Wyoming Community College Commission

WYOMING
COMMUNITY COLLEGES

**Commission Meeting Packet
April 28, 2017**

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WYOMING COMMUNITY COLLEGE COMMISSION
MEETING AGENDA
April 28, 2017
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Northwest College
Powell, Wyoming

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

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

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

Friday, April 28, 2017

9:00 a.m.   CALL TO ORDER
                 ROLL CALL AND DETERMINATION OF QUORUM
                 INTRODUCTIONS
                 APPROVAL OF THE AGENDA

CONSIDERATION OF MINUTES OF PREVIOUS MEETINGS:
- **February 9, 2017**   **TAB 1**

ELECTION OF OFFICERS

A.   ORGANIZATIONS/ALLIANCES
- 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
- **2017-18 Interest Rates for Wyoming Investment in Nursing and Wyoming Adjunct Professor Loan Programs**   **TAB 2**
- **2016 Fall Enrollment Report**   **TAB 3**
- **Financial Report**   **TAB 4**
- Legislation affecting WCCC and/or colleges

C.   Executive Director's report
- Colleges' commencement ceremonies: attendance by commissioners
- Upcoming rules revisions
- Future meeting dates   **TAB 5**
- 2019/20 Biennial Budget preview   **TAB 6**

D. NEW PROGRAMS
- **Consideration of new program requests**
  - **LCCC: Technical Agriculture Operations AAS Degree**   **TAB 7**
  - **LCCC: Building Technology AAS Degree**   **TAB 8**
  - **LCCC: Speech/Language Pathology Assistant AAS Degree**   **TAB 9**
  - **LCCC: Theatre AA Degree**   **TAB 10**
  - **WWCC: Emergency Medical Services AAS Degree**   **TAB 11**
  - **CC: Foundations of Interprofessional Health Care CERT**   **TAB 12**
  - **EWC: Barbering CERT**   **TAB 13**
  - **LCCC: Engine Management/Drivability CERT**   **TAB 14**
  - **LCCC: Coaching CERT**   **TAB 15**
  - **LCCC: Under Car/HVAC CERT**   **TAB 16**
  - **WWCC: Geographic Information Systems (GIS) CERT**   **TAB 17**

- Pilot program approved by the Program Review Committee
  - LCCC: Pilot Technical Agriculture Operations AAS Degree
  - LCCC: Pilot Building Technology AAS Degree
  - LCCC: Pilot Speech/Language Pathology Assistant AAS Degree
  - LCCC: Pilot Theatre AA Degree
  - EWC: Pilot Barbering CERT
  - LCCC: Pilot Engine Management/Drivability CERT
  - LCCC: Pilot Coaching CERT
  - LCCC: Pilot Under Car/HVAC CERT
  - NWCCD: Pilot Medical Assistant CERT   **TAB 18**

F. OTHER BUSINESS   **TAB 19**

G. Adjournment

TAB 1

MINUTES

WYOMING COMMUNITY COLLEGE COMMISSION MEETING
February 9, 2017

Laramie County Community College
Cheyenne, Wyoming

The February 9, 2017 regular Commission meeting was called to order by Commission Chair Saundra Meyer at Laramie County Community College, Cheyenne, Wyoming at 8:36 a.m.

Commissioners present: Commissioners Larry Atwell, Charlene Bodine, Sherri Lovercheck, Saundra Meyer and Wendy Sweeny. Commissioner Brown was present by telephone. Commission Dooley 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 Meyer asked for introductions.

Motion: Commissioner Lovercheck moved and Commissioner Sweeny seconded a motion to approve the agenda. **Motion passed unanimously**.

CONSIDERATION OF MINUTES OF THE PREVIOUS MEETINGS

Motion: Commissioner Sweeny moved and Commissioner Bodine seconded a motion to approve the minutes of the October 19, 2016 commission meeting with an added notation on page 4 that the tuition policy is attached. **Motion passed unanimously**.

ORGANIZATIONS AND ALLIANCES

1. WY Association of Community College Trustees (WACCT): WACCT President Walt Wragge reported that Carolyn Danko (NWC) received the trustee leadership award. Officer elections were held: Walt Wragge (NWCCD) is president, George Ecklund (WWCC) is vice president, Carolyn Danko (NWC) is treasurer, and Don Erickson (LCCC) is secretary. Executive Director Erin Taylor continues to work with the legislature on bills affecting the colleges.

2. Wyoming Department of Education (WDE): Chief Academic Officer Brent Bacon briefly discussed the bills the WDE is following. The WDE has collaborated with the colleges to build a distance learning plan. They would like to have future conferences together with the colleges since the topics being discussed are the same. They have started phase two of the Code of the West program. There will be a STEM conference in Gillette in August. They do not anticipate changes with federal funds but may not know the amount they will be receiving until late spring. They are writing the ESSA plan and have received a lot of stakeholder input. The assessment RFP process continues and they are talking to vendors this week.

3. <u>President's Council</u>: President Dr. Young asked the commissioners to reconsider the October tuition decision in light of budget issues. He thanked the outgoing commissioners for their service.

4. <u>Complete College Wyoming (CCW)</u>: Dr. Freeze said 22 people attended the last CCW meeting. They will spend more in-depth time with their K-12 partners working on seamless transitions. The coordinator for the State Board of Education has been added to the team and they continue to have good balance in team members. Members have attended conferences throughout the state to bring visibility to CCW. Several of the dashboards are now created automatically so the data will be consistent with other data published about the colleges. They continue to work with UW to pull their data into the automated process for the dashboard.

5. <u>Community College Faculty Report</u>: No one was present for this report.

6. <u>Wyoming Public Television</u>: General Manager Terry Dugas was not in attendance but provided a report as part of the meeting packet.

7. <u>Wyoming Excels</u>: Bill Schilling, President of Wyoming Business Alliance, discussed the WY Excels program, which is a proactive effort to formally engage the business community in education and to increase the percent of the workforce with postsecondary education.

UPDATES AND REPORTS

1. <u>2016 Summer Enrollment Report</u>: Dr. Rose addressed corrections on table 4 of the highlights, which should read 2016 and 2015 in the description, not 2015 and 2014. **Motion**: Commissioner Sweeny moved and Commissioner Atwell seconded a motion to accept the 2016 Summer Enrollment Report, with the correction of dates and the replacement table 11 provided and made part of this meeting packet. **Motion passed unanimously**.

2. <u>Financial Report</u>: Financial highlights are part of the meeting packet. **Motion**: Commissioner Atwell moved and Commissioner Bodine seconded a motion to accept the financial report. **Motion passed unanimously**.

3. <u>2016 College Audit Report</u>: Dr. Rose said this is a statutory requirement. Five colleges are audited by the same firm and therefore those audits are comparable. Other firms may approach audits differently so the difference in results could be a result of varying audit approaches. Commissioner Atwell suggested colleges meet with each other to make sure everyone understands the compliance process. **Motion**: Commissioner Lovercheck moved and Commissioner Sweeny seconded a motion to accept the 2016 College Audit Report. **Motion passed unanimously**. Larry Buchholtz recognized the significant improvement in WWCC, LLCC and NWCCD findings.

4. <u>Performance Indicator Report</u>: Dr. Rose said this report continues to be refined and we are now able to report more specific detail because of our new capacity with data. Discussion took place on various charts/graphs within the report and Dr. Rose explained some of the limitations in the data used in the report. He said some information is dependent on data entered into the Integrated Postsecondary Education Data System (IPEDS). A number of components are restricted in ways that make it difficult for us to report the data. Part of the reason for low numbers in the report is the part-time nature of community college students, who tend to have longer completion times. Commissioner Sweeny asked if numbers will improve when we have access to workforce data. Dr. Rose explained it may not improve the data, it will just give us more data. **Motion**: Commissioner Sweeny moved and Commissioner Atwell seconded a motion to accept the Performance Indicator Report. **Motion passed unanimously**.

5. <u>Enrollment and Level of Instruction Audit Report</u>: Dr. Rose said this report shows how accurate the colleges are with their weighting of courses and the assignment of levels of instruction. **Motion**: Commissioner Lovercheck moved and Commissioner Atwell seconded a motion to accept the Enrollment and Level of Instruction Audit Report. **Motion passed unanimously.**

6. <u>Legislative Update</u>:
- Pending legislation – Dr. Rose updated the commissioners on pending legislation:
    - The supplemental budget has consumed most of conversation. Third reading amendments are due today and until we know those, it is difficult to say where we are with the budget.
    - ENDOW initiative – This bill is likely to pass and may have some impact on the colleges.

EXECUTIVE DIRCTOR'S REPORT
- 2017/2018 meeting dates – The next meeting will be April 28 at NWC. Dr. Rose will do a survey for June meeting dates once new commissioners are appointed.
- Update on initiatives and activities
    - Moving Forward Phase 2 – Andy Corbin and his staff are starting phase 2 but some work will be done by 3rd party vendors. Requests for Proposals (RFP) are being considered now and the contractor hired to help create the RFP is also helping with the evaluation of responses.
    - Adult Education (AE)/Workplace Innovation and Opportunity Act (WIOA) –AE performance is now under the umbrella of the Wyoming Unified State Plan. An RFP has been created to award funds under WIOA. There are potential cuts to federal funds for AE and possible elimination of WIOA training funds, which is a significant source of training dollars for the colleges.
    - Tuition policy: Dr. Rose explained the reason for discussing the tuition policy again. At the October meeting, the decision was made not to increase tuition and to maintain the tuition cap. Members of the Joint Appropriations Committee questioned this decision, especially since UW is increasing tuition by 4% each year and is considering significant fee increases for some programs. The statement in the constitution saying "tuition should be as free as possible" only applies to UW, not the community colleges. Dr. Rose recommended the tuition cap be adjusted but the tuition policy should remain constant for a biennium. Discussion took place on the timing of an effective date and Dr. Rose stressed the importance of making a decision while the legislature is in session so they are aware a change has been made.

Motion: Commissioner Atwell moved and Commissioner Sweeny seconded a motion to increase tuition 5% for 2017/2018 going forward for two years. Additional discussion took place on changing tuition, removing the cap and timing of the changes, with input from commissioners and college presidents. **The motion was withdrawn by Commissioners Atwell and Sweeny.**

Motion: Commissioner Atwell moved and Commissioner Sweeny seconded a motion to increase instate tuition $5/credit, WUE tuition $8/credit, and nonresident tuition $15/credit. **Motion passed, Commissioner Lovercheck opposed**.

Discussion continued on the timing of the increase. Matt Petry suggested doing an increase now and then another increase next year to realign with the biennium. **Motion:** Commissioner Sweeny moved and Commissioner Atwell seconded a motion to make the tuition increase effective for the 2017/2018 academic year with reconsideration at a later date on continuation of the increase. **Motion passed unanimously.**

Motion: Commissioner Atwell moved and Commissioner Bodine seconded a motion to remove the tuition cap effective 2017/2018. Input was received from college presidents and trustees on the removal of the cap and its timing. **Amendment**: Commissioner Atwell moved and Commissioner Bodine seconded an amendment to make the effective date of the removal of the tuition cap academic year 2018/2019. **Amendment passed unanimously. Amended motion passed unanimously**.

CAPITAL CONSTRUCTION REQUESTS
CC Visual Arts Building: **Motion**: Commissioner Atwell moved and Commissioner Lovercheck seconded a motion to approve the adjustment to the original approval for the Visual Arts Building to account for additional costs. **Motion passed unanimously.**

RECOGNITION OF RETIRING COMMISSIONERS
Retiring Commissioners Sweeny, Bodine and Lovercheck received a thank-you gift for their years of service. Walt Wragge presented the retiring commissioners with plaques from the WACCT.

OTHER BUSINESS
Walt Wragge introduced new trustees.

ADJOURNMENT
Motion: Commissioner Sweeny moved and Commissioners Atwell, Bodine and Lovercheck seconded a motion to adjourn the regular commission meeting at 11:40. **Motion passed unanimously**.

_____   _____
Saundra Meyer   *Date*   *Jim Rose*   *Date*
Commission Chair   Commission Executive Director

TAB 2

March 16, 2017

Amy Brockel
Workforce & Education Program Manager
Wyoming Community College Commission
State of Wyoming
Hathaway Building
2300 Capitol Ave. 5th Floor Suite B
Cheyenne, WY   82002

Dear Amy,

In response to your recent request, the interest rate for the WYIN and WAPL programs has been calculated for the 2017-2018 school year.

The rate is 7.52% and will be effective on July 1, 2017.

Should you have any questions or need further information, please give me a call.

Sincerely,

Deana Diggs
Align Associate

Date rate changed	No. days @ rate	Rate [1]	Factor
12/17/15	349	3.50%	0.03347
12/15/16	17	3.75%	0.00175
		Avg.	3.52%
			4.00%
		Total	**7.52%**

[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 deliquent 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 3

**Wyoming Community College System
Fall 2016
Enrollment Report**

DRAFT

This report provides a look at the fall 2016 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 (WCCC), President's Council and the Data Governance Institutional Research Council members.

Effective with the summer 2016 reporting term, data has been extracted from *SAP Business Objects Business Intelligence's* Central Station Instance(CSI) using one report rather than consolidating individual customized reports from all seven colleges. These data may vary from enrollment reports posted on Wyoming college websites due to extraction date and sub-set parameter differences.

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

"Census date" means the official date for reporting enrollment data and shall be the date immediately following the twelve percent(12%) completion date of the instructional period. WCC Rules-2015
** This calculation is applied to each course section's start date.

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 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

Data relayed in this report's tables count on-campus,distance education, auditing and compressed video students.

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

Wyoming Community College System
Fall 2016 Enrollment Highlights

The following information is provided to highlight significant changes and/or noteworthy data regarding enrollment for the fall 2016 semester. The fall 2015 semester was used as the comparator with the exception of table 8 that also lists fall 2014 semester data and tables 9 and 10 that provide 10-year historical graphs.

Table 1

Enrollment Change Fall 2015 to Fall 2016						
College		Credit Headcount			Credit FTE	
		Full-time	Part-time		Full-time	Part-time
Casper		17	-61		14.73	-5.37
Central		-36	-134		-62.59	-70.59
Eastern		8	-163		25.08	-47.66
LCCC		-80	10		-119.79	40.16
Northwest		30	-69		32.16	-32.54
NWCCD		23	-356		57.03	-60.04
Western		29	138		27.58	49.96
Total		**-9**	**-635**		**-25.8**	**-126.08**

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 3.34% to 3.13% for the fall 2016 semester.

Fall 2016 Credit Headcount Change by Location							
Credit Headcount	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	**Total**
In-County	-53	-142	-40	-50	23	-54	121	**-195**
Out County	-3	8	-142	57	-49	-240	54	**-315**
Total In-State	**-56**	**-134**	**-182**	**7**	**-26**	**-294**	**175**	**-510**
Non Resident	13	-17	15	-50	-29	-32	-42	**-142**
International	-1	-19	12	-27	16	-7	34	**8**
Total	**-44**	**-170**	**-155**	**-70**	**-39**	**-333**	**167**	**-644**

Table 5

Top Ten Credit Hour Enrollments				
	Fall 2015		Fall 2016	
Enrollment Ranking	Credit Hours	% of Total Enrolled	Credit Hours	% of Total Enrolled
First	3	14.97%	3	14.79%
Second	4	8.77%	4	9.12%
Third	12	6.40%	13	6.94%
Fourth	13	6.40%	12	6.73%
Fifth	1	6.20%	6	5.86%
Sixth	6	5.53%	15	5.59%
Seventh	16	5.46%	14&16 tie	5.46%
Eighth	14	5.13%	1	5.04%
Ninth	15	5.05%	7	4.80%
Tenth	7	4.93%	<1	4.07%

Table 7a

Percent of Total Credit Headcount by Program of Study			
Fall 2015	Academic	Occupational	Undecided
Casper	45.65%	16.86%	37.49%
Central	28.35%	15.22%	56.43%
Eastern	21.78%	13.06%	65.17%
LCCC	51.94%	17.91%	30.15%
Northwest	52.39%	18.36%	29.25%
NWCCD	29.89%	34.81%	35.31%
Western	33.53%	18.31%	48.16%

Percent of Total Credit Headcount by Program of Study			
Fall 2016	Academic	Occupational	Undecided
Casper	47.75%	16.79%	35.45%
Central	28.61%	23.07%	48.32%
Eastern	24.36%	14.19%	61.44%
LCCC	50.95%	19.46%	29.59%
Northwest	55.57%	16.85%	27.58%
NWCCD	30.99%	37.21%	31.81%
Western	32.83%	19.39%	47.77%

Table 8

FTE Enrollment by Level of Instruction					
	Fall 2014		Fall 2015		Fall 2016	
Level 1	7447.89	47.05%	7487.76	47.76%	7357.40	47.40%
Level 2	4848.54	30.63%	4640.50	29.61%	4593.80	29.60%
Level 3	3532.28	22.32%	3546.55	22.63%	3564.00	23.00%
*Unknown	N/A		N/A		7.30	.0005%
Total	**15828.71**	**100.00%**	**15674.3**	**100.00%**	**15522.50**	**100.00%**

*Unknown level of instruction FTE counts were not calculated in the previous *Envision Basic* enrollment report program.

Wyoming Community College System
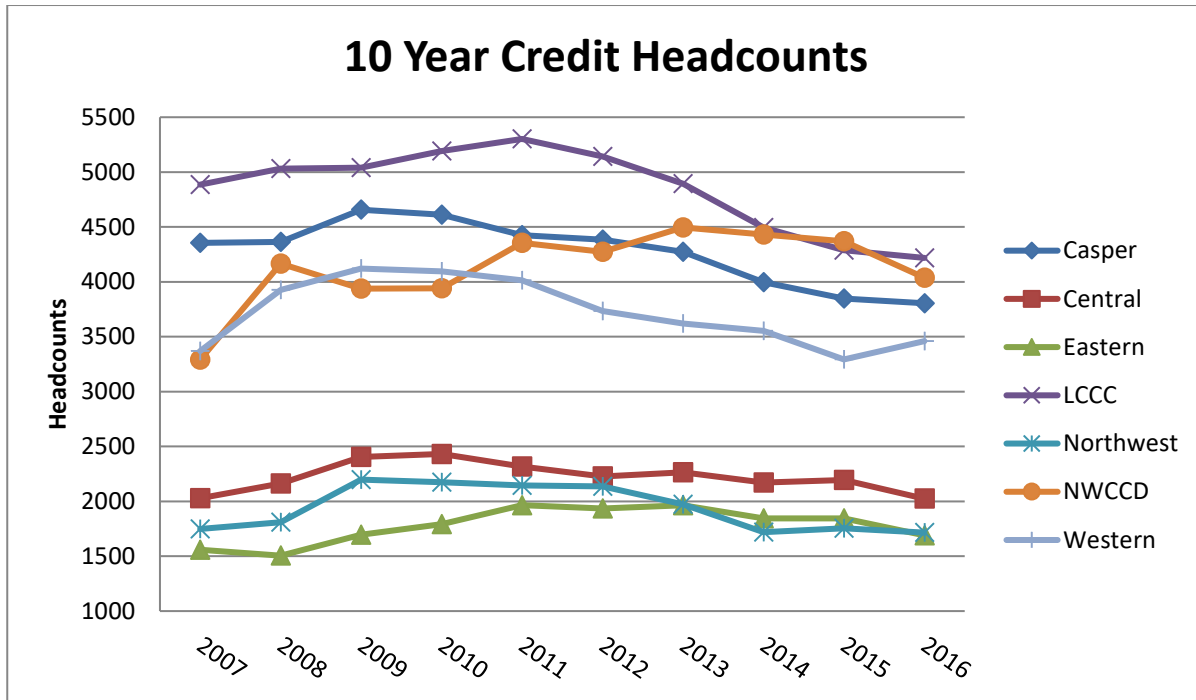Fall 2016 Enrollment Highlights

Table 9

Table 10
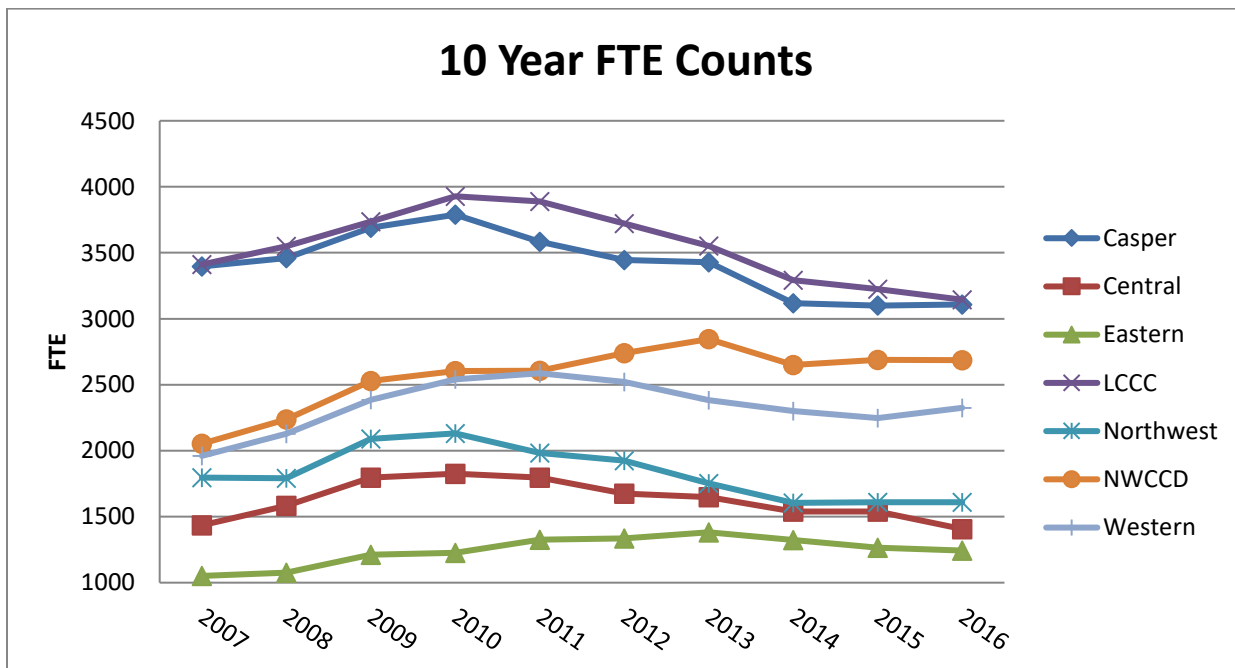
Table 12

Wyoming Community College System
Fall 2016 Enrollment Highlights

	2015 Duplicated	2016 Duplicated	Headcount Change	2015 Unduplicated	2016 Unduplicated	Headcount Change
Continuing Education						
Casper	462	478	16	446	405	-41
Central	62	71	9	52	45	-7
Eastern	236	264	28	218	236	18
LCCC	1397	883	-514	950	593	-357
Northwest	513	537	24	383	438	55
NWCCD	608	243	-365	386	237	-149
Western	505	622	117	428	525	97
System Total	**3783**	**3098**	**-685**	**2863**	**2479**	**-384**
Community Service Course Enrollment						
Casper	2165	1585	-580	931	677	-254
Central	592	720	128	478	597	119
Eastern	2021	553	-1468	1440	473	-967
LCCC	834	1034	200	496	673	177
Northwest	277	212	-65	200	194	-6
NWCCD	113	145	32	100	141	41
Western	705	800	95	530	598	68
System Total	**6707**	**5049**	**-1658**	**4175**	**3353**	**-822**

Wyoming Community College System
Fall 2016 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	1,736	2,069	**3,805**	18.2%		2,178.41	930.62	**3,109.03**	20.0%
Central	687	1,337	**2,024**	9.7%		864.79	541.79	**1,406.58**	9.1%
Eastern	602	1,089	**1,691**	8.1%		788.50	455.00	**1,243.50**	8.0%
LCCC	1,722	2,496	**4,218**	20.1%		2,047.96	1,096.25	**3,144.21**	20.3%
Northwest	1,006	709	**1,715**	8.2%		1,327.08	281.38	**1,608.46**	10.4%
NWCCD	1,421	2,616	**4,037**	19.3%		1,789.62	896.25	**2,685.87**	17.3%
Western	1,183	2,277	**3,460**	16.5%		1,544.29	780.46	**2,324.75**	15.0%
Total	**8,357**	**12,593**	**20,950**			**10,540.65**	**4,981.75**	**15,522.40**	
Percent	39.9%	60.1%		100%		67.9%	32.1%		100%

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

Source: Wyoming Community College Commission   Data Capture Date: 2017/01/23

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	50-64	≥65	Unknown
Casper	632	887	503	403	444	263	202	214	131	122	4
Central	679	368	161	119	210	139	95	115	108	30	0
Eastern	787	330	121	72	79	67	51	58	70	54	2
LCCC	487	1,078	634	575	500	301	184	206	177	73	3
Northwest	292	586	221	158	125	90	55	89	72	26	1
NWCCD	1,131	850	350	268	316	280	229	255	291	65	2
Western	1,097	680	300	229	283	235	207	195	184	37	13
Total	**5,105**	**4,779**	**2,290**	**1,824**	**1,957**	**1,375**	**1,023**	**1,132**	**1,033**	**407**	**25**
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
Women	26.23	25.44	23.65	25.84	25.39	23.70	24.73
Men	26.18	24.49	23.08	25.16	22.90	28.32	25.19
Full-time	22.56	22.35	20.75	23.02	21.25	21.73	22.20
Part-time	29.28	26.39	24.88	27.31	28.85	28.53	26.38

** Students with unknown age are excluded from these calculations

Source: Wyoming Community College Commission   Data Capture Date: 2017/01/23

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	35	11	14	778	6	8	6	**858**	4.7%	37,956	2.3%
Big Horn	37	3	2	11	321	19	8	**401**	2.2%	12,022	3.3%
Campbell	86	10	22	40	12	1,626	11	**1,807**	9.9%	49,220	3.7%
Carbon	43	43	3	59	7	21	235	**411**	2.2%	15,559	2.6%
Converse	156	11	356	21	4	23	4	**575**	3.1%	14,236	4.0%
Crook	20	3	132	6	10	82	2	**255**	1.4%	7,444	3.4%
Fremont	62	**1,095**	12	30	17	18	23	**1,257**	6.9%	40,315	3.1%
Goshen	25	5	**436**	28	5	13	2	**514**	2.8%	13,383	3.8%
Hot Springs	20	78	2	5	6	4	1	**116**	0.6%	4,741	2.4%
Johnson	45	2	5	5	6	305	2	**370**	2.0%	8,585	4.3%
Laramie	78	49	39	**2,362**	12	90	7	**2,637**	14.4%	97,121	2.7%
Lincoln	14	30	4	15	15	6	321	**405**	2.2%	18,722	2.2%
Natrona	**2,572**	40	24	45	3	46	6	**2,736**	14.9%	82,178	3.3%
Niobrara	15	2	54	6	0	0	0	**77**	0.4%	2,542	3.0%
Park	37	15	1	19	**783**	43	6	**904**	4.9%	29,228	3.1%
Platte	45	6	170	46	2	12	2	**283**	1.5%	8,812	3.2%
Sheridan	34	6	9	21	6	**1,124**	7	**1,207**	6.6%	30,009	4.0%
Sublette	25	13	1	12	8	11	139	**209**	1.1%	9,899	2.1%
Sweetwater	31	14	9	26	12	22	**1,783**	**1,897**	10.3%	44,626	4.3%
Teton	19	263	8	14	2	7	3	**316**	1.7%	23,125	1.4%
Uinta	15	22	3	30	12	4	573	**659**	3.6%	20,822	3.2%
Washakie	41	13	3	6	77	33	2	**175**	1.0%	8,328	2.1%
Weston	19	2	162	7	3	37	1	**231**	1.3%	7,234	3.2%
Unknown	0	28	0	1	0	0	0	**29**	0.2%	N/A	N/A
In-County	2,572	1,095	436	2,362	783	1,124	1,783	**10,155**			
Out County	902	669	1,035	1,231	546	2,430	1,361	**8,174**			
Total In-State	**3,474**	**1,764**	**1,471**	**3,593**	**1,329**	**3,554**	**3,144**	**18,329**			
Non-Resident	308	260	197	590	312	458	236	**2,361**			
International	23	0	23	35	74	25	80	**260**			
Total	**3,805**	**2,024**	**1,691**	**4,218**	**1,715**	**4,037**	**3,460**	**20,950**			
% In-County	67.6%	54.1%	25.8%	56.0%	45.7%	27.8%	51.5%	48.5%			
% Out County	23.7%	33.1%	61.2%	29.2%	31.8%	60.2%	39.3%	39.0%			
% In-State	91.3%	87.2%	87.0%	85.2%	77.5%	88.0%	90.9%	87.5%			
% Non-Resident	8.1%	12.8%	11.6%	14.0%	18.2%	11.3%	6.8%	11.3%			
% International	0.6%	0.0%	1.4%	0.8%	4.3%	0.6%	2.3%	1.2%			

**Most Recently Published
U.S. Census Bureau 2015 Estimate

Total County Population 586,107

www.census.gov/quickfacts/table

Percent of Total In-State
Students to State Population 3.13%

Table 4							
WYOMING COMMUNITY COLLEGE SYSTEM							**Credit FTE by County***
County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	County Total
Albany	22.0	4.0	17.6	465.2	6.0	6.5	2.3	**523.65**
Big Horn	37.3	2.2	2.8	8.1	282.8	19.4	5.3	**357.92**
Campbell	82.2	5.2	16.0	30.6	15.8	907.8	5.5	**1,063.00**
Carbon	40.8	29.6	2.3	50.7	10.2	13.5	115.4	**262.35**
Converse	139.0	8.2	244.6	16.8	4.3	13.4	3.0	**429.18**
Crook	17.8	1.6	74.1	4.3	13.3	57.0	0.7	**168.75**
Fremont	62.1	757.3	10.2	22.8	18.3	20.3	10.5	**901.36**
Goshen	24.2	2.4	265.0	24.4	4.9	14.6	0.7	**336.24**
Hot Springs	21.4	61.4	2.8	3.0	5.8	3.1	1.2	**98.63**
Johnson	28.9	1.6	5.4	2.3	6.3	240.3	1.7	**286.33**
Laramie	61.7	17.3	42.6	1,836.7	14.9	37.0	5.8	**2,016.03**
Lincoln	11.3	16.8	6.2	13.1	18.7	5.3	195.2	**266.54**
Natrona	1,927.4	25.8	22.2	27.5	3.8	29.2	4.8	**2,040.65**
Niobrara	16.4	2.4	35.5	6.0	0.0	0.0	0.0	**60.29**
Park	33.6	9.2	0.3	10.3	589.3	34.0	2.6	**679.25**
Platte	45.4	7.0	105.0	37.6	2.5	10.4	2.5	**210.40**
Sheridan	29.8	5.3	7.5	17.8	8.2	723.9	2.3	**794.71**
Sublette	28.6	15.0	0.3	12.2	10.2	11.9	78.4	**156.56**
Sweetwater	27.3	10.2	9.5	16.1	12.0	12.3	1,221.7	**1,309.19**
Teton	12.8	148.1	3.3	5.3	0.5	9.8	5.2	**185.08**
Uinta	14.4	15.8	3.4	17.3	14.8	3.9	349.7	**419.37**
Washakie	42.2	9.7	3.8	3.4	61.5	35.3	0.7	**156.46**
Weston	24.1	1.0	92.9	8.5	2.7	19.6	0.3	**149.08**
Unknown	0.00	23.60	0.00	0.30	0.00	0.00	0.00	**23.90**
In-County	1,927.36	757.25	265.00	1,836.71	589.33	723.92	1,221.71	**7,321.28**
Out County	823.25	423.23	708.08	803.37	517.46	1,504.54	793.42	**5,573.35**
Total In-State	**2,750.61**	**1,180.48**	**973.08**	**2,640.08**	**1,106.79**	**2,228.46**	**2,015.12**	**12,894.62**
**Non-Resident	335.2	226.1	245.1	469.3	405.4	425.9	247.3	**2,354.29**
International	23.3	0.0	25.3	34.6	96.3	31.5	62.3	**273.25**
Total	**3,109.02**	**1,406.60**	**1,243.50**	**3,144.26**	**1,608.46**	**2,685.88**	**2,324.75**	**15,522.46**
% In-County	61.99%	53.84%	21.31%	58.41%	36.64%	26.95%	52.55%	47.17%
% Out County	26.48%	30.09%	56.94%	25.55%	32.17%	56.02%	34.13%	35.91%
% In-State	88.47%	83.92%	78.25%	83.97%	68.81%	82.97%	86.68%	83.07%
% Non-Resident	10.78%	16.08%	19.71%	14.93%	25.21%	15.86%	10.64%	15.17%
% International	0.75%	0.00%	2.04%	1.10%	5.98%	1.17%	2.68%	1.76%

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

Source: Wyoming Community College Commission

Data Capture Date: 2017/01/23

Table 5									
WYOMING COMMUNITY COLLEGE SYSTEM								**Headcount by Credit Hours**	
Credit Hours	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	**Total**	Percent
<1	1	52	0	0	30	599	170	**852**	4.07%
1	141	116	160	81	52	219	286	**1,055**	5.04%
2	153	68	68	108	40	60	121	**618**	2.95%
3	353	288	222	845	209	494	687	**3,098**	14.79%
4	382	286	149	362	80	389	263	**1,911**	9.12%
5	159	35	76	28	31	42	31	**402**	1.92%
6	242	79	82	317	87	148	272	**1,227**	5.86%
7	188	125	85	198	52	199	159	**1,006**	4.80%
8	97	84	55	86	19	100	45	**486**	2.32%
9	144	81	64	156	39	137	133	**754**	3.60%
10	130	74	73	160	44	148	77	**706**	3.37%
11	79	49	55	155	26	81	33	**478**	2.28%
12	303	128	76	401	123	213	165	**1,409**	6.73%
13	307	91	81	452	129	245	148	**1,453**	6.94%
14	259	101	73	226	101	267	117	**1,144**	5.46%
15	257	101	88	193	120	250	162	**1,171**	5.59%
16	188	94	77	234	169	176	206	**1,144**	5.46%
17	136	59	62	78	117	130	131	**713**	3.40%
18	93	47	81	55	82	76	97	**531**	2.53%
19	64	24	31	27	72	20	56	**294**	1.40%
20	35	24	20	19	54	17	39	**208**	0.99%
21	53	7	10	6	21	3	26	**99**	0.47%
22	25	7	1	2	12	5	13	**126**	0.60%
>22	16	4	2	29	6	19	23	**65**	0.31%
Total	**3,805**	**2,024**	**1,691**	**4,218**	**1,715**	**4,037**	**3,460**	**20,950**	100%
Source: Wyoming Community College Commission						Data Capture Date: 2017/01/23			

Table 6									
WYOMING COMMUNITY COLLEGE SYSTEM								**Headcount by Gender**	
Gender	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	**Total**	Percent
Men	1,666	931	714	1,788	691	2,130	1,622	**9,542**	45.55%
Women	2,139	1,089	977	2,430	1,024	1,907	1,838	**11,404**	54.43%
Undeclared								**4**	0.02%
Total	**3,805**	**2,020**	**1,691**	**4,218**	**1,715**	**4,037**	**3,460**	**20,950**	100%
Source: Wyoming Community College Commission						Data Capture Date: 2017/01/23			

| Table 7 | | | | | | | | | | | | |

WYOMING COMMUNITY COLLEGE SYSTEM   **Credit Headcount by Program of Study**

College	Full-Time				Part-Time				Total			Grand
	Acad	Occup	Undec	**Total**	Acad	Occup	Undec	**Total**	Acad	Occup	Undec	**Total**
Casper	1,288	397	51	**1,736**	529	242	1,298	**2,069**	1,817	639	1,349	3,805
Central	386	222	79	**687**	193	245	899	**1,337**	579	467	978	2,024
Eastern	270	185	147	**602**	142	55	892	**1,089**	412	240	1,039	1,691
LCCC	1,205	500	17	**1,722**	944	321	1,231	**2,496**	2,149	821	1,248	4,218
Northwest	741	235	30	**1,006**	212	54	443	**709**	953	289	473	1,715
NWCCD	839	489	93	**1,421**	412	1,013	1,191	**2,616**	1,251	1,502	1,284	4,037
Western	764	390	29	**1,183**	372	281	1,624	**2,277**	1,136	671	1,653	3,460
Total	**5,493**	**2,418**	**446**	**8,357**	**2,804**	**2,211**	**7,578**	**12,593**	**8,297**	**4,629**	**8,024**	**20,950**
Percent	65.73%	28.93%	5.34%		22.27%	17.56%	60.18%		39.60%	22.10%	38.30%	
Full-time/Part-time Percent				39.89%				60.11%				

Source: Wyoming Community College Commission   Data Capture Date: 2017/01/23

| 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	1,605.00	513.00	60.50	**2,178.50**	303.10	163.30	464.20	**930.60**	1,908.10	676.30	524.70	**3,109.10**
Central	481.80	286.80	96.20	**864.80**	92.60	135.50	313.60	**541.70**	574.40	422.30	409.80	**1,406.50**
Eastern	353.90	247.70	186.90	**788.50**	79.70	27.10	348.20	**455.00**	433.60	274.80	535.10	**1,243.50**
LCCC	1,410.00	617.50	20.40	**2,047.90**	534.50	205.30	356.50	**1,096.30**	1,944.50	822.80	376.90	**3,144.20**
Northwest	980.70	309.70	36.70	**1,327.10**	107.50	32.00	141.80	**281.30**	1,088.20	341.70	178.50	**1,608.40**
NWCCD	1,031.00	630.70	127.90	**1,789.60**	238.10	221.20	436.90	**896.20**	1,269.10	851.90	564.80	**2,685.80**
Western	1,005.40	503.20	35.70	**1,544.30**	163.20	142.70	474.50	**780.40**	1,168.60	645.90	510.20	**2,324.70**
Total	**6,867.80**	**3,108.60**	**564.30**	**10,540.70**	**1,518.70**	**927.10**	**2,535.70**	**4,981.50**	**8,386.50**	**4,035.70**	**3,100.00**	**15,522.20**
Percent	65.16%	29.49%	5.35%		30.49%	18.61%	50.90%		54.03%	26.00%	19.97%	
Full-time/Part-time Percent				67.91%				32.09%				

* FTE values may not be equal to tables 1, 4, 8 & 10 due to rounding in the enrollment program

Source: Wyoming Community College Commission   Data Capture Date: 2017/01/23

Table 8							
WYOMING COMMUNITY COLLEGE SYSTEM							**Level of Instruction**
	Full-Time Equivalency*						
College	Level I		Level II		Level III		Unknown	Total
Casper	1333.60		932.30		843.20		0.00	3,109.10
Central	617.70		546.90		239.90		2.10	1,406.60
Eastern	546.80		427.10		268.20		1.40	1,243.50
LCCC	1602.50		840.30		698.20		3.30	3,144.30
Northwest	769.00		530.70		308.20		0.60	1,608.50
NWCCD	1254.10		721.80		710.00		0.00	2,685.90
Western	1233.70		594.70		496.30		0.00	2,324.70
Total	**7,357.40**		**4,593.80**		**3,564.00**		**7.30**	**15,522.50**
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					Data Capture Date: 2017/01/23		

Table 9									
WYOMING COMMUNITY COLLEGE SYSTEM								**Ten-Year History of Headcount**	
Fall Term	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	**Total**	Percent Change
2006	4,089	1,709	1,446	4,584	1,763	3,136	3,547	**20,274**	N/A
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%
2016	3,805	2,024	1,691	4,218	1,715	4,037	3,460	**20,950**	-2.98%
10-Year Change	-6.95%	18.43%	16.94%	-7.98%	-2.72%	28.73%	-2.45%	3.33%	
5-Year Change	-14.03%	-12.61%	-13.94%	-20.45%	-20.05%	-7.32%	-13.78%	-14.57%	
1-Year Change	-1.14%	-7.75%	-8.40%	-1.63%	-2.22%	-7.62%	5.07%	-2.98%	
Source: Wyoming Community College Commission							Data Capture Date: 2017/01/23		

Table 10									

WYOMING COMMUNITY COLLEGE SYSTEM   **Ten-Year History of FTE* Enrollment**

Fall Term	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent Change
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	N/A
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	3.79%
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	4.77%
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	10.22%
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	3.46%
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	-1.51%
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	-2.31%
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	-2.11%
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	-6.86%
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	-0.98%
2016	3,109.02	1,406.60	1,243.50	3,144.21	1,608.46	2,685.88	2,324.75	15,522.42	-0.97%
10-Year Change	-2.54%	12.35%	23.76%	-3.32%	-10.30%	34.64%	12.51%	6.66%	
5-Year Change	-13.26%	-21.71%	-6.19%	-19.14%	-18.93%	3.05%	-10.14%	-12.66%	
1-Year Change	0.30%	-8.65%	-1.78%	-2.47%	-0.02%	-0.11%	3.45%	-0.97%	

* FTE values may not be equal to Tables 1, 4, 7b & 8 due to rounding in enrollment program.

Source: Wyoming Community College Commission   Data Capture Date: 2017/01/23

Table 11									

WYOMING COMMUNITY COLLEGE SYSTEM   **Credit Headcount by Race/Ethnicity**

Race/Ethnicity	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent
American Indian or Alaskan Native	26	199	16	52	11	53	18	**375**	1.79%
Asian	27	16	7	57	8	16	21	**152**	0.73%
Black or African Amer.	45	20	10	105	8	40	29	**257**	1.23%
Hispanic of Any Race	237	178	103	454	129	273	415	**1,789**	8.54%
Native Hawaiian or Pacific Islander	7	1	6	12	5	6	6	**43**	0.21%
Non- Resident Alien	17	0	19	35	74	25	80	**250**	1.19%
Two or More Races	91	46	10	57	36	113	92	**445**	2.12%
Unknown	130	41	1	234	1	0	1	**408**	1.95%
White	3225	1523	1519	3212	1443	3511	2798	**17,231**	82.25%
Total	**3,805**	**2,024**	**1,691**	**4,218**	**1,715**	**4,037**	**3,460**	**20,950**	100.00%

Source: Wyoming Community College Commission   Data Capture Date: 2017/01/23

Wyoming Community College System
Fall 2016 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**		
	Unduplicated Headcount	Duplicated Headcount	Percent Unduplicated	Unduplicated Headcount	Duplicated Headcount	Percent Unduplicated	Unduplicated Headcount	Duplicated Headcount	Percent Unduplicated
Casper	405	478	16.34%	677	1,585	20.19%	1,070	2,063	18.58%
Central	45	71	1.82%	597	720	17.80%	638	791	11.08%
Eastern	236	264	9.52%	473	553	14.11%	696	817	12.09%
LCCC	593	883	23.92%	673	1,034	20.07%	1,256	1,917	21.81%
Northwest	438	537	17.67%	194	212	5.79%	625	749	10.85%
NWCCD	237	243	9.56%	141	145	4.21%	376	388	6.53%
Western	525	622	21.18%	598	800	17.83%	1,098	1,422	19.07%
Total	**2,479**	**3,098**		**3,353**	**5,049**		**5,759**	**8,147**	

Source: Wyoming Community College Commission — Data Capture Date: 2017/01/23

Table 13					
WYOMING COMMUNITY COLLEGE SYSTEM				**Students Auditing Credit Courses**	
College	Exclusively Auditing Headcount	*Credit Students Auditing Headcount		Exclusively Auditing FTE	*Credit Students Auditing FTE
Casper	179	115		41	16.58
Central	40	25		8	6.38
Eastern	86	69		8	5.83
LCCC	100	25		24	6.83
Northwest	59	20		7	5.13
NWCCD	49	6		8	1.42
Western	65	9		11	1.38
Total	**578**	**269**		**107**	**43.55**

* Represents students taking audit hours within regular course schedule

Source: Wyoming Community College Commission — Data Capture Date: 2017/01/23

TAB 4

Administration
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0100 EORG 0101 Administration		2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services								
0103	Salaries	1,961,022.00	732,259.53	-	732,259.53	1,228,762.47	1,952,692.08	8,329.92
0105	Benefits	858,692.00	293,634.12	-	293,634.12	565,057.88	815,634.12	43,057.88
0100	**Series Total**	**2,819,714.00**	**1,025,893.65**	**-**	**1,025,893.65**	**1,793,820.35**	**2,768,326.20**	**51,387.80**
Supportive Services								
0202	Equipment Repairs & Maintenance	500.00	-	-	-	500.00	-	500.00
0203	Utilities	2,275.00	968.60	-	968.60	1,306.40	2,582.93	(307.93)
0204	Freight and Postage	1,822.00	257.05	-	257.05	1,564.95	685.47	1,136.53
0207	Dues/Registration	51,563.00	9,012.00	-	9,012.00	42,551.00	24,032.00	27,531.00
0208	Advertising & Promotion	1,000.00	142.00	-	142.00	858.00	378.67	621.33
0221	In-State Travel	26,654.00	4,000.09	-	4,000.09	22,653.91	10,666.91	15,987.09
0222	Out-of-State Travel	20,735.00	1,519.29	-	1,519.29	19,215.71	4,051.44	16,683.56
0227	Commission Travel Reimb-Out-of-State	10,000.00	-	-	-	10,000.00	-	10,000.00
0228	Commission Travel Reimb-In-State	30,000.00	7,286.30	-	7,286.30	22,713.70	19,430.13	10,569.87
0230	Supplies & Products	6,000.00	612.25	-	612.25	5,387.75	1,632.67	4,367.33
0231	Office Supplies, Printing & Reproduction	5,350.00	273.12	-	273.12	5,076.88	728.32	4,621.68
0240	Intangible Assets (software/licenses)	10,350.00	1,193.39	-	1,193.39	9,156.61	3,182.37	7,167.63
0242	Data Processing Equipment	12,637.00	69.57	-	69.57	12,567.43	185.52	12,451.48
0251	Real Property Rental	4,200.00	120.00	-	120.00	4,080.00	320.00	3,880.00
0252	Equipment Rental	7,513.00	1,586.16	-	1,586.16	5,926.84	4,229.76	3,283.24
0292	Maintenance Agreements	1,877,721.00	863,996.00	-	863,996.00	1,013,725.00	1,771,191.80	106,529.20
0200	**Series Total**	**2,068,320.00**	**891,035.82**	**-**	**891,035.82**	**1,177,284.18**	**1,843,297.99**	**225,022.01**
Central Services / Data Services								
0410	Central Services / Data	41,830.00	17,635.29	-	17,635.29	24,194.71	52,905.87	(11,075.87)
0420	Telecom	36,503.00	3,224.75	-	3,224.75	33,278.25	9,674.25	26,828.75
0400	**Series Total**	**78,333.00**	**20,860.04**	**-**	**20,860.04**	**57,472.96**	**62,580.12**	**15,752.88**
Contractual Services								
0901	Professional Services	117,851.00	43,090.50	-	43,090.50	74,760.50	114,908.00	2,943.00
0900	**Series Total**	**117,851.00**	**43,090.50**	**-**	**43,090.50**	**74,760.50**	**114,908.00**	**2,943.00**
	Grand Total	**5,084,218.00**	**1,980,880.01**	**-**	**1,980,880.01**	**3,103,337.99**	**4,789,112.31**	**295,105.69**

Data Management and Analytical Reporting
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0100 EORG 0106 Data Analytics	2015-2016 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Supportive Services							
0221 In-State Travel	10,000.00	1,955.92	-	1,955.92	8,044.08	5,215.79	4,784.21
0242 Data Processing Equipment	392,962.80	2,369.97	-	2,369.97	390,592.83	6,319.92	386,642.88
0292 Maintenance Agreements	50,000.00	-	-	-	50,000.00	-	50,000.00
0200 Series Total	**452,962.80**	**4,325.89**	**-**	**4,325.89**	**448,636.91**	**11,535.71**	**441,427.09**
Central Services / Data Services							
0410 Central Services / Data	40,500.00	11,020.00	-	11,020.00	29,480.00	39,820.00	680.00
0400 Series Total	**40,500.00**	**11,020.00**	**-**	**11,020.00**	**29,480.00**	**39,820.00**	**680.00**
Grant Payments							
0626 Grant Payments	25,000.00	8,845.18	-	8,845.18	16,154.82	23,587.15	1,412.85
0600 Series Total	**25,000.00**	**8,845.18**	**-**	**8,845.18**	**16,154.82**	**23,587.15**	**1,412.85**
Contractual Services							
0901 Professional Services	2,846,072.40	64,237.25	253,405.00	317,642.25	2,528,430.15	424,704.33	2,421,368.07
0900 Series Total	**2,846,072.40**	**64,237.25**	**253,405.00**	**317,642.25**	**2,528,430.15**	**424,704.33**	**2,421,368.07**
Grand Total	**3,364,535.20**	**88,428.32**	**253,405.00**	**341,833.32**	**3,022,701.88**	**499,647.19**	**2,864,888.01**

State Aid
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0200 EORG 0201 State Aid	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	146,739,438.00	73,369,719.50	-	73,369,719.50	73,369,718.50	146,739,438.00	-
0600 Series Total	**146,739,438.00**	**73,369,719.50**	**-**	**73,369,719.50**	**73,369,718.50**	**146,739,438.00**	**-**
Grand Total	**146,739,438.00**	**73,369,719.50**	**-**	**73,369,719.50**	**73,369,718.50**	**146,739,438.00**	**-**

Grant Payments (0626) reflect the biennial expenditure schedule of 15/15/10/10/15/15/10/10

Credit, Certificate and Degree Completion Component of State Aid
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0200 EORG 0209 Course Completion	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626　　Grant Payments	18,144,105.00	8,247,321.00	-	8,247,321.00	9,896,784.00	18,144,105.00	-
0600　　Series Total	**18,144,105.00**	**8,247,321.00**	**-**	**8,247,321.00**	**9,896,784.00**	**18,144,105.00**	**-**
**　　Grand Total**	**18,144,105.00**	**8,247,321.00**	**-**	**8,247,321.00**	**9,896,784.00**	**18,144,105.00**	**-**

Grant Payments (0626) reflect the biennial expenditure schedule of 15/15/10/10/15/15/10/10

Enrollment Growth
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0200 EORG 0205 Enrollment Growth	2017-2018 Budget	Biennium-to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	12,008,965.00	12,008,965.00	-	12,008,965.00	-	12,008,965.00	-
0600 **Series Total**	**12,008,965.00**	**12,008,965.00**	**-**	**12,008,965.00**	**-**	**12,008,965.00**	**-**
Grand Total	**12,008,965.00**	**12,008,965.00**	**-**	**12,008,965.00**	**-**	**12,008,965.00**	**-**

Twenty-five percent of this appropriation is subject to distribution using credit completion.

Health Insurance
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0200 EORG 0202 Health Insurance	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	43,067,519.00	8,840,250.07	-	8,840,250.07	34,227,268.93	40,608,348.51	2,459,170.49
0600 Series Total	**43,067,519.00**	**8,840,250.07**	**-**	**8,840,250.07**	**34,227,268.93**	**40,608,348.51**	**2,459,170.49**
Grand Total	**43,067,519.00**	**8,840,250.07**	**-**	**8,840,250.07**	**34,227,268.93**	**40,608,348.51**	**2,459,170.49**

Grant Payments (0626) reflect quarterly reimbursement requests from the colleges.

Increased Retirement Contributions
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0200 EORG 0207 Retirement	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	3,285,910.00	802,874.07	-	802,874.07	2,483,035.93	3,211,496.28	74,413.72
0600 Series Total	**3,285,910.00**	**802,874.07**	**-**	**802,874.07**	**2,483,035.93**	**3,211,496.28**	**74,413.72**
Grand Total	**3,285,910.00**	**802,874.07**	**-**	**802,874.07**	**2,483,035.93**	**3,211,496.28**	**74,413.72**

Grant Payments (0626) reflect quarterly reimbursement requests from the colleges.

Libraries
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0200 EORG 0204 Library Funding	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	2,015,659.00	931,334.66	-	931,334.66	1,084,324.34	2,015,659.00	-
0600 Series Total	**2,015,659.00**	**931,334.66**	**-**	**931,334.66**	**1,084,324.34**	**2,015,659.00**	**-**
Grand Total	**2,015,659.00**	**931,334.66**	**-**	**931,334.66**	**1,084,324.34**	**2,015,659.00**	**-**

Contract subscriptions for the libraries renew at various times throughout the biennium.

Contingency Reserve
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0300 EORG 0301 Contingency Reserve	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	3,200,000.00	1,600,000.00	-	1,600,000.00	1,600,000.00	1,600,000.00	1,600,000.00
0600 Series Total	**3,200,000.00**	**1,600,000.00**	**-**	**1,600,000.00**	**1,600,000.00**	**1,600,000.00**	**1,600,000.00**
Grand Total	**3,200,000.00**	**1,600,000.00**	**-**	**1,600,000.00**	**1,600,000.00**	**1,600,000.00**	**1,600,000.00**

Dependent upon receipt of federal coal lease bonus funds, annual payments of $1.6 million are typically made in October.

We do not expect to receive the full $1.6 million balance in FY18.

Adult Education
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0900 EORG 0901 ABE (Master Account)	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services							
0103 Salaries	70,546.70	22,341.00	-	22,341.00	48,205.70	59,576.00	10,970.70
0105 Benefits	22,076.50	8,183.40	-	8,183.40	13,893.10	21,822.40	254.10
0100 Series Total	**92,623.20**	**30,524.40**	**-**	**30,524.40**	**62,098.80**	**81,398.40**	**11,224.80**
Supportive Services							
0202 Equipment Repairs & Maintenance	232.00	-	-	-	232.00	-	232.00
0204 Freight and Postage	779.00	83.11	-	83.11	695.89	221.63	557.37
0207 Dues / Registration	4,971.00	1,925.00	-	1,925.00	3,046.00	5,133.33	(162.33)
0208 Legal Advertising		386.20	-	386.20	(386.20)	1,029.87	(1,029.87)
0221 In-State Travel	1,655.00	-	-	-	1,655.00	-	1,655.00
0222 Out-of-State Travel	10,251.00	8,076.12	-	8,076.12	2,174.88	21,536.32	(11,285.32)
0231 Office Supplies, Printing & Reproduction	3,920.00	214.39	-	214.39	3,705.61	571.71	3,348.29
0236 Educational & Recreational Supplies	2,450.00	-	-	-	2,450.00	-	2,450.00
0252 Equipment Rental	753.00	-	-	-	753.00	-	753.00
0200 Series Total	**25,011.00**	**10,684.82**	**-**	**10,684.82**	**14,326.18**	**28,492.85**	**(3,481.85)**
Restrictive Costs or Services							
0301 Cost Allocation	-	-	-	-	-	-	-
0300 Series Total	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Central Services / Data Services							
0410 Central Services / Data	-	-	-	-	-	-	-
0420 Telecom	1,681.00	361.00	-	361.00	1,320.00	1,083.00	598.00
0400 Series Total	**1,681.00**	**361.00**	**-**	**361.00**	**1,320.00**	**1,083.00**	**598.00**
Grant Payments							
0626 Grant Payments	1,688,846.46	-	-	-	1,688,846.46	-	1,688,846.46
0600 Series Total	**1,688,846.46**	**-**	**-**	**-**	**1,688,846.46**	**-**	**1,688,846.46**
Contractual Services							
0901 Professional Services	31,616.00	3,771.24	2,181.63	5,952.87	25,663.13	12,238.27	19,377.73
0900 Series Total	**31,616.00**	**3,771.24**	**2,181.63**	**5,952.87**	**25,663.13**	**12,238.27**	**19,377.73**
Grand Total	**1,839,777.66**	**45,341.46**	**2,181.63**	**47,523.09**	**1,792,254.57**	**123,212.52**	**1,716,565.14**

Adult Education
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG EORG	0900 971E, 971L & 971P (FY16)	FGA2015 07/15-09/17 FY16 Budget	Year-to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Annual Expenditures	Projected Annual Funding Variance
Grant Payments - Programmatic								
971E-0626	Grant Payments - Federal (EL Civics)	12,599.81	6,701.21	-	6,701.21	5,898.60	12,599.81	-
971P-0626	Grant Payments - Federal	224,581.98	224,581.98	-	224,581.98	-	224,581.98	-
0600	**Series Total**	**237,181.79**	**231,283.19**	**-**	**231,283.19**	**5,898.60**	**237,181.79**	**-**
Supportive & Contractual Services								
971E-0901	EL Civics Professional Svcs-Federal	5,944.05	5,944.05	-	5,944.05	-	5,944.05	-
971L-0901	Leadership Professional Svcs-Federal	14,376.45	14,376.45	-	14,376.45	-	14,376.45	-
0900	**Series Total**	**20,320.50**	**20,320.50**	**-**	**20,320.50**	**-**	**20,320.50**	**-**
	Total State (FY16 award)	-	-	-	-	-	-	-
	Total Federal (FY16 award)	257,502.29	251,603.69	-	251,603.69	5,898.60	257,502.29	-
	Grand Total (FY16 awards)	**257,502.29**	**251,603.69**	**-**	**251,603.69**	**5,898.60**	**257,502.29**	**-**

As FY17 programmatic funding was set up in WOLFS, the carryover appropriations were transferred from 2015-2016 to the sub-accounts shown on this page:

971E reflects the federal allowance for EL Civics expenditures;

971L reflects the federal allowance for leadership expenditures; and

971P reflects the federal allowance for programmatic expenditures.

Adult Education
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG EORG	0900 981A, 981E, 981L, 981P & 981S (FY17)	FGA2016 07/16-09/18 FY17 Budget	Year-to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Annual Expenditures	Projected Annual Funding Variance
Personal Services - Administration								
981A-0103	Salaries - Federal	56,088.00	24,099.00	-	24,099.00	31,989.00	56,088.00	-
981A-0105	Benefits - Federal	28,912.00	9,406.29	-	9,406.29	19,505.71	28,912.00	-
981A-0301	Cost Allocation - Federal	-	-	-	-	-	-	-
0100 & 0300	**Series Total**	**85,000.00**	**33,505.29**	**-**	**33,505.29**	**51,494.71**	**85,000.00**	**-**
Grant Payments - Programmatic								
981E-0626	Grant Payments - Federal (EL Civics)	60,000.00	-	-	-	60,000.00	-	60,000.00
981P-0626	Grant Payments - Federal	743,757.08	107,376.00	-	107,376.00	636,381.08	143,168.00	600,589.08
981S-0626	Grant Payments - State	1,031,415.05	796,728.00	-	796,728.00	234,687.05	1,031,415.05	-
0600	**Series Total**	**1,835,172.13**	**904,104.00**	**-**	**904,104.00**	**931,068.13**	**1,174,583.05**	**660,589.08**
Supportive & Contractual Services - Leadership								
981L-0207	Dues / Registration - Federal	1,000.00	-	-	-	1,000.00	-	1,000.00
981L-0208	Advertising & Promotion - Federal	200.00	-	-	-	200.00	-	200.00
981L-0221	In-State Travel - Federal	2,500.00	-	-	-	2,500.00	-	2,500.00
981L-0222	Out-of-State Travel - Federal	4,100.00	-	-	-	4,100.00	-	4,100.00
981L-0231	Supplies, Printing & Reproduction - Federa	200.00	-	-	-	200.00	-	200.00
981L-0901	Professional Services - Federal	41,989.92	19,317.50	15,803.37	35,120.87	6,869.05	41,560.04	429.88
0200 & 0900	**Series Total**	**49,989.92**	**19,317.50**	**15,803.37**	**35,120.87**	**14,869.05**	**41,560.04**	**8,429.88**
	Total State (FY17 award)	1,031,415.05	796,728.00	-	796,728.00	234,687.05	1,031,415.05	-
	Total Federal (FY17 award)	938,747.00	160,198.79	15,803.37	176,002.16	762,744.84	269,728.04	669,018.96
	Grand Total (FY17 awards)	**1,970,162.05**	**956,926.79**	**15,803.37**	**972,730.16**	**997,431.89**	**1,301,143.09**	**669,018.96**

As FY17 programmatic funding was set up in WOLFS, the necessary appropriations were transferred from the master account (0901) to the sub-accounts shown on this page:

981A reflects the federal allowance for administration expenditures;

981E reflects the federal allowance for EL Civics expenditures;

981L reflects the federal allowance for leadership expenditures;

981P reflects the federal allowance for programmatic expenditures; and

981S reflects the state programmatic award which complements the federal programmatic allowance.

High School Equivalency Certificate
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 0900 EORG 0902 HSEC		2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services								
0103	Salaries	63,916.00	21,471.30	-	21,471.30	42,444.70	57,256.80	6,659.20
0105	Benefits	37,135.00	19,464.39	-	19,464.39	17,670.61	55,464.39	(18,329.39)
0100	**Series Total**	**101,051.00**	**40,935.69**	**-**	**40,935.69**	**60,115.31**	**112,721.19**	**(11,670.19)**
Supportive Services								
0204	Freight & Postage	1,000.00	0.47	-	0.47	999.53	1.25	998.75
0207	Dues / Registration	400.00	-	-	-	400.00	-	400.00
0221	In-State Travel	5,168.00	-	-	-	5,168.00	-	5,168.00
0222	Out-of-State Travel	3,326.00	-	-	-	3,326.00	-	3,326.00
0231	Office Supplies, Printing & Reproduction	2,094.00	-	-	-	2,094.00	-	2,094.00
0240	Intangible Assets (software/licenses)	-	-	-	-	-	-	-
0200	**Series Total**	**11,988.00**	**0.47**	**-**	**0.47**	**11,987.53**	**1.25**	**11,986.75**
Central Services / Data Services								
0420	Telecom	-	-	-	-	-	-	-
0400	**Series Total**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Contractual Services								
0901	Professional Services	6,214.00	-	-	-	6,214.00	-	6,214.00
0900	**Series Total**	**6,214.00**	**-**	**-**	**-**	**6,214.00**	**-**	**6,214.00**
	Grand Total	**119,253.00**	**40,936.16**	**-**	**40,936.16**	**78,316.84**	**112,722.44**	**6,530.56**

ADN & LPN Teaching Faculty
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 1000 EORG 1003 Nursing Faculty (ADN/LPN)	BFY17 2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	3,632,967.00	583,731.28	-	583,731.28	3,049,235.72	3,560,650.00	72,317.00
0600 Series Total	**3,632,967.00**	**583,731.28**	**-**	**583,731.28**	**3,049,235.72**	**3,560,650.00**	**72,317.00**
Grand Total	**3,632,967.00**	**583,731.28**	**-**	**583,731.28**	**3,049,235.72**	**3,560,650.00**	**72,317.00**

Teacher Shortage Loan Repayment Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 2000 EORG 2001 TSLRP (Master Account) 2091	BFY13 2013-2014 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Scholarships & Educational Assistance							
2091-0901 Loan Servicing Fees for BFY15	30,000.00	30,000.00	-	30,000.00	-	30,000.00	-
0900 Series Total	**30,000.00**	**30,000.00**	**-**	**30,000.00**	**-**	**30,000.00**	**-**
Grand Total	**30,000.00**	**30,000.00**	**-**	**30,000.00**	**-**	**30,000.00**	**-**

Scholarships & Educational Assistance (0607) reflect semester invoices; all obligations, including loan servicing fees must now be paid from the 2011-2012 carryover funds.

AORG 2000 EORG 2001 TSLRP (Master Account) 2061, 2071	BFY11 2011-2012 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Scholarships & Educational Assistance							
2061-0607 Group 6 Scholarships & Grants	280,000.00	182,807.20	97,192.80	280,000.00	-	214,350.00	65,650.00
2071-0607 Group 7 Scholarships & Grants	60,000.00	-	60,000.00	60,000.00	-	-	60,000.00
0600 Series Total	**340,000.00**	**182,807.20**	**157,192.80**	**340,000.00**	**-**	**214,350.00**	**125,650.00**
Grand Total	**340,000.00**	**182,807.20**	**157,192.80**	**340,000.00**	**-**	**214,350.00**	**125,650.00**

This program sunsetted June 30, 2016. In January 2016, a total of $750,000 was reverted from Units 2071, 2081 and 2091.

Wyoming Adjunct Professor Loan Repayment Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 2000 (Fund 009) EORG 2500 WAPLR	BFY17 2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Scholarships & Educational Assistance							
2500-0607 Groups 5 and 6 Scholarships & Grants	95,000.00	-	64,930.00	64,930.00	30,070.00	95,000.00	-
0600 Series Total	**95,000.00**	**-**	**64,930.00**	**64,930.00**	**30,070.00**	**95,000.00**	**-**
Grand Total	**95,000.00**	**-**	**64,930.00**	**64,930.00**	**30,070.00**	**95,000.00**	**-**

The 2017-2018 appropriation was received without any funding for loan processing fees payable to Align.

AORG 2000 (Fund 009) EORG 2500 WAPLR 2503	BFY15 2015-2016 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Contractual Services							
2500-0901 Professional Services	15,000.00	4,046.00	10,954.00	15,000.00	-	7,796.00	7,204.00
0900 Series Total	**15,000.00**	**4,046.00**	**10,954.00**	**15,000.00**	**-**	**7,796.00**	**7,204.00**
Scholarships & Educational Assistance							
2503-0607 Groups 3 and 4 Scholarships & Grants	150,000.00	53,762.24	96,237.76	150,000.00	-	130,000.00	20,000.00
0600 Series Total	**150,000.00**	**53,762.24**	**96,237.76**	**150,000.00**	**-**	**130,000.00**	**20,000.00**
Grand Total	**165,000.00**	**57,808.24**	**107,191.76**	**165,000.00**	**-**	**137,796.00**	**27,204.00**

Scholarships & Educational Assistance (0607) reflect the total signed agreements that have been submitted for funding.

Veterans Tuition Waiver Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 1500 EORG 1501 Veterans Tuition	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Scholarships & Educational Assistance							
0607 Scholarships & Grants Paid to Institutions	1,231,250.00	259,228.85	-	259,228.85	972,021.15	1,109,211.00	122,039.00
0600 Series Total	**1,231,250.00**	**259,228.85**	**-**	**259,228.85**	**972,021.15**	**1,109,211.00**	**122,039.00**
Grand Total	**1,231,250.00**	**259,228.85**	**-**	**259,228.85**	**972,021.15**	**1,109,211.00**	**122,039.00**

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

Following elimination of this program, the Governor restored $600,000 of funding for the Fall 2016, Spring 2017 and Summer 2017 semesters.

During the 2017 Session, the Legislature added $631,250 in funding, effectively cutting this appropriation by only the Penny Plan reduction of 1.5 percent.

Wyoming Public Television
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending March 31, 2017

AORG 3000 EORG 3001 WPTV	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments - State Aid	3,373,719.00	1,686,859.50	-	1,686,859.50	1,686,859.50	3,373,719.00	-
0626 Grant Payments - Retirement	73,367.00	15,121.05	-	15,121.05	58,245.95	60,484.20	12,882.80
0600 Series Total	**3,447,086.00**	**1,701,980.55**	**-**	**1,701,980.55**	**1,745,105.45**	**3,434,203.20**	**12,882.80**
Grand Total	**3,447,086.00**	**1,701,980.55**	**-**	**1,701,980.55**	**1,745,105.45**	**3,434,203.20**	**12,882.80**

Grant Payments - State Aid (0626) reflect the biennial expenditure schedule of 15/15/10/10/15/15/10/10.

AORG 3000 EORG 3005 WPTV Endowment Interest	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	110,000.00	32,742.40	-	32,742.40	77,257.60	87,313.07	22,686.93
0600 Series Total	**110,000.00**	**32,742.40**	**-**	**32,742.40**	**77,257.60**	**87,313.07**	**22,686.93**
Grand Total	**110,000.00**	**32,742.40**	**-**	**32,742.40**	**77,257.60**	**87,313.07**	**22,686.93**

AORG 3000 EORG 3003 WPTV Council	2017-2018 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Grant Payments							
0626 Grant Payments	7,252.00	-	-	-	7,252.00	-	7,252.00
0600 Series Total	**7,252.00**	**-**	**-**	**-**	**7,252.00**	**-**	**7,252.00**
Grand Total	**7,252.00**	**-**	**-**	**-**	**7,252.00**	**-**	**7,252.00**

TAB 5

Draft 2017/2018 WCCC Meetings

2017

February 9   **LCCC** (WACCT Legislative Conference is February 8th)

April 28   **NWC**

June 27   **CWC**

October   **NWCCD**

2018

February   **LCCC**

April   **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:

19 October 2016	Laramie
1 June 2016	Casper
22 April 2016	WWCC
17 February 2016	LCCC
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

TAB 6

Wyoming Community College Commission

Percentages of 2017-2018 Biennial Budget Reductions

March 10, 2017

| | Standard Budgets - General Fund | Legislature - 2016 Session | | | | | | Standard Budgets After 2016 Legislative Reductions | Governor's Reductions | | | | | Standard Budgets After Executive Branch Reductions | Legislature - 2017 Session | | Standard Budgets After 2017 Legislative Reductions | Sum of Legislative Reductions and Executive Branch Reductions | Sum of Reductions as a Percentage of Standard Budget | Programmatic Reductions Expressed as a Percentage |
		Program Defunding	Other Reductions to Section 2	Penny Plan Reductions	Austerity Reductions	Total Legislative Reductions	Legislature's Reductions as a Percentage of Standard Budget		Governor's Reductions	Enterprise Reductions	Funding Provided by Other Agencies	Total Executive Branch Reductions	Governor's Reductions as a Percentage of Standard Budget		Total Legislative Reductions	Legislature's Reductions as a Percentage of Standard Budget				
Administration	$ 5,315,165	$ -	$ 202,800	$ 77,599	$ -	$ 280,399	5.28%	$ 5,034,766	$ 116,562	$ 45,944	$ -	$ 162,506	3.06%	$ 4,872,260	$ -	0.00%	$ 4,872,260	$ 442,905	8.33%	8.33%
Wyoming Family Literacy Program	$ 3,296,610	$ 3,296,610	$ -	$ -	$ -	$ 3,296,610	100.00%	$ -	$ -	$ -	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ 3,296,610	100.00%	100.00%
State Aid	$ 159,360,814	$ -	$ -	$ 2,389,988	$ -	$ 2,389,988	1.50%	$ 156,970,826	$ 10,231,388	$ -	$ -	$ 10,231,388	6.42%	$ 146,739,438	$ -	0.00%	$ 146,739,438	$ 12,621,376	7.92%	9.78%
Completion Funding	$ 19,704,719	$ -	$ -	$ 295,996	$ -	$ 295,996	1.50%	$ 19,408,723	$ 1,264,618	$ -	$ -	$ 1,264,618	6.42%	$ 18,144,105	$ -	0.00%	$ 18,144,105	$ 1,560,614	7.92%	
Increased Retirement Contributions	$ 3,627,633	$ -	$ -	$ 54,414	$ -	$ 54,414	1.50%	$ 3,573,219	$ 287,309	$ -	$ -	$ 287,309	7.92%	$ 3,285,910	$ -	0.00%	$ 3,285,910	$ 341,723	9.42%	
Health Insurance Premiums	$ 51,442,285	$ -	$ -	$ 771,634	$ -	$ 771,634	1.50%	$ 50,670,651	$ 5,816,693	$ 1,490,988	$ -	$ 7,307,681	14.21%	$ 43,362,970	295,451	0.57%	$ 43,067,519	$ 8,374,766	16.28%	
Library Funding	$ 2,225,280	$ -	$ -	$ 33,379	$ -	$ 33,379	1.50%	$ 2,191,901	$ 176,242	$ -	$ -	$ 176,242	7.92%	$ 2,015,659	$ -	0.00%	$ 2,015,659	$ 209,621	9.42%	
Adult Basic Education Program	$ 2,195,157	$ -	$ -	$ 32,927	$ 1,570	$ 34,497	1.57%	$ 2,160,660	$ 37,927	$ 535	$ -	$ 38,462	1.75%	$ 2,122,198	$ -	0.00%	$ 2,122,198	$ 72,959	3.32%	3.67%
High School Equivalency Certification Program	$ 131,715	$ -	$ -	$ 1,976	$ 2,010	$ 3,986	3.03%	$ 127,729	$ 8,476	$ -	$ -	$ 8,476	6.44%	$ 119,253	$ -	0.00%	$ 119,253	$ 12,462	9.46%	
Wyoming Investment in Nursing Program - Students	$ 1,648,360	$ -	$ 563,000	$ 82,674	$ -	$ 645,674	39.17%	$ 1,002,686	$ 353,006	$ -	$ -	$ 353,006	21.42%	$ 649,680	$ -	0.00%	$ 649,680	$ 998,680	60.59%	20.30%
Wyoming Investment in Nursing Program - Faculty	$ 3,632,967	$ -	$ -	$ -	$ -	$ -	0.00%	$ 3,632,967	$ -	$ -	$ -	$ -	0.00%	$ 3,632,967	$ -	0.00%	$ 3,632,967		0.00%	
Wyoming Investment in Nursing Program - Loan Processing	$ 230,280	$ -	$ -	$ -	$ 11,514	$ 11,514	5.00%	$ 218,766	$ 108,766	$ -	$ -	$ 108,766	47.23%	$ 110,000	$ -	0.00%	$ 110,000	$ 120,280	52.23%	
Veterans Tuition Waiver Program	$ 1,250,000	$ -	$ -	$ 18,750	$ -	$ 18,750	1.50%	$ 1,231,250	$ 1,106,250	$ -	$ (475,000)	$ 631,250	50.50%	$ 600,000	(631,250)	-50.50%	$ 1,231,250	$ 18,750	1.50%	1.50%
Subtotals - Commission	$ 254,060,985	$ 3,296,610	$ 765,800	$ 3,759,337	$ 15,094	$ 7,836,841	3.08%	$ 246,224,144	$ 19,507,237	$ 1,537,467	$ (475,000)	$ 20,569,704	8.10%	$ 225,654,440	$ (335,799)	-0.13%	$ 225,990,239	$ 28,070,746	11.05%	
Wyoming Public Television - Operations	$ 3,732,247	$ -	$ -	$ 62,934	$ -	$ 62,934	1.69%	$ 3,669,313	$ 295,594	$ -	$ -	$ 295,594	7.92%	$ 3,373,719	$ -	0.00%	$ 3,373,719	$ 358,528	9.61%	17.84%
Wyoming Public Television - Increased Retirement Contributions	$ 353,367	$ -	$ -	$ -	$ -	$ -	0.00%	$ 353,367	$ 280,000	$ -	$ -	$ 280,000	79.24%	$ 73,367	$ -	0.00%	$ 73,367	$ 280,000	79.24%	
Wyoming Public Television - Online Education	$ 110,000	$ -	$ -	$ -	$ -	$ -	0.00%	$ 110,000	$ 110,000	$ -	$ -	$ 110,000	100.00%	$ -	$ -	0.00%	$ -	$ 110,000	100.00%	
Wyoming Public Television - Council	$ 9,000	$ -	$ -	$ 135	$ 900	$ 1,035	11.50%	$ 7,965	$ 713	$ -	$ -	$ 713	7.92%	$ 7,252	$ -	0.00%	$ 7,252	$ 1,748	19.42%	
Subtotals - WPTV	$ 4,204,614	$ -	$ -	$ 63,069	$ 900	$ 63,969	1.52%	$ 4,140,645	$ 686,307	$ -	$ -	$ 686,307	16.32%	$ 3,454,338	$ -	0.00%	$ 3,454,338	$ 750,276	17.84%	
Totals to Reconcile to Budget Division	$ 258,265,599	$ 3,296,610	$ 765,800	$ 3,822,406	$ 15,994	$ 7,900,810		$ 250,364,789	$ 20,193,544	$ 1,537,467	$ (475,000)	$ 21,256,011		$ 229,108,778	$ (335,799)		$ 229,444,577	$ 28,821,022		
Reductions Since Start of 2016 Session		$ 3,296,610	$ 765,800	$ 3,822,406	$ 15,994	$ 7,900,810	3.06%		$ 20,193,544	$ 1,537,467	$ (475,000)	$ 21,256,011	8.23%		$ (335,799)	-0.13%		$ 28,821,022	11.16%	

TAB 7

Monday, March 13, 2017

Wyoming Community College Commission
2300 Capitol Ave.
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 Technical Agriculture Operation Associate of Applied Science Degree.

The degree program is designed to prepare students in the development of management and mechanical technical skills found in the production of raw agriculture products such as cattle and crops. Skills students will gain include animal and crop production, welding, diesel, electricity and hydraulics. Students who complete this degree will be employable as a farm or ranch manager, farm or ranch hand, herdsmen, feedlot manager, equipment management or those who want to return to the family farm or ranch. This program is unique to Wyoming since it combines the basics of ranch and farm management with the technical skills to problem solve equipment malfunctions and make repairs. This will lessen the educational and skills gap found on many farms and ranches.

Through a focus group including K-12 educators, K-12 administration, industry professionals and current LCCC faculty, it became evident that there are students in high school who would be very interested in a program that combines agriculture classes with Career and Technical Education (CTE) classes such as welding, diesel, electricity and hydraulics. Wyoming has fifty-one agriculture programs in high schools. Of those students enrolled in high school programs that want to gain mechanical systems skills, many tend to go to school out of state or to private schools offering specialized mechanical training before returning to the farm or ranch. Our focus group recognized that a majority of these students would stay in state and go to a community college if provided the curriculum outlined in our proposed Technical Agriculture Operations degree.

Because all of these courses are currently offered on campus, there is no need for new or additional funding or resources for this program.

In Wyoming, the trend for workers in crop and animal production is growing with a comparable median hourly wage for Wyoming or national workers.

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

A. **College**: <u>Laramie County Community College</u>

B. **Date submitted to WCCC:** <u>1/20/2017</u>

C. **Program**

1. **Request for:**

   <u>X</u> New Program ___ Pilot Program ___ Revised Program

2. **Program Title:** <u>Technical Agriculture Operations</u>

3. **Degree or Certificate to be awarded:**

   <u>X</u> Degree: ___ AA ___ AS <u>X</u> AAS ___ Other
   ___ Certificate

4. **Educational Pathway:**

   ___ Energy ___ Construction ___ Hospitality <u>X</u> Technology
   ___ Health Care ___ Other

5. **Total number of credit hours**: <u>62</u>

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

   01.301, Agriculture Production Operations, General

7. **Planned semester/year new program will begin:** <u>Fall 2017</u>

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

   ___ YES (Provide details) <u>X</u> 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? <u>X</u> No

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

The Technical Agriculture Operations program will help a student develop management and mechanical technical skills found in the production of raw agriculture products such as cattle and crops. Skills students will gain include animal and crop production, welding, diesel,

electricity and hydraulics. Students who complete this degree will be employable as a farm or ranch manager, farm or ranch hand, herdsmen, feedlot manager, equipment management or those who want to return to the family farm or ranch.

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

   Upon completion of the program, students will be able to:

   - Evaluate the sustainability of agricultural systems based on production methods, economics, management, and organizations variables.

   - Demonstrated safety awareness when working with mechanical and electrical systems commonly found in a farm or ranch setting.

   - Complete viable welds in an agricultural (farm and ranch) setting.

   - Solve and repair diesel engine problems as they arise.

   - Evaluate records and record keeping in the successful management of the farm or ranch.

   - Recognize causes of the variability of prices in the agriculture industry.

2. **Program Layout by Semester:**

Course	Title	Credits
COLS 1000	Introduction to College Success: First-Year Seminar	3
ANSC 1010	Livestock Production	4
WELD 1555	Welding Technology Safety	2
WELD 1755	Shielded Metal Arc Welding I	4
WELD 1771	Gas Metal Arc Welding/Flux Core Arc Welding	4
	Semester Credits	**17**
AECL 1000	Agroecology	4
ENGL 1010	English I: Composition	3
IST 1710	DC Electricity	2
IST 1711	DC Electrical Circuits	1
MATH 1510 OR	Technical Mathematics I	3
MATH 1010 OR Higher	Problem Solving	3
	Semester Credits	**13**
AGEC 1010	Agriculture Economics I	3

AGEC 2010	Farm-Ranch Business Records	3
IST 1610	Fluid Power	2
IST 1611	Fluid Power Circuits	1
IST 1712	AC Electricity	2
IST 1713	AC Electrical Circuits	1
	Choose from approved U.S./Wyoming Constitution courses.	3
	Semester Credits	**15**
AGEC 2395	Capstone Course for Agriculture Majors	3
DESL 1501	Automotive and Diesel Industrial Safety	1
DESL 1540	Diesel Electrical	5
DESL 1700	Diesel Drivetrain	5
CO/M 2010 OR	Public Speaking	3
CO/M 1015	Foundations of Communication	
	Semester Credits	**17**
	Total Credits	**62**

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, numbers and/or credit hours have been coordinated:

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

   or WCCC (career technical) _____ Yes _____ No X 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):

All courses within the program are currently offered on campus.

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

Yes.

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

A focus group consisted of K-12 educators, K-12 administration, industry professionals and current LCCC faculty have met to discuss this new program; it was well received. Through the focus group it has become evident that there are students in high school who would be very interested in a program that combines agriculture classes with Career and Technical Education (CTE) classes such as welding, diesel, electricity and hydraulics. There is a demand from students to pursue this type of degree. Also, this degree would create skilled workers for jobs in the agriculture industry.

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

There is no need for new or additional funding or resources for this program.

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

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Farmers, Ranchers and Other Agriculture Managers	929,800	911,700	-2%	15,840
Wyoming	**Employment**		**Percent Change**	**Job Openings**
	2014	2024		
Animal Production	1728	1976	14.4%	248
Crop Production	573	670	16.9%	97

Source:

- National Data Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* on the Internet at http://www.onetonline.org/link/summary/11-9013.02
- State Data Source: Wyoming Long-Term Industry Projects, http://doe.state.wy.us/lmi/projections/2016/long_term_industry_projections_2014-24.pdf

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly	$15.92	$22.08	$30.85	$40.08	$54.39
	Yearly	$33,110.00	$45,930.00	$64,170.00	$83,360.00	$113,140.00
Wyoming	Hourly	Not Available	Not Available	$29.12	Not Available	Not Available
	Yearly	Not Available	Not Available	$60, 561	Not Available	Not Available

Source:

- National Data Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* on the Internet at http://www.onetonline.org/link/summary/11-9013.02
- State Data Source: Private Sector and State Government Wages in Wyoming, May 2015 http://doe.state.wy.us/lmi/oes.htm

3. Primary student audience identified for this program:

The primary student audience are those who want to expand their agriculture and technical skill set. Students who enroll in the Technical Agriculture Operations degree program will primarily want to work in the production agriculture industry. Students also can take the skill learned in this program and apply them to other industries where there is a need to understand mechanical systems.

Through our focus group many students were identified who would want this type of degree which is unique to Wyoming. Wyoming has 51 agriculture programs in high schools. Many of those students want to gain skills with mechanical systems tend to go to school out of state or to private schools offering specialized mechanical training and subsequently return to the farm or ranch. Our focus group identified that a majority of these students would stay in state and go to a community college if provided the curriculum outlined in our proposed Technical Agriculture Operations degree.

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

<u>10</u> Year One <u>15</u> Year Two <u>20</u> Year Three

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

We will utilize the same recruitment strategies currently used in the agriculture department. We utilize a robust relationship with the Admissions Office to gather names of students interested in agriculture programs. Once prospective students have been identified, faculty in the department make at least three contacts with those students through both written and spoken communication. This has served to be beneficial over the past two years where we have grown 200 percent in students declaring agriculture majors. What we have experienced during our communication with students however, is we were lacking a degree program specifically containing CTE courses.

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	North-west College	Northern Wyoming Community College District	Western Wyoming Community College
N/A	N/A	N/A	In Process (62 credits)	N/A	N/A	N/A

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 may transfer to the University of Wyoming for the completion of a Bachelor's of Applied Science 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.

Partnerships include:
- High School Agriculture Teachers
- High School Principal
- Retired Agriculture faculty
- Production Agriculturist
- Diesel faculty
- Agriculture faculty
- Welding faculty
- Program Director for Career and Technical Education (CTE)

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?

The following measures will be used to assess student learning and program outcomes:
1. Student learning outcomes achieved in the capstone course
2. Program course success rates will be evaluated each semester.
3. Number of students completing the degree
4. Number of students employed following the degree
5. Evaluations of program surveys by students.
6. Feedback from employers and graduates
7. Annual meetings with the advisory committee to review curriculum, student and program outcomes.

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 not addressed earlier in this request:

EDUCATED CITIZENTRY –This program is unique to Wyoming since it combines the basics of ranch and farm management with the technical skills to problem solve equipment malfunctions and make repairs. This will lessen the educational and skills gap found on many farms and ranches.

DIVERSIFIED ECONOMY - The education and training gained by students in the Technical Agriculture Operations program will directly support the local Agriculture industry which is the third largest industry in Wyoming.

WORKFORCE DEVELOPMENT – Students who complete the Technical Agriculture Operations program will have the ability to move directly into the workforce with a basic understanding of diverse management needs and equipment found commonly in the production agriculture industry.

EFFICIENT SYSTEMS – This program combines current technical courses from several degree pathways to provide a wide range of skills necessary for competence as an Agriculture generalist on the ranch or farm.

ACCOUNTABILITY and IMPROVEMENT – Input from the LCCC Agriculture Advisory Committee, along with lab and classroom assessments, and annual internal reviews from students, instructors, and administrators will provide data to improve curriculum and lab delivery. LCCC anticipates industry input to review the Technical Agriculture Operations program of study for continuous quality program improvement much like it does with other technical programs offered at the college.

OTHER CRITERIA-

- **Labor Needs –** According to O-NET, it is estimated that a 14-17 percent increase in Wyoming's workforce will be needed to meet agriculture industries needs for qualified workers in crop and livestock production from 2014 to 2024.

- **Curriculum Development –**We have reviewed degree programs in schools across the Midwest to ensure compatibility to student needs.

- **Pathways –** This pathway is unique in its career and technical orientation combined with agriculture management.

- **Recruitment Strategies –** Many high school students desire an agriculture degree program specifically containing CTE courses needed for day to day operations, which will be promoted in the high schools.

- **Resource Needs –** With the construction of the Flexible Technology building and a new instructor in the agriculture department we can absorb an increased enrollment with the Technical Agriculture Operations degree program.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

(signature) 1/18/17
Signature   Date

Terry Harper   Interim
Printed Name   Title
Vice President of Academic
Affairs

Approved by the WCC Academic
Affairs Council

(signature) 2/7/17
Signature   Date

Joseph E. McCann, Programs Team Leader
Printed Name   Title

Approved by Program
Review Committee

(signature) 2/22/17
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 8

LARAMIE COUNTY
COMMUNITY COLLEGE

Monday, March 13, 2017

Wyoming Community College Commission
2300 Capitol Ave.
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 Building Technologies Associate of Applied Science Degree.

The degree program is designed to prepare students for a career in the Building Automation Systems (BAS) industry. The BAS industry involves cutting edge and developing technologies that control the mechanical and electrical systems of buildings to maximize efficiency and comfort. The program prepares students to maintain, troubleshoot and repair complex building control and energy management systems.

We developed the Building Technologies program curriculum from nationally recognized industry standards and input from a locally developed focus group including representatives from: Greenhouse Data, Johnson Controls, Long Building Technologies, State of Wyoming Department of A&I, Siemens, Unify Energy Solutions and LCCC. The LCCC Program anticipates targeting several different groups within the community, including incumbent workers who are currently in the HVAC and computer networking fields who want to or are required to expand their knowledge; those that are seeking advancement opportunities; displaced workers desiring retraining; poverty-to-self-sufficiency training programs; and high school graduates who are interested in technical fields.

Nationally, the trend for technicians in this emerging field is growing with increasing demand for those individuals cross-trained in HVAC and Information Technology.

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

A.   **College**: <u>Laramie County Community College</u>

B.   **Date submitted to WCCC**: <u>1/20/2017</u>

C.   **Program**

     1. Request for:

       <u>X</u> New Program   ____ Pilot Program   ____ Revised Program

     2. Program Title: <u>Building Technologies</u>

     3. Degree or Certificate to be awarded:

       <u>X</u> Degree: ____ AA   ____ AS   <u>X</u> AAS   ____ Other

       ____ Certificate

     4. Educational Pathway:

       __ Energy __ Construction __ Hospitality <u>X</u> Technology

       __ Health Care __ Other

     5. Total number of credit hours: <u>70</u>

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

       15.0503, Environmental Management and Systems Technology/Technician

     7. Planned semester/year new program will begin: <u>Fall 2017</u>

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

       ____ YES (Provide details)   <u>X</u> 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?   <u>X</u> No

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

The Building Technologies program prepares students for a career in the Building Automation Systems (BAS) industry. The BAS industry involves cutting edge and developing technologies that control the mechanical and electrical systems of buildings to maximize efficiency and comfort. The program prepares students to maintain, troubleshoot and repair complex building control and energy management systems.

The Building Technology AAS program is designed for students to begin training during the spring semester. Students interested in the Building Technology AAS program who would like to start in the fall should contact their advisor for completion of the program's general education requirements.

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

   Upon completion of the program, students will be able to:
   - Understand and apply the physical properties governing HVAC/R theory.
   - Apply the principles of AC and DC Electricity.
   - Plan and design the architecture, components, and operations of routers and switches in a network.
   - Understand and apply the fundamentals of building automation systems (BAS).
   - Select and apply appropriate technology to address the needs of different BAS applications.
   - Understand the operational theory governing the operation of automatic building control systems.
   - Apply the principles of psychrometrics, Indoor Air Quality (IAQ) and airflow to design a commercial air distribution system.
   - Properly select and apply BAS systems components in a functional system.
   - Configure and troubleshoot routers and switches and resolve common issues with virtual and routing networks.
   - Apply network fundamentals, standard Open Systems Interconnection (OSI) model, Internet Protocol (IP) network signal transmission, media, protocols, physical topologies and hardware as they relate to BAS networks and subnetworks.

2. **Program Layout by Semester:**

Course	Title	Credits
COLS 1000	Introduction to College Success: First-Year Seminar	3

ENGL 1010	English 1: Composition	3
IST 1710	DC Electricity	2
IST 1711	DC Electrical Circuits	1
IST 1712	AC Electricity	2
IST 1713	AC Electrical Circuits	1
CSCO 2000	Cisco: Internetworking I	3
HVAC 1610	Heating and Air Conditioning Principles	3
	Semester Credits	**18**
HVAC 1710	Building Automation Systems Fundamentals	3
HVAC 1640	Automatic Building Controls	3
HVAC 1660	HVAC Distribution Systems	3
HVAC 1720	Building Automation Systems Development	3
HVAC 1730	Building Automation Systems Networking	3
COSC 1200	Computer Information Systems	3
	Semester Credits	**18**
CSCO 2010	Cisco: Advanced Internetworking I	3
HVAC 1740	BAS Logic and Programming	3
IST 1520	Introduction to Industrial Safety	1
IST 1770	Motor Controls	2
IST 1771	Motor Control Circuits	1
CO/M 2010 OR CO/M 1015	Public Speaking (Recommended) Foundations of Communication	3
GenEd: WY	Choose from approved U.S./Wyoming Constitution courses.	3
	Semester Credits	**16**
HMDV 1510	Success in the Workplace	3
IST 1780	Electric Motors	2
IST 1781	Electric Motor Circuits	1
HVAC 1750	Building Automation Systems Design and Installation	3
MATH 1010 OR MATH 1510 OR Higher	Problem Solving Technical Mathematics I	3
CSCO 2020	Cisco: Advanced Internetworking II	3
CSCO 2025	Cisco: Advanced Internetworking III	3
	Semester Credits	**18**
	Total Credits	**70**

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, numbers and and/or credit hours have been coordinated:**

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

       or WCCC (career technical) X 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):

Prefix	Number	Course Title	Credit	LOI	Course Description
HVAC	1710	Building Automation Systems Fundamentals	3	1	Building Automation Systems (BAS) Fundamentals is an introduction to the BAS industry. Students will study the history of BAS, identify manufacturers and contractors and study the industry scope and trends as they explore careers in BAS. Students will be introduced to types of BAS systems as well as BAS architecture.
HVAC	1720	Building Automation Systems Devices	3	3	Building Automation Systems (BAS) Devices introduces students to the major types of components found in BAS systems. Students learn how to properly select and apply BAS systems components in the field. Topics include input/output wiring, temperature sensors, humidity sensors, pressure sensors, flow sensors, safety circuits, actuator devices for dampers and control valves, power supplies, transducers, relays, motor controls, power supplies, enclosures and power monitoring devices.

HVAC	1730	Building Automation Systems Networking	3	2	Building Automation Systems (BAS) Networking introduces the fundamentals of data transmission. The course is closely aligned with Cisco Systems Certification and assists students in their preparation for that credential. Topics covered are network fundamentals, standard, OSI model, IP protocol, network signal transmission, media, protocols, physical topologies, hardware, typical BAS networks and typical BAS subnetworks.
HVAC	1740	Building Automation Systems Logic and Programming	3	2	Building Automation Systems (BAS) Logic and Programming introduces concepts and work with logic, truth tables, logical equivalences, conditionals, Boolean expressions, logic gates, digital logic circuits, number systems, object-oriented programming, data types, decision making and programming style.
HVAC	1750	Building Automation Systems Design and Installation	3	3	Building Automation Systems (BAS) Design and Installation provides students a hands-on introduction to the fasteners, equipment, tools and methods for installing building automation system components. The concepts and principles of previous BAS courses are applied to the design of and commissioning of automation systems.

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

Yes, this program can be delivered by current faculty.

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

A focus group meeting held on March 24, 2016 was attended by several members of the local community including representatives from: Greenhouse Data, Johnson Controls, Long Building Technologies, State of Wyoming Department of A&I, Siemens, Unify Energy Solutions and LCCC. The group agreed that Wyoming has a shortage of workers. Most workers in this field are 120% utilized; working long hours and

weekends. Long Building Technologies currently has 29 open positions in this field. There is a lot of this type of work going on in Western and northeast Wyoming. There is a lot of work going on in Northern Colorado. Colorado does not have a program like this. The controls industry is becoming its own individual trade, yet there is no strong organized continuing education or training program for it. There is a need for more certification at a higher trade level. Controls are becoming more intertwined with Information Technology (IT) into a highly specialized field. Control techs are oftentimes the liaisons between the facilities and the IT departments. The proposed curriculum will provide the core skills necessary for a person starting in the field. The primary reason students in other trades programs are so successful is they must learn the fundamental skills that are needed before they enter into a 4-year apprenticeship 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:**

No new resources are needed.

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	Projected Annual Job Openings
	2014	2024		
Computer Network Support Specialists	181,000	194,600	+8%	3,690

Wyoming	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Computer Network Support Specialists	240	260	+10%	10

Source:
- Occupational Information Network (O*NET Online), http://www.onetonline.org/link/summary/15-1152.00

United States	Employment		Percent Change	Projected Annual Job Openings
	2014	**2024**		
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	292,000	331,600	+14%	8,420

Wyoming	Employment		Percent Change	Projected Annual Job Openings
	2014	**2024**		
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	580	610	+6%	10

Source:
- Occupational Information Network (O*NET Online), http://www.onetonline.org/link/summary/49-9021.01

Other trend information that would assist the Commission:
Information for both Computer Network Support Specialists and Heating, Air Conditioning, and Refrigeration Mechanics and Installers is provided as a guide for this program. The Building Technologies industry is in its infancy and the Building Efficiency for a Sustainable Tomorrow (BEST) Center is lobbying the Department of Labor for its own identifier. The HVAC instructor, Rob McNabb, at LCCC, is a member of this national team.

2. State and National Wages

Computer Network Support Specialists:

Source:

- Occupational Information Network (O*NET Online),
  http://www.onetonline.org/link/summary/15-1152.00
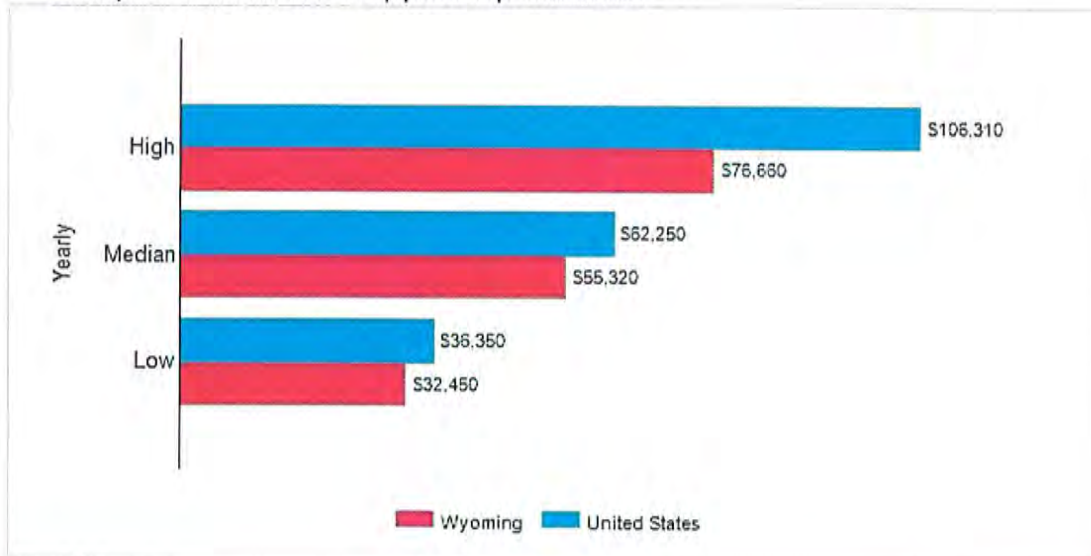
Heating and Air Conditioning Mechanics and Installers:
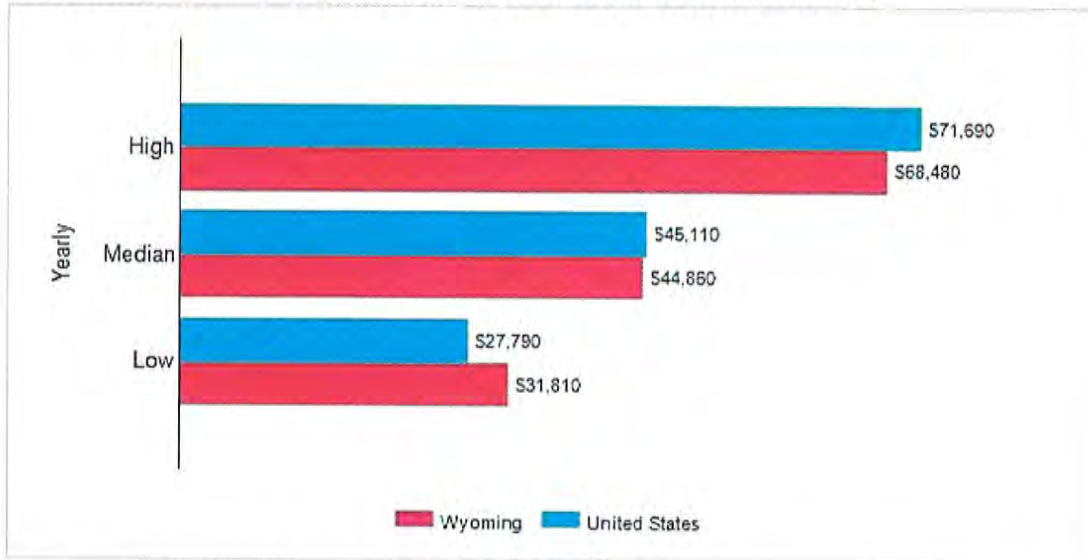
Source:

- Occupational Information Network (O*NET Online),
  http://www.onetonline.org/link/summary/15-1152.00

3. Primary student audience identified for this program:

We anticipate targeting several different groups within the community, including incumbent workers who are currently in the HVAC and computer networking fields who want to or are required to expand their knowledge; those that are seeking advancement opportunities; displaced workers desiring retraining; poverty-to-self-sufficiency training programs; and high school graduates who are interested in technical fields.

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

10 Year One   15 Year Two   15 Year Three

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

LCCC will utilize industry contacts in HVAC/R and computer career fields to identify and recruit students currently in the workforce who need to update their skills. Industry partners are very supportive and have committed to referring students to the community colleges. 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. We will work closely with our admissions staff on specific recruitment strategies.

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
N/A	N/A	N/A	In Process (70 credits)	N/A	N/A	N/A

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 not designed for transfer.

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.**

A focus group meeting held on March 24, 2016 was attended by several members of the local community including representatives from: Greenhouse Data, Johnson Controls, Long Building Technologies, State of Wyoming Department of A&I, Siemens, Unify Energy Solutions and LCCC. The group agreed that Wyoming has a shortage of workers. The HVAC instructor, Rob McNabb, is a member of the BEST Center. This National team designs, develops and shares curriculum ensuring that this emerging industry is working towards a common standard.

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?**

The following measures will be used to assess student learning and program performance:

1. Course success rates will be reviewed each semester.
2. Student learning outcomes will be assessed through culminating coursework.
3. The number of program completers
4. The number of graduates employed
5. Graduate and employer surveys
6. Annual institutional program assessment of student learning competencies and organizational effectiveness
7. Advisory committee review of curriculum and program success.

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 not addressed earlier in this request:

EDUCATED CITIZENTRY – The program supports high demand and high pay occupations, which improves the quality of life for our students and the clients who will be served by their skills.

DIVERSIFIED ECONOMY – This program helps build the technical skills required to support the changing skills required for energy related industries. Many of the fundamental skills developed through the electrical, mechanical, networking and safety courses are relevant across the industry.

WORKFORCE DEVELOPMENT – We developed the Building Technologies program curriculum from nationally recognized industry standards and input from a locally developed focus group. We selected courses that respond to current and emerging technologies in the industry.

EFFICIENT SYSTEMS – Career pathways coordinators will work closely with the instructors to align the skill sets of secondary school students with our program. The alignment will provide a seamless pathway for students from secondary to post-secondary education and on into the Building Technologies industry.

ACCOUNTABILITY and IMPROVEMENT – Course assessment data and course evaluations will be compiled by the program instructors, and will be reviewed under the continuous quality improvement structures used at LCCC.

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

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

Signature   _Date_ 1/18/17

Terry Harper   Interim
Printed Name   _Title_ Vice President of Academic Affairs

Approved by the WCC Academic
Affairs Council

Signature   2/7/17 _Date_

Joseph E. McCann, Programs Team Leader
Printed Name   _Title_

Approved by Program
Review Committee

Signature   2/22/17 _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

Monday, March 13, 2017

Wyoming Community College Commission
2300 Capitol Ave.
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 Speech-Language Pathology Assistant Associate of Applied Science Degree.

The Associate of Applied Science (AAS) in Speech Language Pathology Assistant is designed to provide comprehensive academic education and practical training for Speech Language Pathology Assistants (SLPA). The SLPA's work under the direct supervision of licensed or certified speech-language pathologists to provide clerical support, administer speech, language and hearing screenings, assist in communication assessments, provide articulation and language therapy services following a documented treatment plan, assist with documentation of speech-language pathology services in educational or healthcare settings, and report information to the speech language pathologist. The program content is based upon the recommendations of the American Speech Language Hearing Association (ASHA). Legislation was signed by Governor Mead on March 2, 2017 which defined the scope of practice for a Speech Language Pathology Assistant. The Wyoming Board of Speech Language Pathology and Audiology is currently drafting the requirements for licensure of an SLPA.

This program was developed with an advisory committee made up of members of the State Board of Speech Language Pathologists and other education, healthcare and industry partners. The need for SLPA's was identified by some State Board members and LCCC was asked to develop the program. This program is the first of its kind in the State of Wyoming. With the online course offerings and localized clinical arrangements, it will provide Wyoming students the opportunity to remain in their community while working on degree completion. In addition to work in the classroom, the program provides students with the opportunity to gain practical experience in working with clients/patients in a variety of settings.

Nationally and in Wyoming, the need for Speech Language Pathology Assistants is growing faster than average with a median annual salary of $36,930 in Wyoming.

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

A. **College**: Laramie County Community College

B. **Date submitted to WCCC:** 1/20/2017

C. **Program**

    1. Request for:

    X New Program   ____ Pilot Program   ____ Revised Program

    2. Program Title: Speech-Language Pathology Assistant

    3. Degree or Certificate to be awarded:

       ____ Degree: ____ AA   ____ AS   X AAS   ____ Other

       ____ Certificate

    4. Educational Pathway:

       __ Energy __ Construction __ Hospitality __ Technology

       X Health Care   __ Other

    5. Total number of credit hours: 65

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

    51.0816, Speech-Language Pathology Assistant

    7. Planned semester/year new program will begin: Fall 2017

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

       ____ YES (Provide details)   X NO

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

    X At the start of the program?   __Within three years of the start of the program?   __ No

    The program has the ability to meet the needs of individuals around the state by using technology to bring students and instructors together from across the state. The formatting of classes and the program would be based on the needs of the students in each cohort.

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

The Associate of Applied Science (AAS) in Speech-Language Pathology Assistant is designed to provide comprehensive academic education and practical training for Speech-Language Pathology Assistants (SLPA). The SLPA's work under the direct supervision of licensed or certified speech-language pathologists to provide clerical support, administer speech, language and hearing screenings, assist in communication assessments, provide articulation and language therapy services following a documented treatment plan, assist with documentation of speech-language pathology services in educational or healthcare settings, and report information to the speech language pathologist.

The program provides training in working with speech and language disordered adults and children, including bilingual populations. The program content is based upon the recommendations of the American Speech-Language-Hearing Association (ASHA).

In addition to work in the classroom, the program provides students with the opportunity to gain practical experience in working with clients/patients in a variety of settings.

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

Upon completion of the program, students will be able to:
- Describe the normal processes of speech-language communication and hearing development.
- Describe the anatomy and physiology of speech-language production and hearing mechanisms as related to normal and disordered communication.
- Describe the nature, causes and treatment of language and communication disorders across the life span.
- Assist in the implementation of treatment/educational plans, techniques and procedures for a variety of patients/clients/students with these disorders.
- Discriminate differences in developmental and acquired phonological, language and other communication/hearing disorders, and explain the causes and treatment of each.
- Perform common language, phonological, and hearing screening.
- Identify various common diagnostic tests including their administration and scoring.
- Prepare a variety of assigned documentation, including the preparation and maintenance of patient/student charts,

reports, lesson plans and records, in a variety of settings for review by a supervisor.
- Demonstrate professional and ethical behaviors in a variety of work related situations and settings, including appropriate awareness of patient rights, student rights, privacy, and federal and state laws and regulations affecting the profession and setting.
- Use effective and appropriate communication skills in working with patients, students, family members, coworkers, and supervisors.
- Apply a variety of behavior management techniques in working with speech language disordered clients/patients.
- Identify the type of client/patient in need of assistive technology and/or augmentative alternative communication systems, including hardware, software, low-tech and high-tech strategies and devices.

2. Program Layout by Semester:

Course	Title	Credits
COLS 1000	Introduction to College Success: First-Year Seminar	3
ENGL 1010	English I: Composition	3
SLPA 1500	Introduction to Speech Language Pathology Assistant	3
SLPA 1504	Anatomy & Physiology of Speech and Hearing	3
SLPA 1505	Speech and Language Development	3
SLPA 1511	Introduction to Communication Disorders and Treatment	3
	Semester Credits	**18**
EDST 2450	Human Life Span Development	3
SLPA 1502	Clinical Observation I	1
SLPA 1503	Career Seminar	1
SLPA 1506	Introduction to Phonetics	3
SLPA 1520	Voice and Articulation for Effective Communication	3
	Choose from approved U.S./Wyoming Constitution courses.	3
	Semester Credits	**14**
SLPA 2500	Introduction to Audiology and Aural Rehabilitation	2
SLPA 2502	Clinical Observation II	2
SLPA 2505	Adult Communication Disorders	2
SLPA 2520	Speech Disorders and Intervention	3
SLPA 2530	Language Disorders and Intervention	3
MATH 1380 -OR-	Integrated College Algebra	3

		Higher	
		Semester Credits	**15**
CO/M 2010	Public Speaking		3
SLPA 2600	Alternative and Augmentative Communication		3
SLPA 2601	Screening Processes		2
SLPA 2602	Clinical Management and Procedures		4
SLPA 2603	Clinical Fieldwork		6
		Semester Credits	**18**
		Total Credits	**65**

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

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

  ____ No new prefixes   <u>03</u> Suggested level of instruction

  2. **New Course prefixes, numbers and/or credit hours have been coordinated:**

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

  or WCCC (career technical) ____ Yes   ____ No   X 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):**

Course	Title	Credit(s)	LOI	Description
SLPA 1500	Introduction to Speech Language Pathology Assistant	3	1	Students explore the field of speech-language pathology, including professional standards, legal and ethical issues and scope of responsibilities of the speech-language pathologist and the speech-language pathology assistant in health care and educational settings.
SLPA 1504	Anatomy & Physiology of Speech and Hearing	3	2	Students learn the fundamentals of anatomy, physiology and neurology related to speech production and hearing in a lab setting. Systems studied include

				respiration, phonation, articulation, resonation, hearing and neurological. In addition, information regarding feeding and feeding strategies will be covered.
SLPA 1505	Introduction to Speech and Language Development	3	1	Students study normal speech and language development. Topics include communication development and differentiation of normal from disordered communication. Students also examine hearing development, literacy development and language diversity.
SLPA 1511	Introduction to Communication Disorders & Treatment	3	1	Students are provided an overview of communication disorders, including classification, assessment and remediation of speech, language, literacy, swallowing and hearing disorders in children and adults. Students address the role of the speech-language pathologist and audiologist in educational and medical settings and examines multicultural and multilingual diversity, developmental disabilities and collaboration with educators.
SLPA 1502	Clinical Observation I	1	2	Students begin clinical observation of practices and procedures in speech-language pathology and combines on-site observations with class discussion and demonstrations. Eight hours of observation in educational settings is required.
SLPA 1503	Career Seminar	1	1	Students explore the promotion of professional growth opportunities for speech language pathology assistants. Students explore tools and concepts necessary during the job seeking process and examine

				professional development as a new employee.
SLPA 1506	Introduction to Phonetics	3	1	Students learn the articulatory foundations of the description and classification of speech sounds. Students learn the International Phonetic Alphabet (IPA), physiological properties of the speech mechanism, methods of transcription and dialectal variations. Students learn the auditory discrimination necessary for recording normal and disordered articulatory production.
SLPA 1520	Voice and Articulation for Effective Communication	3	1	Students explore speech and voice production with an emphasis on improving vocal skills for effective communication.
SLPA 2500	Introduction to Audiology and Aural Rehabilitation	2	2	Students are introduced to audiology, audiograms, hearing screening and hearing assessments. Students are also introduced to aural rehabilitation, and work with hearing aids and hearing assistive technologies (HAT).
SLPA 2502	Clinical Observation II	2	2	Students continue clinical observation of practices and procedures required in speech-language pathology in preparation for clinical fieldwork and combines on-site observations with class discussion and demonstrations. Student placements will occur in diverse settings including educational, assisted living facilities, and private clinics. Students have a total of 45 hours of observation with seventeen hours in educational settings required.

SLPA 2505	Adult Communication Disorders	2	1	Students examine adult neurogenic communication disorders including aphasia, dysarthria, apraxia, right hemisphere disorders, dementia, and traumatic brain injury. Students also identify the speech and language therapy techniques used to treat these disorders.
SLPA 2520	Speech Disorders and Intervention	3	2	Students focus on therapy techniques to implement articulation and phonological therapy. Students examine session planning, reporting progress and organization of therapy interaction. Students demonstrate cueing, reinforcement, feedback and choosing materials. Students explore therapy approaches for neuromotor speech disorders, fluency, and voice disorders.
SLPA 2530	Language Disorders and Intervention	3	2	Students explore language intervention approaches. Students are introduced to therapy techniques appropriate for treating language delays and acquired disorders with toddler, preschool, and school-aged populations. Students demonstrate interventions for culturally and linguistically diverse children, as well as intervention for students with learning and developmental disabilities.
SLPA 2600	Alternative and Augmentative Communication	3	2	Students utilize common forms of augmentative and alternative communication, including manual communication, communication boards, and electronic or computer-based communication.
SLPA 2601	Screening Processes	2	3	Students implement screening tools and processes used for

				speech, language, and hearing screening, including the administration of screenings and the completion of protocols with clients of varied ages.
SLPA 2602	Clinical Management and Procedures	4	1	Students examine organizational and functional skills required in the speech-language pathology workplace. It includes interdisciplinary and supervisory relationships, client and public interaction, safety issues, technical writing, data collection, record keeping, computer applications, multicultural issues, and behavior management.
SLPA 2603	Clinical Fieldwork	6	3	Students are placed in a full-time field placement under the supervision of a state licensed speech-language pathologist. The field placement allows the student to practice the knowledge and skills related to speech and language interventions. A minimum of 140 hours of supervised fieldwork is required.

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

In discussions with industry experts we have identified individuals who would teach the necessary courses for this program and they would be employed as adjunct instructors for the college. We foresee the need to hire a program director in the future.

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

We have spoken with Speech Language Pathologists who have shared the struggles they encounter in identifying qualified individuals to assist them, and the need for a SLPA program is evident. In August 2016, a survey was conducted in Wyoming and sent to Directors of Special Education and Child Development Centers with 38 individuals

responding. At that time, 23.7% of respondents had current, unfilled vacancies in their facilities. The SLPA Advisory Committee met on November 7, 2016. At this meeting, the committee discussed the need for the SLPA program, the proposed curriculum and course sequencing. At this meeting the SLPA Advisory Committee unanimously approved a recommendation that LCCC move forward with developing the AAS degree.

The committee also recommended that upon approval of this program LCCC work to articulate the program with UW.

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

Initially we would need approximately $43,000 to $50,000 to launch the program. Program development money and potential grants from the Wyoming Department of Education and American Speech Language Hearing Association are being investigated.

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**		
Speech-Language Pathology Assistant	102,700	114,700	12%	3,400
Wyoming	Employment		Percent Change	Job Openings
	2014	**2024**		
Speech-Language Pathology Assistant	270	310	15%	10

Source:

- National Data Source: O*NET OnLine on the Internet at https://www.onetonline.org/link/details/31-9099.01

2. State and National Wages

Wages for **Healthcare Support Workers, All Other** in **WYOMING**
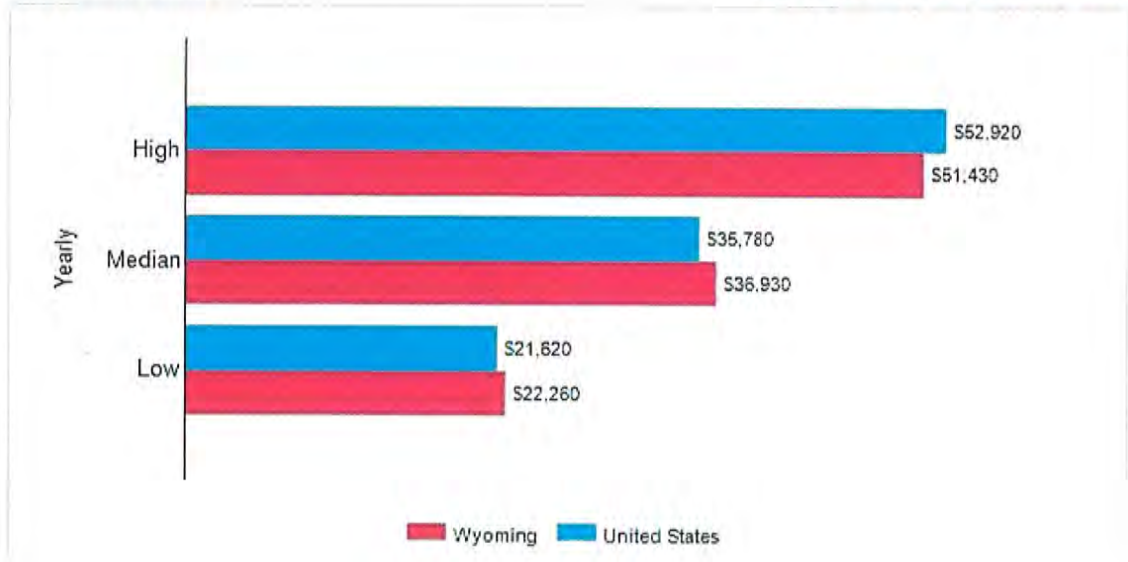
High
- $52,920 (United States)
- $51,430 (Wyoming)

Median
- $35,780 (United States)
- $36,930 (Wyoming)

Low
- $21,620 (United States)
- $22,260 (Wyoming)

Yearly

■ Wyoming ■ United States

Source:

- National Data Source: O*NET OnLine at
  https://www.onetonline.org/link/summary/31-9099.01

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

The primary audience would include students who are interested in a healthcare occupation that allows them to also be employed in an educational arena. This program would also serve those students from the University of Wyoming who have a bachelor's degree and want to be employed as a Speech-Language Pathology Assistant but still need the clinical experience to meet employment requirements.

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

10 Year One   15 Year Two   20 Year Three

In August 2016 a survey was conducted and sent to special education and child development center directors in Wyoming. Of the 38 respondents, 63 percent responded there was a program available in their state and they would be interested in training and 28 percent indicated the need for additional information.

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

We would utilize the Department of Education, the Special Education Directors and Child Development Center Directors for recruitment. Additionally, the SLPA Advisory Board is committed to assist with marketing this new program. The Wyoming Board of Speech Pathology and Audiology have indicated they will assist with marketing strategies. LCCC has a comprehensive plan for advertising through the public relations department, admissions office, and with program faculty support. We will work closely with our admissions staff on other specific recruitment strategies.

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	North-west College	Northern Wyoming Community College District	Western Wyoming Community College
N/A	N/A	N/A	In Process (65 credits)	N/A	N/A	N/A

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.)**

Once approved, we would begin discussions with the University of Wyoming on an articulation agreement, and following that we would like to explore other regional universities that may be interested in articulating the program.

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.**

We have worked closely with members of the State Board of Speech Language Pathologists and other healthcare and industry partners. We also worked with Deb Flynn, from Mitchell Tech in Mitchell, South Dakota on processes they used to develop their program. Our advisory committee has reviewed the curriculum and assisted us in developing this program. The LCCC - SLPA Advisory Committee has representation statewide including committee members from Evanston, Cheyenne, Lander, and the University of Wyoming.

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?**

The following measures will be used to assess student learning and program performance:

1. Student learning outcomes achieved through clinical course success rates
2. Number of students obtaining a degree in Speech-Language Pathology Assistant
3. Student surveys/feedback about the courses and program.
4. Clinical site surveys of students as they progress through the program. These surveys would be conducted at the midway and conclusion of clinical.
5. Employer surveys about graduates.
6. Annual institutional review of student learning competencies and organizational effectiveness
7. Bi-annual advisory committee review of the student and program outcomes.

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 not addressed earlier in this request:

EDUCATED CITIZENTRY – This program is not currently available in the State of Wyoming. This program provides Wyoming students the opportunity to remain in their local community while working on a degree.

DIVERSIFIED ECONOMY – There is evidence of workforce needs across the state for Speech-Language Pathology Assistants. As healthcare becomes more specialized, the need for SLPA's will continue to grow.

WORKFORCE DEVELOPMENT – Institutions that would benefit from having graduates from this program include, but are not limited to:

- Hospitals
- School Districts
- Physical Rehabilitation Clinics

EFFICIENT SYSTEMS –

ACCOUNTABILITY and IMPROVEMENT – Legislation was signed by Governor Mead on March 2, 2017 which defined the scope of practice for a Speech Language Pathology Assistant, and the Wyoming Board of Speech Language Pathology and Audiology is currently drafting the requirements for licensure of an SLPA. The SLPA advisory committee will have an ongoing role in the program as it includes experts in the field.

OTHER CRITERIA-

- **Labor Needs** – The curriculum of the proposed program will address the skill sets needed for institutions across the state. This is a high-demand field.

- **Curriculum Development** – Curriculum will be developed with current practicing Speech Language Pathologists and other faculty curriculum experts.

- **Pathways** – This program addresses another pathway into the faster than average growth medical related fields across the state and nation.

- **Faculty Support –Recruitment Strategies** – We have the ability to advertise in professional newsletters, print, and using social media.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

Signature   1/18/17
        Signature   Date

Terry Harper   Interim
    Printed Name   Title
       Vice President of Academic
             - Affairs

Approved by the WCC Academic
Affairs Council

Joseph E. McCann, 2/7/17
      Signature   Date

Joseph E. McCann, Programs Team Leader
     Printed Name   Title

Approved by Program
Review Committee

Joseph E. McCann, 2/22/17
      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 13, 2017

Wyoming Community College Commission
2300 Capitol Ave.
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 Theatre Associate of Arts Degree.

The Theatre Associate of Arts introduces students to the disciplines within theatre arts through practical, production based work. Students complete comprehensive foundational theatre and humanities courses, preparing them for transfer to university theatre programs or a career in theatre arts. Currently as a concentration of the LCCC Interdisciplinary Liberal Arts (ILA) Program, the Theatre concentration is fully articulated with the University of Wyoming's Bachelor of Arts Theatre Program. Articulation of the AA with UW is considered a formality since this proposed AA contains no changes to the courses or the sequence of the ILA with the Theatre concentration. No new resources are requested with the establishment of this program, as it currently functions within the ILA concentration.

A recent (Fall 2016) advisory committee meeting with high school theatre teachers revealed great interest in the establishment of an AA in Theatre in southeast Wyoming. Four of the seven community colleges already have established Associate of Arts program in Theatre. Among the input was the following important point: Many high school students seeking this degree and planning to transfer to UW require access to a smaller, inexpensive college that suits certain academic and personal needs relating to academic performance and the advantages that come with the personal attention a college like LCCC can offer. The degree pathway is made more apparent with naming the Theatre program as a stand-alone degree versus a concentration.

Nationally and state-wide, the trend for theatre producers and directors, one avenue available for theatre graduates on this transfer degree is increasing.

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

A.   **College**: Laramie County Community College

B.   **Date submitted to WCCC:** 1/20/2017

C.   **Program**

    1. Request for:

    X New Program   ____ Pilot Program   ____ Revised Program

    2. Program Title: Theatre

    3. Degree or Certificate to be awarded:

    X Degree: X AA   ____ AS   ____ AAS   ____ Other

    ____ Certificate

    4. Educational Pathway:

    __ Energy __ Construction __ Hospitality __ Technology

    __ Health Care X Other

    5. Total number of credit hours: 62-63

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

    50.0501, Drama and Dramatics/Theatre Arts, General

    7. Planned semester/year new program will begin: Fall 2017

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

    ____ YES (Provide details) X NO

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

    X At the start of the program?   __Within three years of the start of the program?   __ No

    While no theatre courses are offered online due to their physical instruction method, most GenEd Core classes can be completed online.

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

The Theatre Associate of Arts introduces students to the disciplines within theatre arts through practical, production based work. Students complete comprehensive foundation theatre and humanities courses, preparing them for transfer to University theatre programs or a career in theatre arts.

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

   Upon completion of the program, students will be able to:
   - Apply skills to the creation of performance.
   - Analyze and responded to texts and performances both in writing and orally.
   - Demonstrate knowledge of theatre history and literature and drawn connections between theatrical practices and social contexts in and across historical periods.
   - Apply collaborative skills in a variety of theatrical contexts.
   - Develop and refined process skills in rehearsal, production and studio settings.
   - Demonstrate problem-solving skills in the creation of artistic work.
   - Demonstrate proficiency in one or more area-specific skills: acting, technical theatre, or management.

2. **Program Layout by Semester:**

Course	Title	Credits
COLS 1000	Introduction to College Success: First-Year Seminar	3
THEA 1000	Introduction to Theatre	3
THEA 1100	Beginning Acting	3
THEA 2000	Theatre Production	3
MATH 1010 OR	Problem Solving	3
MATH 1400	College Algebra	
	Semester Credits	**15**
ENGL 1010	English I: Composition	3
THEA 2000	Theatre Production	3
THEA 2100	Acting II	3
FREN 1010 OR	First Year French I	4
SPAN 1010	First Year Spanish I	
	Choose from approved STEM courses.	3-4
	Semester Credits	**16-17**
THEA 2000	Theatre Production	3
THEA 2010	Backgrounds of Drama I	3

HUMN 1010 OR	Introductory to Humanities I	3
HUMN 1020	Introductory to Humanities II	
CO/M 2010	Public Speaking	3
	Choose from approved U.S./Wyoming Constitution courses.	3
	Semester Credits	**15**
ANTH 1200	Introduction to Cultural Anthropology	3
THEA 2000	Theatre Production	3
THEA 2020	Backgrounds of Drama II	3
THEA 2160	Introduction to Stage Make-Up	3
	Choose from approved LAB Science courses.	4
	Semester Credits	**16**
	Total Credits	**62-63**

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, numbers and/or credit hours have been coordinated:

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

   or WCCC (career technical) ____ Yes ____ No X 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):

   All courses within the program are currently offered on campus.

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

Yes. LCCC has one full-time theatre faculty with the skills to deliver current courses. This instructor has been delivering the same course sequence as a concentration for 12 years.

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

A recent (Fall 2016) advisory committee meeting with high school theatre teachers revealed great interest in the establishment of an AA in Theatre in southeast Wyoming and the state capitol. Among the input was the following important point: Many high school students seeking this degree and planning to transfer to UW require access to a smaller, inexpensive college that suits certain academic and personal needs relating to academic performance and the advantages that come with the personal attention a college like LCCC can offer.

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

A theatre program has existed as an area of emphasis for some time. All resources are in place, both physically and financially.

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		
Producers and Directors	122,600	133,800	9%	11,100
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Producers and Directors	101	109	7.92%	8

Source:

- National Data Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* on the Internet at http://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm
- State Data Source: Wyoming Department of Employment Research & Planning, https://doe.state.wy.us/LmI/projections/2016/long_term_occupation_projections_2014-24.pdf

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly			$32.91		
	Yearly			$68,440.00		
Wyoming	Hourly	$14.06	$16.81	$20.86	$29.12	$40.69
	Yearly	$29,242.00	$34,968.00	$43,385.00	$60,563.00	$84,648

Source:

- National Data Source: Bureau of Labor Statistics, U.S. Department of Labor, on the Internet at http://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm
- State Data Source: Wyoming Occupational Employment and Wages at https://doe.state.wy.us/LmI/EDSMarch2016ECI/page0016.htm

Other wage information or comments that would assist the Commission:

While there are some opportunities for theatre professionals in Wyoming, there is limited data available. As Wyoming comes to rely on tourism (a more diversified economy generally) for more of its revenue, theatre professionals will become an increasingly vital part of Wyoming's Arts, Hospitality, and Tourism industry.

3. Primary student audience identified for this program:

The primary student audience for this program are students interested in transfer to a four-year university theatre degree. A secondary student audience are those students interested simply in completing the A.A. and moving into professional theatre work either in Wyoming or nearby metropolitan areas (such as Denver) where they may pursue professional opportunities.

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

<u>15</u> Year One <u>20</u> Year Two <u>25</u> Year Three

LCCC Theatre as an area of concentration has established a strong tradition and seeks to grow as an AA. These estimates above are conservative only to acknowledge the challenges facing the arts in Wyoming in the foreseeable future.

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

For this particular program, state-wide and regional recruiting will take place just as it always has for the concentration. Each year, LCCC attends Wyoming State High School Drama, an annual gathering of high school drama students. Regionally, the college has broad plans to extend our marketing reach into northern Colorado and western Nebraska. The new AA in Theatre will be a part of those marketing efforts as they develop and strengthen.

The most effective recruiting is done by high school visits by faculty, workshops, coaching and outreach to as many high schools as possible, focusing on those with strong traditions in the performing arts. We will work closely with our admissions staff on specific recruitment strategies.

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:**

Theatre faculty are always looking for ways to collaborate. Currently, we are working with theatre faculty at UW on a joint stage combat workshop, and we have discussed the possibility of sharing design and technical resources should needs arise. As Wyoming's budget situation seems to be somewhat precarious in the near-future, these kinds of collaborations, aside from their benefits to students, have a financial benefit as well.

With regard to other Wyoming Community Colleges, geography makes some forms of collaboration difficult, but faculty meet with each other (at State Drama) to share plans and discuss best practices within program development.

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	North-west College	Northern Wyoming Community College District	Western Wyoming Community College
Theatre AA (66 credits)	Theatre AA (60.5 credits)	N/A	In Process (62-63 credits)	N/A	Theatre AA (61 credits)	Theatre AA (65-67 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.)**

Currently, as a concentration of the LCCC Interdisciplinary Liberal Arts (ILA) Program, the Theatre concentration is fully articulated with the UW B.A. Theatre Program. Articulation of the AA with UW is considered a formality since this proposed AA contains no changes to the courses or the sequence of the Theatre ILA.

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.**

Not applicable.

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?**

Measuring success in the arts can be difficult because there are so many definitions for success. However, the broadest standards of success are two-fold.

1. Student learning outcomes achieved through culminating courses and program course success rates
2. Feedback from university theatre programs to which our students transfer
3. Student success after transfer

4. Surveys from students after completing program courses
5. Graduate surveys and employer surveys
6. The continued participation in third part assessments such as the Kennedy Center/American College Theatre Festival to review and respond to student work.

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 not addressed earlier in this request:

EDUCATED CITIZENTRY – The arts are essential to the development of an educated citizenry. The performing arts expose people to new and diverse ways of thinking, expand emotional intelligence and communicative boundaries, and generally contribute to a sense of well-being. This is true for those who participate in the arts and for audiences of the arts. As well-educated citizenry means a broadly educated one. As Wyoming seeks to diversify its economy in the coming years, the best skills are broad skills.

WORKFORCE DEVELOPMENT – Among the most sought after skills in the 21st century workforce are communication skills and problem solving skills. Even if a person who studied theatre does not work in theatre, the skills are applicable to many other occupations.

For the best explanation of this, please read this article, written by a theatre major: https://tomvanderwell.wordpress.com/2012/01/16/10-ways-being-a-theatre-major-prepared-me-for-success/

ACCOUNTABILITY and IMPROVEMENT – In the arts we seek to improve. From the rehearsal hall to the program planning, improvement is always the goal.

OTHER CRITERIA-

- **Resource Needs** – No new resources are requested with the establishment of this program.

SIGNATURE PAGE

Submitted by V. P. for Academic Affairs*

[signature] 1/18/17
Signature   Date

Terry Harper   Interim
Printed Name   Title

Vice President of Academic Affairs

Approved by the WCC Academic Affairs Council

[signature] 2/7/17
Signature   Date

Joseph E. McCann, Programs Team Leader
Printed Name   Title

Approved by Program Review Committee

[signature] 2/22/17
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.

WESTERN
WYOMING COMMUNITY COLLEGE

"A Commitment To Quality And Success"

April 5, 2017

Wyoming Community College Commission
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Program Review Committee:

On behalf of Western Wyoming Community College, I am submitting the Emergency Medical Services (EMS) Associate of Applied Sciences degree for your approval.

The Emergency Medical Services (EMS) program is designed to prepare students to build the skills and knowledge needed to safely provide advanced medical interventions for medical and trauma emergencies. Upon successful completion of the 64-credit program, students will be able to sit for the National Registry of Advanced Emergency Medical Technician exam and apply to the State of Wyoming for Intermediate Emergency Medical Technician (IEMT) licensure.

Western has been encouraged to develop this degree by the Wyoming Office of Emergency Medical Services and many fire and law enforcement agencies, industrial partners, and other interested parties in the Western service area. Representatives from many of these agencies and organizations have provided input into the design of the degree through their participation in the EMS advisory council. Local school districts have also expressed interest in having some of their health program students take EMS courses at Western.

The overall growth rate of Emergency Medical Technicians (EMT) and Paramedics as an occupational field is projected to increase nationally at the rate of 24% and in Wyoming at the rate of 18% between 2014 and 2024. This growth rate is over twice the national average for all occupations within the same time period. Additionally, a relatively high turnover rate, particularly for EMTs, will require a continuous pool of trained EMS personnel to fill fire, law enforcement, and industry positions.

Western Wyoming Community College appreciates your review of this request.

Sincerely,

P. Sheldon Flom
Vice President of Administrative Services
Acting President

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

A. College: Western Wyoming Community College

B. Date submitted to WCCC: April 5, 2017

C. Program

    1. Request for:
        __X_ New Program   ____ Pilot Program   ____ Revised Program

    2. Program Title: Associate of Applied Science Degree in Emergency Medical Services

    3. Degree or Certificate to be awarded:
        ____ Degree: ____ AA   ____ AS _X__ AAS   ____ Other
        __ _ Certificate

    4. Educational Pathway:

    __ Energy __Construction __ Hospitality __ Technology
    _X_ Health Care __ Other

    5. Total number of credit hours: 64

    6. Suggested CIP (Classification of Instructional Program) code (6-digit): 51.0904

    7. Planned semester/year new program will begin: Fall 2017

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

        ____ YES (Provide details)   _X__ NO

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

The Emergency Medical Services (EMS) program is designed to prepare students to build on the concepts learned in a stepwise fashion the skills and knowledge needed to safely provide advanced medical interventions for medical and trauma emergencies. Upon successful completion of the 64-credit program, students will be able to sit for the National Registry of Advanced Emergency Medical Technician exam and apply to the State of Wyoming for Intermediate Emergency Medical Technician (IEMT) licensure.

1. Expected student learning outcomes from completion of the program: Students will be able to:

   - Perform an Emergency Medical Technician (EMT)-level and Advanced Emergency Medical Technician (AEMT)-level patient assessment.
   - Form a general patient impression.
   - Formulate a patient care plan within their scope of practice.
   - Implement patient care.
   - Deliver patients to appropriate medical facilities or higher levels of care while delivering EMT-level and AEMT-level care.
   - Demonstrate the personal and professional ethics and interpersonal skills that are expected in the workplace.
   - Pass the National Registry EMT and AEMT practical and written examinations.

2. Program Layout by Semester

Freshman Year Fall		Credits
EMT 1690	Emergency Medical Technician	7
BIOL 1010	General Biology	4
ENGL 1010	English Composition I	3
HLTK 1200	Medical Terminology	2
HMDV 1005	First Year Success	1
		17

Freshman Year Spring		Credits
EMT 2500	Advanced Emergency Medical Technician	8
BIOL 2010	Human Anatomy and Physiology I	4
COMM 1030	Interpersonal Communication	3
		15

Sophomore Year Fall		Credits
EMT 2530	Intermediate Emergency Medical Technician	8

BIOL 2015	Human Anatomy and Physiology II	4
ENGL 2005	Technical Writing	3
PEAC[1]	Health and Human Activity	1
		16

Sophomore Year Spring		Credits
POLS 1000	American and Wyoming Government[2]	3
SOC 1100	Social Problems[3]	3
SOC 1000	Sociological Principles[3]	3
COSC 1200	Computer Information Systems	3
EMT 1695	Emergency Medical Special Operations	3
PEAC[1]	Health and Human Activity	1
HMDV 2411	Assessment Requirement	0
		16
	Total Credits	64

[1]This requirement can be fulfilled with any PEAC course
[2]This requirement can be fulfilled with POLS 1000, HIST 1211, 1221 or 1251
[3]Recommended elective. If a student can present a valid argument for a different elective, the advisor can consider the following: PSYC 1000, PSYC 1060, PSYC 2210, ANTH 1200, HLED 1003, or HLED 1140.

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

   Yes

   _X__At the start of the program?

   ____Within three years of the start of the program?

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

      _____ Suggested new prefix   _____ No new prefixes

      ____3__ Suggested level of instruction (1, 2, or 3)

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

      with UW (transfer)   ____ Yes   ____ No   _X__ Not Applicable

      or WCCC (career technical) __X_ Yes   ____ No   ____ Not Applicable

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

COURSE NUMBER: EMT 1695 Emergency Medical Special Operations
CREDITS: 3   **LOI**: 2
COURSE DESCRIPTION: This course is a survey course of selected Emergency Medical Special Operations which are not fully addressed in other courses. Within this course, students will be exposed to learning opportunities including but not limited to, bloodborne pathogens, hazardous materials, working in/around crime scenes and with law enforcement special operations (SWAT), fire-ground operations, and others as determined by the course instructors.

COURSE NUMBER: EMT 2530 Intermediate Emergency Medical Technician
CREDITS: 8   **LOI**: 3
COURSE DESCRIPTION: The Intermediate Emergency Medical Technician course is designed to prepare students to build on the concepts learned in the Advanced Emergency Medical Technician course and safely provide advanced medical interventions for medical and trauma emergencies. Upon successful completion of the course students will receive a certificate of completion, be able to sit for the State of Wyoming and/or the National Registry of Emergency Medical Technician final exam, apply to the State of Wyoming for IEMT licensure. This Advanced level training enables students to seek employment in the field of pre-hospital emergency medicine as paid or volunteer providers and provides an important professional link into other allied health professions.

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

Yes, with additional adjunct faculty added as clinical and outreach sites are developed

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

Western Wyoming Community College (WWCC) has held two annual EMS advisory council meetings at which local and regional (WWCC service area) EMS, Fire and Law Enforcement agencies as well as

many various industrial partners and other interested parties have had extensive input into the design of the program. These partners have also indicated a desire for WWCC to continue to pursue opportunities for continuing education for people already working within the Prehospital Emergency Medical Services. There has also been interest from the local school districts for providing secondary education opportunities at WWCC for their graduates in Emergency Medical Services.

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

The preferred resources needed to start the program would be a full-time program director and two part-time benefitted assistant faculty members. Each of the faculty members will need to possess valid state licensure commensurate with WYOEMS rules. In the current budget environment, however, we recognize that the program may need to start solely with part-time and adjunct faculty. While not optimal, the program was developed by part-time faculty and can be implemented this way, if necessary. Additional adjunct faculty (many of whom might be considered guest lecturers) would also be needed to facilitate a high quality and diverse educational process. Due to the range of topics covered in the program courses, there could be 5-15 additional faculty, depending on availability of each individual and the total number of students being taught between all classes. These adjunct faculty members would not need to be benefitted and could be drawn from our community partners in the WWCC service area. The hours for these adjuncts would range from 4 to 50 hours per course, depending on actual teaching assignments for each person. Also, the need for adjunct faculty is determined by clinical sites.

Expenditures for equipment would include upgrades to the existing Advanced Life Support (ALS) simulators, the addition of an OB/GYN manikin, and upgraded cardiac monitors. The additional equipment purchases would need to be prioritized and completed as soon as possible. It is recommended that grant funding should be pursued, as well as capital equipment funding from the College. Some equipment donations may be available from local and regional service area partners. Disposable supplies will need to be budgeted for annually and would be covered with assessed student fees for laboratory experiences.

I. 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		
	241,200	299,700	+24%	9800 annually
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
	630	740	+18%	30 annually

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, EMTs and Paramedics, on the Internet at https://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm#tab-6 (visited August 5, 2016).
- **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:

As shown above, the overall growth rate of EMTs and Paramedics as an occupational field is projected to increase at the rate of 24% through 2024. This growth rate is over twice the national average for all occupations within the same time period. Combine that with an average voluntary turnover rate of 11.5% and a total turnover rate projected of 15.7% across all healthcare fields for the same time period. If EMS is considered to account for only a small portion of the total healthcare workforce, this points to needing a significant number of EMS personnel to both replace existing and to increase the total workforce to accommodate the projected job growth.

2. State and National Wages

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
United States	Hourly	$10.06	$12.11	$15.38	$20.09	$26.49
	Yearly	$20,960	$25,200	$31,980	$41,800	$55,110
Wyoming	Hourly	$10.31	$13.34	$16.72	$19.49	$24.54
	Yearly	$21,460	$27,750	$34,780	$40,540	$48,980

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey
- **National Data Source:** https://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm#tab-5
- **State Data Source:** http://www.bls.gov/oes/oes_dl.htm State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

These are averages and will depend heavily on industrial growth as well. Many of these same people are employed at larger industrial sites such as mines, gas plants and major manufacturing plants. Also, hospitals and other allied healthcare facilities utilize these same people in technician capacities in areas such as Emergency Departments.

2. Primary student audience identified for this program:

Those students seeking employment as advanced care providers with Emergency Medical Services, Fire Departments, and other associated healthcare careers.

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

__10__ Year One   __10__ Year Two   __10__ Year Three

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

1. Use existing marketing strategies in place at Western Wyoming Community College.
2. Establish social media links for the program.
3. Use marketing through association with Industry Partners throughout the WWCC service area as well as throughout the western rocky mountain region.
4. Promote the program through attendance at regional trade conferences.

K. 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
Paramedic Technology; Associate of Science degree; 64 credits			Emergency Medical Services-Paramedics; A.A.S. degree; 68 credits Emergency Medical Services–Paramedics; certificate; 48 credits			Proposed program: Emergency Medical Services; Associate of Applied Science; 64 credits

L. 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.

We would like to develop an association with the University of Utah Hospital for access to clinical opportunities. This could be accomplished with the help of a direct association with Memorial Hospital of Sweetwater County which currently is building a partnership with the University of Utah Hospital. This might also give the EMS program access to educational resources from the University of Utah School Of Medicine and associated programs.

M. 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.

Many agencies and industry partners have contributed and will continue to contribute significantly to this program. Sweetwater County Sheriff's Office, Sweetwater Medics Ambulance Service, Rock Springs City Fire Department, Bridger Coal Mine, Tata Chemicals, Sweetwater County Fire District #1, Wyoming State Office of EMS and Trauma, Sublette County EMS to name a few.

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

Students will be able to: Provide individual course evaluations and feedback. Program exit follow ups can be conducted as well as follow up employment statistics which will be needed to obtain and maintain program accreditation. Also, at a minimum, annual advisory council meetings will be conducted at which time industry partners will have the opportunity to provide feedback for program changes and improvement.

O. 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 WCCC Statewide Strategic Plan:

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

EDUCATED CITIZENRY – Shows a commitment by Western Wyoming Community College to address identified needs of a critical public safety system

DIVERSIFIED ECONOMY – helps build more competently trained pool of Technicians and Paramedics for the future

WORKFORCE DEVELOPMENT – Based on growth projections, Healthcare and particularly Emergency Medical Technicians and Paramedics will grow at a greater rate than all combined job categories

EFFICIENT SYSTEMS – A better trained pool of job applicants will be able to provide better healthcare at lower costs to the public

ACCOUNTABILITY and IMPROVEMENT – As healthcare costs continue to increase, better efficiency and higher quality of care will be essential. This program will provide a better-rounded and more competent provider.

OTHER CRITERIA-

- **Labor Needs** – Job growth estimates predict a higher than average job growth coupled with an existing shortage of personnel in many areas.

- **Curriculum Development** – Most of the curriculum currently exists as independent courses and are being organized into a comprehensive program.

- **Pathways** – This program will allow students to transfer into Paramedic programs and also provides some of the foundational courses for students to transfer into other healthcare-related degrees.

- **Faculty Support** – Additional faculty support will be needed from directly related instructional areas such as Biology.

- **Recruitment Strategies** – Faculty recruitment can be achieved by working with industry partners to provide part-time adjunct faculty.

- **Resource Needs** – Additional training equipment will be needed as the program grows. Additional clinical sites and adjunct faculty will need to be added as the program enrollment grows.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

Kimberly D. Farley   _4/5/17_
Signature   Date

Kimberly D. Farley   Vice President for Student Learning
Printed Name   Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann,   _10/26/17_
Signature   Date

Joseph E. McCann, Programs Team Leader
Printed Name   Title

Approved by Program
Review Committee

Joseph E. McCann,   _11/15/16_
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 12

Date: April 3, 2017

To: Wyoming Community College Commission

Subject: Request for Certificate Approval – Foundations of Inter-professional Health Care

Casper College is requesting approval of a proposed certificate in the Foundations of Inter-Professional Health Care based on Commission Rules. As such this proposal has 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 attachment describing the proposed certificate 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 appreciates the review of this request by the Commission. It is our desire to be responsive to the needs of our community. Your review of this proposal is greatly appreciated.

Sincerely,

Shawn D. Powell

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

A. College: Casper College

B. Date submitted to WCCC: 6-21-2016

C. Program

1. Request for:

    X New Program _____ Pilot Program _____ Revised Program

2. Program Title: Foundations of Interprofessional Health Care

3. Degree or Certificate to be awarded:

    _____ Degree: _____ AA _____ AS _____ AAS _____ Other
    _X_ Certificate

4. Educational Pathway:

    __ Energy __ Construction __ Hospitality __ Technology _X_ Health Care __ other

5. Total number of credit hours: 24

6. Suggested CIP (Classification of Instructional Program) code (6-digit): 51.0001

7. Planned semester/year new program will begin: Fall 2017

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

    _____ YES (Provide details) _X_ NO

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

    Yes

    _X_ 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 the college catalog:

Need Statement for Program: As the delivery of health care is changing dramatically, health care professionals will be expected to work in teams to provide better patient care and outcomes. However, because health science programs are expected to deliver more discipline specific content with fewer credits, the Foundations of Health Care certificate will allow our students to delve deeply into the leadership and development they will need at the beginning of and throughout their professional lives to be effective members of interprofessional health care teams. The proposed curricula interfaces with health science core performance standards and will afford undecided heath science majors and admitted health science students a broader and deeper understanding of critical thinking, interpersonal skills, communication, and professionalism that is unavailable in their discipline specific curricula. Students will be afforded a guided pathway should they be undecided about which health science major they wish to pursue, and admitted health science students will be able to pursue a stackable credential.

Program Description:

The Foundations of Interprofessional Health Care Certificate Program is a two semester program available to admitted or pre-health science students. It is designed to provide leadership and development for future healthcare professionals who will be expected to work as effective team members in an interprofessional health care team. The program will address a local, state, and national need.

All courses will be offered online with one exception: HLTK 2560 The Interprofessional Heath Care Team which will be offered in a hybrid format with three required classes held on campus. Efforts are underway to explore whether the hybrid class may be offered via an interactive distance webinar.

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

    Students who complete this certificate will be able to:

    a. Understand their learning and leadership styles
    b. Understand the roles and scopes of healthcare professionals outside their discipline
    c. Understand general health care and services available in the United States
    d. Demonstrate interpersonal abilities and communication sufficient to interact professionally and therapeutically with peers, faculty, staff, administrators, patients/clients, families and groups from variety of social, emotional, and intellectual backgrounds
    e. Communicate effectively in verbal, nonverbal, and written form
    f. Understand and demonstrate sufficient respect for others in non-verbal, verbal, and written communications
    g. Understand the cumulative effect that behavior, appearance, and communication has on the health science professional image
    h. Understand and apply concepts from team and group development, relationship-centered leadership, and collaborative interprofessional teams
    i. Participate effectively in interprofessional team activities

2. Program Layout by Semester (Please note that admitted Health Science students may complete this certificate concurrently with their associate degree program)

Semester 1 (required classes)		
ENGL 1010	English Composition 1	3
HLTK 1500	Introduction to Health Care and Services	2
HMDV 1300	On Course	2
	Approved Electives *	5
	Semester hours total	12
	Semester 2	
HLTK 2560	The Interprofessional Health Care Team	3
CO/M 1030	Interpersonal Communication	3
	Approved Electives*	6
	Semester hours total	12
	Total Program Semester Hours	24

Course descriptions for required certificate courses are as follows:

English 1010

A study of the fundamentals of purposeful communication in English. The course focuses on reading and writing expository essays, on using effective language for exposition of ideas, and on thinking clearly. Students are to practice synthesizing information, organizing it coherently, and writing clearly.

HLTK 1500 Introduction to Health Care and Services

Concepts of health care organization, finance, and delivery in the United States. Explores interrelationships among agencies, organizations, and personnel in the delivery of health care.

HMDV 1300 On Course

Provides students with academic and personal strategies for a successful transition to college. Topics include study skill techniques such as reading, note taking, test taking and organizing and rehearsing study materials. Other topics include accepting responsibility, motivation, self-management, interdependence, and self-awareness. This course will also introduce students to campus resources.

CO/M 1030 Interpersonal Communication

Focuses on face-to-face relationships in interpersonal communication settings. Self-concept, perception, language, nonverbal channels, listening, and emotions are presented as factors in dyadic relationships.

Approved elective courses include:

ANTH 1200 Introduction to Anthropology or
SOC 1200 Introduction to Sociology 3 cr
PSYC 1000 General Psychology 3 cr
CO/M 2155 Motivational Interviewing 3 cr
HLTK 1200 Medical Terminology 3 cr
HLTK 1860 Introduction to Human Disease 3 cr
HLTK 1870 Professionalism in Healthcare 3 cr
HLTK 1975 Spanish for Health care Workers 3 cr
HLTK 1000 Principles of Healthcare Calculations 1 cr
HLTK 2400 Alternative Therapies 3 cr
HLTK 2550 Understanding the Economics, Ethics, and Policies Influencing Healthcare
HLTK 1990 or 2990 Special Topics 1-3 cr

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

___X___ No new prefixes

_____ Suggested level of instruction

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

   or WCCC (career technical) _X__ 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):

HLTK 2560 The Interprofessional Health Care Team 3 cr

Course description: This course covers leadership and development concepts that apply to the interprofessional health care team. Concepts covered will include team and group development, relationship-centered leadership, and building and sustaining collaborative, interprofessional teams. Application of concepts will include: healthcare informatics, evidence based practices, interprofessional simulation activities, and behaviors that foster a collaborative culture.

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

Yes, This program can be offered by current faculty.

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

The School of Health Science at Casper College houses nine departments. Eight departments have specialized accreditations. The advisory boards for Medical Laboratory Technician, Nursing, Occupational Therapy Assistant, Paramedic Technology, Pharmacy Technology, Radiography, and Respiratory Therapy have been consulted about this certificate and are supportive of the value-added this certificate will bring to our graduates and their future employees. They have consistently said a health science graduate from one of our accredited programs will have an edge in the hiring process should they possess this additional certificate in Foundations of Interprofessional Health Care, with all other qualifications being equal. We have also coordinated with Natrona County School District #1 in the development of their Health Science Human Services Academy's curricula to interface with our core performance standards for the Health Science student which include critical thinking, interpersonal skills, communication, and professionalism, the essential basis of the proposed certificate's curricula. Athletic Training students who are eligible to transfer to competitive bachelor's degree programs will also have an edge in the selection process should they possess this certificate. The Foundations of Interprofessional Health Care certificate would also provide undecided students a guided pathway in health science education until they decide on a declared major.

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

One new course will be developed for this certificate program which will necessitate time for its development and subsequent instruction from current faculty.

J. Projected demand in Wyoming and Nation from the proposed implementation date for this certificate which would benefit the following fields offered by the Casper College School of Health Sciences:

1. National and State Trends
   (National reference - Bureau of Labor Statistics *Occupational Outlook Handbook*)

United States	Employment 2014	2024	Percent Change	Job Openings
Athletic Trainers	25,400	30,800	21%	5,400
http://www.bls.gov/ooh/healthcare/athletic-trainers.htm				
EMTs and Paramedics	241,200	299,700	24%	58,500
http://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm				
Medical Lab Technicians	328,200	380,300	16%	52,100
http://www.bls.gov/ooh/healthcare/medical-and-clinical-laboratory-technologists-and-technicians.htm				
Occupational Therapy Assistants	41,900	58,700	40%	16,800
http://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm				
Pharmacy Technicians	372,500	407,200	9%	34,700
http://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm				
Radiologic and MRI Technologists	230,600	251,300	95	20,700
http://www.bls.gov/ooh/healthcare/radiologic-technologists.htm				
Registered Nurses	2,751,000	3,190,300	16%	439,300
http://www.bls.gov/ooh/healthcare/registered-nurses.htm				
Respiratory Therapists	120,700	135,600	12%	14,900
http://www.bls.gov/ooh/healthcare/respiratory-therapists.htm				

Wyoming

Health Care Workforce Needs in Wyoming: Advancing the Study, 2011: http://doe.state.wy.us/lmi/occasional/occ6.pdf)	Employment 2010	2020	Percent Change	Job Opening
EMTs and Paramedics	570	707	24%	137
Medical Lab Technicians	393	495	25%	102
Occupational Therapy Assistants	36	47	30%	11
Pharmacy Technicians	479	519	8%	40
Radiologic and MRI Technologists	no data	no data	no data	no data
Registered Nurses	5,116	6,543	27%	1,427
Respiratory Therapists	296	394	33%	98

Other trend information that would assist the Commission:

Each of the fields involved with this proposal have projected job growth according to national and state occupational data.

2. National and State Wages (Source: Bureau of Labor Statistics, Occupational Outlook Handbook at: http://www.bls.gov/ooh/healthcare/home.htm)

National Wages

Location	Pay Period	2015 Median National Wages				
		10%	25%	Median	75%	90%
United States						
Athletic Trainers	Yearly			$44,670		
Medical Lab Technicians	Yearly			$50,550		
Registered Nurses	Yearly			$67,490		
Occupational Therapy Assistants	Yearly			$54,520		
Paramedics	Yearly			$35,110		
Pharmacy Technicians	Yearly			$30,410		

Location	Pay Period	2015 Median National Wages				
		10%	25%	Median	75%	90%
Radiographers				$58,120		
Respiratory Therapists	Yearly			$57.790		

Wyoming Wages (Source: Bureau of Labor Statistics Occupational Employment Statistics May 2015 at: http://www.bls.gov/oes/tables.htm)

Location	Pay Period	2015 Median Wyoming Wages			
		10%	25%	Median	75%
Wyoming					
Athletic Trainers	Hourly			No data available	
	Yearly			$44,290	
Medical Lab Technicians	Hourly			$19.58	
	Yearly			$40,720	
Registered Nurses	Hourly			$29.22	
	Yearly			$60,780	
Occupational Therapy Assistants	Hourly			$24.47	
	Yearly			$50,890	
Paramedics	Hourly			$16.06	
	Yearly			$33,400	
Pharmacy Technicians	Hourly			$16.97	
	Yearly			$35,300	
Radiographers	Hourly			$24.08	
	Yearly			$43,180	

Location	Pay Period	2015 Median Wyoming Wages			
		10%	25%	Median	75%
Respiratory Therapists	Hourly			$27.03	
	Yearly			$56,220	

3. Other wage information or comments that would assist the Commission:

The proposed certificate will highlight employer identified skills needed for their healthcare workers in professionalism, interprofessional communication, ethics, critical thinking, and problem solving. This certificate will assist students in obtaining their first job as a health care professional. The graduate will come in with the "soft skills" that are difficult to teach in the depth and breadth needed for success especially in health care programs that must keep teaching more content in the same amount of time or in some cases even less credits.

4. Primary student audience identified for this program:

The primary student audience for this program will be current Casper College students who plan to apply for admission into a Health Science program or currently admitted Health Science students in one of our eight programs.

The secondary audience for this certificate program are undecided students who wish to explore the medical field and who wish to enhance their leadership skills and expand their interprofessional educational and professional experiences. This certificate program will give them a guided pathway for their exploration and a chance to earn a credential while deciding if a health science program or career is for them.

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

Year One: *10 to 20 students*   Year Two: *20 to 30 students* Year Three: *30 to 40 students*

The basis for the estimate is on current enrollment for the School of Health Science which is 595 students. We are already receiving inquiries from students who know we are in the planning stages for this certificate program.

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

The School of Health Science currently serves approximately 595 students, all of whom could enroll and earn this certificate program. We also will recruit students who are considering a health science career, especially those students enrolled in the Natrona County School District #1's Health Science and Human Services Academy.

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:

Faculty and administrators in Casper College's School of Health Science are willing to share any information to other Wyoming Community Colleges should they choose to adopt a similar certificate program.

No similar programs exist in the state.

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
NA	NA	NA	NA	NA	NA	NA

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.)

N/A This is not a transferrable program.

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 student learning outcomes associated with this proposed certificate interface with industry standards as evidence by the continual revision of accreditation standards that include interprofessional collaboration, ethics, critical thinking, problem solving, clinical judgment, and professionalism as core performance standards that will be developed further in the certificate's curricula.

The following information from accrediting bodies provides additional information for the Commission to consider for this proposed certificate: (for readability, each CC health science program is listed alphabetically)

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?

Health Science advisory boards have been and will continue to be consulted. Employer survey data from Health Science programs will be reviewed. Students will also complete course evaluations and

simulation evaluations at the end of each semester. An assessment plan that aligns with Casper College's current process will be developed in the annual department report for the Health Science Simulation Center, and will be reviewed and revised as part of a continuous improvement model to meet institutional requirements for the Higher Learner Commission (HLC) which accredits Casper College.

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 – The certificate program aims to produce graduates who have developed leadership skills and communication styles necessary to work as effective members of an interprofessional health care team.

DIVERSIFIED ECONOMY – The training and education provided by this proposed certificate will improve graduates' knowledge and understanding of the interprofessional nature of health care services. The anticipated result will be a better trained graduate which will reduce the training cost of healthcare agencies and hospitals. It is also anticipated that graduates of this proposed program will have less turnover in their professions. This will result in lowered costs to the healthcare agencies and hospitals in terms of hiring and replacement training costs.

WORKFORCE DEVELOPMENT – The program offers graduates enhanced training for employer identified skills needed for healthcare workers in professionalism, interprofessional communication, ethics, critical thinking, and problem solving with the aim to improve retention of employees.

EFFICIENT SYSTEMS – The program offers graduates an additional credential that may give them opportunities for advancement in their health care fields.

ACCOUNTABILITY and IMPROVEMENT – The program responds to employer identified skills needed for success and gives graduates' opportunities to improve their leadership and communication skills.

OTHER CRITERIA-

- **Labor Needs** –The Bureau of Labor and Wyoming Workforce Workforce Services anticipate increasing needs for health care workers.

- **Curriculum Development** –The development of the curricula for this program is based on local employer needs, current literature, and current trends in the health care industry.

- **Pathways** –This certificate is designed to provide leadership and development opportunities for future health care professionals who will be expected to work as effective team members of an interprofessional health care team.

- **Faculty Support** – This program will be conducted by an interprofessional team of health science faculty who will model effective teams for students. Faculty will be given opportunities for professional development activities that are relevant to this endeavor such

as but not limited to: webinars, conferences, trainings, and additional certifications such as certified simulation educator training.

- **Recruitment Strategies** – Emails to current health science students and future students will be sent. Instructors and advising will speak to students and applicants about this certificate. Posters, brochures, and advertising will be developed to increase awareness of this program.

- **Resource Needs** –No additional faculty will be necessary as current faculty will work together in maintaining this certificate program. Current classroom, laboratories, and simulation center as well as equipment will suffice for this program.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

Shawn Powell   12/03/2016
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Signature   Date

Shawn Powell   V.P., Academic Affairs
‾‾‾
Printed Name   Title

Approved by the WCC
Academic Affairs Council

Joseph E. McCann,   10/26/16
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Signature   Date

Joseph E. McCann , Programs Team Leader
‾‾‾
Printed Name   Title

Approved by Program
Review Committee

Joseph E. McCann,   11/15/16
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Signature   Date

Joseph E. McCann, Programs Team Leader
‾‾‾
Printed Name   Title

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

TAB 13

MEMORANDUM

DATE: March 9, 2017
TO: Wyoming Community College Commission
FROM: Michelle Landa, Vice President
SUBJECT: Request for Approval: Barbering

Eastern Wyoming College is requesting approval for the Barbering Certificate Program. The program is scheduled to commence fall 2017.

The current number of barbers has diminished due to retirement. Completion of this program prepares students for national testing in barbering technology.

Eastern Wyoming College appreciates the review of this request. It is our desire to be responsive to our community. Your approval of this program is vital to our success.

A. College: *Eastern Wyoming College*

B. Date submitted to WCCC: *2/13/2017 – resubmitted with changes on 3/9/2017*

C. Program

   1. Request for:

   _X__ New Program   ____ Pilot Program   ____ Revised Program

   2. **Program Title:** *Barbering Technician*

   3. Degree or Certificate to be awarded:
   ____ Degree: ____ AA   ____ AS   ____ AAS   ____ Other
   _X_ Certificate

   4. Educational Pathway:

   __ Energy ___Construction __ Hospitality __ Technology __ Health Care **X** other

   5. Total number of credit hours: *30 credit hours*

   6. Suggested CIP (Classification of Instructional Program) code (6-digit): *12.0402*

   7. Planned semester/year new program will begin: *Fall 2017*

   8. Will any part of this program be provided by non-accredited vendor(s)?
   ____ YES (Provide details)   **_X__** 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? **_X___**No

---

Revised by AAC **2/08/16**, Reformatted by JMc **02/26/17**

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

The Barbering Technician Certificate Program (no chemicals) includes the 1000 hours of barbering course work as required by Wyoming Law. It combines theory classes, practical work and hands on clientele practice. Completion of this program prepares the student for national testing in barbering technology.

1. Expected Student learning outcomes from completion of the program:
   Students will be able to:
   - Demonstrate competent skill level in performing specific required tasks in all areas of barbering.
   - Acquire a written grade of 75% or higher in all barbering courses.
   - Be prepared to successfully apply and pass the National Exam.

2. Program Layout by Semester

	Fall Semester	Credits
BARB 1525	Barbering Hair Fundamentals I	4
BARB 1550	General Science of Barbering	3
	Total	7

	Spring Semester	
BARB 1500	Clinical Applications I	
BARB 1505	Clinical Applications II	4
BARB 1520	Barbering Shop Management & Business Methods	3
BARB 1530	Barbering Hair Fundamentals II	3
		3
	Total	13

	Summer Semester	
BARB 1535	Clinical Applications VIII	
BARB 1625	Techniques in Barbering	6
BARB 1675	Barbering Assessment	3
		1
	Total	10

	Total Program Credits 30	

E. New course prefixes, course credit hours and:

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

2. New course prefixes have been coordinated:
   with UW (transfer)   ____ Yes ____ No __X_ Not Applicable

   or WCCC (CTE)   _X__ Yes ____ No ____ Not Applicable

F. New course descriptions:

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

Course	Credit	LOI
BARB 1500 Clinical Applications I *This is a required course for the barber student and focuses on the hands-on application techniques in all area of barbering to the public.*	4	3
BARB 1505 Clinical Applications II *This is a required course for the barber student and focuses on the hands-on application techniques in all area of barbering to the public.*	3	3
BARB 1520 Barbering Shop Management & Business Methods *This course will take the barbering student through the process of business ownership, business principles and related concepts.*	3	1
BARB 1525 Barbering Hair Fundamentals I *This course covers the structure of hair, hair care practices and the introduction to basic hair cutting designs, shaving, shampooing, honing and stropping.*	4	3
BARB 1530 Barbering Hair Fundamentals II *This course will cover the applications of barbering.*	3	3
BARB 1535 Clinical Applications VIII *This is a required course for the barber student and focuses on the hands-on application techniques in all area of barbering to the public.*	6	3
BARB 1550 General Science of Barbering *This course will explore the barbering sciences. This is a broad exploration into infection control, anatomy, physiology, electricity and basic barbering chemistry.*	3	1
BARB 1625 Techniques in Barbering *This course will explore new, innovative, and advanced techniques as they relate to areas of barbering.*	3	3
BARB 1675 Barbering Assessment *This expansive examination is intended to evaluate the students' level of proficiency in barbering.*	1	3

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?

*Yes, EWC currently has a Barber Instructor Licensed in the State of Wyoming in the Cosmetology
Department.*

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

*Input was gathered from industry officials, citizens, and businesses at an advisory meeting
held December 3, 2015. This proposal met with approval from all in attendance with the
exception of a local barber. He had a few concerns about having too many barbers, but
given the current state of the industry in Wyoming and nationally, this is viewed as a
positive move.*

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

*Perkins money will be used to purchase classroom technology and supplies for the startup of the
program. The college will allocate a budget for operating the program.*

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

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2014	2024		
Barbers, Hairdressers, and Cosmetologists	656,400	720,800	10%	64,400
Wyoming	Employment		Percent Change	Job Openings
	2014	2024		
Not Available for Barbers				

Source:

- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Barbers, Hairdressers, and Cosmetologists, on the Internet at https://www.bls.gov/coh/personal-care-and-service/barbers-hairdressers-and-cosmetologists.htm.
- **State Data Source:** Wyoming Department of Employment Research & Planning http://doe.state.wy.us/LMI/projections/2016/long_term_occupation_projections_2014-24.pdf

Other trend information that would assist the Commission:
None

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly	$8.62	$9.53	$11.95	$17.00	$22.79
	Yearly	$17,940	$19,830	$24,850	$35,360	$47,410
Wyoming – Not Available for Barbers	Hourly					
	Yearly					

Source: Bureau of Labor Statistics, Occupational Employment and Wages, May 2015
- National Data Source: https://www.bls.gov/oes/current/oes_nat.htm
- State Data Source: https://www.bls.gov/oes/current/oes_wy.htm

Other wage information or comments that would assist the Commission:
None

3. Primary student audience identified for this program:

Anyone age 17 or older with a high school diploma or equivalency diploma who seeks a career in Barbering or wants to add Barbering to their cosmetology skills.

4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:
   _12_ Year One   _12_ Year Two   _12_ Year Three

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

The Barbering Technician program will be included in all marketing materials already utilized by the EWC Cosmetology programs.

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

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

Presently, none of the community colleges in the State of Wyoming offer this certificate program.

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.)

N/A

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

The program was developed in accordance to the Wyoming State Board of Barbering Rules and Statutes.

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:

Students will be able to: Successfully pass the NIC Barbering exam and gain entry level employment. The EWC Outcomes Assessment process will also be utilized including classroom assessment techniques reporting, program reviews, course evaluations, and instructor evaluations and classroom observations to assess the effectiveness of courses and instructors.

P. * <u>Other program information or comments</u> 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 <u>WCCC Statewide Strategic Plan.</u>

None

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

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

(signature) 3/9/17

<u>Signature</u>   <u>Date</u>

Michelle Landa   VP Academic Affairs

<u>Printed Name</u>   <u>Title</u>

Approved by the WCC Academic
Affairs Council

Joseph E. McCann 2/7/17

<u>Signature</u>   <u>Date</u>

Joseph E. McCann, Programs Team Leader

<u>Printed Name</u>   <u>Title</u>

Approved by Program
Review Committee

Joseph E. McCann 2/22/17

<u>Signature</u>   <u>Date</u>

Joseph E. McCann, Programs Team Leader

<u>Printed Name</u>   <u>Title</u>

**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.

LARAMIE COUNTY
COMMUNITY COLLEGE

Monday, March 13, 2017

Wyoming Community College Commission
2300 Capitol Ave.
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 Automotive Technology – Engine Management/Drivability Certificate.

The Certificate program is designed as the first in a series of two LCCC certificates to prepare the student for employment in the automotive repair business as well as to meet the needs of those who want to advance their skills in automotive repair. Personnel from both Spradley-Barr and Cowboy Dodge participated in the development of the curriculum and requested that this short-term workforce placement certificate be developed to provide needed skilled workers within the industry. In addition, the program supports high demand and high pay occupations which improve the quality of life for our students and the clients who will be served by their skills.

The LCCC Automotive Technology Program anticipates targeting several different groups within the community, including workers currently in the automotive repair field that want to or are required to expand their knowledge; individuals seeking advancement opportunities; displaced workers desiring retraining, poverty-to-self-sufficiency training programs; and high school graduates who are interested in technical fields.

Nationally, the trend for automotive repair technicians is estimated to increase between 2014 and 2024 by 5% and in Wyoming wages are higher than the national average. All resources are currently in place to offer this certificate program. By completion of the certificate, students will be able to analyze, diagnose, and repair automotive electrical, ignition, fuel, and emission systems. The curriculum is designed using recognized industry standards and prepares the student to start their Automotive Service Excellence, ASE certification.

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:** 1/20/2017

C. **Program**

 1. Request for:

 X New Program _____ Pilot Program _____ Revised Program

 2. Program Title: Automotive Technology – Engine Management/Drivability

 3. Degree or Certificate to be awarded:

 _____ Degree: _____ AA _____ AS _____ AAS _____ Other

 X Certificate

 4. Educational Pathway:

 ___ Energy ___ Construction ___ Hospitality X Technology

 ___ Health Care ___ Other

 5. Total number of credit hours: 16

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

 47.0604 Automobile/Automotive Mechanics Technology/Technician

 7. Planned semester/year new program will begin: Fall 2017

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

 _____ YES (Provide details) X 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? X No

This workforce placement certificate will count towards the completion metrics.

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

The Automotive Technology Engine Management/Drivability program is designed as the first in a series of two LCCC certificates to prepare the student for employment in the automotive repair business as well as to meet the needs of those who want to advance their skills in automotive repair.

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

Upon completion of the program, students will be able to:
- Examine engine operation, design, and service procedures.
- Demonstrate precision measuring, engine disassembly and reassembly.
- Explore the basic theory of electricity: how to read and interpret wiring diagrams and how to diagnose and repair individual electrical circuits on vehicles.
- Diagnose and repair various computerized and non-computerized ignition systems using ignition theory.
- Develop a comprehensive understanding of all electrical components and systems with emphasis on problem diagnosis.
- Diagnose automotive fuels and carburetion systems such a carburetor circuits and single, double, and four-barrel carburetors.
- Analyze emission control as it applies to the fuel system.
- Determine the nature of fuel and emission system problems leading to air pollutants from automobiles.
- Analyze and troubleshoot fuel and emission systems.

2. Program Layout by Semester:

Course	Title	Credits
AUTO 1510	Engine System Fundamentals	4
AUTO 1765	Automotive Electrical	5
AUTO 2560	Automotive Ignitions Systems	3
AUTO 1600	Fuel Systems I	4
	Semester Credits	16
	Total Credits	16

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, numbers and/or credit hours have been coordinated:

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

or WCCC (career technical) ____ Yes ____ No X 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):

This program will consist of courses already available at LCCC.

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

Yes.

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

The LCCC Automotive Repair Program has long operated with local businesses to help create a skilled workforce for Southeastern Wyoming. The Automotive Repair Program also meets with members of the community, including automotive repair contractors, previous students, and maintenance personnel. These local community and industry partners have indicated that there is a shortage of workers. LCCC has created a two-certificate approach to meet student and industry needs.

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

Required resources are currently in place for this program.

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

Nationally, the trend for automotive body repair technicians is estimated to increase between 2014 and 2024. There is a need in Wyoming and surrounding areas with higher than national wages.

1. State and National Trends

United States	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Automotive Specialty Technician	739,900	779,000	+5%	23,720
Wyoming	**Employment**		**Percent Change**	**Projected Annual Job Openings**
	2014	2024		
Automotive Specialty Technician	1,950	1,820	-7%	50

Source:
- Occupational Information Network (O*NET Online), http://www.onetonline.org/link/summary/49-3023.02

2. State and National Wages

Source:

- [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#)
- Occupational Information Network (O*NET OnLine), http://www.onetonline.org/link/summary/49-3023.02
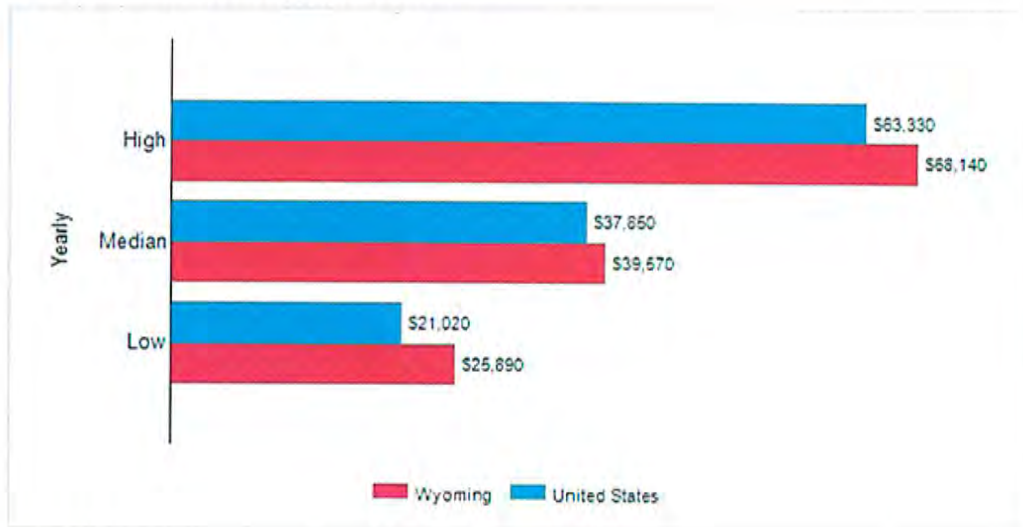
3. Primary student audience identified for this program:

The LCCC Automotive Repair Program anticipates targeting several different groups within the community, including workers currently in the automotive repair field that want to or are required to expand their knowledge; individuals seeking advancement opportunities; displaced workers desiring retraining, poverty-to-self-sufficiency training programs; and high school graduates who are interested in technical fields.

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

15 Year One   15 Year Two   15 Year Three

In the past, many students would enter the training program and gain the skills needed without completing the certificate or degree. By reorganizing the training program into certificates that can build on each other, it offers the opportunity for students to complete an initial skill set that offers employment, and then to return for skill enhancements with the second tier of training later as their life circumstances allow. This strategy gives students an increased opportunity for success in their new career by offering incremental completion points.

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

LCCC will utilize industry contacts in automotive repair to identify and recruit students currently in the workforce who need to update their skills. Industry partners are very supportive and have committed to referring students to LCCC. 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. We will work closely with our admissions staff on specific recruitment strategies.

In addition, a full-marketing campaign, if needed, will be designed for this program that would include website, social media venues, college marketing venues such as 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:**

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 Communit y College
Automotive Technology Certificate, 41 CH	Automotive Technology Certificate, 39 CH	N/A	Automotive Technology Certificate, 33 CH	N/A	N/A	Automotive Technology Certificate, 39 CH
Automotive Technology AAS, 64 CH	Automotive Technology AAS, 65 CH		Automotive Technology AAS, 64-67 CH			Automotive Technology AAS, 68-70 CH

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 not designed for transfer.

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.**

Local advisory committee members contribute to the design of the proposed program. Specifically, personnel from Spradley-Barr and

Cowboy Dodge are providing input on technical needs for this particular region of the country. By using national and local input for the program, we will provide the best curriculum and learning environment for our students.

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?**

The assessment of student learning and program outcomes include:

- Student learning outcomes achieved in program courses and course success rates will be reviewed each semester
- Student certificate completion rates
- Student evaluations of instruction for each course
- Employer and graduate student surveys
- Advisory committee bi-annual reviews of student and program outcomes

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 not addressed earlier in this request:

EDUCATED CITIZENTRY – Through this accelerated program, students may earn an Automotive Technology: Engine Management/ Drivability Certificate, thereby increasing the number of post-secondary education certificates in Wyoming. In addition, the program supports high demand and high pay occupations which improve the quality of life for our students and the clients who will be served by their skills.

DIVERSIFIED ECONOMY – This program develops the changing skills required for energy-related industries. Many of the fundamental skills developed through the automotive repair and mechanical and safety courses are relevant across other industries.

WORKFORCE DEVELOPMENT – We developed the automotive repair program curriculum from nationally recognized industry standards and input from the LCCC Program Advisory Committee. We selected courses that respond to current and emerging technologies in the industry. The program will also ensure LCCC students will be prepared for starting their Automotive Service Excellence, ASE certification after completing all coursework.

EFFICIENT SYSTEMS – Career pathways coordinators are working closely with the automotive technology instructor to align the skill sets of secondary school students with our program. The alignment will provide a seamless pathway for students from secondary to post-secondary education and into the workforce.

ACCOUNTABILITY and IMPROVEMENT – Course assessment data and course evaluations will be compiled by the program instructors on a semester and annual basis. This data will be evaluated and analyzed by the advisory committee to help ensure continuous improvement. In addition, LCCC will utilize our Institutional Research Office to develop and deliver a post-job placement survey for both employers and students to identify any skill gaps within the program. This information will help ensure the program remains current and meets industry needs.

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

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

(signature) 1/18/17
Signature   Date

Terry Harper   Interim
Printed Name   Title
Vice President of Academic
Affairs

Approved by the WCC Academic
Affairs Council

(signature) 2/7/17
Signature   Date

Joseph E. McCann, Programs Team Leader
Printed Name   Title

Approved by Program
Review Committee

(signature) 2/22/17
Signature   Date

Joseph E. McCann, Programs Team Leader
Printed Name   Title

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

TAB 15

**LARAMIE COUNTY
COMMUNITY COLLEGE**

Monday, March 13, 2017

Wyoming Community College Commission
2300 Capitol Ave.
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 Exercise Science- Coaching Certificate.

The certificate program is designed to prepare students for sport coaching, an emerging field with diverse content areas and athletic populations. Students will combine sport specific content, scientific knowledge, and pedagogical practices in preparation for the continually changing world of coaching and athletics. The Exercise Science Advisory Committee supports the addition of this certification program. The need for qualified coaches at all levels is a challenge faced in many communities around the state of Wyoming. There is difficulty with certifying individuals for direct employment within school districts, and perhaps a more serious issue is the lack of qualified volunteers. This certificate will bridge the gap to better equip these volunteers to coach the youth of Wyoming. There is positive growth in the industry across the nation and in Wyoming.

Upon successful completion of the certificate, students will meet the requirements to coach in the state of Wyoming as a head or assistant coach. If a student currently holds a Wyoming Educator License, the student must apply to add a Coaching Endorsement to his/her Educator License. A Coaching Permit is for non-licensed individuals. The Wyoming Professional Teaching Standards Board (PTSB) sets these standards.

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

Sincerely,

[signature]

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:** 1/20/2017

C. **Program**

    1. Request for:

    X New Program   ___ Pilot Program   ___ Revised Program

    2. Program Title: Exercise Science – Coaching

    3. Degree or Certificate to be awarded:

    ___ Degree: ___ AA   ___ AS   ___ AAS   ___ Other

    X Certificate

    4. Educational Pathway:

    ___ Energy ___ Construction ___ Hospitality ___ Technology

    ___ Health Care   X Other – Education/Coaching

    5. Total number of credit hours: 13

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

    13.1314, Physical Education Teaching and Coaching

    7. Planned semester/year new program will begin: Fall 2017

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

    ___ YES (Provide details)   X NO

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

    X At the start of the program?   ___Within three years of the start of the program? ___ No

    At this time, it is preferred for the courses to be offered face-to-face or hybrid. Currently two of the program courses are available online; EDST 2450 and PEPR 2100. Because of the hands-on experiential requirements in this certificate, we do not see the possibility of the program being offered entirely online.

10. This workforce placement certificate will count towards the completion metrics.

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

Sport coaching is an emerging field with diverse content areas and athletic populations. Students examine philosophies, strategies, and approaches to coaching at various levels. Students combine sport specific content, scientific knowledge, and pedagogical practices in preparation for the continually changing world of coaching and athletics. At the completion of the program students will meet the requirements to coach in the state of Wyoming as a head or assistant coach. If a student currently holds a Wyoming Educator License, the student must apply to add a Coaching Endorsement to his/her Educator License. A Coaching Permit is for non-licensed individuals. The Wyoming Professional Teaching Standards Board (PTSB) sets these standards.

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

Upon completion of the program, students will be able to:

- Develop practice plans, analyze strategy and teach techniques specific to a chosen sport.

- Incorporate concepts of an athlete's psychological and physical health to improve performance.

- Recognize high-risk situations, as well as unsafe equipment, facilities, and environmental conditions in order to ensure the safety of the athletes, and make necessary modifications to the playing environment should unsafe conditions exist.

- Implement research-based, developmentally appropriate drills and teaching techniques that support athlete development while maintaining safety.

- Use a variety of systematic instructional techniques to provide a positive learning environment and maximize the potential of each athlete.

- Qualify for employment as a coach by the Wyoming Professional Teaching Standards Board (PTSB).

    Source:

    Society of Health and Physical Educators (SHAPE). (2015) Domains, standards, and benchmarks of the National Standards for Sport Coaches. SHAPE. Retrieved from www.shapeamerica.org on 9/17/15

2. Program Layout by Semester:

The entirety of the course work required for the Head Coaching certification by the State of Wyoming Professional Teaching Standards Board (PTSB) can be obtained in one academic semester.

Course	Title	Credits
HLED 1221	Standard First Aid and Safety	2
PEPR 2110	Scientific Foundations of Coaching	3
PEPR 2100	Theory of Coaching	3
PEPR 2050	Prevention and Care of Athletic Injuries	2
EDST 2450	Human Life Span Development	3
	Semester Credits	**13**
	Total Credits	**13**

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

1. **Recommended level of instruction (LOI) code if the community college if 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, numbers and/or credit hours have been coordinated:**

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

   or WCCC (career technical) _____ Yes   _____ No   X 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):

N/A

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

Yes, this certification can be delivered by current faculty within the Exercise Science department.

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

The Exercise Science Advisory Committee consists of representation from:

a. Laramie County School District Number One
b. University of Wyoming
c. University of Northern Colorado
d. Current Exercise Science students
e. Community members (Cheyenne YMCA Youth Sports Program parents and volunteer coaches, and City of Cheyenne parents and volunteer coaches)
f. Other LCCC faculty

The Exercise Science Advisory Committee supports the addition of this certification program. The need for qualified coaches at all levels is a challenge that is faced in many communities around the state of Wyoming. The obvious challenge of certifying individuals for direct employment within school districts is accompanied by perhaps a more serious issue, the lack of qualified volunteers. This certificate will bridge the gap to better equip these volunteers to coach the youth of Wyoming.

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

There are no additional resources needed for this certificate to be added to our curriculum.

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		
Coaches and Scouts	250,600	265,400	6%	9,940
Wyoming	**Employment**		**Percent Change**	**Job Openings**
	2014	2024		
Coaches and Scouts	830	890	8%	30

Source:

https://www.onetonline.org/link/summary/27-2022.00

Other trend information that would assist the Commission:

The "explosive youth sports movement" (Koba, 2014) in the United States has grown dramatically in the past decade. Estimates say that "at least 35 million kids between 5 and 18 currently play an organized sport each year in the U.S." (Koba, 2014). One outstanding example of the growth in youth sports can be seen in youth soccer which "has risen from 2,388,000 players in 1995 to 3,020,000 in 2012" (Koba, 2014). This explosion has been

accompanied by a growing need for coaches. Too often organizations are forced to rely upon whatever is available to them, as the vast majority of citizens and volunteers have neither the time nor the resources to acquire the education necessary to become a professional, competent coach. This pathway would assist in this process by providing a local and affordable resource for organizations and individuals to become educated and effective coaches.

Source:

Koba, Mark. (January 13, 2014). Spending big on kids' sports? You're not alone. CNBC. Retrieved from: http://www.cnbc.com/2014/01/13/youth-sports-is-a-7-billion-industryand-growing.html

2. State and National Wages

Wages for Coaches and Scouts in WYOMING

View Hourly Wages   View Table : **View Chart** : View Map

Source:

https://www.onetonline.org/link/summary/27-2022.00
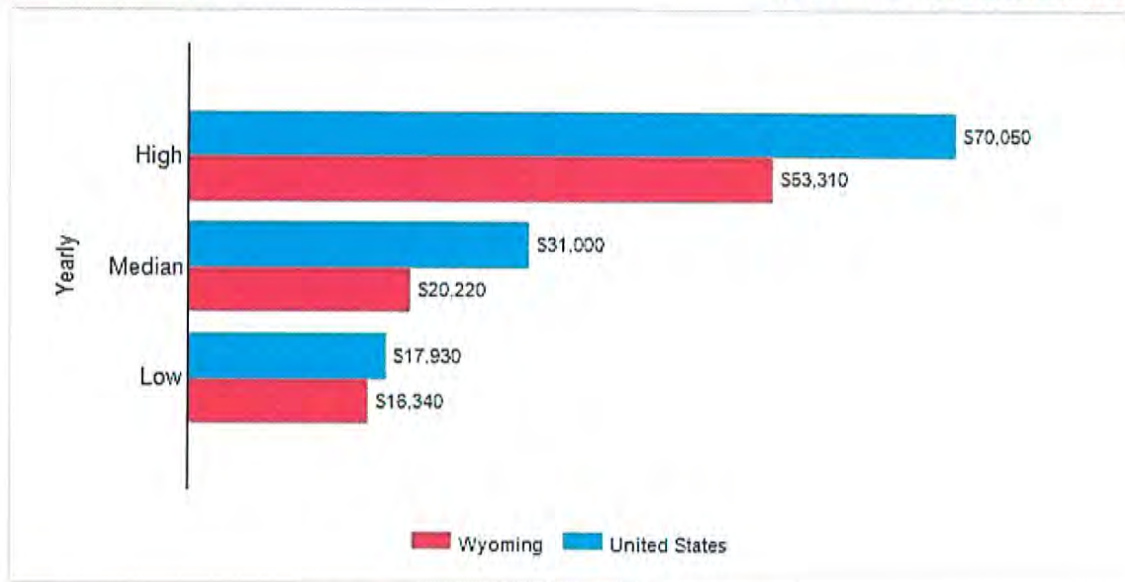
Other wage information or comments that would assist the Commission:

Coaches certified through the Wyoming PTSB are able to supplement the income from their primary teaching or other full-time profession. Under the right circumstances, the income opportunity offered by coaching could also serve as a primary source of income. With this certification, the individual is employable for head or assistant coaching positions that are available in the individual's community. For those who wish to work part-time, coaching is a seasonal and temporary position that supplements income while also providing a sense of pride and community commitment. Retirees often enjoy coaching as a way to supplement a fixed income while remaining active in the community in a part-time role.

3. Primary student audience identified for this program:

This program would reach a large target audience, including:

a. Current students pursuing degrees in education are typically the students most interested in concurrently achieving a coaching certification with the state of Wyoming.
b. Current students wishing to work part-time or acquire valuable experience in schools while pursuing Associate's degrees.
c. Current educators who wish to become more involved in their school, are responding to a need within their school, or wish to supplement their income.
d. Retirees interested in supplementing a fixed income while remaining active in the community and/or business world in a part-time role.
e. Business professionals with interest in a specific sport as a hobby who wish to acquire coaching certification for improvement of quality of life, relationship building, and community involvement.
f. Volunteer youth sport coaches wishing to educate themselves further on their coaching and who potentially wish to advance into a paid coaching role.

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

12 Year One   15 Year Two   20 Year Three

There are currently 35 Exercise Science and Physical Education Teacher Education (PETE) majors. In many instances, teaching/coaching are complements of one another and this provides our students in the program a valuable skill. Part-time coaching would be a resume-builder, giving students work experience with high school students. Additionally, we have athletics on the LCCC campus and many of our student athletes that have majors outside education may wish to pursue a coaching certificate to allow them to coach teams during the summer or at other times outside of their responsibilities as student-athletes.

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

Promotion of this certificate would be conducted at both the internal and external levels. LCCC has many events that are held on campus; athletic campus, youth summer classes, and career fairs. These events would provide opportunities to advertise our coaching certificate program internally. Faculty and staff will work with the Public Relations office and admissions on recruitment strategies.

Externally this certificate would be promoted through a collaboration process that includes the Wyoming PTSB, Laramie County School Districts, the Albany County School District, the Cheyenne Family YMCA, and the City of Cheyenne would all become allies in promoting the program.

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, Casper College, and Northwest College, joint projects would be limited. Faculty summits to discuss best practices would be beneficial and could be done via some type of 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 Casper College, Northern Wyoming Community College District, and Northwest College have been alerted to the pursuit of this program at LCCC. Dr. Erin Nitschke has offered to assist with any questions we may have and she has indicated that approximately 70 percent of their Physical Education majors complete the coaching certification. We would aim to have similar completion and that is part of the data we

used in estimating our three-year completion numbers on item three above.

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
Head Coaching Certification (11 credits)	N/A	N/A	In Process (13 credits)	Head Coaching Certification (15 credits)	Head Coaching Certification (11 credits)	N/A

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.)**

Students at LCCC in pursuit of an Associate of Science in Physical Education and Teacher Education or Exercise Science could become certified to coach. They could use this certification and coach within the community, thus giving them valuable experience within schools and/or sports organizations while in pursuit of a bachelor of science degree at the University of Wyoming.

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

The Exercise Science Advisory Committee is composed of members of local business, Kinesiology and Health faculty at the University of Wyoming, and current employees of the Laramie County School District. Additionally, proposed coursework closely aligns with the standards set by the Wyoming Professional Teaching Standards Board.

Our articulation with the University of Wyoming would necessitate that these courses directly align with theirs. The University of Wyoming has an established relationship with the Wyoming PTSB and would therefore be an ideal program to base LCCC's upon.

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?**

The following measures will be used to assess student learning and program effectiveness:

1. Expected student learning outcomes will be reviewed with course success rates on a semester basis.
2. Number of students obtaining a Head Coaching certificate
3. Evaluations of program surveys from students
4. Survey feedback from employers, current and prospective, on the quality of graduates of our certificate program
5. Semester student evaluations of instruction
6. Annual institutional assessment of student learning competencies and organizational effectiveness

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 not addressed earlier in this request.

To coach in the state of Wyoming, applicants must possess a valid Wyoming certificate. This certificate is often overlooked by students in regional colleges pursuing teaching degrees. This program is a direct way for a candidate to pursue coaching certification. This certificate can be completed in one semester.

EDUCATED CITIZENTRY – A coaching certificate through this program supports the educational needs for a wide spectrum of adults providing service in their community and the broader goal of promotion of a healthy lifestyle.

Youth sports currently suffer from inadequately trained coaches in their volunteer coaching ranks. Volunteers, and often paid, youth coaches are typically not required to hold any kind of certification or education. This certification program would be local and affordable, thus offering a viable

alternative to programs like the Cheyenne Family YMCA or the City of Cheyenne when they are asked by prospective volunteers for possibilities in continuing education in coaching.

DIVERSIFIED ECONOMY –

WORKFORCE DEVELOPMENT – Providing the skills necessary for individuals to pursue a full-time or part-time coaching position is an essential component of workforce development.

EFFICIENT SYSTEMS –

ACCOUNTABILITY and IMPROVEMENT – Laramie County Community College utilizes continuous quality improvement processes annually to evaluate programs.

OTHER CRITERIA-

- **Labor Needs** – There is frequent turnover in the coaching field in the state of Wyoming. This high turnover rate allows new coaches to enter the coaching profession on a constant basis. Additionally, and perhaps more importantly, the need for volunteer coaches is extremely high. Volunteer coaches are constantly being recruited at the youth sport and high school level, and volunteer coaching is an ideal way for a beginning coach who aspires to someday coach professionally to gain valuable coaching experience.

- **Faculty Support** – Faculty are knowledgeable, educated, and experienced in the area of coaching. Within the department we have seasoned coaches with over 30 years of coaching experience amongst them. Our instructors work closely with the athletic department here at Laramie County Community College.

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

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

(signature) 1/18/17

Signature   Date

Terry Harper   Interim

Printed Name   Title

Vice President of Academic Affairs

Approved by the WCC Academic
Affairs Council

(signature) 2/7/17

Signature   Date

Joseph E. McCann, Programs Team Leader

Printed Name   Title

Approved by Program
Review Committee

(signature) 2/22/17

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.

**LARAMIE COUNTY
COMMUNITY COLLEGE**

Monday, March 13, 2017

Wyoming Community College Commission
2300 Capitol Ave.
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 Automotive Technology – Under Car/HVAC Certificate.

The Certificate program is designed as the second of two LCCC Certificates to prepare the student for employment in the automotive repair business as well as to meet the needs of those who want to upgrade their skills. The curriculum is designed using recognized industry standards and prepares the student to start their Automotive Service Excellence, ASE certification. This program is designed to prepare the student for entry into the workforce while also laying the foundation for entry into the Automotive Technology AAS program. In addition, the program supports high demand and high pay occupations which improve the quality of life for our students and the clients who will be served by their skills.

The LCCC Automotive Technology Program anticipates targeting several different groups within the community, including workers currently in the automotive repair field that want to or are required to expand their knowledge; individuals seeking advancement opportunities; displaced workers desiring retraining, poverty-to-self-sufficiency training programs; and high school graduates who are interested in technical fields.

Nationally, the trend for automotive repair technicians is estimated to increase between 2014 and 2024 by 5% and in Wyoming wages are higher than the national average. All resources are currently in place to offer this certificate program. By completion of the certificate, students will be able to analyze, diagnose, and repair automotive electrical, ignition, fuel, and emission systems.

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

A. **College**: <u>Laramie County Community College</u>

B. **Date submitted to WCCC:** <u>1/20/2017</u>

C. **Program**

    1. Request for:

      <u>X</u> New Program   ____ Pilot Program   ____ Revised Program

    2. Program Title: <u>Automotive Technology – Under Car/HVAC</u>

    3. Degree or Certificate to be awarded:

      ____ Degree: ____ AA ____ AS ____ AAS ____ Other

      <u>X</u> Certificate

    4. Educational Pathway:

      __ Energy __ Construction __ Hospitality <u>X</u> Technology

      __ Health Care __ Other

    5. Total number of credit hours: <u>17</u>

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

    47.0604 Automobile/Automotive Mechanics Technology/Technician

    7. Planned semester/year new program will begin: <u>Fall 2017</u>

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

      ____ YES (Provide details)   <u>X</u> 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? <u>X</u> No

This workforce placement certificate will count towards the completion metrics.

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

The Automotive Technology: Under Car/HVAC program is designed as the second of two LCCC Certificates to prepare the student for employment in the automotive repair business as well as to meet the needs of those who want to upgrade their skills or meet personal objectives in auto repair. This program is designed to prepare the student for entry into the workforce while also laying the foundation for entry into the Automotive Technology AAS program.

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

   Upon completion of the program, students will be able to:
   - Explore the theory, service, and repair of automotive braking systems.
   - Investigate anti-lock brake theory; the repair of service booster units, master cylinders, and wheel cylinders; caliper rebuilds; and drum and rotor service.
   - Investigate suspension and alignment theory: suspension systems will be diagnosed, measured, and repaired to Original Equipment Manufacturer (OEM) specifications. Wheel alignments will be performed on vehicles and adjusted to OEM specifications.
   - Assess 4-wheel center point adjustments/alignments.
   - Assess the theory of automatic transmissions.
   - Demonstrate the overhaul of automatic transmissions in popular use today.
   - Demonstrate the proper use of hand tools and specialized equipment and safety.
   - Investigate the theory of 3-speed and 4-speed manual transmissions.
   - Investigate basic heating and air conditioning theory.
   - Diagnose, repair, and recharge air conditioning systems to OEM specifications.
   - Diagnose and repair heating and air conditioning automatic systems.

2. **Program Layout by Semester:**

Course	Title	Credits
AUTO 1740	Brake Systems	3
AUTO 2550	Auto Alignment and Suspension	4
AUTO 1730	Automatic Transmissions	4
AUTO 1690	Manual Power Train Fundamentals	3
AUTO 1760	Heating and Air Conditioning	3
	Semester Credits	**17**

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, numbers and/or credit hours have been coordinated:**

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

     or WCCC (career technical) ____ Yes   ____ No   X 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):**

     This program will consist of courses already available at LCCC.

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

     Yes.

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

The LCCC Automotive Repair Program has long operated with local businesses to help create a skilled workforce for Southeastern Wyoming. Members of the community include: automotive repair contractors, previous students and maintenance personnel. Industry has indicated that there is a shortage or workers and LCCC has created a two-certificate approach to meet student and industry needs.

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

Required resources are currently in place for this program.

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

Nationally, the trend continues to show an increased need for technicians nationally between 2012 and 2024. There is still a need for technicians locally in Wyoming, and wages outpace the national average.

1. State and National Trends

United States	Employment		Percent Change	Projected Annual Job Openings
	2014	**2024**		
Automotive Specialty Technicians and Mechanics	739,900	779,000	+5%	23,720

Wyoming	Employment		Percent Change	Projected Annual Job Openings
	2014	**2024**		
Automotive Specialty Technicians and Mechanics	1,950	1,820	-7%	50

Source:
- Occupational Information Network (O*NET Online), http://www.onetonline.org/link/summary/49-3023.02

2. State and National Wages

Source:
- [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#)
- Occupational Information Network (O*NET OnLine), http://www.onetonline.org/link/summary/49-3023.02
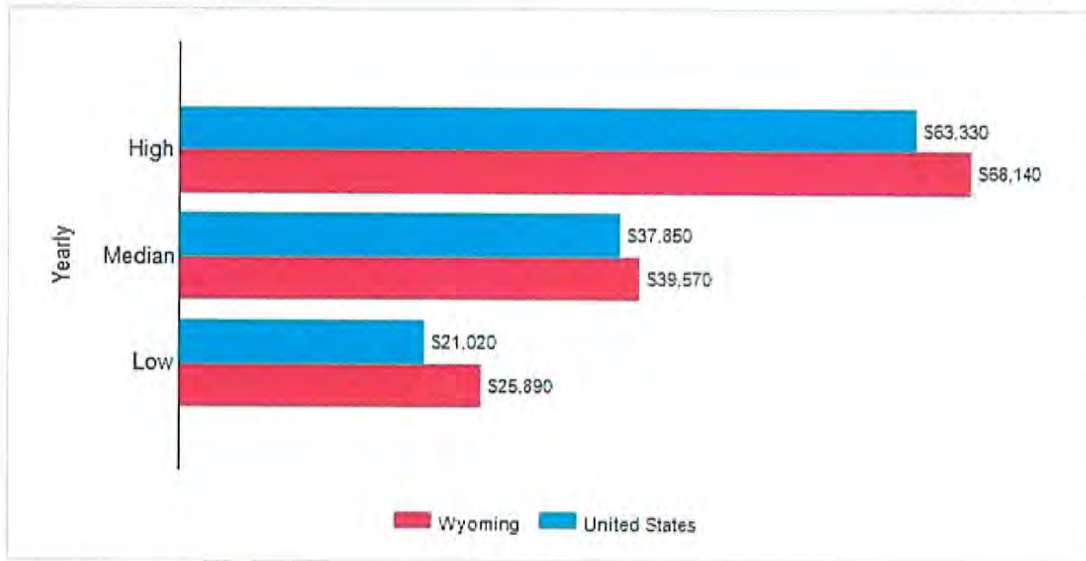
3. Primary student audience identified for this program:

For LCCC, we anticipate targeting several different groups within the community, including incumbent workers who are currently in the automotive repair field that want to or are required to expand their knowledge; individuals seeking advancement opportunities; displaced workers desiring retraining, poverty-to-self-sufficiency training programs; and high school graduates who are interested in technical fields.

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

15 Year One   15 Year Two   30 Year Three

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

To attract the broadest range of individuals for this particular program LCCC will utilize industry contacts in automotive repair to

identify and recruit students currently in the workforce who need to update their skills. Industry partners are very supportive and have committed to referring students to the community colleges. 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.

In addition, a full marketing campaign if needed, will be designed for this program that would include: Website, Facebook, and other social media venues, college marketing venues such as television stations, press releases, radio interviews and other areas as identified by the respective public relations departments. We will work closely with our admissions staff on specific recruitment strategies.

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
Automotive Technology Certificate, 41 CH	Automotive Technology Certificate, 39 CH	N/A	Automotive Technology Certificate, 33 CH	N/A	N/A	Automotive Technology Certificate, 39 CH
Automotive Technology AAS, 64 CH	Automotive Technology AAS, 65 CH		Automotive Technology AAS, 64-67 CH			Automotive Technology AAS, 68-70 CH

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 not designed for transfer.

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.

Local advisory board members, specifically automotive repair contractors and maintenance personnel, are providing input on technical needs for this particular region of the country. By using national and local input for the program, we will provide the best curriculum and learning environment for our students.

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?

The assessment of student learning and program outcomes include:

- Student learning outcomes achieved in program courses and course success rates will be reviewed each semester
- Student certificate completion rates
- Student evaluations of instruction for each course
- Employer and graduate student surveys
- Advisory committee bi-annual reviews of student and program outcomes

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 not addressed earlier in this request:

EDUCATED CITIZENTRY – Through this accelerated program students may earn an Automotive Technology: Under Car/HVAC Certificate, thus increasing the number of post-secondary education certificates in Wyoming. In addition, the program supports high demand and high pay occupations, which improves the quality of life for our students and the clients who will be served by their skills.

DIVERSIFIED ECONOMY – This program helps build the technical skills required to support the changing skills required for energy related industries. Many of the fundamental skills developed through the automotive repair, mechanical and safety courses are relevant across industry.

WORKFORCE DEVELOPMENT – We developed the automotive repair program curriculum from nationally recognized industry standards and input from the LCCC advisory board. We selected courses that respond to current and emerging technologies in the industry. The program will also ensure LCCC will be prepared for starting their ASE certification.

EFFICIENT SYSTEMS – Career pathways coordinators are working closely with the automotive body repair instructor to align the skill sets of secondary school students with our program. The alignment will provide a seamless pathway for students from secondary to post-secondary education and on into industry.

ACCOUNTABILITY and IMPROVEMENT – Course assessment data and course evaluations will be compiled by the program instructor. This data will be evaluated and analyzed by the advisory committee to help ensure continuous improvement. In addition, the college will utilize our Institutional Research Office to develop and deliver a post-job placement survey to both employers and students to identify skill gaps needed that may not have been included in the program. This information will help ensure the program is kept up to date and is meeting industry needs.

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

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

(signature) 1/18/17
Signature   Date

Terry Harper Interim Vice President of Academic Affairs
Printed Name   Title

Approved by the WCC Academic
Affairs Council

(signature) 2/7/17
Signature   Date

Joseph E. McCann, Programs Team Leader
Printed Name   Title

Approved by Program
Review Committee

(signature) 2/22/17
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 17

April 5, 2017

Wyoming Community College Commission
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Program Review Committee:

On behalf of Western Wyoming Community College, I am submitting the Geographic Information Systems (GIS) Certificate for your approval.

The Geographic Information Systems Certificate is designed to meet the educational requirements of a prospective GIS technician. Technicians in this field generate, analyze, interpret, and communicate data derived by using global positioning systems hardware and software applications. They may also set up and maintain GIS databases and websites, create maps and models for application of data, and provide technical support to users or clients.

The courses that comprise the GIS certificate will provide technical training to students who intend to enter gainful employment at the Associate's degree level or less, and training or retraining for those already employed as may be necessary to meet increasing technological developments or as may be desired for personal advancement. GIS is applicable to many industries and occupations including, but not limited to, agriculture, public safety (fire, rescue and police), public health, transportation, facilities, land and utilities planning, and management.

Western has been encouraged to develop this certificate by industry leaders, convened under GIS Certificate Program Advisory Committee. The courses in the certificate have been developed for online delivery in order to meet demand throughout Western's service area. The overall growth rate of Survey and Mapping Technicians as an occupational field is projected to increase nationally at the rate of 14% between 2013 and 2022.

Western Wyoming Community College appreciates your review of this request.

Sincerely,

P. Sheldon Flom
Vice President of Administrative Services
Acting President.

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

A. <u>**College:**</u>   Western Wyoming Community College

B. <u>**Date submitted to WCCC:**</u> April 5, 2017

C. <u>**Program**</u>
  1. Request for:
      __X__ New Program   ____ Pilot Program   ____ Revised Program

  2. Program Title: Geographic Information Systems (GIS) Certificate

  3. Degree or Certificate to be awarded:
      ____ Degree: ____ AA   ____ AS   ____ AAS   ____ Other
      __X__ Certificate

  4. Educational Pathway:

      ___ Energy ___Construction ___ Hospitality _X_ Technology ___
      Health Care ___ Other

  5. Total number of credit hours: 23

  6. Suggested CIP (Classification of Instructional Program) code (6-
      digit): 45.0702 (Geographic Information Science and Cartography)

  7. Planned semester/year new program will begin: Fall 2017

  8. Will any part of this program be provided by non-accredited
      vendor(s)?
      ____ YES (Provide details)   __X__ NO

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

The Geographic Information Systems Certificate is designed to meet the educational requirements of a prospective GIS technician. Technicians in this field generate, analyze, interpret, and communicate data derived by using GIS GPS hardware and software applications. They may also set up and maintain GIS databases and websites, create maps and models for application of data, and provide technical support to users or clients. GIS is applicable to many industries and occupations, including, but not limited to, agriculture, public safety (fire, rescue and police), public health, transportation, facilities, land and utilities planning, and management. GIS technicians possess outstanding decision-making, attention to detail, and problem-solving skills.

The Geographic Information Systems Technician certificate will provide technical training to students who intend to enter gainful employment at the associate degree level or less, and training or retraining for those already employed as may be necessary to meet increasing technological developments or as may be desired for personal advancement.

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

   Students will be able to:

   - Design or prepare graphic representations of Geographic Information Systems (GIS) data, using GIS hardware or software applications.

   - Analyze Geographic Information Systems (GIS) data to identify spatial relationships or display results of analyses, using maps, graphs, or tabular data. See more occupations related to this task.

   - Maintain or modify existing Geographic Information Systems (GIS) databases.

   - Enter data into Geographic Information Systems (GIS) databases, using techniques such as coordinate geometry, keyboard entry of tabular data, manual digitizing of maps, scanning or automatic conversion to vectors, or conversion of other sources of digital data.

   - Review existing or incoming data for currency, accuracy, usefulness, quality, or completeness of documentation.

   - Perform geospatial data building, modeling, or analysis, using advanced spatial analysis, data manipulation, or cartography software.

   - Design or coordinate the development of integrated Geographic Information Systems (GIS) spatial or non-spatial databases.

- Select cartographic elements needed for effective presentation of information.

- Provide technical support to users or clients regarding the maintenance, development, or operation of Geographic Information Systems (GIS) databases, equipment, or applications.

- Interpret aerial or ortho photographs.

2.   Program Layout by Semester

Freshman Year – Fall Semester		
GEOG 1080	Introduction to GPS and Maps	4
GEOG 1100	Introduction to GIS	4
	Semester Total	8
Freshman Year – Spring Semester		
GEOG 2130	Spatial Analysis	4
COSC 2360	Web Page Dynamics and Scripting	3
	Semester Total	7
Sophomore Year – Fall Semester		
GEOG 2180	Geospatial Web Applications	4
GEOG 2170	GIS Capstone	4
	Semester Total	8
Total Credit Hours		23

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

_X_ At the start of the program?   ___ Within three years of the start of the program?

E. New courses:

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

   _____ Suggested new prefix   _____ No new prefixes

   _____ Suggested level of instruction. (1, 2, or 3)

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

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

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

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

Course Title	Credits	LOI
GEOG 1080 Introduction to GPS and Maps	4	2
GEOG 1100 Introduction to GIS	4	3
GEOG 2130 Spatial Analysis	4	3
GEOG 2180 Geospatial Web Applications	4	3
GEOG 2170 GIS Capstone	4	3

GEOG 1080 Introduction to GPS and Maps: An introductory course in the fundamental concepts and use of GPS technology and map interpretation. Students will gain knowledge and skills in reading and understanding maps and coordinate systems. Students will participate in field work to collect data using GPS enabled devices.

GEOG 1100 Introduction to GIS: Introduction to the fundamentals of Geospatial Technology, including Geographic Information Systems (GIS), Global Positioning Systems (GNSS/GPS), cartography, and remote sensing through a series of hands-on ArcGIS Desktop exercises. Students will learn how geospatial technology is used in business, industry and government. This course is designed to introduce the student to the basic principles and techniques of GIS. The lab material will emphasize GIS data collection, entry, storage, analysis, and output using the ArcGIS software.

GEOG 2130 Spatial Analysis: An introduction to problem-solving and decision-making using geospatial analysis techniques. Students will learn to effectively solve spatial problems and make decisions by working with a variety of data and methods using the spatial analysis tools in ArcGIS software.

GEOG 2180 Geospatial Web Applications: The course involves the design, creation, configuration, optimization of geospatial servers and applications to deliver content across the Internet. Students will be introduced to the design, optimization of geospatial servers, and maintenance of basic geospatial web services and applications. The course includes an introduction to browser and mobile enabled interactive applications.

GEOG 2170 GIS Capstone: The capstone is a learning experience resulting in a consolidation of a student's educational experience and certifies mastery of entry level workplace geospatial competencies. Through a series of real-world situations students will expand their GIS skills as they make decisions using GIS data. The projects involve the complicated spatially related issues professionals from many disciplines face each day. Students will focus on GIS workflow: documenting and being systematic about a problem-solving process. Following a consistent GIS workflow is an important part of becoming a GIS professional. Process summaries will be created for each project that documents the steps taken to complete a project.

In the final project students will create a project proposal and research design and carry it through to implementation, results, and analysis. Students will use the GIS functionality found within ESRI's ArcGIS software as a tool to complete their projects.

F. Can this program be delivered by current faculty? Yes

If not, what are the plans, budget and timeline for bringing on needed instructors?

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

Industry leaders, convened under GIS Certificate Program Advisory Committee, have been the driving force in requesting that this degree come into existence. Refer to the below Geographical Information Systems (GIS) and Computer Information Systems (CIS) Advisory Council Meeting Minutes.

H. Resources required

To start and sustain the program and the current plan to meet those resource needs through college or other external funds: An ESRI (ArcGIS) site license and a server for remote access, which has been initialized Fall 2016 semester. There will be a need for GPS equipment and software, which will be ordered Fall 2016 semester. Looking into students using their cell

phones for GPS or checking out GPS equipment from the college. The Engineering lab room 1441 is being used for classroom.

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

1. State and National Trends

A job as a Geographic Information Systems (GIS) technician involves creating digital maps from geospatial data. The following chart provides an overview of what you need to know about entering the field.

Education Required	Certificate, Associates or Bachelor's degree
Training Required	Internship recommended
Job Growth (2013-2022)	14% *(survey and mapping technicians)*
Median Salary (2013)	$40,670 *(survey and mapping technicians)*

http://learn.org/articles/GIS_Technician_Frequently_Asked_Career_Questions.html

National estimates *(cartographers/photogrammetrists:* http://www.bls.gov/oes/current/oes171021.htm*)*:
Employment estimate and mean wage estimates for this occupation:

Employment	Employment RSE	Mean hourly wage	Mean annual wage	Wage RSE
11,970	2.7 %	$31.45	$65,410	0.7 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	$18.98	$23.54	$29.75	$37.95	$47.22
Annual Wage	$39,470	$48,960	$61,880	$78,940	$98,210

Related Field Information:

- Geoscientists: http://www.bls.gov/ooh/life-physical-and-social-science/geoscientists.htm
- Surveying and Mapping Technicians: http://www.bls.gov/ooh/architecture-and-engineering/surveying-and-mapping-technicians.htm
- Geographers: http://www.bls.gov/ooh/life-physical-and-social-science/geographers.htm

- Cartographers and Photogrammetrists: http://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm
- Surveyors: http://www.bls.gov/ooh/architecture-and-engineering/surveyors.htm
- Computer and Information Technology: http://www.bls.gov/ooh/computer-and-information-technology/home.htm

United States	Employment		Percent Change	Job Openings
	2014	2024		
	12,300	15,900	29.3	3,600
Wyoming	Employment		Percent Change	Job Openings
	2012	2022		
	1568	1655	5.6	421

Sources:
- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, Employment Projections, employment by detailed occupation, on the Internet at http://www.bls.gov/emp/ep_table_102.htm (visited *August 22, 2016*).
- **National Data Source:** Bureau of Labor Statistics, U.S. Department of Labor, Employment Projections, fastest growing occupations, on the Internet at http://www.bls.gov/emp/ep_table_103.htm (visited *August 22, 2016*).
- **State Data Source:** Wyoming Labor Market Information, Projections, Wyoming Industry and Occupational Projections, on the internet at http://doe.state.wy.us/lmi/projections/2014/long-term-occupational-2012-2022.htm

Other trend information that would assist the Commission:

Computer Information Systems (CIS) is teaming with Geographical Information Systems (GIS) to provide a pathway for students. Information Systems are being spatially enabled to cope with the needs of users who always want to know their locations and location of other objects so that they can make spatial decisions which include determining their next direction and destination. There is spatial technologies that impact information systems, its application and development (http://www.academia.edu/6181367/Future_IT_trends_for_GIS_Spatial_Inf ormation_Management).

Future trends in Geospatial Information Management: The five to ten year vision: http://ggim.un.org/docs/meetings/2ndHighLevelForum/UN-GGIM%20Future%20Trends%20Paper%20-%20Version%202.0.pdf

2. State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly	$18.98	$23.54	$29.75	$37.95	$47.22
	Yearly	$39,470	$48,960	$61,880	$78,940	$98,210
Wyoming	Hourly			$26,86		
	Yearly	$41,770	$46,790	$55,880	$61,720	$76,130

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey
- **National Data Source:** http://www.bls.gov/oes/current/oes171021.htm
- **State Data Source:** http://www.bls.gov/oes/current/oes171021.htm

Other wage information or comments that would assist the Commission: None

3. Primary student audience identified for this program:

The Geographical Information Systems (GIs) program is designed for professionals, students and the general public in environmental resource management, urban and regional planning, local government, facilities management, and other fields who need to become skillful and knowledgeable users of GIS. The program is also intended for students in natural sciences and Computer Information Systems (CIS) who want to add GIS skills to their discipline.

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

    5   Year One   10   Year Two   15   Year Three

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

WWCC has an active recruiting process in place which will continue to be utilized to its fullest. Program staff actively support and participate in college and community activities to promote the GIS program.

Western Wyoming Community has been selected to implement Power of Data (POS) workshops for 6th through 12th grade teachers to help them incorporate GIS into existing lesson plans. This in turn will peak the interest of students in these classes.

GIS Advisory Committee members will be actively promoting the program as well. Refer to Advisory Council meeting minutes below.

K. 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
GIS Certificate(18 hrs) And Associate of Science in GIS(64 hrs)	GIST Certificate And Associate of Applied Science, GIS and Tech	None	Offer courses but no degree	None	None	None

L. 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.**

Articulation meetings are scheduled during Fall semester. Attending Fall 2016 UW Articulation – September 30th.

M. 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.

All have representatives on our Advisory Committee and have been very instrumental in forming and advising on the creation of this degree. They are will to help where needed and work with the GIS certificate program to create internships for the students.

Name	Title
Paul Kauchich	Director of Engineering & Operations, City of Rock Springs
Jeannie Fisher	Sweetwater County Mapping Office
Kent Felderman	Owner, Rocky Mountain Survey Inc.
Sean Sherwin	GIS Coordinator, Bridger Valley Electric Association
Kris Mullins	GIS, DR Griffin & Associates, & Western Archeology Services
Destry Dearden	IT/GIS Director, Lincoln County, WY
Trevor Mansfield	Worker's Compensation, State of Wyoming
Tammy Fredrickson	Senior Permit Agent, Wexpro Company – Questar
Gary Welling	GIS Coordinator, Uinta County, WY
Jason Brown	GIS Specialist, City of Green River
Rich Greenwood	Greenwood Mapping, Inc., Wilson, WY
Cathy Raney	Past President/Northeast Director of WyGEO, GIS Coordinator, Campbell County, WY
Kirk Nordyke	Geospatial Technology Supervisor, Wyoming Game and Fish Department
Chad Kopplin	GIS Manager, Wyoming Department of Environmental Quality (DEQ)
Ryan Heaslip	FACTS FSVeg Spatial Regional Coordinator, Forest Service, Intermountain Region 4
Kellie Cairns Vlastos	Wyoming Pipeline Authority

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

Students will be able to:

What skills will be measured (Course Competencies):	How the skills will be measured (Assessment):
• Perform basic GIS analysis • Efficiently and accurately retrieve data for use in a GIS system • Accurately create, edit, analyze, and produce GIS data • Produce cartographic maps	• Lab/task grading • Tests • Quizzes • Professionalism

O. 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 WCCC Statewide Strategic Plan: http://files.eric.ed.gov/fulltext/ED537850.pdf

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

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

Educated Citizenry: This program will increase the educational attainment of Wyoming residents by assisting community members and students in obtaining employment opportunities, as well as, help them participate in government entities enhancing their quality of life. Faculty will be working closely with local organizations to provide "real-world" experience to students including internship opportunities.

GIS and CIS faculty participated in GIS training at Northern Arizona University during the summer of 2016. This training has enhanced GIS knowledge to assist in teaching students. The Power of Data (POD) project implemented by Northern Arizona University selected only 15 colleges nationwide to participate in this opportunity and WWCC was selected. Faculty members had to take a proficiently assessment, as well as, complete an application. This initiative will include teaching 6th through 12th grade teachers on how to implement GIS into their classrooms.

In addition, this program provides a pathway for students in Computer Information Systems (CIS). Currently, there are 10 CIS students in the first introduction course (GEOG 1100) being taught this Fall 2016 semester.

Diversified Economy/Workforce Development: The GIS program will enhance skilled workers for open employment opportunities and current job positions within the community. Based on our research, Wyoming is lacking skilled GIS workers, a point that was also indicated at the GIS and CIS Advisory Council meeting. WWCC will provide facilities that support a well-prepared and well-trained workforce. Students will be provided with a remote desktop, so they can learn and work from anywhere. The program will offer the skills for students to begin working after completion, and/or continue on with graduate education. Faculty will be working with organizations to provide internships, organizations that have showed interested are part of the Advisory Council.   The GIS program will be offered online to provide training opportunities in and outside of WWCC's region.

Effective and Efficient Systems: WWCC is using the Engineering computer lab to conduct training. The computer systems within the lab needed to be updated. This has been completed during Fall 2016 semester. Students have access to a remote desktop server, where they can work and learn from anywhere.

Accountability and Improvement: A request has been made to the Information Technology department that the computers will need to have a faster processor in the future. In addition, GPS equipment will be ordered.

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs*

Kimberly D. Farley   4/5/17
      Signature   Date

Kimberly D. Farley   Vice President for Student Learning
Printed Name   Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann,   10/26/17
      Signature   Date

Joseph E. McCann, Programs Team Leader
Printed Name   Title

Approved by Program
Review Committee

Joseph E. McCann,   11/15/16
      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 18

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

A. College: ____Northern Wyoming Community College District

B. Date submitted to WCCC: ___3/15/2016_____

C. Program

   1. Request for:

      ____ New Program   _X__ Pilot Program   ____ Revised Program

   2. **Program Title:** __Medical Assistant_____

   3. Degree or Certificate to be awarded:

      ____ Degree: ____ AA   ____ AS   ____ AAS   ____ Other
      _X__ Certificate

   4. Educational Pathway:

      __ Energy ___Construction __ Hospitality __ Technology _X_ Health Care __
other

   5. Total number of credit hours: __33_____

   6. Suggested CIP (Classification of Instructional Program) code (6-digit):
      _51.0801_____

   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)   __X__ NO

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

      _X__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:

(Type description here)

The Medical Assistant Certificate Program is an intense two semester course of study to prepare students to acquire the skills necessary for entry-level jobs in medical settings. Graduates will be prepared to work in ambulatory medical settings such as physicians' offices, clinics, and surgical centers; they function as members of the health care delivery team and perform administrative and basic clinical procedures. This program is offered on the Gillette campus only.

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

Students will be able to:
1. Practice medical assisting according to established professional and ethical standards.
2. Demonstrate patient-centered professionalism.
3. Provide competent administrative services to patients.
4. Demonstrate clinical proficiency in the role of the medical assistant.

    2. Program Layout by Semester

Pre-Requisites		Cr Hrs
Basic Math Requirement	(MATH 1000 or 1400)	3
ENGL 1010	English I	3
	TOTAL PRE-REQUISITES SEMESTER	**6**
Fall Semester 1st Year		Cr Hrs
MEDA 1505	Introduction to Medical Assisting	5
MEDA 1570	Medical Assisting Office Practicum	4
ZOO 2010	Human Anatomy & Physiology I	4
	TOTAL FALL SEMESTER	**13**
Spring Semester 1st Year		Cr Hrs
MEDA 1600	Medical Assisting Procedures	6
MEDA 1970	Medical Assisting Clinical Practicum	4
ZOO 2020	Human Anatomy & Physiology II	4
	TOTAL SPRING SEMESTER	**14**
	TOTAL PROGRAM CREDITS	**33**

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. <u>New</u> course prefixes have been coordinated:
        with UW (transfer)   ___ Yes   ___ No _X_ Not Applicable

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

F. New course descriptions:

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

MEDA 1505 - Introduction to Medical Assisting (5 credits)
This course gives the beginning medical assistant student a foundation in practice within a medical office. Students are introduced to the foundational concepts of professionalism and professional practice, law and ethics in health care, medical office administrative procedures, medical terminology, and medical office finances.

MEDA 1570 - Medical Assisting Office Practicum (4 credits)
This course is designed to give the beginning medical assistant student a foundation in practice within a medical office. Students complete 180 hours of practicum in a medical office setting and experience the administrative concepts of customer service, medical reception, medical business practices, establishing medical records, scheduling appointments, practice finances, and office etiquette.

MEDA 1600 - Medical Assisting Procedures (6 credits)
This course gives the medical assistant student an advancing foundation of practice theory within a medical office. Students are introduced to the clinical concepts of patient intake and discharge, preparation for the physical exam, collecting and processing specimens, medication administration, and assisting the provider with medical/surgical procedures.

MEDA 1970 - Medical Assisting Clinical Practicum (4 credits)
This course gives the medical assistant student an applied understanding of practice within a medical office. Students complete 180 hours of practicum in a medical office setting and experience the clinical concepts of patient intake and discharge, preparation for the physical exam, collecting and processing specimens, medication administration, and assisting the provider with medical/surgical procedures.

    2. <u>New</u> 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?

Not required for pilot program request.

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

Health care employers in the area, including Campbell County Health, private physician offices, and other clinics have requested Gillette College offer a medical assistant program. Currently, the CCH education department is providing OJT for employees hired into like positions. Many who are hired have received no formal training prior to entering a "medical assistant" position in the community. CCH has committed that once a pipeline of Medical Assistant graduates are established they will only seek to hired those with a formal training completion. CCH indicates they currently hire approximately 10-12 new Medical Assistants annually—this does not account for area physician clinics, surgery centers, and other potential employers.

Positive feedback was obtained from the direct supervisors, the health facility education staff, and healthcare providers regarding the proposed program of study.

The current Gillette College Nursing Advisory Board has agreed to provide additional oversight and serve in an advisory capacity for the Medical Assistant Program if approved.

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

Not required for pilot program request.

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

Not required for pilot program request.

1. State and National Trends

United States	Employment		Percent Change	Job Openings
	2013	2023		

Wyoming	Employment		Percent Change	Job Openings
	2013	2023		

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
- **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:

2. State and National Wages

Location	Pay Period	2013				
		10%	25%	Median	75%	90%
United States	Hourly					
	Yearly					
Wyoming	Hourly					
	Yearly					

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey
- **National Data Source:** http://www.bls.gov/oes/2008/may/oes151051.htm
- **State Data Source:** http://www.bls.gov/oes/oes_dl.htm   State Cross-Industry Estimates

Other wage information or comments that would assist the Commission:

3. Primary student audience identified for this program:

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

_____ Year One   _____Year Two   _____ Year Three

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

Not required for pilot program request.

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

M. <u>**Note available program and course articulations**</u> **with other likely transfer institutions in the region, particularly for transfer AAS, AA and AS programs.**

The Medical Assistant certificate program does not directly transfer to another institution. It should be noted although that individual pre-requisite/co-requisite courses (Math, Science, English) are transferrable courses and meet many other degree requirements.

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 Medical Assistant curriculum was developed with industry partners. Partners expressed a need for the curriculum to include both front office competencies and back office competencies as a part of the curriculum. In addition, they wanted to see evidence the curriculum included substantial practicum experiences. This feedback from area partners was included in the curriculum, specifically the MEDA courses. Students will complete 360 hours of practicum as well.

Campbell County Health owns/operates numerous physician clinics. Supervisors from these areas have agreed to partner with the program to offer clinical experiences for students—both for the front office and the back office practicum courses.

The GC Nursing Advisory Board has agreed to provide advisory oversight for the Medical Assistant Program.

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

Students will be able to:
1. Practice medical assisting according to established professional and ethical standards.
2. Demonstrate patient-centered professionalism.
3. Provide competent administrative services to patients.
4. Demonstrate clinical proficiency in the role of the medical assistant.

The Medical Assistant Program will assess the following:
1. Achievement of student learning outcomes
2. Completion rate
3. Job placement
4. Graduate satisfaction
5. Employer satisfaction

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.

Not required for pilot program request.

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

EDUCATED CITIZENRY –

DIVERSIFIED ECONOMY –

WORKFORCE DEVELOPMENT –

EFFICIENT SYSTEMS –

ACCOUNTABILITY and IMPROVEMENT –

OTHER CRITERIA-

- **Labor Needs** –

- **Curriculum Development** –

- **Pathways** –

- **Faculty Support** –

- **Recruitment Strategies** –

- **Resource Needs** –

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

SIGNATURE PAGE

Submitted by V. P. for
Academic Affairs**

Richard A. Hall Jr.   3/28/15

Signature   Date

Richard Hall, VPAA - Northern Wyoming CCD

Printed Name   Title

Approved by the WCC Academic
Affairs Council

Joseph E. McCann,   4/16/16

Signature   Date

Joseph E. McCann, Programs Team Leader

Printed Name   Title

Approved by Program
Review Committee

Joseph E. McCann,   5/6/16

Signature   Date

Joseph E. McCann, Programs Team Leader

Printed Name   Title

Richard A. Hall Jr.

TAB 19

Good News Report

Casper College Good News Items:

- Casper College recently launched a newly designed website for the athletic department. The new site provides a dynamic one-stop location for fans, students and employees to catch up on current news and events.
- Casper College recently joined up with Advance-Online to create an online store for all things T-Bird and Casper College. The online store features a colorful and easy-to-use interface and in addition to the traditional t-shirts and ball caps which are available for sale also features jewelry, pet items, collectibles and more.
- The Casper College Debate team recently returned from the 27th Annual International Forensics Association Tournament in Lima, Peru. The team won first place in the community college team sweepstakes and took third place in overall team sweepstakes
- Steve Armijo, Casper College diesel and auto mechanic crew leader, was named the 2016-17 Classified Employee of the Year by the Wyoming Association of Community College Trustees.

Central Wyoming College Good News Items:

- For the last two years, students in the phlebotomy class who are majoring in the medical assisting program at CWC had a passing rate of 100 percent. Students also averaged a mean grade of 84.4 percent on the final; ten points higher than the national pass rate which is 74.2 percent with a national mean is 77 percent.
- Campus Safety Director Charles "Chuck" Carr was honored to receive the WACCT Professional Staff Member of the Year. Chuck has made a tremendous impact throughout the college, commu-nity, and state sharing his years of law enforcement knowledge and expertise.\
- CWC student Amy Chidester received the distinct honor of being awarded the WACCT Student of the Year for 2017. Chidester is currently pursuing three Associate of Science degrees in pre-medicine, pre-physical therapy and pre-pharmacy, as well as a medical assistant certificate. Even with a heavy course load, she has maintained a 4.0 GPA, landing her on the President's List every semester she has been at CWC.

Eastern Wyoming College Good News Items:

- EWC's new Career and Technical Education Center (CTEC) is 79% finished and on track for a June 15 completion.
- The women's basketball team completed the season in second place in Region IX. Losing a hard fought championship game by 3 points.
- Bob Baumgartner has been selected as a new trustee. He was selected to replace Lowell Kautz who resigned in February.
- The Nursing Program on the Douglas campus has been notified of ACEN Candidacy.
- Six finalists were announced in the Presidential Search on Monday, April 3rd. Interviews and open forums will be held in Torrington and Doug-las April 10-28. The finalists are Darrell Wilkes, Ph.D., Hawk Springs, WY; Doug Zalesky, Ph.D., Laramie, WY; Lesley Travers, Ph.D., Casper, WY; Andrew Long, M.S., McCook, NE; Kelly McCalla, M.A., Austin, MN; and D. Ryan Carstens, Ed.D.; Spokane, WA.
- The Welding program received a large in-kind donation of steel from Williams in Douglas.

Laramie County Community College Good News Items:

- The LCCC Dental Hygiene Clinic put on the "Give Kids a Smile" program, providing dental hygiene care to over 50 children alongside volunteer dentists and dental hygiene faculty. Children needing follow-up care will be seen at either the LCCC dental hygiene clinic or at the offices of local volunteer dentists
- LCCC's GEAR-UP team offered Reality Town 2017 which provided college, career, and life skills awareness simulations to 150 junior and senior high students. This eye-opening experience also gave them an opportunity to explore college, scholarships, and more.
- The newly-opened Black Hills Energy Lounge in the Clay Pathfinder Building serves as a gathering place for those who would like to meet, study or simply enjoy some time on campus. These financial gifts made this lounge a reality and helped kickoff the capital campaign for renovations and expansion to the Ludden Library and Learning Commons.

Northern Wyoming Community College District Good News Items:

- Marketplace is a nationally syndicated daily radio program hosted on public radio covering business and economic news. Two weeks ago they did a segment on how things are going in coal country focusing on Gillette Wyoming and included interviews with some of our students! You can listen to the segments here:

    https://www.marketplace.org/2017/03/10/economy/gillette-wyoming-industry-and-politics-coal-country

    https://www.marketplace.org/2017/03/10/life/students-gillette-wy-discuss-hopeful-future

- Sheridan College student Brittany Steele has been named a 2017 New Century Scholar, by achieving the state's highest score in the All-USA Community College Academic Team competition. Steele is a first-year Dental Hygiene student from Valier, Montana.
- Sheridan College students recently competed at the National Postsecondary Agricultural Student Organization annual conference. Five of the eight students who attended placed in the top 10 in their individual contests. Around 700 students from across the country were in attendance.

Northwest College Good News Items:

- Thirteen members of NWC's Studio Singers performed at the Governor's Arts Awards Banquet as well as for the House of Representatives. Additionally, Northwest's Faculty Jazz Combo performed during the cocktail hour before the banquet.
- The college's Forensics Team placed third among community colleges in tournament sweep-stakes and 35th overall in competition with 179 programs nationwide—state and private universities—at the National Parliamentary Debate Association National Championship Tournament.
- NWC's team at the Model United Nations Conference last month in New York City earned an Outstanding Delegates in Committee Award. This was the third consecutive major conference at which NWC students earned an award.
- The 34th Annual Northwest Jazz Festival hosted 600 middle school, high school and college music students who performed for adjudicators and attended clinics. A public concert featured the Wyoming All-State Jazz Band, a Seattle vocal ensemble and one of Denver's leading jazz musicians.