

Wyoming Community College Commission Annual Report – 2010

General Information

Agency Name: Wyoming Community College Commission (WCCC)

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

Reporting Period: Fiscal Year 2010(FY10), (July 1, 2009 through June 30, 2010)

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

Budget Outline: \$2.7 million administrative budget; \$105.5 million to colleges and programs; \$1.8 million to Wyoming Public Television (WPTV); no funding to colleges for emergency repairs due to cuts to the Contingency Reserve fund; no state funds to colleges for major maintenance (funds provided through the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act); \$1.6 million to fund two college capital construction projects.

Report Narrative

Wyoming Quality of Life:

Two Wyoming Quality of Life results are the foundation for the Commission's strategic plan and supplemental budget request:

- Students successfully educated and prepared for life's opportunities, and
- A diverse economy that provides a livable income and ensures wage equity.

The Wyoming Community College Commission (WCCC) serves the system of Wyoming's seven community colleges. That system's mission is:

Wyoming community colleges provide dynamic lifelong learning environments through higher education, workforce development, innovative partnerships, and civic and global engagement that lead to responsible citizenship and economic, social and cultural prosperity.

Wyoming's seven community colleges provide affordable, accessible and lifelong education. The Wyoming Community College Commission supports the colleges through advocacy, coordination and collaboration. In partnership with the colleges, the Commission is committed to improving quality of life through learning.

Basic Facts:

The WCCC is located in Cheyenne and employed 16 full time staff members to support the community colleges in FY 10. The seven community colleges, along with their 43 combined outreach centers, employed over 3000 individuals and have a presence in every Wyoming county.

The WCCC consists of seven (7) commissioners appointed by the Governor that meet on a quarterly basis. The Superintendent of Public Instruction and the Governor are ex officio, nonvoting, Commission members. The WCCC appoints an executive director that is responsible for hiring staff to assist the Commission in fulfilling its duties and obligations.

The WCCC operated on an administrative budget of \$2.7 million, of which all were general funds. A total of \$105.5 million was distributed to colleges and program centers, of which \$104.2 million were general funds, \$1.1 million were federal funds, and \$0.2 million were other funds. Distributions to WPTV for its operations were \$1.8 million in general funds. The normally scheduled distribution of \$1.6 million in other revenue (Coal Lease Bonus Funds) for college emergency repairs was subject to the Governor's fiscal-year 2010 budget cuts, given the inability to cut the general fund distribution to colleges for major maintenance, which was paid in full in fiscal-year 2009. General fund distributions of \$1.6 million were made for two college capital construction projects.

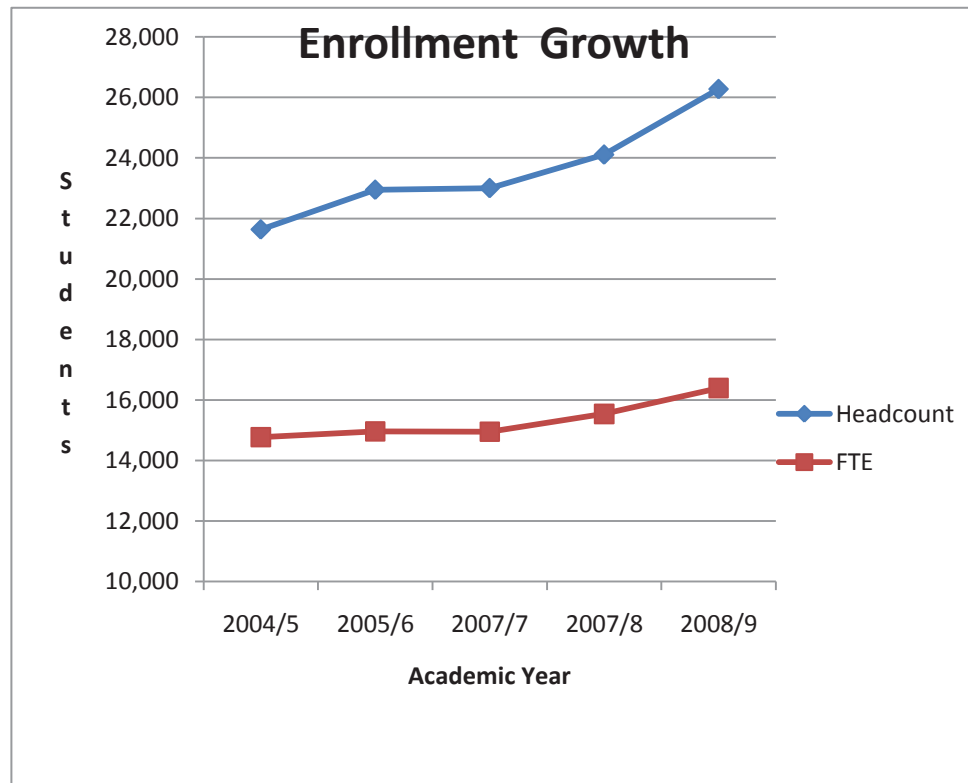
The most important postsecondary educational opportunities provided to Wyoming citizens by the community colleges are:

1. Academic transfer programs,
2. Career and occupational programs,

3. Workforce development,
4. Developmental and basic skills instruction,
5. Public and community services programming, and
6. Student support services.

It is estimated that the community colleges will serve 45-50,000 citizens every biennium.

The focus of the 2011 Supplemental Budget request is to address continuing enrollment growth. Wyoming statutes (§21-18-205(e)(i)) provide for special purpose funding through exception budget requests to address enrollment increases. Continued system-wide enrollment expansion has precipitated the need to address costs associated with this growth.



Performance:

The community colleges respond to the need for a trained and skilled workforce by providing affordable, accessible educational and training opportunities to all Wyoming residents. For example, in addressing Wyoming's need for nurses and elementary and secondary teachers, the colleges continued to expand services to train more professionals in these areas. In collaboration with the K-12 and UW systems, the colleges prepared students for success in postsecondary education, with diverse program offerings, quality faculty and an increasing number of courses and degrees offered online.

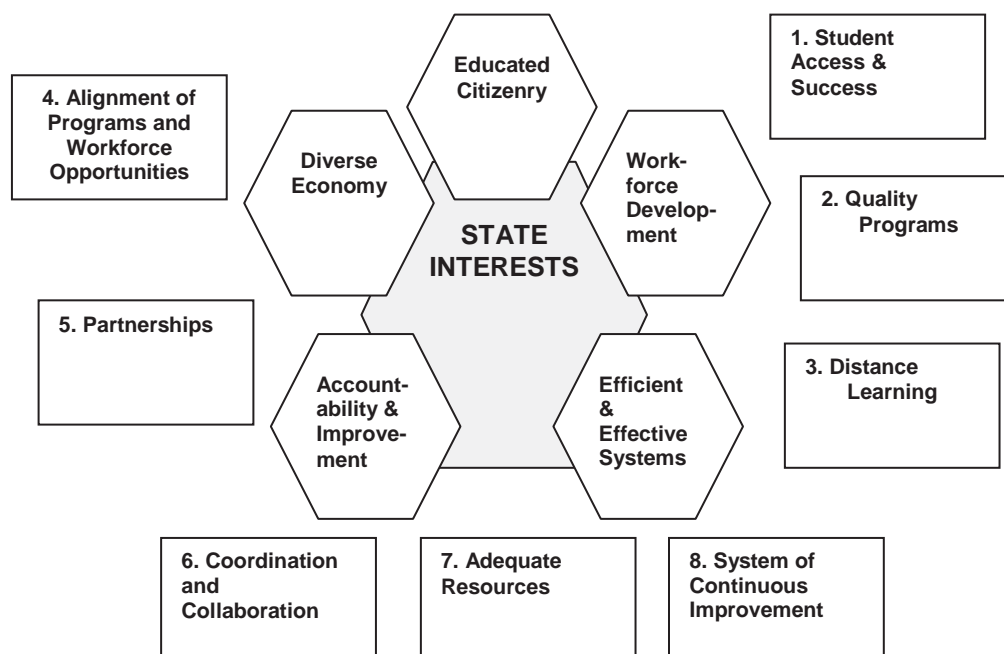
Embracing the diversity within the state and their own communities, the colleges served students with a wide range of educational needs and goals. In 2009-10 nearly two-thirds of community college students in Wyoming attended part-time, with a majority enrolling for eight credit hours

or less. There really is no “typical” community college student. A person needing Adult Basic Education (ABE) or a General Educational Development (GED®) certificate, a recent high school graduate preparing to transfer to a university, an incumbent worker seeking to upgrade or develop new workforce skills, or a retired person seeking to enrich understanding in a new subject—all fit the description of a community college student.

Those who enrolled in a community college did so for a variety of reasons. Some students have multiple goals. Wyoming’s seven community colleges successfully served more than 26,000 students during the 2008-09 academic year. While a common goal is to earn an associate’s degree or transfer to another institution, other important goals of Wyoming’s community college students included earning a certificate, upgrading current or developing new job skills, and personal enrichment.

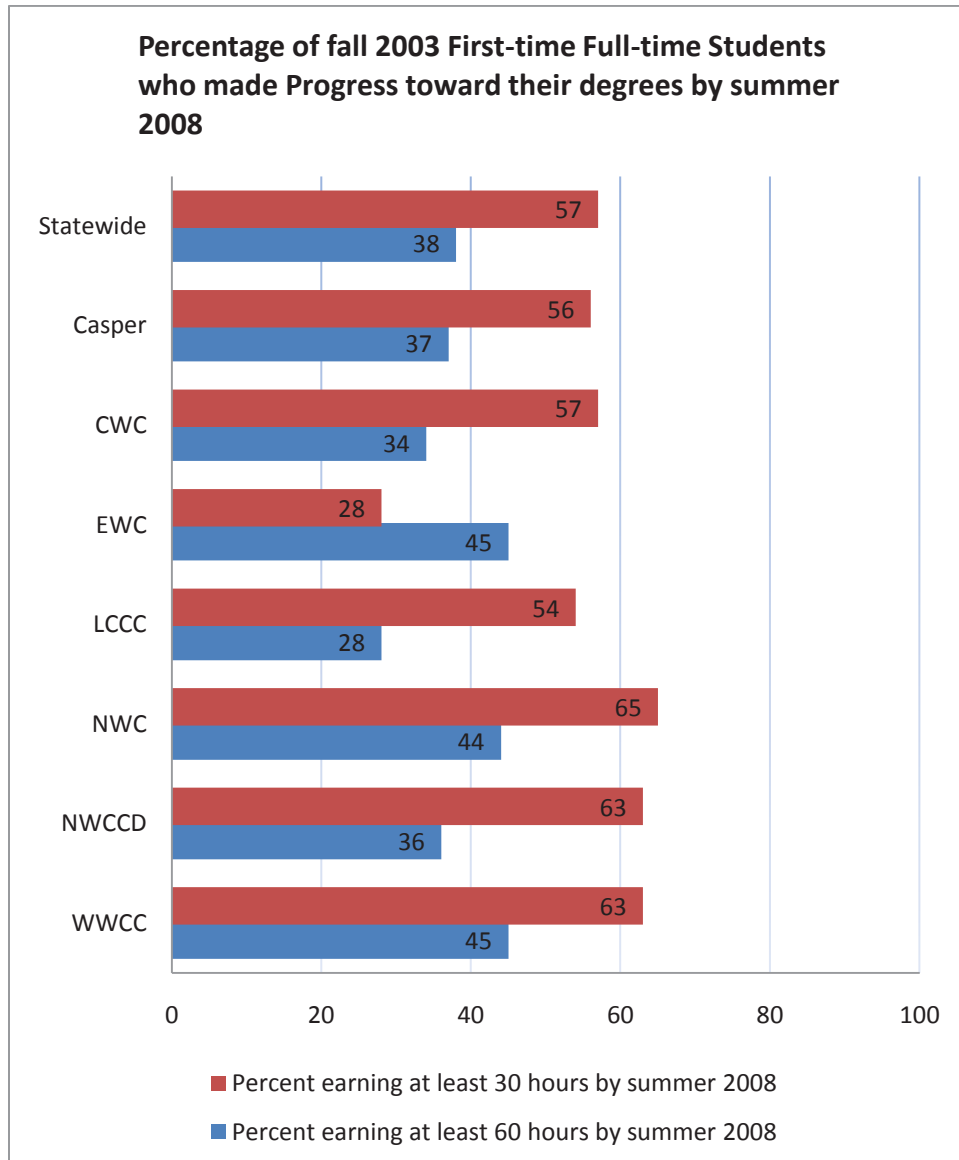
Fiscal year 2010 embodied a period of collaborative and concentrated effort among the Commission, colleges and business and community stakeholders to complete the comprehensive statewide community college strategic plan. The final strategic plan was approved by the Commission in October of 2009. It was subsequently presented to the Community College Planning Task Force in November of 2009, approved and forwarded to the Joint Education Interim Committee. In conformance with the strategic plan, this annual report provides information related to the five state interests and eight strategic objectives identified in the plan that will guide the community college system to better serve the state.

The following graphic from the new statewide college system strategic plan depicts the relationship among state interests and the community college system objectives that serve to meet those state interests. In the strategic plan, each strategic objective has specific prioritized action items which define the focus and scope of work for the community college system. The remainder of this report is organized according to each of the five state interests.



State Interest: Educated Citizenry

Performance Measure #1: Progress toward Degree Completion



Source: Wyoming Community Colleges

Story behind the performance:

The number one state interest that the community colleges seek to achieve is to serve a pivotal role in providing accessible and affordable higher education opportunities which help produce an educated citizenry. Students at community colleges enroll for a variety of reasons, the most common of which is to earn an associate's degree or complete a certificate. Since fall 2003, first time, full time students made substantial progress toward completing their stated goals by the end of 2008. More than fifty percent of students at six of the seven colleges had earned at least

thirty hours of instruction. Statewide, nearly forty percent of students had completed sixty or more hours by the end of 2008.

Currently federal guidelines require the colleges to report graduation rates for only full-time students who complete a degree within three years after enrolling for the first time. Since, on average, at least 60% of the students in Wyoming's colleges are enrolled as part-time students, many are not able to complete an associate's degree in three years. Graduation rates at community colleges, while an important effectiveness measure, are not completely reflective of the performance of the majority of students that enroll part-time at Wyoming's community colleges.

What have we done to improve performance?

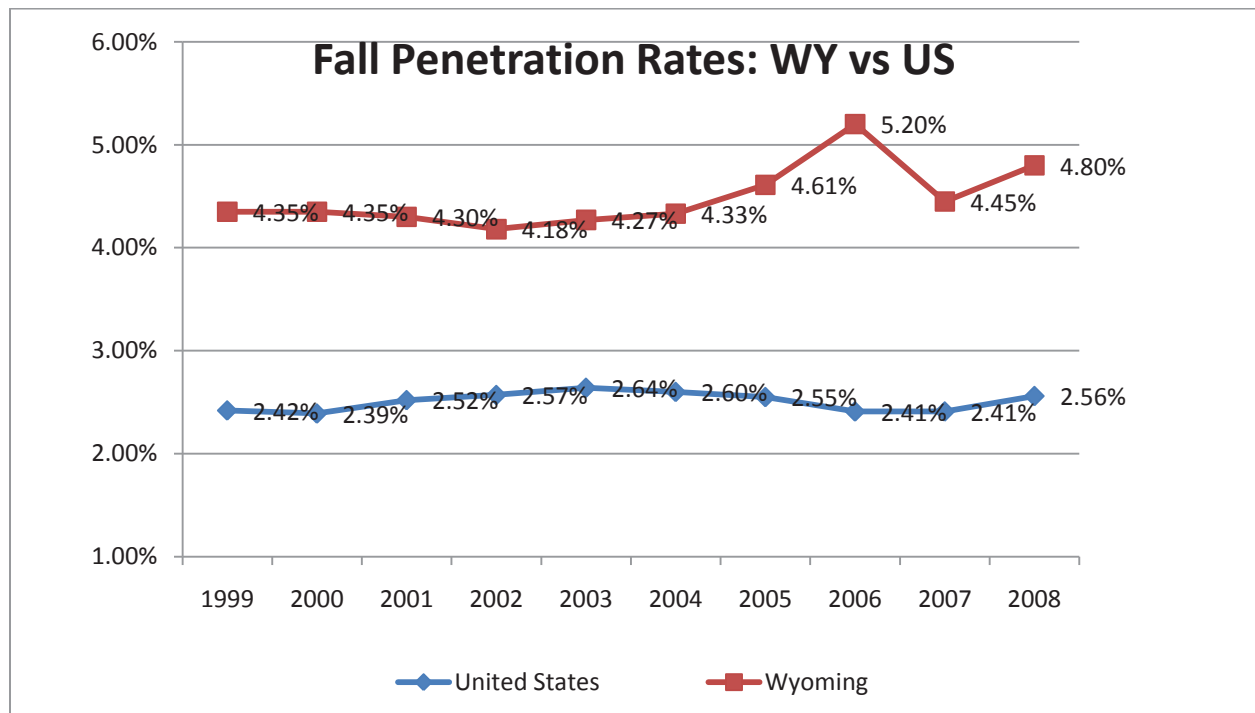
- The WCCC has collaborated with the community colleges, the University of Wyoming, and the Wyoming Department of Education to implement the Hathaway Scholarship Program (HSP) during academic years 2006-07 through 2009-10. The HSP creates greater access to higher education for Wyoming graduates.
- The WCCC coordinated funding for the "Smarthinking" tutorial program for students. The colleges provided their own funds for this internet-based service that connects students to trained e-instructors for tutorial assistance at any time.
- In the spring of 2007, the colleges administered the first system-wide student engagement survey. This survey is conducted by the University of Texas at Austin Community College Survey of Student Engagement (CCSSE) Research Institute. The results of the CCSSE surveys were incorporated into the 2006-07 Core Indicators of Effectiveness Report published by the WCCC annually and has been employed in all subsequent reports. In spring 2009, the second administration of this system-wide student engagement survey occurred. These results are available in the 2008-09 Core Indicators of Effectiveness Report that was published in May 2010.
- The WCCC maintained active participation with the P-16 Council which is currently reviewing research and policies concerning dual and concurrent enrollment courses offered by Wyoming high schools and the community colleges. As a result of legislation passed in 2010, the Commission is coordinating work to review current practices related to the Post Secondary Education Options program and provide a report and recommendations to the Legislature by the end of the year.
- One provision of the strategic plan that specifically impacts completion is the requirement that a portion of the funding for instruction be based in part upon credit hours completed. This provision is being developed for implementation with the 2013-2014 biennial budget.
- With Commission approval, the community colleges collectively initiated 20 new credit degree and certificate programs in 2009-10 directly in response to local education and training needs of citizens and businesses in the colleges' service areas. The Commission approved two new degree and certificate programs and three new pilot certificate programs for implementation in the 2010-11 academic year.

Performance Measure #2: Credit Outreach (Penetration) Rate

Wyoming Community College System 2009-10 Annual Credit Headcount				
College	Full-time	Part-time	Total	Percent
Casper	2030.5	3027.5	5058	18.48%
CWC	932.5	1705	2637.5	9.64%
EWC	607.5	1238.5	1846	6.75%
LCCC	2197.5	3936.5	6134	22.42%
NWC	1288	1151	2439	8.91%
NWCCD	1372.5	2969.5	4342	15.87%
WWCC	1211	3698	4909	17.94%
Total	9639.5	17726	27365.5	
Percent	35.23%	64.77%		100.00%

Credit headcount includes on-campus, distance education, auditing, compressed video, and telecourse students from Summer and Fall 2009 and Spring 2010

Source: WCCC unofficial enrollment data pending Commissioner approval as of September 2010



Source: Chronicle of Higher Education Almanac Edition

Story behind the performance:

Community college credit headcount enrollments for Summer 2008, Fall 2008, Spring 2009 separated by fulltime and part time status are outlined in the previous table from the WCCC 2009 Annual Enrollment Report. These data indicate that over 68 percent of the enrollment for the community college system comes from part time students.

The number of people in Wyoming, who are enrolled in credit classes at a Wyoming community college, is called the outreach or penetration rate. The Wyoming community college system had a credit student penetration rate of 4.8% for the fall 2008 semester, which is the most current information available. This means that 4.8% of the state's population ages 14 and up was enrolled in credit courses at one of the community colleges across the state. The Wyoming rate has been much higher than the national average for the last seven years because the seven colleges have responded to the state's rural character and geographic isolation by taking services to every county in Wyoming through 43 outreach centers.

- In 2008-09 credit enrollment topped 26,000, the highest headcount in the history of the Wyoming community college system.
- The Hathaway Scholarship Program has been used by the colleges in their marketing and recruiting efforts to attract more in-state high school students who meet the scholarship's eligibility requirements.

Performance Measure #3: Non-Credit Enrollments

Wyoming Community College System 2009-10 Non Credit Enrollment								
College	UH = Unduplicated Headcount				DH= Duplicated Headcount			
	Continuing Education (CE)		Community Service (CMSV)		CE & CMSV Combined Annual Totals & Percentages			
	UH	DH	UH	DH	UH		DH	
Casper	672	769.5	1112.5	1829.5	1765	16.61%	2599	18.76%
CWC	555	645.5	835.5	1148	1351.5	12.72%	1793.5	12.95%
EWC	555.5	543	1771	2266.5	2283.5	21.49%	2692	19.43%
LCCC	439	1172.5	797	1246.5	1598	15.04%	2419	17.46%
NWC*	818	916	196.5	220.5	819.5	7.71%	1136.5	8.20%
NWCCD	639	1098	170.5	196	1210.5	11.39%	1294	9.34%
WWCC	1041.5	1146	659.5	773.5	1600	15.05%	1919.5	13.86%
Total	4720	6290.5	5542.5	7680.5	10628		13853.5	
Percent	42.87%	57.13%	41.92%	58.08%		100.00%		100.00%
<i>*NWC does not offer Community Service courses during the summer</i>								
<i>Source: WCCC unofficial enrollment data pending Commissioner approval as of September 2010</i>								

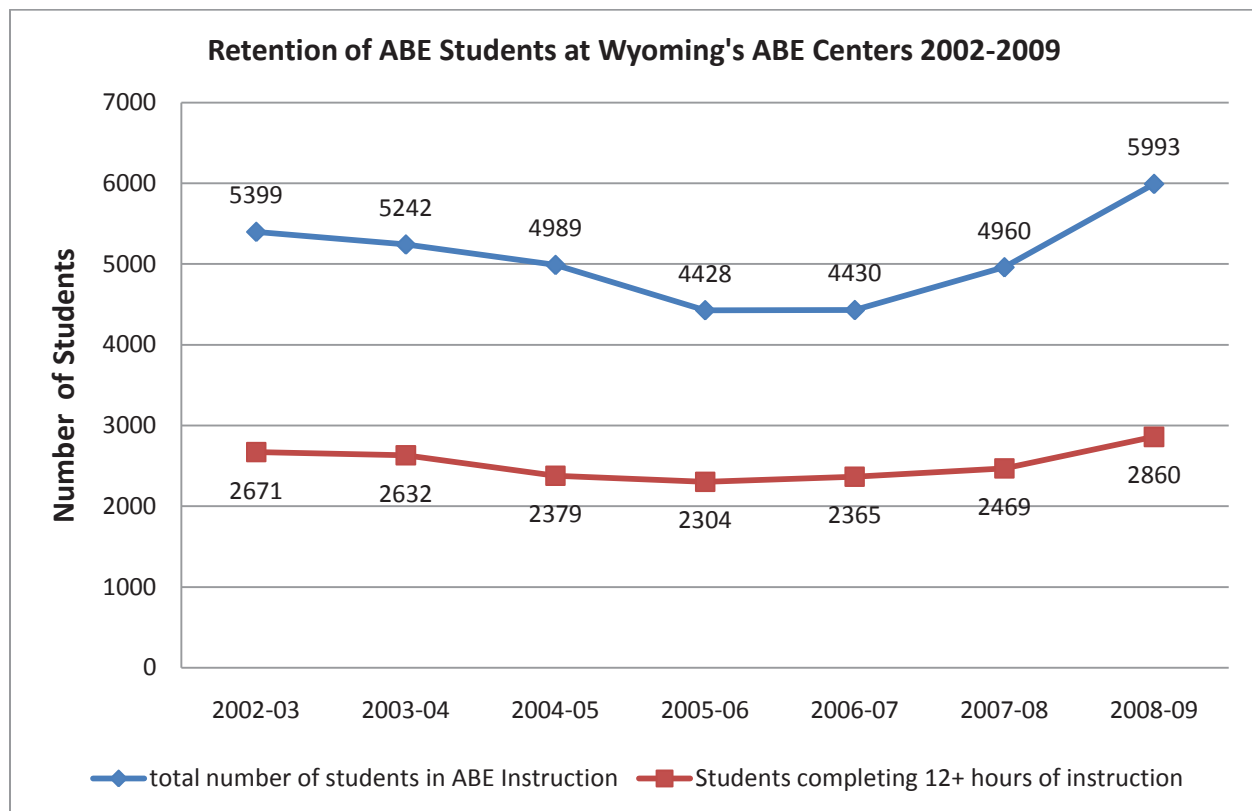
Beyond the penetration rate for credit courses, the colleges provide comprehensive non-credit workforce training tailored to business and industry needs as well as non-credit continuing

education and community service classes. In addition, several thousand individuals take advantage of the wide variety of cultural and athletic events, public forums and recreational activities as well as numerous other non-credit courses offered by the seven colleges each year.

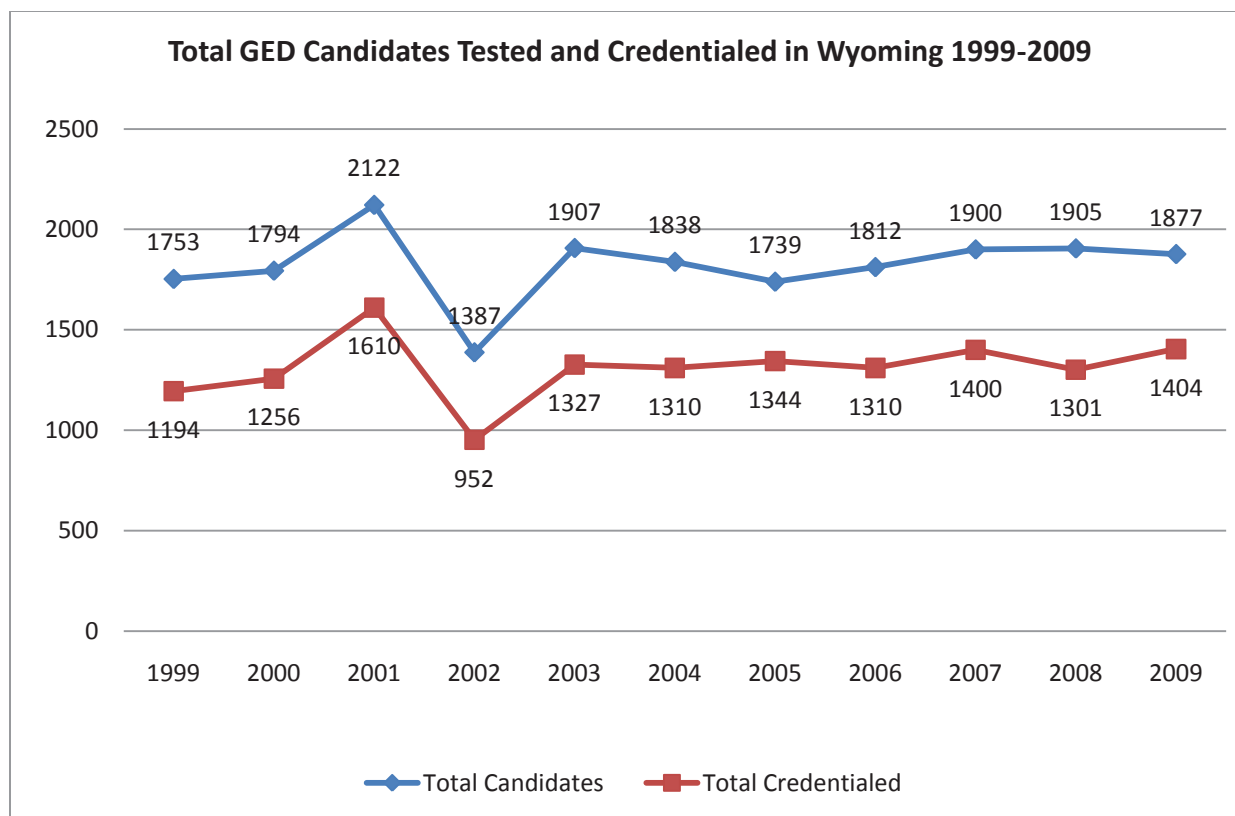
What have we done to improve performance?

- The WCCC executed a new marketing plan to distribute information about the community college system statewide. This involved the creation of a new, student-focused website that provides information about program opportunities at each college. The marketing campaign, launched in April of 2008 through a statewide newsletter and other marketing strategies, will increase awareness of the community college system as a relevant and cost-effective option for quality education programs and services.

Performance #4: ABE/GED and Remedial Education



Source: Wyoming Community College Commission, ABE/GED Programs



Source: Wyoming Community College Commission, ABE/GED Programs.

Story behind the performance:

ABE/GED

Wyoming's colleges are comprehensive educational institutions, offering Adult Basic Education, GED credentialing, credit and non-credit workforce training, academic and occupational-technical degrees and certificates as well as non-credit community service and continuing education offerings. Of the student GED Candidates in 2009, 49.9% indicated the reason for obtaining their GED is to qualify to enter postsecondary education. (*GED Testing Service® 2008 Annual Statistical Report.*)

The following graph was obtained from the Bureau of Labor Statistics website and readily demonstrates the correlation between level of education, weekly median incomes and unemployment rates in 2008. Along with these data, a 2008 report published by GED Testing Services entitled, *Economic and Non-Economic Outcomes for GED Recipients*, states that, "Adults with GED credentials on average earn about \$4,100 more (annually) than adults with less than high school level education..."



In 2008, according to data published by The Council for Adult and Experiential Learning and the National Center for Higher Education Management Systems, Wyoming served 8.9% of adults age 18-64 who did not possess a high school credential, compared with 10.2% for the nation. In the same report, data indicate that Wyoming also trails in the proportion of the adult population who have completed college- for adults age 25-34, 31.8% have completed college in Wyoming, 37.2% in the U.S.

From January to December of 2009, 1,455 individuals earned a GED in Wyoming. This number has been relatively stable for the last 10 years. In the same year, 1,965 individuals were tested, 1,601 completed the GED test battery for a completion rate of 81.5%

The retention of ABE students past the benchmark of 12 instructional hours compared to those who complete 0-11.9 hours of instruction has been relatively stable over the last several years. In 2008-09, 5,993 students completed 0-11.9 hours of ABE instruction while 2,860 completed 12 or more hours. Approximately 48% percent of ABE students complete 12 or more hours of instruction.

For the last three years or since 2006, the WCCC has managed the Even Start federal family literacy program. This program consists of four community centers in the cities of Cheyenne, Casper, Gillette and Torrington. A new request for proposals issued in July 2010 anticipates that five programs will be funded for the coming fiscal year. The goal of these centers is to provide adult basic education, parenting classes, and early childhood education to eligible Wyoming families.

Remedial Education

According to a recent policy report published by ACT®, on the national scale, “roughly 75 percent of students who graduate from high school go on to some form of postsecondary education within two years of their high school graduation. Yet approximately 27 percent of freshmen entering postsecondary institutions enroll in one or more remedial courses in reading, writing, or mathematics.” Since 2007, the ACT is a required assessment for any 11th graders in Wyoming wishing to earn the Hathaway Scholarship. ACT has developed college readiness benchmarks that help identify students who are likely prepared for entry-level college coursework. By subject area those benchmarks are:

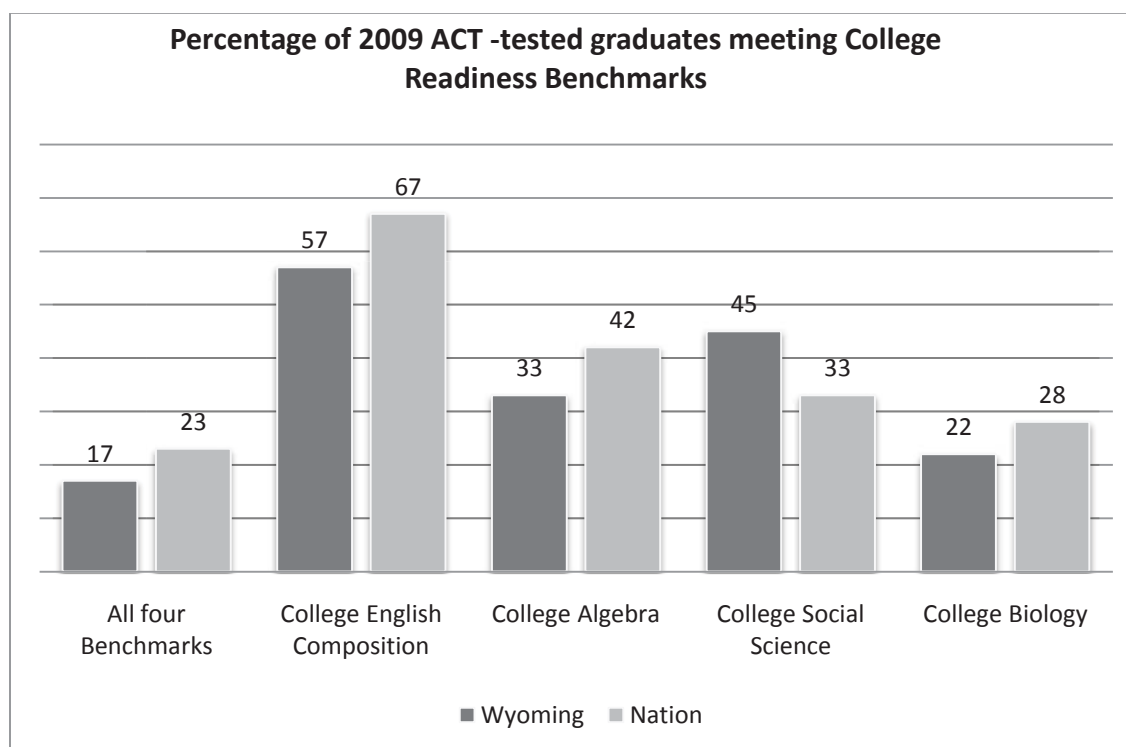
English = 18

Math = 22

Reading = 21

Science = 24

The current ACT annual report provides a snapshot of ACT-tested graduates in the class of 2009. It is clear that there is room for improvement of college level readiness. ACT reports that states that have adopted ACT as a *required assessment* have seen college readiness levels drop initially as a result of the expanded pool of test-takers. Wyoming’s average score of 20 dropped 1.1 points in 2009 compared to the 2008 average score of 21.1.



Source: ACT Measuring College and Career Readiness, The Class of 2009

For college students who need help before taking a college-level course, Wyoming community colleges offers a series of pre-college level courses in mathematics, English, reading and study skills. The colleges jointly track and report cohorts of students enrolling in remedial English and mathematics coursework. The most recent cohort data tracks performance of students from fall 2005 to fall 2008. Over the course of eight semesters, the data below highlight student success in subsequent mathematics and English coursework. The colleges reported that 897 students (duplicated headcount) completed their college level courses with grades of “C” or better one year after completion of necessary pre-college level coursework— a pass rate of 31.9%

Remedial Education at Wyoming Community Colleges Fall 2005 Cohort				
Developmental Coursework (Fall 2005)		Subsequent Coursework (Within 1 year - by Fall 2006)	Subsequent Coursework (Within 5 Semesters – by Fall 2007)	Subsequent Coursework (Within 8 Semesters – by Fall 2008)
<i>Enrolled</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>
4731	2809	897	1035	1150
Pass Rate: 59.3%		Pass Rate*: 31.9%	Pass Rate*: 36.8%	Pass Rate*: 40.9%

*Based on 2809 students that completed developmental coursework

What have we done to improve performance?

- The Community College Commission has completed the integration of the Adult Basic Education (ABE) and General Educational Development (GED) programs into a full spectrum of educational services offered through the community colleges and the Commission.
- Community colleges continued to offer remedial courses to students who complete their GED.
- The GED program has implemented an Official Practice Test research study in collaboration with GED Testing Service® to measure the diversity of students around the state and provide for opportunities for program improvement.
- The GED program has transferred Official Scores sites to one that provides electronic GED transcripts for candidates enrolling in the community colleges and university within Wyoming.
- Discussions continue with the Wyoming Job Corps and the new prison in Torrington regarding GED testing at each facility.
- Enhancements to the ABE Center data management systems through training to better track performance and improvements.
- ABE centers have worked regularly to review policies and procedures to accomplish implementation of the performance based funding model.
- Adopted a performance based funding model for ABE that became effective on 1 July 2010.
- WCCC and the ABE centers underwent a monitoring review in September of 2009. The Office of Vocational and Adult Education (OVAE) was generally complimentary of improvements made to the ABE program and attention being provided to continued progress. Actions and strategies to remedy the reported deficiencies have been completed and approved by OVAE.

What do we propose to do: To satisfy this state interest, we propose to make measurable progress with the following strategic objectives. Below are listed the first priority action items contained in the Strategic plan that support the state interest.

Strategic Objective # 1: Student Access and Success

Increase need-based state aid to students

- Assess eligibility for and use of the need-based component of the Hathaway Scholarship Program (HSP) at each college.

Enable students to register easily at any community college in the state

- Provide a common online enrollment portal for all community colleges.
- Adopt common placement thresholds for the reading, writing and mathematics COMPASS assessments and ACT across all seven community colleges.

Improve statewide articulation of courses among high schools, community colleges and the University of Wyoming.

- Focus articulation between community colleges and the University of Wyoming on programs leading to occupations with pay that meets the self-sufficiency standard.
- Expand concurrent enrollment by encouraging participation among high school students ready for college-level work.

Recognize student success through the community college funding formula.

- Work with colleges to determine measures to enhance performance.
- Implement by the 2013-14 biennium new measures in the funding formula, with 10 percent of variable costs being awarded to colleges based on course completion rates.

Strategic Objectives # 2: Quality Programs

Ensure that colleges can adapt quickly to respond to local workforce and community needs.

- Maintain academic, career and technical, developmental, adult continuing and workforce education programs at all colleges to support education and skill development to meet local business, community and economic needs.
- Collaborate with the Department of Employment to build upon existing data resources and publications to develop a report targeted for use by the community colleges. Tailor a biennial report of Wyoming economic and labor market trends to community college regions
- Implement periodic reviews of college strategic and master plans to ensure they align with the statewide strategic plan.

Strategic Objectives # 3: Distance Learning

Provide support to strengthen a statewide system for distance learning.

- Increase fiscal support for WyDEC's coordination of distance learning statewide, including the WyCLAS website.

State Interests: Workforce Development and Diversified Economy

Performance Measure #1: Workforce Preparation - Licensure/Certification Pass Rates

HEALTH CARE LICENSES/CERTIFICATIONS					
License/Certification	# of Colleges	2003-04 Pass Rate	2004-05 Pass Rate	2006-07 Pass Rate	2007-08 Pass Rate
Dental Hygiene Programs:					
National Board Exam FOR Dental Hygiene	2	95%	95%	89%	86%
Regional Dental Testing Service Exam	2	94%	89%	88%	86%
Emergency Medical Technician Program:					
National Registry Exam	1	93%	93%	93%	93%
Nursing Program:					
State Board of Nursing	6	90%	93%	90%	87%
Occupational Therapy Assistants (OTA) Programs:					
National Board for Certification in OTA	1	100%	100%	83%	100%
Pharmacy Technology:					
Pharmacy Technician Certification Board	1	100%	100%	100%	100%
Radiography Programs:					
American Registry of Radiologic Technology	2	100%	100%	100%	100%
Wilderness EMT:					
Wilderness Medicine Institute of the National Outdoor Leadership School	1	98%	98%	98%	98%
Wilderness First Responder:					
American Heart Association	1	99%	99%	99%	99%

Source: Wyoming Community Colleges 2007-08 program completers, as provided by various licensing and certification boards.

Story behind the performance:

The seven colleges have different health care occupational and technical programs that require completion of various certificates or licenses to be eligible for employment. The pass rate reflects the proportion of students who complete or graduate from a specific program and seek licensure or certification within one year of completing their program. The pass rates for each of the certificate and licensure areas reflect a high level of both quality instruction and student effort.

**Current Credit and Non-Credit Training in Support of High-Demand,
High-Growth Industries**

Wyoming Community College Credit Programs and Non-Credit Training In Support of the Top Five High-Demand Industries in Wyoming*		
	Number of Credit Degrees and Certificates Offered by Wyoming Community Colleges	2008-09 Headcount of Non-Credit Enrollments in Customized Training Offered by Wyoming Community Colleges
Food Services	11	48
Office & Administrative Support	69	1,711
Retail Trade	4	96
Construction & Extraction	29	6,745
Education, Training & Libraries	51	1,972
<p>* Based on posted vacancies in DWS Workforce Centers for the top five industries (1 Jan 09 – 31 Mar 09). Sources: Wyoming Community College Commission, Wyoming Community Colleges, Workforce Development Activities Report 2007-2008</p>		

Wyoming Community College Credit Programs and Non-Credit Training In Support of the Top Five High-Growth Industries in Wyoming			
	Rate of Change and Employment Change*	Number of Credit Degrees and Certificates Offered by Wyoming Community Colleges	2007-08 Headcount of Non-credit Enrollments in Customized Training Offered by Wyoming Community Colleges
Healthcare Practitioners & Technical Occupations	24% 3,222	98	1,243
Education, Training & Library Occupations	17% 2,866	51	1,972
Office & Administrative Support Occupations	7% 2,576	69	1,711
Health diagnosing & Treating Practitioners	26% 2,318	98	1,107
Food Preparation & Serving Related Occupations	9% 2,221	11	48
<p>* Reflects number of additional jobs and average annual compound rate of change (2008-2018) Sources: Wyoming Department of Employment (Wyoming Statewide Long Term Employment Projections, Industry Roll-Ups, 2006-2016); Wyoming Community College Commission; Wyoming Community Colleges, Workforce Development Activities Report 2007-2008</p>			

Story behind the performance:

A workforce appropriately trained for Wyoming's high-demand, high-growth industries positively impacts the economic health of the state. Wyoming's community colleges played a role in providing short- and long-term training, both credit and non-credit, in those critical industries. Each college strives to respond to the educational needs in its service area as well as the state. The training needs will vary somewhat among the regions. A second indicator of workforce preparation is the number and type of degrees and certificates implemented by the colleges within the last year that support or align with high demand industries.

<u>New Degree and/or Certificate Programs</u> In Support of <u>High-Demand</u> Industries in Wyoming Initiated by Wyoming Community Colleges during the 2009-10 Academic Year		
Industry with High Demand*	<u>NEW</u> Degree and/or Certificates	Community College
Accommodations & Food Services		
In addition to existing training in this area , the following have been added:	n/a	n/a
Construction		
In addition to existing training in this area, the following has been added:	Advanced Welding Technology Digital Design Architectural Graphics & Design Mechanical Graphics & Design Renewable Energy Technology Industrial Electricity Certificate	Northwest College Western Wyoming Community College Casper College Casper College Casper College Northern Wyoming Community College District
Retail Trade		
In addition to existing training in this area, the following have been added:	Film, Radio & TV Broadcast: Film Production Option Screenwriting Option TV Production Option Radio Production Option Photography Creative Writing	Northwest College Central Wyoming College Western Wyoming Community College
Transportation & Warehousing		
In addition to existing training in this area, the following have been added:	Industrial Health & Safety	Western Wyoming Community College
Health Care & Social Assistance		
In addition to existing training in this area, the following have been added:	Criminal Justice Emergency Management Fire Science Technology Gender Studies Athletic Training Medical Lab Technician Biotechnology Certificate	Northwest College Western Wyoming Community College Laramie County Community College Casper College Central Wyoming College Laramie County Community College Northern Wyoming Community College District
* Industries identified based on posted vacancies in DWS Workforce Centers Sources: Department of Workforce Services, Wyoming Community College Commission		

What have we done to improve performance?

- The WCCC continued to administer the Wyoming Investment in Nursing (WYIN) Program. The additional appropriation granted by the Wyoming Legislature helped to support student nursing loans and salaries for additional Licensed Practical Nursing faculty members in rural areas of Wyoming.
- The WCCC continued to administer the Teacher Shortage Loan Repayment Program in the 07-08 biennium (\$800,000) for University of Wyoming graduates in special education, science, mathematics and foreign language to repay their loans by working as certified teachers in Wyoming. During the 2008 legislative session, the program was augmented to include teachers in English as a Second Language (ESL) and reading.
- The WCCC continued and improved partnerships with other state agencies (DWS, DOE, DFS) to provide more visibility and advocacy for community colleges and the programs they offer, especially in the areas of workforce training and the administration of the Hathaway Scholarship Program.
- The WCCC continued its partnership with the Wyoming Workforce Alliance.

What do we propose to do To satisfy this state interest, we propose to make measurable progress with the following strategic objectives. Below are listed the first priority action items contained in the strategic plan that support the state interest.

Strategic Objectives #4: Alignment of Programs and Workforce Opportunities

Target programs to industries projected to have the greatest number of job openings now and over the next ten years and that will assist students to reach their self-sufficiency standard.

- Partner with the Department of Workforce Services, Department of Employment, Workforce Development Council, and Wyoming Business Council to identify emerging industries they have targeted for development and leverage available federal and state resources to support workforce development, education and training initiatives. Hold a biennial meeting of Commission, colleges, and industry stakeholders to determine how the system will address emerging industries and workforce trends.

Place programs at appropriate locations throughout the state to ensure that Wyoming can meet the labor market demands for targeted occupations.

- Solicit recommendations from Advisory Committees, economic and workforce agencies, and industry representatives to help determine where programs would be the most successful within the state.

Strategic Objectives # 5: Partnerships

- Document the use of local and statewide Advisory Committees for career and technical education and workforce training programs.
- Actively partner with the Department of Workforce Services, Workforce Development Council, Wyoming Business Council and the Department of Employment to reinforce the community colleges' role as a primary resource for workforce training.

State Interest: Accountability and Improvement

Performance Measure: Adoption of the two part budget and new funding model.

WCCC believes that the state interest of accountability and improvement will be directly served by the new funding model which clearly separates the funding request process from the fund allocation process. Like most every other state agency, the community college system budget now consists of two parts: the Standard Budget Request and the Exception Budget Request. The state essentially exercises full control over the growth of the community college system budget and in the future the Standard Budget will only really grow through the recognition of external cost adjustments. The funding model determines the allocation or distribution of funds to the colleges for both the standard budget and any approved budget exception requests.

Colleges receive an allocation of the Standard Budget based on the funding model which begins with determination of the annualized base funding amount according to WCCC Rules. The annualized base funding is separated according to fixed cost and variable cost components based on the findings of a 2009 study. The study determined the fixed costs for each college based on specific cost data supplied by each college to the consultant. The colleges receive some level of protection in the model for their fixed costs in an effort to recognize that fixed costs prevail regardless of changes in enrollment. The variable cost portion of the model will over time provide greater reward to colleges that experience enrollment growth. The model still contains a mechanism by which the colleges participate as a system through redistribution of a certain portion of funding based on the fluctuations in local revenue each college experiences. Additional details of the funding model can be found in Chapter 5 of the Wyoming Community College Commission Rules.

What do we propose to do? To satisfy this state interest, we propose to make measurable progress with the following strategic objectives. Below are listed the first priority action items contained in the Strategic plan that support the state interest.

Strategic Objectives # 2: Quality Programs

Ensure that colleges can adapt quickly to respond to local workforce and community needs.

- Maintain academic, career and technical, developmental, adult continuing and workforce education programs at all colleges to support education and skill development to meet local business, community and economic needs.
- Collaborate with the Department of Employment to build upon existing data resources and publications to develop a report targeted for use by community college. Tailor a biennial report of Wyoming economic and labor market trends to community college regions.
- Implement periodic reviews of college strategic and master plans to ensure they align with the statewide strategic plan.

Strategic Objectives # 8: System of Continuous Improvement

Build a statewide longitudinal data system for community colleges.

- Determine the cost of a data warehouse (DW) that could house unit-level data for all community college students including credit and noncredit students.
- Continue to collaborate on collection and submission of available and appropriate college and student-level data while a DW is being assessed and implemented.

Develop an accountability system that allows WCCC and the colleges to demonstrate return on the state's investment. Identify additional indicators that demonstrate the state's return on its investment.

- Identify additional indicators that demonstrate the state's return on investment.
- Develop an annual report detailing statistical information and accountability results statewide and by college and make it available to policymakers and the public.

Use data to promote student success and program improvement.

- Identify performance measures and structures that promote ongoing program and quality improvement at the state and local levels.
- Respond to findings, whether negative or positive.

State Interest: Efficient and Effective Systems:

Performance Measure:

New Program approvals will be guided by the use of the Program Approval Criteria Evaluation Tool associated with the strategic plan. Likewise, new capital construction project recommendations will also be guided by the use of the Capital Construction Criteria Evaluation Tool. The following is a partial example of criteria in the Program Approval Evaluation Tool and how it relates to the state interest of Efficient and Effective Systems.

	1	2	3
Efficient and Effective Systems: Maximize the return on investment by implementing system-wide efficiencies to enhance community college operations	There is little to no evidence that this program serves an unmet need in the state. Similar programs are offered at other colleges and meet the state existing need and projected need for such a program. The proposed program would not incorporate existing course offerings at the college or distance learning offerings at other institutions. The proposed program would not offer any of its courses through distance learning format. The proposed program lacks a plan for measuring the return on state's investment.	There is some evidence that this program serves an unmet need in the state, however, similar programs at other colleges meet the majority of the existing and projected need in the state. The proposed program will include some faculty and staff already serving at the college. The program will incorporate some existing course offerings at the college and distance learning offerings at other institutions. The proposed program will offer a limited number of its courses through distance learning format. The proposed program includes some evidence of thinking about measuring the return on state's investment.	There is strong evidence that this program serves an unmet need in the state. Either the program is not offered at other colleges or similar programs are not sufficient to meet existing or future needs. The proposed program will maximize the use of faculty and staff already serving at the college. The proposed program will maximize the use of existing course offerings at the college and distance learning offerings at other institutions. The proposed program will offer some or all of its courses through distance learning format. The proposed program includes a well-conceived plan for measuring the return on the state's investment.

Related Questions:	Examples of Evidence:
<ol style="list-style-type: none"> 1. Do other colleges in the state offer similar programs?... 2. Does the proposed program take advantage of current expertise and capacity at the college? 3. To what extent would new equipment and facilities need to be purchased? 4. To what extent would the proposed program incorporate existing course offerings/ 5. Does the proposed program include a plan for offering some or all of the content through distance learning? 6. How will the home campus for the proposed program measure the state's return on investment? 7. Has the college provided information to the WCCC about programs related to existing programs and a list of programs that have been discontinued? 8. Has the college consulted with other colleges to determine if new program offerings, faculty or resources can be shared for the same or related programs? 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of workers needed in relevant high demand fields currently and in the near future, matched to the number of graduates of existing programs in related academic fields at the community colleges and University as well as the projected number of annual graduates from the proposed program. <input type="checkbox"/> Information about current faculty and staff slated to participate in the proposed program, as well as detailed information about new positions that would need to be filled for the program to function. <input type="checkbox"/> Information about any additional facilities or major equipment needs the college would need to procure for the proposed program to operate. <input type="checkbox"/> List of distance learning course offerings at the other six colleges that could and would be incorporated into the proposed program's curriculum. <input type="checkbox"/> Information about which of the proposed programs' courses could be offered to students at other institutions through distance learning, and plans for developing such capacity. <input type="checkbox"/> Information provided by the college about how the program will measure student outcomes in relation to the state's investment.

What do we propose to do: To satisfy this state interest, we propose to make measurable progress with the following strategic objectives. Below are listed the first priority action items contained in the Strategic plan that support the state interest.

Strategic Objectives # 6: Coordination and Collaboration

Promote shared policy development and decision making and improve collaboration among the WCCC Commissioners, staff and the colleges.

- Use the Policy on Consultation as defined
- Use the strategic plan criteria for new program approval based on state interests
- Use the strategic plan criteria for capital construction approval based on state interests
- Address underlying funding conflicts that arise in funding recommendations through a well-defined dispute resolution process.

Strategic Objectives # 7: Adequate Resources

Ensure that the colleges have and maintain adequate facilities aligned with the statewide strategic plan.

- Use the capital construction prioritization process
- Change state statute to allow biennial prioritization of community college capital construction projects.

Strategic Objectives # 8: System of Continuous Improvement

Build a statewide longitudinal data system for community colleges.

- Determine the cost of a data warehouse (DW) that could house unit-level data for all community college students including credit and noncredit students.
- Continue to collaborate on collection and submission of available and appropriate college and student-level data while a DW is being assessed and implemented.

Develop an accountability system that allows WCCC and the colleges to demonstrate return on the state's investment. Identify additional indicators that demonstrate the state's return on its investment.

- Identify additional indicators that demonstrate the state's return on investment.
- Develop an annual report detailing statistical information and accountability results statewide and by college and make it available to policymakers and the public.

Use data to promote student success and program improvement.

- Identify performance measures and structures that promote ongoing program and quality improvement at the state and local levels.
- Respond to findings, whether negative or positive.

Wyoming Investment in Nursing (WyIN) Annual Report

OVERVIEW:

Wyoming statute 9-2-123 created the Wyoming Investment in Nursing (WyIN) program in order to address the state's current and future shortage of qualified nurses. Through the WYIN program, Wyoming residents or graduates of a Wyoming high school who are accepted into a Wyoming licensed practical nurse, registered nursing education program or a baccalaureate degree program in nursing at one of Wyoming's community colleges or the University of Wyoming may be eligible to receive a WYIN loan to help pay the unmet financial need of attendance in the that program. Loans are repaid by working as a nurse in Wyoming. This program also provides funding for nursing faculty to pursue masters or doctoral degrees, as well as funding (salary and benefits) for adding nursing teaching positions at community colleges, making it possible for those institutions to educate more nursing students. The first year of operation for this program was July 1, 2003 through June 30, 2004. The WyIN program is subject to a sunset provision which occurs on June 30, 2016.

SUMMARY: (July 1, 2009-June 30, 2010)

	Number of Students	Average Award per Academic Year	Total Awarded	Legislative Appropriation
Undergraduate Student Loans	230	\$3,902	\$897,355	\$987,500 per year*
Graduate Student Loans	5	\$10,312	\$51,561	

*This program had remaining funds set aside to support the remaining semesters for graduate students which explains why the total awarded is significantly less than the legislative appropriation for the one year period. The funds are not going unused they are already obligated but not yet disbursed.

	Number Employed	Average Salary and Benefits	Total Awarded	Legislative Appropriation
Associate Degree Nursing (ADN) Full time teaching faculty Part time clinical faculty	19 Full time faculty 3 Part time clinical faculty	\$73,127.91 \$21,998.33	\$1,309,169.39 \$65,995	\$1,474,000
Licensed Practical Nursing (LPN) Outreach Coordinator, Full time Teaching faculty	2 Full time Coordinators 1 Full time faculty	\$99,590 \$73,152	\$207,342 \$76,527	\$500,000
Note: Although these figures indicate some funds remaining, all faculty funds will be expended to cover escalating health insurance costs and applied to future faculty salaries.			Total Awarded \$1,872,364	Total Appropriation \$1,947,000

OUTCOMES: Outcomes for students reported in the table below include all graduate and undergraduate students that have received a WyIN loan since the inception of the program (July 2003 through June 2009). The information was acquired from Western States Learning Corporation, doing business as Align, the contracted loan servicing agency.

Status of All Outstanding Loan Commitments and Repayments under WyIN Program		
Paid In Full by Working As Nurses in Wyoming	192	25%
Employed as Nurses in Wyoming	99	13%
Enrolled in School	163	21%
Repaid Loan in Cash	36	5%
Repaying Loan in Cash	133	17%
Defaulted on WyIN Loan	62	8%
1st attempt at State Board of Nursing Licensure	73	10%
Graduate Students Repaying by Teaching at College or University	3	1%
Hardships or Deferred Loans	9	>1%
Total Number of Recipients of WyIN Loans	761	100%

Source: Western States Learning Corporation, DBA Align, summary report, 6/30/10

Teacher Shortage Loan Repayment Program (TSLRP) Annual Report

OVERVIEW:

Wyoming statute 21-7-601 created the Wyoming Teacher Shortage Loan Repayment Program (TSLRP) in order to address the state's current and future shortage of qualified teachers in the areas of mathematics, science, special education, foreign language as well as reading and English as a second language. Reading and English as a second language were added by the Wyoming State Legislature in the 2008 based on the recommendations of the Professional Teachers Standards Board. Through the TSLRP program, Wyoming residents or graduates of Wyoming high schools who meet the following requirements may be eligible to receive a TSLRP loan to help pay the unmet financial need of attendance in that program:

- Enrolled, in good standing, as at least a junior at the University of Wyoming,
- Majoring in a teacher education program or seeking an endorsement leading to certification as a special education, foreign language, mathematics, science, reading or English as a second language teacher and;
- Loans are repaid by working as a certified teacher in Wyoming in one of the six specified areas.

SUMMARY: The program's first year of operation was from July 1, 2005 through June 30, 2006. The tables below report only on the past year of operation from July 1, 2009 through June 30, 2010.

GROUP 4		
Reporting for 2009-2010 Academic Year		
Biennial Legislative Appropriation: \$400,000		
(\$380,000 for student loans & \$20,000 for loan servicing fees)		
\$200,000 per academic year		
Number of Students	Average Award	Total Awarded
11 (2 nd year students, started Fall 09 & most graduate in Spring 10)	\$5,428	\$59,714

GROUP 5 Reporting for 2009-2010 Academic Year Biennial Legislative Appropriation: \$400,000 (\$380,000 for student loans & \$20,000 for loan servicing fees) \$200,000 per academic year		
Number of Students	Average Award	Total Awarded
25 (1st year students, started Fall 09 & most graduate in Spring 11)	\$4,805	\$120,141

TSLRP Students' Area of Study (includes all students June 2005-July 2010)						
	Math	Science	Special Education	Foreign Language	Reading	ESL
Group 1	12	5	15	NA	NA	NA
Group 2	5	7	12	NA	NA	NA
Group 3	9	7	7	1	NA	NA
Group 4	5	7	4	5	NA	NA
Group 5	6	6	6	4	2	1
Total	37	32	44	10	2	1

*The Foreign Language area of study was added by the 2007 legislature. The students enrolled in the Foreign Language area of study began in the spring of 2007 and the Reading & English as second language area of study began in summer 2009. Teachers seeking an additional endorsement in Reading & English as a Second Language were both added by the 2009 legislature and those students began in spring 2010.

Source: Western States Learning Corporation, DBA Align, summary report, 6/30/10

TSLRP OUTCOMES:

The students receiving TSLRP loans have a minimum of one and maximum of three years of study before graduation. Therefore, the program's first full group to graduate was in the spring semester of 2007. The 6/30/10 report from Western States Learning Corporation, the contracted loan servicing agency, reflects the status of groups 1, 2 3 & 4. The TSLRP program is subject to a sunset provision which occurs on June 30, 2016.

Report Provided by Professional Teachers Standards Board (PTSB):

The UW College of Education is seeing an increase in enrollments in initial certification areas defined in the TSLRP; with particular growth in special education. The TSLRP can benefit those who plan to stay and teach in Wyoming. Additionally, this is the first year that the TSLRP has included endorsements in English as a Second Language and in Reading. As this opportunity becomes more widely known, we should see a growth in applications for the TSLRP from practicing Wyoming teachers.

The Professional Teachings Standards Board issues Exception Authorizations (EA) to those individuals who have extensive training or experience in a particular discipline when a certified teacher is not available. Based on the number of EA's issued in 2008-2009 school year, it appears the decrease in the number of EA's in areas defined by the program may have been positively impacted due to the TSLRP legislation.

There are a number of teaching positions, 227 in total, that were filled by teachers during the 2008-2009 school year, who are not fully certified in both core and non-core content areas. This number is down from 261 during the 2007-2008 school year. Teachers may have up to a total of three Exception Authorizations (up to a total of three years to obtain full certification). Many of the EA's issued are to teachers employed in local school districts who need to obtain a second or third endorsement due to the district's need to assign this teacher to a course outside their endorsement area. This is most often seen in small districts. That being said the PSTB makes the following recommendations to the Teacher Shortage Loan Repayment Program:

1. Continue the TSLRP for students seeking endorsements majoring in the areas of Foreign (World) languages, Special Education, Math, Science, Reading and English as a second language.
2. Continue to support currently certified teachers in Wyoming, employed by local school districts, to add additional endorsements to their initial certification in areas of Foreign (World) Languages, Special Education, Math, Science, Reading and English as a second language.
3. Library Media positions continue to be an area of high need; non-certified personnel are hired to fill vacancies due to the shortage of certified personnel. It is recommended that some incentive be considered for individuals who complete degrees in Library Media and become employed in Wyoming school districts. School districts are required to have at least one fully certified Library Media specialist in their district for accreditation.

Source: Report and recommendations prepared by Dr. Connie Pollard, Executive Director, PTSB.

Vietnam Veteran & Overseas Combat Veteran, Surviving Spouse or Orphan Tuition Reimbursement Program Annual Report

OVERVIEW:

As a result of the 2006 legislative session, Wyoming statute 19-14-106 was expanded to allow for free tuition and fees for overseas combat veterans, surviving spouses and orphans. The Community College Commission was tasked to implement the benefit and reimburse the University and the community colleges. During the 2007 legislative session the statute was amended to include reimbursement for Vietnam Veterans.

The following is a report of the program's usage at the University of Wyoming and Wyoming's seven community colleges from June 30, 2009-July 1, 2010 semesters. Also included are the Vietnam era Veterans (Aug 5, 1964 to May 7, 1975) for which UW and the colleges were reimbursed starting spring semester of 2007.

Enrolled Act 42 contained an original appropriation of \$200,000, which was not sufficient to provide educational benefits for the full 2007-2009 biennium. There was a supplemental budget appropriation of \$200,000 added to fund the program through June 30, 2008. The funding still was not adequate to cover the requests from the 8 institutions and \$169,000 in additional funding was transferred from

another program to cover the requests. The appropriation for the 2009-2011 biennium was \$800,000 with a 20% budget cut applied to the program. That brought the available funding to \$760,000 which was not sufficient to fully fund the program. The program was supplemented by \$174,046 taken from the surplus in the health insurance fund for the colleges.

The Community College Commission submitted a biennial budget request of \$760,000 and an exception request of \$240,000 to meet the anticipated growth in this program. Both requests were approved by the governor and legislature, bringing total funding for the 2011-2012 biennium to \$1,000,000. The use of FY2011 funds began in the summer 2010 semester.

SUMMARY:

Vietnam Veteran & Overseas Combat Veteran, Surviving Spouse, or Orphan Tuition Reimbursement Program			
Participants (Veterans Served)	UNIVERSITY OF WYOMING	COMMUNITY COLLEGES	TOTAL
Fall 09	63	126	189
Spring 10	67	130	197
Summer 10	24	27	51
TOTAL	154	283	437
Average Tuition & Fees per Semester	\$1,682.23	\$894.02	
Total Reimbursement	\$259,064.41	\$253,008.40	\$512,072.81

Source: Wyoming Community College Commission, 2010

Note: The above table shows use of this benefit only for the 2009-2010 academic year.

Wyoming Community College Commission Organizational Chart

