

Wyoming Community College Commission



WYOMING
COMMUNITY COLLEGES

Commission Meeting Packet
April 22, 2016

**WYOMING COMMUNITY COLLEGE COMMISSION
MEETING AGENDA
April 22, 2016**

**Western Wyoming Community College
Rock Springs, Wyoming**

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***

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<http://www.communitycolleges.wy.edu/commission-meetings.aspx>***

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

Thursday, April 21, 2016

- 5:30 p.m. Reception for meeting attendees
- 6:30 p.m. Meeting of WWCC trustees and WCCC commissioners
[Informal discussion, no business will be transacted or action taken.]

Friday, April 22, 2016

- 8:00 a.m. CALL TO ORDER
ROLL CALL AND DETERMINATION OF QUORUM
RECESS TO EXECUTIVE SESSION
- 8:30 a.m. Report on actions taken during executive session
- CONVENE REGULAR MEETING
INTRODUCTIONS
APPROVAL OF THE AGENDA

CONSIDERATION OF MINUTES OF PREVIOUS MEETINGS:

- **February 17, 2016**
- **March 21, 2016**

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TAB 2**

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- Wyoming Association of Community College Trustees
- Wyoming Department of Education
- President's Council
- Community College Faculty Alliance
- Wyoming Public Television
- Complete College Wyoming

- B. UPDATES AND REPORTS
- **2016-17 Interest Rates for Wyoming Investment in Nursing, Teacher Shortage Loan Repayment and Wyoming Adjunct Professor Loan Programs** **TAB 3**
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- **Changes to measures 4, 5 and 9** **TAB 6**
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 - Rules changes resulting from legislation
 - Consideration of a work session to discuss tuition policy revisions
 - Future Commission meetings
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TAB 1

MINUTES

WYOMING COMMUNITY COLLEGE COMMISSION MEETING February 17, 2016

Laramie County Community College
Cheyenne, Wyoming

The February 17, 2016 Commission meeting was called to order by Commission Vice Chair Sherri Lovercheck at Laramie County Community College, Cheyenne, Wyoming at 9:00 a.m.

Commissioners present: Commissioners Larry Atwell, Charlene Bodine, Bruce Brown, Katherine Dooley, Sherri Lovercheck and Wendy Sweeny. Commission Chair, Sandra Meyer was not present.

Commission staff present: Executive Director Jim Rose, 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. Commissioner Lovercheck asked for introductions.

Motion: Commissioner Sweeny moved and Commissioner Atwell seconded a motion to approve the agenda with an addition for a presentation by Sheldon Flom, WWCC, prior to the tuition discussion.

Motion passed unanimously.

CONSIDERATION OF MINUTES OF THE PREVIOUS MEETING **Motion:** Commissioner Atwell moved and Commissioner Brown seconded a motion to approve the minutes of the October 20, 2015 meeting. **Motion passed unanimously.**

ORGANIZATIONS AND ALLIANCES

1. WY Association of Community College Trustees (WACCT): WACCT President Walt Wragge said a number of trustees, college personnel and students attended the National Legislative Summit and the Congressional Forum in Washington, where a wide range of topics were discussed. There will be an election of officers at today's WACCT meeting and they will review trustee education opportunities for the coming year. Erin Taylor, Executive Director, discussed the status of legislative issues:

- HB80 (stable funding) is on general file today and was introduced with only five 'no' votes. There was an amendment clarifying how decreases proposed by the appropriations committee will affect the budget and more amendments are likely.
- WACCT had the opportunity to testify on the gun-free zone bill. This bill allows for guns at meetings of governmental entities but not on school or college campuses. This raised the question of board meetings being held at a school or college and which rule would apply. Additional research indicates the specific mention of schools means the gun-free zone would apply to meetings being held in schools.
- Capcon projects are being fought over and the final budget will be based on those projects considered most important to the legislators.
- There are five appropriation bills this year, including amendments to both restore and reduce some funding to WY Investment in Nursing and to restore some funding to WY Family Literacy.

The boards of trustees will be participating in Governance Institute for Student Success (GISS) training by the Association of Community College Trustees (ACCT) on June 2-3 in Casper. It will involve gathering data and answering surveys in advance so GISS staff can determine what areas to focus on and what information to provide the trustees. Commissioners are welcomed to participate too for a cost of \$3,000. GISS differs from Complete College Wyoming (CCW) in that GISS focuses on developing boards and their governance effectiveness while CCW is geared more towards global student success. WACCT is planning on hosting a Fall Policy Summit in October in Laramie.

2. Wyoming Department of Education (WDE): Superintendent Balow provided an update on WDE projects. The Every Student Succeeds Act (ESSA) has replaced the No Child Left Behind Act and puts ownership of education on the states. WY is not a waiver state and has upheld our state accountability system puts us ahead of other states who still have to create such a system, and gives WY the opportunity to focus more on the nuances of ESSA.

WY is one of 17 states involved in a career readiness initiative and they are in the process of applying for a grant to pay for the first stage. Major components of the initiative are as follows:

1. Higher education, business and industry will be the lead partners of the initiative ensuring pathways students choose are scalable and valuable. They will phase out non-value pathways. The initiative will be driven by market data and the articulation efforts with UW.
2. The initiative will be part of the K-12 accountability model.
3. They will work closely with Maine and Oklahoma, who have had success with similar initiatives.

They are preparing to roll out a draft set of science standards. Superintendent Balow has received input from citizens and industries across the state on what the standards should look like. As a UW ex-officio trustee, she is helping bring the College of Education at UW to preeminent status. They are working through bills related to accountability and assessment and the WDE budget, which has taken a big cut. Commissioner Sweeny asked if WDE has anyone designated to work with colleges regarding qualifications to teach dual/concurrent classes. Superintendent Balow stated this is more applicable to the Professional Teaching Standards Board, but WDE is concerned about it too and recognizes this may cause problems in small districts. Dr. Rose said the colleges are still uncertain of the consequences of recent Higher Learning Commission (HLC) actions but some are comfortable with the redefinition of minimum faculty qualifications while others are not. The colleges will need to decide by September if they wish for the Commission to pursue a delay in the implementation of the requirements. He feels this is an overreach by the HLC and is not in sync with other regional accreditors. Commissioner Sweeny asked for an update on this issue at the June commission meeting.

3. President's Council: Council President Dr. Young expressed the presidents' appreciation on the collaborative work the commissioners are doing, especially regarding tuition policy. The presidents reviewed the credit costing methodology developed by Sheldon Flom, WWCC and they feel it will help answer the question of how much it costs to teach different types of classes. Direct costs are easy to determine but indirect costs are more difficult to figure out and this model will allow the colleges to do this. Dr. Young said he would like commissioners to participate in the GISS training because it is training for policy makers on what data matters and how to use and interpret data to make policy level and governance level decisions.

4. Complete College Wyoming: Dr. Freeze said they revisited their goals and they have completed the 2nd WPTV broadcast on student success. They have made great progress on academic plans with UW. They created the first definition of college readiness. The first annual dashboard was provided to meeting participants. Additional metrics will be added at a later date. The first iteration focuses on goals established at the beginning of the process. Dr. Freeze has discussed with Andy Corbin how to obtain this

information in the future and they may need to do an MOU with UW to obtain their information. Dr. Freeze discussed the following goals/metrics:

- Increase community college certificate and associate degree recipients by 5% annually. The dashboard shows an increase of 9.3% for the community colleges, despite decreases in enrollment at some of the colleges. The total increase when combined with UW is 4.8%.
- Ensure that degree-seeking students complete their first college-level math and English during their first 30 credit hours. All institutions have created initiatives to move forward, but this will take time to implement. They are trying to accelerate the progress through remedial efforts. They now have data showing a student who completes math and English in the first 30 hours is more likely to graduate.
- Develop metrics to measure persistence and success. CCW determined it is important to include part-time degree-seeking students as well as full-time students in these metrics as there are large populations of part-time students at each of the colleges.
- Context metrics are being provided to show where we are at any point in time, and include undergraduate headcount, the percent of population served in each county and financial aid assistance. College readiness is provided as a point of reference for comparison at later dates.
- Completion metrics show how well students are moving through courses and reaching milestones.

Dr. Freeze said the colleges are sharing their best practices with each other. Commissioner Lovercheck pointed out the increase in completion is a result of the leadership of CCW, presidents, faculty, trustees and the commission all working together. Dr. Freeze said faculty on the team have given feedback and are excited about the progress. She also stated Erin Taylor will provide the dashboard to legislators. The information is based on 12 credit hours though Dr. Rose said we need to move towards recognition that it takes 15 credit hours per semester to complete timely.

Heather Christensen, CWC trustee, asked if the data takes into account community college acceptance of all students while UW has entrance requirements. Dr. Freeze said this has been discussed but colleges want to make access available to anyone who wants to pursue higher education and the colleges need to help students make the right choices. Dr. Freeze said CCW has no money and is being funded by the colleges and WACCT by providing staffing and by paying for supplies, printing and mailing. Those involved in CCW are working as part of the team above and beyond their normal duties. Dr. Rose said we can now turn information requests around within hours because of our robust data system.

5. WY Faculty Alliance: Faculty Alliance Chair Leah Noonan, LCCC, said the Alliance currently has three primary issues of concern: preservation of developmental math and English, reduction of budgets, and Higher Learning Commission (HLC) credentialing. The HLC credentialing is the biggest concern. Some colleges are applying for two year extensions to comply with the new requirements. She stated this issue will have a huge impact on budgets and administration. This will also impact concurrent enrollment teachers. Commissioner Bodine suggested having UW provide the colleges with quick and intense training to help the instructors obtain the needed credits and Dr. Schaffer said UW outreach has capability to do this but they are not currently offering anything of this nature.

6. Wyoming PBS: Terry Dugas, General Manager, stated they had unprecedented success with the *Blizzard of '49* screenings. The next major program they are producing will be *Over Wyoming*, an aerial view of Wyoming. They still need to expand their signal to areas of WY currently without a signal. They received a notice from the Arapahoe Business Council on the Wind River reservation, saying they are starting a cable system. WY PBS will provide them with three channels. Regarding the FCC spectrum auction, the FCC is only concerned with Laramie's transmitter because of its proximity to Denver. Estimates show the auction price for this transmitter would be around \$2,000,000 - \$3,000,000. However,

the Laramie channel feeds the Cheyenne channel and to lose it would cause loss of statewide public broadcasting and the inability for PBS to cover the legislature. As a result, the Laramie transmitter will not be put up for auction, but the FCC owns it and may decide to auction it anyway. WY PBS has a contingency plan to provide limited service to Cheyenne and Laramie if this should happen. WY PBS has always sold DVDs to schools in the past but this does not bring in much money, so going forward they will start providing DVDs to educational institutions, nonprofit and governmental entities upon written request at no cost. Mr. Dugas is working on a plan to give Dish network a package for Cheyenne customers.

UPDATES AND REPORTS

1. 2015 Summer Enrollment Report - Dr. Rose said the 2015 Summer Informative Enrollment report is included to show enrollment based on 15 credit hours. The Commission will work towards eliminating the 12 credit hour version. Larry Buchholtz said Table 2 shows, at the commissioners' request, more specific details. **Motion:** Commissioner Atwell moved and Commissioner Dooley seconded a motion to accept the 2015 Summer Enrollment Report. **Motion passed unanimously.**

2. Financial Report: Matt Petry pointed out highlights of the December financial report:

- Administration – Payroll continues to show over budget because we still have not received the funds for July 2015 pay raises. The Budget Division expects us to cover as much of the shortage as we can before they transfer additional funds to us. This is the same for payroll in other programs as well. The \$75,000 projected surplus from the BFY13 administration budget is a result of Andy Corbin and his staff handling the project management for the Moving Forward Information Technology project. Commissioner Brown asked if funds can be moved to cover the costs of commissioners attending the GISS training and Mr. Petry said they can. Commissioner Atwell asked about the surplus in maintenance agreements and Mr. Petry said we have negotiated savings in long term maintenance agreements.
- The SLDS unit has increased substantially. ETS transferred \$3,450,000 to us for continued work on the Moving Forward project, allowing us to remove our exception request for this project from the 2017/2018 budget. We will need to carry those funds over to the next biennium as they will not be spent by June 30, 2016.
- Increased retirement contributions the colleges make on behalf of their employees will have a shortage while health insurance will have a surplus. The retirement shortfall will be spread across the colleges proportionately and the health insurance surplus will be reverted.
- Adult Education (AE) shows a shortage but it will be made whole with federal funds. Commissioner Sweeny asked for information on the number of AE students enrolled by district.
- The High School Equivalency Certificate program shows a surplus in payroll as a result of the frozen vacant position.
- The full amount of the nursing faculty funds will be used and we may need to transfer some from nursing tuition to cover all nursing faculty salaries and benefits. This is the same program currently slated for a \$1,000,000 cut. If the cut happens, it will all come from the student side since we are statutorily obligated to pay nursing faculty salaries.
- Teacher Shortage Loan Repayment Program will sunset in June. We have already reverted approx. \$750,000 with the remaining balance to be reverted in June.
- WY Public Television investment earnings have been better than projected and we have requested an additional \$50,000 in spending authority to cover remaining earnings this biennium.

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

3. 2015 College Audit Report: Dr. Rose said this report is required by statute. Commissioner Brown noted the miscounting of students is a recurring finding. Dr. Schaffer commented on the struggle they have had in this area and auditors are paying more attention to this because the federal government is paying more attention to it. It is his understanding this is the most common finding across the country. Sheldon Flom pointed out WWCC has a new financial aid director and because they knew they had problems, they hired McGee, Hearne & Paiz (MHP) to do an audit of financial aid. MHP helped develop a plan for improvement. **Motion**: Commissioner Atwell moved and Commissioner Brown seconded a motion to accept the 2015 College Audit Report. **Motion passed unanimously.**

4. Annual Performance Report-Performance Indicators: Dr. Rose indicated this is the last time the report will be presented in this format due to work of CCW and data staff at the commission and colleges now have. The performance indicators in this report were considered important in the 1990's and are requirements for reporting from WY Statute. Going forward they will present information similar to what is being reported in the CCW dashboard. **Motion**: Commissioner Atwell moved and Commissioner Bodine seconded a motion to accept the Annual Performance Report-Performance Indicators. **Motion passed unanimously**

5. Report on Capcon Model Review: Dr. Rose said policy makers see we have a good handle on our capcon responsibilities. Though we do all the work involved with capcon, there is not a clear process beyond the commissioners' purview. Larry Buchholtz said the Administrative Services Council (ASC) has done a top to bottom review of the model based on Commissioner Brown's suggestion to do so. For this annual review, we are looking at measures four, five and nine. We will have proposals on changing how those measures work at the April meeting.

6. Enrollment and Level of Instruction Audit Report: Dr. Rose said there is a mandate for us to perform audits in these areas because they form the basis for funding. Colleges are correctly recording and compiling this information and with the improvement of our data system, these will continue to be more coherent. **Motion**: Commissioner Sweeny moved and Commissioner Dooley seconded a motion to accept the Enrollment and Level of Instruction Audit Report. **Motion passed unanimously.**

7. Legislative Update: Dr. Rose said there are some amendments of concern, such as funding for Family Literacy. This has a direct impact to the colleges due to the affiliation of their Adult Education programs with Family Literacy. There are other potential amendments, such as the across-the-board biennial decrease. He will continue doing the Friday legislative updates, but will not have one this Friday. The bill related to gun-free zones is still questionable as it relates to boards meeting on college campuses.

EXECUTIVE DIRECTOR'S REPORT

- 2015/2016 Meeting Dates:
 - April 22 WWCC
 - June 10 NWC (this was changed at the end of the meeting to CC on June 1)
 - October - Walt Wragge said the WACCT Fall Policy Summit will be in Laramie if commissioners would like to schedule the meeting to correspond with it.
- Moving Forward Project – There will be a presentation by Andy Corbin and the CIOs on Thursday at 10:15 and Dr. Rose hopes everyone will attend.
- Sheldon Flom presented his credit cost accounting system. He developed this system in response to questions about the cost of each instructional delivery method. He received input from various departments within his college and from other ASC members. Commissioner Lovercheck asked for updated copies of the analysis as they are created.

- Tuition policy research - Dr. Rose said the commissioners may need to have a teleconference in March for tuition adjustments once the outcomes of the legislative session are known. The intention of this research was to explore various options for a tuition policy. He suggested tuition decisions could be made for two years instead of one.

Matt Petry explained the matrix on tuition options. The analysis shows all colleges were agreeable to the use of an inflationary index and the use of other tuition rate multipliers, though the options have not been fully vetted with all the boards of trustees. This information is being provided as a starting point for discussion in the development of a tuition policy. Dr. Schaffer recommended having the trustees and presidents draft a policy from which everyone could then work. All councils will have a role in developing the policy. Dr. Rose said there is still a lot of work to be done and he does not think a recommendation will be available until the October meeting. Additional conversation took place on various options. A transitional removal of the tuition cap was suggested.

- Performance funding metrics development: Dr. Rose said we should work with policy makers to incorporate real performance measures in our funding model and show the consequence of return on investment by virtue of completion. We should make legislators understand funding should not be locked into just enrollment because it is not the best way to indicate to the state if we are moving in the right direction.

OTHER BUSINESS

Discussion took place on the commissioners' involvement in GISS training on June 2-3, 2016 at a cost of \$3,000. **Motion:** Commissioner Brown moved and Commissioner Bodine seconded a motion that commissioners should participate in the training. **Motion passed unanimously.** **Motion:** Commissioner Bodine moved and Commissioner Atwell seconded a motion for the commission to pay the commissioners' share of the fee. **Motion passed unanimously.** **Motion:** Commissioner Atwell moved and Commissioner Brown seconded a motion to move the June meeting to June 1 in Casper. **Motion passed unanimously.**

ADJOURNMENT

Motion: Commissioner Sweeny moved and Commissioner Brown seconded a motion to adjourn the meeting at 3:00 p.m. **Motion passed unanimously.**

Sandra Meyer
Commission Chair

Date

Jim Rose
Commission Executive Director

Date

TAB 2

MINUTES

WYOMING COMMUNITY COLLEGE COMMISSION MEETING March 21, 2016

Teleconference

The March 21, 2016 Wyoming Community College Commission meeting was called to order by Commission Chair Sandra Meyer at 11:00 a.m.

Commissioners present telephonically: Commissioners Charlene Bodine, Katherine Dooley, Sherri Lovercheck, Sandra Meyer and Wendy Sweeny. Commissioners Larry Atwell and Bruce Brown were not present.

Commission staff present: Executive Director Jim Rose, Deputy Director and Chief Financial Officer Matt Petry, 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 Dooley moved and Commissioner Lovercheck seconded a motion to approve the agenda. **Motion passed unanimously.**

CONSIDERATION OF 2016/2017 ACADEMIC YEAR TUITION

Dr. Rose stated the college presidents had a phone call during the prior week to discuss tuition and agreed to ask the commissioners to consider a simple tuition increase for the coming academic year only. A more detailed, long-range revision and refinement to the policy will be done in June.

Our current tuition policy says we will use two metrics to compare ourselves to comparator states, but they do not provide many details. The data capacity we have now provides more details and can be used in the tuition discussions to take place in June. Commissioner Atwell had previously suggested an increase of \$6/credit for residents, \$9 for Western Undergraduate Exchange (WUE) students and \$18 for nonresidents. This would help offset funding decrease mandates from the legislature. The \$5 increase recommended by Dr. Rose was based on what took place in the legislature, without having a devastating impact on the students.

Commissioner Lovercheck discussed information she found on the Department of Workforce Services website stating WY has the largest unemployment increase in the country. As of January 2016, unemployment increased 4.7% statewide with the largest increases in Fremont, Johnson, Sheridan, Campbell, and Natrona counties. A total of 8,500 jobs have been lost and 17,485 people are unemployed. We know enrollments increase when unemployment increases so the higher number of students paying tuition should be considered in the discussion. The legislature has also cut many support services throughout the state.

Commissioner Sweeny said she is comfortable with raising tuition because we need to show the legislature we are willing to help ourselves and students need to have buy-in to appreciate their education.

Motion: Commissioner Sweeny moved and Commissioner Bodine seconded a motion to increase tuition for the next academic year by \$5 per credit hour for in-state tuition with impacts on WUE and out-of-state tuition accordingly.

Dr. Rose further clarified what the per-credit tuition rates would be with a \$5 increase: \$88 for residents, \$132 for WUE students and \$264 for nonresidents. He asked for the colleges to provide input. Dr. Leach, WWCC stated they are currently working on budgets and in order to serve the increased enrollments, they must raise tuition. Dr. Young, NWCCD said they support an increase though some schools would like to see more of an increase. He understands there will be more comprehensive discussions later. Dr. Schaffer, LCCC agreed with Dr. Young's comments and the need to increase tuition but he supports a \$6 increase. Even with a \$6 increase, LCCC will still have to do cuts on their campus. Dr. Patterson, EWC supports an increase. Mark Kitchen, speaking for NWC, supports a \$6 increase. Commissioner Sweeny and Commissioner Bodine withdrew the motion and second for a \$5 increase.

Motion: Commissioner Bodine moved and Commissioner Dooley seconded a motion to increase tuition for the next academic year by \$6 per credit hour for in-state tuition, for a total cost of \$89 per credit hour for in-state students, \$133 for WUE students, and \$267 for out-of-state students. Those in favor: Commissioners Bodine, Dooley, and Meyer. Those opposed: Commissioners Sweeny and Lovercheck. Those absent from voting: Commissioners Atwell and Brown. **Motion passed.**

ADJOURNMENT

Motion: Commissioner Sweeny moved and Commissioner Dooley seconded a motion to adjourn the meeting at 11:30a.m. **Motion passed unanimously.**

Sandra Meyer
Commission Chair

Date

Jim Rose
Commission Executive Director

Date

TAB 3

Computation of Interest Rate for WYIN, TSLRP & WAPLR Loans 2016-2017

Date rate changed	No. days @ rate	Rate ⁽¹⁾	Factor
12/16/08	350	3.25%	0.03116
12/17/15	15	3.50%	0.00144
		Avg.	3.26%
			4.00%
		Total	7.26%

⁽¹⁾ Prime rate per Fed Board of Governors "<http://research.stlouisfed.org/fred2/data/PRIME.txt>" for the preceding fiscal year (i.e. for calendar year 2012, the preceding fiscal year would be July 1, 2010 - June 30, 2011).

⁽²⁾ Interest calculated per WyIN and TSLRP rules using method specified under W.S. § 39-16-108(b) for determining the interest rate on delinquent use taxes.

Note: W.S. § 39-16-108(b) Interest on amounts due under W.S. § 39-16-107 shall be at one percent (1%) per month or fraction thereof from the date the return was due until paid. Effective July 1, 1994, interest at an annual rate equal to the average prime interest rate as determined by the state treasurer during the preceding fiscal year plus four percent (4%) shall be added to the delinquent tax. To determine the average prime interest rate, the state treasurer shall average the prime interest rate for at least seventy-five percent (75%) of the thirty (30) largest banks in the United States. The interest rate on delinquent taxes shall be adjusted on January 1 of each year following the year in which the taxes first became delinquent. In no instance shall the delinquent tax rate be greater than eighteen percent (18%) from any sale made on or after July 1, 1994. The interest rate on any delinquent tax from any sale made before July 1, 1994, shall be one percent (1%) per month from the date the return was due until paid;

TAB 4

Wyoming Community College Commission

Commissioners

Mr. Larry Atwell, Cheyenne
Ms. Charlene Bodine, Sheridan
Mr. Bruce Brown, Devils Tower
Ms. Katherine Dooley, Powell
Ms. Sherri Lovercheck, La Grange
Ms. Sandra Meyer, Evanston
Ms. Wendy Sweeny, Worland

Ex-officios

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WYOMING
COMMUNITY COLLEGES

Wyoming Community College System
Fall 2015
Enrollment Report

DRAFT

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

Wyoming Community College System
Fall 2015 Enrollment Report

This report provides a look at the fall 2015 semester enrollment in categories such as student enrollment, location and demographics of the community college student population. The content and format of this report has been developed through a collaborative effort between the Wyoming Community College Commission and the Data Governance Institutional Research Council members representing the seven community colleges. Most of the tables relay data that have been tracked by both of the aforementioned entities for over 15 years.

Pertinent information to keep in mind while reading this report include the following:

- Full-time designation is achieved by being enrolled in a minimum of twelve (12) credit hours in one semester.

- "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).

- "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

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

Wyoming Community College System

Fall 2015 Enrollment Highlights

The following information is being provided to highlight significant changes and/or noteworthy data regarding enrollment for the fall 2015 semester. The fall 2014 semester was used to glean the comparatives with the exception of table 8 that also lists fall 2013 semester data and table 9 that provides a graph of the college's past 10 year headcounts.

Table 1

Enrollment Change Fall 2014 to Fall 2015				
College	Credit Headcount		Credit FTE	
	Full-time	Part-time	Full-time	Part-time
Casper	13	-161	42.99	-61.27
Central	-23	47	-27.04	28.34
Eastern	-67	67	-103.25	45.32
LCCC	-13	-193	9.58	-77.41
Northwest	-46	81	-44.91	48.96
NWCCD	-1	-59	16.63	21.87
Western	19	-280	14.7	-68.96
Total	-118	-498	-91.3	-63.15

Table 2

Starting with the 2015-2016 academic year, the age categories defined in table two will correspond with the age categories reported by the Integrated Postsecondary Education Data System, IPEDS.

Table 3

Due to the system wide credit headcount decreasing when compared to last fall, the total in-state students to the state population percentage also decreased from 3.41% to 3.34% for the fall 2015 semester.

Fall 2015 Credit Headcount Change by Location								
Credit Headcount	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total
In-County	-113	25	-29	-118	3	-4	-97	-333
Out County	-19	39	28	-52	106	-39	-123	-60
Total In-State	-132	64	-1	-170	109	-43	-220	-393
Non Resident	-19	-24	-8	-53	-61	-25	-56	-246
International	3	-16	9	17	-13	8	15	23
Total	-148	24	0	-206	35	-60	-261	-616

Wyoming Community College System Fall 2015 Enrollment Highlights

Table 5

Top Ten Credit Hour Enrollments				
	Fall 2014		Fall 2015	
Enrollment Ranking	Credit Hours	% of Total Enrolled	Credit Hours	% of Total Enrolled
First	3	14.37%	3	14.97%
Second	4	8.54%	4	8.77%
Third	12	6.88%	12	6.40%
Fourth	1	6.81%	13	6.40%
Fifth	13	6.17%	1	6.20%
Sixth	6	5.92%	6	5.53%
Seventh	15	5.35%	16	5.46%
Eighth	16	5.17%	14	5.13%
Ninth	14	4.99%	15	5.05%
Tenth	<1	4.60%	7	4.93%

Table 8

FTE Enrollment by Level of Instruction						
	Fall 2013		Fall 2014		Fall 2015	
Level 1	8077.17	47.53%	7447.89	47.05%	7487.25	47.76%
Level 2	5146.54	30.28%	4848.54	30.63%	4640.50	29.61%
Level 3	3770.89	22.19%	3532.28	22.32%	3546.55	22.63%
Total	16994.60	100.00%	15828.71	100.00%	15674.30	100.00%

Wyoming Community College System Fall 2015 Enrollment Highlights

Table 9

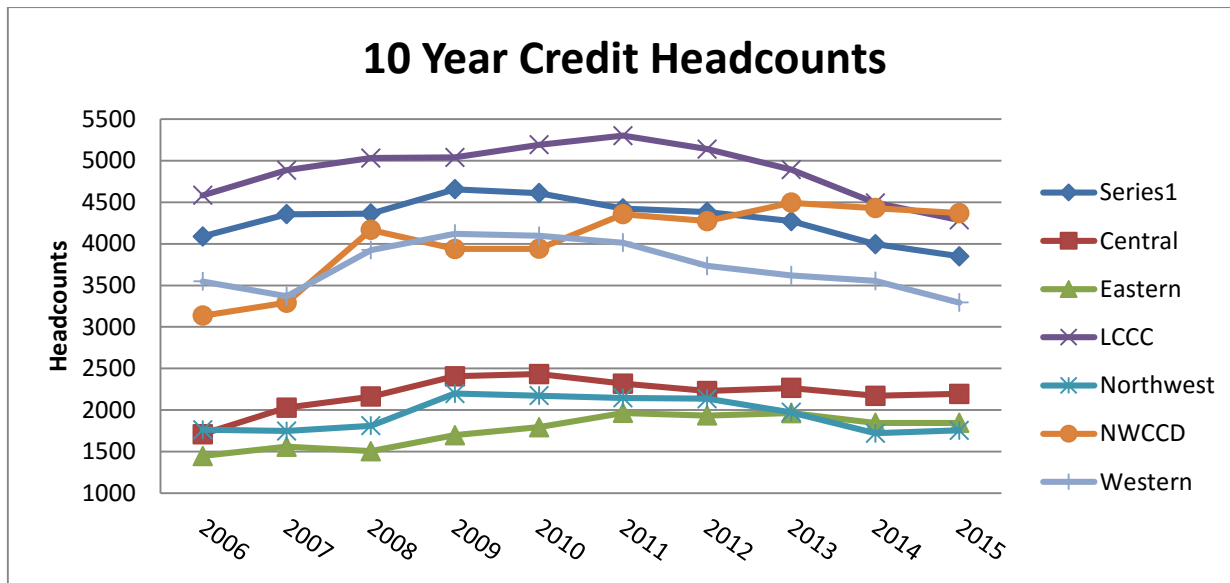


Table 12

Continuing Education						
	2014 Duplicated	2015 Duplicated	Headcount Change	2014 Unduplicated	2015 Unduplicated	Headcount Change
Casper	728	462	-266	668	446	-222
Central	36	62	26	33	52	19
Eastern	312	236	-76	302	218	-84
LCCC	1152	1397	245	772	950	178
Northwest	492	513	21	359	383	24
NWCCD	441	608	167	379	386	7
Western	628	505	-123	527	428	-99
System Total	3789	3783	-6	3040	2863	-177
Community Service Course Enrollment						
	2014 Duplicated	2015 Duplicated	Headcount Change	2014 Unduplicated	2015 Unduplicated	Headcount Change
Casper	1870	2165	295	967	931	-36
Central	716	592	-124	595	478	-117
Eastern	2084	2021	-63	1525	1440	-85
LCCC	852	834	-18	497	496	-1
Northwest	134	277	143	118	200	82
NWCCD	87	113	26	76	100	24
Western	949	705	-244	687	530	-157
System Total	6692	6707	15	4465	4175	-290

**Wyoming Community College System
Fall 2015 Enrollment Report**

Table 1

WYOMING COMMUNITY COLLEGE SYSTEM					Enrollment Report			
College	Credit Headcount*				Credit FTE			
	Full-time	Part-time	Total	Percent	Full-time	Part-time	Total	Percent
Casper	1,719	2,130	3,849	17.8%	2,163.68	935.99	3,099.67	19.8%
Central	723	1,471	2,194	10.2%	927.38	612.38	1,539.76	9.8%
Eastern	594	1,252	1,846	8.5%	763.42	502.66	1,266.08	8.1%
LCCC	1,802	2,486	4,288	19.9%	2,167.75	1,056.09	3,223.84	20.6%
Northwest	976	778	1,754	8.1%	1,294.92	313.92	1,608.84	10.3%
NWCCD	1,398	2,972	4,370	20.2%	1,732.59	956.29	2,688.88	17.2%
Western	1,154	2,139	3,293	15.2%	1,516.71	730.50	2,247.21	14.3%
Total	8,366	13,228	21,594		10,566.45	5,107.83	15,674.32	
Percent	38.7%	61.3%		100%	67.4%	32.6%		100%

*These counts include on-campus, distance education, auditing, compressed video and telecourse students

** FTE values may not be equal to tables 4,7b, 8 & 10 due to rounding in the enrollment program

Source: Wyoming Community College Commission Date: 2016/02/26

Table 2

WYOMING COMMUNITY COLLEGE SYSTEM								Credit Headcount* By Age & Average Age			
College	<18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	*50-59	*≥60	Unknown
Casper	486	898	643	443	433	297	176	207	95	168	3
Central	634	429	218	155	229	151	99	121	84	71	3
Eastern	732	449	148	91	85	75	59	81	55	69	2
LCCC	253	1,030	755	617	564	355	215	228	145	119	7
Northwest	235	555	341	172	120	98	50	95	40	48	0
NWCCD	1,097	948	457	325	369	308	231	254	235	144	2
Western	701	746	358	262	288	265	195	222	145	94	17
Total	4,138	5,055	2,920	2,065	2,088	1,549	1,025	1,208	799	713	34
Percent	6.6%	15.5%	15.5%	13.4%	13.4%	10.1%	7.4%	9.5%	6.8%	3.8%	0.2%
Average Age**	Casper	Central	EWC	LCCC	Northwest	NWCCD	Western				
Men	26.49	25.40	24.24	26.65	23.53	28.20	27.16				
Women	27.09	26.16	23.84	27.06	25.82	24.74	26.29				
Full-time	23.10	22.91	20.52	24.50	22.25	22.22	22.99				
Part-time	29.85	27.25	25.67	28.63	28.17	28.64	28.71				

These counts include on-campus, distance education, auditing, compressed video and telecourse students

* 50-59 and ≥ 60 will be adjusted to 50-64 and ≥ 65 when required data become available.

** Students with unknown age are excluded from these calculations

Source: Wyoming Community College Commission Date: 2016/02/26

**Wyoming Community College System
Fall 2015 Enrollment Report**

Table 3

WYOMING COMMUNITY COLLEGE SYSTEM								Credit Headcount* by County			
County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	County Total	County Percent* In-state Enrollment	County Pop.**	Credit Students as % of Pop.
Albany	24	4	15	707	5	8	6	769	4.1%	36,299	2.1%
Big Horn	22	5	5	12	365	18	6	433	2.3%	11,668	3.7%
Campbell	87	13	27	52	13	1,822	9	2,023	10.7%	46,133	4.4%
Carbon	50	45	4	46	5	20	237	407	2.2%	15,885	2.6%
Converse	145	13	350	17	4	28	2	559	3.0%	13,833	4.0%
Crook	18	5	161	7	9	66	1	267	1.4%	7,083	3.8%
Fremont	70	1,237	11	31	20	23	24	1,416	7.5%	40,123	3.5%
Goshen	22	11	476	33	2	9	2	555	2.9%	13,249	4.2%
Hot Springs	22	85	2	8	7	10	2	136	0.7%	4,812	2.8%
Johnson	39	5	2	9	6	338	1	400	2.1%	8,569	4.7%
Laramie	89	63	48	2,412	11	59	10	2,692	14.3%	91,738	2.9%
Lincoln	20	19	1	13	5	6	302	366	1.9%	18,106	2.0%
Natrona	2,625	27	24	43	6	51	8	2,784	14.8%	75,450	3.7%
Niobrara	12	2	46	4	0	4	0	68	0.4%	2,484	2.7%
Park	43	11	8	25	760	48	5	900	4.8%	28,205	3.2%
Platte	55	8	207	45	2	16	1	334	1.8%	8,667	3.9%
Sheridan	40	6	9	20	9	1,178	7	1,269	6.7%	29,116	4.4%
Sublette	22	17	2	14	5	13	140	213	1.1%	10,247	2.1%
Sweetwater	35	15	6	23	10	38	1,662	1,789	9.5%	43,806	4.1%
Teton	18	262	5	22	5	10	16	338	1.8%	21,294	1.6%
Uinta	19	26	7	28	7	12	521	620	3.3%	21,118	2.9%
Washakie	33	17	4	8	95	43	7	207	1.1%	8,533	2.4%
Weston	20	2	233	7	4	28	0	294	1.6%	7,208	4.1%
In-County	2,625	1,237	476	2,412	760	1,178	1,662	10,350	** U.S. Census Bureau-2010 Total County Population 563,626		
Out County	905	661	1,177	1,174	595	2,670	1,307	8,489			
Total In-State	3,530	1,898	1,653	3,586	1,355	3,848	2,969	18,839	**http://2010.census.gov/2010census/data		
Non-Resident	295	277	182	640	341	490	278	2,503			
International	24	19	11	62	58	32	46	252			
Total	3,849	2,194	1,846	4,288	1,754	4,370	3,293	21,594			
% In-County	68.2%	56.4%	25.8%	56.3%	43.3%	27.0%	50.5%	47.9%	Percent of Total In-State Students to State Population 3.34%		
% Out County	23.5%	30.1%	63.8%	27.4%	33.9%	61.1%	39.7%	39.3%			
% In-State	91.7%	86.5%	89.5%	83.6%	77.3%	88.1%	90.2%	87.2%			
% Non-Resident	7.7%	12.6%	9.9%	14.9%	19.4%	11.2%	8.4%	11.6%			
% International	0.6%	0.9%	0.6%	1.4%	3.3%	0.7%	1.4%	1.2%			
*These counts include on-campus, distance education, auditing, compressed video and telecourse students											
*** Non Resident totals include "unspecified" students											
Source: Wyoming Community College Commission										Date: 2016/02/26	

**Wyoming Community College System
Fall 2015 Enrollment Report**

Table 4

WYOMING COMMUNITY COLLEGE SYSTEM								Credit FTE by County*
County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	County Total
Albany	21.06	3.83	13.08	456.88	5.67	5.54	4.71	510.77
Big Horn	23.04	2.58	4.67	11.00	298.00	21.38	4.46	365.13
Campbell	79.36	7.33	19.83	37.42	16.04	902.17	1.88	1,064.03
Carbon	56.58	26.50	3.25	39.42	6.46	15.42	106.75	254.38
Converse	138.65	8.04	217.25	14.42	3.42	13.54	0.25	395.57
Crook	20.00	2.67	105.83	4.83	11.21	36.75	0.33	181.62
Fremont	73.40	875.13	6.58	24.67	25.92	22.46	7.96	1,036.12
Goshen	21.38	2.67	288.42	28.33	3.42	7.29	0.67	352.18
Hot Springs	24.61	61.13	2.75	6.17	4.38	10.88	2.42	112.34
Johnson	23.18	2.83	1.33	4.25	6.96	264.79	0.33	303.67
Laramie	75.06	21.79	45.17	1,853.58	14.63	34.75	11.21	2,056.19
Lincoln	14.67	10.58	1.00	12.79	6.33	6.25	184.58	236.20
Natrona	1,910.05	17.21	20.50	24.42	7.04	27.21	4.79	2,011.22
Niobrara	13.17	2.75	32.33	3.00	0.00	5.17	0.00	56.42
Park	36.36	8.79	4.25	14.33	573.75	28.96	1.92	668.36
Platte	52.00	8.08	107.83	35.71	2.67	12.29	0.25	218.83
Sheridan	32.86	2.75	7.58	13.75	10.83	701.46	3.04	772.27
Sublette	25.67	16.92	1.50	13.17	6.42	15.42	78.96	158.06
Sweetwater	29.80	12.33	4.92	17.42	11.33	20.25	1,121.50	1,217.55
Teton	11.67	156.08	1.42	9.58	6.38	9.58	7.58	202.29
Uinta	17.64	21.00	8.33	17.08	8.54	11.63	364.79	449.01
Washakie	31.49	13.25	3.33	5.50	57.83	47.25	6.08	164.73
Weston	22.75	0.50	128.00	4.33	4.92	15.13	0.00	175.63
In-County	1,910.05	875.13	288.42	1,853.58	573.75	701.46	1,121.50	7,323.89
Out County	844.40	409.61	740.73	798.47	518.40	1,534.11	792.96	5,638.68
Total In-State	2,754.45	1,284.74	1,029.15	2,652.05	1,092.15	2,235.57	1,914.46	12,962.57
**Non-Resident	314.58	242.92	222.08	519.04	436.75	413.58	267.38	2,416.33
International	30.67	12.08	14.83	52.75	79.96	39.75	65.42	295.46
Total	3,099.70	1,539.74	1,266.08	3,223.84	1,608.86	2,688.90	2,247.26	15,674.38
% In-County	61.62%	56.84%	22.78%	57.50%	35.66%	26.09%	49.91%	46.73%
% Out County	27.24%	26.60%	58.51%	24.77%	32.22%	57.05%	35.29%	35.97%
% In-State	88.86%	83.44%	81.29%	82.26%	67.88%	83.14%	85.19%	82.70%
% Non-Resident	10.15%	15.78%	17.54%	16.10%	27.15%	15.38%	11.90%	15.42%
% International	0.99%	0.78%	1.17%	1.64%	4.97%	1.48%	2.91%	1.88%

* FTE values may not be equal to Table 1, 7b, 8 & 10 due to rounding in the enrollment program.

** Non Resident totals include "unspecified" students

Source: Wyoming Community College Commission

Date: 2016/02/26

**Wyoming Community College System
Fall 2015 Enrollment Report**

Table 5

WYOMING COMMUNITY COLLEGE SYSTEM								Headcount* by Credit Hours	
Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent
<1	3	49	0	0	34	570	208	864	4.00%
1	174	118	209	77	50	442	268	1,338	6.20%
2	105	103	73	156	25	58	121	641	2.97%
3	367	306	246	905	227	595	586	3,232	14.97%
4	328	266	171	316	113	447	252	1,893	8.77%
5	283	59	60	25	37	40	33	537	2.49%
6	227	114	114	294	71	139	235	1,194	5.53%
7	170	120	125	177	90	232	150	1,064	4.93%
8	116	90	65	80	25	97	61	534	2.47%
9	153	78	68	158	25	122	78	682	3.16%
10	115	77	67	163	51	147	101	721	3.34%
11	89	91	54	135	30	83	46	528	2.45%
12	340	98	83	412	93	206	151	1,383	6.40%
13	269	110	74	438	113	236	141	1,381	6.40%
14	241	99	79	223	117	231	117	1,107	5.13%
15	208	106	83	190	114	230	160	1,091	5.05%
16	196	97	81	247	175	221	161	1,178	5.46%
17	157	67	66	122	131	127	136	806	3.73%
18	116	52	70	59	81	74	107	559	2.59%
19	72	34	18	49	64	24	68	329	1.52%
20	35	29	22	16	46	18	36	202	0.94%
21	33	13	11	7	19	10	35	128	0.59%
22	11	9	3	6	14	5	27	75	0.35%
>22	41	9	4	33	9	16	15	127	0.59%
Total	3,849	2,194	1,846	4,288	1,754	4,370	3,293	21,594	100%

*These counts include on-campus, distance education, auditing, compressed video and telecourse students.

Source: Wyoming Community College Commission

Date: 2016/02/26

Table 6

WYOMING COMMUNITY COLLEGE SYSTEM								Headcount* by Gender	
Gender	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent
Men	1,679	998	811	1,758	727	2,327	1,538	9,838	45.56%
Women	2,170	1,196	1,035	2,530	1,027	2,043	1,755	11,756	54.44%
Total	3,849	2,194	1,846	4,288	1,754	4,370	3,293	21,594	100%

*These counts include on-campus, distance education, auditing, compressed video and telecourse students.

Source: Wyoming Community College Commission

Date: 2016/02/26

**Wyoming Community College System
Fall 2015 Enrollment Report**

Table 7

WYOMING COMMUNITY COLLEGE SYSTEM													Credit Headcount* by Program of Study	
College	Full-Time				Part-Time				Total			Grand Total		
	Acad	Occup	Undec	Total	Acad	Occup	Undec	Total	Acad	Occup	Undec			
Casper	1,263	408	48	1,719	494	241	1,395	2,130	1,757	649	1,443	3,849		
Central	408	160	155	723	214	174	1,083	1,471	622	334	1,238	2,194		
Eastern	257	160	177	594	145	81	1,026	1,252	402	241	1,203	1,846		
LCCC	1,341	451	10	1,802	886	317	1,283	2,486	2,227	768	1,293	4,288		
Northwest	696	249	31	976	223	73	482	778	919	322	513	1,754		
NWCCD	844	433	121	1,398	462	1,088	1,422	2,972	1,306	1,521	1,543	4,370		
Western	764	373	17	1,154	340	230	1,569	2,139	1,104	603	1,586	3,293		
Total	5,573	2,234	559	8,366	2,764	2,204	8,260	13,228	8,337	4,438	8,819	21,594		
Percent	66.61%	26.70%	6.68%		20.90%	16.66%	62.44%		38.61%	20.55%	40.84%			
Full-time/Part-time Percent				38.74%				61.26%						

* These counts include on-campus, distance education, auditing, compressed video and telecourse students.
Source: Wyoming Community College Commission Date: 2016/02/26

Table 7b

WYOMING COMMUNITY COLLEGE SYSTEM													FTE* by Program of Study	
College	Full-Time				Part-Time				Total			Grand Total		
	Acad	Occup	Undec	Total	Acad	Occup	Undec	Total	Acad	Occup	Undec			
Casper	1,584.75	525.32	53.61	2,163.68	278.02	157.46	500.51	935.99	1,862.77	682.78	554.12	3,099.67		
Central	525.71	203.42	198.25	927.38	111.13	101.33	399.92	612.38	636.84	304.75	598.17	1,539.76		
Eastern	334.58	217.25	211.58	763.41	71.92	30.08	400.67	502.67	406.50	247.33	612.25	1,266.08		
LCCC	1,595.33	561.50	10.91	2,167.74	484.42	205.34	366.33	1,056.09	2,079.75	766.84	377.24	3,223.83		
Northwest	916.71	339.25	38.96	1,294.92	112.29	43.38	158.25	313.92	1,029.00	382.63	197.21	1,608.84		
NWCCD	1,018.71	549.88	164.00	1,732.59	277.71	176.17	502.42	956.30	1,296.42	726.04	666.42	2,688.89		
Western	1,011.67	486.05	19.00	1,516.72	175.29	125.83	429.42	730.54	1,186.96	611.88	448.42	2,247.26		
Total	6,987.46	2,882.67	696.31	10,566.44	1,510.78	839.59	2,757.52	5,107.89	8,498.24	3,722.25	3,453.83	15,674.33		
Percent	66.13%	27.28%	6.59%		29.58%	16.44%	53.99%		54.22%	23.75%	22.03%			
Full-time/Part-time Percent				67.41%				32.59%						

* These counts include on-campus, distance education, auditing, compressed video and telecourse students.
** FTE values may not be equal to tables 1, 4, 8 & 10 due to rounding in the enrollment program
Source: Wyoming Community College Commission Date: 2016/02/26

**Wyoming Community College System
Fall 2015 Enrollment Report**

Table 8

WYOMING COMMUNITY COLLEGE SYSTEM							Level of Instruction
College	Full-Time Equivalency*						Total
	Level I		Level II		Level III		
Casper	1354.67		909.33		835.67		3,099.67
Central	674.75		579.29		285.71		1,539.75
Eastern	574.58		423.17		268.33		1,266.08
LCCC	1739.58		856.83		627.42		3,223.83
Northwest	759.83		527.92		321.08		1,608.83
NWCCD	1197.92		740.29		750.67		2,688.88
Western	1185.92		603.67		457.67		2,247.26
Total	7,487.25		4,640.50		3,546.55		15,674.30
Level I = Lecture, Level II = Laboratory, Level III = High Technology							
* FTE values may not be equal to Tables 1, 4, 7b & 10 due to rounding in enrollment program.							
Source: Wyoming Community College Commission						Date: 2016/02/26	

Table 9

WYOMING COMMUNITY COLLEGE SYSTEM								Ten-Year History of Headcount	
Fall Term	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent Change
2005	4,285	1,637	1,496	4,603	1,754	2,895	3,403	20,073	N/A
2006	4,089	1,709	1,446	4,584	1,763	3,136	3,547	20,274	1.00%
2007	4,356	2,028	1,558	4,886	1,747	3,291	3,370	21,236	4.74%
2008	4,365	2,161	1,505	5,033	1,810	4,167	3,926	22,967	8.15%
2009	4,657	2,405	1,696	5,040	2,198	3,939	4,121	24,056	4.74%
2010	4,611	2,432	1,793	5,193	2,173	3,940	4,097	24,239	0.76%
2011	4,426	2,316	1,965	5,302	2,145	4,356	4,013	24,523	1.17%
2012	4,384	2,228	1,934	5,141	2,136	4,273	3,734	23,830	-2.83%
2013	4,273	2,264	1,963	4,894	1,973	4,496	3,621	23,484	-1.45%
2014	3,997	2,170	1,846	4,494	1,719	4,430	3,554	22,210	-5.42%
2015	3,849	2,194	1,846	4,288	1,754	4,370	3,293	21,594	-2.77%
10-Year Change	-10.18%	34.03%	23.40%	-6.84%	0.00%	50.95%	-3.23%	7.58%	
5-Year Change	-16.53%	-9.79%	2.96%	-17.43%	-19.28%	10.91%	-19.62%	-10.91%	
1-Year Change	-3.70%	1.11%	0.00%	-4.58%	2.04%	-1.35%	-7.34%	-2.77%	
Source: Wyoming Community College Commission								Date: 2016/02/26	

**Wyoming Community College System
Fall 2015 Enrollment**

Table 10

WYOMING COMMUNITY COLLEGE SYSTEM									Ten-Year History of FTE Enrollment	
Fall Term	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent Change	
2005	3,319.90	1,232.80	999.20	3,176.40	1,710.00	1,956.80	2,128.80	14,523.90	N/A	
2006	3,190.10	1,252.00	1,004.80	3,252.05	1,793.10	1,994.80	2,066.30	14,553.15	0.2%	
2007	3,395.80	1,435.80	1,051.00	3,411.20	1,796.90	2,052.90	1,960.80	15,104.40	3.8%	
2008	3,459.70	1,583.17	1,074.80	3,549.25	1,791.70	2,237.10	2,128.70	15,824.42	4.8%	
2009	3,690.88	1,797.34	1,211.84	3,737.25	2,090.17	2,527.33	2,386.21	17,441.02	10.2%	
2010	3,788.44	1,825.71	1,226.33	3,928.00	2,131.17	2,604.37	2,541.00	18,045.02	3.5%	
2011	3,584.29	1,796.75	1,325.58	3,888.33	1,984.04	2,606.42	2,587.00	17,772.41	-1.5%	
2012	3,444.07	1,674.82	1,335.25	3,720.66	1,925.67	2,740.62	2,520.25	17,361.34	-2.3%	
2013	3,428.46	1,649.13	1,381.63	3,552.83	1,752.71	2,845.71	2,384.13	16,994.60	-2.1%	
2014	3,117.95	1,538.47	1,324.00	3,291.67	1,604.79	2,650.38	2,301.46	15,828.72	-6.9%	
2015	3,099.67	1,539.75	1,266.08	3,223.83	1,608.83	2,688.88	2,247.26	15,674.30	-1.0%	
10-Year Change	-6.6%	24.9%	26.7%	1.5%	-5.9%	37.4%	5.6%	7.9%		
5-Year Change	-18.2%	-15.7%	3.2%	-17.9%	-24.5%	3.2%	-11.6%	-13.1%		
1-Year Change	-0.6%	0.1%	-4.4%	-2.1%	0.3%	1.5%	-2.4%	-1.0%		

* FTE values may not be equal to Tables 1, 4, 7b & 8 due to rounding in enrollment program.
Source: Wyoming Community College Commission Date: 2016/02/26

Table 11

WYOMING COMMUNITY COLLEGE SYSTEM								Credit Headcount* by Race/Ethnicity	
Race/Ethnicity	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Race/Ethnicity	
								Total	Percent
Black or African American	50	32	9	122	11	43	38	305	1.41%
American Indian or Alaskan Native	20	223	16	50	12	80	15	416	1.93%
Asian	30	16	9	60	9	26	18	168	0.78%
Native Hawaiian or Pacific Islander	13	6	3	9	4	8	6	49	0.23%
Hispanic of any Race	203	207	131	461	141	290	364	1,797	8.32%
White	3,312	1,628	1,654	3,391	1,487	3,770	2,707	17,949	83.12%
Two or More Races	69	52	13	16	32	117	66	365	1.69%
International	24	1	11	59	58	36	77	266	1.23%
Unknown	128	29	0	120	0	0	2	279	1.29%
Total	3,849	2,194	1,846	4,288	1,754	4,370	3,293	21,594	100.00%

* These counts include on-campus, distance education, auditing, compressed video and telecourse students.
Source: Wyoming Community College Commission Date: 2016/02/26

**Wyoming Community College System
Fall 2015 Enrollment**

Table 12

WYOMING COMMUNITY COLLEGE SYSTEM							Scope of Non-Credit Service		
College	Continuing Education Course Enrollment			Community Service Course Enrollment			Total Non-Credit Enrollment		
	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated	Duplicated Headcount	Unduplicated Headcount	Percent Unduplicated
Casper	462	446	15.58%	2,165	931	22.30%	2,627	1,369	19.63%
Central	62	52	1.82%	592	478	11.45%	654	527	7.56%
Eastern	236	218	7.61%	2,021	1,440	34.49%	2,257	1,653	23.70%
LCCC	1,397	950	33.18%	834	496	11.88%	2,231	1,425	20.43%
Northwest	513	383	13.38%	277	200	4.79%	790	577	8.27%
NWCCD	608	386	13.48%	113	100	2.40%	721	486	6.97%
Western*	505	428	14.95%	705	530	12.69%	1,210	937	13.44%
Total	3,783	2,863		6,707	4,175		10,490	6,974	

* Non BOCES sites only

Source: Wyoming Community College Commission Date: 2016/02/26

Table 13

WYOMING COMMUNITY COLLEGE SYSTEM				Students Auditing Credit Courses		
College	Exclusively Auditing Headcount	*Credit Students Auditing Headcount	Total Auditing Headcount	Exclusively Auditing FTE	*Credit Students Auditing FTE	Total Auditing FTE
Casper	169	110	279	33.29	19.92	53.21
Central	77	24	101	13.21	6.67	19.88
Eastern	78	59	137	6.50	5.33	11.83
LCCC	107	24	131	26.25	4.75	31.00
Northwest	60	31	91	7.12	5.71	12.83
NWCCD	63	1	64	9.33	0.66	9.99
Western	60	10	70	11.04	2.58	13.62
Total	614	259	873	106.74	45.62	152.36

* Represents students taking audit hours within regular course schedule

Source: Wyoming Community College Commission Date: 2016/02/26

TAB 5

ENROLLED ACT NO. 19, SENATE

SIXTY-THIRD LEGISLATURE OF THE STATE OF WYOMING
2016 BUDGET SESSION

APPROPRIATION FOR	GENERAL FUND \$	FEDERAL FUNDS \$	OTHER FUNDS \$	TOTAL APPROPRIATION \$
Section 053. DEPARTMENT OF WORKFORCE SERVICES				
PROGRAM				
Admin. & Support	15,228,969	23,899,998	2,391,138 EF	46,504,809
Vocational Rehab.	5,495,856	28,538,579	4,984,704 SR	36,256,469
Unemployment Insurance ^{1.}		17,565,760	2,222,034 SR	27,788,010
			1,131,237 EF	
			9,091,013 SR	2,514,084
Labor Standards	2,514,084			2,514,084
Workers' Safety and Comp		4,034,160	44,897,766 EF	48,931,926
TOTALS	23,238,909	74,038,497	64,717,892	161,995,298
AUTHORIZED EMPLOYEES				
Full Time	551			
Part Time	0			
TOTAL	551			

1. The department of workforce services shall review and provide a comprehensive report to the joint appropriations committee not later than November 1, 2016, on the utilization, geographic trends, claims, benefits, and status of the consolidated workers' compensation account as defined in W.S. 27-14-102(a)(xxii).

Section 055. OIL AND GAS COMMISSION

PROGRAM				
Administration		325,810	9,744,212 SR	10,070,022
Orphan Wells			7,500,000 SR	7,500,000
TOTALS	0	325,810	17,244,212	17,570,022
AUTHORIZED EMPLOYEES				
Full Time	40			
Part Time	0			
TOTAL	40			

Section 057. COMMUNITY COLLEGE COMMISSION

PROGRAM				
Administration	5,034,766		211,958 S5	5,246,724
State Aid ^{1.}	244,824,285			244,824,285
Contingency Reserve			3,200,000 SR	3,200,000
Adult Education	2,288,389	1,837,868		4,126,257
WYIN Loan & Grant Prog. ^{2.}	4,854,419			4,854,419
Veterans Tuition Waiver	1,231,250			1,231,250
WY Teach Short. Loan Prog.			95,000 S5	95,000
Public Television	4,140,645		110,000 SR	4,250,645
TOTALS	262,373,754	1,837,868	3,616,958	267,828,580

ENROLLED ACT NO. 19, SENATE

SIXTY-THIRD LEGISLATURE OF THE STATE OF WYOMING
2016 BUDGET SESSION

APPROPRIATION FOR	GENERAL FUND \$	FEDERAL FUNDS \$	OTHER FUNDS \$	TOTAL APPROPRIATION \$
AUTHORIZED EMPLOYEES				
Full Time		14		
Part Time		0		
TOTAL		14		

1. In preparing the estimates under W.S. 9-3-210(c), the community college commission shall submit an exception budget request for health insurance funding needs related to the addition of any benefitted positions created during the 2017-2018 fiscal biennium at the colleges in the commission's 2019-2020 budget request.

2. The Wyoming community college commission shall reduce the funds available for the Wyoming investment in nursing loan and grant program under W.S. 9-2-123 and the payments made for community college nursing programs under W.S. 21-18-202(c)(vii) from this appropriation in proportion to the 2017-2018 standard budget amounts.

Section 060. STATE LANDS AND INVESTMENTS

PROGRAM				
Operations ^{1.}	12,885,525	31,178,558	392,800 S5	
			5,891,883 SR	50,348,766
Forestry ^{2.}	7,886,603	666,030	1,000,000 S0	
			2,226,000 SR	11,778,633
County Emerg. Fire Suppr.			2,580,000 SR	2,580,000
Fire	4,830,113	4,056,391		8,886,504
Mineral Royalty Grants			33,400,000 S4	33,400,000
Federal Forestry Grants		6,150,000		6,150,000
Transp. Enterprise Fund			2,000,000 SR	2,000,000
TOTALS	25,602,241	42,050,979	47,490,683	115,143,903

AUTHORIZED EMPLOYEES	
Full Time	94
Part Time	4
TOTAL	98

1. Of this general fund appropriation, three hundred fifty thousand dollars (\$350,000.00) shall only be expended for the control and eradication of noxious weeds and designated pests on state trust land. This appropriation shall be reduced dollar for dollar by other funds appropriated in this act and received by the office of state lands and investments for the control and eradication of noxious weeds and designated pests on state trust land.

2. Of this other funds appropriation, one million dollars (\$1,000,000.00)S0 is appropriated from the emergency fire suppression account created by W.S. 36-1-402(a). Of this appropriation, five hundred thousand dollars (\$500,000.00) shall be available for expenditure for pine bark beetle mitigation for each year of the 2017-2018 biennium. In each year, funds shall be expended only on or after September 1 and upon approval of the governor. These funds may be expended for pine bark beetle mitigation on private, state or federal lands pursuant to

Wyoming Community College Commission

**2017-2018 Biennial Budget
for Consideration by the Commission**

April 22, 2016

	Standard Budget	Total Exception Requests	Total Agency Request	Total Appropriation	Revenue Source
Administration	\$ 5,527,123	\$ (178,131)	\$ 5,348,992	\$ 5,246,724	96% General; 4% School Foundation Program
Wyoming Family Literacy Program	\$ 3,296,610	\$ -	\$ 3,296,610	\$ -	N/A
State Aid	\$ 159,360,814	\$ -	\$ 159,360,814	\$ 156,970,826	100% General
Completion Funding	\$ 19,704,719	\$ -	\$ 19,704,719	\$ 19,408,723	100% General
Enrollment Growth Funding	\$ -	\$ 16,552,652	\$ 16,552,652	\$ 12,008,965	100% General
Increased Retirement Contributions	\$ 3,627,633	\$ -	\$ 3,627,633	\$ 3,573,219	100% General
Health Insurance Premiums	\$ 51,442,285	\$ -	\$ 51,442,285	\$ 50,670,651	100% General
Library Funding	\$ 2,225,280	\$ -	\$ 2,225,280	\$ 2,191,901	100% General
Contingency Reserve	\$ 3,200,000	\$ -	\$ 3,200,000	\$ 3,200,000	100% Coal Lease Bonus
Adult Basic Education Program	\$ 4,033,025	\$ 122,847	\$ 4,155,872	\$ 3,998,528	54% General; 46% Federal
High School Equivalency Certification Program	\$ 131,715	\$ -	\$ 131,715	\$ 127,729	100% General
Wyoming Investment in Nursing Program - Students	\$ 1,878,640	\$ -	\$ 1,878,640	\$ 1,663,227	100% General
Wyoming Investment in Nursing Program - Faculty	\$ 3,632,967	\$ -	\$ 3,632,967	\$ 3,191,192	100% General
Veterans Tuition Waiver Program	\$ 1,250,000	\$ -	\$ 1,250,000	\$ 1,231,250	100% General
Wyoming Adjunct Professor Loan Repayment Program	\$ 165,000	\$ -	\$ 165,000	\$ 95,000	100% School Foundation Program
Subtotals for Commission Approval - Section 057 of Budget Bill	\$ 259,475,811	\$ 16,497,368	\$ 275,973,179	\$ 263,577,935	
Wyoming Public Television - Operations (doesn't require Commission approval)	\$ 4,195,614	\$ 210,000	\$ 4,405,614	\$ 4,242,680	100% General
Wyoming Public Television - Council (doesn't require Commission approval)	\$ 9,000	\$ -	\$ 9,000	\$ 7,965	100% General
Totals to Reconcile to Budget Bill	\$ 263,680,425	\$ 16,707,368	\$ 280,387,793	\$ 267,828,580	

Wyoming Community College Commission
 Projected 2017-2018 Biennial Budget Allocations to Colleges

	A	B	C	D	E	F	G	H	I
	Appropriation	Casper	Central	Eastern	Laramie Co.	Northwest	Northern	Western	System
4	State Aid (subject to Rules approval and recapture/redistribution) *	\$36,602,488.00	\$15,742,066.00	\$12,954,227.00	\$35,635,416.00	\$19,706,577.00	\$23,625,166.00	\$12,704,886.00	\$156,970,826.00
6	Completion Funding with both Progress and Performance Metrics as Determinants (Standard Budget; subject to Rules approval and AY16 volumes for FY18) **	\$ 3,907,925.00	\$ 1,773,420.00	\$ 1,656,815.00	\$ 4,055,422.00	\$ 1,994,837.00	\$ 3,316,711.00	\$ 2,703,593.00	\$ 19,408,723.00
8	Enrollment Growth with both Participation and Progress Metrics as Determinants (Exception Budget; subject to Rules approval)	\$ 1,170,465.00	\$ 1,042,678.00	\$ 1,630,975.00	\$ 1,902,756.00	\$ 373,159.00	\$ 3,864,379.00	\$ 2,024,553.00	\$ 12,008,965.00
10	Health Insurance Premiums Reimbursement (system-wide appropriation; unspent balance reverts)								\$ 50,670,651.00
12	Increased Retirement Contributions Reimbursement (system-wide appropriation; unspent balance reverts)								\$ 3,573,219.00
14	Library Funding (system-wide appropriation; unspent balance reverts)								\$ 2,191,901.00
16	Major Maintenance (State Construction Department responsible for oversight of appropriation)	\$ 3,431,324.00	\$ 1,294,710.00	\$ 881,323.00	\$ 2,883,866.00	\$ 1,618,562.00	\$ 1,336,823.00	\$ 2,185,246.00	\$ 13,631,854.00
18	Contingency Reserve ***	\$ 398,560.00	\$ 151,040.00	\$ 103,680.00	\$ 337,280.00	\$ 192,800.00	\$ 158,560.00	\$ 258,080.00	\$ 1,600,000.00
21	College-Specific State Appropriations (projected)	\$45,510,762.00	\$20,003,914.00	\$17,227,020.00	\$44,814,740.00	\$23,885,935.00	\$32,301,639.00	\$19,876,358.00	\$203,620,368.00
22	System-Wide State Appropriations (all subject to reversion)								\$ 56,435,771.00
23	Total Appropriations								\$260,056,139.00
25	* The college-specific State Aid figures (Row 4) are only estimates. As such, these estimates are based upon the colleges' anticipated 2016 assessed valuations, as well as the assumption that there will be no further change for 2017 valuations.								
26	** The college-specific Completion Funding figures (Row 6) are only estimates. Recognition of both weighted credit-hour completion volumes and degree/certificate completion volumes for academic-year 2016 will affect allocation of approximately 55 percent of this appropriation.								
27	*** In previous biennia, the Contingency Reserve appropriation (Row 18) was \$3.2 million, or \$1.6 million per year. However, given that the revenue source for this appropriation is coal lease bonus funds, LSO expects no funding for FY18, and possibly even reduced funding for FY17.								

TAB 5

WCCC Capcon

WYOMING COMMUNITY COLLEGES CAPCON Exit Capcon

General Information | Facilities | Planning Assumptions | Space Needs Model | Capital Projects | Capital Measures | Administration

Scoring Process | Utilization | Reports | Capital Measure Parameters

Capital Measure Parameters Send Parameters to Institutions

Select Measure: Total Projected Space Needs from the Space Needs Model

Measure No	4	Measure	Total Projected Space Needs from the Space Needs Model
Measure Short Name	Projected Space Needs	Reverse Scoring	<input type="checkbox"/>
Measure Description		Weight	2
		Minimum Score	0
		Maximum Score	5
Measure Group	Existing Space Utilization	Actual Minimum	3784
Score Description	Only the space deficits from the different space functional categories are added together. The greater the deficit, the higher the score.	Actual Maximum	63896.140
		Score 1 Maximum	15806.428
		Score 2 Maximum	27828.856
		Score 3 Maximum	39851.284
Scoring Type	Dynamic	Score 4 Maximum	51873.712
		Score 5 Maximum	63896.140

Record: 1 of 1 No Filter Search

WCCC Capcon

WYOMING COMMUNITY COLLEGES CAPCON Exit Capcon

General Information | Facilities | Planning Assumptions | Space Needs Model | Capital Projects | Capital Measures | Administration

Scoring Process | Utilization | Reports | Capital Measure Parameters

Capital Measure Parameters Send Parameters to Institutions

Select Measure: Total Projected Instructional Need from the Space Needs Model

Measure No	5	Measure	Total Projected Instructional Need from the Space Needs Model
Measure Short Name	Projected Instructional Space Needs	Reverse Scoring	<input type="checkbox"/>
Measure Description		Weight	4
		Minimum Score	0
		Maximum Score	5
Measure Group	Existing Space Utilization	Actual Minimum	491.62144
Score Description	Only space deficits in classrooms, teaching laboratories, other laboratories, offices, and library space functional categories are added together. The greater the deficit, the higher the score.	Actual Maximum	23217.734
		Score 1 Maximum	5036.844
		Score 2 Maximum	9582.0665
		Score 3 Maximum	14127.289
Scoring Type	Dynamic	Score 4 Maximum	18672.512
		Score 5 Maximum	23217.734

Record: 1 of 1 No Filter Search

How Capital Measure 4 is scored:

Highest space deficit recorded by an institution with a project in for scoring = 63,896 assigned square feet (asf)

Lowest space deficit recorded by an institution with a project in for scoring = 3,784 asf

Difference = 60,112 asf

Divided by 5 = increments of 12,022 asf

Lowest space deficit + 12,022 = 15,806 (score = 1)

Plus 12,022 = 27,828 (score = 2), and so on.

Capital Measure 5 works the same way:

Highest Instructional space deficit recorded by an institution with a project in for scoring = 23,217 asf

Lowest Instructional space deficit recorded by an institution with a project in for scoring = 491 asf

Difference = 22,726 asf

Divided by 5 = increments of 4,545 asf

Lowest space deficit + 4,545 = 5036 (score = 1)

Plus 4,545 = 9,581 (rounding – score = 2), and so on.

The possible enhancements we are dealing with this review cycle:

Capital Measures (CM) 4 and 5

Both measures only take into consideration actual space deficits as calculated by the space needs model (SNM). CM 4 adds deficits for all categories of space to calculate a total space deficit on the campus, and CM 5 add deficits in instructional categories of space (Classrooms, Labs, Offices and Library).

Proposed Change:

Do not change the way the model calculates space deficits (adding together just deficits for CM4 and CM5), but if the model awards a score in CM4 or CM5, then calculate a percentage of that score based on how much of the space deficit is being addressed in the proposed project. For instance, using Example #1 (see last page), if the proposed new project contemplated 10,000 asf in new lab space, 2,000 asf in new office space and 3,000 asf in new PE/Rec/Athletic space, then CM4 would take the new asf that addresses an actual deficit (10,000 in classroom to offset the 11,533 deficit, zero new asf in office since there is no deficit, and 2,621 asf in PE/Rec/Athletic) to offset the total deficit of 12,621 asf and divide it by the overall campus-wide space deficit of 68,271 asf. The score for CM4 would be factored by that percentage (18.5%). An initial score of 5 for having such a large overall space deficit would then be multiplied by 18.5% for a new score of .925, which would then be weighted by 2 for a final score of 1.85 (of a possible 10). It would work the same way for CM5 - 10,000 new asf in classroom space that offsets the deficit if 11,533, but zero for the new office space since there is no deficit and zero for the PE/Rec/Athletic space since it is not core instructional space. 10,000 divided by 29,976 (instructional space deficit) equals 33%, and a score of 5 for having the largest instructional space deficit would convert to a score of 1.65 (5 x 33%) which would then be weighted by 4 for a total score of 6.6 (of a possible 20). If a space deficit is present but the new project does not address it, a score of zero would result.

Capital Measure 9

CM 9 gives a score based on how the college perceives the proposed project supports the WCCC Statewide Strategic Plan. It is a series of 6 self-answered subjective questions.

Does this project support: Educated Citizenry, Diversified Economy, Workforce Development, Efficient and Effective Systems, Community Support and Sustainability.

Each question can be answered with a 1- little or no evidence support exists; 2 – some evidence support exists; or 3 – clear evidence support exists.

Proposed Change:

Allow colleges to continue to self-score each project. Upon evidence all projects have been submitted, convene an Administrative Services Council meeting that will perform a peer review of the answers given and the oral argument supporting each self-scored point. The council as a whole will determine if self-scores are adequately supported by evidence or if a change should be made to the self-scoring prior to running the model.



WYOMING COMMUNITY COLLEGE COMMISSION

**Campus/Center:
Space Needs Model**

(Main Campus Model Applied)

Space Category	Existing ASF	Fall 2014			2019		
		Space Model ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Space Model ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Classrooms & Service <i>12ASF/Student FTE (1,800asf minimum)</i>	25,916	24,527	1,389	5%	26,414	(498)	(2%)
Teaching Laboratories & Service <i>28ASF/Student FTE</i>	50,100	57,229	(7,129)	(14%)	61,633	(11,533)	(23%)
Other Laboratories & Service <i>5ASF/Student FTE (900ast minimum)</i>	1,267	10,219	(8,952)	(707%)	11,006	(9,739)	(769%)
Offices & Service <i>Variable ASF/Employee FTE based on Employee Type</i>	48,270	34,043	14,227	29%	36,401	11,724	24%
Library <i>0.10ASF/Nolume Equivalent plus 30ASF per 10% of Student Headcount and 10% Service (2,500ast minimum)</i>	9,250	16,215	(6,965)	(75%)	17,456	(8,206)	(89%)
Other Department Space <i>7ASF/Student FTE plus 2ASF/Alternate Deliver; Student Headcount (500ast minimum)</i>	13,959	15,909	(1,950)	(14%)	16,948	(2,989)	(21%)
Physical Education/Recreation/Athletics <i>12ASF/Student Headcount over 2,000 Student Headcount (25,000ast minimum)</i>	47,307	46,432	875	2%	49,928	(2,621)	(6%)
Assembly & Exhibit <i>6ASF/Student Headcount plus a base amount determined by enrollment and existing space amounts</i>	3,910	28,316	(24,406)	(624%)	30,064	(26,154)	(669%)
Student Center <i>7ASF/Student Headcount (1,000 ast minimum)</i>	37,296	26,502	10,794	29%	28,542	8,754	23%
Equine/Agriculture <i>No Standard</i>	44,060	44,060	0	0%	0	0	n/a
Physical Plant <i>6% of Non-Physical Plant Existing Space</i>	18,325	24,856	(6,531)	(36%)	24,856	(6,531)	(36%)
TOTAL	299,660	328,308	(28,648)	(10%)	303,247	(47,792)	(19%)
Residence Life	104,984				(68,271 total campus deficit)		
Inactive/Conversion Space	27,942						
TOTAL EXISTING ASF	432,586						

ASF= Assignable Square Feet

TAB 7

MAR 24 2016



March 17, 2016

Dr. Jim Rose, Executive Director
Wyoming Community College Commission
2300 Capitol Ave, 5th Floor, Suite B
Cheyenne, WY 82002

Dear Dr. Rose:

In 2012, the Wyoming Community College Commission (WCCC) approved a capital construction request for Eastern Wyoming College's proposed Ag complex, EWC Agricultural Technology Education Center (ATEC). We requested that the project be funded 100% by College and District funding. In 2013, the Wyoming Legislature authorized the construction of the EWC Ag Complex in the amount of \$4,700,777.

While land for the building site has been donated by EWC Foundation, construction of the ATEC has been on hold while funding is being developed. EWC has made considerable progress toward this effort. Goshen County voters approved a \$3.3 million general obligations bond issue in November 2014. EWC Foundation has mounted a private capital fundraising campaign, and a U.S. Economic Development Administration grant application is pending. The updated projected cost is \$7,872,438.

The scope of the project was approximately 26,000 gross square feet at the time of initial approval. As the design has been refined, we have reduce the size of the building by approximately 1,000 gross square feet. Construction costs have risen dramatically over the past several years. Wyoming Statute 21-18-202(d)(v)(C) empowers the WCCC to approve new capital construction projects, "Previously approved and uncompleted new capital construction projects which have increased in total cost by ten percent (10%) or more since cost estimates were developed at the time of initial project approval under this paragraph and W.S. 21-18-205(g)." We therefore ask for your kind assistance in forwarding our request to the WCCC to increase the ATEC construction budget to \$7.9 million. We have attached relevant documents and schedules to support this request. Thank you for your consideration of this matter.

Sincerely yours,

A handwritten signature in blue ink that reads 'Richard L. Patterson'.

Richard L. Patterson, Ph.D.
President

pc Mr. Ian Catellier, Project Manager, State of Wyoming Department of Administration and
Information Construction Management

ORIGINAL HOUSE
BILL NO. 0001

ENROLLED ACT NO. 45, HOUSE OF REPRESENTATIVES

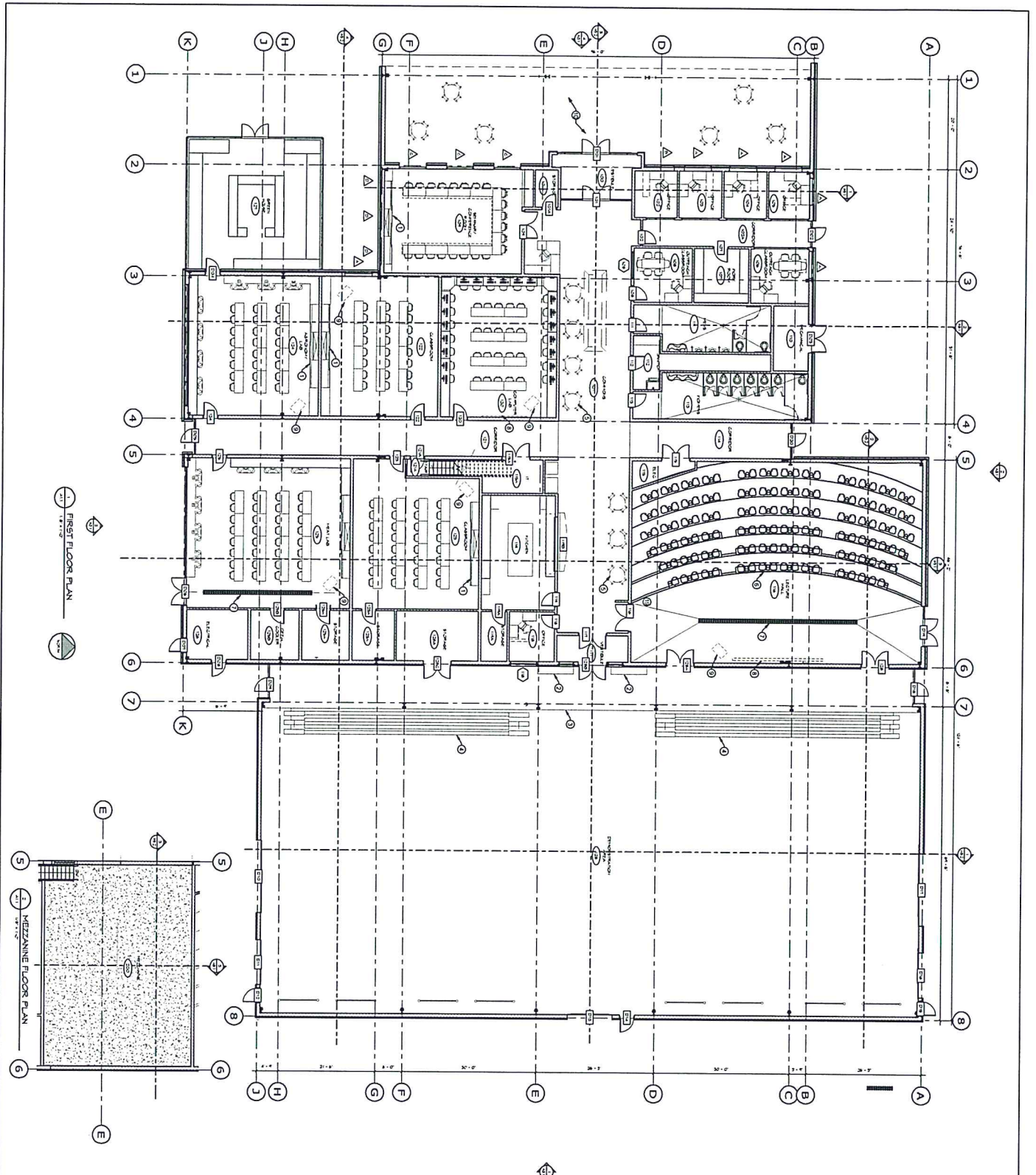
SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING
2013 GENERAL SESSION

APPROPRIATION FOR	GENERAL FUND \$	FEDERAL FUND \$	OTHER FUNDS \$	TOTAL APPROPRIATION \$
Section 057. COMMUNITY COLLEGE COMMISSION				
PROGRAM				
WWCC Wellness	2,582,915		2,582,915 PR	5,165,830
CWC Academic Space Impr	2,258,957		1,313,107 PR	3,572,064
CWC Lander Improvements	1,252,365		727,986 PR	1,980,351
NWC Yellowstone Building	9,316,011		4,936,409 PR	14,252,420
WWCC Workforce Trng Fac			1,700,380 PR	1,700,380
EWC Ag Complex			4,700,777 PR	4,700,777
EWC Douglas Campus			9,612,249 PR	9,612,249
NWCCD Gillette Ag Complex			4,783,748 PR	4,783,748
NWCCD Sheridan Ag Complex			3,850,916 PR	3,850,916
NWCCD Thorne Rider Center			11,718,935 PR	11,718,935
TOTALS	15,410,248	0	45,927,422	61,337,670
Section 067. UNIVERSITY OF WYOMING				
PROGRAM				
Engineering Building ^{1.}	14,200,000			14,200,000
	69,200,000			69,200,000
White Hall ^{2.}			10,000,000 RB	10,000,000
Half Acre Rec Center ³⁻⁷⁴	15,000,000		12,000,000 RB	27,000,000
UW Project Fund ^{5.}	5,000,000			5,000,000
Sheridan Ag Bldg ^{6.}	1,800,000			1,800,000
Arena Auditorium Reno	5,000,000			5,000,000
TOTALS	96,000,000	0	22,000,000	118,000,000

1. This general fund appropriation shall be deposited to an account which shall be held by the state treasurer for distribution to the University of Wyoming for construction costs of the engineering building as provided in this footnote. The funds of this general fund appropriation, fourteen million two hundred thousand dollars (\$14,200,000.00) shall be available to be matched by qualifying contributions meeting the provisions of W.S. 21-16-1401 through 21-16-1403, including valuation of matching funds. All funds appropriated with this footnote shall only be available for expenditure as specifically authorized by the legislature.

2. This appropriation is effective immediately.

3. Of this other funds appropriation, twelve million dollars (\$12,000,000.00) RB is effective immediately. To the extent practicable,



GENERAL NOTES

- SEE PLAN FOR DIMENSIONS AND FINISHES.
- SEE PLAN FOR LIGHTING AND CONTROLS.
- SEE PLAN FOR MECHANICAL SYSTEMS.
- SEE PLAN FOR ELECTRICAL SYSTEMS.
- SEE PLAN FOR FLOORING SYSTEMS.
- SEE PLAN FOR CEILING SYSTEMS.
- SEE PLAN FOR WALL SYSTEMS.
- SEE PLAN FOR DOOR AND WINDOW SYSTEMS.
- SEE PLAN FOR STAIR SYSTEMS.
- SEE PLAN FOR ELEVATOR SYSTEMS.
- SEE PLAN FOR SIGNAGE SYSTEMS.
- SEE PLAN FOR SECURITY SYSTEMS.
- SEE PLAN FOR ACCESSIBILITY SYSTEMS.
- SEE PLAN FOR SUSTAINABILITY SYSTEMS.
- SEE PLAN FOR SPECIALTY SYSTEMS.

ROOM NAMES

ROOM NO.	ROOM NAME
101	RECEPTION
102	OFFICE
103	OFFICE
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106	OFFICE
107	OFFICE
108	OFFICE
109	OFFICE
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200	OFFICE

KEYED NOTES

- SEE PLAN FOR FINISHES.
- SEE PLAN FOR LIGHTING AND CONTROLS.
- SEE PLAN FOR MECHANICAL SYSTEMS.
- SEE PLAN FOR ELECTRICAL SYSTEMS.
- SEE PLAN FOR FLOORING SYSTEMS.
- SEE PLAN FOR CEILING SYSTEMS.
- SEE PLAN FOR WALL SYSTEMS.
- SEE PLAN FOR DOOR AND WINDOW SYSTEMS.
- SEE PLAN FOR STAIR SYSTEMS.
- SEE PLAN FOR ELEVATOR SYSTEMS.
- SEE PLAN FOR SIGNAGE SYSTEMS.
- SEE PLAN FOR SECURITY SYSTEMS.
- SEE PLAN FOR ACCESSIBILITY SYSTEMS.
- SEE PLAN FOR SUSTAINABILITY SYSTEMS.
- SEE PLAN FOR SPECIALTY SYSTEMS.

EASTERN WYOMING COLLEGE
NEW ATEC BUILDING
 plan one / architects

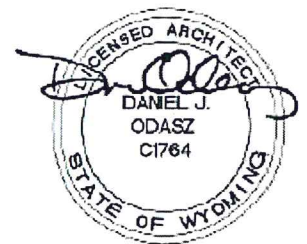
- Laramie, Wyoming, 1001 72th St., 82144 (307) 537-8668 - Rock Springs, Wyoming, 6020 66th St., Suite A, 82901 (307) 352-2854 - Cheyenne, Wyoming, 325 S 14th St., Suite 3, 82001 (307) 534-6555

LEAN ARCHITECTS

Project: 140
 Date: 07/15/18
 Filename: A1.1



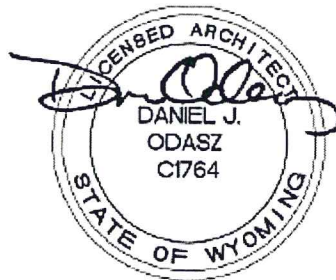
Part A: Eligible Project Costs	
Eligible Project Costs	
1. Land, structures, rights-of-way, appraisals, etc.	\$ 180,000
2. Architectural and engineering fees	\$ 475,000
3. Other fees (surveys, tests, etc.)	\$ 127,055
4. Project inspection fees	\$ 40,000
5. Site work	\$ 675,235
6. Demolition and removal	\$ 5,000
7. Construction	
a. Electrical Systems (*)	\$ 924,392
b. Mechanical, Plumbing, HVAC Systems (*)	\$ 1,190,865
c. Landscaping (*)	\$ 10,000
d. Foundation and/or Structural Framing System (*)	\$ 2,070,068
e. Interior Finishes (*)	\$ 1,049,859
f. Fire Protection (*)	\$ 83,391
g. Remediation (*)	
h. Other (*) – Wet Lab Tables (12)	\$ 60,000
Fixed Lecture Hall Seating and Tables	\$ 60,000
Telecom/AV/Security Equipment	\$ 100,000
Auditorium AV Equipment Allowance	\$ 50,000
Greenhouse 30' x 30'	\$ 22,000
8. Miscellaneous/Other (Please explain in detail below)	
9. Subtotal (sum of lines 1 through 8)	\$ 7,122,865
10. Contingencies	\$ 270,535
Total Eligible Project Costs	
11. Total Eligible Project Costs Use this amount for Part B, Number 1 and as the Total Eligible Project Costs as listed on the cover sheet.	\$ 7,393,400



1. Ineligible Project Costs (if applicable)	
Ineligible Items	Amount
Legal/Repairs & Maintenance Reserve for General Obligations Bonds	\$ 229,038
Moveable Fixtures, Furniture, & Equipment	\$ 250,000
TOTAL Ineligible project costs	\$ 479,038
2.. Local Contribution Toward Ineligible Project Costs (if applicable)	
Source of Funding	Amount
College District General Obligations Bonds	\$ 229,038
Private Donations	\$ 250,000
TOTAL Source of Funding for Ineligible Project Costs	\$ 479,038

Part D: Total Project Costs

Total Eligible Project Costs	\$ 7,393,400
Total Ineligible Project Costs	\$ 479,038
Total Project Cost	\$ 7,872,438



TAB 8



125 College Drive
Casper, WY 82601

Date: March 30, 2016

To: Wyoming Community College Commission

Subject: Request for Approval:
Union Electrical Apprenticeship (WJATC Program)
Independent Electrical Apprenticeship

Casper College is requesting approval for two certificates based on Commission Rules. As such these proposals have been approved by our Curriculum Committee, Faculty Senate, Deans Council, and Board of Trustees. All the stated requirements for new program proposals are addressed in the attachments describing these two proposals to include information on projected demand, internal and external coordination, assessment, and program layout. In accordance with the state-wide strategic plan, we have also discussed the impacts of these proposed programs on educated citizenry, diversified economy, workforce development, efficient systems and accountability and improvement.

Casper College has offered the courses for both of these programs for an extended time. The Union Electrical Apprenticeship (WJATC Program), is offered in association with instructors from International Brotherhood of Electrical Workers. The Independent Electrical Apprenticeship is offered solely by Casper College faculty members. These proposals are being forwarded for consideration by the Commission to allow the students an opportunity to earn certificates in electrical apprenticeships.

Casper College appreciates the review of this request by the Councils and Commission. It is our desire to be responsive to our community, and your timely assistance in this process is vital to our success.

Sincerely,

A handwritten signature in cursive script that reads 'Shawn Powell'.

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

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

A. College: Casper College

B. Date submitted to WCCC: January 19, 2016

C. Program

1 Request for:

New Program Pilot Program Revised Program

2 Program Title: Union Electrical Apprenticeship (WJATC Program)

3 Degree or Certificate to be awarded:

Degree: AA AS AAS Other

Certificate

4 Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5 Total number of credit hours:

Electrician Entry Level Certificate: 54

6 Suggested CIP (Classification of Instructional Program) code (6-digit): 46.0302

7 Planned semester/year new program will begin: Fall 2016

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

YES (Provide details) NO

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

At the start of the program?

Within four years of the start of the program a part of the program will be offered in hybrid format.

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

Certificate: A certificate in Electrical Apprenticeship is designed to prepare individuals to apply their technical knowledge and skills to install, operate, maintain and repair electric apparatus and systems in residential, commercial and industrial electric-power wiring. Additionally individuals will work on AC and DC motors, controls and electrical distribution panels. The certificate is offered in a non-traditional 54 credit hour program designed to complement on-the-job training received by electrical apprentices. This union based program prepares individuals to be electricians in the International Brotherhood of Electrical Workers (IBEW). Classes meet for a week at a time at different points during the calendar year according to a schedule arranged by the Wyoming Joint Apprenticeship Training Council. The program is offered over the duration of the 4-year apprenticeship program. The combination of coursework and training prepare an apprentice electrician to take the journeyman examination administered by the State of Wyoming Department of Fire Prevention and Electrical Safety.

Expected Student Learning Outcomes from the completion of the program: students will be able to:

1. Demonstrate effective oral and written communication through creating and presenting class projects, engaging in team building and safety briefing.
2. Solve problems using critical thinking and creativity by engaging in a number of team activities, hands on training and troubleshooting difficult problems.
3. Demonstrate knowledge of diverse cultures and historical perspectives by learning about communication skills, and history of electrical field. Meeting with members of industry and the local community to gain a better understanding of the role and responsibility that electricians take in society.
4. Appreciate aesthetic and creative activities such as knowing the environmental and health concerns and standards that an electrician may be responsible for maintaining. Gain a better understanding of how industry affects the people, the landscape and wildlife around them.
5. Use appropriate technology and information to conduct research while assessing the aspects of electrical theory and process with the vast amount of information available. Differentiate between solid, scientifically proven knowledge and myth. Learn aspects of testing and quality control to verify consistency in a specific product.
6. Describe the value of personal, civic, and social responsibilities by teaching students to understand the impacts and social dynamics involved with electrical industries and the public perceptions of it.
7. Use quantitative analytical skills to evaluate and process numerical data by retrieving data both in regard to analytical, financial and statistical data used in the electrical field.
8. Awareness of union expectations, requirements, and benefits along with other related industries.

1. Program Layout by Semester

ELAP 1510	Union Electrical I (Proposed Title Change)	5
ELAP 1520	Union Electrical II (Proposed Title Change)	5
ELAP 1530	Union Electrical III (Proposed Title Change)	5
ELAP 1540	Union Electrical IV (Proposed Title Change)	5
ELAP 1550	Union Electrical V (Proposed Title Change)	5
ELAP 1560	Union Electrical VI (Proposed Title Change)	5
ELAP 1570	Union Electrical VII (Proposed Title Change)	6
ELAP 1580	Union Electrical VIII (Proposed Title Change)	6

ELAP 1590	Union Electrical IX (Proposed Title Change)	6
ELAP 1600	Union Electrical X (Proposed Title Change)	6
Total Credit Hours		54

E. New course prefixes:

2. Recommended Level of Instruction if the community college is using a new course prefix:
 No new community college prefixes
 No new state-wide prefixes
- Suggested level of instruction for a new prefix. (1, 2, or 3)

3. New Course prefixes, numbers and titles have been coordinated: with UW (transfer)
 Yes No Not Applicable

Yes No x_ Not Applicable

F. New Courses

No new courses will need to be developed to offer this certificate. ELAP Courses have been offered through Casper College in the past and currently to allow individuals to test for licensure as a journeyman electrician. The proposed program will provide an opportunity for students to earn a certificate in electrical apprenticeship from Casper College.

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

Yes No

WJATC currently has two full time instructors who are Casper College adjunct faculty members who offer these courses.

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

The WJATC program was developed in 1965 and has been registered with the Department of Labor-Office of Apprenticeship since its inception in Wyoming. The Wyoming Electrical Joint Apprenticeship and Training Committee is a cooperative training effort between the National Electrical Contractors Association (NECA) and the Local Unions #322 and #415 of the International Brotherhood of Electrical Workers (IBEW) whose jurisdictions cover the state of Wyoming. In conjunction with professionals in the electrical trade field Electrical Apprenticeship courses have been offered for over 10 years in association with Casper College. While these classes have been offered, there was not a certificate in electrical apprenticeship available to students. This proposal is being submitted to meet market and career demands.

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

No new resources are required to offer this certificate.

- J. Projected demand in Wyoming and Nation for five years from the proposed implementation date**

(career technical programs):

While nationally, the trend for Electricians, Process Technicians/Operators is declining, the need in Wyoming and surrounding areas continues to increase. Industry representatives have estimated new hire needs to be 53 in 2016. Wyoming's need continues to be stable.

1. State and National Trends (Data as of March 2015)

Industry	Employment	Percent of Industry Employment	Hourly Mean Wage	Annual Mean Wage
Petroleum & Coal Product Manufacturing	19,310	17.53	\$32.05	\$66,660
Oil & Gas Extraction	5,910	3.07	\$29.39	\$61,130
Support Activities for Mining	4,320	1.03	\$25.88	\$53,830
Petroleum & Petroleum Products Merchant Wholesalers	2,450	2.52	\$26.88	\$55,920
Pipeline Transportation	2,390	32.32	\$30.46	\$63,360

Source: Occupational Information Network (O*NET OnLine), <http://online.onetcenter.org>

Job openings refer to the average annual job openings due to growth and net replacement.

According to the Bureau of Labor Statistics, states with the highest concentration of jobs and location quotients in this occupation include Wyoming.

State	Employment	Employment per thousand jobs	Location Quotient	Hourly Mean wage	Annual Mean wage
<u>North Dakota</u>	4,160	9.44	2.25	\$27.09	\$56,350
<u>Wyoming</u>	2,600	9.21	2.20	\$27.48	\$57,160
<u>Alaska</u>	2,280	7.01	1.67	\$37.88	\$78,800
<u>West Virginia</u>	4,760	6.72	1.60	\$25.57	\$53,130
<u>Louisiana</u>	12,360	6.45	1.54	\$22.72	\$47,260

Other trend information that would assist the Commission:

The information provided for demand are modest estimates and do not take into account existing employees taking this program of study for professional development and/or recertification purposes and students coming in from out of state.

2. State and National Wages

*Wyoming-National Projections (Source: US Bureau of Labor Statistics and O*NET)*

Employment and Wage Estimates (2014)

Location	Pay Period	Low	Median	High
US	Hourly	\$14.99	\$24.57	\$41.15
	Annual	\$31,200	\$51,100	\$85,600
Wyoming	Hourly	\$17.24	\$27.18	\$38.18
	Annual	\$35,900	\$56,500	\$79,400

- "High" indicates 90% of workers earn less and 10% earn more.
- "Median" indicates 50% of workers earn less and 50% earn more.
- "Low" indicates 10% of workers earn less and 90% earn more.

Notes: Yearly wage data applies only to workers with full-time, year-round schedules. For salary information for part-time or part-year workers, use hourly wage data.

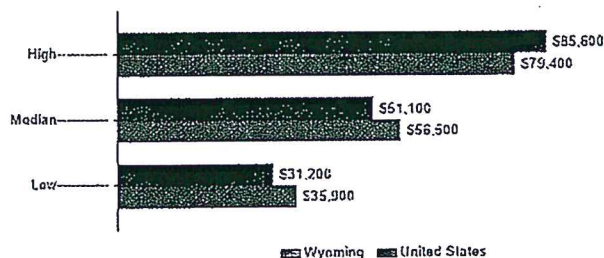
State and National Trends (2014)

US	Employment		Percent Change	Projected Annual Job Openings
	2012	2022		
	583,500	698,200	+20%	22,460
Wyoming	Employment		Percent Change	Projected Annual openings
	2012	2022		
	2,750	3,170	+15%	90

Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

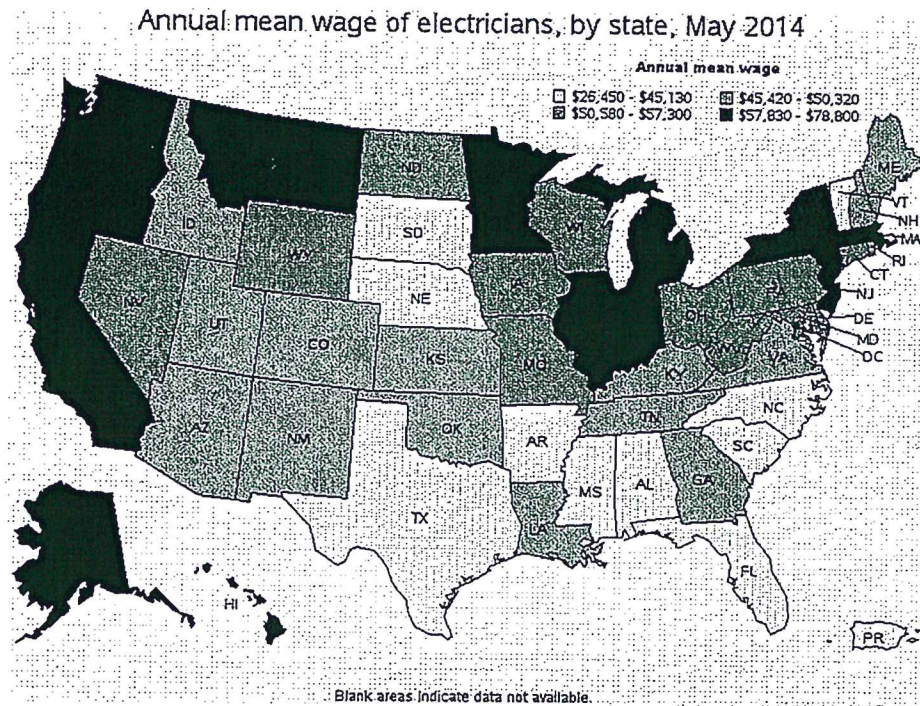
Wyoming is ranked #31 in the nation for projected annual openings for electricians.

Yearly Wage Chart (2014)



- "High" indicates 90% of workers earn less and 10% earn more.
- "Median" indicates 50% of workers earn less and 50% earn more.
- "Low" indicates 10% of workers earn less and 90% earn more.
- "N/A" indicates the data is not available.

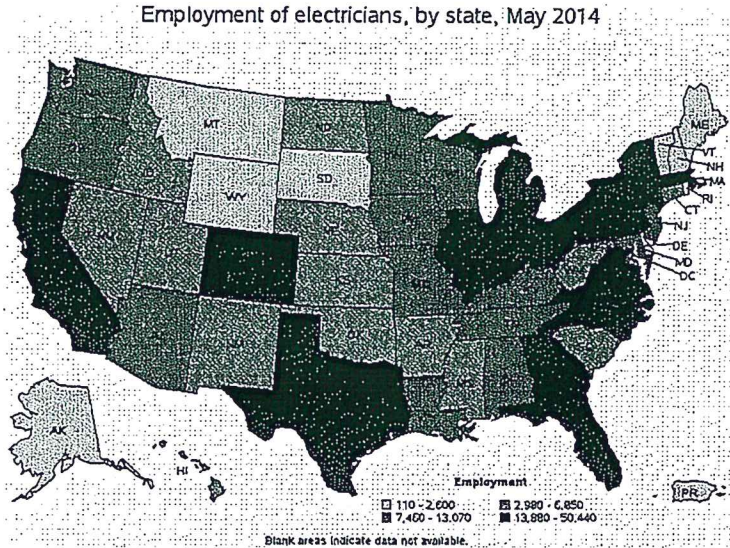
Notes: Yearly wage data applies only to workers with full-time, year-round schedules. For salary information for part-time or part-year workers, use hourly wage data

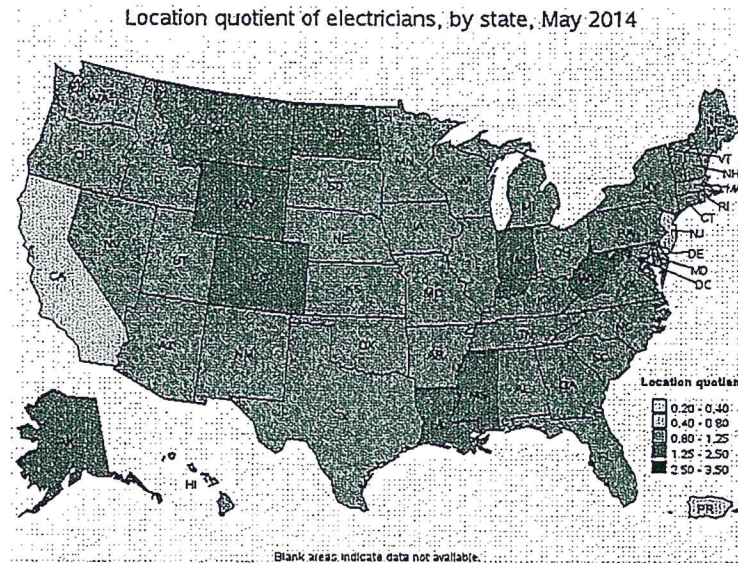


Source: Bureau of Labor Statistics http://www.bls.gov/oes/current/oes51_8093.htm
Source: Occupational Information Network (O*NET Online), <http://online.onetcenter.org>

Other wage information or comments that would assist the Commission:

Students possessing a certificate as an electrician are positioning themselves for career pathways in the power, communications, lighting and control systems fields in residential, business and manufacturing areas.





3. Primary student audience identified for this program:

Casper College has targeted and will continue to target Trade Adjustment Assistance eligible adults, veterans, unemployed and underemployed, low-income and workers who have been injured and return to school to retrain in another field of the electrical trade and construction industry.

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

Basic Certificate:

 18 Year One 18 Year Two 18 Year Three 18 Year Four

Associate of Applied Science Degree:

 N/A Year One N/A Year Two N/A Year Three to Five

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

Casper College has utilized industry contacts in the electrical field to recruit students for current courses being offered. The WJATC also employs their recruitment processes to encourage students to enter these courses. Industry partners in the electrical field are supportive of this proposed program and have committed to referring students to this JATC/Casper College joint venture. We plan to market to Department of Workforce Services, high school counselors and students, veterans and transitioning military personnel, poverty to self-sufficiency programs and other displaced workers.

Following program approval a comprehensive marketing campaign will be designed for this program to include Website, Facebook, and other social media venues, public marketing venues (i.e., television stations, press releases, radio interviews), and other areas as identified by the respective public relations departments.

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

There are electrical programs at Central Wyoming College and Western Wyoming; but they are not union-taught programs. Casper College has the only union-based program that provides the National Electrical Contractors Association in which individuals are accepted into training program of the JATC that work for signatory contractors of local unions in an apprenticeship program.

Wyoming Community College Programs (as of 2015)			
College	Program Title	Degree/ Certificate	Number of Credit Hours
Casper College	Independent Electrical Apprentice Certificate	Proposed	40
	and Union Electrical Apprenticeship Certificate (Wyoming Electrical Joint Apprenticeship	Proposed	54
Central Wyoming College	Ind. Electrical Apprenticeship	Yes	24
Eastern Wyoming College	N/A	N/A	N/A
Laramie County Community College	N/A	N/A	N/A
Northwest College	N/A	N/A	N/A
Northern Wyoming Community College District	N/A	N/A	N/A
Western Wyoming Community College	Certificate in Electricity	Yes	24

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

The proposed Electrical Apprenticeship Program at Casper College is a certificate program and is not transferrable; students have the opportunity to obtain an A.A.S. in Technical Studies, which is a transferrable degree.

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

The WJATC Apprenticeship Programs has an advisory and industry boards that follow national standards to offer electrical trade training. The professionals from these companies provide apprenticeship opportunities with journeyman and master electricians who are entering the field. This program is offered at the Casper JATC facility and is supported in part by Casper College.

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?

Learning Outcomes	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
A. Demonstrate the knowledge and skill to work in the field using safety and tools of the trade and awareness of union expectations and requirements.	ELAP 1510; ELAP 1520; ELAP 1530; ELAP 1540.	Successful (80%) completion of homework, written tests and successful apprenticeship work.	Written tests and performance in class and apprenticeship sites and review of union standards and policies.	Student scores, performance assessments and course evaluations	Develop action Plan, and follow –up with stakeholders that include union employers and representatives
B. Demonstrate the ability to troubleshoot electrical issues related to code, NEC requirements and PLCs plus Union standards used across U.S. and internationally.	ELAP 1550; ELAP 1560; ELAP 1570.	Successful (80%) completion of all ELAP labs and apprenticeship training both in class and out in the field.	Grade evaluation on homework, written tests and performance in class and labs.	Student scores, performance assessments and course evaluations	Discuss with advisory board members, faculty and Dean (if needed). Develop action Plan, and follow –up
C. Demonstrate the knowledge and skills to adhere to all safety rules and regulations required in an industrial atmosphere in the electrical trade.	ELAP 1580; ELAP 1590 and ELAP 1600.	Successful completion of State Board Licensing Examination.	Grade evaluation on homework, written tests and performance in labs.	Student scores, performance assessments and course evaluations	Discuss with advisory board members, faculty and Dean. Develop action Plan, and follow –up for those student not passing the state board examination.

- 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.

The proposed Casper College Electrical Apprenticeship Program will address Wyoming and regional interests in the following ways:

EDUCATED CITIZENRY – The student who has an interest in the electrical trades would be a potential candidate for this certificate. The program will accept new students each year. This certificate will enhance the ability of the student to obtain a satisfying career in the electrical trades and related areas of employment.

DIVERSIFIED ECONOMY – The Electrical Apprenticeship Program will build technical skills that support the changing skills necessary for the electrical fields. The fundamental skills that are developed through mechanical and safety courses are relevant in other areas of the oil and gas industry.

WORKFORCE DEVELOPMENT – Workforce development needs continue to increase despite a very recent decrease in oil production in Wyoming. Statewide industry representatives continue to demand trained workers in the electrical trades industry, with an optimistic outlook in the housing market and industry. Industry supports the four year training program and it seems to have enhanced employability in the electrical field.

EFFICIENT AND EFFECTIVE SYSTEMS – This proposed program is one of three in Wyoming and will provide workforce development opportunities on a statewide level in addition to national level. One of these programs is the only union affiliated electrical trades training program affiliated through WJATC.

ACCOUNTABILITY and IMPROVEMENT – The instructors in Electrical Apprenticeship will complete a departmental report that includes course assessment and evaluations. Additionally, the advisory board have worked with the adjunct instructors for many years to develop this program in conjunction with Casper College. The instructors in the electrical apprenticeship program will work with employers and students to ensure program success which will include employer needs with safety conscientiousness.

OTHER CRITERIA-

- **Labor Needs** – More Wyoming communities are in need of electrical apprenticeship persons with use of them in building trades, power and gas plants, commercial and homebuilding and other related occupations. The need for workers in this area will increase with positions ranging from technician personnel to shift leaders to administrators.
- **Curriculum Development** – This ELAP program will be aligned with national standards.
- **Pathways** – This program will offer entry level preparation into the electrical trades.
- **Faculty Support** – All faculty are in place and already teaching.
- **Recruitment Strategies** - Casper College will use the services of a Workforce Training Specialist to provide for recruitment and retention. The specialist will use a variety of media which include television ads, written brochures and postures, the School of Business and Industry web site, presentations at fall recruitment activities sponsored by the Admissions Office and the School of Business and Industry career days.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

Shawn Powell 3/29/16
Signature Date

Shawn Powell, Interim Vice President, Academic Affairs

Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann 3/17/16
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann 3/18/16
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 9



125 College Drive
Casper, WY 82601

Date: March 30, 2016

To: Wyoming Community College Commission

Subject: Request for Approval:

Union Electrical Apprenticeship (WJATC Program)
Independent Electrical Apprenticeship

Casper College is requesting approval for two certificates based on Commission Rules. As such these proposals have been approved by our Curriculum Committee, Faculty Senate, Deans Council, and Board of Trustees. All the stated requirements for new program proposals are addressed in the attachments describing these two proposals to include information on projected demand, internal and external coordination, assessment, and program layout. In accordance with the state-wide strategic plan, we have also discussed the impacts of these proposed programs on educated citizenry, diversified economy, workforce development, efficient systems and accountability and improvement.

Casper College has offered the courses for both of these programs for an extended time. The Union Electrical Apprenticeship (WJATC Program), is offered in association with instructors from International Brotherhood of Electrical Workers. The Independent Electrical Apprenticeship is offered solely by Casper College faculty members. These proposals are being forwarded for consideration by the Commission to allow the students an opportunity to earn certificates in electrical apprenticeships.

Casper College appreciates the review of this request by the Councils and Commission. It is our desire to be responsive to our community, and your timely assistance in this process is vital to our success.

Sincerely,

A handwritten signature in cursive script that reads 'Shawn Powell'.

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

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

A. **College:** Casper College

B. **Date submitted to WCCC:** January 19, 2016

C. **Program**

1 Request for:

New Program Pilot Program Revised Program

2 **Program Title:** Independent Electrical Apprenticeship

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:

Electrician Entry Level Certificate: 40

6 Suggested CIP (Classification of Instructional Program) code (6-digit): 46.0302

7 Planned semester/year new program will begin: Fall 2016

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

YES (Provide details) NO

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

At the start of the program?

Within four years of the start of the program a part of the program will be offered in hybrid format.

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

Certificate: A certificate in Electrical Apprenticeship is designed to prepare individuals to apply their technical knowledge and skills to install, operate, maintain and repair electric apparatus and systems in residential, commercial and industrial electric-power wiring. Additionally individuals will work on AC and DC motors, controls and electrical distribution panels. The certificate is offered in a non-traditional 40 credit hour program designed to complement on-the-job training received by electrical apprentices. Classes meet during the academic year over the 4-year apprenticeship program duration according to the Casper College class schedule. The combination of coursework and training prepare an apprentice electrician to take the journeyman examination administered by the State of Wyoming Department of Fire Prevention and Electrical Safety.

Expected Student Learning Outcomes from the completion of the program: students will be able to:

1. Demonstrate effective oral and written communication through creating and presenting class projects, engaging in team building and safety briefing.
2. Solve problems using critical thinking and creativity by engaging in a number of team activities, hands on training and troubleshooting difficult problems.
3. Demonstrate knowledge of diverse cultures and historical perspectives by learning about communication skills, history of electrical field and other related industries. Meeting with members of industry and the local community to gain a better understanding of the role and responsibility that electricians take in society.
4. Appreciate aesthetic and creative activities such as knowing the environmental and health concerns and standards that an electrician may be responsible for maintaining. Gain a better understanding of how industry affects the people, the landscape and wildlife around them.
5. Use appropriate technology and information to conduct research while assessing the aspects of electrical theory and process with the vast amount of information available. Differentiate between solid, scientifically proven knowledge and myth. Learn aspects of testing and quality control to verify consistency in a specific product.
6. Describe the value of personal, civic, and social responsibilities by teaching students to understand the impacts and social dynamics involved with electrical industries and the public perceptions of it.
7. Use quantitative analytical skills to evaluate and process numerical data by retrieving data both in regard to analytical, financial and statistical data used in the electrical field.

1. Program Layout by Semester

ELAP 1515	Independent Electrical I (Proposed Title Change)	5
ELAP 1525	Independent Electrical II (Proposed Title Change)	5
ELAP 1535	Independent Electrical III (Proposed Title Change)	5
ELAP 1545	Independent Electrical IV (Proposed Title Change)	5
ELAP 1555	Independent Electrical V (Proposed Title Change)	5
ELAP 1565	Independent Electrical VI (Proposed Title Change)	5
ELAP 1575	Independent Electrical VII (Proposed Title Change)	5
ELAP 1585	Independent Electrical VIII (Proposed Title Change)	5
Total Credit Hours		40

E. **New course prefixes:**

2. Recommended Level of Instruction if the community college is using a new course prefix:
 No new community college prefixes
 No new state-wide prefixes

Suggested level of instruction for a new prefix. (1, 2, or 3)

3. **New** Course prefixes, numbers and titles have been coordinated: with UW (transfer)
 Yes No Not Applicable

Yes No Not Applicable

F. **New Courses**

No new courses will need to be developed to offer this certificate. ELAP Courses have been offered through Casper College in the past and currently to allow individuals to test for licensure as a journeyman electrician. The proposed program will provide an opportunity for students to earn a certificate in electrical apprenticeship from Casper College.

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

Yes No

These courses are currently offered by current full time and adjunct faculty members.

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

In conjunction with professionals in the electrical trade field non-union Electrical Apprenticeship courses have been offered at Casper College for over 10 years. These classes have been previously offered, but did not lead to a certificate in electrical apprenticeship. This proposal is being submitted to meet market and career demands.

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

No new resources are required to offer this certificate.

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

While nationally, the trend for Electricians is declining, the need in Wyoming and surrounding areas continues to increase. Industry representatives have estimated new hire needs to be 53 in 2016. Wyoming's need continues to be stable.

1. State and National Trends (Data as of March 2015)

Industry	Employment	Percent of Industry Employment	Hourly Mean Wage	Annual Mean Wage
Petroleum & Coal Product Manufacturing	19,310	17.53	\$32.05	\$66,660
Oil & Gas Extraction	5,910	3.07	\$29.39	\$61,130
Support Activities for Mining	4,320	1.03	\$25.88	\$53,830
Petroleum & Petroleum Products Merchant Wholesalers	2,450	2.52	\$26.88	\$55,920
Pipeline Transportation	2,390	32.32	\$30.46	\$63,360

Source: Occupational Information Network (O*NET OnLine), <http://online.onetcenter.org>

Job openings refer to the average annual job openings due to growth and net replacement.

According to the Bureau of Labor Statistics, states with the highest concentration of jobs and location quotients in this occupation include Wyoming.

State	Employment	Employment per thousand jobs	Location Quotient	Hourly Mean wage	Annual Mean wage
<u>North Dakota</u>	4,160	9.44	2.25	\$27.09	\$56,350
<u>Wyoming</u>	2,600	9.21	2.20	\$27.48	\$57,160
<u>Alaska</u>	2,280	7.01	1.67	\$37.88	\$78,800
<u>West Virginia</u>	4,760	6.72	1.60	\$25.57	\$53,130
<u>Louisiana</u>	12,360	6.45	1.54	\$22.72	\$47,260

Other trend information that would assist the Commission:

The information provided for demand are modest estimates and do not take into account existing employees taking this program of study for professional development and/or recertification purposes and students coming in from out of state.

2. State and National Wages

*Wyoming-National Projections (Source: US Bureau of Labor Statistics and O*NET)*

Employment and Wage Estimates (2014)

Location	Pay Period	Low	Median	High
US	Hourly	\$14.99	\$24.57	\$41.15
	Annual	\$31,200	\$51,100	\$85,600
Wyoming	Hourly	\$17.24	\$27.18	\$38.18
	Annual	\$35,900	\$56,500	\$79,400

- "High" indicates 90% of workers earn less and 10% earn more.
- "Median" indicates 50% of workers earn less and 50% earn more.
- "Low" indicates 10% of workers earn less and 90% earn more.

Notes: Yearly wage data applies only to workers with full-time, year-round schedules. For salary information for part-time or part-year workers, use hourly wage data.

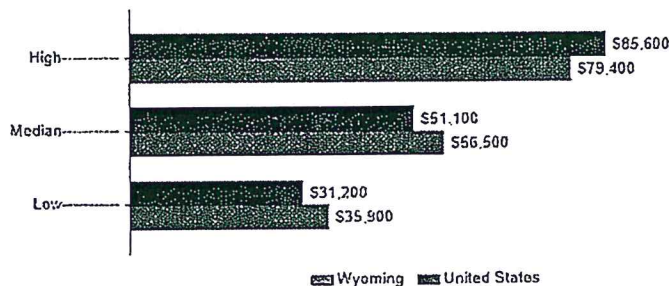
State and National Trends (2014)

US	Employment		Percent Change	Projected Annual Job Openings
	2012	2022		
	583,500	698,200	+20%	22,460
Wyoming	Employment		Percent Change	Projected Annual openings
	2012	2022		
	2,750	3,170	+15%	90

Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

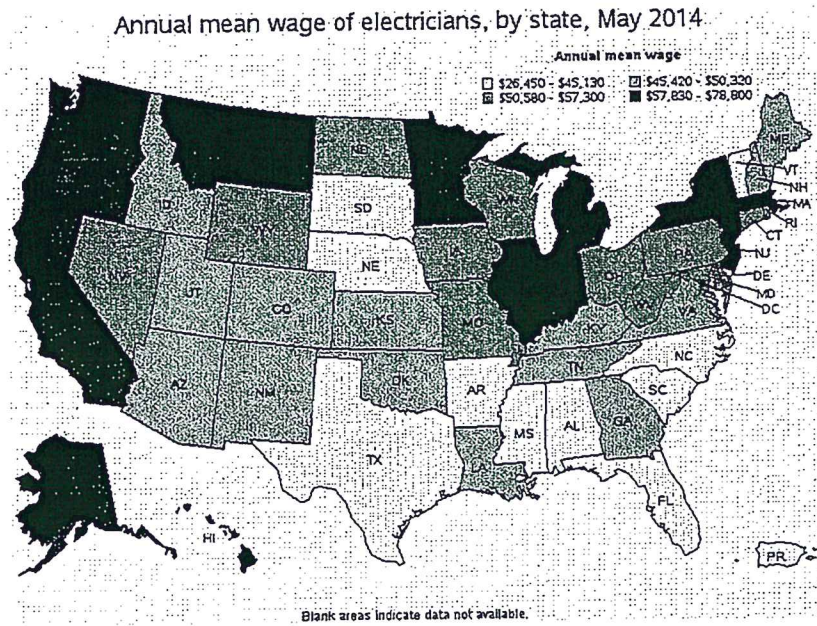
Wyoming is ranked #31 in the nation for projected annual openings for electricians.

Yearly Wage Chart (2014)



- "High" indicates 90% of workers earn less and 10% earn more.
- "Median" indicates 50% of workers earn less and 50% earn more.
- "Low" indicates 10% of workers earn less and 90% earn more.
- "N/A" indicates the data is not available.

Notes: Yearly wage data applies only to workers with full-time, year-round schedules. For salary information for part-time or part-year workers, use hourly wage data

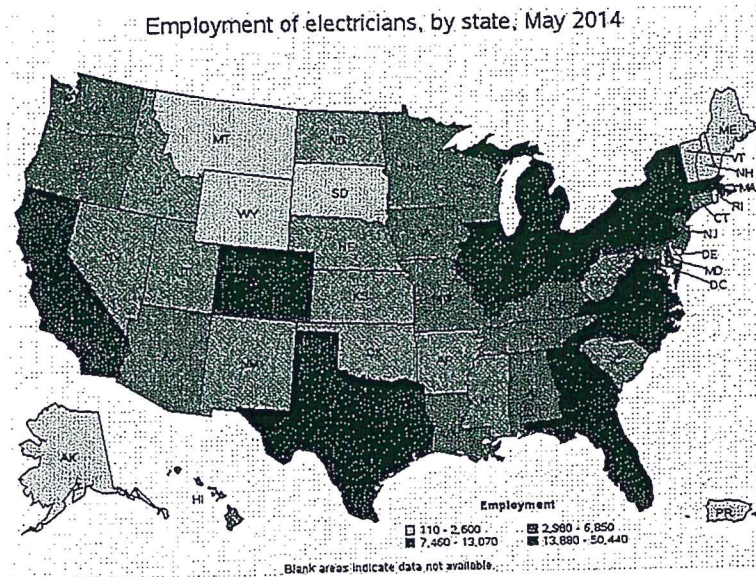


Source: Bureau of Labor Statistics http://www.bls.gov/oes/current/oes51_8093.htm

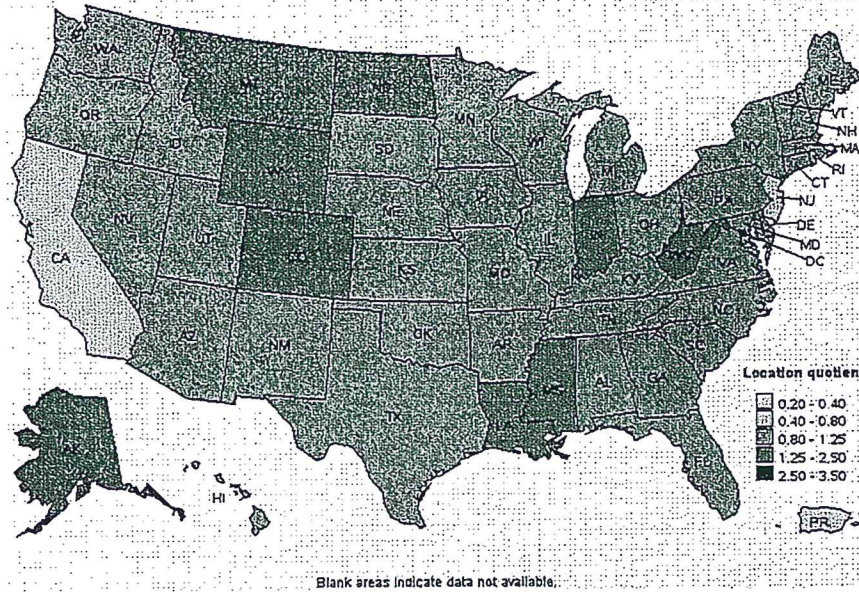
Source: Occupational Information Network (O*NET Online), <http://online.onetcenter.org>

Other wage information or comments that would assist the Commission:

Students possessing a certificate as an electrician are positioning themselves for career pathways in the power, communications, lighting and control systems fields in residential, business and manufacturing areas.



Location quotient of electricians; by state; May 2014



3. Primary student audience identified for this program:

Casper College has targeted and will continue to target Trade Adjustment Assistance eligible adults, veterans, unemployed and underemployed, low-income and workers who have been injured and return to school to retrain in another field of the electrical trade and construction industry.

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

Basic Certificate:

 24 Year One 24 Year Two 24 Year Three 24 Year Four

Associate of Applied Science Degree:

 N/A Year One N/A Year Two N/A Year Three to Five

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

Casper College has utilized industry contacts in the electrical field to recruit students for current courses being offered. Industry partners in the electrical field are supportive of this proposed program and have committed to referring students to this venture. We plan to market to Department of Workforce Services, high school counselors and students, veterans and transitioning military personnel, poverty to self-sufficiency programs and other displaced workers.

Following program approval a comprehensive marketing campaign will be designed for this program to include Website, Facebook, and other social media venues, public marketing venues (i.e., television stations, press releases, radio interviews), and other areas as identified by the respective public relations departments.

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

There are electrical programs at Central Wyoming College and Western Wyoming.

Wyoming Community College Programs (as of 2015)			
College	Program Title	Degree/ Certificate	Number of Credit Hours
Casper College	Independent Electrical Apprentice Certificate	Proposed	40
	and Union Electrical Apprenticeship Certificate (Wyoming Electrical Joint Apprenticeship and Training Council)	Proposed	54
Central Wyoming College	Ind. Electrical Apprenticeship	Yes	24
Eastern Wyoming College	N/A	N/A	N/A
Laramie County Community College	N/A	N/A	N/A
Northwest College	N/A	N/A	N/A
Northern Wyoming Community College District	N/A	N/A	N/A
Western Wyoming Community College	Certificate in Electricity	Yes	24

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

The proposed Electrical Apprenticeship Program at Casper College is a certificate program and is not transferrable; students have the opportunity to obtain an A.A.S. in Technical Studies, which is a transferrable degree.

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

The proposed Apprenticeship Programs will have advisory and industry boards with members coming from the electrical trade profession. These boards will provide guidance to faculty on latest industry standards and review proposed curriculum programs to ensure the most relevant training is provided. Additionally, professionals from these boards will provide apprenticeship opportunities for our students with journeyman and master electricians.

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?

Learning Outcomes	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
A. Demonstrate the knowledge and skill to work in the field using safety and tools of the trade	ELAP 1515; ELAP 1525; ELAP 1535; ELAP 1545.	Successful completion of homework, written tests and successful apprenticeship work.	Written tests and performance in class and apprenticeship sites.	Student scores, performance assessments and course evaluations	Develop action Plan, and follow-up
B. Demonstrate the ability to troubleshoot electrical issues related to code, NEC requirements and PLCs.	ELAP 1555; ELAP 1565; ELAP 1575.	Successful completion of all ELAP labs and apprenticeship training both in class and out in the field.	Grade evaluation on homework, written tests and performance in class and labs.	Student scores, performance assessments and course evaluations	Discuss with advisory board members, faculty and Dean (if needed). Develop action Plan, and follow-up
C. Demonstrate the knowledge and skills to adhere to all safety rules and regulations required in an industrial atmosphere in the electrical trade.	ELAP 1585	Successful completion of State Board Licensing Examination.	Grade evaluation on homework, written tests and performance in labs.	Student scores, performance assessments and course evaluations	Discuss with advisory board members, faculty and Dean. Develop action Plan, and follow-up for those student not passing the state board examination.

- 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.

The proposed Casper College Electrical Apprenticeship Program will address Wyoming and regional interests in the following ways:

EDUCATED CITIZENRY – The student who has an interest in the electrical trades would be a potential candidate for this certificate. The program will accept new students each year. This certificate will enhance the ability of the student to obtain a satisfying career in the electrical trades and related areas of employment.

DIVERSIFIED ECONOMY – The Electrical Apprenticeship Program will build technical skills that support the changing skills necessary for the electrical fields. The fundamental skills that are developed through mechanical and safety courses are relevant in other areas of the oil and gas industry.

WORKFORCE DEVELOPMENT – Workforce development needs continue to increase despite a very recent decrease in oil production in Wyoming. Statewide industry representatives continue to demand trained workers in the electrical trades industry, with an optimistic outlook in the housing market and industry. Industry supports the four year training program and it seems to have enhanced employability in the electrical field.

EFFICIENT AND EFFECTIVE SYSTEMS – This proposed program is one of three in Wyoming and will provide workforce development opportunities on a statewide level in addition to national level.

ACCOUNTABILITY and IMPROVEMENT – The instructors in Electrical Apprenticeship will complete a departmental report that includes course assessment and evaluations. Additionally, the advisory board members have worked with our instructors for many years to develop this program in conjunction with Casper College. The instructors in the electrical apprenticeship program will work with employers and students to ensure program success which will include employer needs with safety conscientiousness.

OTHER CRITERIA-

- **Labor Needs** – More Wyoming communities are in need of electrical apprenticeship persons with use of them in building trades, power and gas plants, commercial and homebuilding and other related occupations. The need for workers in this area will increase with positions ranging from technician personnel to shift leaders to administrators.
- **Curriculum Development** – The electrical apprenticeship program will prepare students to take the required licensed electrician examination.
- **Pathways** – This program will offer entry level preparation into the electrical trades.
- **Faculty Support** – All faculty are in place and already teaching.
- **Recruitment Strategies** - Casper College will use the services of a Workforce Training Specialist to provide for recruitment and retention. The specialist will use a variety of media which include television ads, written brochures and postures, the School of Business and Industry web site, presentations at fall recruitment activities sponsored by the Admissions Office and the School of Business and Industry career days.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

Shawn Powell 03/29/16
Signature Date

Shawn Powell, Interim Vice President, Academic Affairs

Printed Name Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 2/17/16
Signature Date

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

Joseph E. McCann, 3/18/16
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 10



Monday, March 07, 2016

Wyoming Community College Commission
Hathaway Building, 5th Floor
Cheyenne, WY 82002
Attention: Program Review Committee

Dear Program Review Committee;

Attached is a program request for approval of the LCCC Central Sterile Processing Certificate. This program would be the sole program of its kind within the State of Wyoming.

The Central Sterile Processing program provides the content and clinical collaboration necessary for students to meet the standards of the sterile processing technician profession. This one semester program provides students the basic fundamental skills needed to become employed in the central processing/service departments in healthcare organizations. Upon completion of the program, students are able to sit for the certification exam through the International Association of Healthcare Central Service Material Management (IAHCSMM).

As healthcare becomes more specialized the need for certified technicians will be in high demand. Most sterile processing employees have been trained "on the job" and are not certified. This program will enable healthcare employers across the state to have trained and certified staff, which will help keep down costs of training and ensure the safety of their patients.

Additionally, students that complete the certificate would be well prepared to continue coursework to earn an Associate of Applied Science in Surgical Technology.

If you have any further questions, please don't hesitate to contact me at 307.778.1103.

Sincerely,

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

A. College: Laramie County Community College

B. Date submitted to WCCC: 1/21/2016

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. Program Title: Central Sterile Processing

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other

Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology

Health Care Other

5. Total number of credit hours: 16

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

51.1012 Sterile Processing Technology/Technician

7. Planned semester/year new program will begin: Fall 2016

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

The program will be offered in a hybrid format. The theory will be delivered online and required lab time will be offered on campus, over two weekends. This will enable students from other parts of

the state and currently employed (non-certified technicians) to enroll and come to the LCCC campus for lab elements. As the program grows, and in partnership with hospitals, healthcare facilities, and potentially other community colleges, the labs could be offered at various sites around the state.

D. Program Description as it will be included in the College catalog:

The Central Sterile Processing program provides the content and clinical collaboration for students to be successful and meet the standards of the sterile processing technician profession. This one semester program provides students the basic fundamental skills needed to become employed in the central processing/service departments in healthcare. Students will have clinical experiences within healthcare settings which will allow for students to achieve the necessary clinical hours for certification. Upon completion of the program, students are able to sit for the certification exam through the International Association of Healthcare Central Service Material Management (IAHCSMM).

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

Upon completion of this program, successful students will:

- Describe the role of the central processing/service department in healthcare.
- Describe the roles and responsibilities of the central processing technician.
- Discuss concepts in basic microbiology, relevant to central processing.
- Recognize specific regulations, standards, and agencies relevant to central processing operations and practices.
- Identify key infection control and prevention concepts specific to central processing operations and practices.
- Describe the phases/components of the sterile processing cycle.
- Apply specific best practices, techniques, and technologies utilized in each phase of the sterile processing cycle.
- Recognize specific processes in manufacturing, design, and classification of surgical instrumentation and equipment.
- Identify specific surgical instruments/equipment by type, category and name.
- Apply knowledge, skills, and abilities in the safe operation and management of equipment and technologies used in central processing.

- Apply concepts in central processing practices/technologies to each phase of the sterile processing cycle.
- Describe and apply methods of sterility assurance.
- Review methods for inventory control in healthcare facilities.

2. Program Layout by Semester

Central Sterile Processing		
Course	Title	Credits
SURG 1500	Central Sterile Processing	7
SURG 1501	Central Sterile Processing Clinical	9
Semester Credits		16
Total Credits		16

E. New course prefixes:

1. Recommended Level of Instruction if the community college is using a new course prefix:

No new prefixes Suggested level of instruction

2. New Course prefixes, numbers and titles have been coordinated:

with UW (transfer) Yes No Not Applicable

or WCCC (career technical) Yes No Not Applicable

F. New course descriptions

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

SURG 1500 – Central Sterile Processing

This course is designed to provide the didactic content and lab experience to meet the standards of the sterile processing technician profession. Students learn the fundamentals of central processing including supplies, services, and distribution of hospital instrumentation, supplies, and equipment. Students learn aseptic techniques, patient care concepts, and theories and practices of central services departments. Students demonstrate cleaning, decontamination, and disinfection of instrumentation and equipment, preparation and packaging, sterilization process, sterile storage and inventory management, documentation and record maintenance which are integral skills of the sterile processing technician.

SURG 1501 – Central Sterile Processing Clinical

Students develop expertise in ten areas that include general cleaning, wrapping packaging, assemble instrument/procedure trays, sterilization, storage (clean and sterile), patient care equipment, case carts, linen folding, and distribution. Students complete 405 hours of hands-on experience in central processing.

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

This program can be delivered by current faculty however, if enrollment proves to exceed the resources currently available the program will need to hire additional adjunct instructors. These instructors can work remotely since this is a hybrid program and come to the campus for lab weekends.

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

The Surgical Technology Advisory Committee strongly supports the addition of this certificate program. There is a need throughout the state for qualified central sterile processing technicians.

The Surgical Technology Advisory Committee is a diverse group which includes a surgical technology student, a surgical technology graduate, a representative from Cheyenne Regional Medical Center, a physician, community members, and the Surgical Technology Program Director/faculty member.

As a part of our information gathering process we have had contact with several hospitals and healthcare institutions across the State of Wyoming, including Sheridan Hospital, and all have been very supportive of this program. They have indicated a desire to have our students at their facilities for the clinical portion of the program.

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

The Surgical Technology Program has the resources needed to start and sustain the Central Sterile Processing program. Within either the Surgical Technology program or within the School of Health Sciences and Wellness we possess everything that is needed to begin this program. Program fees will be required to cover the costs of consumable laboratory items needed with labs.

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 (in thousands)		Percent Change	Job Openings
	2014	2024		
Medical Equipment Preparers	52	69	14	7,300
Wyoming	Employment		Percent Change	Job Openings (annually)
	2004	2014		
Medical Equipment Preparers	144	204	41.7	9

The U.S. Bureau of Labor Statistics (BLS) reports information on medical equipment preparers and their job duties, which includes sterilizing medical tools.

Source:

- National Data Source: Bureau of Labor Statistics, U.S. Department of Labor, *National Employment Matrix*, on the Internet at [http://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Healthcare Occupations](http://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Healthcare%20Occupations)
- State Data Source: Wyoming Department of Employment Research & Planning
http://doe.state.wy.us/lmi/proj2005/long_occ2014.htm

Other trend information that would assist the Commission:

Equipment, instrumentation, and supplies in healthcare institutions have become much more complicated and specialized. This has increased the demand for trained and certified central sterile processing personnel.

2. State and National Wages

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$10.72	\$12.76	\$15.51	\$18.63	\$23.07
	Yearly	\$22,290	\$26,540	\$32,260	\$38,750	\$47,980
Wyoming	Hourly	\$10.00	\$12.36	\$15.36	\$17.89	\$21.21
	Yearly	\$20,790	\$25,710	\$31,960	\$37,210	\$44,120

Source:

- Bureau of Labor Statistics, Occupational Employment Statistics Survey
- National Data Source: <http://www.bls.gov/oes/current/oes319093.htm>
- State Data Source: <http://www.bls.gov/oes/current/oes319093.htm>

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

The primary audience for this certificate program is comprised of the following groups:

- Recent high school graduates that want a career in the medical field but may not want, at this time, to pursue advanced degrees. They are looking to earn a certificate and enter the workforce in a short amount of time.
- Adults that may be changing careers or are entering the workforce for the first time. These individuals may have multiple demands regarding work, family, and school responsibilities. These individuals need flexibility in delivery methods. These individuals are able to earn the certificate and begin working to better not only their lives, but the lives of their families.
- Those already working in some element of healthcare and are encouraged by their facilities to earn the Central Sterile Processing certificate to help meet the needs of their respective facilities. These students will earn national certification and can begin working within the field or while working, continue to achieve their Associate of Applied Science degree in Surgical Technology.

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

10 Year One 20 Year Two 20 Year Three

This estimate is based on the response we have received from our Advisory Committee and specifically the employers/physicians on the committee.

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

- Enlist the assistance of the Laramie County Community College Public Relations Department to reach out to the community through radio and television show appearances.
- Publish a press release in the Wyoming Hospital Association Newsletter.
- Current students within the Surgical Technology program who are able to share information with friends and colleagues.
- Collaboration with hospitals throughout the state and region.

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

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
None	None	None	Application in progress	None	None	None

Laramie County Community College is the only community college in the state that has a Surgical Technology program. Additionally this certificate would be the first and only one of its kind in the state of Wyoming.

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

This program is intended to provide a gateway to employment and therefore it is not currently articulated with any institution.

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

The Surgical Technology program has contracts throughout the state that will allow students to gain their clinical experience through hands-on training. We are following guidelines established by the International Association of Healthcare Central Service Material Management (IAHCSMM) which helps insure that our program has the appropriate rigor for this specialized field. Additionally the Surgical Technology Advisory Committee has been supportive of bringing this program to fruition.

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

The following measure will be used to assess student learning and performance indicators:

1. Number of students successfully completing the program.
2. Number of students obtaining certification in Central Sterile Processing.
3. Student surveys/feedback of the program.
4. Clinical site surveys as they progress through the program. These surveys would be conducted at the midway (200 hour) and conclusion (400 hour) of the clinical.
5. Employer surveys of graduates.

- 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:

EDUCATED CITIZENTRY –

This program is not currently available in the State of Wyoming. Healthcare institutions have expressed an interest in sending their current “on the job” trained employees through the program for certification. There have been numerous inquiries through the College advising office, from perspective students. As this is a one semester program that leads to national certification, it allows students to earn a certificate and then enter the workforce. Additionally students would be able, if they desired, to enter the workforce and continue coursework to earn an Associate of Applied Science in Surgical Technology.

DIVERSIFIED ECONOMY –

There is evidence of workforce needs across the state. It is anticipated that there are approximately 20 positions open within our service area and surrounding counties for Sterile Processing Technicians. As healthcare becomes more specialized the need for certified technicians will continue to grow. This program will help meet those needs and provide an additional avenue for growing the Wyoming economy.

WORKFORCE DEVELOPMENT –

Healthcare institutions that would benefit from having graduates from this program include, but are not limited to:

- Hospitals
- Surgery centers
- Specialty clinics, such as dialysis centers

These institutions could be potential business partners that can provide resources and training facilities.

EFFICIENT SYSTEMS –

No other colleges in the state offer a similar program. The proposed program takes advantage of using the facilities and equipment already available at Laramie County Community College. The program will be offered as a hybrid to allow for attendance and growth of skills throughout the state.

ACCOUNTABILITY and IMPROVEMENT –

The Surgical Technology Program Director will be responsible for collecting and analyzing data, and reviewing and reporting student outcomes for the Central Sterile Processing program. The college’s quality improvement process will allow the course and program outcomes to be reviewed regularly to ensure ongoing improvement and success of the program.

OTHER CRITERIA-

- **Labor Needs –**
The curriculum of the proposed program will address the skill sets needed for healthcare institutions across the state. This is a high demand field. Most sterile processing employees have been “on the job” trained and not certified. This program will enable employers to have trained and certified staff, which will help keep down costs of training and ensure the safety of their patients.
- **Curriculum Development –**
- **Pathways –**
This program can serve as a precursor to the LCCC Surgical Technology program.
- **Faculty Support –**
For this certificate program faculty will have sterile technique training and background. Based on discussions with potential employers and meeting the needs within the state of Wyoming, current faculty are able to provide this certificate program and are in support of offering this option to a diverse student population.
- **Recruitment Strategies –**
- **Resource Needs –**

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*


Signature _____ Date 11/21/14

Terry Harper, Interim VPAA
Printed Name Title

Approved by the WCC Academic
Affairs Council


Signature _____ Date 2/17/16

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee


Signature _____ Date 2/25/16

Joseph E. McCann, Programs Team Leader
Printed Name Title

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

TAB 11



Monday, March 07, 2016

Wyoming Community College Commission
Hathaway Building, 5th Floor
Cheyenne, WY 82002
Attention: Program Review Committee

Dear Program Review Committee;

Attached is a program request for approval of the LCCC Personal Trainer Certificate.

The Personal Trainer program is designed to assist students in gaining the knowledge and skills required to become a certified personal trainer. Students who complete the certificate will be well prepared to sit for national exams offered by several certifying agencies. These agencies include the American College of Sports Medicine, the National Strength and Conditioning Association, and the American Council on Exercise.

Personal trainers that have been certified through one of the agencies listed are eligible to be employed at any major health club, in organizations as health and wellness coaches, and develop a private business as a personal trainer.

By completion of the certificate students will learn how to design, implement, and evaluate individual exercise programs; perform fitness assessments; and explain physiological changes that occur during exercise. Students who complete this certificate and pass the certifying agency's exam, which can be taken on the LCCC campus, can begin training clients while working on their A.S. or B.S. in Exercise Science. The certification travels with students so if they were to transfer, students could continue to train clients in their respective areas.

If you have any further questions, please don't hesitate to contact me at 307.778.1103.

Sincerely,

Terry Harper, BSN, MSCTE
Interim Vice President of Academic Affairs
Laramie County Community College

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

A. College: Laramie County Community College

B. Date submitted to WCCC: 1/21/16

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. Program Title: Personal Trainer

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other

Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology

Health Care Other—Personal Training

5. Total number of credit hours: 23

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

31.0507 Physical Fitness Technician

7. Planned semester/year new program will begin: Fall 2016

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

Currently some of the courses are offered online. The courses that are offered online include HLTK 1210 Human Body Systems, HLTK 2300 Health Care Ethics, and HOEC 1140 Nutrition. Due to the hands-on experiential requirements of personal training, face-to-face classes are essential. These classes include KIN 1007 Fitness Component: Cardiovascular Endurance, KIN 1008 Fitness Components: Muscular Strength/Muscular Endurance, KIN 2135 Personal Trainer Education and KIN 2470 Exercise Science Practicum I.

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

The Personal Trainer program is designed to assist students in gaining the knowledge and skills required to become a certified personal trainer. Students who complete the certificate will be well prepared to sit for national exams offered by certifying agencies. These agencies include the American College of Sports Medicine, the National Strength and Conditioning Association, and the American Council on Exercise.

Personal trainers that have been certified through one of the listed agencies are eligible to be employed at any major health club such as 24 Hour Fitness, Gold's Gym and the YMCA. Students may also begin a private business as a personal trainer or work within organizations as health and wellness coaches.

By completion of the certificate students will learn how to design, implement, and evaluate individual exercise programs; perform fitness assessments; and explain physiological changes that occur during exercise. Students who complete this certificate and pass the certifying agencies exam, which can be taken on the LCCC campus, can begin training clients while working on their A.S. or B.S. in Exercise Science. At the completion of the Personal Trainer program students may take the national certification exam which is an additional cost of approximately \$280.00.

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

Students will be able to:

- Design, implement, and evaluate individual exercise programs for diverse populations.
- Perform health and performance related fitness assessments for diverse populations.
- Explain the acute, short, and long term physiological adaptations of exercise and physical activity.

2. Program Layout by Semester:

Course	Title	Credits
HLED 1221	Standards First Aid and Safety	2
HLTK 2300	Health Care Ethics	3
KIN 1006	Fitness Component: Flexibility	2
KIN 1008	Fitness Component: Muscular Strength/Muscular Endurance	2
PEAC 1295	Individualized Exercise Program	1
PEPR 2050	Care and Prevention of Athletic Injuries	2
Semester Credits		12
Course	Title	Credits
HLTK 1210	Human Body Systems	3
HOEC 1140	Nutrition	2
KIN 1007	Fitness Component: Cardiovascular Endurance	2
KIN 2135	Personal Trainer Education	3
KIN 2470	Exercise Science Practicum I	1
Semester Credits		11
Total Credits		23

E. New course prefixes:

1. Recommended Level of Instruction if the community college is using a new course prefix:

No new prefixes ___ Suggested level of instruction

2. New Course prefixes, numbers and titles have been coordinated:

with UW (transfer) ___ Yes ___ No Not Applicable

or WCCC (career technical) ___ Yes ___ No Not Applicable

F. New course descriptions:

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

All courses within the certificate program are currently offered on our campus.

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 on the LCCC campus will be teaching these courses as they are all currently offered on the LCCC campus.

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

The Exercise Science Advisory Committee, which consists of representation from LCSD1, UW, UNC, current Exercise Science students, community members, and faculty, support the addition of this certificate program. In Advisory meetings in 2013 and 2014, the committee strongly supported adding this certificate program. The most recent Exercise Science Advisory Committee meeting occurred in October 2015 and the committee voiced support for the addition of this certificate. The committee believes that building skills which can lead from a certificate to an A.S. in either Exercise Science or Physical Education Teacher Education (PETE) provides options for our students that they don't currently have. The skills learned through the Personal Trainer certificate will help students to be certified professional trainers and prepare them for other professions in Exercise Science fields.

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

We currently offer the courses on the LCCC campus so no additional resources are needed for this certificate to be offered. The addition of the certificate would allow Exercise Science majors to scaffold this certificate to their A.S. in Exercise Science and continue to a B.S. if so desired. Additionally Physical Education Teacher Education (PETE) majors may also choose to complete this certificate as it would provide them the means to have a part time job while completing their education. The certification travels with students so if they were to

transfer, students could continue to train clients in their respective areas wherever they choose to transfer to.

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		
Fitness Trainers and Aerobics Instructors	279,100	302,500	8	23,400
Wyoming	Employment		Percent Change	Job Openings
	2012	2022		
Fitness Trainers and Aerobics Instructors	615	726	18.1	184

Source:

- National Data Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Fitness Trainers and Instructors, on the Internet at <http://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm>

State Data Source: Wyoming Department of Employment Research & Planning

<http://doe.state.wy.us/lmi/projections/2014/long-term-occupational-2012-2022.htm>

Other trend information that would assist the Commission:

2. State and National Wages

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.71	\$10.84	\$16.82	\$24.48	\$32.48
	Yearly	\$18,110	\$22,540	\$34,980	\$50,920	\$67,560
Wyoming	Hourly	\$7.88	\$9.77	\$11.66	\$16.30	\$20.95
	Yearly	\$16,400	\$20,300	\$24,200	\$33,900	\$43,600

Source:

- Bureau of Labor Statistics, Occupational Employment Statistics Survey
- National Data Source: <http://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm>
- Wyoming State Source: <http://www.onetonline.org/link/summary/39-9031.00#WagesEmployment> .

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

The potential audiences can be divided into three groups:

The first audience are those students who want to earn a certificate and become certified personal trainers and enter the work force. Potential employment opportunities are fitness organizations such as 24 Hour Fitness, YMCA, and other similar health focused organizations.

The second student audience would be those students who are pursuing an Exercise Science degree. These students will have the ability to become a certified personal trainer and begin working in the field while continuing their education. This would allow students the ability to work as personal trainers at times that work for their schedules and continue their education. Students have the ability to scaffold from the Personal Trainer Certificate to A.S. in

Exercise Science, and continue, if so desired, to a B.S. in Exercise Science. Additionally, as the certification is national, the student would be, regardless of which university was attended, able to continue personal training.

The third audience are those individuals who may have other occupations but are interested in getting certified to be personal trainers and want to use personal training as a second or part time job for supplemental income.

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

5 Year One 8 Year Two 10 Year Three

Our advisory committee supports the addition of this certificate program as it allows another potential avenue for students and others to get the necessary education to enable them to be successful, well-trained certified personal trainers.

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

We have multiple approaches to employ. The first avenue is internal recruitment. This will be done by having the Personal Trainer Certificate explained in our welcome letter that is given to all incoming Exercise Science majors.

Another internal recruitment strategy is advertising during home athletic events which draw college students and community members. Advertising at these events offers a broad base in which we can market this certificate. This type of marketing would also help attract individuals whose occupation is outside of Exercise Science, but are still interested in becoming a certified personal trainer.

The LCCC Physical Education building also hosts numerous events held on the LCCC campus. These include athletic camps, youth sports, and law enforcement training. We can provide information to those specific groups to allow for identification and promotion of the program at a very broad, community-based level.

External recruitment will also be part of the marketing strategy. This includes working with area health clubs to promote this certificate program. Informational videos and radio appearances will also be set up through LCCC's Public Relations department.

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

Due to the distance between LCCC, WWCC, and NWCCD joint projects would be limited. Faculty summits to discuss best practices would be beneficial and could be established via distance learning and/or communication. Collaborations on course content and the sharing of new requirements and regulations in the state would be ongoing. Both the Deans and Program Directors at WWCC and NWCCD have been alerted to the pursuit of this program at LCCC.

Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours)						
Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
N/A	N/A	N/A	N/A	N/A	Personal Trainer Education, 31-32 credits	Fitness Leadership Certificate, 39-41 credits

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

Although this program is not designed for transfer it allows students the flexibility of continuing on to receive an A.S. in Exercise Science or in Physical Education Teacher Education (PETE). Each class required for the Personal Trainer Certificate is either required for an A.S. in

Exercise Science or Physical Education Teacher Education (PETE) from LCCC. Both A.S. degrees are articulated with the University of Wyoming and Colorado Mesa University and we are currently in the process of completing articulation agreements with Black Hills State University.

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

The Exercise Science Advisory Committee, which had input from the community and fitness professionals, helped shape and design the curriculum. When students take KIN 2470, Exercise Science Practicum I they also have the opportunity to observe personal trainers working in a variety of fitness settings. This opportunity could lead to partnerships being made with local health clubs. Additionally LCCC has a testing center so students have the ability to take the exam on this campus rather travelling off campus/off site to take their certification exam.

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?

The following measures will be used:

- Number of students successfully completing the program.
- Number of students becoming certified personal trainers.
- Evaluation of program through student surveys.
- Survey feedback from employers, current and perspective, on the quality of graduates of the certificate program.

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:

EDUCATED CITIZENRY –

Students who earn the Personal Trainer Certificate can help create a more health literate population. This is becoming increasingly important as physical inactivity and obesity are growing problems the state and nation face. According to the Centers of Disease Control and Prevention, 25-30% of Wyoming adults are obese. Being obese increases the likelihood of being diagnosed with chronic diseases like type II diabetes and coronary heart disease. Having educated personal trainers in the community can help create a healthier population.

DIVERSIFIED ECONOMY –

This certificate helps build the skills required to support the evolving field of Personal Training. Many of the fundamental skills developed through these courses are relevant across industry. There are also diverse work environments where personal trainers can be employed. These environments include health clubs, corporate wellness facilities, and Parks and Recreation Departments.

WORKFORCE DEVELOPMENT –

The Personal Trainer Certificate curriculum is designed in accordance with the governing body's standards. The selected courses provide students with the knowledge to be successful in taking national exams and skills to be successful in the field. Once students pass one of the aforementioned exams, they are eligible to enter the workforce as a certified personal trainer. The workforce is promising with 279,100 job openings across the nation in 2012 and an estimated 302,500 job openings in 2020.

EFFICIENT SYSTEMS –

The Exercise Science program at LCCC has a full articulation with the University of Wyoming. This certificate allows students hands-on experiences as they progress not only through LCCC's Exercise Science but when they transfer students would be able to continue working in personal training. Finally, close relationships with other colleges in the WCCC, including NWCCD and WWCC would facilitate up-to-date and ongoing improvements to our program as well as to specific course syllabi.

ACCOUNTABILITY and IMPROVEMENT –

Course assessment data and course evaluations will be compiled by the program coordinator. This data will be evaluated and analyzed by the Advisory Committee to help ensure continuous improvement. In addition the program will utilize LCCC's Institutional Research Office to develop and deliver a post job placement survey to students, identifying skill gaps needed that may not have been included in the program. LCCC also incorporates a program review process. This process helps identify if students are meeting program outcomes. This information will help ensure the program is kept up-to-date and is meeting industry needs.

OTHER CRITERIA-

- **Labor Needs –**
- **Curriculum Development –**
- **Pathways –**
 - This certificate is for students who wish to become a personal trainer without having to have 60-64 credits for an A.S. However the program is designed in a way that students who receive this certificate can continue on and receive an A.S.
- **Faculty Support –**
- **Recruitment Strategies –**
- **Resource Needs –**

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

 _____
Signature Date 1/21/14

Terry Harper, Interim VPAA
Printed Name Title

Approved by the WCC Academic
Affairs Council

 _____
Signature Date 2/17/16

Joseph E. McCann, Programs Team Leader
Printed Name Title

Approved by Program
Review Committee

 _____
Signature Date 2/25/16

Joseph E. McCann, Programs Team Leader
Printed Name Title

TAB 12

March 30, 2016

Joe McCann, PhD
Programs Team Leader
Wyoming Community College Commission
State of Wyoming
2300 Capitol Avenue, 5th Floor
Cheyenne, WY 82002

Dr. McCann,

On behalf of Northwest College, I request Commission approval for two occupational certificates in Equine Studies, one focused on riding and one focused on training.

These certificates are based on the curriculum of our AAS degree in Equine Studies. The certificates will prepare students to offer riding or horse training as a professional instructor or trainer.

The certificates were approved as pilot certificates for Fall, 2015. We request full approval for these certificates.

Respectfully,

A handwritten signature in black ink, appearing to read 'Gerald Giraud', with a large, stylized flourish at the end.

Gerald Giraud, Ph.D.
Vice President for Academic Affairs
Northwest College

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

A. College: Northwest College

B. Date submitted to WCCC: February 6, 2016

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title:** **Equine Riding and Training with Emphasis on Riding**

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: 46-48

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

010517

7. Planned semester/year new program will begin:

Certificate began as a pilot in Fall 2015, as new certificate will begin Fall 2016.

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:

(Riding Certificate Program Description: The equine riding certificate option assists students in maximizing their riding position and use of aids to best influence their horse in an efficient and effective manner. Students will undergo a systematic way of mastering daily riding exercises, self-evaluation techniques and mental training strategies that will really integrate the material and value of being an educated rider. This certificate option is ultimately for the individual looking to take their riding to the next level and would be an excellent starting point and/or concurrent certificate option with the equine training certificate option. Students must make arrangements to have a finished horse to use for "in and out" of class work. Students completing the certificate may find employment in lesson barns, training stables, summer camps, and breeding farms.

1. Expected Student learning outcomes from completion of the program:
Students will be able to:
 - A) Recognize correct balance of a horse in motion while implementing a training plan and evaluating a horse at all three gaits.
 - B) Use safety while tacking up a horse for riding and recognize and ride with a balanced position in a coachable manner.
 - C) Apply basic equine health knowledge when diagnosing the physical and mental health of the horse including unsoundness, lameness, diseases and illness.

2. Program Layout by Semester

1 st Semester Fall		Credits
EQST-1100	Riding 1	3
EQSTL-1100	Riding 1 Lab	
EQST-1540	Applied Horse and Stall Care 1	1
EQST-1520	Horse Production 1	3
EQST-1550	Equine Evaluation 1	2
EQST-1680	Horse Handling and Behavior	2
EQSTL-1680	Horse Handling and Behavior Lab	
Total Credits		11
2 nd Semester Spring		
EQST-1150	Riding II	3
EQSTL-1150	Riding II Lab	
EQST-1545	Applied Horse and Stall Care II	1
EQST-1520	Horse Production II	3
EQST-1805	Farrier Science 1	2
EQST-2500	Equine Health Management	2
Total Credits		11
3 rd Semester		
EQST-2810	Riding and Training 1	3
EQSTL-2810	Riding and Training Lab	
EQST-2540	Applied Horse and Stall Care III	1

ANSC-2430	Anatomy and Physiology Domestic Animal	4
EQST-1645	Tack Fit and Function	3
Total Credits		11
4 th Semester		
EQST-2820	Riding and Training II	3
EQSTL-2820	Riding and Training II Lab	
EQST-2545	Applied Horse and Stall Care IV	1
EQST-1510 OR ANSC-2020	Equine Nutrition OR Feeds and Feeding	2-4
EQST-2800	Fundamentals of Teaching Riding	3
EQST-2520	Equine Breeding	3
BOTK-2950	Employment Orientation	1
Total Credits		13
Total Certificate Credits		46-48

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:

 X No new prefixes

 Suggested level of instruction

2. New course prefixes have been coordinated:

with UW (transfer) Yes No X Not Applicable

or WCCC (career technical) 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 and description):

EQST 1100 Riding I: An introduction to the theories of riding correct western horsemanship including centered riding, correct aids and balances in the saddle. Students will also practice and apply equine safety rules, grooming techniques and health management. Student is required to have a sound broke horse for this course.

Prerequisites: Admittance to the Equine Riding Program. Students must attend one weekend clinic or horse show to pass this course. (1 hr. lecture, 3-hrs. labs, 1 hr. arr. lab)

EQST 1150 Riding II: Continuing emphasis will be placed on the theories of riding correct western horsemanship including centered riding, correct aids and balances in the saddle. Students will continue to practice and apply equine safety rules, grooming techniques and health management. Student will develop strength and feel for riding through a series of mounted and un-mounted exercises. Student is required to have a sound, broke horse for this course. Prerequisites: Admittance to the Equine Riding Program and EQST 1100 Riding I. Students must audit one weekend clinic or horse show to pass this course. (1 hr. lecture, 3-hrs. labs, 1 hr. arr. lab)

EQST 2100 Riding III: This course is a continuation of EQST 1150; Riding II. Students will continue to develop their riding skills through specific exercises used to develop strength, feel and timing for applying the correct aids needed to train a horse. Student will be expected to develop and use all riding exercises at an intermediate level. Beginning training techniques will be introduced in this course. Student is required to have a sound broke horse for this course. Prerequisites: completion of EQST 1150 Riding II. Students must audit one weekend clinic or horse show to pass this course. (1 hr. lecture, 3-hrs. labs, 1 hr. arr. lab)

EQST 2150 Riding IV: This course is a continuation of EQST 2100 and builds on developing proficiency in the intermediate training exercises for a variety of western venues. With emphasis placed upon training and strengthening exercises for the horse and rider. To pass this course, students must attend a minimum of two weekend clinics or horse shows. Student is required to have a sound broke horse for this course. Prerequisite: completion of EQST 2100 Riding III. (1 hr. lec, 3-hrs. lab, 1 hr. arr lab).

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

with UW (transfer) ___ Yes ___ No X Not Applicable

or WCCC (career technical) X Yes ___ No ___ Not Applicable

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

The certificate can be delivered by current faculty.

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

Coordination with current trainers in Equine Show industry. Summary of input includes information regarding different levels of riders needed to work at Trainer's facilities including: colt breakers, trainers/assistant trainer and riders.

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

College has all resources necessary to offer this certificate as a component of our equestrian program. No new funding is required.

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		
	241,600	267,300	11	25,700
Wyoming	Employment		Percent Change	Job Openings
	2012	2022		
	77	88	14	11

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*, Fitness Workers, on the Internet at <http://www.bls.gov/oco/ocos287.htm> (visited May 03, 2010).
- **State Data Source:** Wyoming Department of Employment Research & Planning http://doe.state.wy.us/lmi/proj2005/long_occ2014.htm

Other trend information that would assist the Commission:

According to the American Horse Council:

- *There are 9.2 million horses in the United State
- *4.6 million Americans are involved in the industry as horse owners, service providers, employees and volunteers. Tens of millions more participate as spectators.
- * 2 million people own horses.
- * The horse industry has a direct economic effect on the U.S. of \$39 billion annually.
- *33,100 Wyomingites are involved in the industry as horse owners, service providers, employees, and volunteers.

2. State and National Wages

Location	Pay Period	2013				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.73	\$9.92	\$12.80	\$19.24	\$27.49
	Yearly	\$18,160	\$20,640	\$26,610	\$40,010	\$57,170
Wyoming	Hourly	ND	ND	ND	ND	ND
	Yearly					

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- National Data Source: <http://data.bls.gov/cgi-bin/print.pl/oes/current/oes392011.htm>
- State Data Source: http://www.bls.gov/oes/oes_dl.htm

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

Students that are interested in giving riding lessons for professional fees.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:
10 Year One 12 Year Two 12 Year Three

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

Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
None	AAS Horse Management 64 credits	None	AAS Equine Training Management 67-69 Credits	AAS Equine Riding & Training 66-70	None	None

M. Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AAS,

AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)

None, this is an occupational certificate.

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.

NA

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

Students will be able to:

- A) Recognize correct balance of a horse in motion while implementing a training plan and evaluating a horse at all three gaits.
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- C) Apply basic equine health knowledge when diagnosing the physical and mental health of the horse including unsoundness, lameness, diseases and illness.

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.

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Rational for Program Changes in the Equine Studies Department

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The current strengths in the equine program gave the program the answer. The current program is named Equine Riding and Training and the curriculum taught in this program is solid and has many strengths. One strength is the ability to teach and improve riding skills and the other strength is to teach and improve a student's ability to train a horse for riding purposes. These two strengths can easily be divided into two separate tracks to meet current market trends. The equine department has built two new tracks using most of our current curriculum and adding some new courses. A four-semester sequence called Equine Riding and Training with Emphasis on Riding and a four-semester sequence called Equine Riding and Training with Emphasis on Training.

This solution seems solid for the program as it addresses the need to separate the two different markets into tracks (certificates) they can both learn from and excel academically in. The next question was "will there be employment opportunities for both degrees?" and the answer is yes. The student graduating with the Equine Riding Emphasis could give riding lessons, work at camps teaching riding, or may even decide to continue on with their education and do the Equine Training Emphasis. Students graduating with the Equine Training Emphasis could find jobs as assistant trainers, colt breakers, exercisers, barn managers, etc.

We have had numerous requests from current and potential students to offer the degrees as certificates. We feel this would increase the numbers in our program by 15%-30%.

This program addresses Wyoming and regional interests in the following ways:

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DIVERSIFIED ECONOMY – According to the American Horse Council, the horse industry has a direct economic impact on the U.S. of \$39 billion annually and directly provides 460,000 full-time (FTE) jobs. The national industry has a \$286 million impact on the Wyoming economy when the multiplier effect of spending by industry suppliers and employees is taken into account and the Wyoming horse industry directly provides 1,400 full-time (FTE) jobs.

WORKFORCE DEVELOPMENT – This program will provide skilled employees in the horse industry, including but not limited to: trainers, riding instructors, judges, colt breakers, equine sales managers, breeding managers, tack store managers, etc.

EFFICIENT SYSTEMS – This program will provide “educated” students to fulfill the roles of interns/assistant trainers/trainers with the skills to produce Industry acceptable horses.

ACCOUNTABILITY and IMPROVEMENT – Professional Horseman/Trainers will provide feedback of placed students in the roles of interns/assistant trainers/trainers. Based on their recommendation, yearly assessment will be made concerning the certificates.

SIGNATURE PAGE



Submitted by V. P. for

Academic Affairs**

Signature 3/31/2016 Date

Gerald Giraud VPAA
Printed Name Title

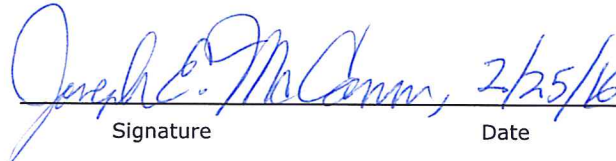
Approved by the WCC Academic
Affairs Council



Signature 2/17/16 Date

Joseph E. McCann, Programs Team leader
Printed Name Title

Approved by Program
Review Committee



Signature 2/25/16 Date

Joseph E. McCann, Programs Team leader
Printed Name Title

TAB 13

March 30, 2016

Joe McCann, PhD
Programs Team Leader
Wyoming Community College Commission
State of Wyoming
2300 Capitol Avenue, 5th Floor
Cheyenne, WY 82002

Dr. McCann,

On behalf of Northwest College, I request Commission approval for two occupational certificates in Equine Studies, one focused on riding and one focused on training.

These certificates are based on the curriculum of our AAS degree in Equine Studies. The certificates will prepare students to offer riding or horse training as a professional instructor or trainer.

The certificates were approved as pilot certificates for Fall, 2015. We request full approval for these certificates.

Respectfully,

A handwritten signature in black ink, appearing to read 'Gerald Giraud', with a large, stylized flourish at the end.

Gerald Giraud, Ph.D.
Vice President for Academic Affairs
Northwest College

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

A. College: Northwest College

B. Date submitted to WCCC: February 6, 2016

C. Program

1. Request for:

New Program Pilot Program Revised Program

2. **Program Title: Equine Riding and Training with Emphasis on Training**

3. Degree or Certificate to be awarded:

Degree: AA AS AAS Other
 Certificate

4. Educational Pathway:

Energy Construction Hospitality Technology Health Care other

5. Total number of credit hours: 48

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

010517

7. Planned semester/year new program will begin:

Certificate began as a pilot in Fall 2015, as new certificate will begin Fall 2016.

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:

Equine Training Program Description: The equine training certificate option emphasizes mastery of student's skills to work with the young horse and progress the training up through the intermediate and/or advanced levels of futurity showing. Optimizing training fundamentals, students will get a "hands-on" approach, with numerous hours spent in the arena, learning to read, coordinate and influence to get the most from their horse. This certificate option is for the rider with skills and physical fitness to handle the young horse, which could include: needing fast reflexes, heavy lifting and stamina for heavy exercise. Students will need to bring a young horse with 30-60 days of training. Upon completion of this certificate, students may find employment in training at different levels.

1. Expected Student learning outcomes from completion of the program: Students will be able to:
 - A) Recognize correct balance of a horse in motion while implementing a training plan and evaluating a horse at all three gaits.
 - B) Use safety while tacking up a horse for riding and recognize and ride with a balanced position in a coachable manner.
 - C) Apply basic equine health knowledge when diagnosing the physical and mental health of the horse including unsoundness, lameness, diseases and illness.

2. Program Layout by Semester

1 st Semester Fall		Credits
EQST-1930	T/D Western Horse 1	3
EQSTL-1930	T/D Western Horse 1 Lab	
EQST-1540	Applied Horse and Stall Care 1	1
EQST-1645	Tack, Fit and Function	3
EQSTL-1645	Tack, Fit and Function Lab	
EQST-1550	Equine Evaluation 1	2
EQSTL-1550	Equine Evaluation 1 Lab	
EQST-1520	Horse Production 1	3
Total Credits		12
2 nd Semester Spring		
EQST-1940	T/D Western Horse II	3
EQSTL-1940	T/D Western Horse II Lab	
EQST-1545	Applied Horse and Stall Care II	1
EQST-1550	Equine Evaluation II	3
EQST-1525	Horse Production II	3
EQST-2500	Equine Health Management	2
Total Credits		11
3 rd Semester Fall		
EQST-2930	T/D Western Horse III	3
EQSTL-2930	T/D Western Horse III Lab	

EQST-2540	Applied Horse and Stall Care III	1
EQST-2550	Training the Young Horse I	2
EQSTL-2550	Training the Young Horse I Lab	
ANSC-2430	Anatomy/Physiology	4
EQST-1805	Farrier Science I	2
ACCT-2110	Quick Books	1
Total Credits		13
4 th semester		
EQST-2940	T/D Western Horse IV	3
EQSTL-2940	T/D Western Horse IV Lab	
EQST-2545	Applied Horse and Stall Care IV	1
EQST-2555	Training the Young Horse II	2
EQSTL-2555	Training the Young Horse II Lab	
EQST-1510	Equine Nutrition	2
EQST-2800	Fundamentals of Teaching Riding	3
BOTK-2950	Employment Orientation	1
Total Credits		12
Total Credits Certificate		48

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

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

No new prefixes

_____ Suggested level of instruction

2. New course prefixes have been coordinated:

with UW (transfer) _____ Yes _____ No Not Applicable

or WCCC (career technical) Yes _____ No _____ Not Applicable

F. New course descriptions:

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

EQST 1930 Training & Development Western Horse I: Students will practice and apply training exercises to begin finishing a started horse. Exercises will include an overview of groundwork and training techniques

used to train a horse for riding purposes, with a strong emphasis on training for events that would be seen at a horse show. Student will need a 3 or a 4-year-old horse that has been started but not finished for this course. Prerequisites: Admittance to the Equine Training Program. (1 hr. lecture, 3-hrs. labs, 1 hr. arr. lab)

EQST 1940 Training & Development of Western Horse II: Students will continue to practice and apply training exercises designed to finish a started horse for the purpose of riding. This course will include a strong emphasis on training for events that would be shown at a horse show. Students will practice and apply how to set training goals for each individual horse. Students will continue to train the horse they used for EQST 1930. Prerequisites: EQST 1930 with a C- or better. (1hr. lecture, 3hrs. lab, 1 hr. arr. Lab)

EQST 2930 Training & Development of Western Horse III: Students will continue to practice and apply training exercises designed to finish the horse for the purpose of showing. This course will include a strong emphasis on equine biomechanics of movement while training. Students will practice and apply how to set training goals for improving movement and frame for their individual horse. Students will continue to train the horse they used for EQST 1940. Prerequisites: EQST 1940 with a C- or better. (1hr. lecture, 3hrs. lab, 1 hr. arr. Lab)

EQST 2940 Training & Development of Western Horse IV: Students will practice and apply training exercises to change leads and ride one handed in a shank bit while executing the maneuvers they learned in the past semesters. This course will include a strong emphasis on correct movement of the horse while riding in a shank bit. Students will continue to practice and apply training goals for improving movement and frame for their individual horse and develop a sports psychology plan for themselves. Students will continue to train the horse they used for EQST 2930. Prerequisites: EQST 2930 with a C- or better. (1hr. lecture, 3hrs. lab, 1 hr. arr. Lab)

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

with UW (transfer) ___ Yes ___ No ___ 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?

The certificate can be delivered by current faculty.

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

Coordination with current trainers in Equine Show industry. Summary of input includes information regarding different levels of riders needed to work at Trainer's facilities including: colt breakers, trainers/assistant trainer and riders.

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

College has all resources necessary to offer this certificate as a component of our equestrian program. No new funding is required.

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		
	241,600	267,300	11	25,700
Wyoming	Employment		Percent Change	Job Openings
	2012	2022		
	77	88	14	11

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*, Fitness Workers, on the Internet at <http://www.bls.gov/oco/ocos287.htm> (visited May 03, 2010).
- **State Data Source:** Wyoming Department of Employment Research & Planning http://doe.state.wy.us/lmi/proj2005/long_occ2014.htm

Other trend information that would assist the Commission:

According to the American Horse Council:

- *There are 9.2 million horses in the United State
- *4.6 million Americans are involved in the industry as horse owners, service providers, employees and volunteers. Tens of millions more participate as spectators.
- * 2 million people own horses.
- * The horse industry has a direct economic effect on the U.S. of \$39 billion annually.
- *33,100 Wyomingites are involved in the industry as horse owners, service providers, employees, and volunteers.

2. State and National Wages

Location	Pay Period	2013				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.73	\$9.92	\$12.80	\$19.24	\$27.49
	Yearly	\$18, 160	\$20, 640	\$26,610	\$40,010	\$57, 170
Wyoming	Hourly	ND	ND	ND	ND	ND
	Yearly					

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

- **National Data Source:** <http://data.bls.gov/cgi-bin/print.pl/oes/current/oes392011.htm>
- **State Data Source:** http://www.bls.gov/oes/oes_dl.htm

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

Students that are interested in training horses for professional fees.

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

10 Year One 12 Year Two 12 Year Three

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

Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northwest College	Northern Wyoming Community College District	Western Wyoming Community College
None	AAS Horse Management 64 credits	None	AAS Equine Training Management 67-69 Credits	AAS Equine Riding & Training 66-70	None	None

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

None, this is an occupational certificate.

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SIGNATURE PAGE



Submitted by V. P. for

Academic Affairs**

Signature Date
3/31/2016

Printed Name Title
Gerald Giraud VPAA

Approved by the WCC Academic
Affairs Council



Signature Date
2/17/16

Printed Name Title
Joseph E. McCann, Programs Team Leader

Approved by Program
Review Committee



Signature Date
2/25/16

Printed Name Title
Joseph E. McCann, Programs Team Leader

Draft 2016/2017 WCCC Meetings

<u>2016</u>	<u>Location</u>
February 17	Meeting in conjunction with WACCT Conference- LCCC WACCT Legislative Reception Feb 18, 6pm-9pm, Little America
April 22	WWCC
June 1	Casper
October ?	NWC/Laramie/?
<u>2017</u>	
February	LCCC
April	NWC/CWC
June	CWC/NWCCD
October	NWCCD/EWC

Note:

- The schedule reflects the traditional rotation of sites with the exception of the February meeting during the legislative session, held at LCCC. All dates shown are tentative and subject to change.

Recent past meeting locations:

20 October 2015	EWC- Douglas
26 June 2015	NWCCD- Sheridan
16 April 2015	CWC
30 January 2015	LCCC
10 October 2014	Hilton Garden Inn, Laramie
13 June 2014	CC
31 March 2014	NWC
21 February 2014	LCCC
13 December 2013	WWCC
18 October 2013	UW
26 July 2013	EWC
28 June 2013	NWCCD (Gillette)
19 April 2013	CWC
6 February 2013	LCCC
19 October 2012	NWC
12 August 2012	Douglas (not EWC)