

# Community College Commission

## Mission and philosophy

The Wyoming Community College Commission (WCCC), the seven community colleges and public television, comprise the Wyoming Community College System, which operates under the concept that a quality, accessible and affordable education is the right of every Wyoming resident.

The system strives to deliver post-secondary education and training consistent with the statutorily defined mission. The mission and purpose of the commission is to provide coordination, advocacy and accountability for the community college system on behalf of Wyoming.

The mission and purpose of the system is clearly defined in statute: "The mission of Wyoming's community colleges is to provide access to post-secondary educational opportunities by offering broad comprehensive programs in academic as well as vocational-technical subjects. Wyoming's community colleges are low tuition, open-access institutions focusing on academic transfer programs, career and occupational programs, developmental and basic skills instruction, adult and continuing education, economic development training, public and community services programming, and student support services" (*Session Laws of Wyoming, Chapter 228, Section 3(a)*).

The commission believes post-secondary education in Wyoming should be accessible and affordable, yet flexible enough to meet dynamic, changing workforce and educational requirements. The commission also believes it should be based on a reliable and dependable source of funding, contribute to economic development and play a leadership role in promoting a system of seamless education from birth throughout ones life.

## Results of outcomes

**Goal I:** to assure coordinated, efficient and effective operations of the community college system.

**Objective A:** to manage commission programs that ensure the efficient and effective operations of the community college system.

**Status of objective:** One of the responsibilities of the commission is to establish tuition rates for Wyoming community colleges to provide contextual guidance for establishing long-term tuition policy, commissioners directed staff to conduct a regional long-term tuition study. A summary of the study is under the heading *College System Goal I, Objective A*.

## General information

Bruce Snyder, executive director

## Agency contact

Steven Butler, deputy executive director for policy analysis

2020 Carey Ave., Eighth Floor

Cheyenne, WY 82002

307/777-6290

[sbutler@commission.wcc.edu](mailto:sbutler@commission.wcc.edu)

## Year established and reorganized

Established 1985, reorganized 2000

## Statutory references

W.S. 21-18-202

## Authorized personnel

12

## Clients served

Governor, Legislature, community colleges, other state agencies.

## Budget information

Objective A	\$ 1,813,799	0.03
Objective B	\$57,511,895	0.92
Objective C	\$1,587,651	0.03
Objective D	\$1,600,000	0.03
Objective E	\$225,000	0.00
<b>Total</b>	<b>\$62,738,345</b>	<b>1.00</b>

## ***System-wide database***

Of crucial importance to the day-to-day operations of the community college system is the colleague administrative computing system. Colleague is also the means that most of the data is produced to meet the statutory reporting requirements of the WCCC. To that end, a data element dictionary has been developed collaboratively between the WCCC and the colleges, which will ensure accurate accountability reporting. Data harvesting and database development programming were created in-house.

Safari, a report writing software tool designed for Colleague, also will assist colleges in developing data reports for use on local campuses and statewide reporting. The contract for Safari and two other Colleague products — Envision Toolkit and Accesslink — were purchased for the colleges through a contract negotiated by the WCCC. All of the products enhance each college's ability to collect data relevant to state and local accountability roles. The WCCC continues to study Colleague and third-party software products to determine their suitability for reporting and daily operations.

The WCCC was also successful in attaining increased telecommunications capacity through the Wyoming Equality Network (WEN). The increase permits colleges to provide better quality distance education, Web registration, e-commerce, academic research resources and faculty and student advising.

The WCCC also coordinated with Qwest to implement security firewalls to improve college system Internet security. The WCCC coordinates policy decisions for the college systems' continued participation in the WEN by working with the WEN Network Policy Group, State Video Governance Committee and State Education Technology Planning Group.

The WCCC negotiated hardware support contracts for all college administrative system line printers and continues to coordinate all operations service for administration system hardware and software.

## ***Accountability reporting***

The WCCC compiles data from many sources (student surveys, college administrative computing records, adult basic education files, the University of Wyoming, Wyoming Public Television, American with Disabilities records, etc.) to fulfill reporting requirements. Goals, objectives and outcomes reported throughout the balance of the report are the results of the data compilation.

***Objective B:*** to ensure the equitable distribution of, and accountability for, state aid dollars utilized in community college instructional and support programs.

A community college system funding allocation model that is fair, replicable and scientifically based is essential to meeting the goals of this objective. In some states, the relative funding of community

colleges is the subject of an annual or biennial political wrangle, with little, if any, consistency. In other states (including Wyoming until quite recently), a formula approach has been used, in which funding is determined mechanically by factors such as student enrollment and square footage of physical plant. Drawbacks of that approach include an excessive sensitivity to fluctuating enrollments (making even short-range planning difficult) and a stimulus for new construction beyond what might truly be needed.

The previously adopted model was comparator-based for both budget request and funding allocation. Dennis Jones from the National Center for Higher Education Management Systems (NCHEMS) served as the consultant in developing the model.

## ***Why revisions were necessary?***

- a) The NCHEMS funding model relied on the Integrated Postsecondary Education Data System (IPEDS), a database accessible on the Internet through the National Center for Education Statistics. Realistically, this is the only feasible source of comprehensive, consistent and comparable quantitative information on the nation's community colleges. However, effective with the most recently posted data (covering the 1999-2000 academic and fiscal years), IPEDS no longer reports college revenues separately as restricted and unrestricted but only reports the totals. This change alone dictated a substantial revision of the NCHEMS funding approach.
- b) Statistical data analyses revealed the four criteria, which the NCHEMS model relied on for selecting comparator colleges, explains less than 2 percent of the variance in college funding levels — revenue per full-time equivalent (FTE) student. Fundamentally, the NCHEMS model fails tests of statistical validity. The revised model explains 43 percent of the variation in revenue of FTE.
- c) The NCHEMS model included subjective criteria in the selection of comparator colleges, which created problems in replicating the calculations for subsequent budgets. Several college administrators believed this subjectivity made the model less scientific than it should be.

Responding to these concerns, the WCCC entered into a contract with Dr. Burke Grandjean, director of the University of Wyoming Survey Research Center, director of the UW Statistical Consulting Center and professor of statistics and sociology at UW, to examine the NCHEMS model for statistical validity and, if needed, subsequently provide a recommended method for comparator selection, budget request analysis and allocation procedures for both parity (Wyoming community colleges' funding relative to comparators) and equity (Wyoming colleges' funding

relative to each other). Grandjean participated in several sessions with college officials reviewing their concerns with the NCHEMS model. With substantial input concerning factors believed to affect funding variation in comprehensive community colleges, Grandjean tested assumptions through statistical modeling and some proved significant while other factors were excluded.

At the outset of the funding model revision process, Grandjean wrote:

“I have asked all of you to base your opinions of my methods, and your judgments about the face validity of comparators, on factors other than revenue. Accordingly, I have not even included in my own data file any revenue data from the most recent (1999-2000) IPEDS survey. A key is to identify rules for the distribution of valued resources that seem fair and reasonable before knowing who will get what from the application of those rules.”

### ***Equity is accomplished***

“Parity” as embodied in the funding allocation model is the dollar amount necessary to bring Wyoming’s community college system as a whole up to the revenue of FTEs of their comparators. “Equity” is defined as ‘funding adequacy for the seven Wyoming colleges relative to one another.’ Equity is accomplished through a repeated process whereby the college with the lowest equity ratio is allocated enough money so it is equal to the second-lowest ratio college. Then both of these are raised to the equity level of the third-lowest college, and so on until the available equity money runs out, or all colleges have reached perfect equity.

A key obstacle to parity (the gap between Wyoming colleges and comparators) is Wyoming’s colleges face unique challenges of geography and demography. A popular description of the state reads that (ours) is “a land of high altitudes and low multitudes.” The truth in this phrase affects what the colleges do, how they do it and what it costs.

One example is many of Wyoming’s community college students must be recruited from substantial distances and then housed on campus, or outreach services are provided to deliver education where they are. There is no large urban reservoir of qualified personnel available close at hand to be quickly (and cheaply) hired as part-time faculty. In addition, an entire county — or several counties — may rely heavily on the local college as the community’s major cultural and intellectual center.

Student services, outreach, a largely full-time, fully-benefited staff, musical or theatrical performances, libraries and more entities are all expensive. If Wyoming’s community colleges are expected to provide more of these services than colleges elsewhere, achieving parity (narrowly defined) with the average funding level of their comparators would still leave Wyoming’s colleges seriously underfunded. The consultant said consideration should be

given to setting a parity target higher than the median funding of comparators; such as 75 percent.

Accountability for state aid distributed through the previous and revised funding allocation models and other special funding is accomplished through several processes and reports.

### ***Fiscal year budget***

Each July, the colleges submit adopted fiscal year budgets to the commission, as well as updates on any amendments, throughout the year. An independent, certified public accounting firm audits each college annually, and the reports are submitted to the WCCC for review and follow-up if necessary. In September, the colleges provide the commission with an updated list of planned projects using a contingency reserve account, college or other funding sources. At the end of the biennium, the colleges provide the commission with a report of expenditures made in the biennium for emergency repair, preventative maintenance and renewal projects by source of funding. Capital construction projects exceeding \$50,000 are submitted to the commission for review and approval, and the commission reports the projects to the Wyoming State Building Commission and Legislature through Wyoming’s Administration and Information (A and I) General Services Division.

An employee report is submitted to the commission and forwarded to A and I personnel each October for the state’s employee report. Four times during the biennium, updated local resource information is provided to the commission for recapture/redistribution computations, which adjust the quarterly distributions to the colleges for state aid. Any special appropriations, such as money allocated for increased utilities during the last legislative session, may result in additional reporting requirements to account for the distribution. In the case of the utility money, the colleges provide a reimbursement request and supporting documentation for each distribution.

***Objective C:*** to provide fiscal and program accountability for Wyoming Public Television.

***Status of objective:*** WPTV objectives A through E are reported later in this report.

***Objective D:*** to provide resources to the colleges for emergency repairs and preventative maintenance for individual college facilities based on a system priority plan.

***Status of objective:*** By rule, the WCCC’s Contingency Reserve Account is used for facility emergency repairs and/or preventative maintenance projects, and funds are distributed through a formula based on gross-square footage of individual college facilities, excluding auxiliary enterprises. By Dec. 1 of the second year of each biennium, colleges must submit WCCC Form 301 detailing the projects that were funded by the contingency reserve

account. The forms were not available at the date of this report's publication. The following table details the distribution in FY01.

Contingency reserve					
0301					
Capped at \$1.6 million a year; distributed upon receipt, after commission approval					
FY01					
Date	Amount	Date		Distribution	Expended
Received	Received	Distributed	College	Amount	To Date
07/01/00					
10/06/00	1,095,965.00	11/08/00	Casper College	\$214,659.87	
		11/08/00	Central Wyoming	\$112,382.76	
		11/08/00	Eastern Wyoming	\$77,335.87	
		11/08/00	Laramie County	\$216,106.58	
		11/08/00	Northern Wyoming	\$126,574.88	
		11/08/00	Northwest College	\$149,580.71	
		11/08/00	Western Wyoming	\$199,324.33	
				\$1,095,965.00	\$1,095,965.00
04/20/01	504,035.00	04/20/01	Casper College	\$98,722.21	
		04/20/01	Central Wyoming	\$51,684.90	
		04/20/01	Eastern Wyoming	\$35,566.82	
		04/20/01	Laramie County	\$99,387.55	
		04/20/01	Northern Wyoming	\$58,211.87	
		04/20/01	Northwest College	\$68,792.26	
		04/20/01	Western Wyoming	\$91,669.39	
				\$504,035.00	\$1,600,000.00

**Objective E:** to provide equitable distribution and accountability for Leveraging Educational Assistance Partnership (LEAP) funds.

**Status of objective:** LEAP was not funded by the 2000 Legislature, making Wyoming one of only three states in the country without a state-sponsored, need-based financial aid program. LEAP was funded by the 2001 Legislature with federal funds allocated totaling \$50,288 and a state fund match of \$112,500.

**College System Goal I:** to provide access to post-secondary educational opportunities by offering broad comprehensive programs in academic as well as vocational-technical subjects.

**Objective A:** to provide low tuition, open-access credit instruction in academic transfer, career, occupational and developmental programs.

**Status of objective:** Long-term tuition study: One of the responsibilities of the commission is to establish tuition rates for Wyoming community colleges. To provide contextual guidance for establishing long-term tuition policy, commissioners directed staff to conduct a regional tuition study. The study describes the cost of higher education, examining both tuition and fees. The 15 sampled states, members of the Western Interstate Commission for Higher Education (WICHE), are :

- Alaska,
- Arizona,
- California,
- Colorado,
- Hawaii,
- Idaho,
- Oregon,

- Montana,
- New Mexico,
- Nevada,
- North Dakota,
- South Dakota,
- Utah,
- Washington, and
- Wyoming.

Data from Nebraska was included because many Nebraska students attend community colleges in the eastern part of Wyoming. All state-funded, two-year institutions of higher education are represented in the study.

A telephone survey was conducted during February, March and April 2001. Historical information, dating back to 1986, supplements the survey and gives long-term perspective to the project.

Specific questions, which guided the study are:

- 1) What are current tuition levels in contiguous and regional states relative to levels of median family income?
- 2) What are current regional tuition policies related to distance education?
- 3) What are current differential tuition policies for expensive to deliver program?
- 4) What can be learned from other states or institutions about elimination of out-of-state tuition or reduced tuition for contiguous out-of-state counties?
- 5) What are the impacts in Wyoming of imposing out-of-district tuition?
- 6) What are the specific financial implications of uncapped linear tuition or tuition capped at different levels (using current enrollment figures)?
- 7) Should the determination of tuition be related in some ratio to operating budgets or total current fund revenues?
- 8) Are aggregate levels of student financial aid related to tuition/fee levels?

A draft of the study has been circulated among college personnel, and the final draft was distributed in early October 2001.

**Objective B:** to provide effective student services, continuing education, institutional support, facilities, workforce development and public and community services programs.

**Status of objective:** Throughout the balance of this report, objectives based on student surveys and other data deal specifically with the programs listed in this objective.

**Wyoming Public TV Goal I:** to provide statewide, electronically-delivered programming and services that educate, enrich and inform Wyoming residents.

**Objective A:** to deliver credit and non-credit instructional programming through distance education technology.

**Outcome measures:** Longitudinal tracking, by year, of courses offered and number of students satisfactorily completing courses.

**Status of objective:** Wyoming Public Television (WPTV) works with the state's seven community colleges in identifying their distance delivery needs and provides a dissemination vehicle for distance-delivered classes. Typically, all classes offered are licensed through the Public Broadcasting Service (PBS) in Alexandria, Va. Because PBS keeps telecourse enrollment figures, WPTV has traditionally relied on PBS to furnish enrollment statistics. WPTV will be implementing new procedures next year to independently verify enrollment statistics. PBS records show that more than 1,200 students enrolled in 46 telecourses last year. Overall, college-credit classes comprised about 13 percent of WPTV's broadcast schedule in FY01 while adult non-credit educational programs made up an additional 23 percent.

**Telecourse enrollment summary academic year 2000-2001**

<b>Academic term</b>	<b>Telecourse</b>	<b>Enrollment</b>
<b>Fall 2000</b>	A Writer's Exchange	36
	Against All Odds: Inside Statistics	13
	American Adventure, The	41
	Destinos I: Intro to Spanish	32
	Discovering Psychology	56
	Earth Revealed	0
	Economics USA	24
	Ethics in America	20
	Exploring the World of Music	45
	Faces of Culture	19
	For All Practical Purposes	24
	It's Strictly Business	16
	Literary Visions	69
	Nutrition Pathways	35
	Power of Place: World Regional Geography	13
	Seasons of Life	20
	Sociological Imagination	14
Voices in Democracy	65	
<b>Fall 2000 total</b>		<b>542</b>
<b>Spring 2001</b>	A Biography of America	25
	A World of Art	8
	A Writer's Exchange	48
	American Adventure, The	20
	Art of The Western World	23
	Career Advantage	6
	College Algebra	4
	Destinos: an Introduction	11
	Exploring the World	36
	Faces of Culture	54
	Family Communication	14
	For The Love of Wisdom	19
	Introduction to Microeconomics	11
	It's Strictly Business	16
	Literary Visions	44
Nutrition Pathways	34	
Portrait of a Family	23	
Sociological Imagination	17	

Story of English	9
Voices in Democracy	37
Whole Child, The	20
World of Abnormal Psychology	28

**Spring 2001 total 507**

<b>Summer 2001</b>	Discovering Psychology	52
	Earth Revealed	10
	Ethics in America	30
	Exploring the World of Music	19
	Literary Visions	21
	Voices in Democracy	30

**Summer 2001 total 162**

**Total 1,211**

In addition to broadcast delivery of college-credit classes, WPTV began a Web-delivered teacher-certification program in 2001. Known as "Teacherline," the program is developed and implemented between the U.S. Department of Education, PBS and 11 participating stations, including WPTV. The program is designed to assist teachers in meeting new standards developed by the National Council of Teachers of Mathematics and Wyoming.

In a related effort to assist K-12 schools in meeting the demand for a broad range of offerings — regardless of their location — WPTV began offering a foreign language program named "Salsa." Offered cooperatively with the Wyoming Department of Education, the program has been enormously successful in making foreign language skills fun and accessible for middle school students throughout the state.

The station also provided additional educational opportunities through "virtual field trips" to Colonial Williamsburg and spiced up science and math education with a laboratory-based program followed by a live, interactive Website component. In its second year of distribution on WPTV, the program "NASA Connect," has had broad participation by middle schools across the state.

**Objective B:** to provide reliable statewide access to WPTV programming and services.

**Outcome measures:** plans outlining expansion of system to provide statewide coverage and a higher level of reliability.

**Status of objective:** WPTV submitted a digital conversion plan to the Wyoming Legislature during its 2001 regular session. The \$3.2 million plan is designed to upgrade existing analog services to digital and increase reliability. The Legislature provided \$1 million in start-up funding knowing it will take an additional \$1.7 million of state funding to complete the process.

WPTV is in the middle of the digital conversion, with work now complete on most of the system in Western Wyoming and work underway in central Wyoming. All work must be completed no later than May 2003 to comply with the deadline established by the Federal Communications Commission.

**Objective C:** to produce local programs by, for and about Wyoming people, issues and interests.

**Outcome measure:** directory of locally produced programs with ratings information attached.

**Status of objective:** Despite a production staff of one person, WPTV aired more than 87 hours of locally produced programs last year. Of particular note are two programs on underage substance abuse issues — one dealing with underage drinking and the other on the state’s “drug courts.”

The station also culminated a year of hard work on a 90-minute documentary showing the increasing role of Hispanics in the state’s workforce.

Additionally, the station participated in a conference hosted by Western Wyoming College on Hispanic issues and incorporated interviews from the conference in the final documentary titled **“Resettling the West: Hispanics in Wyoming.”**

Through its weekly program, **“Main Street, Wyoming.”** WPTV explored a range of topics ranging from the management of sites sacred to Native Indians, such as Devils Tower and the Medicine Wheel; those of geological interest, such as the Wind River Canyon; and those of archaeological interest, such as petroglyphs found throughout the state.

The station covered history through programs, such as **“Chinatown, Wyoming”** — a program on the Chinese massacre in Rock Springs. And in a year when several counties declared drought emergencies, it was particularly fitting that WPTV looked at water use issues. In a separate program, viewers were taken to a working ranch to get a feel for what it’s really like “at home on the range.”

With increasing attention on education and the ability of Wyoming students to meet state and national standards, focus was placed on a holdover from the past — the one-room school. WPTV also followed some of the best and brightest of the state’s

Local production  
Wyoming Public Television  
Period: July 1, 2000 – June 30, 2001

DATE	TIME	TITLE	LENGTH
<b>July 2000</b>			
7/2/2000	5:30 PM	Main Street, WY #704	30 min
7/9/2000	5:30 PM	Main Street, WY #702	30 min
7/16/2000	5:30 PM	Main Street, WY #707	30 min
7/24/2000	5:30 PM	Main Street, WY #721	30 min
7/30/2000	5:30 PM	Wyoming Signatures	30 min
<b>Aug. 2000</b>			
8/6/2000	5:30 PM	Main Street, WY #703	30 min
8/9/2000	9:00 PM	Yellowstone Jazz #101	60 min
8/9/2000	8:00 PM	Wind River	30 min
8/13/2000	5:30 PM	Main Street, WY #726	30 min
8/20/2000	5:30 PM	Main Street, WY #626	30 min
8/27/2000	5:30 PM	Wyoming Signatures	30 min
8/30/2000	9:30 PM	Vision for a New Wyoming Economy	90 min
<b>Sept. 2000</b>			
9/3/2000	5:30 PM	Main Street, WY #509	30 min
9/7/2000	7:00 PM	Marching to Pasadena	30 min
9/10/2000	5:30 PM	Main Street, WY #422	30 min
9/17/2000	5:30 PM	Main Street, WY #208	30 min

9/24/2000	5:30 PM	Wyoming Signatures	30 min
9/4-9/8/00	6:27 PM	Election Minutes	4 min/day or 20 min
(weekdays)	10:27 PM		
9/11-9/15/00	6:27 PM	Election Minutes	20 min
9/18-9/22/00	6:27 PM & 10:27 PM	Election Minutes	20 min
9/25-9/29/00	6:27 PM & 10:27 PM	Election Minutes	20 min
<b>Oct. 2000</b>			
10/1/2000	5:30 PM	Main Street, WY #320	30 min
10/8/2000	5:30 PM	Main Street, WY #503	30 min
10/15/2000	5:30 PM	Main Street, WY #311	30 min
10/29/2000	5:30 PM	Wyoming Signatures	30 min
10/1/2000	6:00 PM	“Meet the Candidates” -Casper area	30 min
10/8/2000	6:00 PM	“Meet the Candidates” from Fremont County	30 min
10/15/2000	6:00 PM	“Meet the Candidates” from Northern WY	30 min
10/22/2000	6:00 PM	“Meet the Candidates” from Southeast WY	30 min
10/29/2000	6:00 PM	“Meet the Candidates” from misc. areas	30 min
10/2-10/6/00	6:27 PM & 10:27 PM	“Election minutes”	4 min/day or 20 min for week
(weekdays)			
10/9-10/13/00	6:27 PM & 10:27 PM	“Election Minutes”	20 min
10/16-10/20/00	6:27 PM & 10:27 PM	“Election Minutes”	20 min
10/23-10/27/00	6:27 PM & 10:27 PM	“Election Minutes”	20 min
10/9/2000	7:00 PM	“Wyoming’s War on Methamphetamines”	60 min
10/15/00 & 10/22/2000	7:30 PM & 9:00 PM	“Wyoming Election 2000 – U.S. House Debate	90 min + 90 min
10/22/00 & 10/26/	7:00 PM & 9:00 PM	“Wyoming Election 2000 – U.S. Senate Debate”	60 min + 60 min
<b>Nov. 2000</b>			
11/11/2000	8:00 PM	“Wyoming Warriors”	40 min
11/5/2000	5:30 PM	Main Street, WY #102	30 min
11/12/2000	1:00 PM	Chief Washakie Statue Installation	2 hours
11/12/2000	5:30 PM	Main Street, WY #113	30 min
11/19/2000	5:30 PM	Main Street, WY #606	30 min
11/26/2000	5:30 PM	Wyoming Signatures	30 min
<b>Dec. 2000</b>			
12/17/2000	10:00 AM	Rules of the Snow	60 min.
12/31/2000	5:30 PM	Wyoming Signatures	30 min
12/2-12/10/00		Local pledge production minutes	732 min
<b>Jan. 2001</b>			
1/2/2001	10:30 PM	Wyoming’s Citizen Legislature	30 min
1/4/2001	7:00 PM		30 min
1/7/2001	5:30 PM		30 min
1/14/2001	5:30 PM	Main Street, WY #110	30 min
1/21/2001	5:30 PM	Main Street, WY #418	30 min
1/28/2001	5:30 PM	Wyoming Signatures	30 min
<b>Feb. 2001</b>			
2/2/2001	9:00 PM	“Black 14”	60 min
2/4/2001	5:30 PM	Main Street, WY #507	30 min
2/11/2002	5:30 PM	Main Street, WY #103	30 min
2/18/2001	5:30 PM	Main Street, WY #212	30 min
2/25/2001	5:30 PM	Wyoming Signatures	30 min
<b>Mar. 2001</b>			
3/3 – 3/18/01		Pledge minutes of Local production	1,398 min
3/4/2001	9:00 PM	Dude Ranch Days	60 min
3/4/2001	10:30 PM	Ft. Caspar	30 min
3/6/2001	8:30 PM	Earthquakes in Wyoming	60 min
3/18/2001	8:30 PM		60 min
3/25/2001	5:30 PM	Wyoming Signatures	30 min
<b>April 2001</b>			
4/1/2001	5:30 PM	Main Street, WY #708	30 min

4/8/2001	5:30 PM	Main Street, WY #722	30 min
4/15/2001	5:30 PM	Main Street, WY #725	30 min
4/22/2001	5:30 PM	Main Street, WY #712	30 min
4/6/2001	9:30 PM	EGG #201	2 min
4/13/2001	9:30 PM	EGG #202	2 min
4/20/2001	9:30 PM	EGG #203	2 min
4/27/2001	9:30 PM	EGG #204	2 min

4/29/2001	5:30 PM	Wyoming Signatures	30 min
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<b>May 2001</b>			
5/2/2001	7:00 PM	“Resettling the West: Mexicans in Wyoming”	90 min +
5/4/2001	8:00 PM	“Resettling the West: Mexicans in Wyoming”	90 min
5/2/2001	8:30 PM	The Sheepeaters	30 min
5/4/2001	9:30 PM	EGG #205	2 min
5/6/2001	5:30 PM	Main Street, WY #702	30 min
5/13/2001	5:30 PM	Main Street, WY #311	30 min
5/18/2001	9:30 PM	EGG #206	2 min
5/20/2001	5:30 PM	Main Street, WY #208	30 min
5/25/2001	9:30 PM	EGG #207	2 min
5/27/2001	5:30 PM	Wyoming Signatures	30 min
5/27/2001	9:30 PM	“Wyoming Warriors”	40 min
5/28/2001	2:30 PM	“Wyoming Warriors”	40 min

<b>June 2001</b>			
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6/1/2001	9:00 PM	“Sheepeaters”	30 min
6/1/2001	9:30 PM	EGG #208	2 min
6/3/2001	5:30 PM	Main Street, WY #509	30 min
6/8/2001	9:30 PM	EGG #209	2 min
6/10/2001	5:30 PM	Main Street, WY #313	30 min
6/15/2001	9:30 PM	EGG #210	2 min
6/17/2001	5:30 PM	Main Street, WY #524	30 min
6/22/2001	9:30 PM	EGG #211	2 min
6/24/2001	5:30 PM	Wyoming Signatures	30 min
6/29/2001	9:30 PM	EGG #212	2 min

music students as a venture was made behind the scenes at the Casper Troopers and the All-state Marching Band.

Commemorating the anniversary of Pearl Harbor, three programs were aired about Wyoming veterans — “*Wyoming Remembers World War II and Pearl Harbor*,” “*Wyoming Warriors*” and “*Veterans Day: a Wyoming Perspective*.”

Throughout the summer and late fall of 2000, considerable effort was also devoted to election coverage and provided airtime to legislative candidates.

Once again, viewership of WPTV increased, as reflected by statistics from the A.C. Nielsen Co. Audience statistics are measured by Nielsen four times a year — in November, February, May and July. There was a 22 percent gain in viewership in November, a 19 percent gain in May and a 14 percent gain in July, but a 14 percent drop in February from 37,000 households to 32,000 households. Overall, the audience trends for WPTV increased.

**Objective D:** to provide a minimum of 3,000 hours a year of nationally produced education, cultural and information programming.

**Outcome measure:** log of PBS programming.

**Status of objective:** WPTV typically airs nearly 7,000 hours of programs — about half of which are generated from PBS. Generally, almost 2,000 hours of nationally produced programs come from other sources. The percentage of nationally produced programs varies from less than 50 percent

to more than 70 percent in December when the station airs a large percentage of holiday specials from PBS and other national program sources.

On average, the station airs at least 3,500 hours of nationally produced programs. To a large extent, the exact number of hours is determined by PBS. WPTV purchases the full, national program package from PBS, which gives Wyoming residents access to the same PBS programs seen in the largest metropolitan areas. PBS could vary the number of hours it feeds to stations, which is outside of WPTV’s control. Since programming from PBS doesn’t entirely fill the “prime-time” schedule, WPTV also purchases other national programming from independent sources.

**Objective E:** to maximize efforts toward increasing funding support for public television from private residents.

**Outcome measure:** improved fund-raising receipts as displayed in trend analysis.

**Status of objective:** WPTV has created a separate 501(c)3 foundation to aid in the fund-raising effort. The organization has been enormously successful in the past year — particularly in the area of planned gifts and trusts. While the station doesn’t reap immediate gains from these gifts, it provides long-term stability and substantial benefits for the donor and the station. Since the foundation is a separate, nonprofit corporation, it has chosen not to provide specific information on its fund-raising efforts — other than to certify that it is continuing to increase private donations on behalf of WPTV. While this approach puts WPTV in the difficult position of not being able to provide exact numbers on private fund-raising, it is consistent with the approach used by the colleges in maintaining confidentiality of their foundation revenues. Nevertheless, WPTV will try to work out a mutually acceptable solution for verification of this strategic plan outcome with the community college commission and the Wyoming Department of Audit.

**Exhibit B — WCCC Action Plan**

**Program:** to assist the commission in coordinating the efficient and effective operation of the community college system.

**Objective 1:** to allocate and account for college system and agency fiscal resources.

**Status of objective:** The 2000-01 biennium appropriations for the commission’s programs were funded from state general funds as follows:

- Administration \$3,375,498
- State aid to colleges \$104,796,527
- Contingency reserve (coal bonus) \$3,200,000
- Wyoming Public Television \$2,095,303
- LEAP \$225,000
- Incentive funds \$500,000

Supplemental budget session appropriations included \$1 million for digitization of WPTV; \$80,000

for WPTV production of a Chief Washakie documentary; \$2.8 million for utility/energy assistance at the colleges; and \$7.4 million for college staff salaries and benefits. Incentive funds for statewide priorities in the amounts of \$250,000 for student access and \$250,000 for distance education were also received. LEAP funding, previously unfounded for one year, received two years of funding at \$225,000.

The administration budget supports commission operations, as well as administrative computing for the seven colleges. In the previous biennium, the commission supported a standard biennium amount for maintenance of administrative computing of about \$1,200,000 and an exception budget of \$252,000 for software enhancements. Costs are accelerating because of the annual increases in maintenance for the administrative computing software and additional capabilities attained through third-party vendor products.

Remaining funds in the administration budget support meetings of the commission and personnel engaged in other functions — executive, academic and student services, fiscal, policy and research, and administrative services officers, as well as clerical support. Generally, there is one person supporting each of the functions of the agency outside of administrative computing. In addition to daily operations, there is a focus in the agency on professional development for all staff. Appropriate support for a coordinating body requires that staff be highly aware of national and regional trends in higher education.

The state aid program provides support to the colleges, which, in the 2000-01 biennium, amounted to \$104,796,527.

The Contingency Reserve Account is utilized for funding provided by coal lease.

Bonus funds include revenues received in FY00 of \$1.6 million or \$3.2 million for the biennium.

The Adult Basic Education (ABE) program, which also administers the General Education Development Testing Services program (GED), as well as English as a Second Language (ESL), is primarily funded from federal sources, but the WCCC administrative budget supports a portion of the salary costs for two staff members. The program directs the activities of 10 grant-funded centers around the state. For the 2000-01 biennium, \$1.5 million in federal funds was granted to ABE centers.

**Objective 2:** to maintain an inventory of college facilities and to approve or disapprove new facilities and renovation projects according to commission standards.

**Status of objective:** By statute, the commission approves all new capital construction projects in excess of \$50,000 that rate funds are or could be eventually applied. Projects approved in FY01 included:

**Casper College**

- theater addition, no state funding \$5,500,000
- college center remodel, no state funding \$2,850,000
- Administration Building Student Lounge/ Study Area, no state funding \$600,000

**Northern Wyoming Community College District**

- technical center remodel and storage facility construction, no state funding \$3,065,000
- dental hygiene and assisting facilities remodel, no state funding \$300,000
- Livestock Teaching Arena, no state funding \$3,850,000

On projects that result in significant new square footage to be added to college infrastructure, the commission and the colleges have included reserve accounts for maintenance and repair (sinking funds).

**Objective 3:** to coordinate college system instructional programming and student services.

**Status of objective:** New statutory language effective July 1, 2000, removed the commission's responsibility to conduct program reviews. The commission's responsibility with regard to instructional programs is to approve all new credit certificate and degree programs. Student services are reported on by the commission (in this report), but are not coordinated. This objective will be revised to reflect new statute.

**Objective 4:** to develop an effective management information system.

**Status of objective:** On Aug. 23, 1999, a ruling by the Family Policy Compliance Office, U.S. Department of Education reaffirms a Wyoming Attorney General's opinion that the commission is a legitimate educational authority, which is permitted access to personally identifiable student records to evaluate state and federally supported educational programs. To ensure accurate reporting from each of the colleges of the system, the WCCC has developed a College System Data Element Dictionary that specifies the needed data elements and where the data elements will reside in the system's administrative computing system. The data element dictionary will be part of the Management Information System (MIS) Handbook, which has been reviewed by the Family Policy Compliance Office.

In the past year, data from the colleges' administrative computing system have been harvested at the close of the fall 2000 and spring 2001 terms. Institutional research personnel met with commission staff after the fall 2000 data pull to discuss issues of consistency in data collection. The colleges and the commission continue to work collaboratively in efforts to further develop the statutory management information system.

**Objective 5:** to expand the cooperation between the community colleges and other state agencies to meet needs in workforce development, welfare reform and economic development.

**Status of objective:** The commission, in collaboration with the Wyoming Business Council, has signed a Memorandum of Understanding (MOU) with the Georgia Department of Technical and Adult Education to bring the QuickStart training programs in customer service, manufacturing and warehousing to Wyoming.

Partnering with other members of the Governor's Human Resources Sub-cabinet, the commission utilized Temporary Assistance to Needy Families (TANF) funds in expanding statewide participation in Adult Basic Education (ABE) and GED programs.

The commission facilitated an on-going series of meetings to develop collaborative instructional programs among several Wyoming community colleges and the Western Nebraska Institution of Higher Education.

Working collaboratively with a variety of health-care education and delivery entities, the commission is assisting with the plans to address the nursing and other healthcare personnel shortages.

**Exhibit C: Wyoming Community College System Action Plan**

The outcome measures used to evaluate the programs and corresponding objectives are an aggregate perspective of all seven community colleges.

**College System Program 1:** to provide effective instructional programs for Wyoming residents.

**Objective 1:** to deliver quality instruction by employing a highly qualified faculty, staff and administration.

**Status of objective:** Ninety-nine percent of college system faculty, staff and administration meet WCCC and college job description standards.

**Sub-program A:** to provide high quality academic transfer education.

**Objective 1:** to attain a high level of student satisfaction with transfer preparation.

**Status of objective:** The college system Transfer Student Survey provided results for this objective.

Ninety-two percent of transfer students agreed with the statement; "This institution did an excellent job preparing me for further study at a four-year institution." Only 8 percent disagreed. When transfer students responded to the question of "Overall, how well did this college prepare you for upper-division coursework at UW?" 43 percent report to be well prepared" while 53 percent report to be "somewhat prepared" and only four percent report to be "not prepared." Sixty-three percent of transfer students consulted with an advisor about transferability of

credits to UW and 37 percent did not seek advisement.

Finally, transfer students were asked to responded to the statement; "Please select any areas that you wish you had been better prepared before transferring to UW."

Of the 150 students responding,

- 21 students — down from 39 last year — indicated a need for better preparedness in "computer skills;"
- 16 students —representing an increase of 10 percent from last year — indicated a need for better preparedness in "library skills;"
- 34 students indicated a need for better preparedness in "math skills;"
- 12 students indicated a need for better preparedness in "physical and life science skills;"
- seven students indicated a need for better preparedness in "reading skills;"
- five students indicated a need for better preparedness in "social science skills;"
- 20 students indicated a need for better preparedness in "speaking skills;" an increase of about 13 percent from last year;
- 32 students indicated a need for better preparedness in "study skills," down by 9 percent from last year; and
- 19 transfer students indicated a need for better preparedness in "writing skills."

**Objective 2:** to attain a high credit hour transfer rate of associate's of arts and associate's of science graduates.

**Status of objective:** Negotiations among the community colleges and the university are underway to create a "general education core" that will permit each community college, within given parameters, to establish general education requirements on a par with the lower division UW University Studies requirements. Such an agreement would allow associate's of arts and associate's of science community college graduates to enter UW with "junior" status (they are accepted as having completed all UW lower division general education requirements).

**Objective 3:** to attain a high transfer student persistence rate.

**Status of objective:** The WCCC has developed a data element dictionary in order to ensure consistent analysis of student persistence. The dictionary was partially implemented during the 2000-2001 academic year and reports on student persistence should be available for next year's reporting.

**Objective 4:** to attain a high transfer student critical literacy skills rate.

**Status of objective:** Comprehensive academic assessment pre-testing is in place at all of the

colleges through use of the COMPASS exam. Some colleges have implemented post-testing of samples of students (CAAP exam), while other colleges are assessing or developing assessment of critical literacy through capstone courses and experiences.

AACC Core Indicator, VIII Demonstration of Critical Literacy Skills, which this objective is based, allows flexibility in assessment methods. The regional accrediting body, North Central Association (NCA), also permits various methods of measurement. Reports on this measure are unavailable at this time.

**Objective 5:** to attain a transfer student post-transfer grade point average (GPA) equivalent to native students at UW for students transferring 60 or more credits.

**Status of objective:** The University of Wyoming provides an annual report titled "Academic Achievement by Hours Transferred of Entering Wyoming College Transfer Students."

The fall 1999 analyses revealed that Wyoming community college transfer students with less than 30 hours from a community college had a first fall UW average GPA of 2.83 — up slightly from the previous year — while all UW undergraduates with comparable credit hours had an average GPA of 2.84.

Community college transfers with 30 to 60 transfer credit hours had an average GPA of 2.76 while all UW undergraduates with comparable credit hours had an average GPA of 2.84.

Community college transfers with 60 to 90 transfer credit hours had an average GPA of 3.09 while all UW undergraduates with comparable credit hours had an average GPA of 2.94.

The statistics demonstrate that, on average, Wyoming community college transfer students with less than 60 hours have GPAs comparable to the native UW student population. Furthermore, when Wyoming community college students transfer with 60 or more hours, their GPAs are slightly higher than those of the native UW population.

**Subprogram B:** to provide high quality career and occupational education.

**Objective 1:** to attain a high graduate satisfaction level in career and occupational programs.

**Status of objective:** The Wyoming College System Graduate and Employer Surveys provided the results for this objective.

Career and occupational graduates responded to the statement: "This college did an excellent job preparing me for full-time work in my chosen career or profession." Of the 256 graduates responding, 88 percent agreed with the statement while only 12 percent disagreed.

**Objective 2:** to attain high graduate employment rates in career and occupational programs.

**Status of objective:** The Wyoming College System Graduate and Employer Surveys provided results for this objective.

Of the 222 graduates who reported on their "employment status, approximately six months after graduation:"

- 60 percent report being "employed full time,"
- 27 percent report being "employed part-time,"
- five percent report being "unemployed and actively seeking employment" and
- eight percent report being "unemployed and not actively seeking employment."

This data is not significantly different from the last graduate data collected.

When graduates respond to the question, "To what extent is your current job related to your community college major?"

- 55 percent report their current job is "directly related" to their community college major;
- 17.5 percent report the two are "somewhat related," and
- 27.5 percent report their current job and community college major are "not related."

**Objective 3:** to attain a high employer satisfaction level with career and occupational program graduates.

**Status of objective:** The College System Employer survey provided results for this objective.

Employers of graduates responded to the statement, "Please indicate your level of satisfaction with the graduate's job skills after completing his/her education at this college." Up from the last reported data, 99.2 percent report being either "very satisfied" or "satisfied" with graduate's job skills. Less than one percent of employers report being "dissatisfied" or "very dissatisfied" with the graduate's job skills.

Employers also rated the graduate employee on a number of pertinent skills. Rating options included "excellent," "above average," "average," "below average" and "poor." With regard to "oral communication skills," 65 percent of employers rate their graduate employee as "excellent" or "above average," 31 percent rate their employee as "average," three percent of employers rate their graduate employee as "below average," and less than one percent of graduate employees were given a "poor" rating of communication skills. In general, these ratings are up from the last data analysis.

Employers were also asked to rate the community college graduates on their "interpersonal skills:" 22 percent rated their graduate employee as "excellent" and 45 percent rated their employee as "above average;" up from 33 percent. Each of the final three categories: "average," "below average" and "poor" showed a reduction from the last data collected at 26.4 percent, 4.9 percent and less than one percent respectively.

With regard to "listening skills," employers rated the graduate employees very highly. Almost 22

percent of employers report employees as having “excellent” listening skills. More than 46 percent were rated “above average” and nearly 27 percent were rated “average” in listening skills; only 5.8 percent were rated either “below average” or “poor” in listening skills.

Employers also reported on the “writing skills” of the graduate employees. Once again, community college graduates received high ratings. More than 54 percent were rated as having either “excellent” or “above average” writing skills. Nearly 42 percent were rated at the “average” level while just more than four percent were rated as “below average.” No graduate employees were rated as having “poor” writing skills. Again, these ratings reflect a positive trend since the last data collected.

Employers of community college graduates also rated the “math skills” of the employees. These numbers show little fluctuation from most recent data but at the same time remain positive overall. Just more than eight percent of employers rated the employees as having “excellent” math skills. Nearly 86 percent report employees as having either “above average” or “average” math skills, and 7.2 percent rate employees as “below average” or “poor” in math skills.

“Personal appearance” of employees is a crucial concern for any employer. Employers responding to the survey, in general, gave the community college graduate employees positive ratings. The ratings, while positive, also show an increase from the the last data collected. More than 93 percent of employers rated graduate employees as having either “excellent,” “above average” or “average” personal appearance. Less than seven percent of employers rated employees as “below average” or “poor” in personal appearance.

As technology continues to become an integral part of the state’s work environment, computer skills become highly scrutinized. More than 23 percent of the employers rated the graduate employees as having “excellent” computer skills. This number reflects an increase of more than 12 percent of the ratings in the last data. Nearly 70 percent rated employees as having “above average” or “average” computer skills and more than seven percent gave a “below average” rating. No employers gave a “poor” rating on employee computer skills. This data suggest the state’s community colleges are doing a good job providing computer training to students who become employed.

“Analytical reasoning skill” ratings of graduate employees appear to have increased as well. Nearly 62 percent of employers rated employees as having either “excellent” or “above average” reasoning skills. More than 31 percent gave an “average” rating while less than seven percent gave employees a “below average” rating. No ratings of “poor” were given to graduate employees. This again is a reflection of the quality of instruction and level of

instructor involvement at the community colleges in Wyoming.

Employers were also asked to rate their graduate employees’ “ability to use resources effectively.” A positive trend can be seen in this data, with an increase of eight percent in positive ratings from the previous data collected. Ninety-four percent of employers rated their graduate employees as having either “excellent,” “above average” or “average” ability to use resources effectively. This leaves only six percent giving either a “below average” (four percent) or a “poor” (two percent) ratings.

“Organizational skills” ratings also show a trend of improvement. Nearly 28 percent of employers of graduates gave an “excellent” rating. “Above average” and “average” ratings comprised more than 67 percent of the ratings provided. Only five percent reported employees as having either “below average” or “poor” organizational skills.

Employers were also asked to rate their graduate employees’ ability to be “self-directed” and their ability to “take initiative.” Positive ratings have increased and negative ratings have decreased since the last employer data was collected. Nearly 67 percent of employers gave graduate employees a rating of either “excellent” or “above average.” Almost 24 percent gave an “average” rating. These three categories of ratings show a cumulative improvement of 5.2 percent. This measure not only speaks to the fundamental educating taking place at Wyoming community colleges, but also to the level of investment these graduate employees are willing to give to be responsible workers. Only nine percent of employers rated their graduate employees as either “below average” or “poor” in the ability to take initiative and be self-directed.

Employers also reported on the “work ethic” of their graduate employees; 45 percent of employers rated their employees as having an “excellent” work ethic. This is an increase of 16 percent from the previous data. Nearly 48 percent of employers rated employees as having “above average” or “average” work ethic and less than seven percent gave ratings of “below average” or “poor.”

The employers of Wyoming community college graduates also rated the “personal ethics” of graduate employees. “Excellent” ratings are up by more than 10 percent from the last data collected, with 46.6 percent employers giving employees the “excellent” rating. Nearly 48 percent of employers gave a rating of either “above average” or “average;” down eight percent from the last data collected. Less than six percent of employers gave a rating of either “below average” or “poor” with regard to personal ethics. These ratings are down more than three percent; once again, showing an overall positive trend.

Ratings on “professionalism” were also of interest. “Excellent” ratings were provided by nearly 40 percent of the employers; an increase of nearly 12 percent from the last data collected. Given this

increase, a slight decline is seen in the “above average” and “average” rating categories. However, more than 56 percent of employers rated their employees’ professionalism as either “above average” or “average.” The “below average” and “poor” rating categories comprised less than six percent of all responses.

The final rating asked of employers was with regard to “overall job performance.” As might be expected, given the employer data presented, these ratings also show a positive trend with an increase over more than seven percent. More than 34 percent of employers gave an “excellent” rating to graduate employees. Nearly 61 percent provided ratings of either “above average” or “average.” Finally, the “below average” and “poor” categories account for less than five percent of the ratings provided. This data, taken together with all other employer measures of satisfaction, indicates a substantially positive trend in employer satisfaction with Wyoming community colleges graduate employees.

**Objective 4:** to attain high licensure exam pass rates.

**Status of objective:** No report.

**Objective 5:** to attain high completion rates in career and occupational programs.

**Status of objective:** The WCCC has developed a data element dictionary to ensure consistent analysis of career and occupational program completion rates. The dictionary will be implemented during the 2000-2001 academic year and reports on developmental completion rates should be available for 2002 reporting.

**Objective 6:** to attain high student persistence rates in career and occupational associate of applied science programs.

**Status of objective:** The WCCC has developed a data element dictionary to ensure consistent analysis of student persistence. The dictionary will be implemented during 2000-2001 academic year and reports on student persistence should be available for 2002 reporting.

**Objective 7:** to attain high critical literacy skill rates for career and occupational associate’s of arts and sciences program graduates.

**Status of objective:** Comprehensive academic assessment pre-testing is in place at all of the colleges through use of the COMPASS exam. Some colleges have implemented post-testing of samples of students (CAAP exam), while other colleges are assessing or developing assessment of critical literacy through capstone courses and experiences. **AACC Core Indicator, VIII.** Demonstration of Critical Literacy Skills, upon which this objective is based, allows flexibility in assessment methods.

The regional accrediting body, North Central Association (NCA), also permits flexible methods of measurement. Reports on this measure are unavailable at this time. Each college is implementing critical literacy assessment and/or capstone courses. System-wide reports will be made in the future.

**Subprogram C:** to provide high quality developmental education.

**Objective 1:** to attain high success rates of developmental education students in college-level English and mathematics courses.

**Status of objective:** The WCCC has developed a data element dictionary in order to ensure consistent analysis of follow-up in post-developmental education performance. The dictionary will be implemented during the 2000-2001 academic year and reports on developmental education students’ success should be available for 2002 reporting.

**Objective 2:** to attain a high developmental education student satisfaction level.

**Status of objective:** No report.

**College System Program 2:** to provide high-quality student services.

**Objective 1:** to assist full-time, degree-seeking students in the development of academic and career goals.

**Status of objective:** The AACC Core Indicator upon which this objective is based, I. Student Goal Attainment, recommends as an approach to this measure: “survey items on particular intended outcomes of college . . .” The transfer and graduate surveys provided outcomes on this measure.

Transfer students and graduates responded to each outcome measure indicating their perceived improvement during the course of their studies.

With regard to “appreciating cultural differences,” 19 percent of the 342 respondents indicated “much improvement”; compared to 16 percent in the last data.

Nearly 32 percent indicated “moderate improvement” in appreciating cultural differences, down approximately five percent from the previous data collected. Likewise, nearly 32 percent indicated “little improvement,” representing an increase of nearly five percent during the last data collected.

Eighteen percent indicated “no improvement,” down two percent from the last data collected. Collectively, the data suggest an improvement trend both for students within their timeframe of study and across cohorts of students.

The next category of interest was “improvement in appreciating the contribution of the arts and humanities to society.”

Nearly 16 percent of transfer students and graduates responding indicated “much improvement” while almost 37 percent indicated “moderate improvement.”

Twenty-nine percent indicated “little change” and less than 19 percent indicated “no change.” These data, as a whole, do not vary from the last data collected.

Respondents next indicated their level of improvement with regard to “comprehending the impact of science and technology on society and the environment.” Virtually no change was seen in these data either. Twenty-four percent indicated “much improvement,” 41 percent of respondents indicated “moderate improvement,” 23 percent indicated “little improvement,” and only 12 percent indicated “no improvement.”

Perceived “improvement in computer literacy” was responded to as well. Nearly 71 percent of transfer students and graduates indicated either “much improvement” or “moderate improvement” for this measure. Twenty percent of respondents indicated “little improvement” and less than 10 percent indicated “no improvement” in computer literacy. Despite the small variation from the last data collected, transfer students and graduates are reporting improvement in this area.

The majority of respondents (79 percent) indicated either “much improvement” or “moderate improvement” with regard to “general knowledge and intellectual curiosity in a variety of subject areas.” Fifteen percent reported “little improvement” and only six percent indicated “no improvement.”

Transfer students and graduates also reported on perceived improvement in “mathematical problem solving.” Two-thirds of all respondents indicate either “much improvement” or “moderate improvement,” 22 percent reported “little improvement” and only 12 percent indicate “no improvement” in mathematical problem solving.

Respondents also reported on improvements in “oral communication skills.” Nearly 70 percent indicated they had “much improvement” or “moderate improvement” in this area; 23 percent indicated “little improvement” while only eight percent indicated “no improvement” in oral communication skills. These data virtually do not differ from the previous data collected.

When reporting on improvements in “reading comprehension,” 195 reported “much improvement.” Thirty-six percent reported “moderate improvement,” 31 percent reported “little improvement,” and only 14 percent reported “no improvement.”

Respondents also reported on improvement in “recognizing, accessing and retrieving information from a variety of sources.”

Overall, a slight decrease in the “much improvement” and “moderate improvement” ratings was found. Sixty-seven percent reported in one of these two categories compared to 75 percent in the last data collected. The “little improvement” category is up eight percent to include a total of 25 percent of respondents. Only eight percent indicated “no improvement” in this area.

When asked about improvement in “seeing things from multiple perspectives,” nearly 71 percent of the respondents reported “much” or “moderate improvement.” Almost 22 percent report “little improvement,” and just less than eight percent indicate “no improvement” in this area.

Respondents also reported on improvement in “synthesizing, analyzing and evaluating information.” Data suggest a slight decrease in positive growth; however, the majority of graduates and transfer students are still reporting improvement. Nearly 76 percent indicated “much” or “moderate improvement,” almost 19 percent indicated “little improvement” while only six percent indicated “no improvement.”

Transfer students and graduates reported on “improvement in understanding contemporary issues within their historical context.” This data varies little from the last data collected. More than half (55 percent) indicated “much” or “moderate improvement,” 31 percent indicated “little improvement” while 14 percent indicated “no improvement.”

Respondents also indicated their level of improvement in “understanding the importance of mental and physical wellness.” Overall, these data suggest a positive trend with 61 percent indicating “much” or “moderate improvement”; 27 percent indicated “little improvement” while only 12 percent indicated “no improvement.”

Positive growth is also seen when considering “improvement in understanding the role of local, state and federal government.” Fifty-nine percent indicated either “much” or “moderate improvement”; nearly 30 percent indicated “little improvement,” and only 12 percent indicate “no improvement.”

Transfer students and graduates also reported on “improvement in written communication skills.” Just less than 20 percent indicated “little improvement” and only five percent indicated “no improvement.”

**Objective 4:** to provide a safe, secure and supportive campus living and learning environment for students.

**Status of objective:** The Continuing Student Survey provided results for this objective.

Continuing students were asked to indicate their level of satisfaction with both “personal safety” and “campus security.” Of the nearly 2,200 students responding, 98 percent were satisfied with their personal safety at the community college. With regard to campus security (2,326 responding), 59 percent of students were “satisfied,” 10 percent were “dissatisfied,” 27 percent reported they “didn’t use service” and five percent indicated this service was “unavailable on campus.” As a whole, the data suggest students are satisfied with the level of personal safety and campus security. Overall, between 90 percent and 98 percent of students indicate being satisfied.

**Objective 5:** to provide supportive campus programs and services that contribute to a rich, student-centered environment and meet the personal needs of students through educational, career, personal, co-curricular and recreational programming.

**Status of objective:** The Wyoming College System Continuing Student Survey provided results for this objective.

Students again indicated whether they were “satisfied” or “dissatisfied” with a variety of programs and services on campus. Some programs were not available at all campuses, and some respondents had n’t used other services; thus, ratings could not be given. Therefore, only the “satisfied” and “dissatisfied” ratings of students who had used the services will be discussed.

With regard to “counseling services,” 85 percent indicated they were “satisfied” with only 15 percent indicating to be “dissatisfied.”

Students appear “satisfied” with “cultural programs” as well, with 85 percent indicating so; the remaining 15 percent were “dissatisfied” in this area.

Eighty percent of students indicated they were “satisfied” with “intercollegiate athletics” while 20 percent indicated they were “dissatisfied.”

With regard to “intramural athletics,” 87 percent reported as “satisfied” while only 13 percent indicated as “dissatisfied.” “Satisfaction with handicapped needs” also received favorable ratings as 86 percent reported as “satisfied” and only 13 percent indicated “dissatisfied.” Eighty-five percent of students indicated they are “satisfied” with “student activities.” Again only 15 percent indicated to be “dissatisfied.” Satisfaction with “student organizations” was also assessed. The majority of students, 87 percent, reported as “satisfied” and the remaining 13 percent reported “dissatisfied.” Paralleling student organizations as in “student government”; 84 percent of respondents were “satisfied” and only 16 percent were “dissatisfied.”

**Objective 6:** to provide student financial assistance programs that enable eligible students access to a college education.

**Status of objective:** Federal and institutional aid are represented in the table below. For state-funded student aid, see earlier in this report (LEAP).

**College System Financial Aid Programs by Type, Recipient and Amount**

<b>Federal Aid Programs</b>	<b>Participants</b>	<b>Amount</b>
Pell Grants	3,988	\$7,723,422
Supplemental Grant(FSEOG)	683	\$305,512
Federal Work Study	459	\$424,214
Stafford Loans (Subsidized)	2,211	\$4,620,392
Stafford Loans (Unsubsidized)	1,507	\$3,174,114
Unduplicated Loan Total	2,892	\$7,794,506
<b>Federal Aid Totals</b>	<b>8,022*</b>	<b>\$16,247,654</b>

**Institutional Aid Programs**

Academic Scholarships	1,332	\$1,161,425
Activity Scholarships	845	\$949,592
<b>Institutional Aid Totals</b>	<b>2,177*</b>	<b>\$2,111,017</b>

*\*Students may be participants in more than one financial aid program thus totals may include duplicated counts.*

**Objective 7:** to provide accurate and secure records systems for producing, maintaining and retrieving student intake, academic progress and other necessary and appropriate educational records and reports.

**Status of objective:** System colleges utilize Datatel Colleague, an administrative computing system designed for higher education institutions. Variation in definitions of data elements between system institutions is being rectified through the development of a system-wide data element dictionary designed to ensure consistency throughout the system.

**Objective 8:** to provide students with employment assistance.

**Status of objective:** Placement office records indicate more than 1,400 students were registered for placement services in the college system during 2000-2001. System placement offices received nearly 3,200 job orders during this same time. The Wyoming College System Graduate Survey and college provided results for this objective as well.

Graduates indicated their “satisfaction” or “dissatisfaction” with “career planning.” Of the 1,421 graduates who utilized a “career planning service” at their community college, 83 percent were “satisfied” and only 17 percent were dissatisfied.

**College System Program 3:** to provide and maintain institutional support services.

**Objective 1:** to provide quality institutional support services.

**Status of objective:** The Continuing Student Survey provided results for this objective.

Continuing students indicated whether they were “satisfied” or “dissatisfied” with a variety of support services on campus.

Again, only responses by those who utilized the services are discussed in the report.

With regard to “academic advising,” of the 2,141 students responding, 85 percent were “satisfied” and 15 percent were not.

“Satisfaction with admissions” was quite high with 90 percent indicating to be “satisfied” and only 10 percent reporting to be “dissatisfied.”

Continuing students were somewhat less satisfied with “bookstore” services. Seventy-eight percent indicated they were “satisfied” and 22 percent reported they were “dissatisfied.”

Satisfaction with the “business office” was quite high; however, with 90 percent of the respondents

being “satisfied” the remaining 10 percent were “dissatisfied.”

With regard to “financial aid” services, 83 percent report being “satisfied,” while 17 percent reported being “dissatisfied.”

Satisfaction with “food services,” perhaps, leaves something to be desired as only 66 percent of students indicated they were “satisfied;” 34 percent reported they were “dissatisfied.”

Students report being quite satisfied with “library services.” Ninety-one percent reported “satisfied” and only 9 percent indicated they were “dissatisfied.”

Likewise, students are “satisfied” with “registration services,” with 90 percent indicating so, and only 10 percent indicated they were “dissatisfied.” Eighty-one percent of students who have access to, and utilize, student housing, indicated they are “satisfied;” the remaining 19 percent reported they were “dissatisfied.”

Students also indicated their level of satisfaction with the campus “facilities.” Ninety-five percent indicated they were “satisfied” with facilities while only five percent indicated they were “dissatisfied.”

Overwhelmingly, students at Wyoming community colleges are “satisfied” with “instructor access.” Of those responding, 97 percent were “satisfied”; leaving only three percent who were not. Instructor access is a clear indicator of commitment by the instructor and instructor availability can be a determining factor in many students’ success.

Students seem somewhat less satisfied with course availability at Wyoming community colleges. Seventy-eight percent indicated they were “satisfied” while 22 percent indicated they were “dissatisfied.” With regard to the courses that are taken, however, 97 percent of students were “satisfied” with “coursework challenge” and only three percent report “dissatisfied” in this area.

Students are also “satisfied” with “classroom equipment.” Ninety-three percent reported being “satisfied” and only three percent indicated they were “dissatisfied.”

Furthermore, students are even more content with “class size.” Ninety-nine percent reported they are “satisfied” with class size while only one percent reported “dissatisfied.”

“Major requirements” also received positive ratings. Eighty-eight percent of students responding reported they were “satisfied” while 12 percent indicated they were “dissatisfied.”

Students are, for the most part, “satisfied” with “grading” at Wyoming community colleges with 95 percent indicating so.

Eight-eight percent of students indicated they were “satisfied” with “course innovativeness”; only 12 percent reported they were “dissatisfied.”

Students report being quite “satisfied” with both “instructor helpfulness” (96 percent) and “instructor competence” (97 percent).

Finally, students rated their “academic experience.” Again, speaking volumes with regard to the fundamental operations at Wyoming community colleges, 97 percent of students indicated they were “satisfied,” while only three percent indicated they were “dissatisfied.”

**Objective 3:** to provide adequate new facilities or the renovation of existing facilities.

**Status of objective:** For the 2000-01 biennium, the seven community colleges received \$3.2 million from Coal Lease Bonus Funding for emergency repair and preventive maintenance projects. Additionally, the colleges utilize operating funds and private funds to meet facilities needs.

**System Program 4:** to provide and maintain a quality physical plant.

**Objective 1:** to provide a safe and accessible learning and working environment.

**Status of objective:** Americans with Disabilities records from each college provided data for this objective. In FY01, 587 requests for accommodation were made and 581 requests were filled. The seven colleges reported no lawsuits or ADA actions.

**Objective 2:** to provide adequate management and maintenance of physical facilities.

**Status of objective:** The Continuing Student Survey provided results for this objective.

As noted, prior in this report, students are quite “satisfied” with the “facilities” of the community colleges. Ninety-five percent indicated they were “satisfied” while only five percent indicated they were “dissatisfied.”

Likewise, satisfaction with “classroom equipment” was quite high. Ninety-three percent of students report they were “satisfied,” while only seven percent were “dissatisfied.”

**System Program 5:** to provide for workforce development and continuing education programs.

**Subprogram A:** to provide high-quality workforce development education.

**Objective 1:** to upgrade the knowledge and skills of the existing workforce.

**Status of objective:** Two hundred and fifty-six career and occupational graduates responded to the statement: *“This college did an excellent job of preparing me for full-time work in my chosen career or profession.”* Eighty-eight percent either agreed or strongly agreed with this statement while only 12 percent disagreed or strongly disagreed.

**Subprogram B:** to provide high quality ABE, GED and ESL education.

**Objective 1:** to attain gains in adult basic literacy skills.

**Status of objective:** Annual Federal

Performance Reports for program year 2000-2001 provided the results for this objective. This is the first year all Wyoming ABE programs used the same database software (ABETS) for reporting. Because of technical challenges with the program, the data presented was manually verified to insure accuracy. This year's data establishes the baseline for Wyoming ABE outcomes measures for future years.

Of the 2,832 people enrolled in ABE courses, 84 percent reached their goal by completion or progression to a higher-level course. Only 16 percent left the program before reaching their goal.

**Objective 2:** to attain high student satisfaction levels for general adult and basic education course offerings.

**Status of objective:** Surveys were sent to all students who left the program during the program year for the purpose of determining level of satisfaction with ABE and for determining follow-up outcome measures required by federal regulation. Return rate was approximately 10 percent.

Of the respondents, 64.6 percent answered "excellent" to the question: "What is your general opinion of the quality of the class/classes you attended? Is it excellent, good, not very good or unacceptable?" Typical answers to the question, "What did you like about this class or program?" included "instructor's help," "one-on-one instruction," "individualized program," "flexibility," "resources," "hours" and "made students feel comfortable."

Typical answers to the question: "What, if anything, would you change about this class or program?" included "nothing," "would like childcare," "expanded hours," and instructors could use more tutors."

**Objective 3:** to attain a high pass rate on the General Educational Development (GED) exam.

**Status of objective:** Ninety-five percent of GED participants at the community colleges either moved to a higher level in their studies or attained a passing score on one or more of the GED exams. GED Testing Service of the American Council on Education has not yet issued statistics on Wyoming's GED 2000 pass rate.

GED certificates were issued during the 2000 GED year (February 2000 through January 2001) were 1,285 from the community college commission. This number is up from 1999 when 1,228 GED certificates were issued.

**Objective 4:** to attain a high student satisfaction level for GED equivalency diploma program offerings.

**Status of objective:** Students enrolled in the adult secondary-high school level of classroom instruction were issued the same survey as mentioned in **objective 2**. Results were not disaggregated into instructional levels and are, therefore, the

same as found in status of **objective 2**. Overall, a high level of satisfaction is found.

**Objective 5:** to attain gains in ESL skills.

**Status of objective:** Annual Federal Performance Reports for program year 2000-2001 provided the results for this objective. ESL students "leaving before completing level or reaching goal" remained steady at 26 percent in 2000. Also in 2000, 57 percent of ESL students "completed level or moved to a higher level," and 34 percent "remained within the same level" and continued instruction into the next program year.

**Objective 6:** to attain high student satisfaction levels for ESL course offerings.

**Status of objective:** It has been one year since administration of the Wyoming Adult Basic Education Program was transferred to the WCCC. Satisfaction surveys for all participants were issued and data used for this report. This same data will also serve as baseline for Wyoming ABE outcome measure for future years. Results were not separated by program and are included in those reported in **objective 2**.

**College System Program 6:** to facilitate public and community services for the benefit of Wyoming residents.

**Objective 1:** to offer community service programs.

**Status of objective:** More than 400,000 residents a year attend cultural and recreational activities, or public forums at college facilities. Individual college records provided data for this objective.

# Community College Commission organization chart

