

Wyoming Community College Commission

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

Results Statements:

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

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

Contribution to Wyoming Quality of Life:

The Wyoming Community College Commission (WCCC) collaborates with Wyoming's seven community colleges to provide educational experiences that strengthen, support and enrich communities and prepare students to successfully meet life's challenges and recognize and profit from opportunities.

Basic Facts:

The WCCC is located in Cheyenne and employed 10 full time staff members to support the community colleges in FY 06. The seven community colleges, along with their 37 combined outreach centers, employed 2,742 individuals and have a presence in every Wyoming county.

Funding: The total FY 06 budget is \$105,896,950. Of this amount, \$91,959,081 are General Funds, \$56,250 are Federal Funds, and \$13,881,619 are Other Funds.

Wyoming's community colleges: partners in improving our future

The community colleges responded to the need for a trained and skilled workforce by providing affordable, accessible educational opportunities to all Wyoming residents. For example, in addressing the critical need in healthcare, the colleges continued to expand services to train more professionals in this area. In collaboration with the K-12 and UW systems, the colleges prepared students for success in postsecondary education, with diverse program offerings, quality faculty and a variety of instructional delivery formats.

Embracing the diversity within the state and their own communities, the colleges served students with a wide range of educational needs and goals. In 2005-06 nearly two-thirds of community college students in Wyoming attended part-time, with a majority enrolling in only one or two courses at a time. There really is no "typical" community college student. A person needing Adult Basic Education or a General Educational Development (GED) certificate, a recent high school graduate

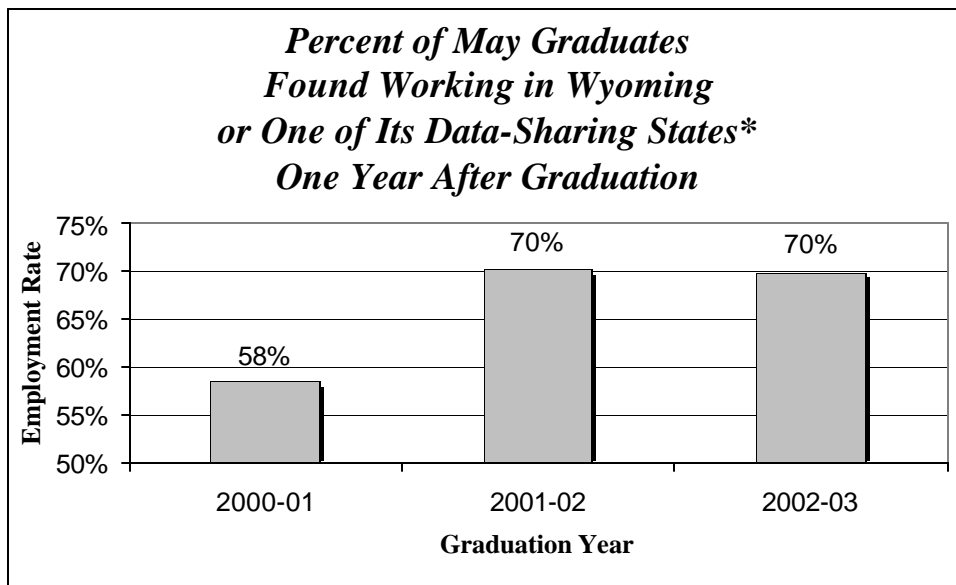
preparing to transfer to a university, a homebound worker seeking to upgrade vocational skills, or a retired person seeking to enrich understanding in a new subject; all fit the description.

Performance:

Those who enrolled in a community college did so for a variety of reasons. Some students have several goals. Wyoming’s seven community colleges successfully served more than 21,500 students during the 2005-06 academic year. About 75% of the students were focused on earning an associate’s degree. Almost half intended to transfer to another institution. Other goals of Wyoming’s college students included earning a certificate, upgrading current job skills, developing new job skills and personal enrichment.

Performance #1: Workforce Preparation

Job Placement Rate



* Data-sharing states: Colorado, Idaho, Montana, Nebraska, S. Dakota, Utah, Alaska, New Mexico, Texas
Source: "Wyoming Community College Graduates' Labor Market Outcomes 2005: An Administrative Records Approach," Wyoming Department of Employment, April 2006, page 15.

Story behind the last year of performance:

Becoming employed after graduation is an important goal and achievement. One year after graduation, 70% of the 2002-03 graduates from the seven colleges were employed one year after graduation in Wyoming or one of the nine states with which Wyoming has data sharing agreements. Graduates from academic year 2003-04 will be surveyed in late 2006 and reported in 2007.

Support of High-Growth, High-Demand Occupations

High Demand by Industry in Wyoming			
	Vacant Positions*	2002-03 College Graduates Employed in Wyoming**	Enrollments in Customized Training Offered by Colleges***
Accommodations & Food Services	5,063	123	5
Construction	4,503	57	14
Retail Trade	2,904	189	78
Other Services	2,609	36	87
Health Care & Social Assistance	2,364	349	1,342

*Based on posted vacancies in DWS Workforce Centers.
 **Based on 2002-03 graduates employed in Wyoming one year after graduation.
 ***Headcount enrollment in workforce development classes customized for the industry.
 Sources: Department of Workforce Services. Wyoming's 2006 Workforce Report, page 13
 Wyoming Community College Commission, Wyoming Community College Graduates' Labor Market Outcomes 2005, page 15

High Growth Industries in Wyoming			
	Percent Growth*	2002-03 College Graduates Employed in Wyoming**	Enrollments in Customized Training Offered by Colleges***
Ag, Forestry, Fishing, & Hunting	67%	Note 1	42
Retail Trade	40%	189	78
Professional & Technical Services	35%	118	2
Health Care & Social Assistance	34%	349	1,342
Manufacturing	32%	37	464

Note 1: Students graduate from the colleges with majors in these area, but employed graduates tend not to have unemployment insurance files which is the basis for determining employment figures.
 *Based on percentage of growth 1998-2003
 **Based on 2002-03 graduates employed in Wyoming one year after graduation.
 ***Headcount enrollment in workforce development classes customized for the industry.
 Sources: Department of Workforce Services. Wyoming's 2006 Workforce Report, page 15
 Wyoming Community College Commission, Wyoming Community College Graduates' Labor Market Outcomes 2005, page 15

Story behind the last year of performance:

A workforce appropriately trained for Wyoming's high-growth, high-demand occupations positively impacts the economic health of the state. Wyoming's community colleges played a role in providing both short- and long-term training in those critical occupations. Graduates from Wyoming's community colleges from academic year 2002-03 are working in Wyoming's high-growth, high-demand occupations. Graduates of 2003-04 will be surveyed in late 2006 and reported in 2007.

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In addition to the number of community college graduates who are employed in Wyoming, a secondary indicator of workforce preparation is the number of graduates from college programs. These programs are designed to align with Wyoming industries experiencing the highest demand for workers.

Each college responds to the educational needs in its service area. The needs will vary somewhat among the regions. A third indicator of workforce preparation is the number and type of degrees and certificates implemented by the colleges within the last year that support or align with high demand industries.

High Demand by Industry in Wyoming		
<u>New Degree or Certificate Programs</u>		
Initiated by Wyoming Colleges (05-06)		
Industry with High Demand*	<u>NEW</u> Degree or Certificate	College
Accommodation & Food Services		
	Culinary Arts	Northern WY Community College District
	Hospitality: Food & Beverage Management	Casper College
	Hospitality: Human Resource Management	Casper College
	Hospitality: Marketing & Sales Management	Casper College
Construction		
	Construction Technology	Central Wyoming College
	Construction Technology	Northern WY Community College District
	Construction Technology	Eastern Wyoming College
Retail Trade		
	No new programs developed in 2005-06 academic year.	
Other Services		
	Auto Body Repair Technology	Casper College
	Compression Technology	Western WY Community College
	Cosmetology	Eastern Wyoming College
	Diesel and Heavy Equipment	Western WY Community College
	Electrical Mine Maintenance	Western WY Community College
	Extractive Resources Technology	Casper College
	Hair Technician	Eastern Wyoming College
	Nail Technician	Eastern Wyoming College
	Railcar Maintenance Technology	Central Wyoming College
	Skin Care	Eastern Wyoming College
Health Care & Social Assistance		
	Integrated Massage Therapy	Northern WY Community College District
	Licensed Practical Nursing	Northwest College
	Licensed Practical Nursing	Western WY Community College
	Paramedic Technology	Casper College
	Pharmacy Technology	Northern WY Community College District
	Sonography	Laramie County Community College
<p>* Industries identified based on posted vacancies in DWS Workforce Centers.</p> <p>Sources: Department of Workforce Services. Wyoming's 2006 Workforce Report, page 13</p> <p>Wyoming Community College Commission</p>		

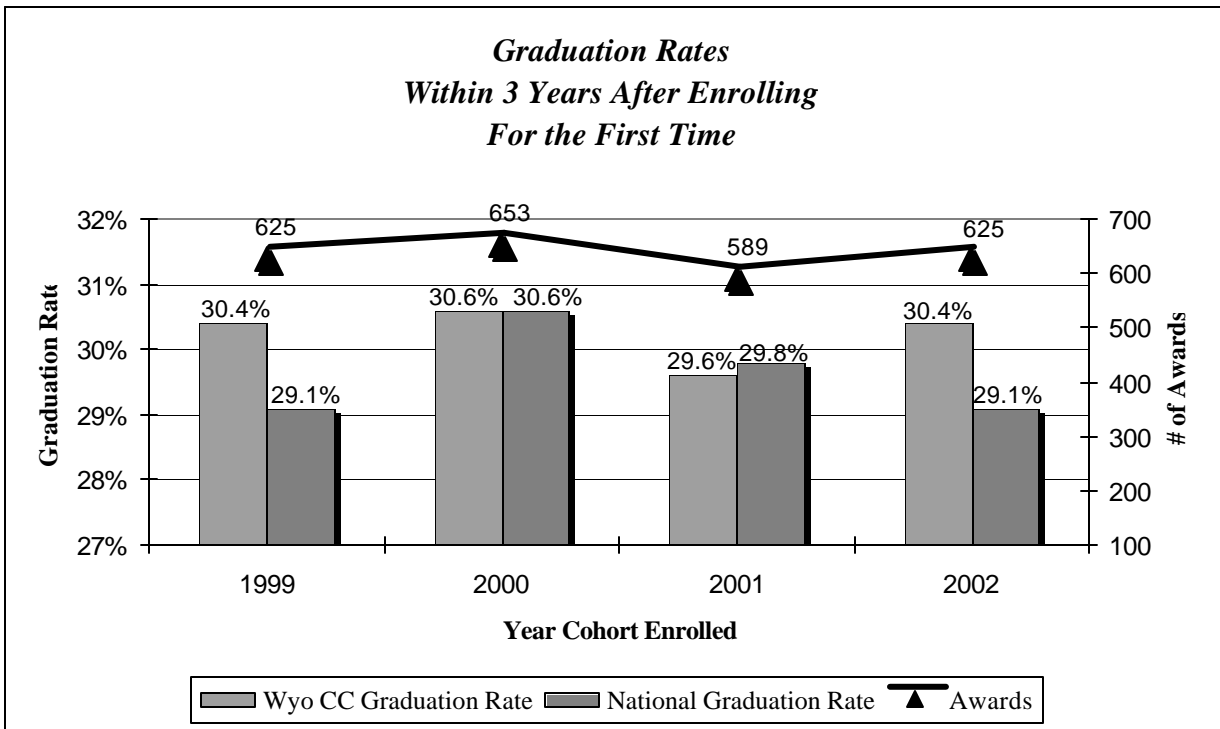
What has been accomplished?

- The Legislature did not support a request for updated and expanded equipment (almost \$6M) needed for instruction.

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- The Legislature enhanced funding for the Wyoming Investment in Nursing (WYIN) Program with the additional appropriation designed to support student nursing loans and salaries for additional Licensed Practical Nursing faculty members in rural areas of Wyoming.
- The Legislature continued funding for the Teacher Shortage Loan Repayment Program in the 07-08 biennium (\$800,000) for University of Wyoming graduates in special education, science and mathematics to repay their loans by working as certified teachers in Wyoming.
- The Legislature appropriated \$425,00 to develop and carry out a marketing initiative that will provide information about the community college system and raise the awareness of what the colleges offer.
- The Commission has continued and improved partnerships with other state agencies (DWS, DOE, DFS) to provide more visibility and advocacy for community colleges and the programs they offer, especially in the areas of workforce training and the implementation of the Hathaway Scholarship Program.
- The Legislature appropriated \$35M (\$5M per college) for the Excellence in Higher Education Endowment. For the first biennium of operation (2006-08), \$200,000 in start-up funds was appropriated to each college to be used for faculty development and academic and occupational/technical faculty support and improvement.

Performance #2: Graduation Rate



*Sources: National Center for Education Statistics, IPEDS Peer Analysis Database System, <http://nces.ed.gov/ipeds/>
National Center for Higher Education Management Systems (NCHEMS), www.higheredinfo.org*

Story behind the last year of performance:

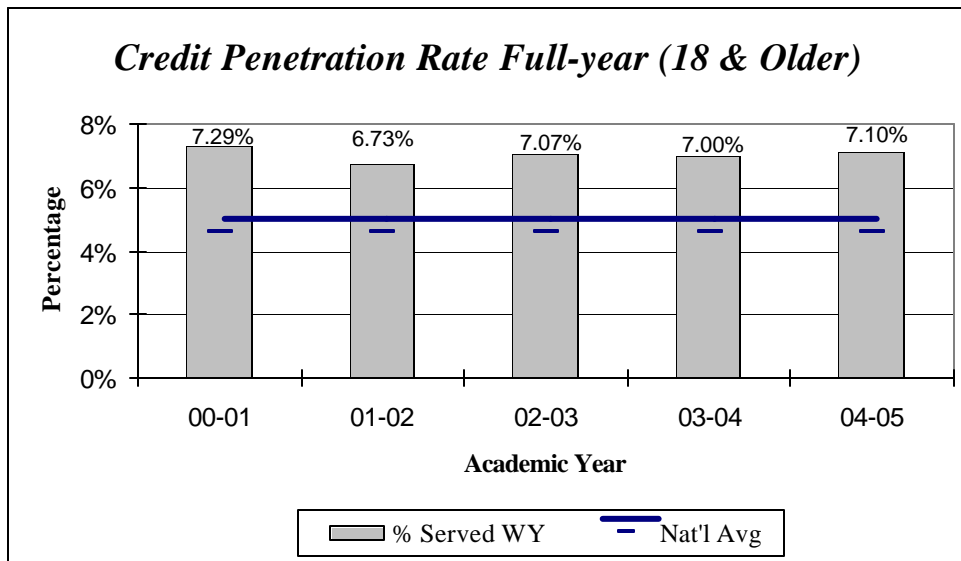
Students at community colleges enroll for a variety of reasons, one of which may be to earn an associate’s degree. Over the three-year period from 1999 through 2001, the number of graduates averaged 623. The percentage of graduates has held fairly constant around 30%.

One reason Wyoming's performance is low is because Federal guidelines require the colleges to report graduation rates for only full-time students who complete a degree within three years after enrolling for the first time. During the 2004-05 academic year, 64% of the students in Wyoming's colleges were enrolled as part-time students and would not be able to complete a degree in three years. Some students (12.5%) transfer to a four-year institution before graduating with an associate's degree.

What has been accomplished?

- The Legislature approved and funded the Hathaway Scholarship Program to begin merit and limited need-based student assistance beginning Fall 2006.
- The Legislative did not support a request for updated and expanded equipment (almost \$6M) needed for instruction.
- The colleges have chosen to continue tutorial support for students by budgeting their own funds for the continuation of "Smarthinking," an Internet-based service that connects students to trained e-instructors for tutorial assistance at any time.
- The Legislature appropriated \$35M (\$5M per college) for the Excellence in Higher Education Endowment. For the first biennium of operation (2006-08), \$200,000 in start-up funds was appropriated to each college to be used for faculty development and academic and occupational/technical faculty support and improvement.

Performance #3: Outreach (Penetration) Rate



Sources: National Center for Education Statistics, IPEDS Peer Analysis Database System, <http://nces.ed.gov/ipeds/> National Census Bureau, www.census.gov American Association of Community Colleges, "State by State Profile of Community Colleges, 6th Edition", 2003

Story behind the last year of performance:

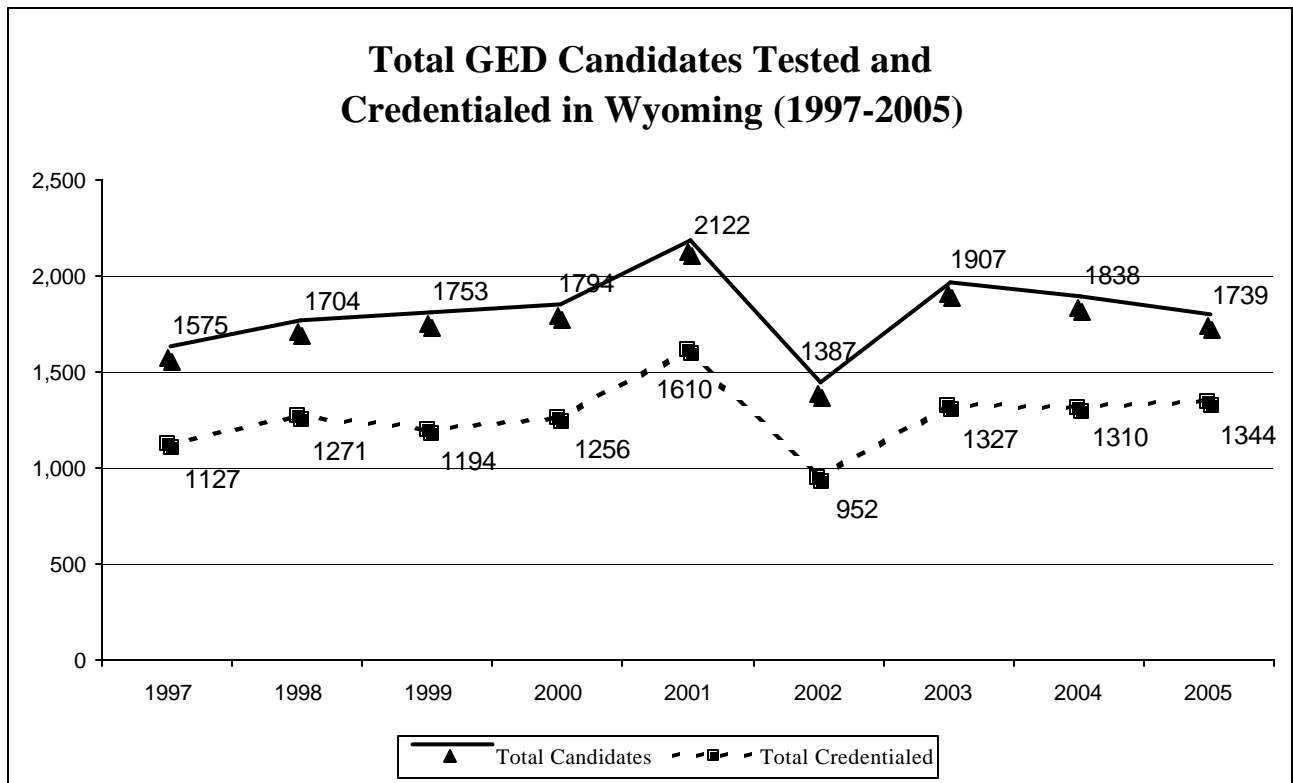
The number of people in Wyoming, 18 and older, who are enrolled in credit classes at a Wyoming community college, is called the penetration rate. The Wyoming rate has been much higher than the national average for the last 10 years because the seven colleges have responded to the state's rural character and geographic isolation by taking services to every county in Wyoming through 37 outreach centers.

Beyond the penetration rate for credit courses, the colleges provide non-credit Continuing Education and Community Service classes. In addition, several thousand individuals take advantage of the wide variety of cultural and athletic events, public forums and recreational activities as well as numerous non-credit courses offered by the seven colleges each year.

What has been accomplished?

- The Legislature appropriated \$425,00 to develop and carry out a marketing initiative that will provide information about the community college system and raise the awareness of what the colleges offer.
- The Commission has continued and improved partnerships with other state agencies (DWS, DOE, DFS) to provide more visibility and advocacy for community colleges and the programs they offer, especially in the areas of workforce training and the implementation of the Hathaway Scholarship Program.
- The Legislature did not support request for updated and expanded equipment (almost \$6M) needed for instruction.

Performance #4: ABE/GED and Remedial Education



Source: Wyoming Community College Commission, ABE/GED Division

Story behind the last year of performance:

ABE/GED. Wyoming’s colleges offer much more than academic and occupational-technical degrees and certificates. In 2000, 43,570 Wyoming citizens (11% of Wyoming’s total population), age 16 years and older and not enrolled in an educational program, did not have a high school diploma (GED Testing Service, 2004). For this 11% of Wyoming’s population, the ten Adult Basic Education (ABE) programs in Wyoming are designed to equip these adults with the skills needed for more

productive living in our society as well as other goals like earning a GED (General Educational Development) certificate, pursuing postsecondary training and/or employment-related training.

In 2005, 1,313 individuals earned a GED in Wyoming. For many, this important credential is a pathway to postsecondary education (38%) and/or job-related training (71%) (WCCC, GED report). The economic value of increased education for the individual is well documented. The median annual income in 2004 for a person in Wyoming without a high school diploma or a GED was \$18,997 compared to \$26,539 for someone with a high school education. For those with an associate's degree, earning power is \$27,474 (U.S. Census Bureau).

Remedial Education. According to a recent policy report¹ published by ACT®, on the national scale, “roughly 75 percent of students who graduate from high school go on to some form of postsecondary education within two years of their high school graduation. Yet approximately 28 percent of freshmen entering postsecondary institutions enroll in one or more remedial courses in reading, writing, or mathematics.”

For those college students who need help before taking a college-level course, every Wyoming college offers a series of courses in mathematics, English, reading and study skills. In the Fall 2004, the most recent year for which information is available, enrollment in remedial courses at the seven Wyoming colleges was 4,850 students (duplicated headcount).

What has been accomplished?

- The Legislature approved placing administrative responsibility for adult basic education (ABE) and General Educational Development (GED) programs with the Wyoming Community College Commission.
- The Legislature appropriated \$2.2M to replace some of the current federal funding support for ABE and GED with state funding.
- The Legislature appropriated \$425,00 to develop and carry out a marketing initiative that will provide information about the community college system and raise the awareness of what the colleges offer.

Supplemental Budget Implications:

The following types of support will be presented as a supplemental budget request:

- Salary increases for college employees,
- Capital construction for the colleges in support of workforce development,
- Second-year funding for the EvenStart program in support of adult basic education.

¹ “Courses Count : Preparing Students for Postsecondary Success,” July 2005