15,378	11.3%
United States	\$1,909,249	11.7%

Source: Bureau of Economic Analysis

Percentage Manufacturing Contributes to Total Employment		
2016		
	Manufacturing Employment	% of Total Employment
Wyoming	9,230	3.4%
Alaska	13,570	4.2%
Colorado	142,386	5.6%
Idaho	63,795	9.3%
Montana	19,463	4.3%
New Mexico	26,830	3.3%
North Dakota	24,558	5.9%
South Dakota	42,157	10.0%
Utah	125,067	9.0%
United States	12,295,670	8.7%

Source: Bureau of Labor Statistics

Wyoming's manufacturing workforce is much smaller than that of comparator states and has seen a decline between 2005 and 2016. The largest portion of Wyoming's workforce, at 47.2%, is employed in businesses related to petroleum and coal products manufacturing, chemical manufacturing, plastics and rubber products manufacturing, and nonmetallic mineral product manufacturing.

Source: Wyoming Endow Report <https://www.endowyo.biz/>

*So why do the surrounding states have a much higher % of GDP in manufacturing?* Wyoming offers many incentives: No corporate income tax, no inventory tax, low electricity and utility costs, low property tax, sales tax exemption on equipment used in manufacturing, sales tax exemption on electricity used in the manufacturing process, large load fund, etc.

Wyoming also has some challenges: Lack of skilled workforce, availability of workforce, workforce housing, etc. (Source: Wyoming Endow Report)

*The Community Colleges can help with training a skilled workforce. We have been successful at providing training for oil and gas production, mining and health care. Why not manufacturing?*

Over the next 20 years, if Wyoming increases the 5.5% Manufacturing GDP to equal the 11.7% GDP of US manufacturing, that 6.2% increase would equate to \$1.2 billion dollars. If Wyoming can close that gap the 6% difference would add \$2 billion to the State's GDP.

Even though the number of employees required for manufacturing is low, the effect on Wyoming's GDP can be as much as \$2 billion.

Source: Wyoming ENDOW Report

## 2. State and National Wages

Location		Pay Period	2015				
			10%	25%	Median	75%	90%
<b>United States</b>	Electro-Mechanical Technicians	Hourly	16.74	20.98	26.74	33.69	41.08
	Industrial Engineering Technicians	Hourly	16.11	20.14	25.64	32.88	41.55
	Mechanical Engineering Technicians	Hourly	16.36	20.47	26.19	32.91	39.81
	Electromechanical Equipment Assemblers	Hourly	10.73	12.82	16.03	20.10	24.56
	Metal Workers and Plastic Workers, All Other	Hourly	10.01	12.00	16.00	21.23	27.16
	Electro-Mechanical Technicians	Yearly	34,820	43,630	55,610	70,080	85,440
	Industrial Engineering Technicians	Yearly	33,520	41,900	53,330	68,380	86,430
	Mechanical Engineering Technicians	Yearly	34,030	42,580	54,480	68,440	82,810
	Electromechanical Equipment Assemblers	Yearly	22,320	26,670	33,350	41,810	51,080
	Metal Workers and Plastic	Yearly	20,810	24,960	33,280	44,160	56,490



	Workers, All Other							
<b>Wyoming</b>	Installation, Maintenance, and Repair Occupations	Hourly	19.68	24.71	34.27	42.29	48.11	
	Industrial Machinery Mechanics	Hourly	19.76	24.48	30.67	36.65	40.18	
	Maintenance Workers, Machinery	Hourly	16.59	23.76	28.13	31.95	37.73	
	Maintenance and Repair Workers, General	Hourly	19.66	26.25	37.04	44.14	48.26	
	Production Occupations	Hourly	12.12	15.46	21.85	32.53	38.76	
	Structural Metal Fabricators and Fitters	Hourly	12.44	15.48	18.05	24.16	31.30	
	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	Hourly	10.26	11.22	13.10	16.15	18.62	
	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	Hourly	11.21	12.90	14.89	17.23	18.59	
	Inspectors, Testers, Sorters, Samplers, and Weighers	Hourly	12.00	14.37	19.09	30.51	39.52	
	Packaging and Filling Machine Operators and Tenders	Hourly	8.67	12.07	14.92	22.49	31.98	
	Installation, Maintenance, and Repair Occupations	Yearly	40,930	51,410	71,280	87,970	100,060	

	Industrial Machinery Mechanics	Yearly	41,110	50,910	63,800	76,240	83,570
	Maintenance Workers, Machinery	Yearly	34,500	49,420	58,500	66,460	78,470
	Maintenance and Repair Workers, General	Yearly	40,890	54,590	77,050	91,810	100,390
	Production Occupations	Yearly	25,210	32,160	45,460	67,670	80,610
	Structural Metal Fabricators and Fitters	Yearly	25,880	32,190	37,550	50,250	65,110
	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	Yearly	21,340	23,330	27,240	33,580	38,720
	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	Yearly	23,320	26,840	30,970	35,850	38,660
	Inspectors, Testers, Sorters, Samplers, and Weighers	Yearly	24,970	29,890	39,710	63,460	82,200
	Packaging and Filling Machine Operators and Tenders	Yearly	18,040	25,100	31,040	46,790	66,510

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- National Data Source: [https://www.bls.gov/oes/current/oes\\_nat.htm](https://www.bls.gov/oes/current/oes_nat.htm)
- State Data Source: [https://www.bls.gov/oes/current/oes\\_wy.htm](https://www.bls.gov/oes/current/oes_wy.htm) State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

The large the number of different occupations in Wyoming's manufacturing in the previous listing indicates that Wyoming has an existing industry.

Firms in Wyoming	
Total Firms	647
Average Age	35
Number Firms Under 5 Years Old	222
Number Firms 5-9 Years Old	128
Number Firms over 10 Years Old	297

This is a compilation of manufacturing firms in Wyoming.  
 (Source: ENDOW Report)  
 Many of the firms have been in Wyoming for a number of years.

Wyoming and Comparator States

State	Year	Firms	Employees	Annual Wage
Alaska	2005	558	12,548	\$35,900
Colorado	2005	6,019	150,586	\$53,691
Idaho	2005	2,139	62,961	\$42,844
Montana	2005	1,340	19,508	\$36,944
New Mexico	2005	1,672	36,306	\$41,844
North Dakota	2005	824	25,903	\$36,377
South Dakota	2005	1,032	39,833	\$34,392
Utah	2005	3,764	116,413	\$39,859
Wyoming	2005	648	9,709	\$40,589
US	2005	365,351	14,190,394	\$49,286

State	Year	Firms	Employees	Annual Wage
Alaska	2016	533	13,570	\$47,793
Colorado	2016	5,714	142,386	\$66,329
Idaho	2016	2,587	63,795	\$55,243
Montana	2016	1,479	19,463	\$47,783
New Mexico	2016	1,736	26,830	\$55,658
North Dakota	2016	815	24,558	\$51,030
South Dakota	2016	1,097	42,157	\$45,986
Utah	2016	4,110	125,067	\$55,205
Wyoming	2016	602	9,230	\$64,014
US	2016	343,978	12,295,670	\$64,860

For 11 years the surrounding states have maintained a stable number of manufacturing firms. Although the number of employees has declined, the wages have increased – above inflation.

Source:  
 Bureau of Labor Statistics, U.S. Department of Labor  
 Compiled by Wyoming ENDOW Report

*The small number of employees required for manufacturing fits well with Wyoming's smaller population.* The ENDOW reports that one of the barriers to the success of manufacturing in Wyoming is the lack of skilled labor force. The Community Colleges are well positioned to fill that need.

3. Primary student audience identified for this program:

- High School students in CTE programs and schools with manufacturing and robotics classes.

Manufacturing Classes	Robotics Classes
Jackson HS	Lovell HS

Laramie HS	Star Valley HS
Campbell County HS	Niobara County HS
Riverton HS	Powell HS
Sheridan HS	Natrona County HS
	Kelly Walsh HS

- Retraining of production workers who need higher technical skills in automation.

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

5 Year One                      10 Year Two                      12 Year Three

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

- Update Casper College’s Manufacturing website page
- Target High Schools that have manufacturing/ robotics in their curriculum
- Present informational sessions at science and technology conferences
- Establish communication with economic development boards across the state
- Create a dynamic Advisory board for the program

Due to the variety of classes in this program, students from related programs may decide this is a better fit for them. It is also an option for other programs that are waitlisted as well. All of the industry programs have been targeted for marketing to non-traditional students.

In April, 2018 a Manufacturing day event was held in conjunction with our local CAEDA office. We had 75 student attendees along with their instructors and school counselors. These students toured one of four local manufacturing companies, in an effort to expose them to the wide range of possibilities for this degree.

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

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

**Manufacturing  
Technology  
AAS Degree  
60 Credits**  
*(this program is  
being replaced  
by this  
proposal)*

### Other Manufacturing Programs in the Region

- Weber State University, Ogden Utah  
Manufacturing Engineering Technology AAS and BS  
We have discussed articulating our new Manufacturing and Automation Technology with the Bachelor of Science in Manufacturing Engineering Technology at Weber State University. (We already articulate our Electronics Technology program with the Bachelor of Science in Electronics Engineering Technology at Weber State University)
- Salt Lake City Community College, Salt Lake City Utah  
Manufacturing Engineering Technology AS
- Trinidad State Junior College, Alamosa and Trinidad Colorado  
Manufacturing Technology AAS
- Colorado Mesa University, Grand Junction Colorado  
Mechanical Engineering Technology AAS and BS  
We would like to articulate our new Manufacturing Technology with Colorado Mesa University
- Truckee Meadows Community College, Reno Nevada  
Manufacturing Technologies AAS

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

This program is being considered for transfer to Weber State University into their BS in Mechanical Engineering Technology program. (See above)

It is also eligible for transfer to the Bachelor of Applied Science Degree at the University of Wyoming.

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

As recently as October 2017 we were contacted by TAMKO Building Products, Inc. about establishing an Internship for students in their Phillipsburg, Kansas plant.

The Robotics Technology program has an internship with Wolf Robotics Fort Collins, Colorado that will continue through the Manufacturing and Automation Technology program.

Although there are no formal internship agreements with Wyoming companies, we have had students employed at

- Platte River Engineering
- West Coast Engineered Products
- Woodward Machine Corporation
- Legacy Molding Corporation
- Brunton Outdoor Group

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

Students will be able to:

- *use CAD programs to design parts for the manufacturing process*
- *build parts using 3-D printers, CNC machining and welding processes*
- *install, maintain, and repair automated systems*
- *program PLC system to control and automated process*
- *Implement and program a robot welder*

Assessment will be accomplished in projects required in individual classes as well as in the proposed capstone course: MANF 2550 Automated Control.

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

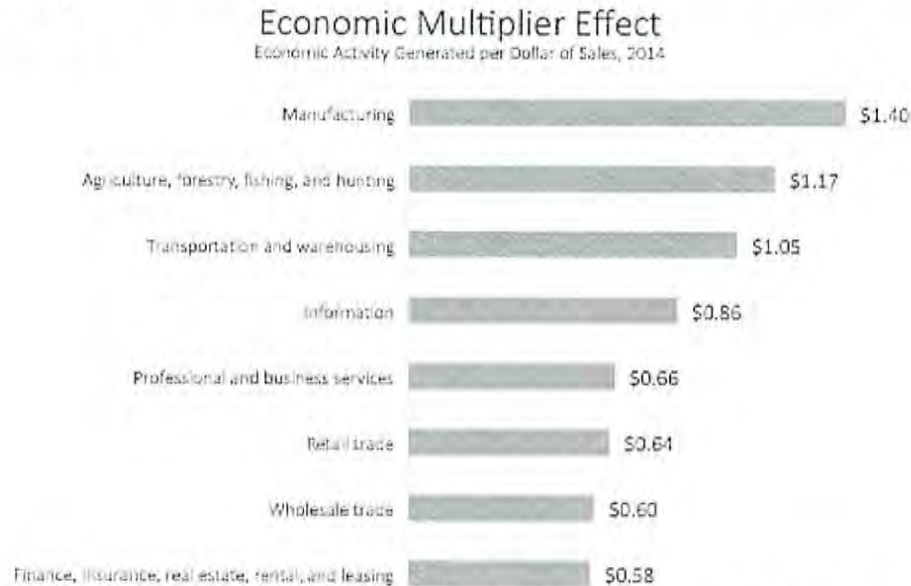
This program addresses Wyoming and regional interests in the following Ways *that are not addressed earlier in this request*:

**EDUCATED CITIZENRY –**

Technology is rapidly changing how companies make and sell their products. Courses in the Manufacturing and Automation program will teach students about manufacturing methods in use today. By exposing the future (and current) workforce to automation technology, it will increase the skill level of this workforce.

### DIVERSIFIED ECONOMY –

Although the share of industrial jobs has shrunk from 10.5% of all nonfarm employment in 2005 to 8.5% today, manufacturing continues to have an outsized influence on regional economies. This stems in large part from the industrial sector's productivity gains since 2001 -- almost twice as much as the economy-wide average, according to the Bureau of Labor Statistics -- and it has a far higher multiplier effect (the boost it provides to local job and wealth creation) than virtually any other sector. Manufacturing generates \$1.40 in economic activity for every dollar put in, according to the U.S. Bureau of Economic Analysis, far greater than the multiplier generated by business services, information, retail trade or finance.



Source: U.S. Bureau of Economic Analysis Input-Output Accounts

Source: The New American Heartland Renewing the Middle Class by Revitalizing Middle America by Michael Lind and Joel Kotkin 05/16/2017

### WORKFORCE DEVELOPMENT –

According to the National Association of Manufacturers:

- Manufacturing is expected to grow by 4.8% in the next 12 months
- Positive outlooks are at a 20-year high
- Despite the fear of automation and robots, 3.5 million manufacturing jobs will be needed, but 2 million will likely go unfilled because of the skills gap.

In today's advanced economies, manufacturing promotes innovation, productivity, and trade more than growth and employment. Manufacturing also has begun to consume more services and to rely heavily on them to operate. As a new global consuming class emerges in developing nations, and innovations spark additional demand, global manufacturers will have substantial new opportunities— but in a much more uncertain environment.

### EFFICIENT SYSTEMS –

The Manufacturing and Automation program in this proposal is a combination of two existing programs at Casper College. It will use existing resources and infrastructure.

### **ACCOUNTABILITY and IMPROVEMENT –**

The proposed program will undergo an annual review. The Advisory Board will evaluate the curriculum yearly. Students will also evaluate their learning and experiences.

### **OTHER CRITERIA-**

- **Labor Needs –**  
Wyoming is diversifying its economy. To accomplish this goal, it will require a skilled workforce.
- **Curriculum Development –**  
The curriculum for this program will continue to evolve with the needs of Wyoming's industry. The Department Chair for this program will meet regularly with the Advisory Board to stay current.
- **Pathways –**  
Casper College works closely with local high schools and WDE (Wyoming's Department of Education). WDE's sponsorship of WACTE (Wyoming Association of Career and Technical Education), WySTEM (Wyoming Science, Technology, Engineering, and Technology) and PLTW (Project Lead the Way) provide guidance for a seamless transfer of high school students into programs in the school of Business and Industry at Casper College.  
Many programs in the School of Business and Industry participate in Skills USA, a student organization for CTE (Career and Technical) students. Many of the competitions for the State Competition are held at Casper College. This provides another opportunity for Casper College faculty to interact with high school students and faculty.
- **Faculty Support –**  
The Dean for the School of Business and Technology, Dr. Roberta Marvel, is supportive of this program. She has aided in the research for this program. The Advisory Board members have also offered to help with curriculum development.
- **Recruitment Strategies –**  
The School of Business and Industry is creating a Visit Day where High School students can learn about career programs and visit with employers. This will be an annual event.  
Recruiters will be sharing information about the program.  
When possible, student activities will be advertised in the local news.
- **Resource Needs –**  
This program will not need any additional resources in the beginning. But the program's curriculum will evolve, and additional equipment will be needed. Faculty in the program will pursue grants and donations.

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



SIGNATURE PAGE

Submitted by V. P. for Shawn D. Powell 6/19/2018  
Academic Affairs\*\* Signature Date

Shawn Powell VPAA  
Printed Name Title

Approved by the WCC Academic Affairs Council Joseph E. McCann, 8/6/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program Review Committee Joseph E. McCann, 9/3/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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

**TAB 14**

**Wyoming Community College Commission Request for New,  
Pilot, or Modified  
Degree or Certificate Programs**

A. **College:** Eastern Wyoming College

B. **Date** submitted to WCCC: 8-26-2018

C. **Program**

1. Request for:

New Program     Pilot Program     Modified Existing Program

2. **Program Title:** Precision Agriculture

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Complete this section only if a certificate approval is requested:

a. For certificates chose one type:

transfer preparation  
 short term workforce placement  
 one-year workforce placement  
 special need

b. Brief certificate description: *(A one or two sentence description that could include the descriptors: advanced, employer specific, examination or licensure preparation, industry specific, stackable, and/or skill acquisition): (Type here)*

c. Is completion of this certificate requested to count as a certificate completion for WCCC degree and certificate completion metrics? *(It will not be counted if a student completes both an associate's degree and a certificate in the same academic year)*

Yes     No

d. Is this certificate designed to be Title IV financial aid eligible?

Yes     No

5. Total number of credit hours: 62-64

6. Requested CIP code (6-digit): \_01.9999\_\_\_\_\_
7. Planned semester/year new program will begin: \_Fall 2018\_\_\_\_\_
8. Will any part of this program be provided by non-accredited vendor(s)?
- YES (Provide details below)       NO
9. Will all or part of this program be available to students via online or other distance education technologies?
- At the start of the program?     Within three years of the start of the program?     None

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

1. Program Description: *Students successfully completing this program will gain the skills required for entry-level employment in precision agriculture. This would include jobs in the service industry related to agriculture equipment sales and services, crop scouting, fertilizer and chemical application, variable rate irrigation, soils, digital data, and remote sensing. Any other employment utilizing this technology such as NRCS projects, range management and land reclamation would benefit from this degree. This is a rapidly growing and quickly changing area of agriculture with great job potential. This a stackable program with the Precision Agriculture One-Year Certificate.*

2. Program Layout by term:

Freshman Year – Fall Semester		
<b>AGRI 1000</b>	<b>Issues in Agriculture</b>	<b>1</b>
<b>AGRI 1010</b>	<b>Computers in Agriculture</b>	<b>3</b>
<b>AECL 1000</b>	<b>Agroecology</b>	<b>4</b>
<b>ELTR 1515</b>	<b>Electrical Concepts</b>	<b>2</b>
<b>AGTK 1920</b>	<b>Intro to Precision Agriculture</b>	<b>3</b>
<b>AGTK 1950</b>	<b>Precision Hardware and Software</b>	<b>3</b>
Total 16		
Freshman Year- Spring Semester		
<b>CROP 1150</b>	<b>Pesticide Safety and Application</b>	<b>3</b>
<b>AGTK 1910</b>	<b>Equipment Maintenance and Repair</b>	<b>2</b>
<b>SOIL 2200</b>	<b>Applied Soils</b>	<b>3</b>
<b>AGTK 1940</b>	<b>Precision Agriculture II</b>	<b>3</b>
<b>AGTK 1930</b>	<b>UAV License and Registration</b>	<b>2</b>
<b>AGEC 1970</b>	<b>Ag Internship</b>	<b>2</b>
Total 15		

Sophomore Year – Fall Semester		
<b>CHEM 1000</b>	<b>Introductory Chemistry</b>	<b>4</b>
<b>CROP 2200</b>	<b>Forage Crop Science</b>	<b>3</b>
<b>MATH 1000 or MATH 1400</b>	<b>Problem Solving Pre-Calculus Algebra</b>	<b>3-4</b>
<b>AGTK 2520</b>	<b>Precision Agriculture III</b>	<b>3</b>
	<b>Communication I</b>	<b>3</b>
Total 16-17		
Sophomore Year – Spring Semester		
<b>AGEC 2395</b>	<b>Ag Capstone Project</b>	<b>2</b>
<b>SOIL 2300</b>	<b>Soil Science and Fertilizer Technology</b>	<b>2</b>
<b>AGTK 2540</b>	<b>Precision Agriculture IV</b>	<b>3</b>
<b>AGTK 1810</b>	<b>Beginning Hydraulics</b>	<b>3</b>
	<b>Constitutional Requirement</b>	<b>2-3</b>
	<b>Program Electives</b>	<b>3</b>
Total 15-16		
Program electives must come from prefixes: AGECE, AGTK, AGRI, CROP, SOIL, ENTO, REWM, BIOL, RNEW, ZOO, STAT and CHEM		
Total Credits: 62-64		

**E. New course prefixes:**

- Our community college is using a course prefix which is new to Wyoming public higher education institutions:  Yes  No
- Course prefixes new to Wyoming have been coordinated:  
with UW (transfer)  Yes  No  Not Applicable  
WCCC (CTE)  Yes  No  Not Applicable

**F. New course descriptions:**

- This program request includes courses new to Wyoming:  
 Yes  No
- The following are course descriptions for each new course in the program {include prefix, course number, title, credit hours, and requested level of instruction (LOI of 1,2, or 3) and a course description}:  
  
AGTK 1940 Precision Agriculture II 3 credits (1.5 lec, 3 lab) LOI-2  
This course introduces advanced GIS, GPS technology and how to apply to the field. Planting, fertilizer and chemical applications will be covered as they relate to precision agriculture.

AGTK 1950 Precision Hardware and Software 3 credits (1.5 lec, 3 lab) LOI-2

This course covers critical precision agriculture software principles and hardware components and how to apply them.

AGTK 1990 UAV License and Registration 2 credits (1 lec, 1 lab) LOI-2  
In this course, FAA regulations and how to register, obtain your license, and fly a UAV are covered.

AGTK 2520 Precision Agriculture III 3 credits (1.5 lec, 3 lab) LOI-2  
This course introduces advanced yield monitoring and mapping applications. Other remote sensing technologies will be incorporated. Variable Rate Irrigation will also be introduced.

AGTK 2540 Precision Agriculture IV 3 credits (1.5 lec, 3 lab) LOI-2  
This course puts it all together. Taking all the gathered data and applying it to prescriptions to better the resource.

3. New course numbers, credit hours, and/or LOIs have been coordinated:

With UW (transfer)  Yes  No  Not Applicable

WCCC (CTE)  Yes  No  Not Applicable

**G.\* Can this program be delivered by current faculty?**

Yes  No

EWC has current full-time and adjunct faculty to teach this program.

If not, what are the plans, budget and timeline for bringing on needed instructors? *(Type here)*

d

**H. Summary of input from and coordination with citizens, business, industry, non-profit organizations, or k-12 education: *(Type here)***

The EWC Ag Advisory Committee has strongly encouraged EWC to implement this degree. They have had input in the course and program development.

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

**J.\* Projected demand in Wyoming and Nation** for ten years from the proposal date:

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2017	2027		
Wyoming	Employment		Percent Change	Job Openings
	2017	2027		

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other trend information that would assist the Commission: *(Type here)*

2. State and National Wages

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other wage information or comments that would assist the Commission: *(Type here)*

3. Primary student audience identified for this program: *(Type here)*

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

**K. Student recruitment and program marketing strategies** that will be used to attract the broadest range of individual into this specific program: *(Type here)*

**L.\* Identification of similar programs at Wyoming Community Colleges and discussions with other colleges' faculty and administrators:**

1. Program location grid:

<b>Wyoming Community College Programs</b> <b>(Identify title, degree/certificate and number of credit hours)</b>						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College

2. Summary of discussions with other Wyoming community college(s) faculty and administrators: *(Type here)*

**M. Note available program and course articulations with receiving institutions** in the region, particularly for transfer AAS, AA and AS



programs. **(Note regional B. A. S. transfer options in addition to UW and other community college):**

University of Wyoming – B.A.S. and South Dakota State – B.A.S.

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

*UW Sustainable Agriculture Research and Extension Center(SAREC) in Lingle has offered support for labs. Panhandle COOP, Simplot and WESTCO have offered internships and/or possible employment as well as John Deere and Case IH dealerships.*

**O. Student program outcomes and assessment of student learning** including completer follow-up.

1. Outcomes and assessment method: Ag Capstone Course

Students will be able to:	Accompanying assessment Method(s)
Identify issues facing agriculture land, range, forests and other renewable resources	Ag Capstone Course
Capitalize on the role technology has in monitoring renewable resources	Ag Capstone Course
Identify plant nutrient deficiencies and how to correct them	Ag Capstone Course
Identify major plant pests such as weeds, insects and diseases and apply proper corrective measures	Ag Capstone Course
Demonstrate proficiency in technologies such as GIS (Geographic Information Systems), GPS (Global Positioning Systems), remote sensing, variable rate irrigation, mapping systems,	Ag Capstone Course

soil and crop spatial variability, and precision integrated crop management	
Install, operate, troubleshoot, and repair precision agriculture systems	Ag Capstone Course
Analyze data from precision agriculture platforms and prepare prescriptions or recommendations	Ag Capstone Course
Demonstrate effective, employable skills	Ag Capstone Course

2. How will the assessment outcomes be used to assure student learning and improve the program?

*Results from completion of the Ag Capstone course will be reviewed and adjustments made to curriculum to improve the program and assure student learning.*

**\*P. Other program information or comments** that demonstrate how this program addresses Wyoming and regional interests. (***Only include information that has not appeared earlier in this request***)

**EDUCATED CITIZENRY-** *(Type here)*

**DIVERSIFIED ECONOMY-** *(Type here)*

**WORKFORCE DEVELOPMENT-** *(Type here)*

**EFFICIENT SYSTEMS-** *(Type here)*

**ACCOUNTABILITY and IMPROVEMENT-** *(Type here)*

**OTHER CRITERIA:**

- **Labor Needs** – *(Type here)*
- **Curriculum Development** – *(Type here)*
- **Pathways** – *(Type here)*
- **Faculty Support** – *(Type here)*
- **Recruitment Strategies** – *(Type here)*

- **Resource Needs** – *(Type here)*

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

**SIGNATURE PAGE**

Submitted by V. P. for  
Academic Affairs\*\*

*R. Humphrey* 8-28-18  
Signature Date

Roger Humphrey VP - Academic  
Printed Name Title

Approved by the WCC Academic  
Affairs Council

*Joseph E. McCann, 6/13/2018*  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program  
Review Committee

*Joseph E. McCann, 7/31/2018*  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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

**Wyoming Community College Commission Request for New,  
Pilot, or Modified  
Degree or Certificate Programs**

A. **College:** Eastern Wyoming College

B. **Date** submitted to WCCC: 8-28-2018

C. **Program**

1. Request for:

New Program     Pilot Program     Modified Existing Program

2. **Program Title:** Precision Agriculture Certificate

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Complete this section only if a certificate approval is requested:

a. For certificates chose one type:

transfer preparation  
 short term workforce placement  
 one-year workforce placement  
 special need

b. Brief certificate description: *(A one or two sentence description that could include the descriptors: advanced, employer specific, examination or licensure preparation, industry specific, stackable, and/or skill acquisition):*

*This program will enable students to develop the knowledge and skills needed to successfully incorporate precision agriculture into a business operation. With successful completion of this certificate, students can obtain their own FAA UAV pilot's license. This is a stackable program with the two-year Precision Agriculture AAS degree.*

c. Is completion of this certificate requested to count as a certificate completion for WCCC degree and certificate completion metrics? *(It will not be counted if a student completes both an associate's degree and a certificate in the same academic year)*

Yes     No

d. Is this certificate designed to be Title IV financial aid eligible?

Yes     No

5. Total number of credit hours:   31  

6. Requested CIP code (6-digit):  01.9999 

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

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

YES (Provide details below)     NO

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

At the start of the program?     Within three years of the start of the program?     None

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

1. Program Description: *This program will enable students to develop the knowledge and skills needed to successfully incorporate precision agriculture into a business operation. With successful completion of this certificate, students can obtain their own FAA UAV pilot's license.*

2. Program Layout by term:

Fall Semester		
<b>AGRI 1000</b>	<b>Issues in Agriculture</b>	<b>1</b>
<b>AGRI 1010</b>	<b>Computers in Agriculture</b>	<b>3</b>
<b>AECL 1000</b>	<b>Agroecology</b>	<b>4</b>
<b>ELTR 1515</b>	<b>Electrical Concepts</b>	<b>2</b>
<b>AGTK 1920</b>	<b>Intro to Precision Agriculture</b>	<b>3</b>
<b>AGTK 1950</b>	<b>Precision Hardware and Software</b>	<b>3</b>
Total 16		
Spring Semester		
<b>CROP 1150</b>	<b>Pesticide Safety and Application</b>	<b>3</b>
<b>AGTK 1910</b>	<b>Equipment Maintenance and Repair</b>	<b>2</b>
<b>SOIL 2200</b>	<b>Applied Soils</b>	<b>3</b>
<b>AGTK 1940</b>	<b>Precision Agriculture II</b>	<b>3</b>

AGTK 1930	UAV License and Registration	2
AGEC 1970	Ag Internship	2
Total 15		
Total Credits: 31		

**E. New course prefixes:**

1. Our community college is using a course prefix which is new to Wyoming public higher education institutions:  Yes  No
2. Course prefixes new to Wyoming have been coordinated:  
with UW (transfer)  Yes  No  Not Applicable  
WCCC (CTE)  Yes  No  Not Applicable

**F. New course descriptions:**

1. This program request includes courses new to Wyoming:  
 Yes  No
2. The following are course descriptions for each new course in the program {include prefix, course number, title, credit hours, and requested level of instruction (LOI of 1,2, or 3) and a course description}:

*AGTK 1940 Precision Agriculture II 3 credits (1.5 lec, 3 lab) LOI-2  
This course introduces advanced GIS, GPS technology and how to apply to the field. Planting, fertilizer and chemical applications will be covered as they relate to precision agriculture.*

AGTK 1950 Precision Hardware and Software 3 credits (1.5 lec, 3 lab)  
LOI-2

*This course covers critical precision agriculture software principles and hardware components and how to apply them.*

AGTK 1990 UAV License and Registration 2 credits (1 lec, 1 lab) LOI-2  
*In this course, FAA regulations and how to register, obtain your license, and fly a UAV are covered.*

3. New course numbers, credit hours, and/or LOIs have been coordinated:  
With UW (transfer)       Yes     No     Not Applicable  
WCCC (CTE)               Yes     No     Not Applicable

**G.\* Can this program be delivered by current faculty?**

Yes     No

EWC has current full-time and adjunct faculty to teach this program.

If not, what are the plans, budget and timeline for bringing on needed instructors? *(Type here)*

**H. Summary of input from and coordination with citizens, business, industry, non-profit organizations, or k-12 education: *(Type here)***

The EWC Ag Advisory Committee has strongly encouraged EWC to implement this degree. They have had input in the courses and program development.

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



**J.\* Projected demand in Wyoming and Nation** for ten years from the proposal date:

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2017	2027		
Wyoming	Employment		Percent Change	Job Openings
	2017	2027		

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other trend information that would assist the Commission: *(Type here)*

2. State and National Wages

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other wage information or comments that would assist the Commission: *(Type here)*

3. Primary student audience identified for this program: *(Type here)*

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

**K. Student recruitment and program marketing strategies** that will be used to attract the broadest range of individual into this specific program: *(Type here)*

**L.\* Identification of similar programs at Wyoming Community Colleges and discussions with other colleges' faculty and administrators:**

1. Program location grid:

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

2. Summary of discussions with other Wyoming community college(s) faculty and administrators: *(Type here)*

**M. Note available program and course articulations with receiving institutions** in the region, particularly for transfer AAS, AA and AS programs. *(Note regional B. A. S. transfer options in addition to UW and other community college):*

N/A

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

*UW Sustainable Agriculture Research and Extension Center (SAREC) in Lingle has offered support for labs. Panhandle COOP, Simplot and WESTCO have offered internships and/or possible employment as well as John Deere and Case IH dealerships.*

**O. Student program outcomes and assessment of student learning** including completer follow-up.

1. Outcomes and assessment method: Departmental Cumulative Exam

Students will be able to:	Accompanying assessment Method(s)
Identify issues facing agriculture land, range, forests and other renewable resources	Departmental Cumulative Exam
Demonstrate skills needed to operate common precision agriculture technology used in farming and ranching	Departmental Cumulative Exam
Demonstrate skills needed to obtain a FAA UAV pilot's license	Departmental Cumulative Exam
Demonstrate effective, employable skills	Departmental Cumulative Exam

2. How will the assessment outcomes be used to assure student learning and improve the program?

*Exam results will be reviewed and adjustments made to curriculum to improve the program and assure student learning.*

**\*P. Other program information or comments** that demonstrate how this program addresses Wyoming and regional interests. (***Only include information that has not appeared earlier in this request***)

**EDUCATED CITIZENRY-** *(Type here)*

**DIVERSIFIED ECONOMY-** *(Type here)*

**WORKFORCE DEVELOPMENT-** *(Type here)*

**EFFICIENT SYSTEMS-** *(Type here)*

**ACCOUNTABILITY and IMPROVEMENT-** *(Type here)*

**OTHER CRITERIA:**

- **Labor Needs** – *(Type here)*
- **Curriculum Development** – *(Type here)*
- **Pathways** – *(Type here)*
- **Faculty Support** – *(Type here)*
- **Recruitment Strategies** – *(Type here)*
- **Resource Needs** – *(Type here)*

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

**SIGNATURE PAGE**

Submitted by V. P. for  
Academic Affairs\*\*

*[Signature]* 8-26-18  
Signature Date

*Roger Humphrey* VP- Academics  
Printed Name Title

Approved by the WCC Academic  
Affairs Council

*Joseph E. McCann, 6/13/2018*  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program  
Review Committee

*Joseph E. McCann, 7/31/2018*  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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

**Wyoming Community College Commission Request for New,  
Pilot, or Modified  
Degree or Certificate Programs**

A. **College:** Eastern Wyoming College

B. **Date** submitted to WCCC: 8-26-2018

C. **Program**

1. Request for:

New Program     Pilot Program     Modified Existing Program

2. **Program Title:** Welding Specialist

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Complete this section only if a certificate approval is requested:

a. For certificates chose one type:

transfer preparation  
 short term workforce placement  
 one-year workforce placement  
 special need

b. Brief certificate description: *(A one or two sentence description that could include the descriptors: advanced, employer specific, examination or licensure preparation, industry specific, stackable, and/or skill acquisition): This certificate is designed to provide additional specialized welding skills for students who have completed the first year welding certificate and want to apply welding skills to other areas such as art, business and education. This certificate program will retain the students in the welding programs and give them additional skills and certifications making them more employable.*

c. Is completion of this certificate requested to count as a certificate completion for WCCC degree and certificate completion metrics? *(It will not be counted if a student completes both an associate's degree and a certificate in the same academic year)*

Yes     No

d. Is this certificate designed to be Title IV financial aid eligible?

Yes     No

5. Total number of credit hours:   30
6. Requested CIP code (6-digit):   48.0508
7. Planned semester/year new program will begin:   Fall 2018
8. Will any part of this program be provided by non-accredited vendor(s)?
- YES (Provide details below)      NO
9. Will all or part of this program be available to students via online or other distance education technologies?
- At the start of the program?    Within three years of the start of the program?    None

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

1. Program Description:

*Students completing this certificate will be able to specialize in an area they want depending on their interests. If the student wants to do metal sculptures they can take art electives. If they want to teach ag, they can take education courses. If they want to run a welding business they would take business or accounting courses.*

2. Program Layout by term:

Fall Semester		
<b>WELD 2500</b>	<b>Structural Welding</b>	<b>5</b>
	<b>Approved Electives (1000 or higher)</b>	<b>10</b>
	Total 15	
Spring Semester		
<b>WELD 1780</b>	<b>GTAW Plate (gas, tungsten, aluminum)</b>	<b>3</b>
<b>WELD 2510</b>	<b>Pipe Welding I</b>	<b>4</b>
<b>WELD 2520</b>	<b>Pipe Welding II</b>	<b>5</b>
	<b>Approved Electives (1000 or higher)</b>	<b>3</b>
	Total 15	
<b>30 Total Program Credits</b>		





If not, what are the plans, budget and timeline for bringing on needed instructors? *(Type here)*

**H. Summary of input from and coordination with citizens, business, industry, non-profit organizations, or k-12 education:** *(Type here)*

*The Welding & Machine Tooling Advisory Committee looked at this program and supported it.*

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

**J.\* Projected demand in Wyoming and Nation** for ten years from the proposal date:

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2017	2027		
Wyoming	Employment		Percent Change	Job Openings
	2017	2027		

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other trend information that would assist the Commission: *(Type here)*

2. State and National Wages

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other wage information or comments that would assist the Commission: *(Type here)*

3. Primary student audience identified for this program: *(Type here)*

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

**K. Student recruitment and program marketing strategies** that will be used to attract the broadest range of individual into this specific program:

*The same marketing efforts used for all welding programs will be employed for this program.*

**L.\* Identification of similar programs at Wyoming Community Colleges and discussions with other colleges' faculty and administrators:**

1. Program location grid:

<p><b>Wyoming Community College Programs</b>  <b>(Identify title, degree/certificate and number of credit hours)</b></p>
--

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

2. Summary of discussions with other Wyoming community college(s) faculty and administrators: *(Type here)*

**M. Note available program and course articulations with receiving institutions** in the region, particularly for transfer AAS, AA and AS programs. *(Note regional B. A. S. transfer options in addition to UW and other community college):*

N/A

**N. When appropriate, note partnerships with business, industry, associations or agencies** that have contributed to the design of the proposed program and/or will contribute to the delivery of the program: *(Type here)*

N/A

**O. Student program outcomes and assessment of student learning** including completer follow-up.

1. Outcomes and assessment method: Written department exam and Plate welding qualification test

Students will be able to:	Accompanying assessment Method(s)
Demonstrate skills needed for entry-level employment in the metal working trades	Department exam and Plate welding test
Demonstrate skills needed for further study and life-long	Department exam and Plate welding test

learning in the metal working trades	
Demonstrate effective, employable skills	Department exam and Plate welding test

2. How will the assessment outcomes be used to assure student learning and improve the program?

*Exam results will be reviewed and curriculum adjusted by the welding faculty accordingly.*

**\*P. Other program information or comments** that demonstrate how this program addresses Wyoming and regional interests. (***Only include information that has not appeared earlier in this request***)

**EDUCATED CITIZENRY-** *(Type here)*

**DIVERSIFIED ECONOMY-** *(Type here)*

**WORKFORCE DEVELOPMENT-** *(Type here)*

**EFFICIENT SYSTEMS-** *(Type here)*

**ACCOUNTABILITY and IMPROVEMENT-** *(Type here)*

**OTHER CRITERIA:**

- **Labor Needs** – *(Type here)*
- **Curriculum Development** – *(Type here)*
- **Pathways** – *(Type here)*
- **Faculty Support** – *(Type here)*
- **Recruitment Strategies** – *(Type here)*
- **Resource Needs** – *(Type here)*

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

SIGNATURE PAGE

Submitted by V. P. for Academic Affairs\*\*

*[Signature]* 8-26-18  
Signature Date

*Regan Humphrey* VP- Academics  
Printed Name Title

Approved by the WCC Academic Affairs Council

*Joseph E. McCann, 6/13/2018*  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program Review Committee

*Joseph E. McCann, 7/31/2018*  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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

**TAB 15**

**Wyoming Community College Commission Request for New,  
Pilot, or Modified  
Degree or Certificate Programs**

A. **College:** Western Wyoming Community College

B. **Date** submitted to WCCC: 7-11-18

C. **Program**

1. Request for:

New Program     Pilot Program     Modified Existing Program

2. **Program Title:** Application Software Specialist

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Complete this section only if a certificate approval is requested:

a. For certificates chose one type:

transfer preparation  
 short term workforce placement  
 one-year workforce placement  
 special need

b. Brief certificate description: *(A one or two sentence description that could include the descriptors: advanced, employer specific, examination or licensure preparation, industry specific, stackable, and/or skill acquisition): (Type here)*

c. Is completion of this certificate requested to count as a certificate completion for WCCC degree and certificate completion metrics? *(It will not be counted if a student completes both an associate's degree and a certificate in the same academic year)*

Yes     No

d. Is this certificate designed to be Title IV financial aid eligible?

Yes     No

5. Total number of credit hours: 64

6. Requested CIP code (6-digit): 11.0601



7. Planned semester/year new program will begin: Fall 2018
8. Will any part of this program be provided by non-accredited vendor(s)?
- YES (Provide details below)       NO
9. Will all or part of this program be available to students via online or other distance education technologies?
- At the start of the program?     Within three years of the start of the program?     None

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

1. Program Description:

Today's businesses require highly skilled individuals in the area of computer application software and concepts to assist in detailed and overall business processes and practices.

Upon completion of this program, the student will have advanced skills and knowledge in industry standard application software programs giving them a competitive edge and the expertise to assist businesses in every industry and discipline.

2. Program Layout by term:

Freshman Year – Fall Semester		
HMDV 1005	First Year Success	1
ENGL 1010	English Composition	3
CMAP 1200	Computer Information Systems	3
BOTK 1555	Business Communications	3
BOTK 1640	Keyboarding I	3
MATH 1000	Problem Solving (or higher math)	3
Total		16
Freshman Year- Spring Semester		
CMAP 1860	Intro to Digital Design Technologies	3
COSC 1350	Web Development 1 (or COSC 2360)	3
CMAP 2530	Presentation Graphics: PowerPoint	2
ENGL 2005	Technical Writing	3
CMAP 1885	Digital Design Publishing: Acrobat	1
BOTK 1650	Keyboarding II	3
CMAP 1610	Windows I	1
Total		16
Sophomore Year – Fall Semester		
BOTK 2750	Records Management Systems	3
CMAP 1750	Spreadsheet Applications: Excel	3
CMAP 1705	Word Processing Applications: Word	3

CMAP 1870	Digital Illustration Design: Adobe Illustrator	3
COSC 2350	Web Development II	3
	Elective	1
Total		16
Sophomore Year – Spring Semester		
CMAP 1800	Database Applications: Access	3
CMAP 2600	Computer Graphics: Adobe Photoshop	3
IMGT 2400	Intro to Information Management	3
	US and Wyoming Constitutions	3
CMAP 1886	Outlook	1
BOTK 2900	Office Systems & Procedures	3
HMDV 2411	Assessment	0
Total		16
Total Credits:		64

**E. New course prefixes:**

1. Our community college is using a course prefix which is new to Wyoming public higher education institutions:  Yes  No
2. Course prefixes new to Wyoming have been coordinated:
  - with UW (transfer)  Yes  No  Not Applicable
  - WCCC (CTE)  Yes  No  Not Applicable

**F. New course descriptions:**

1. This program request includes courses new to Wyoming:
  - Yes  No
2. The following are course descriptions for each new course in the program {include prefix, course number, title, credit hours, and requested level of instruction (LOI of 1,2, or 3) and a course description}:
  - 3. New course numbers, credit hours, and/or LOIs have been coordinated:
    - With UW (transfer)  Yes  No  Not Applicable
    - WCCC (CTE)  Yes  No  Not Applicable

**G.\* Can this program be delivered by current faculty?**

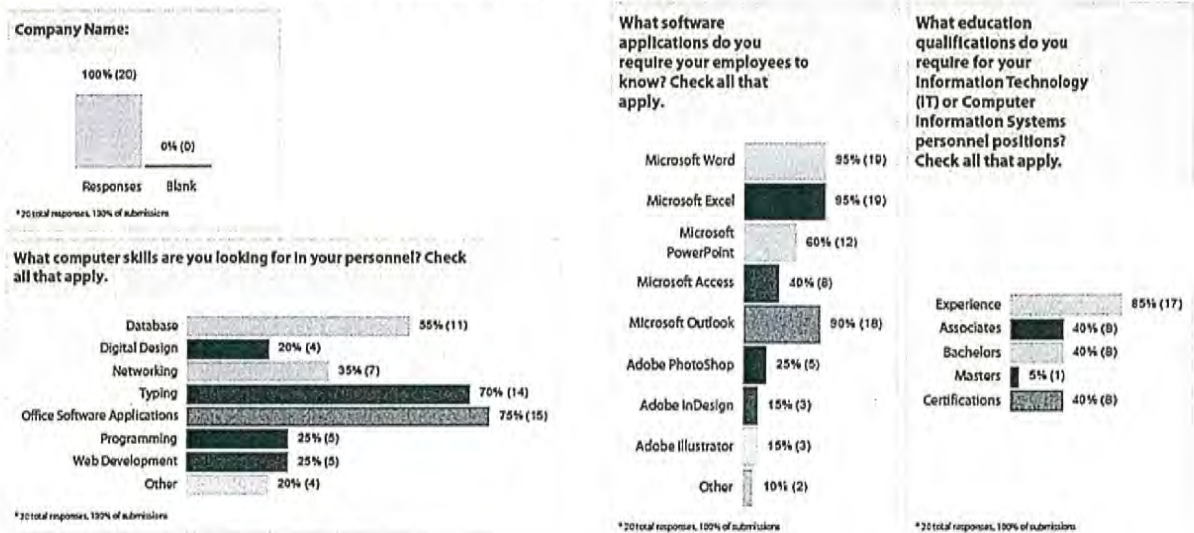
Yes  No

If not, what are the plans, budget and timeline for bringing on needed instructors?  
(Type here)

**H. Summary of input from and coordination with citizens, business, industry, non-profit organizations, or k-12 education:** (Type here)

In a survey conducted by the Computer Science Department regarding programming languages and software programs that businesses in our area are using, the Computer Science department shared with Business Information Systems Department some of the results as they are directly related to the courses taught in the department. The study is indicative of the trends in the field and shows that expert knowledge of the applications students gain in this program are in high demand. This has been confirmed by conversations bi-annually with the Business Information Systems Advisory Council.

Below are the graphs from this shared document:



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

Not required for pilot program

**J.\* Projected demand in Wyoming and Nation** for ten years from the proposal date:

Not required for pilot program

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2017	2027		
Wyoming	Employment		Percent Change	Job Openings
	2017	2027		
Welders				

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other trend information that would assist the Commission: *(Type here)*

2. State and National Wages

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other wage information or comments that would assist the Commission: *(Type here)*

3. Primary student audience identified for this program: *(Type here)*

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

**K.\* Student recruitment and program marketing strategies** that will be used to attract the broadest range of individual into this specific program: *(Type here)*

Not required for pilot program

**L.\* Identification of similar programs at Wyoming Community Colleges and discussions with other colleges' faculty and administrators:**

Not required for pilot program

1. Program location grid:

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

2. Summary of discussions with other Wyoming community college(s) faculty and administrators: *(Type here)*

**M. Note available program and course articulations with receiving institutions** in the region, particularly for transfer AAS, AA and AS programs. *(Note regional B. A. S. transfer options in addition to UW and other community college):*

Program may articulate to a B.A.S. degree at UW or elsewhere

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

The Business Information Systems Advisory Council (meets twice per year) provided input concerning the needs and skills desired. The BIS faculty will continue discussions with these industry leaders to ensure the viability of the program.

**O. Student program outcomes and assessment of student learning including completer follow-up.**

1. Outcomes and assessment method:

Students will be able to:	Accompanying assessment Method(s)
Efficiently create professional and accurate documents, spreadsheets, database objects, presentations, forms, email, digital media, and visual communication documents	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Quizzes</li> <li>• Objective &amp; Assessment Tests</li> <li>• Case Studies</li> <li>• Projects</li> <li>• Reflection Papers</li> <li>• Discussion Boards</li> <li>• Individual/Group Presentations</li> </ul>
Utilize the terminology associated with the application software, operating systems, and multimedia software	
Demonstrate use of advanced features within the applications	
Perform integration between two or more applications and effective digital distribution	
Use personal information management software features to organize contacts, email, calendar events/meetings, and folder creation	

2. How will the assessment outcomes be used to assure student learning and improve the program?

Results from completion of the program courses will be reviewed and adjustments made to curriculum to improve the program and assure student learning.

**\*P. Other program information or comments** that demonstrate how this program addresses Wyoming and regional interests. (*Only include information that has not appeared earlier in this request*)

EDUCATED CITIZENRY- *(Type here)*

DIVERSIFIED ECONOMY- *(Type here)*

WORKFORCE DEVELOPMENT- *(Type here)*

EFFICIENT SYSTEMS- *(Type here)*

ACCOUNTABILITY and IMPROVEMENT- *(Type here)*

**OTHER CRITERIA:**

- Labor Needs – *(Type here)*
- Curriculum Development – *(Type here)*
- Pathways – *(Type here)*
- Faculty Support – *(Type here)*
- Recruitment Strategies – *(Type here)*
- Resource Needs – *(Type here)*

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

SIGNATURE PAGE

Submitted by V. P. for  
Academic Affairs\*\*

 8-16-18  
Signature Date

Kimberly D. Farley, VP Student Learning  
Printed Name Title

Approved by the WCC Academic  
Affairs Council

 7/11/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program  
Review Committee

 8/3/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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



**Wyoming Community College Commission Request for New,  
Pilot, or Modified  
Degree or Certificate Programs**

A. **College:** Western Wyoming Community College

B. **Date** submitted to WCCC: 7-11-18

C. **Program**

1. Request for:

New Program     Pilot Program     Modified Existing Program

2. **Program Title:** Business Information Systems: Digital Media

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Complete this section only if a certificate approval is requested:

a. For certificates chose one type:

transfer preparation  
 short term workforce placement  
 one-year workforce placement  
 special need

b. Brief certificate description: *(A one or two sentence description that could include the descriptors: advanced, employer specific, examination or licensure preparation, industry specific, stackable, and/or skill acquisition): (Type here)*

c. Is completion of this certificate requested to count as a certificate completion for WCCC degree and certificate completion metrics? *(It will not be counted if a student completes both an associate's degree and a certificate in the same academic year)*

Yes     No

d. Is this certificate designed to be Title IV financial aid eligible?

Yes     No

5. Total number of credit hours: 64

6. Requested CIP code (6-digit): 09.0702

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

Even though this is a spring/fall sequenced program, students could begin some courses as early as Fall 2018

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

YES (Provide details below)     NO

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

At the start of the program?     Within three years of the start of the program?     None

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

1. Program Description:

Students earning an AAS in Business Information Systems: Digital Media will learn to create, deploy and manage digital content for business and the digital world giving graduates an edge in today's fast-paced digital landscape.

Upon completion, the student will be well-versed in the current industry-standard digital design and social media technologies and applications. The skills learned will be of value for employment in any field.

2. Program Layout by term:

Freshman Year – Fall Semester		
HMDV 1005	First Year Success	1
ENGL 1010	English Composition	3
CMAP 1200	Computer Information Systems	3
BOTK 1555	Business Communications	3
	US and Wyoming Constitutions	3
BOTK 1640	Keyboarding I	3
	Total	16
Freshman Year- Spring Semester		
CMAP 1860	Intro to Digital Design Technologies	3
CMAP 1750	Spreadsheet Applications: Excel	3
COSC 1350	Web Development I	3
ENGL 2005	Technical Writing	3
BOTK 1515	Introduction to Social Media Management	2
BOTK 1640	Keyboarding II	3
	Total	17

Sophomore Year – Fall Semester		
BOTK 1525	Social Media Campaign	1
MATH 1000	Problem Solving (or higher math)	3
CMAF 1870	Digital Illustration Design: Adobe Illustrator	3
CMAF 2600	Computer Graphics: Adobe Photoshop	3
MKT 2100	Marketing	3
BOTK 2750	Records Management Systems	3
Total		16
Sophomore Year – Spring Semester		
BADM 2040	E-Commerce	3
CMAF 2895	Digital Design Technologies Capstone	1
BOTK 2810	Accounting Procedures I	3
IMGT 2400	Intro to Information Management	3
CMAF 1886	Microsoft Outlook	1
BOTK 2900	Office Systems & Procedures	3
	Elective	1
HMDV 2411	Assessment	0
Total		15
Total Credits:		64

**E. New course prefixes:**

1. Our community college is using a course prefix which is new to Wyoming public higher education institutions:  Yes  No
2. Course prefixes new to Wyoming have been coordinated:
  - with UW (transfer)  Yes  No  Not Applicable
  - WCCC (CTE)  Yes  No  Not Applicable

**F. New course descriptions:**

1. This program request includes courses new to Wyoming:
  - Yes  No
2. The following are course descriptions for each new course in the program {include prefix, course number, title, credit hours, and requested level of instruction (LOI of 1,2, or 3) and a course description}:

BOTK 1525 Social Media Campaign, 1 credit hour, LOI - 1

Description: This course develops the student’s ability to plan, execute, and evaluate a social media campaign for a client, organization, or business. Original content will be created using common software applications and digital devices. Planning a week-long social media campaign will include

audience analysis, campaign objectives, developing a timeline, and learning about the metrics available to measure the impact of the campaign.

3. New course numbers, credit hours, and/or LOIs have been coordinated:  
 With UW (transfer)       Yes     No     Not Applicable  
 WCCC (CTE)               Yes     No     Not Applicable

**G.\* Can this program be delivered by current faculty?**

- Yes     No

If not, what are the plans, budget and timeline for bringing on needed instructors? *(Type here)*

**H. Summary of input from and coordination with citizens, business, industry, non-profit organizations, or k-12 education:** *(Type here)*

The Business Information Systems Advisory Council, as well as other local and campus departments and entities, have expressed a need for professionals who have digital media skills which include social media, electronic commerce, digital document design, and information management.

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

Not required for pilot program

**J.\* Projected demand in Wyoming and Nation** for ten years from the proposal date:

Not required for pilot program

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2017	2027		
Wyoming	Employment		Percent Change	Job Openings
	2017	2027		
Welders				

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other trend information that would assist the Commission: *(Type here)*

2. State and National Wages

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other wage information or comments that would assist the Commission: *(Type here)*

3. Primary student audience identified for this program: *(Type here)*

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

**K. Student recruitment and program marketing strategies** that will be used to attract the broadest range of individual into this specific program: *(Type here)*

Not required for pilot program

**L.\* Identification of similar programs at Wyoming Community Colleges and discussions with other colleges' faculty and administrators:**

Not required for pilot program

1. Program location grid:

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

- Summary of discussions with other Wyoming community college(s) faculty and administrators: *(Type here)*

**M. Note available program and course articulations with receiving institutions** in the region, particularly for transfer AAS, AA and AS programs. *(Note regional B. A. S. transfer options in addition to UW and other community college):*

Program may articulate to a B.A.S. degree at UW or elsewhere

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

The Business Information Systems Advisory Council (meets twice per year) provided input concerning the idea as well as skills needed. The WWCC Distance Education Director sees the social media aspect of this program as a need in our service area and supports this initiative. The BIS faculty will continue discussions with local business and industry leaders to ensure the viability of the program before the College requests that this be made a continuing program.

**O. Student program outcomes and assessment of student learning** including completer follow-up.

- Outcomes and assessment method:

Students will be able to:	Accompanying assessment Method(s)
Learn and use terminology in the field of digital media and business	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Quizzes</li> <li>• Objective &amp; Assessment Tests</li> <li>• Case Studies</li> <li>• Projects</li> <li>• Reflection Papers</li> <li>• Discussion Boards</li> <li>• Individual/Group Presentations</li> </ul>
Evaluate digital media channels	
Use digital and social media tools and computer applications	
Effectively and efficiently build digital and social media content	
Communicate effectively, efficiently, and accurately	
Integrate digital and social media into the business landscape	

2. How will the assessment outcomes be used to assure student learning and improve the program?

Results from completion of the program courses, particularly the Digital Design Technologies Capstone course, will be reviewed and adjustments made to curriculum to improve the program and assure student learning.

**\*P. Other program information or comments** that demonstrate how this program addresses Wyoming and regional interests. (*Only include information that has not appeared earlier in this request*)

**EDUCATED CITIZENRY-** *(Type here)*

**DIVERSIFIED ECONOMY-** *(Type here)*

**WORKFORCE DEVELOPMENT-** *(Type here)*

**EFFICIENT SYSTEMS-** *(Type here)*

**ACCOUNTABILITY and IMPROVEMENT-** *(Type here)*

**OTHER CRITERIA:**

- **Labor Needs** – *(Type here)*
- **Curriculum Development** – *(Type here)*
- **Pathways** – *(Type here)*
- **Faculty Support** – *(Type here)*

- **Recruitment Strategies** – *(Type here)*
- **Resource Needs** – *(Type here)*


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

---



**SIGNATURE PAGE**

Submitted by V. P. for  
Academic Affairs\*\*

 8-16-18  
Signature Date

Kimberly D. Farley, VP Student Learning  
Printed Name Title

Approved by the WCC Academic  
Affairs Council

 7/11/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program  
Review Committee

 8/3/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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



**Wyoming Community College Commission Request for New,  
Pilot, or Modified  
Degree or Certificate Programs**

A. **College:** Western Wyoming Community College

B. **Date** submitted to WCCC: July 11, 2018

C. **Program**

1. Request for:

New Program     Pilot Program     Modified Existing Program

2. **Program Title:** Computer Science Endorsement

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Complete this section only if a certificate approval is requested:

a. For certificates chose one type:

transfer preparation  
 short term workforce placement  
 one-year workforce placement  
 special need

b. Brief certificate description: *(A one or two sentence description that could include the descriptors: advanced, employer specific, examination or licensure preparation, industry specific, stackable, and/or skill acquisition): (Type here)*

This certificate provides teachers with the knowledge, skills, and competencies to teach computer science concepts and computational thinking skills in the classroom. It was developed to help address the Boot Up Wyoming 2022 initiative to add computer science and computational thinking to the state educational program.

c. Is completion of this certificate requested to count as a certificate completion for WCCC degree and certificate completion metrics? *(It will not be counted if a student completes both an associate's degree and a certificate in the same academic year)*

Yes     No

d. Is this certificate designed to be Title IV financial aid eligible?

Yes     No

5. Total number of credit hours: 15
6. Requested CIP code (6-digit): 11.0101
7. Planned semester/year new program will begin: Fall 2018
8. Will any part of this program be provided by non-accredited vendor(s)?
- YES (Provide details below)       NO
9. Will all or part of this program be available to students via online or other distance education technologies?
- At the start of the program?     Within three years of the start of the program?     None

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

1. Program Description:

The Computer Science Endorsement is designed to address the needs of teachers who seek to deliver effective and engaging curricula in computer science and introduce computational thinking to K-12 students. The program provides teachers with the knowledge, skills and competencies to teach computer science concepts and computational thinking skills in the classroom. The program will also help teachers to develop their own developmentally appropriate curricula in computing for students in K-12 settings across disciplines.

As an endorsement, the teaching candidate must already have or be currently enrolled in a teaching certification program. This program can also be completed by professionals within the computer science industry and support occupations.

The certificate is designed as a flexible, 15 credit curriculum that can be completed online over the course of two semesters or longer depending on the available time of those enrolled.

2. Program Layout by term:

Fall Semester		
COSC 1010	Introduction to Computer Science	4
COSC 1350	Web Development I	3
Spring Semester		
COSC 1030	Computer Science I	4
ITEC 2360	Teaching with Technology	3
COSC 2895	Computer Science Capstone	1
Total Credits		15

**E. New course prefixes:**

1. Our community college is using a course prefix which is new to Wyoming public higher education institutions:  Yes  No
2. Course prefixes new to Wyoming have been coordinated:  
with UW (transfer)  Yes  No  Not Applicable  
WCCC (CTE)  Yes  No  Not Applicable

**F. New course descriptions:**

1. This program request includes courses new to Wyoming:  
 Yes  No
2. The following are course descriptions for each new course in the program {include prefix, course number, title, credit hours, and requested level of instruction (LOI of 1,2, or 3) and a course description}:

COSC 2895 Computer Science Capstone 1 credit (2 lec) LOI-1  
This course will have students apply knowledge gained in the other 4 courses of the certificate by developing a module for use in their own classrooms that introduces their students to a specific computer science application.

3. New course numbers, credit hours, and/or LOIs have been coordinated:  
With UW (transfer)  Yes  No  Not Applicable  
WCCC (CTE)  Yes  No  Not Applicable

**G.\* Can this program be delivered by current faculty?**

Yes  No

Western has current full-time and adjunct faculty to teach the courses for this certificate.

If not, what are the plans, budget and timeline for bringing on needed instructors? *(Type here)*

**H. Summary of input from and coordination with citizens, business, industry, non-profit organizations, or k-12 education: *(Type here)***

WWCC is part of the Wyoming Computer Science Task Force implemented by the Wyoming Department of Education: <https://edu.wyoming.gov/in-the-classroom/technology/computer-science-education-task-force/>

In March 2018, the Wyoming legislature passed Senate Bill 29, which requires teachers to teach computer science and computational thinking skills in K-12 classrooms. Key points of this bill include the following:

- Computer science is now listed in the common core of knowledge, which will be required to be taught by all K-12 schools no later than 2022-2023 school year.
- Computational thinking is now listed in the common core of skills, which will require school districts to integrate computational thinking into K-12 courses.
- The Wyoming State Board of Education must promulgate computer science content standards.
- Students may count computer science toward one year of their science graduation requirements.
- Students may count computer science toward one year of math or science for the state scholarship requirements (Hathaway Scholarship Program)
- The Wyoming Department of Education (WDE) is required to conduct a study to determine what it will cost for all school districts to offer computer science.
- The WDE is required to work with the Professional Teaching Standards Board (PTSB) to continue to work on computer science endorsements for elementary, middle and high school teachers.

Senate Bill 29: <http://legisweb.state.wy.us/2018/Engross/SF0029.pdf>

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

**J.\* Projected demand in Wyoming and Nation** for ten years from the proposal date:

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2017	2027		
Wyoming	Employment		Percent Change	Job Openings
	2017	2027		

Sources:

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

Other trend information that would assist the Commission: *(Type here)*

## 2. State and National Wages

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

**Sources:**

- National Data Source: [https://www.bls.gov/oes/current/oes\\_nat.htm](https://www.bls.gov/oes/current/oes_nat.htm)
- State Data Source: [https://www.bls.gov/oes/current/oes\\_wy.htm](https://www.bls.gov/oes/current/oes_wy.htm) State Cross-Industry Estimates

Other wage information or comments that would assist the Commission: *(Type here)*

3. Primary student audience identified for this program: *(Type here)*

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

**K. Student recruitment and program marketing strategies** that will be used to attract the broadest range of individual into this specific program: *(Type here)*

WWCC has an active recruiting process in place that will continue to be utilized to its fullest. Program staff actively support and participate in college and community activities to promote the program. In addition, there are two Computer Science Advisory Councils that include teachers, Western students, and school district administrators.

This certificate has several key benefits to participating teachers and schools that would be highlighted in the marketing strategy, including:

- *No prior knowledge* of computer science is required.
- May increase participating teacher's employability owing to an enhanced teaching portfolio relevant to 21<sup>st</sup> century skills.

- Teachers obtain important pedagogical content knowledge for teaching computer science based on computer science education research.
- Teachers learn how to build students' computational thinking skills and transfer computer science principles to other content areas.
- Teachers have access to a professional learning community for computer science education, designed specifically for Wyoming teachers.

Participation in this program will provide significant advantages to college or high school students. Learning about computer science and computational thinking concepts may give students greater opportunities for choosing computer science as a major or career path in the future, or to otherwise be prepared for a world in which computer science is applied in nearly all disciplines and areas of life.

**L.\* Identification of similar programs at Wyoming Community Colleges and discussions with other colleges' faculty and administrators:**

1. Program location grid:

<b>Wyoming Community College Programs</b> <b>(Identify title, degree/certificate and number of credit hours)</b>						
<b>Casper College</b>	<b>Central Wyoming College</b>	<b>Eastern Wyoming College</b>	<b>Laramie County Community College</b>	<b>Northwest College</b>	<b>Northern Wyoming Community College District</b>	<b>Western Wyoming Community College</b>

2. Summary of discussions with other Wyoming community college(s) faculty and administrators: *(Type here)*

**M. Note available program and course articulations with receiving institutions in the region, particularly for transfer AAS, AA and AS programs. *(Note regional B. A. S. transfer options in addition to UW and other community college):***

WWCC is currently the only Wyoming college that will be implementing an online program. All courses within the program are existing courses and are transferable, with the exception of the capstone course that is in development.



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

Key partners are the Wyoming Department of Education (WDE), Professional Teaching Standards Board (PTSB), WWCC Education Department, and K-12 teachers and administrators within the Western district. On March 28, 2018 a Computer Science Advisory Council was held to discuss the program and the proposed certificate was well received and supported.

**O. Student program outcomes and assessment of student learning including completer follow-up.**

1. Outcomes and assessment method:

Students will be able to:	Accompanying assessment Method(s)
Communicate competently in the Computer Science (CS) field by planning, preparing and presenting using appropriate language and terminology	<ul style="list-style-type: none"> <li>• Individual and/or group presentation</li> <li>• Application software assessment</li> <li>• Show the use of terminology in group and/or individual discussions</li> <li>• CS program/systems demonstrations</li> </ul>
Identify and describe current issues in developing and implementing programs and/or systems	<ul style="list-style-type: none"> <li>• Application software assessment</li> <li>• Individual and/or group projects</li> <li>• Demonstrate understanding in group and/or individual discussions</li> </ul>
Apply formal and informal problem solving techniques in order to create effective programs	<ul style="list-style-type: none"> <li>• Application software assessment</li> <li>• Individual and/or group projects</li> <li>• Demonstrate understanding in group and/or individual discussions</li> </ul>
Explain critically, work collaboratively and present various computer and system techniques	<ul style="list-style-type: none"> <li>• Application software assessment</li> <li>• Individual and/or group assignments</li> <li>• Program Demonstration</li> </ul>

2. How will the assessment outcomes be used to assure student learning and improve the program?

Results from completion of the certificate courses, particularly the Computer Science Capstone course, will be reviewed and adjustments made to curriculum to improve the program and assure student learning.

**\*P. Other program information or comments** that demonstrate how this program addresses Wyoming and regional interests. (***Only include information that has not appeared earlier in this request***)

**EDUCATED CITIZENRY-** *(Type here)*

**DIVERSIFIED ECONOMY-** *(Type here)*

**WORKFORCE DEVELOPMENT-** *(Type here)*

---

**EFFICIENT SYSTEMS-** *(Type here)*

**ACCOUNTABILITY and IMPROVEMENT-** *(Type here)*

**OTHER CRITERIA:**

- **Labor Needs** – *(Type here)*
- **Curriculum Development** – *(Type here)*
- **Pathways** – *(Type here)*
- **Faculty Support** – *(Type here)*
- **Recruitment Strategies** – *(Type here)*
- **Resource Needs** – *(Type here)*

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

SIGNATURE PAGE

Submitted by V. P. for  
Academic Affairs\*\*

 8-16-18  
Signature Date


Kimberly D. Farley, VP Student Learning  
Printed Name Title

Approved by the WCC Academic  
Affairs Council

 7/17/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program  
Review Committee

 7/11/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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

**Wyoming Community College Commission Request for New,  
Pilot, or Modified  
Degree or Certificate Programs**

**A. College:** Western Wyoming Community College

**B. Date** submitted to WCCC: 7-11-18

**C. Program**

1. Request for:

New Program     Pilot Program     Modified Existing Program

2. **Program Title:** Social Media Certificate

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Complete this section only if a certificate approval is requested:

a. For certificates chose one type:

transfer preparation  
 short term workforce placement  
 one-year workforce placement  
 special need

b. Brief certificate description: *(A one or two sentence description that could include the descriptors: advanced, employer specific, examination or licensure preparation, industry specific, stackable, and/or skill acquisition): (Type here)*

Students will learn to create, deploy, and manage digital content for the social media and digital world. Upon completion, the student will be well-versed in the current industrial standard digital design and social media technologies and applications.

c. Is completion of this certificate requested to count as a certificate completion for WCCC degree and certificate completion metrics? *(It will not be counted if a student completes both an associate's degree and a certificate in the same academic year)*

Yes     No

d. Is this certificate designed to be Title IV financial aid eligible?

Yes     No

5. Total number of credit hours: 16
6. Requested CIP code (6-digit): 09.0702
7. Planned semester/year new program will begin: Fall 2018
8. Will any part of this program be provided by non-accredited vendor(s)?

YES (Provide details below)     NO

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

At the start of the program?     Within three years of the start of the program?     None

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

1. Program Description:

Students earning the Social Media Certificate will learn to create, deploy and manage digital content for the social media and digital world giving graduates an edge in today's fast-paced social media sphere.

Upon completion, the student will be well-versed in the current industrial standard digital design and social media technologies and applications. The skills learned will be of value for any discipline including business, communication, art, education, science and more.

2. Program Layout by term:

Spring Semester 1		
CMAF 1860	Intro to Digital Design Technologies	3
BOTK 1515	Introduction to Social Media Management	2
MKT 2100	Marketing	3
Total		8
Fall Semester 2		
BOTK 1525	Social Media Campaign	1
COSC 1200	Computer Information Systems	3
BOTK 2970	Internship	1
BOTK 1555	Business Communications (was Basic Office Skills)	3
Total		8
Total Credits:		16

**E. New course prefixes:**

1. Our community college is using a course prefix which is new to Wyoming public higher education institutions:  Yes  No
2. Course prefixes new to Wyoming have been coordinated:  
with UW (transfer)  Yes  No  Not Applicable  
WCCC (CTE)  Yes  No  Not Applicable

**F. New course descriptions:**

1. This program request includes courses new to Wyoming:  
 Yes  No

BOTK 1525 Social Media Campaign, 1 credit hour, LOI - 1

This course develops the student's ability to plan, execute, and evaluate a social media campaign for a client, organization, or business. Original content will be created using common software applications and digital devices. Planning a week-long social media campaign will include audience analysis, campaign objectives, developing a timeline, and learning about the metrics available to measure the impact of the campaign.

2. The following are course descriptions for each new course in the program {include prefix, course number, title, credit hours, and requested level of instruction (LOI of 1,2, or 3) and a course description}:
3. New course numbers, credit hours, and/or LOIs have been coordinated:  
With UW (transfer)  Yes  No  Not Applicable  
WCCC (CTE)  Yes  No  Not Applicable

**G.\* Can this program be delivered by current faculty?**

- Yes  No

If not, what are the plans, budget and timeline for bringing on needed instructors? *(Type here)*

**H. Summary of input from and coordination with citizens, business, industry, non-profit organizations, or k-12 education: (Type here)**

The Business Information Systems (BIS) Advisory Council, as well as other local and campus departments and entities, have expressed a need for professionals who have social media skills in general. Research by BIS faculty has provided the following support (see the report in Appendix A):

- Using social media to start and grow a business is very different than using it as a consumer.
- Students need to understand the ethics, norms, and best practices of using social media as a professional.
- Social media skills are an expectation at companies now, but these skills are not taught in the mainstream.

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

Not required for pilot program

**J.\* Projected demand in Wyoming and Nation for ten years from the proposal date:**

Not required for pilot program

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2017	2027		
Wyoming	Employment		Percent Change	Job Openings
	2017	2027		
Welders				

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other trend information that would assist the Commission: (Type here)

## 2. State and National Wages

Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other wage information or comments that would assist the Commission: *(Type here)*

3. Primary student audience identified for this program: *(Type here)*

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

**K. Student recruitment and program marketing strategies** that will be used to attract the broadest range of individual into this specific program: *(Type here)*

Not required for pilot program

**L.\* Identification of similar programs at Wyoming Community Colleges and discussions with other colleges' faculty and administrators:**

Not required for pilot program

1. Program location grid:



<b>Wyoming Community College Programs</b> <b>(Identify title, degree/certificate and number of credit hours)</b>						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College

2. Summary of discussions with other Wyoming community college(s) faculty and administrators: *(Type here)*

**M. Note available program and course articulations with receiving institutions** in the region, particularly for transfer AAS, AA and AS programs. *(Note regional B. A. S. transfer options in addition to UW and other community college):*

Not applicable

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

The Business Information Systems Advisory Council (meets twice per year) provided input concerning the idea as well as skills needed. The WWCC Distance Education Director sees this certificate as a need in our service area and thinks this could be beneficial statewide. The BIS faculty will continue discussions with local business and industry leaders to ensure the viability of the certificate.

**O. Student program outcomes and assessment of student learning** including completer follow-up.

1. Outcomes and assessment method:

Students will be able to:	Accompanying assessment Method(s)
Learn and use terminology in the field of social media	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Quizzes</li> <li>• Objective &amp; Assessment Tests</li> <li>• Case Studies</li> <li>• Projects</li> <li>• Reflection Papers</li> <li>• Discussion Boards</li> <li>• Individual/Group Presentations</li> <li>• Internship Evaluation</li> </ul>
Evaluate social media channels	
Utilize social media tools and computer applications	
Effectively and efficiently build social media content	
Communicate effectively, efficiently, and accurately	
Integrate social media into a marketing plan	
Utilize skills through an internship	

2. How will the assessment outcomes be used to assure student learning and improve the program?

Results from assessment of the certificate courses will be reviewed and adjustments made to curriculum to improve the program and assure student learning.

**\*P. Other program information or comments** that demonstrate how this program addresses Wyoming and regional interests. (***Only include information that has not appeared earlier in this request***)

**EDUCATED CITIZENRY-** *(Type here)*

**DIVERSIFIED ECONOMY-** *(Type here)*

**WORKFORCE DEVELOPMENT-** *(Type here)*

**EFFICIENT SYSTEMS-** *(Type here)*

**ACCOUNTABILITY and IMPROVEMENT-** *(Type here)*

**OTHER CRITERIA:**


- **Labor Needs** – *(Type here)*
- **Curriculum Development** – *(Type here)*
- **Pathways** – *(Type here)*

- **Faculty Support** – *(Type here)*
  - **Recruitment Strategies** – *(Type here)*
  - **Resource Needs** – *(Type here)*
- 

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

**SIGNATURE PAGE**

Submitted by V. P. for  
Academic Affairs\*\*

 8-16-18  
Signature Date

Kimberly D. Farley, VP Student Learning  
Printed Name Title

Approved by the WCC Academic  
Affairs Council

 7/11/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program  
Review Committee

 8/3/18  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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

**Wyoming Community College Commission Request for New,  
Pilot, or Modified  
Degree or Certificate Programs**

A. **College:** Western Wyoming Community College

B. **Date** submitted to WCCC: July 11, 2018

C. **Program**

1. Request for:

New Program     Pilot Program     Modified Existing Program

2. **Program Title:** Police I

3. Degree or Certificate to be awarded:

Degree:     AA     AS     AAS     Other  
 Certificate

4. Complete this section only if a certificate approval is requested:

a. For certificates chose one type:

transfer preparation  
 short term workforce placement  
 one-year workforce placement  
 special need

b. Brief certificate description: *(A one or two sentence description that could include the descriptors: advanced, employer specific, examination or licensure preparation, industry specific, stackable, and/or skill acquisition): (Type here)*

Police I is designed for students who would like to seek work in policing or corrections fields. It provides basic skills needed by law enforcement agencies and may help to supplement skills of those already in service. It may also be used by students seeking preparation for entrance exams to a law enforcement career. Additionally, 18 credits of this certificate will fulfill requirements in the Criminal Justice A.A.

c. Is completion of this certificate requested to count as a certificate completion for WCCC degree and certificate completion metrics? *(It will not be counted if a student completes both an associate's degree and a certificate in the same academic year)*

Yes     No

d. Is this certificate designed to be Title IV financial aid eligible?

Yes     No

5. Total number of credit hours: 30
6. Requested CIP code (6-digit): 43.0104
7. Planned semester/year new program will begin: Fall 2018
8. Will any part of this program be provided by non-accredited vendor(s)?  
 YES (Provide details below)     NO
9. Will all or part of this program be available to students via online or other distance education technologies?  
 At the start of the program?     Within three years of the start of the program?     None

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

1. Program Description:

Police I is designed specifically for those students who would like to seek work in policing or corrections fields. These students may not want to obtain a degree, but they may want to prepare for a career in law enforcement before they reach the age of 21. Students also may be seeking a different career and need assistance in preparing for the entrance exams that are required throughout the country. This certificate will focus specifically on skills law enforcement agencies need, such as report writing, basic accident and crime scene investigation. Students will also gain an understanding of the justice system and the attributes that make someone an excellent candidate for hire. This program will prepare students to pass the entrance exams and to be a successful probationary candidate.

2. Program Layout by term:

Semester 1		
CRMJ 2120	Introduction to Criminal Justice	3
CRMJ 2210	Criminal Law	3
CRMJ 2155	Current Issues in Criminal Justice	3
EMGT 1500	Principles of Emergency Management	3
CRMJ 1015	Homeland Security	3
Total		15
Semester 2		
CRMJ 2400	Criminology	3
CRMJ 2550	Criminal Investigation I	3
CRMJ 1550	Community Relations	3
TECH 1000	Intro to Technical Mathematics	3
CRMJ 1905	Report Writing for the Criminal Justice Field	3
Total		15
Total Credits: 30		

**E. New course prefixes:**

- 1. Our community college is using a course prefix which is new to Wyoming public higher education institutions:  Yes  No
  
- 2. Course prefixes new to Wyoming have been coordinated:  
with UW (transfer)  Yes  No  Not Applicable  
WCCC (CTE)  Yes  No  Not Applicable

**F. New course descriptions:**

- 1. This program request includes courses new to Wyoming:  
 Yes  No
  
- 2. The following are course descriptions for each new course in the program {include prefix, course number, title, credit hours, and requested level of instruction (LOI of 1,2, or 3) and a course description}:
  
- 3. New course numbers, credit hours, and/or LOIs have been coordinated:  
With UW (transfer)  Yes  No  Not Applicable  
WCCC (CTE)  Yes  No  Not Applicable

**G.\* Can this program be delivered by current faculty?**

Yes  No

If not, what are the plans, budget and timeline for bringing on needed instructors? *(Type here)*

**H. Summary of input from and coordination with citizens, business, industry, non-profit organizations, or k-12 education: *(Type here)***

The law enforcement community in Southwest Wyoming and around the country is short on manpower. However, candidates – both in Western’s service area and around the U.S. – who submit applications to law enforcement agencies are typically required to take an entrance exam which many of these individuals do not pass. For example, the last exam given by the Rock Springs Police Department resulted in 10 out of 11 candidates not passing. It is a similar story around the country. This program would focus on preparing candidates to take and pass those entrance exams in a way a generalized degree would not.

Most police departments across the country do not require any college credits to become a police officer. The creation of a program designed to help these candidates pass the entrance exams may be attractive to students who have no intention on

attending college. Since an individual cannot become a police officer until they are at least 21, this program helps to bridge the time between when they are in high school until they can apply for a job, while providing knowledge and skills needed to successfully complete the entrance exam.

Departments in the Western district and across the country are also finding that the skills of individuals entering the police force are lacking. College degrees - whether an Associate of Arts or Bachelor of Arts - tend to be structured more on a liberal arts type of education. However, departments are in great need of individuals who have more direct skills and who are prepared to go to work without requiring excessive training. This program would focus on those aspects of report writing and skills such as traffic stops, evidence collection, and use of force.

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

No additional resources will be required to offer this certificate

**J.\* Projected demand in Wyoming and Nation** for ten years from the proposal date:

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2017	2027		
Wyoming	Employment		Percent Change	Job Openings
	2017	2027		

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other trend information that would assist the Commission: *(Type here)*

2. State and National Wages



Location	Pay Period	2017				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Sources:

- National Data Source: \_\_\_\_\_
- State Data Source: \_\_\_\_\_

Other wage information or comments that would assist the Commission:  
(Type here)

3. Primary student audience identified for this program: (Type here)

The primary group identified for this program are students who are not planning to attend college, who want to be in law enforcement, and who are just waiting until they are old enough to apply for a position.

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

**K. Student recruitment and program marketing strategies that will be used to attract the broadest range of individual into this specific program: (Type here)**

As we plan to offer this certificate both in person and online we can advertise on a national basis.

**L.\* Identification of similar programs at Wyoming Community Colleges and discussions with other colleges' faculty and administrators:**

1. Program location grid:

<b>Wyoming Community College Programs</b> <b>(Identify title, degree/certificate and number of credit hours)</b>						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College

2. Summary of discussions with other Wyoming community college(s) faculty and administrators: *(Type here)*

**M. Note available program and course articulations with receiving institutions** in the region, particularly for transfer AAS, AA and AS programs. *(Note regional B. A. S. transfer options in addition to UW and other community college):*

While some of the classes in this certificate are already part of the AA and AAS degrees, this certificate is not designed to transfer. If a student did complete this certificate, at least 6 of the classes would transfer to UW as part of the AA or AAS and may transfer to other 4-year institutions as well. This certificate is designed generally to place students in the workplace with the skills departments need.

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

The following agencies – many of whom are represented on the Criminal Justice program advisory council – have expressed their support for creation of this certificate: Rock Springs Police Department, Green River Police Department, Sweetwater County Sheriff’s Department, Sweetwater County Prosecuting Attorney’s Office, TI Training, International Law Enforcement Educators and Trainers Association, Sweetwater County Emergency Management, Rawlins Police Department, Evanston Police Department.

**O. Student program outcomes and assessment of student learning** including completer follow-up.

1. Outcomes and assessment method:

Students will be able to:	Accompanying assessment Method(s)
List and describe each step required by Due Process	Students will be evaluated at the end of each class with assistance from local law enforcement departments.
Perform basic skills such as measuring, diagramming, and photographing scenes	Students will be evaluated at the end of each class with assistance from local law enforcement departments.
Competently explain the current events and issues faced by law enforcement nationwide	Students will be evaluated at the end of each class with assistance from local law enforcement departments.
Legally and competently conduct investigations	Students will be evaluated at the end of each class with assistance from local law enforcement departments.
Write a clear and detailed report	Students will be evaluated at the end of each class with assistance from local law enforcement departments.
Perform basic math computations for the entrance exam and applicable investigation requirements	Students will be evaluated at the end of each class with assistance from local law enforcement departments.

2. How will the assessment outcomes be used to assure student learning and improve the program?

Results from completion of the certificate courses will be reviewed and adjustments made to curriculum to improve the program and assure student learning.

**\*P. Other program information or comments** that demonstrate how this program addresses Wyoming and regional interests. (*Only include information that has not appeared earlier in this request*)

EDUCATED CITIZENRY- (Type here)

DIVERSIFIED ECONOMY- (Type here)

WORKFORCE DEVELOPMENT- (Type here)

EFFICIENT SYSTEMS- (Type here)

**ACCOUNTABILITY and IMPROVEMENT- (Type here)**

**OTHER CRITERIA:**

- **Labor Needs – (Type here)**
  - **Curriculum Development – (Type here)**
  - **Pathways – (Type here)**
  - **Faculty Support – (Type here)**
  - **Recruitment Strategies – (Type here)**
  - **Resource Needs – (Type here)**
- 

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

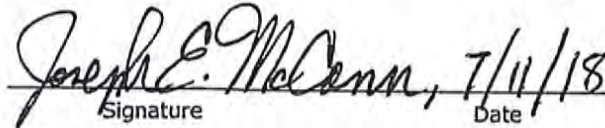
SIGNATURE PAGE

Submitted by V. P. for  
Academic Affairs\*\*

 8-20-18  
Signature Date

Kimberly D. Farley Vice President for Student Learning  
Printed Name Title

Approved by the WCC Academic  
Affairs Council

  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

Approved by Program  
Review Committee

  
Signature Date

Joseph E. McCann, Programs Team Leader  
Printed Name Title

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

**TAB 16**

TAB 17

# Wyoming Community College Commission

2300 Capitol Ave., 5<sup>th</sup> Floor, Suite B, Cheyenne WY 82002

## Commissioners

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



*Exofficio*  
Governor Matt Mead  
State Superintendent Jillian Balow  
Executive Director  
Dr. Sandra Caldwell

Phone: 307-777-7763  
Fax: 307-777-6567  
[www.communitycolleges.wy.edu](http://www.communitycolleges.wy.edu)

## Tuition 15-Credit Cap 2019-2024

### I. Introduction

Funding for higher education in the State of Wyoming is a shared responsibility of the state, students, property owners and the colleges. The state assumes its share of this responsibility through its general fund appropriations; students, through tuition and fees; property owners, through local property tax levies; and the colleges, through management of efficiencies and generation of additional local revenue. The Wyoming Community College Commission plays a role in ensuring the state, students, and the colleges assume the appropriate level of responsibility through its mandate of setting tuition levels.

Tuition levels have a direct bearing on both student access and educational quality. A number of considerations go into establishing tuition levels including establishing a credit cap to encourage college completion. This tuition credit cap preserves the Commission's accountability to Wyoming citizens for access while providing affordable, quality postsecondary educational opportunities.

At the October 2016 WCCC meeting, action was taken to lift the long-standing 12-Credit Cap to No Cap beginning with the Fall 2017 term. Subsequently at the February 2017 meeting, the WCCC took action to freeze the lift of the 12-Credit Cap through AY 2018-2019 until further study could be conducted with anticipated final action establishing a tuition cap at the October 2018 meeting.

### II. Legal Foundation

#### **Wyoming Constitution**

Article 1, Section 023. Education

The right of the citizens to opportunities for education shall have practical recognition. The legislature shall suitably encourage means and agencies calculated to advance the sciences and liberal arts.



## Article 7, Section 016. Tuition Free

The university shall be equally open to students of both sexes, irrespective of race or color; and, in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income generated from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.

Note: This Article of the Constitution applies to the University of Wyoming. The legislature may have interpreted this Constitutional provision for tuition to be “as nearly free as possible” when it crafted language in statutes that described the community colleges as “low tuition” institutions.

## Wyoming Statute

The legislature stipulated in the Session Laws of Wyoming, Chapter 228, Section 3(a) the “Wyoming’s Community Colleges are low tuition, open access institutions...” Furthermore, the Wyoming Community College Commission was given the authority to determine tuition at the community colleges.

W.S. 21-18-202. Powers and duties of the commission.

- (a) The commission shall perform the following general functions:
  - (ii) Establish tuition rates for the community colleges

## WCCC Rules

The Commission’s statutory authority to establish tuition rates for the community colleges is reflected in its agency Rules.

### Chapter 3, General Functions

#### Section 4. Establishing Tuition Rates

- (a) The Commission shall establish tuition rates for the community colleges.
- (b) The Commission shall establish a long-range tuition policy (four to six years) and renew or alter it as needed.
- (c) The Commission may review tuition rates at any time and may address tuition rate changes on a short-term or emergency basis. At a minimum, tuition rates will be reviewed once every two years.
- (d) The tuition rates may include recognition of differential program delivery costs.
- (e) In the event a commission-approved tuition rate results in an amount other than even dollars, the colleges will round down to the nearest whole dollar amount. This provision applies to in-state, out-of-state, and WUE enrollees.

In keeping with its statutory charge, a review of the current policy occurred over the summer of 2018 with a final review on 21 September 2018. Those actions have resulted in this philosophy and tuition cap.

## **Tuition Philosophy**

The Wyoming Community College Commission is to set tuition at a level that facilitates community college attendance for Wyoming citizens. It is designed to support workforce needs and educational goals of students.

- Students share in the cost of education.
- Tuition revenue is an essential resource of a quality education.
- Tuition should be as nearly free as possible.
- Tuition can be used to advance strategic goals.

## **Tuition 15-Credit Cap**

Effective with the Fall 2019 term, the current no tuition cap, which was frozen at 12-credit cap in 2017 for the 2018-2019 AY, shall be established for 15 credits.

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.

TAB 18

# Wyoming Community College Commission

2300 Capitol Ave., 5<sup>th</sup> Floor, Suite B, Cheyenne WY 82002

## Commissioners

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



*Exofficio*  
Governor Matt Mead  
State Superintendent Jillian Balow  
Executive Director  
Dr. Sandra Caldwell

Phone: 307-777-7763  
Fax: 307-777-6567  
[www.communitycolleges.wy.edu](http://www.communitycolleges.wy.edu)

## Tuition Policy 2018-2023

### I. Introduction

Funding for higher education in the State of Wyoming is a shared responsibility of the state, students, property owners and the colleges. The state assumes its share of this responsibility through its general fund appropriations; students, through tuition and fees; property owners, through local property tax levies; and the colleges, through management of efficiencies and generation of additional local revenue. The Wyoming Community College Commission plays a role in ensuring the state, students, and the colleges assume the appropriate level of responsibility through its mandate of setting tuition levels.

Tuition levels have a direct bearing on both student access and educational quality. A number of considerations go into establishing tuition levels, and this 6-year tuition policy preserves the Commission's accountability to Wyoming citizens for access while providing affordable, quality postsecondary educational opportunities.

### II. Legal Foundation

#### **Wyoming Constitution**

Article 1, Section 023. Education

The right of the citizens to opportunities for education shall have practical recognition. The legislature shall suitably encourage means and agencies calculated to advance the sciences and liberal arts.

Article 7, Section 016. Tuition Free

The university shall be equally open to students of both sexes, irrespective of race or color; and, in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income generated from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of

full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.

Note: This Article of the Constitution applies to the University of Wyoming. The legislature may have interpreted this Constitutional provision for tuition to be “as nearly free as possible” when it crafted language in statutes that described the community colleges as “low tuition” institutions.

### **Wyoming Statute**

The legislature stipulated in the Session Laws of Wyoming, Chapter 228, Section 3(a) the “Wyoming’s Community Colleges are low tuition, open access institutions...”

Furthermore, the Wyoming Community College Commission was given the authority to determine tuition at the community colleges.

W.S. 21-18-202. Powers and duties of the commission.

- (a) The commission shall perform the following general functions:
  - (ii) Establish tuition rates for the community colleges

### **WCCC Rules**

The Commission’s statutory authority to establish tuition rates for the community colleges is reflected in its agency Rules.

#### Chapter 3, General Functions

##### Section 4. Establishing Tuition Rates

- (a) The Commission shall establish tuition rates for the community colleges.
- (b) The Commission shall establish a long-range tuition policy (four to six years) and renew or alter it as needed.
- (c) The Commission may review tuition rates at any time and may address tuition rate changes on a short-term or emergency basis. At a minimum, tuition rates will be reviewed once every two years.
- (d) The tuition rates may include recognition of differential program delivery costs.
- (e) In the event a commission-approved tuition rate results in an amount other than even dollars, the colleges will round down to the nearest whole dollar amount. This provision applies to in-state, out-of-state, and WUE enrollees.

In keeping with its statutory charge, a review of the current policy occurred over the summer of 2018 with a final review on 21 September 2018. Those actions have resulted in this philosophy and policy.

## **Tuition Philosophy**

The Wyoming Community College Commission is to set tuition at a level that facilitates community college attendance for Wyoming citizens. It is designed to support workforce needs and educational goals of students.

- Students share in the cost of education.
- Tuition revenue is an essential resource of a quality education.
- Tuition should be as nearly free as possible.
- Tuition can be used to advance strategic goals.

## **Tuition Policy**

The current tuition rate is \$94 per credit hour for in-state students, \$141 per credit hour for WUE (and Nebraska) students, and \$282 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

For the purposes of analysis, staff shall provide the percentage of tuition to total undesignated revenue, and the percentage of in-state tuition to total tuition. Using the percentage of which in-state tuition to total tuition, determine the dollar amount required to keep that proportion at 23 to 28 percent of total undesignated revenue. That amount

shall be divided by the total estimated in-state tuition revenue to determine the percent increase required, and this percentage shall be multiplied by the current tuition rate to determine the dollar amount of increase required.

Commission staff will provide such analysis for each percentage point from 23 through 28 percent of total revenue along with agreed upon comparators which include both the Wyoming annual CPI and the US Department of Labor annual CPI, the current rate of tuition at UW and its comparison to the calculated tuition rate, and average tuition in states that have a high proportion of state and local revenue to total revenue.

Using this analysis and comparators, commissioners shall be required to have a majority vote on which rate within the 23 to 28 percent range they want to adopt, if any.

Populate Green Cells Only

Current In-State Rate \$ 94.00

**CALCULATION - TUITION 25% OF TOTAL UNRESTRICTED ALLOCATED REVENUE**

State Aid from Funding Allocation Model on 1 July 2019 (and every odd numbered year afterwards)	\$ 176,892,508.00	
Local Revenue From the Recapture/Redistribution Workbook on 1 July 2019 (and every odd numbered year afterwards)	\$ 65,729,659.00	
Estimated Student, Course and Other Fees from FY19 college budget	\$ 10,989,795.00	
Estimated Student, Course and Other Fees from FY20 college budget	\$ 11,130,224.75	
Estimated Tuition from FY19 college budget	\$ 34,922,679.00	Total Undesignated Revenue Less Tuition \$ 264,742,186.75
Estimated Tuition from FY20 college budget	\$ 36,370,719.00	
Estimated In-State Tuition from FY19 college budget	\$ 27,460,844.00	Total Tuition \$ 71,293,398.00
Estimated In-State Tuition from FY20 college budget	\$ 28,908,884.00	
		Total In-State Tuition \$ 56,369,728.00

Percent Tuition is In-State 79.07%

Percent Tuition is of All Unrestricted Revenue 21.22%

		Per CH Increase	New In-State Rate	% Increase (decrease)
Required Increase (Decrease) to Make Tuition 23%	\$ 7,785,093.18	\$ 10.26	\$ 104.00	9.6%
Factor Increase (Decrease) by In-State Percentage	\$ 6,155,458.95			
Required Increase (Decrease) to Make Tuition 24%	\$ 12,312,184.58	\$ 16.23	\$ 110.00	14.5%
Factor Increase (Decrease) by In-State Percentage	\$ 9,734,905.55			
Required Increase (Decrease) to Make Tuition 25%	\$ 16,971,647.06	\$ 22.38	\$ 116.00	18.97%
Factor Increase (Decrease) by In-State Percentage	\$ 13,419,014.32			
Required Increase (Decrease) to Make Tuition 26%	\$ 21,737,006.42	\$ 28.66	\$ 123.00	23.6%
Factor Increase (Decrease) by In-State Percentage	\$ 17,186,852.84			
Required Increase (Decrease) to Make Tuition 27%	\$ 26,634,736.88	\$ 35.12	\$ 129.00	27.1%
Factor Increase (Decrease) by In-State Percentage	\$ 21,059,353.54			
Required Increase (Decrease) to Make Tuition 28%	\$ 31,664,838.43	\$ 41.75	\$ 136.00	30.9%
Factor Increase (Decrease) by In-State Percentage	\$ 25,036,516.41			

**Comparators**

**Consumer Price Indexes**

2 CY prior	WY CPI	USDOL CPI
	0.06%	2.10%
1 CY prior	WY CPI	USDOL CPI
	2.30%	2.10%
Total Cumulative	2.36%	4.20%

**WCCC Tuition Rate**

University of Wyoming	@ \$ 94	@ \$ 104	@ \$ 110	@ \$ 116	@ \$ 123	@ \$ 129	@ \$ 136	
Tuition	\$ 144	65.3%	72.2%	76.4%	80.6%	85.4%	89.6%	94.4%

**Avg tuition all public 2 year institutions - 30 credit hours - source: communitycollegereview.com/avg-tuition-stats/national-data**

AK	\$ 111	84.4%	93.4%	98.8%	104.2%	110.5%	115.9%	122.2%
AL	\$ 181	52.0%	57.5%	60.8%	64.1%	68.0%	71.3%	75.2%
AZ	\$ 61	154.1%	170.5%	180.3%	190.2%	201.6%	211.5%	223.0%
CA	\$ 55	172.4%	190.7%	201.7%	212.7%	225.6%	236.6%	249.4%
CO	\$ 122	77.1%	85.3%	90.2%	95.2%	100.9%	105.8%	111.6%
CT	\$ 175	53.8%	59.6%	63.0%	66.4%	70.4%	73.9%	77.9%



	FL	\$ 215	43.6%	48.3%	51.1%	53.8%	57.1%	59.9%	63.1%
	GA	\$ 114	82.6%	91.4%	96.7%	102.0%	108.1%	113.4%	119.5%
	HI	\$ 94	100.2%	110.8%	117.2%	123.6%	131.1%	137.5%	144.9%
	IA	\$ 157	59.8%	66.2%	70.0%	73.8%	78.3%	82.1%	86.6%
	ID	\$ 82	114.2%	126.4%	133.7%	140.9%	149.5%	156.7%	165.2%
	IL	\$ 266	35.3%	39.1%	41.4%	43.6%	46.3%	48.5%	51.1%
	IN	\$ 229	41.0%	45.4%	48.0%	50.6%	53.6%	56.3%	59.3%
	KS	\$ 117	80.5%	89.1%	94.2%	99.3%	105.3%	110.5%	116.5%
	KY	\$ 167	56.4%	62.4%	66.1%	69.7%	73.9%	77.5%	81.7%
	LA	\$ 116	81.2%	89.8%	95.0%	100.2%	106.2%	111.4%	117.4%
	MA	\$ 147	63.7%	70.5%	74.6%	78.7%	83.4%	87.5%	92.2%
	MD	\$ 248	37.8%	41.9%	44.3%	46.7%	49.5%	51.9%	54.7%
	ME	\$ 137	68.4%	75.7%	80.0%	84.4%	89.5%	93.9%	99.0%
	MI	\$ 174	54.0%	59.7%	63.2%	66.6%	70.6%	74.1%	78.1%
	MN	\$ 233	40.4%	44.7%	47.3%	49.9%	52.9%	55.4%	58.5%
	MO	\$ 233	40.4%	44.7%	47.3%	49.9%	52.9%	55.4%	58.5%
	MS	\$ 126	74.6%	82.5%	87.3%	92.0%	97.6%	102.4%	107.9%
	MT	\$ 132	71.0%	78.5%	83.0%	87.6%	92.9%	97.4%	102.7%
	NC	\$ 130	72.1%	79.8%	84.4%	89.0%	94.3%	99.0%	104.3%
	ND	\$ 145	65.0%	71.9%	76.1%	80.2%	85.1%	89.2%	94.1%
	NE	\$ 103	91.5%	101.3%	107.1%	113.0%	119.8%	125.6%	132.4%
	NH	\$ 232	40.6%	44.9%	47.5%	50.1%	53.1%	55.7%	58.7%
	NJ	\$ 204	46.0%	50.9%	53.9%	56.8%	60.2%	63.2%	66.6%
	NM	\$ 69	135.3%	149.7%	158.3%	167.0%	177.1%	185.7%	195.8%
	NV	\$ 90	104.4%	115.6%	122.2%	128.9%	136.7%	143.3%	151.1%
	NY	\$ 184	51.2%	56.6%	59.9%	63.1%	66.9%	70.2%	74.0%
	OH	\$ 196	47.9%	53.0%	56.1%	59.1%	62.7%	65.8%	69.3%
	OK	\$ 152	61.9%	68.5%	72.4%	76.3%	81.0%	84.9%	89.5%
	OR	\$ 174	54.0%	59.7%	63.2%	66.6%	70.6%	74.1%	78.1%
	PA	\$ 351	26.8%	29.6%	31.3%	33.0%	35.0%	36.7%	38.7%
	PR	\$ 95	98.6%	109.1%	115.3%	121.6%	129.0%	135.3%	142.6%
	SC	\$ 209	44.9%	49.6%	52.5%	55.4%	58.7%	61.6%	64.9%
	SD	\$ 179	52.5%	58.0%	61.4%	64.7%	68.7%	72.0%	75.9%
	TN	\$ 152	61.7%	68.2%	72.2%	76.1%	80.7%	84.6%	89.2%
	TX	\$ 134	70.0%	77.5%	82.0%	86.4%	91.7%	96.1%	101.3%
	UT	\$ 228	41.2%	45.6%	48.2%	50.9%	53.9%	56.6%	59.6%
	VA	\$ 152	62.0%	68.6%	72.5%	76.5%	81.1%	85.1%	89.7%
	WA	\$ 134	69.9%	77.4%	81.8%	86.3%	91.5%	96.0%	101.2%
	WI	\$ 165	57.0%	63.1%	66.7%	70.4%	74.6%	78.3%	82.5%
	WV	\$ 134	70.0%	77.5%	82.0%	86.4%	91.7%	96.1%	101.3%

Avg Tuition

	Select Public Community College States (highest proportion of state/local appropriations per FTE) source: SHEEO	\$ 105
	Surrounding States	\$ 141
	WICHE Region States	\$ 120
	Less CA	\$ 125

TAB 19

Using Actual BFY19 State Aid	Using Projected BFY19 Local Rev	Using Budgeted Estimates BFY19 Fees		Using Budgeted Estimates BFY19 Tuition		Total Revenue
\$ 176,892,508.00	\$ 65,729,659.00	\$ 22,120,019.75		\$ 71,293,398.00		\$ 336,035,584.75
Where we would be today:			78.78%		21.22%	100.00%
			In-State Amount	\$ 56,369,728.00		
\$ 176,892,508.00	\$ 65,729,659.00	\$ 22,120,019.75		\$ 83,605,582.58		\$ 348,347,769.33
To get to 75/25:			76.00%		24.00%	100.00%

Adjust tuition	
revenue by:	\$ 12,312,184.58
Factored by in-state %	\$ 9,734,905.55
	17.27%
Tuition change by:	\$ 16.23
Calculated tuition rate:	\$ 110.23
New In-state rate (rounded down)	\$ 110.00
New WUE (x 150%)	\$ 165.00
New Out-Of-State	\$ 330.00

TAB 20

# Wyoming Community College Commission

2300 Capitol Ave., 5<sup>th</sup> Floor, Suite B, Cheyenne WY 82002

## Commissioners

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



*Ex-officio*  
Governor Matt Mead  
State Superintendent Jillian Balow  
Executive Director  
Dr. Sandra Caldwell  
Phone: 307-777-7763  
Fax: 307-777-6567  
[www.communitycolleges.wy.edu](http://www.communitycolleges.wy.edu)

## Executive Director's Report: October 2018 Wyoming Community College Commission

There has been a great deal of activity within the WCCC, community colleges, and the State of Wyoming. This report is not exhaustive, but rather focuses on the highlights since June 2018.

**Academic Year 2018-2019 Begins:** In the midst of the activities that have been going on, the most appropriate item to begin with is the point of all of our work. The seven community colleges and UW started the academic year with excitement with a focus on students and their learning and success. I was able to attend both NWC and WWCC for their opening convocation with the faculty. The topics were focus college-wide on student success and completion as well as safety and security in a higher education environment.

**Tuition Policy Sub-Committees and September Workshop:** Following the June 2018 workshop and meeting and per direction of the WCCC, four sub-committees went to work on the Tuition Policy with approximately 31 individuals participating. The effort culminated in a convergence of information and recommendations. The information was presented and discussed in a September WCCC workshop with the results presented at the October 2018 WCCC meeting.

**ENDOW WCCC Sub-Committees and ENDOW Final Report:** Following the June 2018 Workshop and Meeting and per direction of the WCCC, four sub-committees went to work on ENDOW with approximately 31 individuals participating in the work. The effort culminated in a convergence of information and recommendations submitted to the ENDOW consultant for consideration in July 2018. Subsequently, the final ENDOW Report and Recommendations were released on August 23, 2018, by Governor Mead and presented to the Joint Mineral, Business, and Economic Development Interim Committee the following week. Educational Attainment is prominently identified and the work of the community colleges is mentioned as critical building blocks for ENDOW success. At the same time that the ENDOW Report was released, Governor Mead also issued a second Executive Order related to educational attainment creating the Educational Attainment Executive Council.

**Educational Attainment:** As listed above, the Governor issued a second Executive Order on educational attainment by creating the Educational Attainment Executive Council (EAEC). This group will work at the state level with membership across sectors to bring forward both five-year and 10-year education strategic plans to achieve the Attainment Goals as stated in the first

Executive Order and in support of ENDOW and the WICHE Attainment Taskforce. A planning group consisting of Superintendent Balow, Dr. Laurie Nichols, Dr. Joe Schaffer, and Dr. Stefani Hicswa as well as myself met with WICHE on October 2, 2018, to discuss how to organize the EAEC in coordination with the WICHE Taskforce and subsequently begin the convening sessions statewide.

**HEA 47 Common Transcript:** A report on the status and plan in response to HEA 47 is due on October 31, 2018. Dr. Nichols and I implemented a workgroup lead by Deputy Director Matt Petry to develop strategies and options to meet the requirements and expectations of the legislation and create the report by the October 31, 2018 due date. A plan has been developed and efforts are underway to provide directions and options. Initially, the plan consisted of five-parts. Through the workgroup, the five-parts were expanded to seven-parts to fully address the intent of the legislation. A significant component is to execute a 10-party MOU inclusive of WDE, WCCC, community colleges, and UW. I am pleased to say that this has been achieved with the MOU ready to sign. This is a significant step in the educational pipeline working together in an historic manner to support the citizens of Wyoming in their educational success.

**Joint Education Interim Committee:** On September 28, 2018, Erin Taylor, WACCT Executive Director, and I co-presented on a number of topics to the JEIC including WCCC Activities and Initiatives, Educational Attainment, HEA 47, and Safety and Security. We received feedback to proceed and ensure that the HEA 47 report included the different elements that we discussed including the seven-part approach and costs associated.

**Articulation Summit Community Colleges and UW:** On October 5, 2018, UW hosted the annual Articulation Summit in which Dr. Nichols and I presented the first State of the State of Wyoming Higher Education. This presentation focused on Educational Attainment and the work across the higher education pipeline in support of the State of Wyoming. Focused topics for the Summit included articulation across disciplines including Education, Engineering, Computer Science, Business, Ag, and Mathematics. Other topics include an update on HEA 47, Predictive Analytics, 2+2 Articulation, Reverse Transfer, WICHE Passport, and ENDOW.

Additionally, a number of other activities have occurred such as collaboration with State Construction Department on CapCon and Major Maintenance, Supplemental Budget Request to support the work of educational attainment, ENDOW, HEA 47, and the colleges' need to meet the statewide needs. Finally, I have been working to meet the elements listed within my First Year Plan including meeting with each of the presidents, each of the commissioners, WACCT ED, Gubernatorial Candidates, and other agency directors as well as participate in SBE, UW BOT, and other entities such as WWDC.

Respectfully Submitted,



Dr. Sandy Caldwell

TAB 21

## GOOD NEWS ITEMS

### Casper College

- T-Bird Trek: The Annual T-Bird Trek continues to grow and this year saw more than 250 runners participate. Profits from the event help support scholarships for Casper College students, institutional grants, and alumni programs.
- The college rolled out the new Kinser Jazz Festival website as a component of the college's dedicated website for the arts. See: [caspercollegearts.cc](http://caspercollegearts.cc) and [caspercollegearts.cc/kinser-jazz-festival/](http://caspercollegearts.cc/kinser-jazz-festival/).
- Wyoming Governor Matt Mead recently appointed Casper College accounting instructor Liz Ott to a three-year term on the state's five-member Certified Public Accountants board.
- Geology instructor Kent Sundell's co-authored paper: "Evidence for a large Paleozoic Impact Crater Strewn Field in the Rocky Mountains," was published in the open-access, multidisciplinary online journal from Nature Research, "Scientific Reports" in September.
- Basketball Times Magazine has named Dan Russell a Top-25 junior college coach in the country Russell is 24th on the list out of 300+ JUCO men's basketball coaches in the U.S.

### Central Wyoming College

- Professor Jeremy Nielsen and alumna Connie O'Donahue were honored in July at the 2018 New York Television Festival with best drama script for their submission, Ticker. The pair's work was one of only two selections originating outside of the media-meccas of Los Angeles, New York, and London. Nielsen's Film instruction at CWC encompasses cinematography, screenwriting, directing, producing, and non-linear editing.
- Dean of Students Steve Barlow received the 2018 Jackie Freeze Award for Outstanding Commitment to Student Success on May 30. "The winner has put many years into providing personalized support to our students and that is exemplified by the comments from students," Freeze said about Barlow. "He changed their lives."

### Eastern Wyoming College

- The EWC Lancer Golf team has started the fall season with four 1<sup>st</sup> place team finishes in a row. Winning at Riverton, Torrington, Sterling and McCook. They have 2 tournaments left to finish the fall season.
- EWC has entered into a practicum MOU with Chadron State College for graduate-student Counseling support for the main campus in Torrington and the Douglas Campus. These students will work under the direction of EWC's new counselor, Terry Stanclift.
- The EWC Fitness Center received a facelift with a new, fresh paint job in EWC colors and new Lancer decals.
- EWC welcomed new Vice President for Student Services Dr. Don Appiarus to campus this fall. Dr. Appiarus brings a wealth of experience in residential life programs, safety programs, retention and so much more.



## **Laramie County Community College**

- Thanks to a partnership with Microsoft and its Datacenter Academy, LCCC received more than \$60,000 worth of donated equipment for the college's datacenter technician program. Additionally, Microsoft committed roughly \$30,000 per semester in scholarships for this high-demand program:
- The work done by a former LCCC student, Bert Devilbiss, was accepted for publication in the peer-reviewed journal, *Frontiers in Plant Science*. While students have gone on to have their work published, this is the first time that the research done at LCCC has been published in this manner.
- Though it's been open since 2012, the student food pantry now has a sponsor: Western States Bank. The organization provided \$25,000 to help fight food insecurity. The endowed gift will be used to provide long-term support to the pantry.
- In September, LCCC celebrated its 50<sup>th</sup> anniversary with an array of events and activities, welcoming thousands of visitors to campus for the celebration.

## **Northern Wyoming Community College District**

- Sheridan College student Celsey Martin has been named 2018 New Century Workforce Pathway Scholar. This new scholarship is the first of its kind to support students at associate degree-granting institutions who plan to enter the workforce upon the completion of a degree or certificate.
- Gillette College students Samantha Power and Bailey Neff have been selected as 2018 Coca-Cola Leaders of Promise Scholars and will receive \$1,000 scholarships.
- Sheridan College music student, Colton Hodge, was accepted into the Peabody Institute of The Johns Hopkins University in Baltimore, Md. He plans to pursue his bachelor's degree in historical performance. Hodge hopes to eventually complete his master's and doctoral degrees in music.
- A total of 20 students and faculty from Sheridan's and Gillette's Career & Technical Education programs attended the National SkillsUSA competition in Louisville, KY this summer, and all of the students placed in the top 30 in their respective competitions.

## **Northwest College**

- With a combined 3.449 GPA, the NWC Women's Basketball Team's academic performance led all other two-year college programs in the country last year, according to the Women's Basketball Coaches Association.
- Participants at a Taste the Nations fundraiser hosted by Intercultural Programs and the NWC Foundation enjoyed an evening of international cuisine and wine tasting. Many of NWC's 55 international students from 26 countries shared information about their cultures through table displays and demonstrations as well as served dinner to guests. Proceeds from the event and raffle fund NWC international student scholarships and student travel.
- NWC's Rodeo program has been selected as a 2019 Montana Pro Rodeo Hall and Wall of Fame Great Montana College Rodeo. The Wall of Fame sits in the shadow of an 18-foot bronze statue of Montana's six-time World Champion Dan Mortensen, a 1989 NWC alumnus and recipient of our 1994 Distinguished Alumnus Award.

## Western Wyoming Community College

- Western ranked #18 in 50 Best Community Colleges in the US by [bestschools.org](https://bestschools.org).
- President, Dr. Karla Leach was recognized by the EAB as one of the eight women leading high-performing community colleges in the United States. Dr. Leach has also joined the ACT Work Ready Communities advisory board.
- Whitney Watterson, a Western EMT program graduate, was awarded the 'Emergency Responder of the Year' award at the first annual First Responder Appreciation Day held August 8<sup>th</sup>.
- Western welcomed 44 new faculty and staff for Fall 2018 convocation.
- Kristy McManus, the Assistant Professor of Communications/Forensics, is being honored for *Dear Finder*, an award-winning documentary play on the lessons and legacies of the Holocaust, at the University of Minnesota Duluth.
- Events:
  - The first in the series of the high school 2018-2019 Academic Challenge begins October 6