

Wyoming Community College Commission



WYOMING
COMMUNITY COLLEGES

Commission Meeting Packet
June 1, 2016

**WYOMING COMMUNITY COLLEGE COMMISSION
MEETING AGENDA
1 June 2016
Casper College
Casper, Wyoming**

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

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

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

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

- 7:30 a.m. **CALL TO ORDER**
ROLL CALL/DETERMINATION OF A QUORUM
RECESS TO EXECUTIVE SESSION
- 8:30 a.m. **CONVENE PUBLIC MEETING**
INTRODUCTIONS
APPROVAL OF THE AGENDA
CONSIDERATION OF THE MINUTES OF PREVIOUS MEETINGS:
- **April 22, 2016** **TAB 1**
- A. **ORGANIZATIONS/ALLIANCES**
- Wyoming Association of Community College Trustees
 - Wyoming Department of Education
 - Presidents' Council
 - Wyoming Faculty Alliance
 - Wyoming Public Television
 - Complete College Wyoming
- B. **UPDATES & REPORTS**
- **Financial report** **TAB 2**
- C. **CONSIDERATION OF COMMISSION RULES** **TAB 3**
- **Emergency rules**
 - **Draft regular rules**
- D. **CONSIDERATION OF CAPITAL CONSTRUCTION PRIORITIZATION
AND AUTHORIZATIONS** **TAB 4**

- E. EXECUTIVE DIRECTOR'S REPORT
- Joint Education Interim Committee
 - Joint Appropriations Interim Committee
 - Budget

- F. OTHER BUSINESS
- Date for February 2017 meeting
 - Other

TAB 5

Adjourn

TAB 1

MINUTES

WYOMING COMMUNITY COLLEGE COMMISSION MEETING April 22, 2016

Western Wyoming Community College
Rock Springs, Wyoming

The April 22, 2016 Commission meeting was called to order by Commission Chair Sandra Meyer at Western Wyoming Community College, Rock Springs, Wyoming at 8:40 a.m.

Commissioners present: Commissioners Larry Atwell, Charlene Bodine, Katherine Dooley, Sherri Lovercheck, Sandra Meyer and Wendy Sweeny. Commissioner Bruce Brown 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 Sweeny moved and Commissioner Atwell 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 February 17, 2016 commission meeting. **Motion passed unanimously.**

Motion: Commissioner Sweeny moved and Commissioner Dooley seconded a motion to approve the minutes of the March 21, 2016 teleconference. **Motion passed unanimously.**

ORGANIZATIONS AND ALLIANCES

1. WY Association of Community College Trustees (WACCT): WACCT President Walt Wragge updated the commissioners on their board meeting. The WACCT Summit will be in Laramie on October 20-21st at the UW Conference Center (Hilton Garden Inn). The theme will be “We Can Do More Together - Opportunities for an Economic Downturn.” The keynote speaker will be Dr. Davis Jenkins from the Community College Research Center at Columbia University. Mr. Wragge asked for an update on the Economic Impact Study. Commissioner Sweeny asked if the WY Workforce Center and State School Board Association will be invited to the Summit and Mr. Wragge said they will.

2. Wyoming Department of Education (WDE): Chief Academic Officer Brent Bacon gave an update on WDE activities. The Every Student Succeeds Act (ESSA) replaces No Student Left Behind and has involved collaboration across the state for preparation of the state plan due by August 2017. These federal funds can be used for career and technical education training as well as concurrent enrollment. They have teamed up with LCCC and NWCCD for a Coders of the West program which will teach 20 high school

students computer coding and will instruct 20 teachers on how to teach computer coding. Community college staff are participating on the Statewide Digital Learning Advisory Panel to update the state technology plan. WDE is working with UW, Gear Up and the community colleges on better communication between high schools and college financial aid offices for homeless students. Science standards are out for review and the WDE would like feedback from college science faculty. Superintendent Balow accepted an award from the Afterschool Association for the 2016 Most Influential State Government Honoree. WDE will continue to use the ACT. There have been no changes to the Hathaway program. The STEM conference will be held at WWCC during the first week of August.

3. President's Council: Council President Dr. Young thanked commissioners for attending the commencement ceremonies. All the colleges are working to help with the economic downturn and regional layoffs. They anticipate there will be an increase in enrollments as a result of the downturn. He discussed the collaboration between the college and commission CIOs and stated their efforts have been nationally recognized. Dr. Young will provide an update on the economic impact study soon.

4. Community College Faculty Alliance: No one was present for this report.

5. Wyoming PBS: Terry Dugas, General Manager explained the primary mission for WY PBS is to tell Wyoming's stories. They are moving forward on the Hidden Falls of Yellowstone and the Glaciers of the Winds productions. They are working with Montana PBS on a production about the Bozeman Trail. Independent producers throughout the state are working on other programs. Commissioner Sweeny recognized the efforts of Mr. Dugas and the partnerships he is developing.

6. Complete College Wyoming: Dr. Freeze said the CCW will discuss planning for the coming year at their next meeting. They will work with WY Public Television on the third segment on CCW, which will be focused on the Hathaway program. Complete College America (CCA) is sponsoring an event on Fifteen to Finish in June and CCA will pay for five people to attend. They have had conversations with UW on incorporating their data into the system. CCW will work with WDE on the definition of college readiness. The CCW fall event will bring K-12 instructors of math and English together with college faculty to talk about skills and transition. CCW will add more K-12 partners to the team. Commissioner Lovercheck reiterated the importance of attending CCA and encouraged colleges to send someone. Dr. Leach said WWCC will contract with Dr. Freeze to assist with CCW for a year after she retires.

UPDATES AND REPORTS

1. 2016-2017 Interest Rates for WY Investment in Nursing, Teacher Shortage Loan Repayment and WY Adjunct Professor Loan Programs – Dr. Rose stated by statutory requirement, students who do not comply with these programs must repay their loans. Align sets the interest rate based on statute at 4% above prime. **Motion**: Commissioner Atwell moved and Commissioner Bodine seconded a motion to adopt the 2016-2017 interest rate of 7.26% for the WY Investment in Nursing, Teacher Shortage Loan Repayment and WY Adjunct Professor Loan programs. **Motion passed unanimously.**

2. 2015 Fall Enrollment Report: Highlights are included in the report. There is continuing discussion with Institutional Research staff on the divisor to use for full time equivalency. At some time in the future, there will need to be a statutory change to adjust the divisor to 15. **Motion**: Commissioner Bodine moved and Commissioner Atwell seconded a motion to acknowledge receipt of the WY Community College System 2015 Fall Enrollment Report. Commissioner Sweeny asked if Table 9 "Series 1" should read Casper College and Dr. Rose verified it should. Commissioner Lovercheck asked what is being done at LCCC and WCCC to cause such a high number of students to declare a major. Judy Hay, VP of Student Services, said LCCC is changing the process for advising and they do not let students choose undeclared at admission. Dr. Freeze said WWCC has also removed undecided as an option for students but meta-majors have been increased. **Motion passed unanimously.**

3. Distribution of Allocation to the Colleges: Matt Petry explained the documents included in the meeting packet. The first page is the high level total appropriation for all agency funds. The second page shows how the appropriation will be broken down into meaningful categories and entered into the accounting system. The third page reflects the estimated distribution of the various pieces of state aid among the colleges. The final page of this section shows the anticipated payments to each college for the next biennium based on information available as of the date of the packet. This will be last year of enrollment growth funds due to the funding changes made in the 2016 Session. We will no longer receive contingency reserve funds in future biennia, though we may receive a small portion in FY17. **Motion**: Commissioner Atwell moved and Commissioner Lovercheck seconded a motion to acknowledge receipt of the estimated distributions. **Motion passed unanimously.**

4. Enacted Legislation Affecting WCCC and/or Colleges: Dr. Rose discussed the following items:
Recalibration –HB80 was successful but we have to live with the amount for four years, even though enrollments are going to increase.
Budget – The governor has stated there will be additional budget cuts.
Family literacy – A few centers will attempt to continue to operate with other sources of funding.
Capital construction – Some funding was approved and will hopefully still exist as projects progress.

CONSIDERATION OF CHANGES TO CAPCON MODEL

Larry Buchholtz discussed the changes to measures 4, 5, and 9 in the capcon model. The model projects space deficits and surpluses based on several factors. Measures 4 and 5 calculate project scores based on deficits but they do not take into consideration what is going to be built and whether or not the project addresses space deficits. The proposed changes will adjust the scores for measures 4 and 5 based on the percentage of deficit to be addressed with the proposed project. Mr. Buchholtz further clarified the different space classifications. Mr. Buchholtz also discussed proposed changes to measure 9. The measure requires colleges with a proposed project to give an opinion on how the construction fits in the strategic plan. The change being proposed will require the college to justify the score for this measure to the Administrative Services Council members and commission staff and adjust the score if the group determines the score is not justified. **Motion**: Commissioner Sweeny moved and Commissioner Dooley seconded a motion to approve the proposed changes to capital measures 4, 5, and 9 as presented in the packet. Commissioner Atwell asked for additional clarification on the model calculations. **Motion passed unanimously**

CAPITAL CONSTRUCTION REQUEST EWC

Dr. Rick Patterson explained the need for the requested change for the Agricultural Technology Education Center. The project was approved by the Commission in 2013 and was then approved by the legislature, but the costs were not reflective of the actual cost for construction. The original request was \$4.7M and they are now requesting an increase to approximately \$7.9M. **Motion**: Commissioner Lovercheck moved and Commissioner Atwell seconded a motion to approve the request from Eastern WY College for the increase in the Agricultural Technology Education Center construction budget to \$7.9M. Dr. Rose recommended the project be submitted to Construction Management Division for reauthorization by the legislature due to the size of the increase and its impact on major maintenance. **Motion passed unanimously.**

EXECUTIVE DIRECTOR'S REPORT

- Interim work of legislative committees will include a study by the Joint Appropriations Committee to look at the “community college funding model”. They will consider if the legislature should have a larger role in the approval of programs and facilities. Dr. Rose will also report to the JEIC on the success curriculum for the Hathaway program. Though we aren't directly involved, we have Hathaway data they can use.

- Rules changes resulting from legislation will be coming. Incorporation of performance metric language will continue to affect rules. Dr. Rose cautioned that in changing the funding model to incorporate performance metrics, we don't lose track of student aid. It should be a funding consideration because the state has no state funded need-based student assistance programs.
- A work session to discuss tuition policy revisions is set for June. Dr. Rose is receiving input from colleges and he will provide the commissioners with background data. He asked the colleges to consider using the credit cost model created by Sheldon Flom in the tuition policy discussions. It provides strong support to show some classes cost more to provide than others.
- Future commission meetings
 - June 1, 2016 at CC
 - October NWC or Laramie - **Motion:** Commissioner Atwell moved and Commissioner Bodine seconded a motion for the October meeting to be in Laramie on October 19th starting at 1:00. **Motion passed unanimously.**
 - Tentative WACCT meeting January 19th, 2017 in Cheyenne. Concern was expressed about having a commission meeting this early because the timing does not provide the commission with adequate time to meet its responsibilities and the spring semester starts that week.
 - February 2017 LCCC
 - April 2017 NWC
 - June 2017 CWC
 - October 2017 NWCCD
 - February 2018 LCCC
 - April 2018 EWC
 - June 2018 CC

NEW PROGRAMS

CC: Union Electrical Apprenticeship Certificate – Dr. Darren Divine discussed how some companies provide apprenticeship programs through the colleges that are similar to other programs provided by colleges. Many participants complete these apprenticeships but do not complete an associate's degree. This proposal provides those students with a certificate to show they completed what they came to the college to do, as opposed to showing as incomplete. Commissioner Atwell suggested the proposal be presented differently but Commissioner Sweeny said the nature of the current economy supports approving these certificates. **Motion:** Commissioner Sweeny moved and Commissioner Lovercheck seconded a motion to approve the CC Union Electrical Apprenticeship Certificate and the Independent Electrical Apprenticeship Certificate. **Motion passed unanimously.**

LCCC: Central Sterile Processing Certificate – Terry Harper, Vice President of Academic Affairs presented this program via phone. It is essential to expand opportunities to individuals interested in a one semester certificate, both high school graduates and people already in the industry. It has been vetted through the institutional process, advisory committee, the current program director and industry leaders throughout the region. **Motion:** Commissioner Sweeny moved and Commissioner Atwell seconded a motion to approve the LCCC Central Sterile Processing Certificate. **Motion passed unanimously.**

LCCC: Personal Trainer Certificate – Terry Harper explained this certificate is a result of the aging population and the increase in obesity across the nation. This two semester program will be provided to current exercise science and physical education students and people looking for a career change. They have collaborated with NWC and WWCC who have similar programs. **Motion:** Commissioner Sweeny moved and Commissioner Atwell seconded a motion to approve the LCCC Personal Trainer Certificate. Commissioner Sweeny also encouraged LCCC to work with the National Strength and Conditioning Association and to provide some credit hours in business management. **Motion passed unanimously.**

NWC: Equine Riding and Training with Emphasis on Riding Certificate and Equine Riding and Training with Emphasis on Training Certificate – Dr. Hicswa presented these programs by phone explaining they are two occupational certificates, one focused on riding and one on training. These certificates are a result of the prior year’s pilot program with additional improvements. **Motion:** Commissioner Atwell moved and Commissioner Bodine seconded a motion to approve the NWC Equine Riding and Training with Emphasis on Riding Certificate and Equine Riding and Training with Emphasis on Training Certificate. **Motion passed unanimously.**

OTHER BUSINESS

Commissioner Atwell discussed the idea of making the transition to college easier by matching the college assessment with high school assessments. **Motion:** Commissioner Atwell moved and Commissioner Lovercheck seconded a motion for a resolution requesting college presidents to prepare a proposal that can be taken forward to WDE regarding the matching of assessment tests. Commissioner Sweeny further suggested a test be given to students in their junior year so weaknesses can be worked on in their senior year. Dr. Leach discussed the need for adequate action after a student scores low on an assessment. LCCC Trustee Ed Mosher asked for an opportunity for faculty members of both the K-12 and the college system to meet together to discuss expectations. **Motion passed unanimously.**

ADJOURNMENT

Motion: Commissioner Sweeny moved and Commissioner Dooley seconded a motion to adjourn the meeting at 11:40 a.m. **Motion passed unanimously.**

Sandra Meyer
Commission Chair

Date

Jim Rose
Commission Executive Director

Date

TAB 2

Administration
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016

AORG	0100		2015-2016	Biennium-	Encumbrances	Total	Unencumbered	Projected	Projected
EORG	0101 Administration		Budget	to-Date	(from B102)	Expenditures &	Balance	Biennial	Biennial
				Expenditures		Encumbrances		Expenditures	Funding
									Variance
Personal Services									
0103	Salaries		1,669,181.20	1,624,025.49	-	1,624,025.49	45,155.71	1,774,625.49	(105,444.29)
0105	Benefits		715,659.45	680,733.08	-	680,733.08	34,926.37	745,733.08	(30,073.63)
0100	Series Total		2,384,840.65	2,304,758.57	-	2,304,758.57	80,082.08	2,520,358.57	(135,517.92)
Supportive Services									
0201	Real Property Repairs & Maintenance		-	-	-	-	-	-	-
0202	Equipment Repairs & Maintenance		500.00	-	-	-	500.00	-	500.00
0203	Utilities / Water		3,775.00	3,618.67	-	3,618.67	156.33	3,947.64	(172.64)
0204	Freight & Postage		2,822.00	720.29	-	720.29	2,101.71	785.77	2,036.23
0207	Dues / Registration		85,213.00	35,823.75	-	35,823.75	49,389.25	39,080.45	46,132.55
0208	Advertising & Promotion		1,000.00	103.80	-	103.80	896.20	113.24	886.76
0210	Miscellaneous		-	-	-	-	-	-	-
0221	In-State Travel		29,490.00	24,970.29	-	24,970.29	4,519.71	27,240.32	2,249.68
0222	Out-of-State Travel		52,370.00	17,124.02	-	17,124.02	35,245.98	18,680.75	33,689.25
0227	Commission - Out-of-State Travel		10,000.00	10,736.57	-	10,736.57	(736.57)	11,712.62	(1,712.62)
0228	Commission - In-State Travel		50,000.00	24,338.45	-	24,338.45	25,661.55	26,551.04	23,448.96
0230	Supplies & Products		6,000.00	4,134.33	-	4,134.33	1,865.67	4,510.18	1,489.82
0231	Office Supplies, Printing & Reproduction		5,350.00	3,598.86	-	3,598.86	1,751.14	3,926.03	1,423.97
0236	Educational & Recreational Supplies		-	-	-	-	-	-	-
0240	Intangible Assets (software/licenses)		6,570.00	4,279.41	-	4,279.41	2,290.59	4,668.45	1,901.55
0241	Office Equipment & Furnishings		1,500.00	1,296.67	-	1,296.67	203.33	1,414.55	85.45
0242	Data Processing Equipment		5,933.00	4,304.98	-	4,304.98	1,628.02	4,696.34	1,236.66
0251	Real Property Rental		4,200.00	1,716.00	-	1,716.00	2,484.00	1,872.00	2,328.00
0252	Equipment Rental		8,700.00	5,030.41	-	5,030.41	3,669.59	5,487.72	3,212.28
0292	Maintenance Agreements		2,134,046.00	1,565,670.35	-	1,565,670.35	568,375.65	1,564,953.00	569,093.00
0200	Series Total		2,407,469.00	1,707,466.85	-	1,707,466.85	700,002.15	1,719,640.09	687,828.91
Central Services / Data Services									
0410	Central Services / Data		16,924.00	14,438.30	-	14,438.30	2,485.70	15,750.87	1,173.13
0420	Telecom		25,024.00	18,121.78	-	18,121.78	6,902.22	19,769.21	5,254.79
0400	Series Total		41,948.00	32,560.08	-	32,560.08	9,387.92	35,520.09	6,427.91
Grant Payments									
0626	Grant Payments		-	-	-	-	-	-	-
0600	Series Total		-	-	-	-	-	-	-
Contractual Services									
0901	Professional Services		196,748.00	54,552.02	35,000.00	89,552.02	107,195.98	94,511.29	102,236.71
0900	Series Total		196,748.00	54,552.02	35,000.00	89,552.02	107,195.98	94,511.29	102,236.71
Grand Total			5,031,005.65	4,099,337.52	35,000.00	4,134,337.52	896,668.13	4,370,030.04	660,975.61

AORG	0100		2013-2014	Biennium-	Encumbrances	Total	Unencumbered	Projected	Projected
EORG	0101 Administration		Budget	to-Date	(from B102)	Expenditures &	Balance	Biennial	Biennial
				Expenditures		Encumbrances		Expenditures	Funding
									Variance
Contractual Services									
0901	Professional Services (carry-forward)		791,921.40	466,182.97	66,466.03	532,649.00	259,272.40	716,921.40	75,000.00
0900	Series Total		791,921.40	466,182.97	66,466.03	532,649.00	259,272.40	716,921.40	75,000.00
Grand Total			791,921.40	466,182.97	66,466.03	532,649.00	259,272.40	716,921.40	75,000.00

**State Longitudinal Data System
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016**

AORG	0100		Biennium-		Total		Projected	Projected
EORG	0106 SLDS	2015-2016	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Personal Services								
0103	Salaries	140,080.00	127,835.71	-	127,835.71	12,244.29	140,135.71	(55.71)
0105	Benefits	57,239.14	52,301.80	-	52,301.80	4,937.34	57,301.80	(62.66)
0100	Series Total	197,319.14	180,137.51	-	180,137.51	17,181.63	197,437.51	(118.37)
Supportive Services								
0242	Data Processing Equipment	500,000.00	-	-	-	500,000.00	-	500,000.00
0292	Maintenance Agreements	50,000.00	-	-	-	50,000.00	-	50,000.00
0200	Series Total	550,000.00	-	-	-	550,000.00	-	550,000.00
Contractual Services								
0901	Professional Services	2,900,000.00	-	-	-	2,900,000.00	-	2,900,000.00
0903	Special Projects	94,000.00	94,000.00	-	94,000.00	-	94,000.00	-
0900	Series Total	2,994,000.00	94,000.00	-	94,000.00	2,900,000.00	94,000.00	2,900,000.00
Grand Total		3,741,319.14	274,137.51	-	274,137.51	3,467,181.63	291,437.51	3,449,881.63

A formal request to carry over \$3,450,000 from the 2015-2016 biennium to the 2017-2018 biennium was made to Enterprise Technology Services on May 10.

State Aid
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016

AORG	0200		Biennium-		Total		Projected	Projected
EORG	0201 State Aid	2015-2016	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Grant Payments								
0626	Grant Payments	163,550,035.00	163,550,035.00	-	163,550,035.00	-	163,550,035.00	-
0600	Series Total	163,550,035.00	163,550,035.00	-	163,550,035.00	-	163,550,035.00	-
	Grand Total	163,550,035.00	163,550,035.00	-	163,550,035.00	-	163,550,035.00	-

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

**Course Completion Component of State Aid
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016**

AORG EORG	0200 0209 Course Completion	2015-2016 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	12,288,758.00	12,288,758.00	-	12,288,758.00	-	12,288,758.00	-
0600	Series Total	12,288,758.00	12,288,758.00	-	12,288,758.00	-	12,288,758.00	-
	Grand Total	12,288,758.00	12,288,758.00	-	12,288,758.00	-	12,288,758.00	-

Grant Payments (0626) reflect the biennial expenditure schedule of 15/15/10/10/15/15/10/10, taking into account the second-year increase from roughly 6 percent of variable costs funding to 8 percent.

Enrollment Growth
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016

AORG	0200		Biennium-		Total		Projected	Projected
EORG	0205 Enrollment Growth	2015-2016	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Grant Payments								
0626	Grant Payments	14,300,000.00	14,300,000.00	-	14,300,000.00	-	14,300,000.00	-
0600	Series Total	14,300,000.00	14,300,000.00	-	14,300,000.00	-	14,300,000.00	-
	Grand Total	14,300,000.00	14,300,000.00	-	14,300,000.00	-	14,300,000.00	-

100 percent of this appropriation is subject to distribution using course completion volumes.

Health Insurance
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016

AORG	0200		Biennium-		Total		Projected	Projected
EORG	0202 Health Insurance	2015-2016	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Grant Payments								
0626	Grant Payments	41,227,772.00	35,592,075.58	-	35,592,075.58	5,635,696.42	40,979,299.47	248,472.53
0600	Series Total	41,227,772.00	35,592,075.58	-	35,592,075.58	5,635,696.42	40,979,299.47	248,472.53
	Grand Total	41,227,772.00	35,592,075.58	-	35,592,075.58	5,635,696.42	40,979,299.47	248,472.53

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 April 30, 2016**

AORG	0200		Biennium-		Total		Projected	Projected
EORG	0207 Retirement	2015-2016	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Grant Payments								
0626	Grant Payments	2,995,160.00	2,736,868.04	-	2,736,868.04	258,291.96	3,179,546.20	(184,386.20)
0600	Series Total	2,995,160.00	2,736,868.04	-	2,736,868.04	258,291.96	3,179,546.20	(184,386.20)
	Grand Total	2,995,160.00	2,736,868.04	-	2,736,868.04	258,291.96	3,179,546.20	(184,386.20)

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

Proportionate reductions will be applied to the colleges' final quarterly invoices.

Libraries
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016

AORG	0200		Biennium-		Total		Projected	Projected
EORG	0204 Library Funding	2015-2016	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
		Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Grant Payments								
0626	Grant Payments	2,225,280.00	2,191,920.46	-	2,191,920.46	33,359.54	2,391,185.96	-
0600	Series Total	2,225,280.00	2,191,920.46	-	2,191,920.46	33,359.54	2,391,185.96	-
	Grand Total	2,225,280.00	2,191,920.46	-	2,191,920.46	33,359.54	2,391,185.96	-

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 April 30, 2016**

AORG EORG	0300 0301 Contingency Reserve	2015-2016 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	3,200,000.00	-	3,200,000.00	-	3,200,000.00	-
0600	Series Total	3,200,000.00	3,200,000.00	-	3,200,000.00	-	3,200,000.00	-
	Grand Total	3,200,000.00	3,200,000.00	-	3,200,000.00	-	3,200,000.00	-

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

The availability of coal lease bonus funds is currently expected through at least fiscal-year 2017.

**Wyoming Family Literacy
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016**

AORG EORG	0100 0107 WY Family Literacy Program	2015-2016 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services								
0103	Salaries	113,286.00	102,847.04	-	102,847.04	10,438.96	112,447.04	838.96
0105	Benefits	63,689.00	57,384.40	-	57,384.40	6,304.60	63,384.40	304.60
0100	Series Total	176,975.00	160,231.44	-	160,231.44	16,743.56	175,831.44	1,143.56
Supportive Services								
0203	Utilities / Water	500.00	-	-	-	500.00	-	500.00
0204	Freight & Postage	100.00	52.09	-	52.09	47.91	56.83	43.17
0207	Dues / Registration	2,500.00	2,362.00	-	2,362.00	138.00	2,576.73	(76.73)
0208	Advertising & Promotion	-	-	-	-	-	-	-
0221	In-State Travel	4,000.00	3,571.09	-	3,571.09	428.91	3,895.73	104.27
0222	Out-of-State Travel	4,750.00	3,030.81	-	3,030.81	1,719.19	3,306.34	1,443.66
0230	Supplies & Products	1,250.00	510.99	-	510.99	739.01	557.44	692.56
0236	Educational & Recreational Supplies	3,500.00	3,449.60	-	3,449.60	50.40	3,763.20	(263.20)
0240	Intangible Assets (software/licenses)	100.00	76.43	-	76.43	23.57	83.38	16.62
0200	Series Total	16,700.00	13,053.01	-	13,053.01	3,646.99	14,239.65	2,460.35
Central Services / Data Services								
0410	Central Services / Data	-	-	-	-	-	-	-
0420	Telecom	1,429.00	1,236.36	-	1,236.36	192.64	1,348.76	80.24
0400	Series Total	1,429.00	1,236.36	-	1,236.36	192.64	1,348.76	80.24
Grant Payments								
0626	Grant Payments	3,073,253.00	2,467,267.78	-	2,467,267.78	605,985.22	2,942,059.26	131,193.74
0600	Series Total	3,073,253.00	2,467,267.78	-	2,467,267.78	605,985.22	2,942,059.26	131,193.74
Contractual Services								
0901	Professional Services	2,800.00	2,087.50	-	2,087.50	712.50	2,277.27	522.73
0900	Series Total	2,800.00	2,087.50	-	2,087.50	712.50	2,277.27	522.73
Grand Total		3,271,157.00	2,643,876.09	-	2,643,876.09	627,280.91	3,135,756.38	135,400.62

This program was defunded in its entirety for 2017-2018.

Adult Education
Budget to Actual Statement
For the Period Ending April 30, 2016

AORG EORG	0900 0901 ABE (Master Account)	2015-2016 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services								
0103	Salaries	18,116.18	18,116.18	-	18,116.18	0.00	18,116.18	0.00
0105	Benefits	9,038.39	9,038.39	-	9,038.39	(0.00)	9,038.39	(0.00)
0100	Series Total	27,154.57	27,154.57	-	27,154.57	0.00	27,154.57	0.00
Supportive Services								
0202	Equipment Repairs & Maintenance	232.00	-	-	-	232.00	-	232.00
0203	Utilities / Water	-	-	-	-	-	-	-
0204	Freight & Postage	1,226.24	147.06	-	147.06	1,079.18	160.43	1,065.81
0207	Dues / Registration	4,548.00	4,829.00	-	4,829.00	(281.00)	5,268.00	(720.00)
0221	In-State Travel	4,450.31	3,775.31	-	3,775.31	675.00	4,118.52	331.79
0222	Out-of-State Travel	3,412.91	5,616.81	-	5,616.81	(2,203.90)	6,127.43	(2,714.52)
0230	Supplies & Products	12.99	12.99	-	12.99	-	14.17	(1.18)
0231	Office Supplies, Printing & Reproduction	4,920.00	3,210.33	-	3,210.33	1,709.67	3,502.18	1,417.82
0236	Educational & Recreational Supplies	4,836.84	4,296.34	-	4,296.34	540.50	4,686.92	149.92
0240	Intangible Assets (software/licenses)	350.00	304.43	-	304.43	45.57	332.11	17.89
0241	Office Equipment & Furnishings	-	-	-	-	-	-	-
0251	Real Property Rental	3,789.77	3,789.77	-	3,789.77	-	4,134.29	(344.52)
0252	Equipment Rental	753.00	-	-	-	753.00	-	753.00
0200	Series Total	28,532.06	25,982.04	-	25,982.04	2,550.02	28,344.04	188.02
Restrictive Costs or Services								
0301	Cost Allocation	-	-	-	-	-	-	-
0300	Series Total	-	-	-	-	-	-	-
Central Services / Data Services								
0410	Central Services / Data	-	-	-	-	-	-	-
0420	Telecom	1,571.00	1,533.90	-	1,533.90	37.10	1,673.35	(102.35)
0400	Series Total	1,571.00	1,533.90	-	1,533.90	37.10	1,673.35	(102.35)
Grant Payments								
0626	Grant Payments	214,052.00	-	-	-	214,052.00	214,052.00	-
0600	Series Total	214,052.00	-	-	-	214,052.00	214,052.00	-
Contractual Services								
0901	Professional Services	40,887.78	40,455.75	-	40,455.75	432.03	40,887.78	-
0900	Series Total	40,887.78	40,455.75	-	40,455.75	432.03	40,887.78	-
Grand Total		312,197.41	95,126.26	-	95,126.26	217,071.15	312,111.74	85.67

**Adult Education
Budget to Actual Statement
For the Period Ending April 30, 2016**

AORG	0900	FGA2014	Year-		Total		Projected	Projected
EORG	961A, 961C, 961E, 961L, 961P & 961S	07/14-09/16	to-Date	Encumbrances	Expenditures &	Unencumbered	Annual	Annual
	(FY15)	2015	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
		Budget						Variance
Personal Services - Administration								
961A-0103	Salaries - Federal	39,012.16	39,012.16	-	39,012.16	-	39,012.16	-
961A-0105	Benefits - Federal	13,199.84	13,199.84	-	13,199.84	-	13,199.84	-
961A-0301	Cost Allocation - Federal	12,788.00	12,788.00	-	12,788.00	-	12,788.00	-
0100 & 0300	Series Total	65,000.00	65,000.00	-	65,000.00	-	65,000.00	-
Grant Payments - Programmatic								
961C-0626	Grant Payments - State (EL Civics)	20,000.00	20,000.00	-	20,000.00	-	20,000.00	-
961E-0626	Grant Payments - Federal (EL Civics)	60,000.00	60,000.00	-	60,000.00	(0.00)	60,000.00	-
961L-0626	Grant Payments - Federal Leadership	382.30	382.30	-	382.30	0.00	382.30	-
961P-0626	Grant Payments - Federal	596,483.46	596,483.46	-	596,483.46	-	596,483.46	-
961S-0626	Grant Payments - State	1,037,460.50	1,037,460.50	-	1,037,460.50	(0.00)	1,037,460.50	-
0600	Series Total	1,714,326.26	1,714,326.26	-	1,714,326.26	(0.00)	1,714,326.26	-
Supportive & Contractual Services - Leadership								
961L-0203	Utilities / Water - Federal	100.00	-	-	-	100.00	100.00	-
961L-0204	Freight & Postage - Federal	100.00	-	-	-	100.00	100.00	-
961L-0207	Dues / Registration - Federal	1,000.00	-	-	-	1,000.00	1,000.00	-
961L-0208	Advertising & Promotion - Federal	100.00	-	-	-	100.00	100.00	-
961L-0221	In-State Travel - Federal	3,314.04	2,619.70	-	2,619.70	694.34	3,314.04	-
961L-0222	Out-of-State Travel - Federal	4,726.03	4,726.03	-	4,726.03	-	4,726.03	-
961L-0230	Supplies & Products - Federal	476.46	476.46	-	476.46	-	476.46	-
961L-0231	Supplies, Printing & Reproduction - Federal	397.51	126.91	-	126.91	270.60	397.51	-
961L-0901	Professional Services - Federal	71,125.20	70,537.24	150.00	70,687.24	437.96	71,125.20	-
0200 & 0900	Series Total	81,339.24	78,486.34	150.00	78,636.34	2,702.90	81,339.24	-
	Total State (FY15 award)	1,057,460.50	1,057,460.50	-	1,057,460.50	(0.00)	1,057,460.50	-
	Total Federal (FY15 award)	803,205.00	800,352.10	150.00	800,502.10	2,702.90	803,205.00	-
	Grand Total (FY15 awards)	1,860,665.50	1,857,812.60	150.00	1,857,962.60	2,702.90	1,860,665.50	-

As FY15 programmatic funding was set up in WOLFS, the necessary appropriations were transferred from the above master account (0901) to the sub-accounts shown on this page:

- 961A reflects the federal allowance for administration expenditures;
- 961C reflects the state allowance for EL Civics expenditures;
- 961E reflects the federal allowance for EL Civics expenditures;
- 961L reflects the federal allowance for leadership expenditures;
- 961P reflects the federal allowance for programmatic expenditures; and
- 961S reflects the state programmatic award which complements the federal programmatic allowance.

**Adult Education
Budget to Actual Statement
For the Period Ending April 30, 2016**

AORG EORG	0900 971A, 971C, 971E, 971L, 971P & 971S (FY16)	FGA2015 07/15-09/17 2016 Budget	Year- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Annual Expenditures	Projected Annual Funding Variance
Personal Services - Administration								
971A-0103	Salaries - Federal	45,500.00	29,158.59	-	29,158.59	16,341.41	39,478.59	6,021.41
971A-0105	Benefits - Federal	19,500.00	12,427.33	-	12,427.33	7,072.67	16,526.31	2,973.69
971A-0301	Cost Allocation - Federal	-	-	-	-	-	-	-
0100 & 0300	Series Total	65,000.00	41,585.92	-	41,585.92	23,414.08	56,004.90	8,995.10
Grant Payments - Programmatic								
971C-0626	Grant Payments - State (EL Civics)	20,000.00	20,000.00	-	20,000.00	-	20,000.00	-
971E-0626	Grant Payments - Federal (EL Civics)	60,000.00	33,147.88	-	33,147.88	26,852.12	43,030.06	16,969.94
971L-0626	Grant Payments - Federal Leadership	-	-	-	-	-	-	-
971P-0626	Grant Payments - Federal	619,405.88	59,792.61	-	59,792.61	559,613.27	345,290.13	274,115.75
971S-0626	Grant Payments - State	1,031,164.66	1,031,164.66	-	1,031,164.66	0.00	1,031,164.66	-
0600	Series Total	1,730,570.54	1,144,105.15	-	1,144,105.15	586,465.39	1,439,484.85	291,085.69
Supportive & Contractual Services - Leadership								
971L-0203	Utilities / Water - Federal	100.00	-	-	-	100.00	-	100.00
971L-0204	Freight & Postage - Federal	100.00	-	-	-	100.00	-	100.00
971L-0207	Dues / Registration - Federal	1,000.00	-	-	-	1,000.00	-	1,000.00
971L-0208	Advertising & Promotion - Federal	100.00	-	-	-	100.00	-	100.00
971L-0221	In-State Travel - Federal	3,500.00	-	-	-	3,500.00	-	3,500.00
971L-0222	Out-of-State Travel - Federal	4,500.00	-	-	-	4,500.00	-	4,500.00
971L-0231	Supplies, Printing & Reproduction - Federal	1,100.00	-	-	-	1,100.00	-	1,100.00
971L-0901	Professional Services - Federal	55,989.12	44,052.06	11,937.06	55,989.12	0.00	55,989.12	-
0200 & 0900	Series Total	66,389.12	44,052.06	11,937.06	55,989.12	10,400.00	55,989.12	10,400.00
	Total State (FY16 award)	1,051,164.66	1,051,164.66	-	1,051,164.66	0.00	1,051,164.66	-
	Total Federal (FY16 award)	810,795.00	178,578.47	11,937.06	190,515.53	620,279.47	500,314.21	310,480.79
	Grand Total (FY16 awards)	1,861,959.66	1,229,743.13	11,937.06	1,241,680.19	620,279.47	1,551,478.87	310,480.79

As FY16 programmatic funding was set up in WOLFS, the necessary appropriations were transferred from the above master account (0901) to the sub-accounts shown on this page:

- 971A reflects the federal allowance for administration expenditures;
- 971C reflects the state allowance for EL Civics expenditures;
- 971E reflects the federal allowance for EL Civics expenditures;
- 971L reflects the federal allowance for leadership expenditures;
- 971P reflects the federal allowance for programmatic expenditures; and
- 971S 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 April 30, 2016**

AORG EORG	0900 0902 HSEC	2015-2016 Budget	Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
Personal Services								
0103	Salaries	93,072.00	42,158.23	-	42,158.23	50,913.77	42,158.23	50,913.77
0105	Benefits	39,727.00	21,912.52	-	21,912.52	17,814.48	21,912.52	17,814.48
0100	Series Total	132,799.00	64,070.75	-	64,070.75	68,728.25	64,070.75	68,728.25
Supportive Services								
0202	Equipment Repairs & Maintenance	-	-	-	-	-	-	-
0203	Utilities / Water	-	-	-	-	-	-	-
0204	Freight & Postage	2,000.00	166.66	-	166.66	1,833.34	181.81	1,818.19
0207	Dues / Registration	1,900.00	1,459.00	-	1,459.00	441.00	1,591.64	308.36
0221	In-State Travel	11,298.00	975.41	-	975.41	10,322.59	1,064.08	10,233.92
0222	Out-of-State Travel	3,696.00	3,394.84	-	3,394.84	301.16	3,703.46	(7.46)
0230	Supplies & Products	-	-	-	-	-	-	-
0231	Office Supplies, Printing & Reproduction	3,070.00	53.67	-	53.67	3,016.33	58.55	3,011.45
0240	Intangible Assets (software/licenses)	-	-	-	-	-	-	-
0200	Series Total	21,964.00	6,049.58	-	6,049.58	15,914.42	6,599.54	15,364.46
Central Services / Data Services								
0420	Telecom	1,284.00	-	-	-	1,284.00	-	1,284.00
0400	Series Total	1,284.00	-	-	-	1,284.00	-	1,284.00
Contractual Services								
0901	Professional Services	8,700.00	-	-	-	8,700.00	-	8,700.00
0900	Series Total	8,700.00	-	-	-	8,700.00	-	8,700.00
Grand Total		164,747.00	70,120.33	-	70,120.33	94,626.67	70,670.29	94,076.71

WyIN Nursing Grant & Loan Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016

AORG	1000		Biennium-		Total		Projected	Projected
EORG	1001 WYIN (Master Account)	2015-2016	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
	1001, 1121, 1131	Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Contractual Services								
1001-0901	Professional Services	230,280.00	149,114.00	81,166.00	230,280.00	-	230,280.00	-
0900	Series Total	230,280.00	149,114.00	81,166.00	230,280.00	-	230,280.00	-
Scholarships & Educational Assistance								
1121-0607	Group 12 Undergrads	824,180.00	522,016.57	-	522,016.57	302,163.43	824,180.00	-
1131-0607	Group 13 Undergrads	824,180.00	-	-	-	824,180.00	503,820.00	320,360.00
0600	Series Total	1,648,360.00	522,016.57	-	522,016.57	1,126,343.43	1,328,000.00	320,360.00
Grand Total		1,878,640.00	671,130.57	81,166.00	752,296.57	1,126,343.43	1,558,280.00	320,360.00

Scholarships & Educational Assistance (0607) reflect semester invoices; however, all obligations were paid from the 2013-2014 carryover funds until that appropriation was exhausted.

**ADN & LPN Teaching Faculty
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016**

AORG EORG	1000 1003 Nursing Faculty (ADN/LPN)	2015-2016 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	2,603,012.23	-	2,603,012.23	1,029,954.77	3,632,967.00	-
0600	Series Total	3,632,967.00	2,603,012.23	-	2,603,012.23	1,029,954.77	3,632,967.00	-
	Grand Total	3,632,967.00	2,603,012.23	-	2,603,012.23	1,029,954.77	3,632,967.00	-

Teacher Shortage Loan Repayment Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016

AORG	2000	BFY13	Biennium-		Total		Projected	Projected
EORG	2001 TSLRP (Master Account)	2013-2014	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
	2001, 2081, 2091	Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Contractual Services								
2001-0901	Professional Services	38,108.00	38,108.00	-	38,108.00	-	38,108.00	-
0900	Series Total	38,108.00	38,108.00	-	38,108.00	-	38,108.00	-
Scholarships & Educational Assistance								
2081-0607	Group 8 Scholarships & Grants	-	-	-	-	-	-	-
2091-0607	Group 9 Scholarships & Grants	-	-	-	-	-	-	-
2091-0901	Loan Servicing Fees for BFY15	30,000.00	21,910.00	8,090.00	30,000.00	-	35,000.00	(5,000.00)
0600 & 0900	Series Total	30,000.00	21,910.00	8,090.00	30,000.00	-	35,000.00	(5,000.00)
Grand Total		68,108.00	60,018.00	8,090.00	68,108.00	-	73,108.00	(5,000.00)

AORG	2000	BFY11	Biennium-		Total		Projected	Projected
EORG	2001 TSLRP (Master Account)	2011-2012	to-Date	Encumbrances	Expenditures &	Unencumbered	Biennial	Biennial
	2001, 2061, 2071	Budget	Expenditures	(from B102)	Encumbrances	Balance	Expenditures	Funding
								Variance
Scholarships & Educational Assistance								
2061-0607	Group 6 Scholarships & Grants	280,000.00	155,329.20	124,670.80	280,000.00	-	280,000.00	-
2071-0607	Group 7 Scholarships & Grants	60,000.00	-	60,000.00	60,000.00	-	10,000.00	50,000.00
0600	Series Total	340,000.00	155,329.20	184,670.80	340,000.00	-	290,000.00	50,000.00
Grand Total		340,000.00	155,329.20	184,670.80	340,000.00	-	290,000.00	50,000.00

Scholarships & Educational Assistance (0607) reflect semester invoices; however, with the exception of loan servicing fees, all obligations will be paid from the 2011-2012 carryover funds.

This program sunsets 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 April 30, 2016

AORG	2000 (Fund 009)	BFY15	Biennium-	Encumbrances	Total	Unencumbered	Projected	Projected
EORG	2500 WAPLR	2015-2016	to-Date	(from B102)	Expenditures &	Balance	Biennial	Biennial
		Budget	Expenditures		Encumbrances		Expenditures	Funding
								Variance
Contractual Services								
2500-0901	Professional Services	15,000.00	2,086.00	12,914.00	15,000.00	-	15,000.00	-
0900	Series Total	15,000.00	2,086.00	12,914.00	15,000.00	-	15,000.00	-
Scholarships & Educational Assistance								
2503-0607	Group 3 Scholarships & Grants	90,000.00	-	-	-	90,000.00	75,000.00	15,000.00
2504-0607	Group 4 Scholarships & Grants	60,000.00	-	-	-	60,000.00	55,000.00	5,000.00
0600	Series Total	150,000.00	-	-	-	150,000.00	130,000.00	20,000.00
Grand Total		165,000.00	2,086.00	12,914.00	15,000.00	150,000.00	145,000.00	20,000.00

AORG	2000 (Fund 009)	BFY13	Biennium-	Encumbrances	Total	Unencumbered	Projected	Projected
EORG	2500 WAPLR	2013-2014	to-Date	(from B102)	Expenditures &	Balance	Biennial	Biennial
		Budget	Expenditures		Encumbrances		Expenditures	Funding
								Variance
Scholarships & Educational Assistance								
2500-0607	Group 1 Scholarships & Grants	37,100.36	37,100.36	-	37,100.36	-	37,100.36	-
2500-0607	Group 2 Scholarships & Grants	55,900.63	55,307.22	593.41	55,900.63	-	55,900.63	-
0600	Series Total	93,000.99	92,407.58	593.41	93,000.99	-	93,000.99	-
Grand Total		93,000.99	92,407.58	593.41	93,000.99	-	93,000.99	-

The 2013-2014 appropriation was received mid-biennium, but without any funding for loan processing fees payable to Align.

0600 Series projected expenditures reflect the total signed agreements that have been submitted for funding. Groups 3 and 4 reflect estimates.

**Veterans Tuition Waiver Program
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016**

AORG	1500		Biennium- to-Date Expenditures	Encumbrances (from B102)	Total Expenditures & Encumbrances	Unencumbered Balance	Projected Biennial Expenditures	Projected Biennial Funding Variance
EORG	1501 Veterans Tuition	2015-2016 Budget						
Scholarships & Educational Assistance								
0607	Scholarships & Grants Paid to Institutions	1,250,000.00	969,219.65	-	969,219.65	280,780.35	1,100,000.00	150,000.00
0600	Series Total	1,250,000.00	969,219.65	-	969,219.65	280,780.35	1,100,000.00	150,000.00
	Grand Total	1,250,000.00	969,219.65	-	969,219.65	280,780.35	1,100,000.00	150,000.00

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

**Wyoming Public Television
Budget to Actual Statement
WYOMING COMMUNITY COLLEGE COMMISSION
For the Period Ending April 30, 2016**

AORG EORG	3000 3001 WPTV	2015-2016 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	3,658,987.00	3,658,987.00	-	3,658,987.00	-	3,658,987.00	(0.00)
0626	Grant Payments - Online Education	110,000.00	110,000.00	-	110,000.00	-	110,000.00	-
0626	Grant Payments - Salary Adjustments	73,260.00	73,260.00	-	73,260.00	-	73,260.00	-
0600	Series Total	3,842,247.00	3,842,247.00	-	3,842,247.00	-	3,842,247.00	(0.00)
	Grand Total	3,842,247.00	3,842,247.00	-	3,842,247.00	-	3,842,247.00	(0.00)

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

AORG EORG	3100 3105 WPTV Endowment Interest	2015-2016 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	160,000.00	121,577.67	-	121,577.67	38,422.33	132,630.19	27,369.81
0600	Series Total	160,000.00	121,577.67	-	121,577.67	38,422.33	132,630.19	27,369.81
	Grand Total	160,000.00	121,577.67	-	121,577.67	38,422.33	132,630.19	27,369.81

AORG EORG	3000 3003 WPTV Council	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	2,000.00	-	-	-	2,000.00	-	2,000.00
0200	Series Total	2,000.00	-	-	-	2,000.00	-	2,000.00
Grant Payments								
0626	Grant Payments	7,000.00	703.82	-	703.82	6,296.18	767.80	6,232.20
0600	Series Total	7,000.00	703.82	-	703.82	6,296.18	767.80	6,232.20
	Grand Total	9,000.00	703.82	-	703.82	8,296.18	767.80	8,232.20

TAB 3

SUMMARY OF RULES CHANGES

Commissioners will approve **emergency rules** for chapters 1 and 5 and **draft regular rules** for chapters 1, 2, 4, 5 and 7 at the June 1, 2016 commission meeting. This section contains the proposed drafts for each of these chapters. The emergency rules will be identical to the draft regular rules with the following exception: emergency rules will contain the statement “Emergency rules are no longer in effect 120 days after filing with the Secretary of State”.

Rules documents included in this tab:

Chapter 1 (emergency and draft regular rules) - Proposed changes in this chapter include the removal or clarification of the following definitions:

Removal: Annualized Full Time Equivalence in section 3

Clarification: Adult Basic Education, CIP code, credit completion, credit certificate, credit courses, and degree in section 3; certificate and credential in section 7

Chapter 2 (draft regular rules) – Proposed changes in this chapter include the removal of one reference to family literacy and changes to the rules on contested case hearings. The changes on hearings are being proposed at the suggestion of the Attorney General’s office in order for the Commission to adopt the requirements of the Office of Administrative Hearings. This update is being required of all state agencies who are not authorized to perform their own adjudicating.

Chapter 4 (draft regular rules) – Proposed changes in this title remove the word “basic” in “adult basic education” references.

Chapter 5 (emergency and draft regular rules) - Proposed changes to this chapter include:

Section 3 and 4 – updates to year references and changes to the funding allocation model in accordance with new performance metrics.

Section 7 - Update to the due date for fall applications for the WY Adjunct Professor Loan Repayment program.

Section 9 – Removal of reference to family literacy and updates to scoring processes.

Section 11 – Updates to due dates for capital construction projects.

Chapter 7 (draft regular rules) – Proposed changes to this chapter include:

Section 4 – Updates on audit requirements.

Section 6 – Updates for name change of Institutional Research Committee to the Data Governance Institutional Research Council.

CHAPTER 1
DEFINITIONS

Section 1. Authority.

Wyoming Statutes 21-18-201 through 21-18-225.

Section 2. Purpose.

This chapter provides definitions utilized in *Commission Rules* which are not provided in statute.

Section 3. Definitions—Community College Commission.

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

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

(c) “Administrative Computing System” (ACS) means the system that the Commission has purchased for the community colleges and itself, allowing for the following electronic processes to occur at each institution: student services, human resources, financial services, and data reporting. Through this system, the colleges have the capability to do their own analytics and send the resulting data, as well as raw data, to the Commission. Commission staff then utilizes the data received from the colleges within its own system to build reports for entities such as the legislature.

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

~~(e) “Annualized Full-Time Equivalence” (AFTE) means the sum of the number of credit full-time equivalent students for the summer, fall, and spring semesters (final report), divided by two.~~

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

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

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

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

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

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

(k) “Capital Construction” (CapCon) means:

(i) Capital Improvements and Capital Assets

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

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

(ii) Pre-Construction

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

(B) Activities related to grounds development.

(iii) Construction

(A) Acquisition and assembly of required building materials.

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

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

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

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

(iv) Post-Construction

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

(~~lm~~) “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.

(~~mn~~) “CIP code” means the ~~U.S. Department of Education's classification of postsecondary programs~~ National Center for Education Statistics' Classification of Instructional Programs.

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

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

(~~pg~~) “~~Courseredit completion~~” ~~or “completion”~~ means a credit hour, weighted by the applicable level of instruction, and earned with measure expressed as the percentage of enrollees who earned a grade of C or better, out of all non-audit enrollees on or after the census date. ~~or~~ More specifically, a the numerator of the percentage calculation includes student course enrollments completed with grades of A, B, C, S and/or P. The denominator of the percentage calculation includes student course enrollments completed Credit hours with grades of A, B, C, S, P, D, F, U and, W, as well as credit hours designated as and WI; student course enrollments completed with a grade of I incomplete are not considered completed credit hours excluded from the denominator of the percentage calculation. This definition of credit completion is consistent with the National Community College Benchmark Project’s definition of enrollee success ~~rate~~.

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

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

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

(i) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester

hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

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

(~~tt~~) “Degree” means recognition by the community college district that a student has completed a title conferred on a student by a district on completion of a defined academic or career technical education program of study. ~~approved by the local board of trustees and the Commission.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

(hhii) “Levels of instruction” means college credit courses that are based on a course’s description of class size, required equipment and instructional methods necessary to successfully educate students. The level a course is assigned has been approved by the Commission, committees and councils outlined in the *WCCC Policy on Consultation*.

(i) Level One: Students are guided by an instructor through course material via classroom lecture, limited field trips, multimedia, text book reading, written assignments, and one-on-one tutorial. Students rely on the instructor to lead the class and assign appropriate homework, as well as tests, based on class lecture.

(ii) Level Two: Students engage in hands-on techniques in a laboratory setting that are critical for obtaining course knowledge. Students must work somewhat independently while in class to learn and demonstrate skills. Courses are supplemented but not solely based on lecture, textbook reading, field trips, writing assignments and the use of multimedia. This level also incorporates courses that have enrollment limitations.

(iii) Level Three: Students engage in courses that are highly technical or require significant ancillary equipment. These courses incorporate all methods of instruction with the primary emphasis of instruction centering on equipment: viewing, demonstrations and hands-on experiences. Level three shall also incorporate courses that have enrollment limitations.

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

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

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

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

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

(nnoo) “Optional Mills” means a board-approved levy of up to one (1) additional mill for the regular support and operation of the college permitted by W.S. 21-18-303(b), a voter-approved levy of up to five (5) mills for specific purpose expenditures permitted by W.S. 21-18-311(f), or a board-

approved levy of up to one-half (1/2) mill to maintain programs offered by a participating Board of Cooperative Educational Services (BOCES) permitted by W.S. 21-20-109(a).

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

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

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

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

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

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

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

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

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

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

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

Section 4. Definitions—Wyoming Investment in Nursing Program (WYIN).

(a) “ADN” means a nurse who has completed an Associate’s (2-year) Degree and is eligible to take the licensure exam for registered nursing.

(b) “Approved higher education institution” means one of the seven Wyoming community colleges, the University of Wyoming, an institution included in the WICHE, or a distance nursing education program at a university that is regionally accredited.

(c) “BSN” means Baccalaureate of Science in Nursing.

(d) “Certified Nurse Aide (CNA)” means a nurse aide, certified by the WY State Board of Nursing.

(e) “Licensure examination” means the test required for the WY State Board of Nursing to grant an individual a license to practice nursing.

(f) “Licensed Practical Nurse (LPN)” means a Practical Nurse who has completed a certificate program and passed the practical nurse licensure exam as required by the WY State Board of Nursing.

(g) “Nursing program” means a series of courses leading to an LPN certificate or an ADN degree provided through a Wyoming community college; or a BSN degree or a Master’s degree provided through the University of Wyoming; or, in the case of a candidate for a doctoral degree, provided through an institution offering the required nursing education courses under contract with the WICHE, or in a distance nursing education program provided through a university that is regionally accredited.

(h) “Practical Nurse” (PN) means a nurse who has completed a certificate program.

(i) “Qualified work” means employment in Wyoming as an LPN or RN who practices nursing or a nurse educator who teaches at a nurse education program at a Wyoming community college or the University of Wyoming.

(j) “Registered Nurse (RN)” means a nurse who has graduated from a nursing program at a regionally accredited university or college, has passed the state examination for licensure, and has been registered and licensed to practice by the WY State Board of Nursing.

(k) “Unencumbered license” means a permit to practice nursing without restrictions imposed by the WY State Board of Nursing.

Section 5. Definitions—Wyoming Teacher Shortage Loan Repayment Program (TSLRP).

(a) “Qualified work” means teaching at least fifty percent (50%) of working hours as a teacher in a Wyoming public school in a qualified area as designated in W.S. 21-7-601.

Section 6. Definitions – Wyoming Adjunct Professor Loan Repayment Program (WAPLR).

(a) “Adjunct instructor” means a person employed by a Wyoming public school district who is qualified to teach a course that results in the award of college credits by an accredited post-secondary institution.

(b) “Education program” means a course(s) necessary to qualify an individual, after successful completion, to teach a concurrent course(s) that result(s) in the award of college credits by an accredited post-secondary institution.

(c) “Qualified work” means teaching, or being available to teach should the curriculum be skipped for a semester, concurrent courses for which college credit is awarded.

(d) “Resident” means a person whose primary residence lies within the borders of the State of Wyoming pursuant to W.S. 22-1-102(a)(xxx).

Section 7. Definitions – High School Equivalency Certificate Program.

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

(b) “Assessment” means a commercially available instrument for measurement of academic capability or achievement.

(c) “Certificate” means ~~a title conferred upon a student~~ recognition by the HSEC program ~~that a student has completed upon completion of~~ a state-approved assessment instrument.

(d) “Committee” means the group of individuals and representatives of stakeholder entities directly affected by changes to the HSEC program, who convene to make selections and decisions concerning authorized instruments and pathways for the HSEC program.

(e) “Credential” means ~~a title conferred on a student~~ recognition by the HSEC Program ~~upon successful completion that a student has completed of~~ an authorized assessment ~~or pathway~~ approved by the HSEC committee and the Commission.

(f) “Equivalency” means the knowledge and skills or level of academic proficiency demonstrated by a student is comparable to that which would be attained in a high school program of study and yields significantly the same outcome or capability.

(g) “Pathway” means any method or combination of measurements used to determine that a student has successfully met the state-approved criteria for completion and award of the HSEC.

CHAPTER 2

COMMISSION OPERATIONS

Section 1. Authority.

The State Commission is created by W.S. 21-18-201 and derives its authority from W.S. 21-18-202 through 21-18-225.

Section 2. Purpose.

This chapter governs the Commission's structure and procedures.

Section 3. Commission Structure.

(a) The commissioners biennially shall elect a chair and vice chair from its members.

(b) The commissioners may elect other officers and define their duties by rule or resolution.

(c) The election of officers shall be held at the Commission's first meeting after March 1 during odd-numbered years. Officer vacancies shall be filled by action of the commissioners.

(d) The chair shall preside over Commission meetings. The vice-chair shall act in the absence of the chair. In the absence of both the chair and vice-chair at a meeting, commissioners present shall elect a temporary presiding officer to preside over that meeting.

Section 4. Commission Meetings.

(a) Meetings with simplified agendas may be conducted by teleconference or videoconference methods as long as all interested parties have access to the proceedings. Commission meetings shall be conducted according to the Wyoming Open Meetings Act W.S. 16-4-401 through 16-4-407.

(b) The chair may change, as necessary, the meeting date, time, place, or agenda in advance of the meeting, providing notice of the change through Commission staff to all who received notice of the meeting.

(c) The chair may call special meetings, as necessary, with the concurrence of a majority of commissioners, following the Wyoming Open Meetings Act.

(d) The chair may call special telephone meetings of an emergency nature, with the concurrence of a majority of commissioners. Such meetings shall be in accordance with the Wyoming Open Meetings Act. All college presidents, the trustees' association, and the media as specified in (e)(iii) of this section shall be notified and invited to participate.

(e) Approximately two weeks prior to the meeting date, the executive director shall mail the meeting notices and/or tentative agendas. The official agendas shall be distributed at least one week

prior to the meeting. Distribution of meeting notices and/or agendas shall be done in the following manner:

(i) Mail the meeting agendas to commissioners, community college presidents, board chairs and other appropriate parties as the agenda may dictate;

(ii) Post the meeting notices on the Commission website; and

(iii) Mail meeting notices and/or agendas to a newspaper with statewide circulation and to a general circulation newspaper in the community where the meeting will be held.

(f) The meeting agendas shall be developed in the following manner:

(i) Tentative agendas shall be developed by the executive director to include items necessary to carry out the Commission's business;

(ii) Any person may request that items be removed from or added to tentative agendas. Requests should be made to the chair or executive director;

(iii) Official agendas shall include items labeled "Other Business." During the designated time, any commissioner or person appearing before the Commission may request that items be added to the agenda and considered by the commissioners. Only those supplemental agenda items approved by majority vote of commissioners present shall be considered at that meeting.

(g) Except as otherwise provided by law or in *Commission Rules*, a quorum for the Commission to conduct business shall be four (4) or more commissioners. A simple majority of those present shall be needed to pass an item. The chair shall have the right to vote on all matters.

Section 5. Commission Ethics.

The Commission shall comply with the Executive Branch Code of Ethics, Executive Order 1997-4.

Section 6. Commission Responsibility.

(a) The Commission coordinates the community college system for and in the State of Wyoming. The Commission is responsible for making system recommendations to the governor and the legislature. The Commission normally serves as the state representative on community college matters for state, regional, and national postsecondary education organizations or activities.

(b) All documents received by, prepared by, or presented by the Commission or its staff shall be documents that are available for review (during normal business hours) and handled in compliance with the Wyoming Public Records Act W.S. 16-4-201 through 16-4-205.

(c) Commission members shall observe full media disclosure of public business, while providing for fair presentation of issues and recognition of concerned party dignity.

Section 7. Commission Executive Director.

(a) The executive director is the full-time professional advisor and executive officer of the Commission pursuant to W.S. 21-18-202(c)(v).

(b) The Commission shall delegate to the executive director the responsibility for administering the rules and policies adopted by the Commission and executing all decisions of the Commission requiring administrative action. In the initiation and formulation of Commission rules and policies, the executive director shall act as the professional advisor to the Commission and present to the Commission drafts of proposed rules and policies for the consideration of the Commission.

(c) The executive director shall be responsible for hiring and supervising other staff members to carry out the duties of the Commission pursuant to W.S. 21-18-202(c)(v).

(d) The executive director shall ensure the completion of the following tasks:

(i) Implement the role and mission of the Commission and as reflected in statutes, the *WY Community College Commission Statewide Strategic Plan*, rules, and policies;

(ii) Ensure the use of the *WCCC Policy on Consultation* adheres to the requirements identified in the *WY Community College Commission Statewide Strategic Plan*, applicable rules and statutes:

(iii) Prepare an agenda for each Commission meeting;

(iv) Record all proceedings/minutes of the Commission;

(v) Mail agendas of each meeting to commissioners, community college presidents, board chairs, and other appropriate parties, as the agenda dictates, so that recipients receive a copy one week prior to the next meeting; and

(vi) Post all meeting agendas to the commissions' website;

(vii) Post all approved Commission meeting minutes to the Commissions' website;

(viii) Attend all Commission meetings unless excused by the chair;

(ix) Sign documents that affect the operations of the Commission and which would otherwise require the signature of the chair; and

(x) Perform other duties as assigned by the Commission.

(e) The Executive Council is composed of the executive director and the presidents of the community colleges and chaired by the executive director. The Executive Council is the primary body by which the Commission accomplishes consultation. Agenda items scheduled for Commission action and reports shall be discussed at regularly scheduled meetings of the Executive Council. The Executive Council is advisory to the executive director and the executive director shall provide written proceedings of all meetings. These procedures assume that the college chief executive officers, as members of the Executive Council, unless otherwise noted, speak for their respective institutions in making recommendations to the executive director of the Commission. Community

college presidents, on approval of their boards, may represent the views of their local governing boards at Commission meetings on agenda items that have been considered in Executive Council or added to the agenda during a Commission meeting.

(f) Councils and committees further defined in the *WCCC Policy on Consultation* shall be utilized by the Executive Council to address the ongoing business of the community colleges with the Commission and chaired by Commission staff designated by the executive director. Issues raised by these councils and committees may be advanced through college presidents or Commission staff to be proposed for the Executive Council agenda.

(g) The executive director may create ad hoc committees of the Executive Council to consider such matters as may be delegated to the council and the ad hoc committee shall provide reports to the Executive Council.

Section 8. Communications Within the System.

(a) The Commission shall support broad involvement and consultation in the planning process for the Wyoming community colleges with the intent of assuring effective communication between the Commission, the college trustees, and the community colleges. Consultation seeks to achieve consensus, but does not require consensus.

(b) At its discretion, the Commission may convene open meetings with representatives of college boards of trustees. The principal function of these meetings is to maintain open communication between the policy making entities.

Section 9. Information Practices.

(a) The community colleges shall comply with the Wyoming Public Records Act W.S. 16-4-201 through 16-4-205 and the Wyoming Open Meetings Act W.S. 16-4-401 through 16-4-408.

(b) Persons with a valid interest may request that the official custodian correct any erroneous, inaccurate or misleading information that is contained in a public record relating to them by supplementing the record with corrective material. No public records shall be physically altered, destroyed or removed except by order of the Commission.

(c) No commissioner or Commission employee shall release originals of public records from Commission files except by order of the Commission or a court of law, or as recommended by the WY Attorney General.

(d) For all public records for which the Commission is custodian, paper copies may be provided upon approved request. The first five (5) pages will be provided free of charge and all additional pages will be provided at the rate of fifty-cents (\$.50) per page. These funds shall be deposited into the state's general fund.

(e) The official custodian shall not release mailing lists unless approved by the Commission.

(f) All public records maintained by the Commission shall be stored and retained according to retention schedules and policies of the Commission and the State Archives section of the Department of State Parks and Cultural Resources.

(g) All public records for which public inspection may be denied under the Wyoming Public Records Act shall be identified, stored and maintained by an appropriate means that indicates and preserves their confidentiality. An index sufficient to indicate their existence, general content, and confidential nature shall be maintained and available to the public.

(h) Pursuant to notification by the U.S. Department of Education's Family Policy Compliance Office on August 23, 1999, the Commission is identified as a state educational authority engaged in the audit or evaluation of federal and state supported education programs. As such, the community colleges may disclose personally identifiable, non-directory information to the Commission's MIS on a non-consensual basis as long as the Commission complies with FERPA requirements. The Commission shall maintain secure physical and electronic storage for personally identifiable information.

(i) The requirements of the U.S. Department of Education for security of data shall be followed under the restricted use data license for research involving the National Center for Education Statistics IPEDS database.

(j) The official custodian annually shall inform the appropriate state office of any new public records maintained by the Commission for which inspection may be denied under the Wyoming Public Records Act W.S. 16-4-201 through 16-4-205.

(k) The Commission shall also collect data from non-community college entities to support the data requirements of the ABE, ~~family literacy~~ and High School Equivalency Certification programs.

Section 10. Hearings.

~~(a) Contested case hearings before the Commission shall be governed by the Wyoming Administrative Procedures Act W.S. 16-3-101 through 16-3-115.~~

~~(b)~~ (a) Prior to formal proceedings, the Commission shall assist in the informal resolution of disputes between community colleges when requested and shall act as a board of appeal for disputes between community colleges that cannot be resolved informally.

~~(b) In matters involving the modification or maintenance of community college service areas, the Commission shall make determinations in accordance with W.S. 21-18-202(c)(viii).~~

~~(c) A community college may challenge any Commission decision, including community college disputes under (b) above, and may challenge a Commission decision through a request for a formal hearing conducted as described in (a) above.~~

~~(i) The Commission shall determine whether or not to hear the dispute or refer it to contested case hearing status.~~

~~(ii) If the Commission accepts the request for a hearing, the Commission chair shall appoint a subcommittee of the Commission to hear the dispute.~~

~~_____ (iii) The subcommittee shall establish timelines for the presentation of testimony and the admissibility of evidence and records. The subcommittee shall ensure against unnecessary delay in the hearings and proceedings. The subcommittee shall consider only documentation presented to it, but may request external expert advice related to the issues raised. All interested parties to the dispute must have access to all testimony, documentation, and reports.~~

~~_____ (iv) The subcommittee shall determine findings of fact and make a recommendation to the Commission at its next scheduled meeting.~~

~~_____ (v) The Commission shall take action on the recommendation.~~

~~(d) All parties shall bear their own expenses associated with a hearing referenced above, although the Commission staff shall arrange to have the proceedings recorded electronically, by court reporter, or by other appropriate means. No transcript shall be prepared except upon order and payment by the party requesting it.~~

(c) Contested cases for matters other than those referenced in (b) above shall be conducted pursuant to the Office of Administrative Hearings rules, Chapter 2, *Uniform Rules for Contested Case Practice and Procedure* (“Uniform Rules”), which are incorporated into this chapter by reference. In doing so, the Commission find as follows:

(i) Incorporating the full text of the Uniform Rules would be cumbersome and inefficient given the length and nature of the rules;

(ii) The incorporation is limited to the Uniform Rules adopted by the Office of Administrative Hearings and effective October 17, 2014, and shall not include any later editions of or amendments to the Uniform Rules;

(iii) Copies of the Uniform Rules are available to the public at the Wyoming Community College Commission offices at 2300 Capitol Ave., Hathaway Bldg, 5th Floor, Suite B, Cheyenne, Wyoming 82002.

(iv) An electronic copy of the Uniform Rules is available at the following web address: <http://soswy.state.wy.us/Rules/RULES/9644.pdf>.

(d) Where a contested case hearing is required by law, an aggrieved person may file a request according to the Uniform Rules § 5(a) with the Commission within thirty (30) days of the date of the administrative decision at issue or of the date of mailing of the administrative decision as evidenced by a postmark, whichever is later.

(e) The request for a hearing shall be served on the Commission and other necessary parties. Service shall be made to the Wyoming Community College Commission, 2300 Capitol Avenue, Hathaway Building, 5th Floor, Suite B, Cheyenne, Wyoming 82002-0206. Service may be made in person or by mail.

(f) A request for a contested case hearing shall include the following:

(i) The name, telephone number, and mailing address of the petitioner and the same information for the representing attorney;

(ii) A statement in ordinary and concise language of the facts and of the errors alleged to have been committed and issues that the petition is based on, including particular reference to statutory sections, contract provisions, or rules, regulations, and orders involved;

(iii) A copy of the decision or relevant material that relates to the decision at issue;

(iv) The specific relief sought; and

(v) The signature of the petitioner and the representing attorney.

(g) The notice of hearing required under the Uniform Rules § 6(b) shall be served on each party at least thirty (30) days before the hearing date unless an expedited hearing is otherwise required by law. In that event, parties shall be served the notice of hearing as soon as practicable.

(h) The Commission Chair may appoint a hearing officer to conduct the contested case and may request that the hearing officer issue a recommended decision.

(i) If a recommended decision is requested, the recommended decision and proposed order shall be submitted to the Commission no later than thirty (30) days after the end of the contested case hearing.

(j) The Commission shall make and enter a written decision and order containing findings of fact and conclusions of law stated separately.

(k) The written decision issued by the Commission shall be the final agency action and be subject to judicial review under Wyo. Stat. § 16-3-114.

Section 11. General Provisions.

The Commission's rules apply to the Wyoming Community College Commission, Wyoming community colleges, outreach centers, and programs of the Commission. Matters not covered by statutes and *Commission Rules*, or reasonably incident to them, shall be governed by the individual community college district boards, following all applicable laws.

CHAPTER 4

COORDINATION FUNCTIONS

Section 1. Authority.

Wyoming Statutes 21-18-105 and 21-18-202.

Section 2. Purpose.

This chapter defines the Commission's coordination functions.

Section 3. Coordinating Data Submission to the Integrated Postsecondary Education Data System (IPEDS).

Community colleges shall submit data to the IPEDS website by the IPEDS deadlines. The Commission IPEDS coordinator shall review data submissions and utilize the coordinator's "locking" authority to finalize the submission process.

Section 4. Coordinating the Common Course Numbering System.

The Commission staff shall coordinate and approve course numbering and substantive course numbering modifications proposed by the community colleges consistent with the numbering system agreed to by the University of Wyoming and the community colleges.

Section 5. Coordinating the State Adult ~~Basic~~ Education (AE) Program.

(a) The Commission shall coordinate the state ~~ABE~~ program through a state plan in compliance with state and federal statutes and/or regulations.

(b) The Commission is responsible for:

(i) development, submission, and implementation of the state plan;

(ii) consultation with educational entities, agencies, groups, and individuals involved in the development and implementation of activities;

(iii) coordination with other federal and state education, training, corrections, public housing, and social service programs;

(iv) awarding of grants and contracts;

(v) monitoring local grantees; and

(vi) collection and compilation of data for state and federal reports.

(c) ~~ABE~~ centers may be located at the community colleges and other eligible sites, deemed appropriate by pertinent state and federal laws, throughout the state.

(d) To meet the requirements of the ABE program, the Commission shall establish policy and procedures for high school equivalency.

Section 6. Coordinating Academic and Vocational-Technical Programs.

(a) The following service areas have been adopted by the Commission pursuant to Session Laws 1991, Ch. 228, Sect. 3(d):

(i) Casper College: Natrona County;

(ii) Central Wyoming College: Fremont, Hot Springs, and Teton Counties, and the Wyoming State Penitentiary;

(iii) Eastern Wyoming College: Goshen, Converse, Crook, Weston, Niobrara, and Platte Counties;

(iv) Laramie County Community College: Laramie and Albany Counties;

(v) Northern Wyoming Community College District: Sheridan, Johnson, and Campbell Counties;

(vi) Northwest College: Park, Big Horn and Washakie Counties and Yellowstone National Park; and

(vii) Western Wyoming Community College: Sweetwater, Sublette, Lincoln, Uinta, and Carbon Counties.

(b) A community college proposing to deliver a program in the service area of another community college when a physical presence will be established shall notify the Commission in sufficient time to allow for the coordination process. If necessary, the Commission shall convene affected parties and determine which community college shall deliver the program.

(c) A community college may provide distance delivered instruction outside its service area. A community college shall not establish a physical presence to provide instruction outside of its service area without the written permission of the community college district serving the area under consideration. This written permission expires at the end of five (5) years and must be renewed to continue.

Section 7. Coordinating a Declination to Provide Program Response

(a) The Commission shall coordinate with all affected community colleges to prepare a response to the requesting board of county commissioners when a community college decides not to provide a requested program, pursuant to W.S. 21-18-202(b)(vi).

(b) Upon referral from a community college, the Commission and all affected community colleges shall collaborate according to the process of the *WCCC Policy on Consultation* to provide a coordinated response.

**CHAPTER 5 RULES
ADMINISTRATIVE FUNCTIONS**

Section 1. Authority.

Wyoming Statute 21-18-202(c), (d) and (h), 21-18-203(a), 21-18-205(b), (c) and (e), and 21-18-225.

Section 2. Purpose.

This chapter governs the Commission's administrative functions.

Section 3. Creating and Maintaining a Funding Allocation Model.

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

(i) The basis for fiscal-year 201~~57~~ and fiscal-year 201~~68~~ funding shall be the sum of:

(A) The 201~~35~~-201~~46~~ biennial budget appropriation for state aid to community colleges, adjusted by:

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

(II) Recapture and redistribution of state aid as calculated in July 201~~35~~.

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

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

(I) Actual 4-mill revenue for fiscal-year 201~~35~~, and 99 percent of 4-mill revenue calculated against the 201~~35~~ certified assessment;

(II) Two times the amount of actual motor vehicle registration revenue for fiscal-year 201~~35~~; and

(III) Two times the amount of actual other revenue for fiscal-year 201~~35~~.

(ii) For each community college, the sum of the adjusted 201~~35~~-201~~46~~ biennial budget appropriation for state aid, net Budget Division adjustments to base, and the community college district revenue shall be divided by two to establish annual college-specific base funding amounts.

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

(A) Definitions of fixed and variable costs:

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

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

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

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

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

(III) Campus location costs are sorted by function and summed to generate a total, by function, of each community college's campuses. The following standard

percentages are applied to the functional cost category totals to determine the portion of each function that is fixed or variable:

Instruction – 35 percent fixed and 65 percent variable;

Service – 0 percent fixed and 100 percent variable;

Academic support – 80 percent fixed and 20 percent variable;

Student services – 70 percent fixed and 30 percent variable;

Institutional support – 90 percent fixed and 10 percent variable;

Plant operations and maintenance – 95 percent fixed and 5 percent variable;

Student financial aid – 0 percent fixed and 100 percent variable;

Mandatory transfers – 100 percent fixed and 0 percent variable; and

Extension operations – 0 percent fixed and 100 percent variable.

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

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

(iv) The base period total weighted credit hours shall be the sum of the following:

(A) Academic years 2004 and 2005 Level One credit hours multiplied by a factor of 1.0;

(B) Academic years 2004 and 2005 Level Two credit hours multiplied by a factor of 1.5; and

(C) Academic years 2004 and 2005 Level Three credit hours multiplied by a factor of 2.0.

(v) The base period total weighted credit hours shall be divided by two to establish the base period system-wide average weighted credit hours.

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

(A) The base period system-wide credit-hour revenue shall be multiplied by the percentage of the system-wide adjusted 2013~~5~~-2014~~6~~ biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and the system-wide community college district local revenue. The product of this shall be the state-funded system-wide credit-hour revenue.

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

(A) Academic years 201~~24~~ and 201~~35~~ Level One credit hours multiplied by a factor of 1.0;

(B) Academic years 201~~24~~ and 201~~35~~ Level Two credit hours multiplied by a factor of 1.5; and

(C) Academic years 201~~24~~ and 201~~35~~ Level Three credit hours multiplied by a factor of 2.0.

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

~~(ix) For each community college, a course completion rate (i.e., enrollee success rate) shall be calculated for each academic year, beginning with academic year 2011.~~

~~_____ (A) Each year upon receipt of the most recent course completion rates, the following changes and differences shall be calculated:~~

~~_____ (I) percentage change between the average of the most recent course completion rate and the previous year's completion rate (hereinafter referred to as "the current average course completion rate") and the average of the previous year's completion rate and the completion rate from the year preceding that (hereinafter referred to as "the previous average course completion rate"); and~~

~~_____ (II) percentage point difference between the current average course completion rate, and a threshold equal to 77.84 percent (i.e., 105 percent of the median value of the Fall 2009 national aggregate enrollee success rate published by the National Community College Benchmark Project) or 105 percent of the median value of the most recent national aggregate enrollee success rate published by the National Community College Benchmark Project, whichever is greater (hereinafter referred to as "the NCCBP threshold").~~

(ix) For each community college, a successfully completed, weighted credit hour course completion volume (i.e., enrollee success volume) shall be calculated for each academic-year, beginning with academic-year 201~~35~~.

_____ (A) Each year upon receipt verification of the most recent successfully completed, weighted credit hour course completion volumes, the percentage of the system-wide successfully completed, weighted credit hour course completion volume shall be calculated.

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

(A) multiplying the base period college-specific average weighted credit hours by the base period system-wide credit-hour revenue, and then multiplying this product by the percentage of the community college's adjusted 201~~35~~-201~~46~~ biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and its community college district revenue (to be distributed four times per year).

(I) For fiscal-year 201~~57~~, ~~15-25~~ percent of this variable cost state funding shall not be subject to recapture/redistribution, and shall be allocated among the colleges as follows:

(1.) Each community college's proportionate share of system-wide successfully completed, weighted credit hours for academic year 2015 shall establish the college's share, of 25 percent of variable cost funding. ~~One-third of this percentage of variable cost state funding shall use course completion rates for allocation among the community colleges:~~

~~_____ a. The percentage change between the current average rate and the previous average rate shall be added to the percentage point difference between the current average rate and the NCCBP threshold. This sum shall represent the composite change.~~

~~_____ b. If the community college's composite change is negative, 1 percent of this portion of its variable cost state funding shall be forfeited for every percent of change, or fraction thereof.~~

~~_____ c. This forfeiture of funds shall be summed for all community colleges whose composite changes are negative, and this sum shall constitute the pool of funds to be proportionally reallocated to community colleges whose composite changes are positive after being adjusted to reflect state versus local funding proportions.~~

~~_____ d. If the composite changes for all community colleges are either greater than the NCCBP threshold or less than the NCCBP threshold, the full one-third of 15 percent of this variable cost state funding shall remain exempt from recapture/redistribution, but shall not be subject to reallocation.~~

~~_____ (2.) The remaining two-thirds of this percentage of variable cost state funding shall use course completion volumes for allocation among the colleges:~~

~~_____ a. Each community college's proportionate share of system-wide course completion volumes for the most recent academic year reported by NCCBP shall establish the college's share, after being adjusted to reflect state versus local funding proportions, of the two-thirds of 15 percent of variable cost funding.~~

~~_____ (II) For fiscal year 2016, the percentage referenced in Section 3(a)(xi)(A)(I) shall be 20 percent, and for fiscal year 2017, this percentage shall be 25 percent.~~

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

(xi) For both fiscal-year 201~~57~~ and fiscal-year 201~~68~~, college-specific fixed cost state funding shall be calculated by multiplying the fixed cost portion of the annual college-specific base funding amounts by the percentage of the college's adjusted 201~~35~~-201~~46~~ biennial budget appropriation for state aid to the sum of this adjusted appropriation for state aid and its community college district revenue.

(xiii) If the sum of system-wide variable cost state funding and system-wide fixed cost state funding exceeds the system-wide adjusted 20135-20146 biennial budget appropriation for state aid, the difference shall be attributed to enrollment growth, and such difference can only be funded by means of an approved exception budget request.

(xiii*) Amounts of the system-wide adjusted 20157-20168 biennial budget appropriation not distributed under the funding allocation model shall be distributed proportionately based on variable cost state funding for base period enrollment.

(xiv) For fiscal-year 20157 and/or fiscal-year 20168, external cost adjustments can be applied to variable cost state funding and/or fixed cost state funding. The external cost adjustment for variable cost state funding shall be based upon the most recent Employment Cost Index for post-secondary institutions available at the time of biennial and/or supplemental budget submission, published by the US Department of Labor – Bureau of Labor Statistics. The external cost adjustment for fixed cost state funding shall be based upon the most recent Consumer Price Index available at the time of biennial and/or supplemental budget submission, also published by the US Department of Labor – Bureau of Labor Statistics. The application of any external cost adjustment will necessarily increase the demand for state funding, and accordingly, any such increase can only be funded by means of an approved exception budget request.

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

(xv) For fiscal-year 20157 and fiscal-year 20168, annual recapture and redistribution of state aid due to changes in local 4-mill revenue resulting from changes in assessed valuation identified in July or August of each year shall be distributed to the community colleges based on their proportionate share of the sum of the adjusted 20135-20146 biennial budget appropriation for state aid and the community college district revenue, as calculated in support of the 20157-20168 biennial budget request.

(xvi) A spreadsheet depicting the operation of the funding allocation model for 20157-20168 shall be included in the *Fiscal Handbook*.

(xvii) The enrollment growth funding pool is intended to provide variable cost state funding for increased enrollment and ~~successfully completed, weighted credit hourcourse completion~~ in a more timely fashion than recognition of increased enrollment and ~~successfully completed, weighted credit hourcourse completion~~ during preparation of the subsequent biennial budget request. The respective proportions of the enrollment growth funding pool available for increased enrollment and for ~~successfully completed, weighted credit hourcourse completion~~ shall be the same as for appropriations for enrollment growth and ~~successfully completed, weighted credit hourcourse completion~~ known at the time of biennial budget preparation. Funding for the pool shall be an exception budget request, with any unspent balance subject to reversion. Should an appropriation not be made for the enrollment growth funding pool during the Budget Session, an exception budget request may be made during the General Session, consisting of known enrollment growth for the preceding academic year and projected enrollment growth for the current year.

(A) In October of each year, following the Commission's approval of the annual enrollment report, the current biennial weighted credit hours for each college shall be recalculated by utilizing the most recent weighted credit hours in place of the two-year-old weighted credit hours.

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

(C) College-specific variable costs state funding payable from the enrollment growth funding pool shall then be calculated by multiplying the positive difference between the current annual college-specific weighted credit hours (utilizing the most recent weighted credit hours and one-year-old weighted credit hours) and the annual college-specific weighted credit hours (utilizing one-year-old and two-year-old weighted credit hours) by the state-funded system-wide credit-hour revenue.

(D) The calculation of college-specific variable cost state funding payable from the enrollment growth funding pool shall then be divided by two, and the resulting amount shall be distributed to the community colleges at the same time as the December and March distributions of state aid, but shall be identified separately given that the source of funding for the enrollment growth funding pool can only be appropriated through the exception budget request process.

~~(xix) For biennia after 2015-2016, the funding allocation model shall operate in the same manner as described above, except that all yearly references shall be increased by two, excluding those establishing the base period total weighted credit hours, those establishing the base period system wide average weighted credit hours, and those specifically referencing increasing percentages of variable cost state funding subject to allocation by use of course completion rates and volumes.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(A) Based on payroll data provided by the community colleges, the Commission shall calculate the college-specific biennial appropriations for the retirees' health insurance assessment.

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

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

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

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

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

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

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

~~(II) If funding in the retirement contribution benefit pool exceeds reimbursement of actual expenses incurred, adjusted to recognize local funding, the unspent balance shall revert to the general fund at the end of the biennium.~~

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

Section 4. Preparing Commission and Community College Budget Requests.

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

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

(c) Requests for state appropriations to fund the regular support and operation of the community colleges shall be developed utilizing a Commission-adopted funding allocation model.

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

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

(A) The biennial standard budget request shall be based on amounts appropriated for state aid in the preceding biennium, including any external cost adjustments for fixed and variable costs, or other Budget Division adjustments to base.

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

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

(I) Additional variable cost state funding (i.e., special purpose funding) in recognition of enrollment growth calculated as the difference between the two most recent academic years prior to preparation of the biennial budget request and the two years that comprise the base period.

(II) Additional variable cost state funding (i.e., special purpose funding) in recognition of enrollment growth projected for the academic year immediately preceding the biennium but after preparation of the biennial budget request, as well as enrollment growth projected for the first academic year of the biennium. Any undistributed balance of this enrollment growth funding pool shall revert at the end of the biennium.

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

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

(V) An incentive pool (i.e., special purpose funding) intended to provide start-up revenue to one or more community colleges for programs which address unanticipated and emerging statewide needs, but which lack sufficient resources initially. Initial funding for such programs shall be subject to Commission approval, and continued funding shall be subject to satisfaction of established performance benchmarks. Funding provided by the pool shall

not be considered long-term, regardless of program success. Any undistributed balance of this pool shall revert at the end of the biennium.

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

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

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

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

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

Section 5. Disbursing State and Other Funds.

(a) Unless otherwise directed by the legislature, state funding for the assistance of community colleges shall be allocated by the Commission to the community colleges on the basis of the funding allocation model and its adjuncts approved by the Commission, as outlined in Section 3 of these Rules – Creating and Maintaining a Funding Allocation Model.

(b) Distributions of state appropriations shall be made by the Commission to the community colleges in accordance with the funding allocation model or other legislative instructions, and at times and in amounts determined by the Commission.

(i) Unless otherwise specified by the Commission, distributions of state aid to the community colleges and Wyoming Public Television shall be made on or about July 15, September 15, December 15 and March 15 of each fiscal year.

(ii) Unless otherwise specified by the Commission, distributions of state aid to the community colleges and Wyoming Public Television shall be made in the amounts of 15 percent, 15 percent, 10 percent and 10 percent of the total amount of state aid designated for each entity on the respective dates of each fiscal year.

(c) Contingency reserve account funds shall be distributed at times determined by the Commission, subject to receipt of coal lease bonus funds.

(d) Any additional state funding appropriated to the Commission for distribution to the community colleges will be distributed at times and in amounts determined by the Commission.

Section 6. Establishing and Promoting Statewide Priorities.

The Commission shall collaborate with college trustees, college administrators, the governor's office, the legislature, and community and business leaders to determine statewide

priorities that conform to interests that shall be addressed by the *WY Community College Commission Statewide Strategic Plan*.

Section 7. Administering Loan Repayment Programs.

(a) This Section is promulgated under authority of W.S. 21-18-202 and W.S. 9-2-123 for the Wyoming Investment in Nursing program, W.S. 21-7-601 for the Teacher Shortage Loan Repayment program, and W.S. 21-7-701 for the Wyoming Adjunct Professor Loan Repayment program, as amended.

(i) The purpose of the Wyoming Investment in Nursing Program (WYIN program) is to make funds available to individuals who wish to pursue a career in nursing or nurse education and to alleviate a shortage of nurses within the state.

(ii) The purpose of the Wyoming Teacher Shortage Loan Repayment Program (TSLR program) is to make funds available to students at the University of Wyoming who wish to pursue a career in education and to alleviate a shortage of teachers in qualified areas of study within the state as designated by W.S. 21-7-601.

(iii) The purpose of the Wyoming Adjunct Professor Loan Repayment Program (WAPLR program) is to make funds available to public school teachers who require additional coursework in order to qualify as adjunct instructors under the concurrent enrollment policies of a Wyoming community college district or the University of Wyoming (UW).

(b) Sections (c) through (g) apply to all loan repayment programs except as otherwise noted. Section (h) applies to the WYIN and TSLR programs except as otherwise noted and section (i) applies to the WAPLR program.

(c) Interest

(i) The interest rate shall be the average prime interest rate plus four percent (4%) computed by the Commission's financial institution in the same manner as specified under W.S. 39-16-108(b) for determining the interest rate on delinquent use taxes. The rate shall be approved by the Commission by July 1st of every calendar year.

(ii) Accrual of interest shall begin upon scheduled commencement of cash repayment.

(d) Loan Terms

(i) Loan origination fees shall be established by the Commission and deducted from the first disbursement of funds for payment to the contracted financial institution.

(ii) The student shall sign a master promissory note as approved by the Commission prior to disbursement to the student of any funds.

(iii) The Commission or the contracted financial institution may disclose any delinquency or default on the student's loan to credit bureaus.

(iv) If the student fails to make a scheduled repayment, or fails to comply with any other term of the note, the Commission or the contracted financial institution may refer the student's loan to a collection agent, initiate legal proceedings against the student, and pursue judicial remedies.

(v) If the student fails to make a scheduled repayment or fails to comply with any other term of the promissory note, the entire unpaid balance of the loan, including interest due and accrued and any applicable penalty charges and collection fees, including attorney fees, will, at the option of the Commission, become immediately due and payable.

(vi) The student may prepay all or any part of the principal and accrued interest of the loan at any time without penalty.

(vii) The student will promptly inform the Commission or the contracted financial institution of any change in name or address.

(e) Default of a Loan.

(i) A loan shall be in default when an installment is due and not paid in full within 90 days after the time period provided by these rules.

(ii) The process for collection of a loan in default shall be determined by the Commission through its designated financial institution.

(iii) The student in default shall pay any charges related to offsetting the note or any charges incurred should the note(s) be referred to an outside collection agency and any other collection charges, including attorney's fees allowed by state law.

(iv) Loan repayment options under this section may be deferred for:

(A) A period not to exceed five (5) years while the student is serving on full time active duty with any branch of the military services of the United States; or

(B) The length of a graduate program that qualifies under the WYIN program or the TSLR program if the student begins the graduate program while still paying the WYIN or TSLR loan by cash or employment; or

(C) The length of the undergraduate program for a WYIN or TSLR student who did not complete the program, but who is readmitted. Interest will not accrue while the student is enrolled in the program. Upon completion of the program, the current loan balance will be repaid as specified in section (h)(v) for WYIN and TSLR loans and section (i)(v) for WAPLR loans.

(v) Students may be granted a delay from having to repay loans and interest, including interest accrual, thereon, in whole or in part or complete cancellation, including interest accrual, thereon, when the requirement to repay would cause undue hardship, economic or otherwise. The financial institution responsible for servicing the loans will use its best judgment in applying the economic hardship deferment criteria used for the Federal Family Education Loan

Program. The Commission reserves the right to consider and make the final decision as to any request on the basis of undue hardship, economic or otherwise.

(vi) Complete cancellation of a student's debt will be granted only in limited circumstances. These circumstances may include a student's total and permanent disability, as determined by a medical or osteopathic physician, or death.

(A) A student who is determined to be totally and permanently disabled will have his/her loan placed in a conditional discharge period for three (3) years from the date the student became totally and permanently disabled.

(B) During this conditional period, the student need not pay principal and interest will not accrue. If the student continues to meet the total and permanent disability conditions during, and at the end of, the three-year conditional period, the student's obligation to repay the loan shall be canceled upon approval by the Commission.

(C) If the student does not continue to meet the cancellation requirements, the student must resume payment within forty-five (45) days of the medical opinion specified in (vi) of this section.

(f) Process for Cash Repayment. The process and schedule for cash repayment under (h)(v) for WYIN and TSLR loans and section (i)(v) for WAPLR loans shall be administered by the Commission through its designated financial institution. Students shall be notified by the Commission through its designated financial institution of the approved payment plan.

(g) Review and Reporting. Any designated financial institution the Commission employs shall prepare a report once a year outlining the services it is providing and the progress made.

(h) WYIN and TSLR programs.

(i) Funding

(A) Funding for a WYIN student in an undergraduate nursing program at a Wyoming community college or the University of Wyoming will be for a maximum of four semesters between any combination of institutions.

(B) Funding for a WYIN student in a graduate nursing or nurse educator program at the University of Wyoming or at an institution approved by the Commission will be for a maximum of the equivalent of 60 graduate-level credit hours.

(C) Funding for a TSLR student will be for a maximum of the equivalent of two full-time academic years for all qualified areas of study as designated in W.S. 21-7-601, except for students enrolled in a special education program of study, who may receive funding for a maximum of the equivalent of three full-time academic years, assuming funds are appropriated by the legislature.

(ii) Application Form: To be eligible to participate in either of these programs, a student shall submit an application to the Commission or its designee upon a form approved by the Commission according to the deadlines determined by each participating educational institution.

(iii) Selection Process

(A) The Commission shall designate the financial aid officers at the University of Wyoming and the Wyoming community colleges to administer these programs subject to the following:

(I) Subject to the Commission's approval, nurses pursuing a graduate degree may apply to the University of Wyoming, in which case Section (II) below shall apply. All others shall make application for loan funds to the Commission's designated financial institution. The designated financial institution, acting in the same capacity as an institution financial aid officer, shall apply the same rules as those listed below, except the designated financial institution will not be given an allocation of WYIN funds, rather applicants will be funded on a per applicant basis by the Commission.

(II) The financial aid officer shall require each applicant to apply to the participating educational institution, review each application, and determine whether the applicant is eligible under these rules;

(1.) Nurses with an unencumbered BSN degree in nursing may apply for a loan to pursue a MSN degree in nursing or nurse education, and a nurse with a MSN degree in nursing or nurse education may apply for a loan to pursue a PhD in nursing or nurse education.

(III) The financial aid officer shall authorize loans from appropriated funds in an amount sufficient to avoid over commitment and to ensure sufficient funds remain available to allow students to complete the program in which they enrolled;

(1.) When determining the amount of a loan in either program for which an applicant may be eligible, the unmet need of the applicant shall be considered.

(IV) The funds appropriated by the legislature will be allocated by the Commission to the University of Wyoming and Wyoming's community colleges for students in these programs;

(V) The financial aid officers shall report to the Commission and the designated financial institution responsible for servicing the loans, the names of all students enrolled in the WYIN and TSLR programs in their respective schools, including students enrolled in WICHE schools or distance learning programs, within 30 days of initial enrollment. Thereafter, the financial aid officers shall report to the Commission and the financial institution on a semester basis regarding participants in the program.

(iv) Upon completion of the academic program, the student must provide the following information every two months, until all the following requirements are reported to the contracted financial institution:

(A) WYIN program:

and

- (I) Date of appropriate certification or licensure examination;
- (II) Successful passing score and certification or licensure and employment information; or unsuccessful passing score and date of next examination; and
- (III) Outcome of second examination and, if successful, employment information.

(B) TSLR program:

- (I) Verification by the Professional Teaching Standards Board of appropriate teacher certification in qualified areas of study as designated by W.S. 21-7-601; and

- (II) Verification by a Wyoming public school principal of successful employment in a public school in Wyoming teaching in a qualified area of study as designated by W.S. 21-7-601 at least 50% of the working hours.

(v) Terms of Repayment

- (A) Repayment of loans shall continue as specified under the loan agreement, until all loan obligations have been satisfied.

- (B) Qualified work shall be verified annually by the Commission's designated financial institution by having received a letter from the student's employer stating the person is currently or has been employed as follows:

- (I) As a nurse, if the WYIN loan was for an undergraduate nursing degree, or nurse educator, if the loan was for a graduate nursing degree.

- (II) As a certified teacher in any qualified area of study as designated by W.S. 21-7-601 for a TSLR loan.

- (C) Subject to the cash repayment provision as detailed in W.S. 9-2-123 for a WYIN loan and W.S. 21-7-601 for a TSLR loan, the loan is repayable in equal or graduated periods installments, with the right of the Commission to accelerate repayment, over a period not to exceed ten (10) years that begins nine (9) months after the student ceases to be a student in the nursing program.

(i) WAPLR program:

- (i) Application Process. To be eligible to participate in this program, a public school teacher (applicant) shall secure from the school district a signed agreement using a form approved by the Commission.

- (A) The agreement form shall include:

(I) Verification by the school district that the applicant is a resident of Wyoming as defined in Chapter 1 of these rules;

(II) Verification by the school district that the applicant is employed as a teacher within the school district;

(III) Verification by the school district that the applicant is in good standing with the Professional Teacher Standards Board;

(IV) Verification by the school district and the post-secondary institution that the schedule of proposed coursework is correct and necessary for the applicant to teach concurrent courses in the high school;

(V) A list and schedule of concurrent courses the applicant is expected to teach after completion of the educational program; and

(VI) Signatures of the school district superintendent or designee and the president of the post-secondary institution or designee.

(B) The agreement described in (A) of this section shall constitute a nomination for the program and be submitted by the school district to the partner post-secondary institution in accordance with the deadline prescribed by the Commission. In the event the school district nominates more than one applicant, the school district shall prioritize nominations prior to submitting all applications to the partner post-secondary institution.

(ii) Submission to the Commission:

(A) The post-secondary institution shall submit the nomination(s) to the Commission no later than the second Friday of March or the ~~third~~^{first} Friday in ~~October~~^{September} of the school year in which the educational program is planned.

(B) In the event that the post-secondary institution receives more than one nomination, the post-secondary institution shall prioritize nominations prior to submitting all applications to the Commission.

(iii) Selection Process:

(A) The Commission shall review all applications and select recipients based on the following criteria:

(I) Amount of coursework and length of time necessary to qualify the applicant to teach concurrent courses;

(II) Estimated number of students enrolled in concurrent classes to the eligible student population expressed as a percentage impacted when the concurrent courses are offered by the community college in cooperation with the school district;

(III) How the post-secondary institution has prioritized the nominations; and

(IV) The scope and access of concurrent courses currently offered by the community college in cooperation with the school district.

(B) The Commission shall notify successful applicants no later than the third Friday of April or the second Friday in October of the school year in which the educational program is planned and specify the terms and conditions of the loan.

(iv) Payment Process:

(A) Payment for reimbursement of tuition and fees shall be made by the Commission on a semester-by-semester basis to the applicant.

(I) The school district shall verify successful completion for each course and shall report completion to the Commission. This report shall include:

(1.) An official transcript provided by the applicant from the post-secondary institution showing the course or courses were completed with a passing grade of A, B, C, S or P; and

(2.) The total cost of tuition and fees to be reimbursed.

(II) If an applicant fails to meet the standard established in (1.) of this section, the applicant will begin cash repayment as described in (d)(v) of this section.

(B) Terms and conditions of loans awarded under this section shall be approved by the Commission.

(v) Terms of Repayment

(A) A recipient of a loan under this section may repay the loan without cash payment by teaching at least one concurrent class in a Wyoming public school. To qualify as repayment under this subsection, work shall be performed for a minimum of two (2) years, which shall begin the fall semester of the academic year following completion of the educational program. Annually the Wyoming public school district shall provide verification that the applicant is teaching a concurrent college level credit-bearing course or courses in one or more high schools.

(B) Repayment of loans shall continue as specified under the loan agreement until all loan obligations have been satisfied.

(C) Qualified work shall be verified by the Commission by having received a letter from the applicant's employer stating the applicant is currently or has been employed as a teacher in a qualifying area of study. This letter must be submitted at the end of the spring semester for the two (2) years immediately following completion of the academic program.

(D) Subject to the cash repayment provision as detailed by W.S. 21-7-601, the loan is repayable in equal or graduated installments with the right of the Commission to accelerate payment over a period not to exceed two (2) years that begins forty-five (45) days after

the applicant ceases to be a student in the academic program. The Commission may approve a longer period for repayment in extenuating circumstances.

(E) Applicants shall not be considered in default when the school district or post-secondary institution does not offer a previously agreed upon concurrent course or courses and such action does not extend the repayment period.

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

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

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

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

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

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

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

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

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

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

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

(f) Tracking of total semesters. Tuition benefit usage shall be updated and verified each semester (fall, summer, spring) by Commission staff based on the information submitted on the Certificate of Eligibility by the financial aid director at the University of Wyoming or the community colleges. A report shall be run by Commission staff to determine that the benefit is used within eight (8) academic years after the first receipt of the benefit. If the eight (8) academic year

time limit has been reached, the financial aid office shall be notified by the Commission that the student is no longer eligible. The financial aid office shall be responsible for notifying the student of such.

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

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

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

Section 9. Administering the High School Equivalency Certificate Program.

(a) This section is promulgated under authority of 2013 Wyo. Sess. Laws 99 and W.S. 21-16-1308(b)(iv)(C).

(b) This section describes the procedures for administration of the Wyoming High School Equivalency Certificate (HSEC) program. The HSEC program provides a credential to adults and out-of-school youth who did not graduate from an accredited high school, are unable to receive a high school diploma from their school district of residence, or were home-schooled and did not receive a diploma, but are able to demonstrate attainment of knowledge and skills that are equivalent to those which would be attained in a high school program of study through passing any of the state-authorized equivalency credentialing assessments.

(c) The HSEC program applies to all citizens, naturalized immigrants, resident alien non-citizens and foreign exchange students according to state and federal immigration policy. Candidates must prove their identity with current, unmodified, original government or accredited institution of higher learning issued photo identification.

(d) The HSEC program office shall maintain an official HSEC Policy and Procedures Manual for each authorized assessment instrument or pathway used to certify candidate attainment of high school equivalency.

(e) The HSEC program or the Commission Executive Director's designated representative shall convene a review committee to select the state-authorized assessment instrument(s) or

pathway(s) used to certify candidate attainment of high school equivalency when appropriate as such instruments or pathways become available. No particular instrument may be considered the state standard.

(i) The process for forming the review committee shall be as follows:

(A) The HSEC program office shall monitor the marketplace for viable products, and may also participate in applicable national or regional committees which investigate equivalency assessments. When new assessment instruments become available, or when review of an instrument or pathway is requested, the HSEC program office shall call a meeting composed of the individuals and the representatives of the entities listed below, however, there is no quorum necessary to proceed with approval or rejection:

(I) Community College Academic Affairs Council, Community College Admissions/Financial Aid Officers, Department of Education, Department of Workforce Services, University of Wyoming, the Adult Education Program Manager, and English as a Second Language (ESL) expert, a Wyoming Board of Cooperative Education Services (B.O.C.E.S.) representative, ~~the Family Literacy Program Manager~~, and a Community College Commission-appointed Test Center administration expert.

(B) The HSEC program office or the Commission Executive Director's designated representative shall convene, chair and support the committee and consult with the available committee members, either in person or via electronic meeting, to evaluate and/or develop new proposed instruments or pathways.

(I) Final committee decisions concerning approval or rejection of proposed instruments or pathways shall be via an official vote recorded by electronic mail and promulgated by a summary posting on the Commission website HSEC webpage. The Commission shall consider the actions of the committee at their next regularly scheduled meeting and may override all other approvals or rejections for a proposed instrument or pathway. Appeals shall be handled in accordance with the Wyoming Administrative Procedures Act W.S. 16-3-101 through W.S. 16-3-115.

(C) Effective dates for approved instruments or pathways and necessary policy and procedural information shall be maintained by the HSEC Program Manager with official copies available on the Commission website HSEC webpage.

(D) If for any reason the state should revoke approval for an instrument or pathway, the applicable announcements shall be posted on the Commission website HSEC webpage, communicated publicly by official press release and through the HSEC committee by electronic media.

(f) Qualifying scores for the different Hathaway scholarship levels shall be determined through consultation with the ~~committee using vendor-provided publicly available concordance tables~~. Any changes made to the Wyoming Hathaway Scholarship program by the Wyoming Department of Education or the Wyoming Legislature, which may affect qualification scores, may be incorporated in this program within sixty (60) days of notification from the Wyoming Department of Education.

(i) If otherwise eligible, HSEC candidates shall be eligible for a Hathaway scholarship if they achieve an average score on a selected, approved HSEC assessment instrument corresponding to the scores below, verified by the vendor-supplied concordance:

(A) A minimum standard score of 500 on the GED® 2002 series test, a scholarship at the same level and to the same extent as a Hathaway opportunity scholarship or provisional opportunity scholarship;

(B) A minimum standard score of 540 on the GED® 2002 series test, a scholarship at the same level and to the same extent as a Hathaway performance scholarship; or

(C) A minimum standard score of 575 on the GED® 2002 series test, a scholarship at the same level and to the same extent as a Hathaway honor scholarship.

(ii) Minimum standard scores from all approved instruments shall represent the same proficiency skills as those represented by the scores listed above and shall be available on the HSEC webpage, Hathaway Scholarships section.~~published in the HSEC Policy and Procedures Manual.~~

Section 10. Major Maintenance Funding and Distribution.

(a) The Commission shall, no later than June 1 of each odd-numbered year, and in accordance with W.S. 21-18-225 (f) and any additional provisions enacted in current session law, calculate actual gross square footage of college facilities eligible for state-supported major maintenance funding. The square footage data contained in the capital construction database provided by the Commission to the colleges under W.S. 21-18-225 (b)(i), and current as of May 1 of each odd-numbered year, shall be the data used to support the request sent to the Construction Management Program of the Department of Administration and Information, with the following exceptions:

(i) Gross square footage data for an otherwise eligible building scheduled for demolition within two years of December 1 of each odd-numbered year shall not be included in the calculation.

(b) Once funding is appropriated, and to the extent funds are available, the distribution shall take place in accordance with rules and regulations promulgated by the Construction Management Program of the Department of Administration and Information.

Section 11. Capital Construction Requests.

(a) Under authority of W.S. 21-18-225, this section addresses the development of a prioritized list of community college capital construction projects, and the submission of this list to the Construction Management Program of the Department of Administration and Information.

(b) The prioritized list of community college capital construction projects shall include only necessary building square footage required for provision of those education programs serving the state's interests as described in Chapter 4 of the *WY Community College Commission Statewide Strategic Plan* developed and maintained under the authority of W.S. 21-18-202 (a)(v).

(c) The Commission's *Facilities Handbook* shall be referenced for specifications regarding automated programs and databases, forms, formats, timelines, documentation, guidelines, facility classification systems, forecasting models, indices and/or other factors.

(i) The Commission shall provide guidelines and formats for community colleges to use in developing its prioritized capital construction lists which are correlated to the *WY Community College Commission Statewide Strategic Plan*.

(ii) The Commission shall provide access to a statewide community college building database (otherwise referred to as the capital construction database), a component of which shall be a facilities inventory database.

(A) Community colleges shall provide updates to the facilities inventory database in a timely fashion, thereby facilitating both current and comprehensive descriptions of colleges' built environments. Deadlines for all outstanding updates may be established by the Commission in order to ensure the validity of computations inherent to, and reports generated by, the capital construction database.

(B) Database information shall be used to develop the long range plans for building space needs.

(iii) The Commission shall identify and implement a forecasting model to assist community colleges in computing future student enrollments and related building needs. Model reports will be available to the colleges upon completion of commission-related database updates including, but not limited to, population projections, enrollment projections, student demographics, participation rates, distance education, utilization hours, library volumes and student study stations.

(d) By June 1 of every ~~odd-numbered~~ year, the colleges shall be authorized to submit for funding consideration capital construction projects. Each submission must be supported by a Level I study, and shall use the capital construction database described in the *Facilities Handbook*. The proposed project must have an identified educational use and must also be described and prioritized within the college's published 5-year master plan.

(i) No later than June 1 of each ~~odd-numbered~~ year, Commission staff shall forward the prioritized list, supported by Level I design documents, to the Construction Management Program of the Department of Administration and Information in accordance with W.S. 21-18-225 (g).

(ii) An informational report will be created related to the prioritized list given to the Construction Management Program, and will be provided to the commissioners at their ~~summer~~August budget meeting.

(e) Community colleges may submit requests for authorization to construct without state funding, as provided for in W.S. 21-18-202 (d)(v). Such requests shall be sent to Commission staff no later than 30 days prior to any scheduled commission meeting for consideration at that meeting. Commission-authorized projects of \$1 million or more also require authorization by the State Building Commission and the legislature, and therefore will not move forward until the following October.

(f) Community colleges shall submit requests for modification of capital construction priorities through resubmission of their respective college master plans. Re-writes and updates to college master plans must be submitted to the Commission within 30 days of college board approval.

Section 12. State Authorization Reciprocity Agreements (SARA)

(a) In accordance with W.S. 21-18-226, accredited institutions of higher education with a physical presence in Wyoming may apply for membership in SARA, as administered by our regional compact (WICHE), by making application to the Commission (portal agency) using the form provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA).

(b) Applicant institutions shall comply with the provisions of the Council of Regional Accrediting Commissions (C-RAC) guidelines, and more specifically, its inter-regional guidelines for the evaluation of distance education programs (online learning) for best practices in postsecondary distance education developed by leading practitioners of distance education.

(c) Each applicant institution shall provide the portal agency and all students enrolled in courses under SARA provisions, its written complaint resolution policies and procedures, including assurances it will comply with the consumer protection standards, as described below:

(i) Initial responsibility for the investigation and resolution of complaints resides with the institution against which the complaint was made.

(A) Complaints against an institution operating under SARA shall first be processed through the institution's own procedures for resolution of grievances.

(B) Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and laws of the SARA institution's home state.

(C) If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed within two years of the incident about which the complaint is made, by requesting in writing, a review by the portal agency. The resolution of the complaint by the portal agency with consultation with the Attorney General shall be final, except for complaints that fall under the provisions of (g) below.

(D) NC-SARA will develop policies and procedures for reporting the number and disposition of complaints that are not resolved at the institution level. Since appeals of decisions made at the institution level are made to the portal agency, these data will be used to report to NC-SARA.

(d) No sooner than July 1, 2015, eligible institutions may make initial application to the portal agency. If approved, the portal agency will notify NC-SARA of the acceptance. NC-SARA will then contact the institution regarding payment of fees, which are based on annual FTE as reported to IPEDS for the previous year. Contingent upon the satisfactory review of eligibility by the portal agency, institutions will pay annual renewal fees directly to NC-SARA. Failure to pay renewal fees shall result in a loss of eligibility to participate in SARA.

(e) Annually, at the time of renewal, the portal agency shall review institutional eligibility and notify WICHE of its findings. Any institution that is disqualified from participating in SARA, either during its annual review or when circumstances dictate, shall not receive a refund if eligibility is revoked partway through an annual period.

(f) Programs Leading to Licensure - Any institution operating under SARA that offers courses or programs potentially leading to professional licensure must keep all students, applicants, and potential students who have contacted the institution about the course or program informed as to whether such offerings actually meet state licensing requirements. This must be done in one of two ways:

(i) The institution may determine whether the course or program meets the requirements for professional licensure in the state where the applicant or student resides, and provide that information in writing to the student; or

(ii) The institution may notify the applicant or student in writing that the institution cannot confirm whether a course or program meets the requirements for professional licensure in the student's state, provide the student with the current contact information for any applicable licensing boards, and advise the student to determine whether the program meets requirements for licensure in the state where the student lives.

(A) Failure to provide proper notice in one of these two ways invalidates the SARA eligibility of any course or program offered without the proper notice.

(B) SARA covers class field trips across state lines among member states, but does not cover full-scale residency programs such as a summer session at a field station.

(C) Short Courses and Seminars – Physical presence under SARA is not triggered if the instruction provided for a short course or seminar takes no more than 20 classroom hours. Class meetings during a full-term course do not trigger physical presence if the instructor and students physically meet together for no more than two meetings, totaling less than six hours. Apparent abuses of these provisions may be brought to the attention of the home state portal agency.

(D) Third Party Providers – Contracts between a third-party provider of educational services and any SARA office or state must be made via the degree-granting institution that operates under SARA. A third-party provider may not represent an institution regarding any subject under SARA operating policies to any SARA office or any state operating under SARA. The institution that transcripts a course is considered the degree-granting institution for purposes of this section.

(g) Data Submission Requirements – Participating institutions shall annually submit the following data to NC-SARA using the protocols established by NC-SARA:

(i) The number of students enrolled in the institution via distance education delivered outside the state, reported by state, territory or district in which the students reside.

(ii) A list of programs a student may complete without on-campus attendance using the US DoE definition of a distance education program.

(h) The institution shall have a plan that assures a student will receive services for which they have paid or reasonable financial compensation for those not received in the event of an unanticipated closure of the institution. Such assurances may include tuition assurance funds, surety bonds, teach-out provisions or other practices deemed sufficient to protect consumers.

(i) Participating institutions shall make available their disaster recovery plans, particularly with respect to the protection of student records, to the portal agency, WICHE or NC-SARA upon request.

CHAPTER 7

REVIEW AND REPORT FUNCTIONS

Section 1. Authority.

Wyoming Statute 21-18-202(e)(v)(A) and 21-18-225.

Section 2. Purpose.

This chapter defines the Commission's review and report functions.

Section 3. Reporting Accreditation Studies.

(a) Each community college shall provide to the Commission a copy of any institutional or specialized accreditation study and any subsequent college or accrediting agency follow-up reports required as a condition of initial or continuing accreditation within thirty days (30) of receipt from the accrediting body.

(b) The Commission shall review each district as outlined in W.S. 21-18-202 (e)(iii), and the review shall occur at the same time as the accreditation review by the regional accrediting agency.

(c) Community colleges shall report to the Commission any request for a change in statement of affiliation status that would affect off-campus sites.

(d) Community colleges shall report to the Commission any successful program accreditation by industry and professional groups.

(e) The Commission shall prepare summary reports for distribution to the governor, the legislature, and other interested parties.

(i) The Commission's report will include strengths, concerns, accreditation status, required reports/visits, and accreditation agency's action taken from the regional accreditor's final official accreditation reaffirmation report and from the letter of formal notification status of Higher Learning Commission affiliation.

(f) All reports shall be available for inspection by interested parties at the Commission office.

Section 4. Reporting Financial and Enrollment Audits.

(a) Community college audits shall be accomplished in the manner set forth in W.S.16-4-121.

(b) Community college audits shall include a financial and compliance audit that meets recognized industry standards, the audit requirements of any federal agencies participating in a program of the community college, the reporting requirements of the Department of Audit, and the NACUBO reporting requirements of the Commission.

(c) ~~Each community college shall request their~~The independent auditors ~~to shall~~ provide audit reports to the community college board of trustees, the Commission, and the Budget Division of the Department of Administration and Information by December 31 of each year pursuant to W.S. 16-4-122 and 21-18-204.

~~(d) By October 1 of each year, each community college shall provide the Commission with an updated list of planned projects utilizing the contingency reserve account, community college resources, or other funding. The listing shall cover a six year period beginning with July 1 of the current year; list emergency, preventive, and renewal projects separately; provide community college prioritization of projects; indicate projects budgeted from contingency reserve, community college, or other funding; and be in a format approved by the Commission in its *Facilities Handbook*.~~

(de) By October 1 of every even numbered year, the community colleges shall provide a report of expenditures made for emergency repair, preventive maintenance, and renewal projects funded or partially funded by the contingency reserve account. The listing shall cover the previous biennium and shall be provided in a Commission approved format as shown in its *Facilities Handbook*.

(ef) The community colleges shall submit adopted fiscal year budgets to the Commission by July 31 of each year.

(fe) The community colleges shall submit a Biennial Funding Report (BFR) to the Commission by September 1 of each year in the format shown in the *Fiscal Handbook*. Adjustments made by community college boards to annual budgets, and therefore to the BFR, shall be submitted as soon as possible after adoption by a community college board.

(gh) Each community college shall provide to the Commission enrollment report data per the schedule in the *Data Collection & Reporting Requirements Handbook*. These data elements shall be used to create Commission approved publications four times yearly. The draft reports shall be reviewed by the community college prior to presentation to the Commission.

(hi) Community college data that pertain to the reporting of full time equivalent student headcounts as well as course level of instruction coding shall be audited by the Commission in accordance with W.S. 21-18-202 (e)(ii). Along with these two core audit topics, additional audit components may be added to further validate the student headcounts that relate to full time equivalency headcount reported by the colleges. These additional audit components, referred to as ancillary audit items, shall be presented to the Commission for approval prior to implementation.

Section 5. Reporting Partnership Outcomes.

(a) Each community college shall annually provide to the Commission the number of partnerships it participated in during the preceding year and a list of major partnership projects completed in the previous academic year on a Commission developed template. The report will include a brief summary for each major partnership to be comprised of, but not limited to, the partnership's goals and objectives as well as performance and outcomes.

(b) The Commission shall compile a summary of partnerships and their outcomes for distribution to the governor, the legislature, and other interested parties.

Section 6. Providing Annual Reports.

(a) The Commission shall maintain appropriate storage of data to fulfill its review and reporting functions. The community colleges shall adhere to the administrative computing practices (data input) outlined in the Commission's common data element dictionary, the *Data Collection & Reporting Requirements Handbook*. Administrative computing data fields in the community college's ACS not required for Commission data collection may be utilized by the community colleges for their own purposes. Should future reporting requirements require the use of these data fields within the college's ACS, the Data Governance Institutional Research Council Committee and subject-matter expert functional groups will determine the standard data to be entered into this field. If a community college had previously used the proposed data field to store data that does not meet the standard, it will be necessary for that college to change the data to match the agreed upon standard in order to maintain a common data elements dictionary.

(b) The studies and reports endorsed by statutory language necessitate periodic collection of data elements common to educational research. The Commission's *Data Collection & Reporting Requirements Handbook* shall specify the timelines for submission of periodically collected data elements. These data elements shall be reviewed annually by the Data Governance Institutional Research Council Committee with regard to contemporary progress in the educational research field as well as to ensure implemented changes have been disseminated to areas affected and recorded properly.

(c) The Commission shall request data from the community colleges and securely maintain this data in compliance with FERPA. Reports shall be structured so that personal identification of students will not be possible.

Section 7. Reporting on the Achievement of Statewide Priorities

(a) The community colleges shall provide annual reports to the Commission on performance of their individual community college along with measures indicating achievement of statewide interests as specified in the *WY Community College Commission Statewide Strategic Plan*.

(b) In accordance with W.S. 21-18-202 (e)(v)(A)(B)(C), the Commission shall provide individual and college system annual reports to the legislature and governor on the achievement of statewide priorities as specified in the *WY Community College Commission Statewide Strategic Plan*.

(i) The Commission and community colleges shall collaborate to define the report formats, methodology and data elements required in preparing the reports along with a reasonable timeline for completion of such reports.

Section 8. Reporting on Capital Construction and Major Maintenance

(a) In accordance with W.S. 21-18-225 (c) through (k), the Commission shall report prioritized construction needs, or subsequent modified construction needs to the Construction Management Division of the Department of Administration and Information.

(b) Community colleges shall submit a prioritized 5-year list of construction needs proposals for the square footage that is aligned with the *WY Community College Commission Statewide Strategic Plan* to the Commission for inclusion in the report to the Construction Management Division by October 1 of each year.

(c) Community colleges shall submit modifications to the prioritized construction needs to the Commission, along with justification and changes to the college's master plan.

(d) The Commission shall provide the prioritized construction list to the Construction Management Division no later than November 1 of every year.

(e) The commission shall provide to the Construction Management Division the actual gross square footage of college facilities eligible for major maintenance in accordance with Chapter 5, Section 12 of these *Commission Rules*.

TAB 4

Wyoming Community College Commission

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

Commissioners

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



Exofficio
Governor Matt Mead
State Superintendent Jillian Balow
Executive Director
Dr. James O. Rose

Phone: 307-777-7763
Fax: 307-777-6567

www.communitycolleges.wy.edu

Commissioners,

May 11, 2016

The run of the CapCon Model was completed on 10 May. The effect of changes you adopted during your April 22, 2016 meeting in Rock Springs are as follows:

NWCCD's project includes 15,167 new assignable square feet of space. For Capital Measure #4, there is projected a 44,545 square foot deficit of which this project contemplates addressing 2,640 square feet, or 5.9%, resulting in a model score of 8 being changed to .472. For Capital Measure #5, there is projected a 14,714 square foot deficit of which this project contemplates addressing 2,640 square feet, or 17.94%, resulting in a model score of 20 being changed to 3.59. Overall, this project at NWCCD results in an index score of 117 being changed to 93 and a total score of 78 being changed to a total score of 62.

LCCC's project includes 30,220 new assignable square feet of space. For Capital Measure #4, there is projected a 64,593 square foot deficit of which this project contemplates addressing 22,100 square feet, or 34%, resulting in a model score of 10 being changed to 3.4. For Capital Measure #5, there is projected an 8,461 square foot deficit, of which this project does not address any, resulting in a model score of 12 being changed to 0. Overall, this project at LCCC results in an index score of 91 being changed to 72 and the total score of 61 being changed to a total score of 48.

Since Capital Measure 9 resulted in both colleges achieving the same score, and the overall gap in score between these two projects being what it is, commission staff felt any changes to the score for this measure would be negligible, and therefore did not convene the ASC for a peer review.

The project rankings did not change.

Larry Buchholtz
Fiscal Operations Team Manager

Capital Project Rankings

College	Campus	Project No. and Description	TOTAL INDEX	SCORE	PROJECT RANK
NWCCD	Sheridan College Main Campus	2016: 06 #01 Health Science Building	117	78	1
LCCC	Cheyenne Campus	2016: 04 #01 Fine & Performing Arts Center	91	61	2

The Capital Measures multiplier is 0.666666666666667



Sheridan College

3059 Coffeen Ave.
PO Box 1500
Sheridan, WY 82801
(307) 674-6446

Gillette College

300 West Sinclair
Gillette, WY 82718
(307) 686-0254

NWCCD Trustees:

Norleen Healy,
Chair

Jerry Iekel,
Vice Chair

Bob Leibrich,
Treasurer

Scott Ludwig,
Secretary

Bruce Hoffman

Kati Sherwood

Walter Wragge

NWCCD Core Values:

Respect
Integrity
Excellence
Learning

May 10, 2016

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

Dear Dr. Rose:

Attached is a capital construction request from the Northern Wyoming Community College District for the remodel and expansion of the health science building on the Sheridan College campus. This building is the number one priority in our master plan. This is a request for 50% state funding and 50% private funding.

The new construction will be approximately 19,500 gross square feet coupled with remodeling 8,400 square feet of the current Whitney Building. The health science wing is part of the original Whitney Building constructed in 1958, with renovations completed in the 1970's and 2000's.

The renovation and expansion of the health science building will provide the proper classroom and clinical settings for current and expanded health science programs including dental hygiene, nursing, and massage therapy. Health science workers are in high demand locally, statewide, regionally, and nationally and have strong wages. With an aging population, health science workers will continue to be in high demand. The dental hygiene and nursing programs receive on average 4 qualified applicants for each space in the program. Sheridan College's dental hygiene program is one of only two in the state. Students have the opportunity to earn a B.S. in dental hygiene from the University of Wyoming while completing their associate's degree through Sheridan College. Nursing students that earn an associate's degree in nursing can move onto our RN to BSN program, another partnership with UW.

This project allows the dental hygiene class to grow from 24 to 28 students in each class and nursing to grow from 28 to 32 students in each class. This project directly supports the WCCC Strategic Plan: the renovated space will allow flexibility to provide education in new health science disciplines. High efficiency is achieved in the design by co-locating all health science programs; classrooms and labs and designed with flexibility in mind. There is strong community support for health science programs in Sheridan as evidenced by continuing donations for equipment and faculty by several local private foundations.

We appreciate your consideration of this project.

Thank you and please let me know if you have any questions.

Sincerely,

Paul R. Young, Ph.D.
President



Capital Project Submittal: HEALTH SCIENCE BUILDING

The renovation and expansion of the health science building will provide the proper classroom and clinical settings for current and expanded health science programs including dental hygiene, nursing, and massage therapy.

Project Scoring

Measure	Value	Weight	Score	Index
Existing Space Utilization				
1. Existing ASF per Student FTE	314	2	3	6
2. Classroom Utilization	14.10	1	2	2
3. Laboratory Utilization	9.80	1	3	3
4. Projected Space Needs	44,545	2	4	8
5. Projected Instructional Space Needs	14,714	4	5	20
			<i>Subtotal</i>	<i>39</i>
Regional Factors				
6. Change in Student FTE over Last Year	-1.39%	2	0	0
7. Change in Student FTE over Last 5 Years	2.08%	4	5	20
8. Projected Population Change in Service Area	5.36%	1	5	5
			<i>Subtotal</i>	<i>25</i>
Project Planning				
9. Supports WCCC Strategic Plan	18	3	5	15
10. Services High Growth/Demand Industries	5	1	5	5
11. Supports College Master Plan	5	3	5	15
12. Life Safety Issues	2	3	2	6
13. Condition of Existing Space	.38	3	4	12
			<i>Subtotal</i>	<i>53</i>
			TOTAL	117
			<i>Multiplier to get to 100 and Final Score 0.66667</i>	
			SCORE =	78



Capital Project Submittal: HEALTH SCIENCE BUILDING

Est Bid Date	Est Occupancy Date	GSF - New	GSF - Remodel	NASF - New	NASF - Remodel	NASF - Replace
03/2019	08/2020	19,500.00	8,400.00	15,167.00	6,533.00	0.00

Brief Description (250 characters or less):

The renovation and expansion of the health science building will provide the proper classroom and clinical settings for current and expanded health science programs including dental hygiene, nursing, and massage therapy.

A. Is this project only for new construction of a standalone building? Yes No

B. If the answer to A above is yes, then, is this project requested as a result of (Select one):

- Quality or Condition of Existing Space
- New programs or Space deficits created by student growth

Enter the percentage allocation of project funding anticipated for this project:

College/District Percent:	50.00%	Explain	Requesting 50% State Match for 50% private
State Requested Funding Percent:	50.00%	Funding:	funding.

Questions that address Capital Measures

#9 Does this project being submitted support the current approved WCCC Statewide Strategic Plan? Yes No

If Yes, rank from 1 to 3 the following in accordance with the criteria found in Appendix A: Evaluation Tool for Capital Construction.

- | | | | |
|-----------------------|--|---------------------------------|--|
| Educated Citizenry | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 | Efficient and Effective Systems | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 |
| Diversified Economy | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 | Community Support | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 |
| Workforce Development | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 | Sustainability | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 |

If Yes, provide a brief description of how the project supports the current approved WCCC Statewide Strategic P Careers in health science are in high demand locally and statewide, and provide strong wages. This project allow the dental hygiene class to grow from 24 to 28 students in each class and nursing to grow from 28 to 32 students in each class. The renovated space will allow flexibility to provide education in new health science disciplines. High efficiency is achieved in the design by co-locating all health science programs; classrooms and labs and designed with flexibility in mind. There is strong community support for health science programs in Sheridan as evidenced by continuing donations for equipment and faculty by several location private foundations.



Capital Project Submittal: HEALTH SCIENCE BUILDING

#10 Does this project support high growth or high demand industry/fields? Extremely Supported

Provide a brief description of the program(s) to be accommodated:

Health science workers are in high demand locally, Statewide, regionally, and nationally. With an aging population, health science workers will continue to be in high demand. The dental hygiene and nursing programs receive on average 4 qualified applicants for each space. Sheridan College's dental hygiene program is one of only two in the state. Students have the opportunity to earn a B.S. in dental hygiene from the University of Wyoming while completing their associate's degree through Sheridan College. Nursing students that earn an associate's degree in nursing can move onto our RN to BSN program, another partnership with UW.

#11 Does this project support the institution's Master Plan? Specifically and clearly articulated by program

Provide a brief description of the extent to which the project supports your Campuswide Master Plan:
This project is the number one project in the Sherdian College Master Plan.

The following are available only if the response to Question A is "No" or the response to Question B is "Quality or Condition of Existing Space".

#12 Does this project address issues related to Life Safety? (Select one) Somewhat Serious

Provide a brief description of the life safety issues (255 characters or less):

Clinical space for dental hygiene is overcrowded and leaves no room for patient administration. The materials lab built in the 1970's is out of date and down the hall from the clinic. Portions of the lab require OSHA dust compliance and noise isolation.

#13 What is the facilities condition index (FCI) of the existing facility? FCI # 0.38

Provide a brief description of the existing conditions (255 characters or less):

Clinical space for dental hygiene is overcrowded and leaves no room for patient administration. The materials lab built in the 1970's is out of date and down the hall from the clinic. Portions of the lab require OSHA dust compliance and noise isolation.

Supporting Documentation

Additional documentation will be sent via email or mail.
Describe the additional documentation below.



Capital Project Submittal: HEALTH SCIENCE BUILDING

Letter from Dr. Young will be sent via email.



Capital Project Submittal: HEALTH SCIENCE BUILDING

CONSTRUCTION BUDGET

PROJECT FEES:	
Planning	\$0
Design	\$760,338
Admin	\$0
Survey	\$10,000
Testing	\$30,000
Subtotal:	\$800,338

CONSTRUCTION - NEW:

Base Cost	\$5,460,000
Fixed Equip	\$0
Utilities	\$0
Walks/Roads	\$562,200
Drainage	\$0
Landscaping	\$80,680
Subtotal:	\$6,102,880

Cost per GSF - New:

CONSTRUCTION - REMODEL:

Demolition	\$0
Base Cost	\$1,411,200
Fixed Equipment	\$0
Utilities	\$0
Walks/Roads	\$268,800
Drainage	\$0
Landscaping	\$0
Subtotal:	\$1,680,000

Cost per GSF - Remodel:

OTHER COSTS:

Land	\$0
Movable Equipment	\$781,200
Contingency	\$622,630
Bond/Tax	\$0
Other	\$0
Sinking Fund	\$0
Subtotal:	\$1,403,830

REVENUE SOURCE:

State	\$4,993,524
Local	\$4,993,524
Private	\$0
Other	\$0
Total Revenue:	\$9,987,048

Total Project Cost: \$9,987,048

Comments:
none

OPERATING BUDGET

MAINTENANCE:	
FTE Staff	0
Salaries	\$0
Benefits	\$0
Supplies	\$0
Maint Contract	\$0
Other	\$0
Subtotal:	\$0

OPERATION:

Electricity	\$0
Heating Fuel	\$0
Water	\$0
Sewer	\$0
Sanitation	\$0
Telephone	\$0
Insurance	\$0
Subtotal:	\$0

REPAIR:

Building	\$0
Equipment	\$0
Subtotal:	\$0

REVENUE SOURCE:

State	\$0
Local	\$0
Private	\$0
Other	\$0
Total Revenue:	\$0

Total Project Cost \$0

Comments:
none

PROGRAM BUDGET

STAFF:	
Position 1 FTE:	0
Position 2 FTE:	0
Position 3 FTE:	0
Position 4 FTE:	0
Position 5 FTE:	0
Position 6 FTE:	0
Total FTE Staff:	0

BUDGET:

Salaries	\$0
Benefits	\$0
Supplies	\$0
Other	\$0
Subtotal:	\$0

REVENUE SOURCE:

State	\$0
Local	\$0
Private	\$0
Other	\$0
Total Revenue:	\$0

Total Project Cost: \$0

Comments:
none



Capital Project Submittal: HEALTH SCIENCE BUILDING

Space Use Changes for Campus:

	Existing ASF	Existing % of Total	New ASF	Replaced ASF	Proposed ASF	Proposed % of Total
Classroom	35,837	7.57%	2,560	1,500	36,897	7.65%
Laboratory	76,733	16.20%	6,847	4,133	79,447	16.48%
Office	43,653	9.22%	2,720	800	45,573	9.45%
Study	14,590	3.08%	2,100	0	16,690	3.46%
Special Use	102,203	21.58%	540	100	102,643	21.29%
General Use	38,920	8.22%	0	0	38,920	8.07%
Support	25,064	5.29%	0	0	25,064	5.20%
Health	3,598	0.76%	400	0	3,998	0.83%
Residential	104,984	22.17%	0	0	104,984	21.77%
Inactive/Conversion	27,942	5.90%	0	0	27,942	5.80%
TOTAL	473,524	100.00%	15,167	6,533	482,158	100.00%

Space Use Changes for College:

	Existing ASF	Existing % of Total	New ASF	Replaced ASF	Proposed ASF	Proposed % of Total
Classroom	54,518	8.64%	2,560	1,500	55,578	8.68%
Laboratory	120,873	19.15%	6,847	4,133	123,587	19.31%
Office	68,428	10.84%	2,720	800	70,348	10.99%
Study	22,190	3.51%	2,100	0	24,290	3.80%
Special Use	108,135	17.13%	540	100	108,575	16.97%
General Use	57,653	9.13%	0	0	57,653	9.01%
Support	35,353	5.60%	0	0	35,353	5.52%
Health	3,598	0.57%	400	0	3,998	0.62%
Residential	132,638	21.01%	0	0	132,638	20.73%
Inactive/Conversion	27,942	4.43%	0	0	27,942	4.37%
TOTAL	631,328	100.00%	15,167	6,533	639,962	100.00%



LARAMIE COUNTY
COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT
Dr. Joe Schaffer

May 5, 2016

Wyoming Community College Commission
c/o Dr. Jim Rose, Executive Director
2020 Carey Avenue, 8th Floor
Cheyenne, WY 82002

RE: Capital Construction Request: LCCC Fine and Performing Arts Building

Dear Commissioners and Dr. Rose:

On behalf of the Board of Trustees of Laramie County Community College (LCCC), it is my pleasure to submit to you the following request for Capital Construction prioritization of LCCC's **Fine and Performing Arts building**. This project has a significant history with the College having first gone through a Level I plan in 2006, and an updated Level I this spring (2015). The Board of Trustees approved this plan at their May 27th, 2015 meeting. The Fine and Performing Arts building is the next priority in the College's *Building Forward* facilities plan, and is also identified as one of the next facilities needs to be addressed in the College's campus master plan.

It is estimated the Fine and Performing Arts building will cost **\$25.3 million**, and will include approximately **45,630 gross square feet** of space. This building project is of the utmost importance for Laramie County and LCCC, and it is essential to provide space that will replace the dilapidated facilities currently housing the performing and visual arts programs at the College. The entire western half of the building currently housing these programs is in poor condition and not at all conducive to safe, let alone functional, provision of arts education. This has hampered the College's ability to recruit and retain students into these programs and quality faculty to oversee them.

As you are aware, LCCC is part of a larger movement, in Wyoming and across the nation, to improve the rates at which higher education helps students achieve a meaningful, and valuable degree or credential. Community colleges are pivotal to this completion agenda. Wyoming's community colleges serve approximately two-thirds of all undergraduates in the state, and thus institutions like LCCC are positioned to be the drivers in producing college graduates who will fuel Wyoming's workforce, feed the University of Wyoming with high-quality transfer students, and strengthen our communities through engaged citizenry.

The Fine and Performing Arts building, and the programming offered within it, will be uniquely designed to fulfil these goals:

1. To continue the mission to enrich the lives of students through artistic expression, cultural awareness, and empowered communication.
2. To enhance connections between our community, students, and campus.
3. To offer a collaborative environment for focused, programmatic learning and general education coursework.
4. To attract local, regional, national, and international talent to Cheyenne.
5. To retain our young adults who relocate to other communities that provide programs and opportunities which are currently limited in Laramie County.
6. To accommodate growing programs and the infrastructure they require.
7. To offer a progressive, innovative and interdisciplinary educational space for current and future arts and humanities programming at LCCC.
8. To provide cultural events venues for performances and productions offered to the campus and community.

Emerging research continues to show that people desire livable spaces and active communities, of which arts and culture play a critical role. Business and industry, especially those that will help diversify Wyoming's economy, are seeking communities with creative professionals. This project helps bridge those gaps. LCCC focuses on arts education that develops viable artists, exposes all students to the arts through our general education offerings, and engages our community through enrichment courses and arts events. We believe that to ultimately meet the *State's Interests* of an **educated citizenry**, a **diversified economy**, and **workforce development**. And because partnerships with community based organizations, *State's Interest* of having **efficient and effective systems**.

In closing, the Board of Trustees and the LCCC campus community firmly believe this project will be critical for both LCCC and the greater Cheyenne area, and ultimately the way we contribute to a healthy and vibrant state. I would greatly appreciate the Commission's consideration of this project, and more importantly the advancement of it as a priority for consideration by Administration and Information's Construction Management group, the State Building Commission, the Governor and the Legislature for authorization and funding. If I can answer any questions or provide additional information on this project, please do not hesitate to let me know.

Sincerely,



Joe Schaffer, Ed.D.
President

- c: LCCC Board of Trustees
Rick Johnson, LCCC Administration and Finance Vice President
Tim Macnamara, LCCC Physical Plant Director
Larry Buchholtz, WCCC Fiscal Operations Team Manager



Capital Project Submittal: FINE & PERFORMING ARTS CENTER

The proposed building would provide purpose-built instructional facilities for visual art, music, and theatre on the campus and provide a facility for public performance and exhibition-capability the College currently lacks.

Project Scoring

Measure	Value	Weight	Score	Index
Existing Space Utilization				
1. Existing ASF per Student FTE	283	2	3	6
2. Classroom Utilization	14.30	1	2	2
3. Laboratory Utilization	13.60	1	4	4
4. Projected Space Needs	64,593	2	5	10
5. Projected Instructional Space Needs	8,461	4	3	12
			<i>Subtotal</i>	<i>34</i>
Regional Factors				
6. Change in Student FTE over Last Year	-2.54%	2	0	0
7. Change in Student FTE over Last 5 Years	-0.95%	4	0	0
8. Projected Population Change in Service Area	1.15%	1	2	2
			<i>Subtotal</i>	<i>2</i>
Project Planning				
9. Supports WCCC Strategic Plan	17	3	5	15
10. Services High Growth/Demand Industries	4	1	4	4
11. Supports College Master Plan	5	3	5	15
12. Life Safety Issues	5	3	5	15
13. Condition of Existing Space	.08	3	2	6
			<i>Subtotal</i>	<i>55</i>
			TOTAL	91
			<i>Multiplier to get to 100 and Final Score 0.66667</i>	
			SCORE =	61

Capital Project Submittal: FINE & PERFORMING ARTS CENTER

Est Bid Date	Est Occupancy Date	GSF - New	GSF - Remodel	NASF - New	NASF - Remodel	NASF - Replace
03/2019	09/2020	49,080.00	0.00	32,720.00	0.00	0.00

Brief Description (250 characters or less):

The proposed building would provide purpose-built instructional facilities for visual art, music, and theatre on the campus and provide a facility for public performance and exhibition-capability the College currently lacks.

A. Is this project only for new construction of a standalone building?

Yes No

B. If the answer to A above is yes, then, is this project requested as a result of (Select one):

Quality or Condition of Existing Space
 New programs or Space deficits created by student growth

Enter the percentage allocation of project funding anticipated for this project:

College/District Percent:	50.00%	Explain	Combination of local funding, GO bonds, and
State Requested Funding Percent:	50.00%	Funding:	State funding.

Questions that address Capital Measures

#9 Does this project being submitted support the current approved WCCC Statewide Strategic Plan?

Yes No

If Yes, rank from 1 to 3 the following in accordance with the criteria found in Appendix A: Evaluation Tool for Capital Construction.

Educated Citizenry	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3	Efficient and Effective Systems	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3
Diversified Economy	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3	Community Support	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3
Workforce Development	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3	Sustainability	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3

If Yes, provide a brief description of how the project supports the current approved WCCC Statewide Strategic P
The facility will provide increased opportunities for our community and individuals seeking a career in the arts and enrich the cultural fabric of Laramie County, while fostering the interdisciplinary and critical thinking necessary in the twenty-first century industrial practices.

Capital Project Submittal: FINE & PERFORMING ARTS CENTER

#10 Does this project support high growth or high demand industry/fields?

Provide a brief description of the program(s) to be accommodated:

The building will house training programs in the ever-expanding field of the arts, to develop professionally viable artists, musicians, set designers and stage lighting. This project will promote a healthy economy and a vibrant society.

#11 Does this project support the institution's Master Plan?

Provide a brief description of the extent to which the project supports your Campuswide Master Plan:

This project is identified in the Campus Master Plan and is designated as one of the campus's most "necessary and desired" facilities. In 2012, the LCCC Building Forward Facilities Plan identified this project as Priority 4; the projects preceding it have all been completed or are under construction.

The following are available only if the response to Question A is "No" or the response to Question B is "Quality or Condition of Existing Space".

#12 Does this project address issues related to Life Safety? (Select one)

Provide a brief description of the life safety issues (255 characters or less):

Building does not have fire sprinkler system. This project will correct that deficiency

#13 What is the facilities condition index (FCI) of the existing facility?

Provide a brief description of the existing conditions (255 characters or less):

The current Visual Arts, Theater Arts and Music programs need a new facility to meet basic and necessary upgrades to ventilation, heating, lighting, and functional spaces that meet code requirements for ADA compliance and safety.

Supporting Documentation

Additional documentation will be sent via email or mail.

Describe the additional documentation below.

Level One Reconnaissance Submittal, Fine & Performing Arts Center, May 2015

Capital Project Submittal: FINE & PERFORMING ARTS CENTER

CONSTRUCTION BUDGET

PROJECT FEES:	
Planning	\$539,370
Design	\$1,618,110
Admin	\$0
Survey	\$0
Testing	\$0
Subtotal:	\$2,157,480

CONSTRUCTION - NEW:

Base Cost	\$17,979,000
Fixed Equip	\$0
Utilities	\$0
Walks/Roads	\$0
Drainage	\$0
Landscaping	\$0
Subtotal:	\$17,979,000

Cost per GSF - New:

CONSTRUCTION - REMODEL:

Demolition	\$0
Base Cost	\$0
Fixed Equipment	\$0
Utilities	\$0
Walks/Roads	\$0
Drainage	\$0
Landscaping	\$0
Subtotal:	\$0

Cost per GSF - Remodel:

OTHER COSTS:

Land	\$0
Movable Equipment	\$0
Contingency	\$898,950
Bond/Tax	\$0
Other	\$3,471,156
Sinking Fund	\$0
Subtotal:	\$4,370,106

REVENUE SOURCE:

State	\$12,253,293
Local	\$12,253,293
Private	\$0
Other	\$0
Total Revenue:	\$24,506,586

Total Project Cost: \$24,506,586
Comments:
none

OPERATING BUDGET

MAINTENANCE:	
FTE Staff	1
Salaries	\$30,000
Benefits	\$9,000
Supplies	\$84,770
Maint Contract	\$0
Other	\$0
Subtotal:	\$123,770

OPERATION:

Electricity	\$73,010
Heating Fuel	\$27,440
Water	\$2,940
Sewer	\$5,390
Sanitation	\$3,920
Telephone	\$0
Insurance	\$0
Subtotal:	\$112,700

REPAIR:

Building	\$112,884
Equipment	\$0
Subtotal:	\$112,884

REVENUE SOURCE:

State	\$0
Local	\$349,354
Private	\$0
Other	\$0
Total Revenue:	\$349,354

Total Project Cost \$349,354
Comments:
none

PROGRAM BUDGET

STAFF:	
Position 1 FTE:	0
Position 2 FTE:	0
Position 3 FTE:	0
Position 4 FTE:	0
Position 5 FTE:	0
Position 6 FTE:	0
Total FTE Staff:	0

BUDGET:

Salaries	\$0
Benefits	\$0
Supplies	\$0
Other	\$0
Subtotal:	\$0

REVENUE SOURCE:

State	\$0
Local	\$0
Private	\$0
Other	\$0
Total Revenue:	\$0

Total Project Cost: \$0
Comments:
none

Capital Project Submittal: FINE & PERFORMING ARTS CENTER

Space Use Changes for Campus:

	Existing ASF	Existing % of Total	New ASF	Replaced ASF	Proposed ASF	Proposed % of Total
Classroom	70,224	10.16%	0	0	70,224	9.74%
Laboratory	144,981	20.98%	27,160	0	172,141	23.87%
Office	89,668	12.98%	1,560	0	91,228	12.65%
Study	13,879	2.01%	0	0	13,879	1.92%
Special Use	86,359	12.50%	0	0	86,359	11.98%
General Use	120,897	17.50%	1,500	0	122,397	16.97%
Support	28,819	4.17%	0	0	28,819	4.00%
Health	510	0.07%	0	0	510	0.07%
Residential	129,602	18.76%	0	0	129,602	17.97%
Inactive/Conversion	5,966	0.86%	0	0	5,966	0.83%
TOTAL	690,905	100.00%	30,220	0	721,125	100.00%

Space Use Changes for College:

	Existing ASF	Existing % of Total	New ASF	Replaced ASF	Proposed ASF	Proposed % of Total
Classroom	75,651	10.63%	0	0	75,651	10.20%
Laboratory	151,310	21.27%	27,160	0	178,470	24.06%
Office	94,312	13.25%	1,560	0	95,872	12.93%
Study	15,056	2.12%	0	0	15,056	2.03%
Special Use	86,467	12.15%	0	0	86,467	11.66%
General Use	123,393	17.34%	1,500	0	124,893	16.84%
Support	29,269	4.11%	0	0	29,269	3.95%
Health	510	0.07%	0	0	510	0.07%
Residential	129,602	18.21%	0	0	129,602	17.47%
Inactive/Conversion	5,966	0.84%	0	0	5,966	0.80%
TOTAL	711,536	100.00%	30,220	0	741,756	100.00%



WYOMING COMMUNITY COLLEGE COMMISSION

Capital Project Rankings

Existing Space Utilization											
Capital Measures		#1 - Existing ASF per Student FTE		#2 - Classroom Utilization		#3 - Laboratory Utilization		#4 - Projected Space Needs		#5 - Projected Instructional Space Needs	
		Weight = 2		Weight = 1		Weight = 1		Weight = 2		Weight = 4	
Value	Score	Index	Value	Score	Index	Value	Score	Index	Value	Score	Index

College	Campus	Project No. and Description	Value	Score	Index	Value	Score	Index	Value	Score	Index	Value	Score	Index			
NWCCD	Sheridan College Main Campus	2016: 06 #01 Health Science Building	314	3	6	14.10	2	2	9.80	3	3	44,545	4	8	14,714	5	20
LCCC	Cheyenne Campus	2016: 04 #01 Fine & Performing Arts Center	283	3	6	14.30	2	2	13.60	4	4	64,593	5	10	8,461	3	12

Capital Project Rankings

		Regional Factors												
		Capital Measures				#7 - Change in Student FTE over Last 5 Years				#8 - Projected Population Change in Service Area				
College	Campus	Project No. and Description	Value	Score	Index	Value	Score	Index	Value	Score	Index	Value	Score	Index
NWCCD	Sheridan College Main Campus	2016: 06 #01 Health Science Building	-1.39%	0	0	2.08%	5	20	5.36%	5	5			
LCCC	Cheyenne Campus	2016: 04 #01 Fine & Performing Arts Center	-2.54%	0	0	-0.95%	0	0	1.15%	2	2			
			Weight = 2				Weight = 4				Weight = 1			

Capital Project Rankings

Project Planning																		
Project No. and Description	#9 - Supports WCCC Strategic Plan			#10 - Services High Growth/Demand Industries			#11 - Supports College Master Plan			#12 - Life Safety Issues			#13 - Condition of Existing Space					
	Value	Score	Index	Value	Score	Index	Value	Score	Index	Value	Score	Index	Value	Score	Index			
2016: 06 #01 Health Science Building	18	5	15	5	5	5	5	5	5	5	5	5	2	2	6	0.38	4	12
2016: 04 #01 Fine & Performing Arts Center	17	5	15	4	4	4	4	4	5	5	5	5	5	5	15	0.08	2	6

Capital Prioritization Measures • Scoring Methodology

Measure	Scoring					Max Index
	1	2	3	4	5	

Existing Space Utilization

Measure	Scoring Type	Weight	1	2	3	4	5	Max Index
1. Existing ASF per Student FTE	Dynamic	2	632	499	366	233	100	10
REVERSE SCORING. Lowest space per student FTE gets the highest ranking. The greatest space per student FTE gets the lowest ranking.								
2. Classroom Utilization	Static	1	12.99	16.24	19.49	22.74	65.00	5
The higher the average weekly seat hours, the higher the score.								
3. Teaching Laboratory Utilization	Static	1	6.39	9.59	12.79	15.99	80.00	5
The higher the average weekly seat hours, the higher the score.								
4. Total Projected Space Needs from the Space Needs Model	Dynamic	2	15,670	27,901	40,132	52,362	64,593	10
Only the space deficits from the different space functional categories are added together. The greater the deficit, the higher the score.								
5. Total Projected Instructional Need from the Space Needs Model	Dynamic	4	3,480	6,729	9,978	13,226	16,475	20
Only space deficits in classrooms, teaching laboratories, other laboratories, offices, and library space functional categories are added together. The greater the deficit, the higher the score.								

Regional Factors

6. Change in Student FTE over the last Year <i>Percent change in student FTE from latest fall term to the previous fall term</i>	Dynamic	2	-0.28%	-0.56%	-0.84%	-1.11%	-1.39%	10
The greater the increase, the higher the ranking. A decrease results in a score of zero.								
7. Change in Student FTE over the last 5 years <i>Rolling average percentage change over the last 5 fall semester student FTE</i>	Dynamic	4	0.42%	0.83%	1.25%	1.66%	2.08%	20
The greater the increase, the higher the ranking. A decrease results in a score of zero.								
8. Projected Population Change in the Main Service Area <i>The population change is limited to a select age group of 15-69. Percentage change in population projections 5 years into the future.</i>	Dynamic	1	1.07%	2.15%	3.22%	4.29%	5.37%	5
The greater the increase, the higher the ranking. A decrease results in a score of zero.								

Capital Prioritization Measures • Scoring Methodology

Measure	Scoring					Max Index
	1	2	3	4	5	

Project Planning

Measure	Scoring Type	Weight	1	2	3	4	5	Max Index
9. Supports the WCCC Statewide Strategic Plan <i>The following are scored 1 to 3 based upon Appendix A Evaluation Tool for Capital Construction: a - Educated Citizenry; b - Diversified Economy; c - Workforce Development; d - Efficient and Effective Systems; e - Community Support; and f - Sustainability. The scores of the six criteria are added together to determine the total value.</i>	Static	3	10	12	14	16	18	15
10. Project to house programs identified as high growth or high demand indu	Subjective	1	1	2	3	4	5	5
11. Supports the College Master Plan	Subjective	3	1	2	3	4	5	15
12. Addresses Life Safety Issues	Subjective	3	1	2	3	4	5	15
13. Condition of Existing Space to be replaced or renovated (if applicable)	Static	3	.05	.20	.35	.50	1.00	15

TOTAL INDEX 150

Multiplier to get to 100 and Final Score 0.66667

NOTE: Measures with dynamic scoring will change from year to year. Actual maximums and minimums will change affecting the scoring ranges.



LARAMIE COUNTY
COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT
Dr. Joe Schaffer

May 5, 2016

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

RE: Capital Construction Request – Physical Education Building Renovation

Dear Commissioners and Dr. Rose:

On behalf of the Board of Trustees of Laramie County Community College (LCCC), it is my pleasure to submit to you the following request for Capital Construction authorization of LCCC's Physical Education Building renovation. A Level I plan was originally submitted in May 2014 for this project, however the scope of the project has changed such that we believe it is necessary to resubmit the original Level I with the recently completed update.

This renovation will correct deficiencies and unfulfilled potential that currently exist in the Physical Education building that were identified in our original submission. The major changes to the scope of the project are:

- Competition Arena – Move the current completion area for basketball and volleyball from the small gymnasium area to the larger multipurpose room. This provides the regulation require ceiling height and increases the seating capacity in order to LCCC to host completion events and certain tournaments. It will also enhance the experience of athletes and spectators.
- Third Level – Add a third level to the area originally proposed to be increased to 2 levels. This allows greater expansion of the previously proposed athletic offices, cardio space, and weight room.
- West Entry – Upgrades the west façade and entry to create a more welcoming and collegiate appearance. The west entry will be a prominent feature at the west entry to campus.

The work for this project will be contained entirely within the existing structure except for a 250 sq. ft. addition for a ticket office. Also, to increase daylight access, the plan includes removing portions of the west wall to be replaced with glazing.

At this early stage of planning, it is estimated the project will cost \$7.3 million, and will include approximately 30,300 sq. ft. of renovated space. The College intends to pay for this project in its entirety through a mixture of local funds, private gifts, and student fee revenues.

In closing, the Board of Trustees and I firmly believe this project clearly meets the *State's Interests* of an **educated citizenry, efficient and effective systems and accountability and improvement**. We believe that healthy bodies are an important aspect of developing and maintaining healthy minds. Therefore, I would encourage the Commission's consideration of this project, and more importantly the advancement of the authorization for consideration by the State Building Commission and the Legislature. If I can answer any questions or provide additional information, please do not hesitate to let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joe Schaffer', written over a circular stamp or seal.

Joe Schaffer, Ed.D.
President

- c: LCCC Board of Trustees
- Rick Johnson, LCCC Administration and Finance Vice President
- Tim Macnamara, LCCC Physical Plant Director
- Larry Buchholtz, WCCC Fiscal Operations Team Manager

Capital Projects

Projects for Authorization:

College / Campus	Project No. and Description
Laramie County Community College Cheyenne Campus	2016: 04 #02 PE Building Renovation

Capital Project Submittal: PE BUILDING RENOVATION

Est Bid Date	Est Occupancy Date	GSF - New	GSF - Remodel	NASF - New	NASF - Remodel	NASF - Replace
08/2017	08/2018	11,745.00	0.00	10,450.00	30,273.00	0.00

Brief Description (250 characters or less):

Partial renovation, transitioning multi-purpose room into regulation competition area for b'ball & v'ball; add 2 partial floors for cardio equipment, weights, offices, and classrooms. Will improve training and locker rooms. Work to be within existing bldg

A. Is this project only for new construction of a standalone building?

Yes No

B. If the answer to A above is yes, then, is this project requested as a result of (Select one):

Quality or Condition of Existing Space
 New programs or Space deficits created by student growth

Enter the percentage allocation of project funding anticipated for this project:

College/District Percent:	100.00%	Explain Funding:	Funding to be obtained from a combination of local funds, donations/contributions, and student fee revenues.
State Requested Funding Percent:	0.00%		

Questions that address Capital Measures

#9 Does this project being submitted support the current approved WCCC Statewide Strategic Plan?

Yes No

If Yes, rank from 1 to 3 the following in accordance with the criteria found in Appendix A: Evaluation Tool for Capital Construction.

Educated Citizenry	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3	Efficient and Effective Systems	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3
Diversified Economy	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Community Support	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3
Workforce Development	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Sustainability	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3

If Yes, provide a brief description of how the project supports the current approved WCCC Statewide Strategic P Project will add to the capacity of LCCC to provide educational opportunities that support healthy bodies which are an important aspect of developing and maintaining healthy minds. This project clearly meets the State's Interests of an educated citizenry, efficient and effective systems, community support and sustainability.

Capital Project Submittal: PE BUILDING RENOVATION

#10 Does this project support high growth or high demand industry/fields?

Provide a brief description of the program(s) to be accommodated:

Although this project does not directly support a high growth/demand industry, it does indirectly, in that it increases the capacity of LCCC to promote healthy bodies which in turn are critical in developing and maintaining the healthy minds of those students enrolled in the high growth/demand industry programs.

#11 Does this project support the institution's Master Plan?

Provide a brief description of the extent to which the project supports your Campuswide Master Plan:

This project is specifically identified in LCCC's master plan as a renovation/addition to improve the spaces for uses such as training and locker rooms, strength training, cardiovascular equipment, and classrooms as well as teamrooms. It will also enhance the functionality of the PE Building and correct some building and ADA code deficiencies.

The following are available only if the response to Question A is "No" or the response to Question B is "Quality or Condition of Existing Space".

#12 Does this project address issues related to Life Safety? (Select one)

Provide a brief description of the life safety issues (255 characters or less):

Building does not have fire sprinkler system throughout, only in multipurpose room. Existing fire sprinkler system supply does not meet current code.

#13 What is the facilities condition index (FCI) of the existing facility?

Provide a brief description of the existing conditions (255 characters or less):

Built in 1973 with major addition in 1982. Major improvements needed include building & ADA code requirements, electrical service upgrade, mechanical and plumbing upgrades, maintenance/repair, and fire sprinkler system upgrade/expansion.

Supporting Documentation

Additional documentation will be sent via email or mail.

Describe the additional documentation below.



Capital Project Submittal: PE BUILDING RENOVATION

LCCC Physical Education Building Renovation Level I Study of May 2014 and 2016 Level I Update

Capital Project Submittal: PE BUILDING RENOVATION

CONSTRUCTION BUDGET

PROJECT FEES:	
Planning	\$5,000
Design	\$629,445
Admin	\$0
Survey	\$3,000
Testing	\$37,767
Subtotal:	\$675,212

CONSTRUCTION - NEW:

Base Cost	\$0
Fixed Equip	\$0
Utilities	\$0
Walks/Roads	\$0
Drainage	\$0
Landscaping	\$0
Subtotal:	\$0

Cost per GSF - New:

CONSTRUCTION - REMODEL:

Demolition	\$0
Base Cost	\$6,294,493
Fixed Equipment	\$0
Utilities	\$0
Walks/Roads	\$0
Drainage	\$0
Landscaping	\$0
Subtotal:	\$6,294,493

Cost per GSF - Remodel:

OTHER COSTS:

Land	\$0
Movable Equipment	\$0
Contingency	\$336,360
Bond/Tax	\$0
Other	\$0
Sinking Fund	\$0
Subtotal:	\$336,360

REVENUE SOURCE:

State	\$0
Local	\$2,435,355
Private	\$2,435,355
Other	\$2,435,355
Total Revenue:	\$7,306,065

Total Project Cost: \$7,306,065

Comments:
none

OPERATING BUDGET

MAINTENANCE:	
FTE Staff	0
Salaries	\$0
Benefits	\$0
Supplies	\$16,720
Maint Contract	\$0
Other	\$0
Subtotal:	\$16,720

OPERATION:

Electricity	\$14,944
Heating Fuel	\$6,897
Water	\$522
Sewer	\$627
Sanitation	\$627
Telephone	\$0
Insurance	\$5,000
Subtotal:	\$28,617

REPAIR:

Building	\$19,124
Equipment	\$5,000
Subtotal:	\$24,124

REVENUE SOURCE:

State	\$0
Local	\$69,461
Private	\$0
Other	\$0
Total Revenue:	\$69,461

Total Project Cost \$69,461

Comments:
none

PROGRAM BUDGET

STAFF:	
Position 1 FTE:	0
Position 2 FTE:	0
Position 3 FTE:	0
Position 4 FTE:	0
Position 5 FTE:	0
Position 6 FTE:	0
Total FTE Staff:	0

BUDGET:

Salaries	\$0
Benefits	\$0
Supplies	\$0
Other	\$0
Subtotal:	\$0

REVENUE SOURCE:

State	\$0
Local	\$0
Private	\$0
Other	\$0
Total Revenue:	\$0

Total Project Cost: \$0

Comments:
none

Capital Project Submittal: PE BUILDING RENOVATION

Space Use Changes for Campus:

	Existing ASF	Existing % of Total	New ASF	Replaced ASF	Proposed ASF	Proposed % of Total
Classroom	70,224	10.16%	764	0	70,988	10.13%
Laboratory	144,981	20.98%	0	0	144,981	20.70%
Office	89,668	12.98%	3,541	0	93,209	13.31%
Study	13,879	2.01%	551	0	14,430	2.06%
Special Use	86,359	12.50%	0	912	85,447	12.20%
General Use	120,897	17.50%	2,263	0	123,160	17.58%
Support	28,819	4.17%	0	0	28,819	4.11%
Health	510	0.07%	0	0	510	0.07%
Residential	129,602	18.76%	0	0	129,602	18.50%
Inactive/Conversion	5,966	0.86%	3,331	0	9,297	1.33%
TOTAL	690,905	100.00%	10,450	912	700,443	100.00%

Space Use Changes for College:

	Existing ASF	Existing % of Total	New ASF	Replaced ASF	Proposed ASF	Proposed % of Total
Classroom	75,651	10.63%	764	0	76,415	10.60%
Laboratory	151,310	21.27%	0	0	151,310	20.98%
Office	94,312	13.25%	3,541	0	97,853	13.57%
Study	15,056	2.12%	551	0	15,607	2.16%
Special Use	86,467	12.15%	0	912	85,555	11.86%
General Use	123,393	17.34%	2,263	0	125,656	17.43%
Support	29,269	4.11%	0	0	29,269	4.06%
Health	510	0.07%	0	0	510	0.07%
Residential	129,602	18.21%	0	0	129,602	17.97%
Inactive/Conversion	5,966	0.84%	3,331	0	9,297	1.29%
TOTAL	711,536	100.00%	10,450	912	721,074	100.00%

TAB 5

Good News Items

Casper College Good News Items:

- The Casper College Men's Rodeo team is the 2015-2016 runner up in the Central Rocky Mountain Region and will compete in the College National Finals Rodeo in June.
- Casper College student Lucas Davis has been chosen to represent the state of Wyoming in College Debate 2016, a national, student-led initiative to engage young voters and assist in educating college students about the political scene and how to participate in the system that controls the future.
- The Casper College Debate team did well at nationals, finishing fourth in their division, second in debate and third overall.
- Two Casper College students recently attended the Clinton Global Initiative held in April.
- Casper College women's head basketball coach, Dwight Gunnare, was named Coach of the Year in Region IX for the 2015-2016 year. The Lady T-Birds ended the year with a record of 28-5.

Central Wyoming College Good News Items:

- Morgan Fobins, Ashley Glynn Harris and Nelson White III, received the Brad Humphrey Travel Award from the Wyoming Archaeological Society for their research at the annual conference of the Wyoming Association of Professional Archaeologists and Wyoming Archaeological Society. Professor Todd Guenther received the "Golden Trowel Award" for his contributions to the discipline by creating many opportunities for student engagement, learning and inspiring another generation of students to enter the profession.
- Jana Favela, Asia Williams, Rachel Graham and Rachel Tighe, received a Community College Transfer Fellowship from INBRE (IDEA Networks for Biomedical Research Excellence). This two-year award is worth \$10,000 for each student to continue their education at the University of Wyoming.
- CWC rodeo team members Coltin Hill and Colton Miller will compete in the College National Finals Rodeo June 12-18. Colton Miller ended the season in second place in saddle bronc riding and Coltin Hill was first in the region in steer wrestling.

Eastern Wyoming College Good News Items:

- The EWC golf team finished the season as Region IX Champions. They will travel to Melbourne, FL to compete in the national tournament. Four Lancer players were named to the All-Region team.
- Five EWC Lancer Rodeo team members will compete at the CNFR in Casper this June. The freshman team of Riley Cururchet, Kaycee, WY and Denton Shaw, Lusk, WY, were the 2015-2016 Rookies of the Year and reserve champion team ropers. Shaw also competes on the EWC golf team. The Lancer Rodeo received Rodeo of the Year honors.
- Dr. Douglas Zalesky was recently named the 2016 Distinguished Alumnus by the EWC Foundation.
- Dr. Ed Bittner, veterinary technology instructor has been recognized as STEM Post-Secondary Educator of the Year.
- English and Spanish instructor Dr. John Nesbitt has released his twenty-fourth traditional western novel, Death at Cantera.

Laramie County Community College Good News Items:

- LCCC's student newspaper, the Wingspan, was honored by the American Scholastic Press Association with the first-place award for student newspapers from community colleges with an enrollment of 2,501 or greater for the 2015 calendar year. The newspaper also earned nine Mark of Excellence awards from the Society of Professional Journalists Region IX competition.
- Additionally, LCCC recently became the first Wyoming college to receive national accreditation in concurrent enrollment. The accreditation is through the National Alliance of Concurrent Enrollment Partnerships.
- Laurel Zeiler and Carolyn Spranger, LCCC radiologic technology students, have been selected to participate in the American Society of Radiologic Technologists 2016 Student Leadership Development Program. They are two of only 99 students in the nation selected to take part in the program.

Northern Wyoming Community College District Good News Items:

- SC Agriculture students excelled at the National Postsecondary Agriculture Student Organization competition in Kansas City, Missouri. Sophomore Caleb Green placed first in the nation in the Agricultural Education Interview competition, sophomore Kristina Kline placed third in the Horticultural Job Interview competition. Overall three teams ended up with top-10 national ranks: Horticulture (4th), Beef (6th), and Equine (8th).
- SC Tech students won eight first-place medals and 14 total awards at the State SkillsUSA Championships. SC won team gold medals for Additive Manufacturing, Automated Manufacturing, and Welding Fabrication. Individual golds were won in Cabinet Making, Carpentry, Diesel Technology, Welding Technology, and Welding Sculpture. SC also was recognized with an award for Highest-Scoring Chapter at the collegiate level.
- GC Tech students won eight individual medals and three team medals. GC swept the Related Technical Math category. The team also saw Kayti Parish win gold in Early Childhood Education. In addition, students Jody Black and Kayti Parish won positions as Wyoming SkillsUSA President and Treasurer, respectively.

Northwest College Good News Items:

- Northwest College awarded 374 degrees and 22 certificates during the 2015-16 year. Among them were 25 Associate Degree Nursing students pinned during a ceremony last month.
- NWC's Forensics Team struck gold with a first-place finish among all two-year colleges competing in the prestigious Western States Communication Association Forensics Tournament this spring. In addition, the team took silver in the overall competition against all 14 colleges and universities that participated. Eight students competed, and every one placed in two or more events, making it one of NWC's most successful tournaments in history.
- The college's student newspaper, the Northwest Trail, won five 2015 regional Society of Professional Journalist Awards.
- NWC's delegation to this year's National Model United Nations Conference in New York City won a delegation-level Honorable Mention Award. This was the fifth year in a row that NWC took a delegation to the conference. NWC's students represented the country of Uzbekistan.

Western Wyoming Community College Good News Items:

- Western students Melia Dayley and Tanner Petersen received the Outstanding Legislative Intern Award for their service to lawmakers during Wyoming's Legislative Session. Western students have won the award six of the past eight years.
- Sophomores Melia Dayley and Edison Elder were selected as Western's Outstanding Graduates for 2015-16. Each gave an address during the Commencement program on May 13.
- Mustang Speech and Debate Team Captain Tanner Petersen received the Region III Fellowship Award at the Phi Rho Pi National Speech and Debate Tournament. The honor is awarded to the student who best exemplifies the attitudes and attributes of college forensics, as voted on by coaches and competitors. Region III includes two-year schools from Arizona, Colorado, El Paso, southern Idaho, Montana, Nebraska, Nevada, Utah, and Wyoming.
- Western's Paraprofessional Alliance donated \$1,000 from campus fundraisers to support the Central Wyoming Aviary. The Riverton-based organization finds homes for abused or displaced domesticated birds.



**Report to the Wyoming Community College Commission
June 2016**

General Manager's Report – Terry Dugas

WyomingPBS sustained significant damage to our Limestone Mountain transmitter site at the end of April, knocking us off the air in Fremont and Carbon County. Fortunately, we were still available to satellite and cable subscribers in Fremont County.

Engineering believes high winds broke the transmission line free from the tower, causing a short circuit. Below is a photo of a normal transmission line and the remains of the line at Limestone.

250 feet of transmission line was ordered and carried to Limestone. With a break in the weather, tower crews and the WyomingPBS engineers restored service on May 4.



We have been informed the State intends to sell a parcel of land on Banner Ridge in Sheridan County where several agencies, including WyomingPBS, have antennas. The buyer will require WyomingPBS to remove its tower and transmitter by January 1. Because of winter weather, we will need to move our equipment by early Fall.

One option is to relocate on an existing tower in Sheridan County. This might provide a stronger signal to the Sheridan area but would require us to pay monthly tower fees.

We are exploring other tower sites in the Red Grade area which might not have ongoing fees.

Cost of moving will be absorbed by the WyomingPBS reserve. Ongoing costs such as tower fees will come from our general operations fund.

Finally, we have a strong candidate pool for the Chief Technology Officer position. The Search Committee will begin reviewing applications at the end of May.

Wyoming PBS Foundation Update

A grant request to the Wyoming Arts Council for "Hidden Falls of Yellowstone" is pending.

Project Development

Due to the loss of over \$200,000 in state funding, WyomingPBS is evaluating its production schedule for the next fiscal year. We are committed to expanding our Legislative Coverage from 30:00 to 90:00 during the upcoming session. We are also committed to continuing our long running series, "Wyoming Chronicle," "Perspective," "Main Street Wyoming" and "Farm to Fork." We are revising all budgets for the next fiscal year in light of these reductions.

Respectfully submitted by Terry Dugas, General Manager of WyomingPBS

Wyoming Community College Commission



WYOMING
COMMUNITY COLLEGES

Tuition Policy Development
June 1, 2016

Exhibit 1 – A publication from the National Conference of State Legislatures that can serve as a primer in the overall conversation regarding a tuition policy.

Tab A – A Wyoming comparison to a national statistic

Tab B – A Wyoming comparison to a national statistic

Exhibit 2 – A publication that shows 62% of attendees at 2 year public institutions leave with no debt and an additional 23% have less than \$10,000 in debt.

Exhibit 3 - A publication that shows where student debt is actually accumulating.

Exhibit 4 – A list of comparative data from surrounding states and UW

Exhibit 5 – Tuition Policy Options

Tab C – College Preferences

Tab D – Summary Cost of Education Results from the Flom Cost Model

Tab E – Tuition Freeze Comparators

EXHIBIT 1

BY DUSTIN WEEDEN

SEPTEMBER 2015

Tuition at public four-year institutions has increased faster than inflation every year since 1980.¹ Over time, these consistent increases have compounded, causing concern among students, families and legislators about college affordability. Tuition, along with general appropriations and financial aid, represent the three primary policy levers legislatures may wish to use to craft a strong higher education finance policy. It is wise to consider the three levers together, since pulling one is likely to cause ripple effects in the other two. This brief is part of a series focusing on appropriations, financial aid and tuition policy. It highlights recent trends in tuition prices, some causes of tuition increases, and policy options states have considered.

Definitions

Several terms will be used throughout this brief—tuition, net price, price and cost. Because these terms sometimes are used interchangeably, it is important to clearly define each. *Tuition* as used here refers to the sticker or published price—the tuition amount published on institutional websites before any financial aid is applied. If a student were to receive no financial aid, sticker price tuition is the amount he or she would pay for courses each year. However, most students receive some type of financial aid—grants, scholarships, tax credits or tuition waivers—and do not pay the published price. *Net price* represents tuition minus any financial aid or discounts a student receives. Because individual students receive financial aid from many sources and for many different reasons, it is difficult to calculate a representative net price for all students. Most calculations for net price

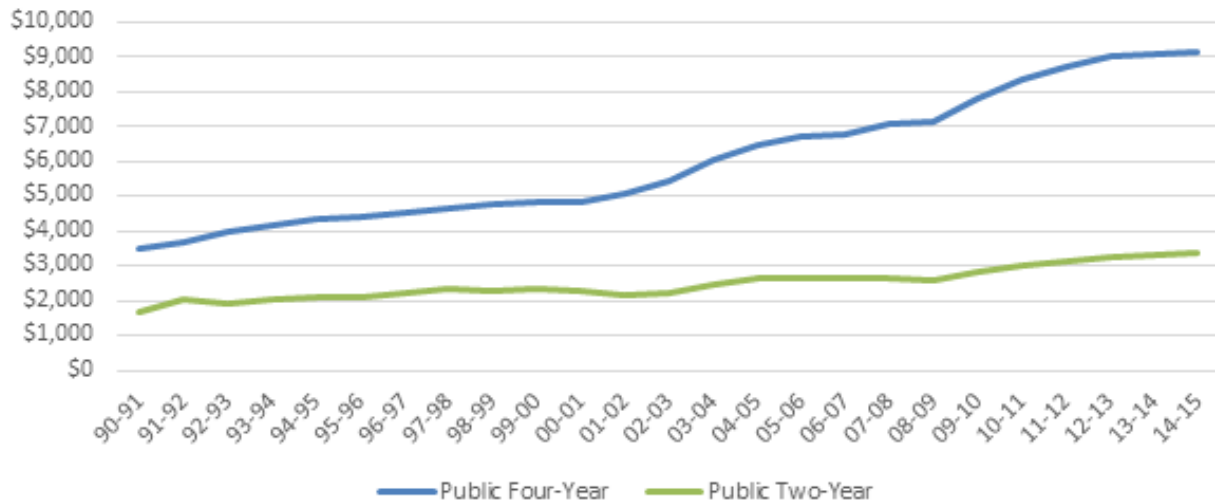
are, at best, estimates of what students at various income levels or types of institutions will pay in tuition after factoring in widely available forms of aid such as federal and state grants.

Price and cost frequently are used interchangeably, but when considering higher education institutional finances, it is important to draw a distinction. *Price* simply represents tuition—it is the amount institutions charge students for educational opportunities. *Cost*, on the other hand, refers to what institutions must pay to educate students. In other words, all institutional inputs—such as faculty and administrative salaries, benefits, building maintenance and student services—are costs. The difference between cost and price is especially important at public institutions because price does not equal cost. All states provide operational support to institutions; this allows resident students to pay a tuition price that is lower than the cost of educating them.

Trends

Since 1990, the national tuition average at public four-year institutions has increased by 161 percent after adjusting for inflation. At two-year institutions, the national tuition average has increased by 102 percent after adjusting for inflation since 1990.² Figure 1 illustrates these increases in inflation-adjusted dollars. The national average for tuition at public four-year institutions increased by \$5,653, from \$3,486 in 1990-91 to \$9,139 in 2014-15. At public two-year institutions, the national average tuition increased by \$1,692, from \$1,655 in 1990-91 to \$3,347 in 2014-15. See Tab A for Wyoming Comparison.

**Figure 1. Tuition Increases at Public Institutions, 1990-2014
(in Constant 2014 Dollars)**



Source: College Board. *Trends in College Pricing 2014*.

Total Price of Attendance

Although tuition prices receive significant attention, the true price of attending a postsecondary institution is much more than tuition. Students also must pay for room and board, textbooks, school supplies and transportation specifically related to their education. The sum of all these expenses is known as the total price of attendance. At public two-year institutions, tuition is approximately 19 percent of the total price of attendance, and at public four-year institutions it is approximately 40 percent.³ See Tab B for Wyoming Comparison.

Most students receive some form of financial aid to help offset the price of attendance. The net price students pay after all forms of financial aid are factored in is often much lower than the published price. An average net price is difficult to calculate for all students because the forms of aid available tend to vary by family income and academic ability. Figure 2 illustrates the approximate net prices by family income for first-time, full-time dependent students. The net price calculations subtract only grant aid and represent the price the average student in each income level would pay for tuition, fees, books, housing, supplies, transportation and personal expenses. The net price figures highlight the

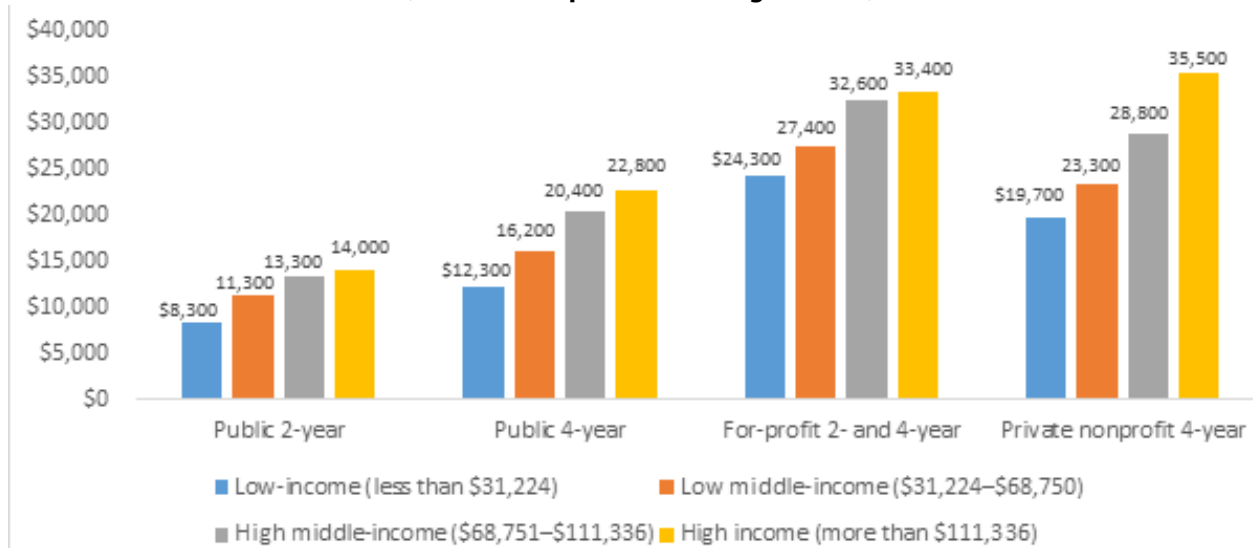
importance of state appropriations to public institutions. Students in the lowest income category who are attending public four-year institutions have an average net price of approximately 62 percent of the amount paid by similar students at private nonprofit four-year institutions.

Why Does Tuition Increase?

Some disagreement exists about the causes of tuition increases. This is primarily because the reasons for tuition increases in one state or institution may differ from those in a neighboring state or similar institution. Tuition setting is also an inherently political process and, in most states, often involves many people who have varying levels of influence and control over the process. External events such as recessions and the earnings differential between college graduates and high school graduates also influence tuition rates. In recent years, enrollment growth and recessions have been two of the primary causes of tuition inflation; however, institutional behavior and decisions also can lead to tuition increases.

Recessions have a significant negative effect on state revenue, which, in turn, limits the amount states are able to allocate to any single budget item. Higher

Figure 2. Net Price by Type of Institution and Family Income for First-Time, Full-Time Dependent Undergraduates, 2011-2012



Source: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

education appropriations—unlike spending on primary and secondary education, for which a specific amount is often legally mandated, or Medicaid spending, for which spending levels are tied to federal dollars—tend to be one of the most discretionary items in state budgets. Colleges and universities can offset reductions in state support by increasing tuition. Consequently, during economic downturns when states must reduce spending to meet balanced budget requirements, higher education funding tends to decline and tuition tends to rise. Given the severity of the most recent recession and the slow recovery—more than half of states still have not rebounded to pre-recession revenue levels⁴—declines in state appropriations have been a central factor in recent tuition increases at many public institutions.

Because enrollment in higher education institutions has increased rapidly in recent decades, it represents a second leading factor for tuition increases. The college earnings premium—the bump in earnings college degree earners receive compared to high school graduates—has steadily increased since the 1980s. Thus, a postsecondary credential represents a sound investment for most individuals, and has led more people to pursue postsecondary creden-

tials.⁵ Students who receive a bachelor’s degree earn approximately 65 percent more than someone who holds only a high school diploma.⁶ Since 1989, full-time equivalent enrollment at public institutions has increased by approximately 3.6 million students, representing a 48 percent growth in FTE enrollment.⁷ As enrollment increases, institutions must increase capacity to serve additional students. Institutions may need to hire additional faculty members, build more classrooms or residence halls and improve student services by hiring more advisors or expanding career counseling. Building capacity increases the costs associated with providing educational opportunities. In addition, when demand for higher education opportunities is high—as it has been at elite institutions for several years—institutions are able to charge a higher price. Market forces allow institutions with excess demand—typically flagship institutions that are able to turn away a sizable portion of applicants—to charge more without affecting demand.

Beyond changes in state support and enrollment, tuition increases are primarily driven by changes in an individual institution’s cost structure. All expenditures on instruction, research, administration, stu-

dent services, public service, and plant operation and maintenance comprise an institution's cost structure. If expenditures in one category go up, a concomitant increase in revenue or decrease in another expenditure category must occur. Compensation increases for faculty members, the decision to hire more administrators, benefit increases, lower teaching loads, energy prices, debt service, and efforts to improve institutional rankings all have caused tuition to rise since the 1980s.

Institutions also compete for students, especially those of high academic ability. In pursuit of students, institutions have upgraded amenities and increased scholarships in recent years. Amenities—including upgraded recreational facilities, modern residence halls, and technology infrastructure capable of handling modern mobile devices and streaming demands—typically are associated with increased tuition and fees necessary to pay for construction and operation of new facilities. The amount of tuition and fee revenue public institutions spend on debt service has increased by 35 percent since 2009, from \$522 million to \$706 million.⁸ In pursuit of students with certain characteristics, many colleges and universities provide institutional scholarships to lower the price highly desired students will pay. This practice, known as tuition discounting, has a long history at private institutions and has become increasingly common at public institutions. To award

these scholarships, institutions must increase the sticker price to ensure they earn adequate net tuition revenue.

Although intercollegiate athletics play an important role in many colleges, athletic departments are expensive to operate and few generate enough revenue to fully cover expenses. As a result, tuition and fees frequently are used to subsidize athletic ventures. In recent years, athletic expenses have increased and now may require larger subsidies from tuition and fee revenue at many colleges.⁹ In response to growing athletic costs, Virginia enacted legislation that capped the percent of operating revenue athletic programs can receive from institutions and student fees.¹⁰

Policy Options

Tuition policy is a primary tool states have to influence college affordability and access. In most states, legislatures do not directly set tuition rates. Rather, they indirectly influence tuition rates through the annual budget process and by establishing broad policy parameters institutions and governing boards must follow when setting tuition. Tuition policy is often a delicate balancing act between restraining tuition increases, and considering institutions' revenue needs. If tuition policy is too restrictive and limits revenue, the educational quality of institutions may decline, institutional bond ratings may be downgraded, and unintended consequences may arise should institutions aggressively seek alternative revenue sources, such as enrolling more nonresident students. If tuition rates rise faster than family incomes, students will likely need to borrow to finance their education, and price-sensitive students may attend an institution that does not match their academic credentials or may forego attending college entirely. The following section outlines several tuition policies states have enacted or considered.

Limitations on Annual Tuition Increases.

Several states have enacted limitations on the maximum amount tuition can increase over the

Policy Options

- Limitations on Annual Tuition Increases**
- Linking Tuition with Institutional Performance**
- Tuition Stabilization Fund**
- Tuition Freezes**
- Tuition Tax Credits and Deductions**
- Guaranteed or Fixed Tuition**
- Linking Tuition with Financial Aid**
- Resident and Non-Resident Tuition Tradeoffs**

previous year. Missouri implemented one of the strongest limitations in 2008-2009 when it tied tuition increases to inflation measured by the Consumer Price Index (CPI). Missouri institutions with tuition amounts above the state average may raise tuition only by the annual change in CPI. If an institution charges tuition below the state average, then it may raise tuition by the change in CPI multiplied by the average state tuition. If institutions exceed the maximum allowed tuition increase, they must return 5 percent of their state appropriations. Institutions also may receive a waiver to increase tuition more in certain circumstances, such as when state support declines during a recession.¹¹ Other states provide institutions more flexibility or restrict the limitation to a single budget cycle. For example, Colorado allows tuition to increase by as much as 6 percent each year without additional approval. In the most recent higher education appropriation bill, North Dakota limited tuition increases to 2.5 percent in the 2015-2016 and 2016-2017 academic years.

Other states use changes in median income to influence tuition increases. Maryland has set a goal of using a three-year rolling average change in median income for tuition increases. Washington enacted legislation in 2015 that ties tuition rates to the median wage in the state—research institutions charge a higher percent of median wage, while community colleges charge a lower percent. For states to tie tuition to a measure such as median income, state support for higher education institutions must remain relatively stable. Maryland uses a tuition stabilization fund to help meet the state tuition goal. In Washington, state support for higher education is expected to increase by the rate of inflation each year. Linking tuition to the median wage led to a 5 percent to 20 percent tuition reduction in Washington. The state increased its investment in higher education by more than \$200 million to pay for the tuition reduction.

Linking Tuition with Institutional Performance.

Texas considered linking tuition increases to the performance of individual institutions. Texas Senate Bill 778 proposed limiting tuition increases to the rate of inflation at institutions that do not meet target

levels on the majority of 11 performance measures. Institutions that meet the target levels on most performance measures would have been able to increase tuition by the rate of inflation plus 3 percent. The proposed performance measures were similar to the metrics other states use in performance funding models and include number of degrees awarded, number of students making progress toward degrees, graduations rates and administrative costs. Virginia allows institutions that meet certain performance benchmarks to retain interest earned on tuition and fee revenue that is deposited in the state treasury. While the current Virginia law is not tied to tuition increases, it does offer incentives for institutions to meet delineated state goals.

Tuition Stabilization Fund. Maryland created a Higher Education Investment Fund in 2007 to “invest in public higher education and workforce development” and “keep tuition affordable for Maryland students and families.”¹² Within the investment fund, Maryland created a Tuition Stabilization Account which functions similar to a rainy day fund for higher education. Funds from the account can be used only to stabilize tuition at higher education institutions. If higher education appropriations are lower than the previous year, the funds from the stabilization account can be used to offset the decline in appropriations and therefore limit tuition increases. The stabilization account is one way Maryland links tuition policy with annual appropriations to help meet state higher education goals.

Tuition Freezes. Tuition freezes are fairly common following the large tuition increases that tend to occur during recessions. Freezes frequently are informal agreements negotiated during the budget process between institutions and legislatures. In exchange for increasing state support by a certain amount, institutions agree not to raise tuition for a certain period. An analysis by the California Legislative Analyst’s Office found that tuition freezes often are followed by rapid tuition increases in ensuing years, making current students the primary beneficiaries the freezes.¹³ Tuition freezes do link appropriations and tuition; however, they are temporary fixes that

last for only one or two budget cycles and do not address institutional cost structures or create long-term affordability solutions.

Tuition Tax Credits and Deductions. A few states offer state tax credits or deductions for tuition expenses. South Carolina offers a maximum refundable tax credit of \$850 for students who are attending four-year institutions and \$350 credit for those attending community colleges.¹⁴ New York offers a refundable tax credit that varies based on how much tuition a student must pay. Students who pay less than \$5,000 in tuition receive a maximum credit of \$200. Students who pay more than \$5,000 receive the maximum credit of 4 percent of qualified tuition expenses. In addition, at least 33 states offer income tax credits or deductions for contributions to college savings plans.¹⁵ Although these tax benefits may not directly offset current tuition charges, they provide incentives for families to save for future educational expenses, including tuition.

Guaranteed or Fixed Tuition. Fixed or guaranteed tuition policies set a single tuition price for each incoming class that cannot increase for a certain period—usually four years. Under such policies, once enrolled, students do not face rapid tuition increases from one year to the next, allowing families to better plan for college costs. However, if institutional costs or revenue fluctuate greatly from one year to the next, one class of entering students may pay much more than the previous year’s class. These policies shift the uncertainty of tuition increases from students to institutions, which must estimate the tuition revenue needed through the duration of the guarantee period. Policies in at least six states allow or require state institutions to offer guaranteed tuition rates. Among these states, Illinois requires all public institutions to offer a plan.

Linking Tuition with Financial Aid. Because low-income students are sensitive to price changes, tuition increases can adversely affect their enrollment and decisions to remain in college. To counter the negative effects of tuition increases among low-income students, some states require a certain amount

of all tuition increases be reserved for need-based aid. Prior to implementing a tuition reduction, Washington required institutions that increased tuition above the amount expected in the appropriations bill to set aside 5 percent of tuition revenue for need-based aid.

Resident and Non-Resident Tuition Tradeoffs.

In response to lower state appropriations per student, many institutions have increased nonresident student enrollment in an effort to boost revenue. Several public research institutions have kept resident enrollment flat, while substantially increasing the number of non-resident students.¹⁶ In most states, institutions and governing boards have significant flexibility to set nonresident tuition rates. A few states establish baseline nonresident tuition amounts that usually are tied to the resident rate or instruction costs. For example, Alabama requires that tuition for nonresidents be a minimum of twice the resident rate,¹⁷ and West Virginia requires nonresident tuition to cover the full cost of instruction.¹⁸ This practice of increasing nonresident enrollment can limit access to more selective public institutions.¹⁹ Consequently, some states place caps on the percent of nonresident students a university can enroll. Colorado limits nonresident enrollment to 45 percent of each incoming freshman class.²⁰

Connecting Tuition Policy to a State Public Higher Education Agenda

Because higher education lacks a good definition of quality, higher prices may be equated with higher quality. In the current era of limited tax revenue and competing budget priorities, however, higher education institutions need to be more efficient—educating more students with less revenue—and more productive—providing students with the skills needed to be successful in the workforce in a timely manner. A growing number of states are creating higher education public agendas that outline specific goals for higher education institutions. Once higher education goals are established, linking tuition policy with state appropriations for institutions and financial aid policy provides states with an opportu-

nity to influence institutional behavior and achieve state goals without micromanaging decisions.

At public institutions, successful tuition policy will likely be linked to state appropriations. Because so many institutions rely on appropriations and tuition as primary sources of revenue, a decline in one revenue source means the other one must increase or costs must decrease. While many institutions could find cost savings in various areas, maintaining stable appropriations and tuition revenue will help institutions better plan long-term budgets and identify cost savings. Students and families also will be better able to plan for future tuition payments if increases are moderate and predictable. Linking tuition increases to median family income—as Maryland and Washington has done—will require a stable investment from state appropriations.

In addition to appropriations, linking tuition policy with financial aid can help maintain affordability, even if tuition prices increase. A policy that requires institutions to reserve a portion of tuition increases (if the increase crosses a predetermined threshold) can help offset the impact of tuition increases for the most price-sensitive students. Financial aid can also be an efficient method of financing higher education opportunities, since the funding goes directly to the students who need the most financial support.

Tuition, appropriations and financial aid can be linked in a number of ways, and each state may wish to consider the political, economic and demographic context to determine the best course of action. It remains important to monitor both the effectiveness and the unintended consequences of any change in tuition policy.

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TAB A

Wyoming Community College Commission

1990/91 vs 2014/15

	1990-91
	Full-time (12 hours or more)
WY Resident	\$480/year

	2014-15
	Full-time (12 hours or more)
WY Resident	\$1992/year

Wyoming Increase in \$	\$	1,512.00
National Average Increase	\$	1,692.00
National Average Tuition 14/15	\$	3,347.00
Wyoming Tuition 14/15	\$	1,992.00
Wyoming % of National Avg		59.52%

TAB B

AY 2016-2017

	Tuition	Fees	Books and Supplies	Travel	Personal Expenses	R&B	Total	*Tuition as percent of cost of attendance
Casper	\$ 2,136	\$ 456	\$ 1,200	\$ 1,305	\$ 1,305	\$ 5,820	\$ 12,222	17.48%
CWC	\$ 2,136	\$ 720	\$ 1,200	\$ 1,250	\$ 1,250	\$ 6,443	\$ 12,999	16.43%
EWC	\$ 2,136	\$ 576	\$ 1,300	\$ 1,350	\$ 1,350	\$ 6,706	\$ 13,418	15.92%
LCCC	\$ 2,136	\$ 1,152	\$ 1,200	\$ 900	\$ 900	\$ 7,200	\$ 13,488	15.84%
NWC	\$ 2,136	\$ 770	\$ 1,000	\$ 1,432	\$ 1,432	\$ 5,198	\$ 11,968	17.85%
NWCCD	\$ 2,136	\$ 960	\$ 1,360	\$ 600	\$ 600	\$ 6,170	\$ 11,826	18.06%
WWCC	\$ 2,136	\$ 408	\$ 1,600	\$ 379	\$ 379	\$ 5,534	\$ 10,436	20.47%
							System Average	17.43%
							Avg Total Cost	\$ 12,336.71
							Avg No R&B	\$ 6,183.71
							Avg Tuition and Fees	\$ 2,856.29
							Avg R&B	\$ 6,153.00
							Avg Books/Supplies	\$ 1,265.71
							Avg Tvl&Pers Exp	\$ 2,061.71 On Campus
							Avg Tvl&Pers Exp	\$ 2,657.55 Off Campus

If tuition were to account for 19% of the total cost of attendance, the tuition per credit hour would need to be \$98, whereas it is set at \$89 today, a 10% increase would be needed.

* before any financial aid is used

Average Pell Grant is \$3,673 for 14/15 AY per US Dept of Education

Hathaway Levels:

Honors	\$3,360/year
Performance	\$2,520/year
Opportunity	\$1,680/year
Provisional	\$1,680/year

EXHIBIT 2

Student Debt

Growing concerns over student debt make a focus on this issue critical to understanding differences across postsecondary sectors. Community college students are less likely to borrow than other students, and those who do borrow accumulate lower amounts of debt on average. Although this is primarily a result of the lower prices they face, it is also possible that students in this sector choose to work more instead of borrowing more. As mentioned earlier, community college students are more likely to work full time and be enrolled part time, which makes it difficult for them to complete

their studies and earn credentials in a timely fashion.

As shown in Table 8, 59% of associate degree recipients and 65% of certificate recipients who received their credentials from community colleges in 2011-12 did not borrow. This compares to 12% and 14%, respectively, of those who received similar credentials from for-profit institutions. Only 9% of associate degree recipients from community colleges graduated with \$20,000 or more in debt, compared to 55% of associate degree recipients from for-profit institutions.

Table 8: Distribution of Total Undergraduate Debt by Sector and Type of Degree or Certificate, 2011-12

	No Debt	Less than \$10,000	\$10,000 to \$19,999	\$20,000 to \$29,999	\$30,000 to \$39,999	\$40,000 or More	Total
Bachelor's Degree							
Public Four-Year	34%	12%	14%	18%	10%	12%	100%
Private Nonprofit Four-Year	25%	8%	12%	20%	14%	20%	100%
For-Profit	12%	4%	7%	14%	16%	48%	100%
Associate Degree							
Public Two-Year	59%	20%	12%	5%	2%	2%	100%
For-Profit	12%	13%	20%	27%	15%	13%	100%
Certificate							
Public Two-Year	65%	22%	7%	3%	2%	1%	100%
For-Profit	14%	36%	37%	9%	2%	2%	100%

Source: NCES, NPSAS 2012.

EXHIBIT 3

Heaviest Debt Burdens Fall On 3 Types of Students

The typical undergraduate borrower isn't suffering from college loans.

By [The Hechinger Report](http://topics/author/the-hechinger-report) | Contributor
June 8, 2015, at 8:28 a.m.



Some borrowers are struggling to repay their student loan debt. ISTOCKPHOTO

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With 17 percent (<http://www.newyorkfed.org/newsevents/mediaadvisory/2015/Student-Loan-Press-Briefing-Presentation.pdf>) of borrowers behind in their payments or in default on the nation's \$1.2 trillion in college loans, it's not surprising that student debt is emerging as a campaign issue for the 2016 election. It's not only an important public policy problem, but also a matter that resonates with young millennials and might lure them to the polls on Election Day, according to a [Washington Post analysis](http://www.washingtonpost.com/business/economy/how-student-debt-became-a-presidential-campaign-issue/2015/05/24/1463948e-f41c-11e4-b2f3-af5479e6bbdd_story.html) (http://www.washingtonpost.com/business/economy/how-student-debt-became-a-presidential-campaign-issue/2015/05/24/1463948e-f41c-11e4-b2f3-af5479e6bbdd_story.html) on May 24.

But some proposals, such as eliminating student debt at public colleges or reducing interest rates, might not target the borrowers who are struggling the most. **An April 2015 Urban Institute report points out that student debt isn't a problem for the typical undergraduate student, but rather for smaller groups of atypical students.**

"I read so much about how student debt is ruining people's lives, but most people with student debt are just doing fine," said Sandy Baum, one of the co-authors of "[Student Debt: Who Borrows Most \(http://www.urban.org/research/publication/student-debt-who-borrows-most-what-lies-ahead\)](http://www.urban.org/research/publication/student-debt-who-borrows-most-what-lies-ahead)?" What Lies Ahead."

"It's really important to understand exactly which are the people who are borrowing unmanageable amounts of money. There's not one solution for all of them," Baum added.

Baum, a long-time expert in college costs and student debt, studied the most recent data at the National Center for Education Statistics. In an interview, she identified three categories of student debtors who deserve attention.

1. Graduate students: The reason that the "average" student's debt is so high – almost \$23,000 – is because the figure includes the loans of graduate students, who are permitted to borrow unlimited amounts from the federal government up to the cost of attendance. Sixty-five percent of 2012 graduates who borrowed \$50,000 or more were graduate students.

Lawyers accounted for 8 percent of graduate students with high debts. Doctors accounted for 5 percent.

"People think of student debt as an undergraduate problem, but it's really graduate students," Baum explained.

[**READ:** [How Much Outstanding Loan Debt is From Grad Students? More Than You Think](http://www.usnews.com/news/articles/2014/03/25/how-much-outstanding-loan-debt-is-from-grad-students-more-than-you-think) (<http://www.usnews.com/news/articles/2014/03/25/how-much-outstanding-loan-debt-is-from-grad-students-more-than-you-think>)]

Many of them find high-paying jobs after graduation. With the downturn in the legal field, some law school graduates might be suffering. "But these are people with B.A.'s," said Baum. "You can argue they knew what they were getting into."

Of course, these students would welcome a reduction in student loan interest rates. But Baum argues that the savings would be a "windfall" to upper-income Americans. Low-income Americans tend to have smaller debts, she said, and wouldn't benefit as much.

2. For-profits: At first glance, there's been an alarming increase in the number of four-year college graduates with very large debts. Back in 2004, only 1 percent of students who earned a bachelor's degree that year had borrowed \$50,000 or more, adjusted for inflation. That grew to 10 percent in 2012.

[**READ:** [Average Student Loan Debt Hits \\$30,000](http://www.usnews.com/news/articles/2014/11/13/average-student-loan-debt-hits-30-000) (<http://www.usnews.com/news/articles/2014/11/13/average-student-loan-debt-hits-30-000>)]

With colleges hiking tuition prices well above the inflation rate, heavy debts aren't surprising. Still, they're not commonly carried by conventional undergraduates.

"Those who do have this high level of debt disproportionately are in the for-profit sector, independent of their parents, or in school for more than four years," wrote Baum and her co-author Martha Johnson.

[READ: [10 Colleges Where Graduates Have the Least Student Loan Debt \(//www.usnews.com/news/articles/2015/06/08/heaviest-college-debt-burdens-fall-on-3-types-of-students\)](http://www.usnews.com/news/articles/2015/06/08/heaviest-college-debt-burdens-fall-on-3-types-of-students)]

Graduates of for-profit schools accounted for a quarter of the students who were graduating from college in 2012 with more than \$50,000 in debt, but they constituted only nine percent of all degree recipients. By contrast only six percent of students who earned their degrees from a public four-year school had such a high level of debt. At private nonprofit colleges, 12 percent of graduates had high debts, still less than half the rate of the for-profits.

3. Dropouts: People who didn't complete their degrees account for 59 percent of the students with low debts, that is, debt between \$1 and \$10,000. Those without college degrees are less likely to pay back their student debt, not only because they often can't get a high-paying job, but also because "some people feel ripped off and they shouldn't have to pay it back," explained Baum.

One sign that smaller debtors like these are driving the default rates is that the average debt of people in default is roughly \$14,000, much less than the average student's debt of almost \$23,000. It's not a small universe of people; [41 percent \(https://nces.ed.gov/fastfacts/display.asp?id=40\)](https://nces.ed.gov/fastfacts/display.asp?id=40) of those who start college fail to complete a four-year degree in six years. Completion rates are even lower at [community colleges \(http://ccrc.tc.columbia.edu/Community-College-FAQs.html\)](http://ccrc.tc.columbia.edu/Community-College-FAQs.html).

How to help these students with their debts is a tough problem. "You don't want to say, 'if you don't graduate, we won't make you pay,'" explained Baum.

There is already help, though, for many students. The federal government already has special repayment programs in place, including [three different ways \(https://studentaid.ed.gov/sa/repay-loans/understand/plans/income-driven\)](https://studentaid.ed.gov/sa/repay-loans/understand/plans/income-driven) to lower monthly payments based on your income. If you're under 150 percent of the poverty line, you pay nothing. Above that, borrowers pay 10-20 percent of their income. And if you enter [public service \(https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service\)](https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service), the federal government can wipe out your student debt after 10 years.

[LEARN MORE: [College Loan Center \(//www.usnews.com/education/best-colleges/paying-for-college/student-loan\)](http://www.usnews.com/education/best-colleges/paying-for-college/student-loan)]

The programs are still new and people complain about bureaucratic red tape, but they're good news for the teaching profession. Those who received master's degrees in education accounted for 17 percent of the graduate students with \$50,000 or more in debt. A public school teacher can qualify for both pay-as-you-earn loan payment reductions and public service debt forgiveness. After 10 years of teaching, and making income-based payments, a public school teacher's student loan should disappear.

The student debt debate, at least in political circles, often ignores that.

Tags: [education \(//www.usnews.com/topics/subjects/education\)](http://www.usnews.com/topics/subjects/education), [community colleges \(//www.usnews.com/topics/subjects/community_colleges\)](http://www.usnews.com/topics/subjects/community_colleges), [student loans \(//www.usnews.com/topics/subjects/student_loans\)](http://www.usnews.com/topics/subjects/student_loans), [graduate schools \(//www.usnews.com/topics/subjects/graduate_schools\)](http://www.usnews.com/topics/subjects/graduate_schools), [colleges \(//www.usnews.com/topics/subjects/colleges\)](http://www.usnews.com/topics/subjects/colleges)

[The Hechinger Report \(//topics/author/the-hechinger-report\)](http://www.usnews.com/topics/author/the-hechinger-report) | CONTRIBUTOR

This column was written by Jill Barshay and produced by The Hechinger Report (<http://hechingerreport.org/>), a nonprofit, independent news website focused on inequality and innovation in education.

EXHIBIT 4

Fast Facts
Surrounding States 2 Year Institutions Average Tuition and UW Tuition

	16-17 Tuition/Credit Hour	WUE
Wyoming CC	\$ 89.00	\$ 134.00
Colorado	\$ 283.00	
Idaho^	\$ 133.33	
Utah	\$ 147.00	
Nebraska*	\$ 88.00	
Montana**	\$ 100.33	
South Dakota***	\$ 109.00	
UW	\$ 124.00	

^ College of Southern Idaho, College of Western Idaho and Northern Idaho College

* Includes Western Nebraska CC and Mid-Plains CC (North Platte and McCook) only

**Includes MSU Billings, Miles City College, Great Falls College

***All SD technical institutes charge same rate.

Western Nebraska CC charges Colorado, Wyoming and SD residents just \$1 more per credit hour than the resident rate. Their Non-resident rate is just \$104 per credit hour

EXHIBIT 5

Tuition Policy Options

College Preferences – preferred method(s) as expressed by each institution. (Tab C)

Tuition Rate by Level of Instruction or by Upper and Lower Division Courses - higher rate for more expensive courses. Costs can be calculated using the cost model created by Sheldon Flom at WWCC, percentage of cost set as tuition rate.

In-District : Out-of-District Tuition Rate for Students from Non-assessed Counties – address inequities of having only 7 counties contribute tax dollars to support institutions. Idaho assess an additional \$50 per credit hour, up to a maximum of \$500 per semester, for out-of-district students.

Tuition Rate as a Percent of College Cost to Deliver - overall percentage of cost as determined by the cost model developed by Sheldon Flom at WWCC; what should percentage be set at if used? (Tab D)

Tuition Rate Freeze – potential student savings spreadsheet (Tab E)

TAB C

Wyoming Community College Commission

Tuition Policy Options - College Preferences

	Casper		Central		Eastern		Laramie Co.		Northwest		Northern		Western		System	
	Yes / No	Weight	Yes / No	Weight	Yes / No	Weight	Yes / No	Weight	Yes / No	Weight	Yes / No	Weight	Yes / No	Weight	Yes / No	Weight
Use of Inflationary Indices																
Consumer Price Index (CPI)	Y	33	Y	20	Y	8.75	Y	50	N							111.75
Employment Cost Index for Postsecondary Institutions (ECI)			N		Y	5.75			N							5.75
Higher Education Price Index (HEPI)	Y	33	N		Y	9.75			Y***	25	Y****	34				101.75
Changes in Wyoming Median / Median Family Income			N		Y	5.75			N				Y	50		55.75
Use of Other Tuition Rate "Multipliers"																
Credit Hours Up to Full-Time Status of 15, Instead of 12	N		Y	40	Y	17.67	Y	50	Y	35	N		N			142.67
All Credit Hours	Y*	34	Y	10	Y	22.67			N		Y	27	N			93.67
All Credit Hours, but with Surcharge Above 12 or 15			N		Y	5.66			N		N		N			5.66
Use of Differential Tuition Rates																
Tuition Rates Tied to Levels of Instruction	N		N		Y	2.5			N		Y	20	N			22.5
Tuition Rates Tied to "Upper- and Lower-Division" Courses	N		N		Y	2.5			N		N		N			2.5
Use of "Geographical" Resident Tuition Rates																
Higher Rate for Out-of-District Students			Y	20	N				Y	10	N		N			30
Higher Rate for Students from 16 Counties with No 4-Mil			N		N				Y	10	N		N			10
Use of Regional Resident Tuition Rate Comparators	N		Y	10	Y	2	Y**		Y	20	Y	3	Y	20		55
Use of "True" Costs of Per-Credit-Hour Instructional Delivery																
Resident Tuition Set at a Percentage Deemed Fair for Students	N		N		N				N		Y	4	Y	30		34
Nonresident Tuition Set to Cover Entire Instructional Cost	N		N		N				N		Y	4				4
Use of Tuition Rate Freezes	N		N		Y	2			N		N		N			2
Use of Just One Tuition Rate, Regardless of State of Residency	N		N		Y	15			N		Y	8	N			23
Frequency of Tuition Changes																
Annual			X		X*****						X					
Biennial (implemented consistent with the state's biennial budget cycle)	X*****						X*****									
Biennial (implemented midway through the state's biennial budget cycle)																

* With respect to tuition rate multipliers, Casper prefers the current policy of only charging tuition up to 12 credit hours per semester. If this were no longer an option, tuition for all credit hours would be its preference.

** LCCC didn't assign a weight to its preference for regional comparators, but indicated they should be used to ascertain the market threshold for tuition increases; in other words, they should be used to determine if the tuition rates start to place Wyoming's colleges out of competitive market range, but not used to determine how to change the rates.

*** Northwest favors use of one or more inflationary indices (e.g., highest rate, blended rate), but not necessarily any specific one.

**** Northern indicated its preference for use of an inflationary index could apply to any of the four options, not just the one selected.

***** Despite their preference for biennial tuition rate changes, both Casper and LCCC indicated the Commission should retain the ability to implement mid-biennium tuition adjustments as necessary to accommodate special circumstances such as mid-biennium budget reductions.

***** Despite its preference for annual tuition rate changes, Eastern indicated that if one of the biennial options were implemented, its preference would be the latter of the two (i.e., midway through the biennial budget cycle).

TAB D

Cost of Delivery

	Traditional	On-Line	% of Traditional	Concurrent	% of Traditional
CC	\$ 571.61	\$ 482.32	84.38%	\$ 93.21	16.31%
CWC	\$ 596.56	\$ 427.27	71.62%	\$ 63.74	10.68%
EWC*	\$ 584.51	\$ 391.63	67.00%	\$ 71.89	12.30%
LCCC	\$ 510.71	\$ 445.75	87.28%	\$ 129.62	25.38%
NWC	\$ 571.87	\$ 487.48	85.24%	\$ 152.23	26.62%
NWCCD	\$ 593.40	\$ 433.89	73.12%	\$ 55.82	9.41%
WWCC	\$ 553.55	\$ 389.75	70.41%	\$ 78.47	14.18%
System Average	\$ 568.89	\$ 436.87	76.79%	\$ 92.14	16.20%

*EWC included additional expenses related to concurrent delivery that were excluded to ensure each institution was calculated in the same way.

15% of average cost	\$ 85.33
16% of average cost	\$ 91.02
17% of average cost	\$ 96.71
18% of average cost	\$ 102.40
19% of average cost	\$ 108.09
20% of average cost	\$ 113.78
21% of average cost	\$ 119.47
22% of average cost	\$ 125.16

TAB E

Cost Benefit Calculations - Tuition Freeze

Year 1	Tuition	Cost		
12 Credits (6 per semester)	\$ 83.00	\$ 996.00		
18 credits (9 per semester)	\$ 83.00	\$ 1,494.00		
24 credits (12 per semester)	\$ 83.00	\$ 1,992.00		
30 credits (15 per semester)	\$ 83.00	\$ 1,992.00		
	Tuition			
	w/5%	Tuition		
Year 2	increase	Freeze	Savings	
12 Credits (6 per semester)	\$ 87.00	\$ 83.00	\$ 48.00	
18 credits (9 per semester)	\$ 87.00	\$ 83.00	\$ 72.00	
24 credits (12 per semester)	\$ 87.00	\$ 83.00	\$ 96.00	
30 credits (15 per semester)	\$ 87.00	\$ 83.00	\$ 96.00	
	Tuition w/			
	5%	Tuition		
Year 3	increase	Freeze	Savings	
12 Credits (6 per semester)	\$ 91.00	\$ 83.00	\$ 96.00	
18 credits (9 per semester)	\$ 91.00	\$ 83.00	\$ 144.00	
12 credits (to complete)	\$ 91.00	\$ 83.00	\$ 96.00	
	Tuition w/			
	5%	Tuition		
Year 4	increase	Freeze	Savings	
12 Credits (6 per semester)	\$ 96.00	\$ 83.00	\$ 156.00	
6 credits (to complete)	\$ 96.00	\$ 83.00	\$ 78.00	
	Tuition w/			
	5%	Tuition		
Year 5	increase	Freeze	Savings	
12 Credits (6 per semester)	\$ 101.00	\$ 83.00	\$ 216.00	

- Best case scenario - if a student took 12 CH/year for 5 years, presumably then having 60 credits, they could save a total of \$516
- Best case scenario - if a student took 18 CH/year for 3 years and 6 CH in the final year, presumably then having 60 credits, they could save a total of \$294
- Best case scenario - if a student took 24 CH/year for 2.5 years, presumably then having 60 credits, they could save a total of \$192
- Best case scenario - if a student took a full load of 15 CH per semester and graduates in 2 years, they could save \$96

Cost Benefit Calculations - (Degree?) Completion Refund (funding considerations)

Finish in 4 semesters or less	\$ 150.00	This would be more than potential savings from a tuition freeze by \$54
Finish in 5 semesters	\$ 175.00	This would be less than potential savings from a tuition freeze by \$17
Finish in 6 semesters	\$ 200.00	This would be more than potential savings from a tuition freeze by \$8