

Wyoming
Community
College
Commission
Agency
Strategic
Plan

2015 to
2019

Written by current staff members, this is a comprehensive plan outlining each section's recent accomplishments, as well as future goals.



WYOMING COMMUNITY COLLEGE COMMISSION
AGENCY 5 YEAR STRATEGIC PLAN
2015 - 2019

The Wyoming Community College Commission was first established in 1951 as an advisory council that had significant membership and decision-making authority from the University of Wyoming. Commission autonomy continued to develop over the next 34 years through legislative mandates that gave the Commission responsibilities for distributing state aid and establishing standards.

To achieve some semblance of governance over the community colleges, in 1967 the Legislature gave the Commission limited authority, and then in 1971, restructured the Commission to that of a lay board appointed by the Governor. It was in 1985 that the Commission gained additional responsibilities for the community colleges through final approval of college capital construction, promulgating audit requirements, approving and terminating college programs, as well as reviewing existing college districts. In 1991, the Legislature statutorily aligned to the Commission, both in reporting and in funding, the following programs: Adult Basic Education, now known as Adult Education (AE); English as a Second Language (ESL); and GED®, now known as the High School Equivalency Certification (HSEC) program.¹ Including these three programs expanded the Commission's functions and scope of responsibility beyond the community colleges. Also added in 1991 was the legislative provision for the Commission to develop a statewide computer network to provide comparable college data as well as meet national post-secondary reporting requirements.

Over the next ten years, extensive work was done in developing the statewide administrative computing system and various aspects associated with the new technology. To assist in this endeavor, a policy analyst position was established to work alongside the Commission's IT department, and interface with the seven community colleges' institutional researchers. Also accomplished during this period was the further development of statutes, rules and regulations, and policy/procedure manuals to define the interconnecting functions of the Commission, the seven colleges and the community college system as a whole.

In 2003, the Commission, through legislative mandate, became responsible for the Wyoming Investment in Nursing (WyIN) Program. In 2004, the Legislature enacted the Teacher Shortage Loan Repayment Program (TSLRP), and in 2006, the Overseas Combat Veterans and Surviving Spouses/Dependent Tuition Benefit Program (OCV). The latest legislative addition occurred in 2013 with the Wyoming Adjunct Professor Loan Repayment (WAPLR) program. These programs provide tuition assistance to prospective students, and require a great deal of oversight, which warranted the addition of a state program manager to the Commission staff.

¹ These programs were moved to the Department of Workforce Services July 1, 2002, and returned to the Commission July 1, 2006.

Also adding to the Commission's responsibilities in 2006 was the transfer of the Family Literacy Program from the Department of Education. Enacting legislation provided another position for the commission in 2008 - that of an enrollment and finance auditor, to ensure the accuracy of enrollment data provided by the colleges to the Commission and used in the state's funding allocation model to distribute monies to the colleges.

In 2009, as a result of the Community college Planning Task Force, the Commission was required to develop a strategic plan for the community college system as a whole. That document served as the guide for the Commission as an agency for a period of time, but recently, staff became aware that many of the goals and objectives of that plan were directed toward the colleges themselves, necessitating staff identification of its contributions to the success of the Commission as a state agency.

Due to ongoing changes and additional duties assigned to the Commission, an agency-level strategic plan was deemed appropriate to enable Commission staff to cumulatively document recent accomplishments, as well as identify and document numerous goals. This five year strategic plan will serve as a road map moving forward, barring any new legislative, Commission or federal requirements that may require a change in the agency's internal priorities and focus.

This strategic plan focuses on the four sections that have been established to better serve those entities which rely on the Commission for funding, management, reports and direction, as well as meet the 34 objectives and goals specified in Wyoming Statutes 21-18-202. These sections are: Administration and Budget; Business Analytics and Support; College & Career Readiness; and State Tuition Assistance Program Management.

This strategic plan is broken into a review of each section's mission statement, responsibilities, recent achievements, short-term goals and long-term plans. Each staff member of the four sections contributed to their portion of this plan, as well as developing the following agency mission statement for the Commission:

The mission of the Wyoming Community College Commission Agency is to serve as a partner in the statewide community college system and adult education programs. The agency's contribution to this partnership entails coordination, accountability, communication, reporting, leadership, oversight and support for the state, the colleges, the students and the people of Wyoming.

BUSINESS ANALYTICS AND SUPPORT SECTION (BASS)

MISSION: To provide timely service and high quality support to other sections, state agencies, colleges, the Commission, Governor and Legislature by creating and maintaining world-class reporting, analytics and program management tools.

- ❖ Provide reporting expertise to all Commission programs that allows staff to make informed decisions.
- ❖ Build various reporting frameworks that provide Commission staff the ability to build reports.
- ❖ Analyze workflows at the Commission, and develop solutions to create efficiencies.
- ❖ Work closely with Enterprise Technology Services (ETS) to schedule information technology assistance to Commission staff.

ACHIEVEMENTS AND PLANS: BASS has saved the Commission a significant amount of money with the creation and maintenance of various software applications that other sections and programs can use to manage as well as automate workflow. Examples of these achievements are as follows:

- ❖ Content Management System (CMS)
 - Programs now have the ability to edit their own web content without having to go through BASS first. Tracking changes to web pages is automatic, thereby allowing users to revert to previous versions, if necessary. In addition, these upgrades allow for instant communication to the public by any other section's staff that has access to monitor the applicable content.
- ❖ Generic Computer Application Used to Track Budgets and Payments
 - BASS created a computer application that two programs are utilizing to manage their programmatic drawdowns. This application was built dynamically to allow for programs to build out different budgets on a year-to-year basis. This was built to be flexible so other programs at the Commission that have to track budgets and drawdowns can also use this application.
- ❖ Mini-Enterprise Resource Planning (ERP) for Family Literacy
 - BASS saved the Commission over \$250,000 by not having a tracking tool outsourced for development. This was created by using industry-best practices as well as the existing and supported environment. This mini-ERP allows for Family Literacy programs to track their students in areas such as:
 - attendance
 - educational improvements
 - program successes
 - life goals tracking
 - learning accountability
- ❖ Maintenance of the Capital Construction (CapCon) Model
 - BASS made an antiquated, hard-coded system dynamic by allowing the model to run from year to year. Additional reporting was added and existing reports were modified. These corrections and adjustments saved the Commission over \$25,000.
- ❖ Maintenance of Existing Envision Basic Applications and Reports that the Community

Colleges Rely On

- This system maintenance requires a specialized skill set, and contracting with a company that knows Ellucian's® Envision Basic would have cost the commission \$250.00 per hour. The Senior Business Analyst saved the Commission approximately \$75,000 in 2013 alone.
- ❖ Provided Project Management Oversight for the Colleges' Database Conversion from Unidata® to Microsoft® SQL (MSSQL)
 - BASS managed and monitored a \$4,000,000 budgeted project.
 - BASS successfully worked with the vendor, Ellucian®, to migrate colleges from a legacy database (DB) to a modern platform. This project was completed before the deadline, and under budget.
- ❖ Implementation of a Fixed Versus Variable Costs Tracking DB and Report
 - This was a team effort between the BASS and Administration and Budget Section (ABS). A comprehensive reporting environment was delivered that allowed ABS to make accurate and informed decisions, as well as build pivot tables. By not out-sourcing the project, this joint effort saved the Commission approximately \$54,000.

BASS has numerous projects that will have to be addressed to provide the Commission with not only a viable, cost-effective operating system, but also data storage solutions. For example, the Commission's servers will reach their end of life over the next five years. Accordingly, investigating the best options available that will provide security and fault tolerance for the data housed for the Commission will need to be accomplished in the next few years. Also coming in the future will be the fully functional Wyoming state longitudinal data system, (SLDS). However, before these future plans can be initialized, the following goals will need to be accomplished:

Goal 1: Develop a standardized Colleague Reporting and Operating Analytics (CROA) reporting environment for the colleges and the Commission's staff-members involved in college data analysis and/or reports.

Objective 1a: Create a staging database to store college data in a raw format.

Strategy 1a: Test and track the quality and accuracy of current validation code tables via a collaborative effort with the institutional researchers at each of the seven community colleges.

Performance Measure 1a: The success of this endeavor will be gauged by all seven colleges complying with the scheduled data submissions, the applicable Commission staff having access to the data, and BASS' completion of this project.

Goal 2: Continue moving forward in the development of the SLDS.

Objective 2a and b: Continue dialogue and planning with all pertinent parties regarding the development and implementation of an SLDS for the state of Wyoming.

Strategy 2a: Consistently hold meetings to ensure current topics are addressed, and desired results are achieved.

Performance Measure 2a: Meeting notes and verbal updates will be provided that highlight accomplishments.

Strategy 2b: Contract with a third-party vendor to develop a collegiate needs analysis that will determine the best way for the Commission and the colleges to report on information housed in their systems, and the data that will eventually integrate into the SLDS.

Performance Measure 2b: A consulting firm will be chosen resulting in a contractual agreement outlining the project parameters and timelines.

COLLEGE & CAREER READINESS SECTION
ADULT EDUCATION, FAMILY LITERACY AND HIGH SCHOOL EQUIVALENCY PROGRAMS

This section contains three very unique, but related programs that warrant the identification and accountability of different missions, goals and measures. Accordingly, this section has been divided into three programs: the Adult Education (AE) Program; the Wyoming Family Literacy (WyFli) Program; and the High School Equivalency Certification (HSEC) Program.

Adult Education (AE) Program

MISSION: Through interpretation of federal mandates, provide innovative and timely professional development training, reimbursements, monitoring, and leadership activities to the eight AE centers in order to ensure statewide program success.

The AE Program has oversight accountability for the federal and state funding distributions to the state's AE centers.

- ❖ Interpret federal legislation for state implementation of:
 - Workforce Investment Act Title II; and
 - Adult Education and Family Literacy Act
- ❖ Provide grant and fiscal expenditures management through analysis, monitoring and authorization of reimbursements.
- ❖ Complete all reports and forms accurately, and submit within required time-lines mandated for state and federal reporting.
- ❖ Supervise and manage the state's AE leadership activities to include:
 - Professional development, technical assistance, evaluations, incentive fund coordination, and student curriculum development and delivery.

ACHIEVEMENTS AND PLANS: The AE Program has significantly transformed the statewide management of the AE centers through the recent implementation of the following:

- ❖ Coordinated implementation of the PowerPath screening as a part of the "Align and Redesign for Adult Education" initiative.

- ❖ Launched a new data tracking system for PowerPath data which will be used for analysis on persistence, cohort completions, and successful entry into training and postsecondary education.
- ❖ Developed and posted to the Commission website six modules of writing curriculum designed to integrate College and Career Readiness Standards (CCRS), Career Pathways, and writing strategies from participatory learning.
- ❖ Participated as a team member on the new “front-end course” designed to introduce adults to the new AE program and various elements being used in the classroom. This course covers participatory learning, how the brain learns, and the social capital skills needed to be successful in both education and the workforce.
- ❖ Contracted with Literacy Pro Systems (LPS) to host Wyoming data, and use their LACES software for data collection, report generation, and training on use and analysis of data under the NRS guidelines.
- ❖ Four of the AE programs had on-site monitoring which included financial, administration and student record reviews. All reviews had successful outcomes.

The aforementioned accomplishments have established a foundation for the direction the AE Program will be taking in the next few years. With this new climate of innovative change and more effective programming, AE is on track to meet the newly passed (July 22, 2014) requirements of the Workforce Innovation and Opportunity Act (WIOA) and the Adult Education and Family Literacy Act (AEFLA) by offering a strong partnership to other primary state and federal programs (known as core partners) of Vocational Rehabilitation, Employment Services and Workforce Development. To meet these new standards and acts in the next five years, the entire system will have to be redesigned, including student intake, orientation, curriculum, instruction and completion methods used at each of the AE centers. To begin this redesign process the following goals have been identified:

Goal 1: Provide training to the center directors regarding the requirements of the Office of Career and Technical Adult Education’s (OCTAE) “College and Career Readiness Standards (CCRS).”

Objective 1: Due to the state’s adoption of the OCTAE CCRS in 2013, provide timely training that will enable the directors to go back to their centers and incorporate new practices and/or make changes to their daily routines and curriculum that meet CCRS requirements.

Strategy 1a: Conduct a follow-up survey of the AE instructors to ascertain their level of understanding and where they are with implementation of the CCRS.

Performance Measure 1a: A survey will be conducted and the responses will dictate the seminar/training session curriculum.

Strategy 1b: Create and schedule a professional development seminar/training session to address CCRS, and translate to curriculum, as well as methods to observe and recognize the standards in action.

Performance Measure 1b: Professional development will be provided via seminars/training sessions. Primary topics will include the observation of CCRS in lesson plans and in the classroom.

Goal 2: Ensure the state meets the “Align and Redesign” implementation recommendations for participatory learning, power path and career pathways.

Objective 2: By providing the state’s AE centers with how-to training, accountability follow-up will enable the AE Program to document and support compliance.

Strategy 2: Develop and conduct training programs for the eight AE programs through state-sponsored webinars and/or workshops.

Performance Measure 2a: These training opportunities will have course evaluations that will be submitted to Commission management, along with a written review from the AE Program Manager no later than five days after course completion.

Performance Measure 2b: Statewide program monitoring will be conducted to ascertain and document both program and federal requirements compliance, as well as the effectiveness of training opportunities. A written summary of findings will be submitted to Commission management within ten days of completing the monitoring visit.

High School Equivalency Certification and Family Literacy Programs

The High School Equivalency Certification (HSEC) Program provides administration, monitoring, policy guidance, and information on all Wyoming HSEC authorized and completed assessments, as well as provides training to all HSEC testing center staff throughout the state. The Wyoming Family Literacy (WyFLi)/HSEC Program Manager has approval authority for underage testing (16 and 17 year-olds) age waiver applications, and is the state-level liaison to all authorized HSEC vendors and disability accommodations staff. This program operates in coordination with the Wyoming AE Program.

WyFLi partners with AE and other local partners to offer the full suite of adult education services, and also adds a comprehensive suite of Early Childhood Education (ECE) and parent skills training. WyFLi requires families to participate in four core elements: AE, ECE, Parent Time and Parent and Child Together (PACT) time to ensure standards are met and/or exceeded at every WyFLi center throughout the state.

ACHIEVEMENTS AND PLANS: The High School Equivalency Certification and Family Literacy Programs have accomplished a number of significant improvements in recent years resulting in increased assessment choices for HSEC students, and more effective administration and operation of the WyFLi program. These same improvements have also ensured the agency is complying with new rules and statutes. Below is a sample of these projects:

- ❖ Requested modification of specific education and budget statutes after privatization of the GED® brand resulting in a new law allowing for multiple HSEC assessments and rule-making authority.
- ❖ Drafted and published new administrative rules governing alternative assessments.
- ❖ Awarded new contracts for credential/transcript fulfillment with a nationally recognized vendor.

- ❖ Developed a new credentialing pathway that recognizes prior student accomplishments and allows compatible, incomplete transcripts to be merged to form a completed credential.
- ❖ Designed, developed and beta-tested a resource tracking system for WyFLi that monitors:
 - student hours, assessments, goals and outcomes;
 - teacher, director and site utilization including service types, classes, and supplies; and
 - budget allocation and monthly grant drawdown tracking.
- ❖ Initiated mandatory state-level professional development and standardization training for all WyFLi center staff and local directors.
- ❖ Initiated a complete rewrite/alignment of state policy and procedures for the WyFLi program.

After completion of the above projects, HSEC and WyFLi are focused on continuous improvement and program sustainability. Evolving technology allows for decreased training costs and increased local director involvement in program management and guidance. To that end, the program will create recurring “director feedback sessions” intended to spark innovation and identify cost efficiencies. The program will also establish a comprehensive HSEC training and monitoring process to ensure compliance with vendors, as well as state policy and procedures.

High School Equivalency Certification Program

Mission Statement: Provide program leadership focused on customer service and efficiency to ensure excellent operation of a three-method testing program for high school equivalency certification.

Goal 1: Coordinate authorization, approval and operation of GED®, HiSET® and TASC™ testing centers across Wyoming to ensure ready access to high school equivalency testing.

Objective 1: Achieve complete testing services at all participating Wyoming community college main campus HSEC testing locations for all activated testing pathways.

Strategy 1: Work with vendors and testing centers to ensure programs meet policy and procedural requirements through active monitoring and visitation.

Performance Measure 1: Perform desk audits or physical visits with a vendor provided checklist on no less than 25 percent of all centers annually.

Family Literacy Program

Mission Statement: Develop the most consistent and effective state system of family literacy services available, while partnering with other state agencies to ensure compliance with all legal requirements.

Goal 1: Develop and communicate new “Align and Redesign” requirements to all centers, thereby ensuring a coordinated effort is being provided by the College and Career Readiness Section.

Objective 1: Develop a policy manual for WyFLi, and provide “Foundations in Family Literacy” training to no less than 90 percent of field staff and all local directors.

Strategy 1: Utilize collaboration software, and meet with local directors to select appropriate policy and procedures which provide accurate, sufficient and legal guidance based on statute and National Center for

Family Literacy training received in early 2014. **Performance Measure 1:** Develop a policy and procedures manual, both hard copy and electronic, and make it available to all state directors.

HSEC and Family Literacy Programs Combined Goal

Goal 1: Ensure the state meets the “Align and Redesign” implementation recommendations as they relate to high school equivalency testing and family literacy programs.

Objective 1: Provide training in line with the AE requirements to the state’s high school equivalency certification testing centers and certified family literacy programs so that consistency in implementation will be achieved.

Strategy 1: Provide training programs via state sponsored webinars and/or workshops.

Performance Measure 1: Collect and approve completed Start Smart course presentations which meet AE standards, and include locally unique Family Literacy customizations.

STATE TUITION ASSISTANCE PROGRAM MANAGEMENT SECTION

MISSION: By effectively and efficiently overseeing and managing the Wyoming Investment in Nursing (WyIN) Program, the Teacher Shortage Loan Repayment Program (TSLRP), the Overseas Combat Veterans (OCV) Program and the Wyoming Adjunct Professor Loan Repayment (WAPLR) Program, and these programs corresponding appropriations, the Commission helps Wyoming students who qualify to further their education, which in turn enhances the education and capabilities of Wyoming’s workforce.

The following is a short description of the key responsibilities of the State Program Manager:

- ❖ Allocate and distribute program funds to Wyoming community colleges, UW and students to ensure the programs are making the greatest impact with the funds available.
 - Update program criteria as the statutes change and rules are amended.
 - Project program usage in order to anticipate funding shortages or encourage higher utilization.
 - Annually report the status and usage of these programs to the Legislature and Governor.
- ❖ Coordinate the Workforce Development Committee (WDC) semi-annual meetings to encourage collaboration and sharing of best practices among workforce professionals at the community colleges.
 - Summarize the WDC’s progress and successes into an annual report called the Workforce Development Activities Report, and distribute it to the Legislature and Governor.

ACHIEVEMENTS AND PLANS: Section accomplishments over the last few years include:

- ❖ Development and implementation of management tools for the WyIN and TSLRP programs that create accurate summaries, tracking and approval processes.

- In 2010, section staff collaborated with Align Corporation to implement the “Truth in Lending” federal legislation which ensures these programs are in compliance with federal law. Provided training assistance to the colleges’ financial aid offices; this training focused on changes to the programs, and ways to best use the allocated funds.
- ❖ Efficient management of the budget on both the student and faculty side for WyIN, and implementation of processes to ensure the schools receive their funds after properly submitting request to the Codmmission.
 - WyIN funding currently supports 19 full-time nursing faculty positions, and since program inception, has funded 1,068 students.
- ❖ Management of multiple changes to the qualifying areas in TSLRP, prompting timely updating of rules and documents to reflect the approved changes.
 - TSLRP has funded 193 students since its inception in 2005.
- ❖ Set up and creation of all documentation for the OCV Program.
 - Both a tracking spreadsheet and a process for notifying financial aid offices of the eligibility and usage of students were developed. To date 675 Wyoming veterans have been funded through this program.
- ❖ Participation as a member of the implementation team for the WAPLR program which was approved by the 2013 Legislature.
 - Section staff assisted in writing and establishing rules for the program. Procedures and documents were also created in order to facilitate program awards to applicants.
 - Section staff communicated with stakeholders to notify them of the new program, gathered applications and notified first- and second-round applicants if they qualified for the funding.
 - Section staff worked closely with Align to establish loan tracking of the WAPLR recipients. All applications were reviewed and recommendations were made to the director regarding applicant funding.

Moving forward, the State Tuition Assistance Program Manager will continue working with the Workforce Development Committee to share pertinent information via meetings, conference calls and e-mails. In addition, the ongoing development of collaborative marketing strategies and work-plans will further expand workforce training offered around the state in the next few years.

Goal 1: Establish streamlined procedures for the State Auditor’s year-end requirements.

Objective 1: Minimize the time and paperwork involved with the State Auditor’s year-end requirements.

Strategy 1a: Work with Align to streamline year-end reports for the State Auditor.

Performance Measure 1a: Document discussions, identify proposed changes, and implement the changes in a timely manner.

Strategy 1b: Develop a detailed policy and procedure manual which will provide documented methodology for the State Auditor’s year-end procedures.

Performance Measure 1b: Develop, and make available to interested stakeholders a policy and procedure manual for the State Auditor’s year-end reports.

Goal 2: Use digital transmissions of state program information from the colleges’ financial aid offices to the Commission.

Objective 2: Establish efficient, electronic documentation transfers and record-keeping.

Strategy 2: Design, and coordinate with BASS, the best practices for achieving this goal and objective.

Performance Measure 2: Produce a clear and concise outline covering the developmental procedure needed for implementing electronic transfers.

ADMINISTRATION AND BUDGET SECTION

MISSION: To support all sections and staff of the Commission, and to ensure efficient administration of fiscal, human resource and general agency functions.

The Administration and Budget Section (ABS) of the Commission performs support services for the commissioners, other Commission sections, and agency personnel. This support includes the following:

- ❖ Financial management support in three primary areas:
 - Timely processing of payments to the community colleges, commissioners, employees, vendors, and grantee adult/family education centers for pass-through funding, as well as timely processing of reimbursements, and payments for purchases of goods or services required in carrying out the agency’s purpose;
 - Management of the agency budget to ensure that expenditures are posted to the correct budget, unit, and object code; and
 - Performance of various audits for verification of select college funding.
- ❖ Human resource support to include processing of personnel- or benefits-related transactions, resolution of issues and provision of answers to questions.
- ❖ General agency administrative support for the operation of the agency, including establishing internal policies, managing agency fixed assets, ensuring proper use of agency funds, updating rules, filing submissions, and assisting other sections as needed.

ACHIEVEMENTS AND PLANS: ABS has completed a number of projects over the past few years that have resulted in more efficient operations, and have ensured that the agency is complying with rules and regulations. Following is a sample of these projects:

- ❖ Reviewed and updated all agency rules, reducing their volume and providing better clarification where needed. This will be an ongoing project as rules must be updated each time new legislation is passed, and when changes are made by the Commission that impact existing rules.

- ❖ Rewrote fiscal and facility handbooks to assist the community colleges with their reporting requirements.
- ❖ Developed a system of ensuring timely filings of agency reports and publications to the state library.
- ❖ Established a process for tracking expenditures to provide accurate information in a timely manner for the creation of the agency zero-based budgets.
- ❖ Organized agency records and supplies allowing for increased productivity of staff when looking for related items, while also decreasing supply purchases.
- ❖ Eliminated the need for college library audits by revising the reimbursement process for this budget appropriation.
- ❖ Created a model for prioritizing construction projects at the community colleges, taking into account a number of factors that impact capital construction decision-making.
- ❖ Implemented desk audits of the colleges' health insurance reimbursement requests which resulted in reduced errors due to the creation of an established and consistent monthly reimbursement request template.

With the completion of the above projects, ABS now has an eye on future long-term goals. Ever-improving technology is changing the way organizations are doing business. In that regard, the section will work on establishing timely electronic methods of performing audits, as well as developing preliminary semester enrollment reviews and electronic distribution of commission meeting materials. ABS will also establish and maintain a process for verification of community college performance indicators, documenting the methodology used in doing so. Staff will continually seek to incorporate additional relevant enrollment reporting data in the semester and annual enrollment reports, and will continue to develop efficiencies within the agency by improving established processes.

ABS has established short-term goals to guide its operations over the coming year, while also working toward accomplishment of the long-term goals mentioned above.

Goal 1: The 2014 goals included processing state aid block grant payments to the community colleges in a timeframe that allowed the state the opportunity to earn interest on those funds as long as possible, but prior to the 15th of each applicable month. This goal will be adjusted in 2015 to allow for processing that extends a few days beyond the 15th, if it is in the state's best interest to do so. For example, if the payment cannot be scheduled for receipt by the colleges on the 15th, the payments may be processed on the **next** available WOLFS run, as opposed to processing payments on the prior WOLFS run. This adjustment in processing date is allowed as the rule requires the payments to be made *on or about* the 15th of July, September, December and March.

Objective 1: Early processing of state aid block grant payments would prevent the state from earning interest on the funds for the maximum time available. Payments take two days from the WOLFS run to arrive in the colleges' bank accounts. The Commission will process payments so they are received by the colleges on or about the 15th of the applicable month, but on a date that allows the state to keep those funds invested for as long as possible.

Strategy 1: State aid block grant payments will be scheduled in advance after review of the WOLFS processing calendar. In the event the regular ABS staff member will be unavailable to process the payment on the given date, the responsibility will be transferred to other ABS staff, ensuring the payment is made on the planned date.

Performance Measure 1: WOLFS payment documents will show the date each payment was processed. This date will be compared to the WOLFS processing calendar to ensure payment was made within the intent of this goal.

Goal 2: Ensure good stewardship of the state's money through an audit of health insurance payments and related state reimbursements.

Objective 2: Provide a comprehensive written audit reviewing the accuracy of the colleges' payments of health insurance premiums to Employee Group Insurance (EGI), as well as requests for reimbursement from the state via the Commission.

Strategy 2: Develop an audit program for performing desk audits of health insurance premium payments and corresponding reimbursements.

Performance Measure 2: Audits will be conducted, reviewed and documented in a timely manner.

Goal 3: Implement additional matrices and/or graphs regarding enrollment data for the seven community colleges in the semester and annual enrollment reports.

Objective 3a: Adding additional matrices and/or graphs to the semester and annual enrollment report will provide a broader look at the diverse enrollment opportunities available at the seven community colleges, and provide greater transparency for Wyoming college enrollments.

Strategy 3a: Through discussions with the Institutional Research, Student Services and Academic Affairs Councils, and agency management, identify new reporting topic(s) that would be beneficial to include in the enrollment reports.

Performance Measure 3a: Performance will be measured by whether or not a consensus agreement to add a new table to future enrollment reports has been reached in time for current year implementation.

Strategy 3b: Work with the Business Analysis and Support Section to develop a data extraction program for the additional enrollment reporting topic(s).

Performance Measure 3b: Performance will be measured by the creation of an extraction program that is usable for the summer semester enrollment reporting.

RESEARCH & POLICY SECTION

Due to the increasing needs in developing an SLDS, establishing standards for consistent college data and reporting, and data tracking analysis, the one position in this section has been reassigned to the Business Analytics and Support Section.