

WYOMING COMMUNITY COLLEGE COMMISSION
2300 Capitol Avenue, 5th Floor, Suite B
Cheyenne, WY 82002

COVER PAGE

Submitting Entity Contact Information

Location of Proposed Community College District (County or Counties, city or towns)
Campbell County, Wyoming (includes the city of Gillette and Town of Wright)

Proposed name of college district
Gillette College Community College District

Name of submitting agency, party or public entity
Campbell County Board of Commissioners

Mailing Address
Office of County Commissioners
Campbell County Courthouse
500 S. Gillette Ave., Ste. 1100
Gillette, WY 82716

Contact Information (telephone, email, website)
(307) 682-7283
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Carol Seeger, Administrative Director

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Wyoming Statutes Annotated ○ Title 21 Education ○ Chapter 18 Community Colleges ○
Article 3. Community College Districts

W. S. § 21-18-312: Formation of Districts

- (a) An application for the formation of a community college district may be submitted to the commission only when the following minimal prerequisites have been satisfied: the area to be formed into the district must be a territory having an assessed property valuation of not less than one hundred million dollars (\$100,000,000.00); there must be not less than fifteen hundred (1,500) students regularly enrolled in grades nine (9) through twelve (12). The territory of such district may encompass one (1) or more counties.
- (b) No community college may be established in the state of Wyoming unless approved by the community college commission pursuant to the provisions of this act and approved by the legislature. No state funds for any purpose shall ever be distributed to any community college district which is formed without legislative approval.
- (c) The application for the formation of a community college district shall be submitted in the form prescribed by the commission and subscribed by not less than five hundred (500) or twenty-five percent (25%), whichever is the smaller number of qualified electors residing within each of the counties situated in the area sought to be organized into a community college district.
- (d) Whenever the community college commission receives a proper application for the formation of a community college district, it shall cause a survey to be conducted to consider the need for a community college in the proposed district, the need for the community college in the state, the financial ability of the proposed district to support a college, the educational soundness of the proposed community college plan and any other matters which might assist the commission in the disposition of the application. The county commissioners of the area within the proposed community college district shall reimburse the community college commission for all reasonable expenses incurred in making the survey. If the proposed district embraces more than one (1) county the costs of the survey shall be shared proportionately by the counties involved, according to population within the proposed district.
- (e) The commission shall approve or disapprove the petition within ninety (90) days of receipt thereof. The commission shall furnish the legislature a copy of its survey findings and recommendations and shall notify the county commissioners of the county wherein the proposed community college is to be located of its findings and recommendations.

Application for Formation of a Community College District submitted to the Wyoming Community College Commission on August 5, 2020.

Additional Draft Prerequisites

Statement of Purpose

Please submit a statement of purpose detailing the goals of forming a new community college district and college, how the addition of a college will have a greater benefit to the community than educational services currently provided, and how the new college will compliment and not detract from educational opportunities already available across Wyoming. Including a formal Needs Assessment Study is advisable.

The application for the formation of the Gillette College Community College District is unique in that, while it seeks the formation of a community college district in accordance with Wyoming Stat. §21 – 18 – 312, Gillette College - is not a contemplated community college to follow after formation of the district, but rather an existing and thriving community college, the continued success of which requires the formation of the district. This statement of purpose is necessarily made from that perspective and within that context.

A. Detailed goals of forming a new community college district and college

The fundamental goal of forming a new community college district is to allow the existing Gillette College to continue to fulfill its role as a Wyoming community college in meeting the challenges and student success strategy goals set forth in the Northern Wyoming Community College District Strategic Plan 2018 to 2023 free from the outdated, outgrown and unworkable structural impediments inherent in its being merely a subordinate campus within a larger district in which it does not have, and cannot have, a meaningful role in its own governance. The adoption of the Northern Wyoming Community College District (NWCCD) fiscal year 2020/21 budget and subsequent transformative ramifications for the existing Gillette College demonstrate that no matter the good faith intentions of the NWCCD, the continued viability of the existing Gillette College cannot be dependent upon that model. The community needs to preserve its community college and see that it continues to fulfill its original objectives of helping its students to succeed in their lives and careers and being an active and vibrant player in its community.

B. How the addition of a college will have a greater benefit to the community than educational services currently provided

The formation of a Gillette College Community College District will not result in the “addition” of a college, but rather the recognition of the existing community college. The benefit to the community with respect to educational services provided is that a Gillette College Community College District will simply enable Gillette College to be a true community college, whose community is given more than an opportunity to be heard by a distant governing body regarding the educational services provided, and instead the community will enjoy meaningful local decision-making and control of those services, so that those educational services provided are determined based on truly community - specific factors. An independent Gillette College will be better equipped to address the educational demands of Campbell County. Establishing the Gillette College Community

College District will prevent having to compromise, or more detrimentally not being able to provide essential services or programs because of an external perspective that doesn't always recognize and align with the uniqueness of the area, the workforce and our citizens.

- C. *How the new college will complement and not detract from educational opportunities already available across Wyoming*

Because the college already exists, it will not detract from educational opportunities already available across Wyoming, as that favorable determination was made years ago. If a new community college district is formed, there will be no "new" college and thus no change in the educational opportunities already available across Wyoming.

Demographic and Educational Need Questions

1. Legal boundaries of district with map.

See County boundary maps – Attachment A.

2. Identify location of campus within district.

See City of Gillette Zoning Map – Attachment B.

3. Note projected date of establishment of a campus within the district.

Campus of Gillette College is already established, Master Plan – Attachment C.

4. Existing population of the district.

*Forecasted Population of Campbell County in 2020: 45,650
(source: State of Wyoming, Administration & Information, Economic Analysis Division)*

5. Projected population over next 20 years in 5-year increments.

<i>History:</i>	<i>Forecast:</i>
<i>1995 31,440</i>	<i>2020 45,650</i>
<i>2000 33,698</i>	<i>2025 44,860</i>
<i>2005 37,888</i>	<i>2030 45,090</i>
<i>2010 46,133</i>	<i>2035 46,410</i>
<i>2015 49,269</i>	<i>2040 47,710</i>

(source: State of Wyoming, Administration & Information, Economic Analysis Division)

6. Identify the number of high school seniors from the proposed district projected to attend and projected to attend for the next 20 years in 5-year increments.

According to Campbell County School District No. 1, there are 2,517 students currently enrolled in grades 9-12. The 2018-2019 enrollment report submitted to the Wyoming

Community College Commission identifies 2,943 Campbell County students presently enrolled at Northern Wyoming Community College District.

*Forecast: 2020 – 3,030; 2025 – 3,447; 2030 – 2,854; 2035 – 2,760; 2040 – 2,191
(source: State of Wyoming, Administration & Information, Economic Analysis Division)*

7. Identify the number of high school seniors in the state, projected to attend, now and for the next 20 years in 5-year increments.

Proportion of Seniors projected to attend should remain relatively the same for subsequent decades.

*State Forecast: 2020 – 37,125; 2025 – 39,619; 2030 – 36,608; 2035 – 35,893; 2040 – 35,198
(source: State of Wyoming, Administration & Information, Economic Analysis Division)*

8. Identify the adult population (ages 25-64) that do not currently hold a recognized post-secondary credit certificate or degree.

13,719

(source: Burning Glass Labor Insights provided by Lone Tree Academics)

9. Identify the adult population (ages 25-64) students projected to attend now and for the next 20 years in five-year increments.

Proportion of Adult Population (ages 25-64) projected to attend should remain relatively the same for subsequent decades.

County Forecast: 2020 – 24,673; 2025 – 22,750; 2030 – 22,001; 2035 – 23,352; 2040 – 24,141

*State Forecast: 2020 – 290,806; 2025 – 279,819; 2030 – 279,690; 2035 – 288,730;
2040 – 295,080*

(source: State of Wyoming, Administration & Information, Economic Analysis Division)

10. Identify other demographic factors felt to be important in the context of this request such as known industrial developments or industrial closing which may affect the economy and/or population.

Energy economy continues to be transitioning from extraction only to research and development, with an emphasis on carbon technology, capture and storage, and value-added products.

11. Identify projected student populations for unduplicated full-time credit, unduplicated part-time credit, unduplicated non-credit workforce training/continuing education, and unduplicated non-credit community service.

Please refer to data provided for Questions 6, 7 & 9.

Educational Programming including Student Support Questions

12. Discuss degrees and certificates to be offered through the overall instructional program including that the programs are appropriate for an institution of higher education.

Degrees and Certificates are currently being offered by the Gillette College. These programs are supported by local program Advisory Board, approved by the Wyoming Community College Commission, and affirmed during the last Higher Learning Commission accreditation cycle. A list of programs can be found: <https://www.sheridan.edu/about/gillette/>

13. Identify academic transfer programs to be established at the campus, including justification based on demand and projected twenty years.

Currently, Gillette College forecasts five (5) years in advance for programming in conjunction with our industry advisory board partnerships. We will continue to honor existing articulation agreements and develop additional relationships with our higher education partners: The University of Wyoming, Black Hills State University, South Dakota School of Mines and Technology, Montana State University, and other accredited institutions vested in serving our Students. It is difficult to program twenty (20) years in advance, as a Community College needs to be nimble and flexible to meet the needs of our Students, Business, and Industry.

The Campbell County Higher Education Market Analysis and Study is referenced – Attachment D.

14. Identify Career-Technical Education (CTE) programs to be established at the campus, including justification based on demand and projected twenty years. Include data related to Wyoming economic priority sectors and/or current and projected wage data.

Gillette College presently has significantly diverse Career-Technical Education (CTE) programming, utilizing industry advisory boards and on-going higher education studies; this will continue as an independent district. The attached studies provide excellent data to determine which programs best meet the economic priorities of our region and the state, along with projected demand and wages. These are essential tools as we transition and navigate through the short and long term. Understanding these resources will be updated throughout a twenty (20) year period and beyond.

15. Identify non-credit workforce training and/or continuing education programs to be established within the district, including justification based on current and projected demand for the next twenty years.

Gillette College recently received Economic Development Administration (EDA) funding to establish Area 59, our local makerspace which serves as an instructional space to develop non-credit workforce training and continuing education programs. Through our partnerships with economic development, City, County, Campbell County School District, and industry, we develop and provide training to students from 4th grade – senior citizen. The focus is on innovation and diversification – skills needed to lead us into the next decades and beyond.

16. Identify community service programs to be established within the district, including justification based on current and projected demand for the next twenty years.

Gillette College is embedded in the community. We are responsive to the needs of those we service and continually seek out partnerships to meet the demands of our changing economy. We will continue to serve on local boards, including economic development, FUEL Incubator, BIG Ideas Gillette, Perkins Advisory Board, Vision 2040, and serve as a valued partner within our community. In addition, Gillette College is currently seen as an integral partner providing numerous programs and services to our community, including space for a satellite office for the Gillette Abuse Refuge Foundation and the Substance Abuse Prevention Coalition. Gillette College also provides meeting space for many local non-profit agencies, special task force meetings, graduation for DARE, Westwood High School, Special Olympics, youth events, youth robotic leagues, youth athletic events and tournaments. These community relationships and partnerships will continue to grow over the next twenty (20) years.

17. Identify geographic areas of service the instructional program (academic, CTE, workforce training/continuing education, community service) would serve outside of the proposed district. Include statements of demand for these services from each area so identified.

Our service area is Campbell County, and we will market our vast array of instructional programming, continuing education, and community resources within the State and surrounding regions, adhering to statutory requirements.

18. Identify all programs offered by distance education or correspondence education and the institution's capacity to meet student learning and support needs.

Please refer to the current Course Catalog: <https://www.sheridan.edu/academics/programs-a-z/#1562352377787-536a6d03-6f81>

19. Identify student support programming to be established at the campus and how these services will be implemented and sustained including, but not limited to, library services, registration and records management including transcription, document preservation, academic advising, financial aid and scholarships, placement, and student activities.

All identified programs currently exist at Gillette College, facilitated by administration, and monitored by the Advisory Board. Gillette College has a robust student support program. As a fully comprehensive community college, we offer housing, enrollment services, academic tutoring, financial aid, academic advising, clubs/organizations, and until recently NJCAA athletics. In addition to what is listed above, counseling services and ADA support services are provided to students through a licensed professional counselor with referrals made, as necessary. Gillette College has met the standards as required for Federal Compliance, as outlined in by the Higher Learning Commission. Drug and Alcohol programming, Title IX, and other awareness programs take place throughout the year. New student orientation is delivered prior to the start of each semester and provides information to new students on how to access services across campus. Scholarships are made available to new and returning students through the established Gillette College Foundation, which coordinates with the Financial Aid Office to ensure dollars are awarded properly. Student activities are coordinated

through the Student Activities Board, which is under the umbrella of the elected Student Senate. The Daly Memorial Library is a comprehensive library with a wide range of databases, books, and academic support material that encompasses all academic programs. The librarians go above and beyond to assist students with an orientation to library services and provide individual assistance to students so that they may reach their academic goals. Academic transcripts and records are preserved based on best practices. These services will continue utilizing the appropriate Student Management System, best practices from the American Association of Collegiate Registrars and Admissions Counselors, Department of Education, and the Higher Learning Commission.

20. List first year and second-year academic programs currently underway in the proposed district through other Wyoming community colleges, out-of-state institutions, or private industry and the numbers of students enrolled in each.

The Spring 2020 Enrollment Report for Gillette College indicates a total credit headcount by Program of Study of 322 in Transfer Preparation, 57 in Career & Technical Education (CTE) and 55 in Not Seeking Degree or Certificate, full and part-time. The 2020 Enrollment Report indicates a total FTE by Program of Study of 330.3 in Transfer Preparation, 60.0 in Career & Technical Education (CTE) and 33.9 Not Seeking Degree or Certificate, full and part-time.

Please refer to the current Course Catalog: <https://www.sheridan.edu/academics/programs-a-z/#1562352377787-536a6d03-6f81>

21. List non-credit workforce training/continuing education and community service programs currently underway in the proposed district through other Wyoming community colleges or through cooperative agreements or among other agencies.

Presently, Gillette College has grant-based programs such as MSHA (Mine Safety Health Administration) continuing education and certifications. Area 59 programming is geared toward Science, Technology, Engineering and Math (STEM) and offered to ages 4th grade – senior citizen. BIG Ideas Gillette, a partnership with Area 59, FUEL, Campbell County Economic Development, Campbell County Chamber of Commerce, and the Wyoming Small Business Development Center, is focused on innovation and diversification. Start Up Weekend and pitch nights are focused on assisting entrepreneurs in developing their business.

Currently, no additional non-credit workforce training is offered, as it is not reimbursed through the state.

22. List demand-justified programs in academic, CTE, workforce training/continuing education, and community service areas not currently offered or not projected to be offered by an existing Wyoming community college in the proposed district.

Demand-justified programs are monitored and under the guidance of the Northern Wyoming Community College District Board of Trustees and the Gillette College Advisory Board in partnership with Industry; research and data will continue to guide our programming. In the fields of Healthcare and CTE Gillette College will be expanding programs as needed. A Higher Education Market Analysis Healthcare Occupations was recently completed and is being

utilized to review programs and further expansion of health sciences (attachment E). The Higher Education Market Analysis and Study was also recently completed and provides a framework for additional academic programs within the current service area (attachment D).

23. List existing programs offered in the academic, CTE, workforce training/continuing education, or community service area, which do not satisfy their intended purposes or do not satisfy the demand for which they were intended.

Currently, there are no programs considered for elimination.

Institutional Accreditation

24. Discuss steps to be taken to establish accreditation of the institution through the Higher Learning Commission. Include anticipated milestones and dates.

Gillette College is currently accredited through the Northern Wyoming Community College District with the Higher Learning Commission (HLC). Upon receiving approval for an independent Community College District, Gillette College will begin the steps seeking eligibility for accreditation strictly following the HLC Procedures as officially outlined in the October 2019 publication, beginning with the Letter of Inquiry with Preliminary Evidence in late Spring 2021. Definitive milestones and dates as outlined by the HLC will be adhered to, and it is acknowledged the process may take five years, at a minimum.

25. For existing campuses, discuss steps and/or legal operating agreements with an existing accredited Wyoming Community College District to provide educational services including curriculum, catalog, student support, transfer of credits, and credential awarding during the accreditation process. Include clear and complete descriptions of the relationships between the institution's independent college status and the supporting Wyoming Community College District.

Preceding the final steps to establish the Gillette College Community College District, partnerships with other accredited Community Colleges and institutions of higher learning will be negotiated to maintain and address all required educational services including curriculum, catalog, student support, transfer of credits and credential awards which are currently in place. These legal partnerships will adhere to all State of Wyoming guidelines and statutes, along with HLC requirements.

26. Detail the plan to develop a district mission statement and any similar statement of vision/values.

The Gillette College Community College District Board of Trustees, upon establishment, will develop specific Mission Statement and Statement of Vision/Values, involving the community and key stakeholders, and potentially utilizing the resources provided by the Association of Community College Trustees (ACCT).

27. Detail the plan and timeline to develop a catalog and other sources through which information about the institution, its personnel and its academic program is provided.

Information and materials regarding Gillette College are currently in place and would be adapted, and revised, to reflect the establishment of a Gillette College Community College District.

28. Detail the plan and timeline to develop clearly articulated learning goals for academic strategies for assessments.

Upon recruitment and selection, the newly hired President of the Gillette College Community College District, would work with the Administrative Staff and the entire Faculty Team to develop quantifiable academic strategies with the primary purpose of assessment to improve the quality of educational programming by focusing on student success and improving learning opportunities, this will be on-going formative process. Several current Faculty have participated in academic goals and assessment strategies, this wisdom and experience will greatly aid the Gillette College Community College District.

29. Plan and clarify the timeline for development of the district's general education minimum requirements which should be grounded in the philosophy and impacts of common knowledge and intellectual concepts with no less than 15 credits for an AAS degree, 24 credits for an AA or AS degree, or 30 for a baccalaureate degree.

Presently, Gillette College has defined general education minimum requirements and program credits for an Associate of Applied Science degree, Associate of Arts and Associate of Science degree and Baccalaureate degree programs for transfer.

30. Plan and clarify the timeline to provide assurances to meet federal requirements for credit described in the HLC Federal Compliance program.

Preceding the final steps to establish the Gillette College Community College District, a defined plan and timeline will be adhered to in order to ensure all federal requirements for credit are met as outlined in the HLC Federal Compliance program.

Facilities and Physical Resources

31. Identify existing facilities capable of housing in-district programs and administration.

Old Main is located at 300 West Sinclair, Gillette, Wyoming. Old Main is the central feature of the college, offering offices for administration, financial aid, admissions, as well as the library, classrooms, bookstore, and common areas.

Technical Education Center is located at 3251 S. 4-J Road, Gillette, Wyoming. The Technical Education Center houses classrooms and offices for instructors in the fields of welding, diesel mechanics, electrical studies. It also provides larger classrooms capable of larger lectures, e-classes, and similar instructional environments.

Carter Health Sciences Center is located at 3801 College Drive, Gillette, Wyoming. This facility serves as the college for nursing and health sciences. It includes an auditorium, classrooms, and a learning laboratory. The 13,000-sq. ft. facility was built in conjunction with Campbell County Memorial Hospital.

Pronghorn Center is located at 3807 College Drive, Gillette, Wyoming. The Center is a 55,867-sq. ft. facility that includes the college's basketball facility, and space for academic programs and classrooms. It houses the Health Sciences Simulation Laboratory, along with a fitness center, gymnasium and other essential services for intercollegiate athletes and student activities. It also houses a Veteran's Services Center.

Pronghorn Soccer Field is located at 3807 College Drive, Gillette, Wyoming. The newly constructed soccer facility provides a state of the art, turf multipurpose field for soccer and similar activities.

Rodeo/Ag Complex is located at the end of East Boxelder Road, Gillette, Wyoming. The Rodeo Facilities is located on 40 acres and features an indoor practice area, 2,700 sq. ft. of academic space, a laboratory and a 20-stall loafing shed. The facility is the home of the Gillette College Ag Complex.

Area 59 is located at 3207 S. Douglas HWY, Gillette, Wyoming. Area 59 is Wyoming's largest makerspace and assists students engaged in the pursuit of an education in Science, Technology, Engineering and Mathematics.

Gillette College Student Housing Phase I also known as "Tanner Village" consists of four (4) buildings at 251 W. Sinclair St. (Lot 3, Bldg. 1A), 253 W. Sinclair St. (Lot 1, Bldg. 2), 255 W. Sinclair St. (Lot 2, Bldg. 1B), and 257 W. Sinclair St. (Lot 4, Bldg. 3), Gillette, Wyoming. These properties are legally structured as a Planned Unit Development and offer a combined 68 residential suites.

Gillette College Student Housing Phase II also known as Inspiration Hall is located at 265 W. Sinclair St., Gillette, Wyoming. Phase II is the second residence housing project for Gillette College and includes 70 traditional suite-style rooms, and through a condominium unit agreement, sharing the same building as the High Plains Grill.

High Plains Grill. The High Plains Grill is in the second condominium unit created under Student Housing Phase II. The High Plains Grill offers dining services for those residents of Student Housing Phase II, as well as students and the public.

Please refer to Academic Facility Diagrams, Attachment F.

32. Identify facilities necessary to house future program and administration needs within a twenty-year projection.

Please refer to the Gillette College Master Plan – Attachment C. The Master Plan will be updated every five to ten years.

33. Identify funding available and projected for facility development, listed separately in five-year increments for twenty years from the date of application.

The City of Gillette retains its ability to form and enter into Wyoming Statutory Trusts, creating Certificates of Participation, for purposes of funding future capital projects for the District. This is the process used in financing both Gillette College Student Housing Phase I and Phase II, including the High Plains Grill. This ability exists during the entire twenty-year period following the date of application. The City of Gillette is currently making annual payments for Gillette College Student Housing Phase II/High Plains Grill in the amount of approximately \$1.3MM. Those payments cease in 2027. Upon pay-off in 2027, it is anticipated that the City will continue to earmark and budget these funds for future development of the Gillette College District. As such, beginning in 2028 it is possible for the City to tender the sum of \$1.3MM per year for the years 2028 through 2040 for further expansion of the college. This would, of course, be based on the City's funds availability, as well as the budgeting process and final approval. Assuming this approach is undertaken, it would likely set aside an additional \$16.9MM for further facility development.

To date Campbell County has invested over \$32 million in capital infrastructure for Gillette College, the City of Gillette has invested over \$22 million, the State of Wyoming in partnership with local government has also invested over \$22 million, the Gillette College Foundation has invested over \$5 million and the citizens of Campbell County approved a Capital Facilities tax of over \$10 million to complete the first building on the current campus. The age of plant is noticeably young, with the oldest facility at seventeen years. Other than the City of Gillette Certificates, Gillette College carries no debt on facilities and has established long term maintenance accounts to address future needs.

34. For existing campuses, identify ownership of the property.

Old Main: *Old Main is owned by Campbell County, Wyoming.*

Technical Education Center: *The real property located within the Technical Education Center is owned by Campbell County, Wyoming. The facility has split ownership with Campbell County, Wyoming owning 78% of the facility, and the Northern Wyoming Community College District owning the remaining 22% of the facility, declining over a ten-year period.*

Carter Health Sciences Center: *The Carter Health Sciences Center is a condominium divided into two units and common area. One unit is owned by the City of Gillette, Wyoming, and the other unit is owned by Campbell County Health, Gillette, Wyoming.*

Pronghorn Center: *Campbell County, Wyoming owns the real property on which the Pronghorn Center is located. The facility has split ownership with Campbell County, Wyoming owning 78% of the facility, and the Northern Wyoming Community College District owning the remaining 22% of the facility, declining over a ten-year period.*

Pronghorn Soccer Field: *The Pronghorn Soccer Field is owned by Campbell County, Wyoming.*

Rodeo/Ag Complex: *The Rodeo/Ag Complex is owned by the Gillette College Foundation.*

Area 59: Area 59 is owned by the Gillette College Foundation.

Gillette College Student Housing Phase I also known as “Tanner Village” consists of four (4) buildings at 251 W. Sinclair St. (Lot 3, Bldg. 1A), 253 W. Sinclair St. (Lot 1, Bldg. 2), 255 W. Sinclair St. (Lot 2, Bldg. 1B), and 257 W. Sinclair St. (Lot 4, Bldg. 3), Gillette, Wyoming. The City of Gillette, Wyoming owns buildings 1A, 1B and 2. The Northern Wyoming Community College District owns Building 3.

Gillette College Student Housing Phase II. The City of Gillette owns the condominium unit that holds the residential units of this facility.

High Plains Grill. The High Plains Grill is in the second condominium unit created under Student Housing Phase II. The Northern Wyoming Community College District owns the unit encompassing the High Plains Grill.

35. For existing campuses that operate under an existing college district, identify the process for transfer of ownership or planned lease agreements for continued campus operation.

Old Main: Campbell County, Wyoming would either continue to own this property and execute a Memorandum of Understanding (MOU) for continued operations or could choose to transfer the property to the Gillette College Community College District.

Technical Education Center: Campbell County, Wyoming owns the real property wherein the Technical Education Center is located. The facility has split ownership with Campbell County, Wyoming owning 78% of the facility, and the Northern Wyoming Community College District owning the remaining 22% of the facility, on a ten-year diminishing scale. Any remaining ownership held by the NWCCD would be transferred to the Gillette College Community College District as provided in Wyoming Statute.

Carter Health Sciences Center: The City of Gillette would either continue to own its unit at this location and enter into a Memorandum of Understanding (MOU) for continued operations or could choose to transfer the property to the Gillette College Community College District. Campbell County Health, Gillette, Wyoming would continue to maintain its ownership but continue to allow for use by the Gillette College Community College District under a lease agreement or Memorandum of Understanding (MOU).

Pronghorn Center: Campbell County, Wyoming owns the real property wherein the Pronghorn Center is located. The facility has split ownership with Campbell County, Wyoming owning 78% of the facility, and the Northern Wyoming Community College District owning the remaining 22% of the facility, on a ten-year diminishing scale. Any remaining ownership held by the NWCCD would be transferred to the Gillette College Community College District as provided in Wyoming Statute.

Pronghorn Soccer Field: The Pronghorn Soccer Field is owned by Campbell County, Wyoming and the County would either continue to own this property and execute a Memorandum of Understanding (MOU) for continued operations or could choose to transfer the property to the Gillette College Community College District.

Rodeo/Ag Complex: The Gillette College Foundation would either continue to own this property and execute a Memorandum of Understanding (MOU) for continued operations or could choose to transfer the property to the Gillette College Community College District.

Area 59: The Gillette College Foundation would either continue to own this property and execute a Memorandum of Understanding (MOU) for continued operations or could choose to transfer the property to the Gillette College Community College District.

Gillette College Student Housing Phase I. The City of Gillette, Wyoming owns buildings 1A, 1B and 2 and would continue to own the property and execute a Memorandum of Understanding (MOU) for continued operations or could choose to transfer the property to the Gillette College Community College District. The Northern Wyoming Community College District owns Building 3 of the PUD. It is anticipated that this property would be either leased from the Northern Wyoming Community College District or purchased at an agreed price.

Gillette College Student Housing Phase II. Gillette, Wyoming would either continue to own its unit at this location and enter into a Memorandum of Understanding (MOU) for continued operations.

High Plains Grill. The Northern Wyoming Community College District owns the unit encompassing the High Plains Grill. It is anticipated that this property would be either leased from the Northern Wyoming Community College District or purchased at an agreed price. The current funding agreements in place for High Plains Grill, to which the City of Gillette is bound, likely prohibit the sale or transfer of the High Plains Grill to any organization other than the City of Gillette.

Financial Resources and Administrative Capacity

36. List Items (a) through (f), in five-year increments for 20 years from the date of application

a. Assessed Valuation.

See attached Assessed Valuation for Campbell County from 1950 to 2020, Attachment G.

The attached assessed valuation from 1950 to present should provide information to show assessed valuation changes for use in assisting the Commission in speculating on projected assessed valuation in 20 years. We are expecting to see a decline in local revenues for the next 5-10 years leveling off at \$3.6 billion; Campbell County assessed valuation in 1991 was \$1.5 billion.

b. Motor Vehicle Tax.

The ten-year average, 2010-2020, for Motor Vehicle Tax (MVT) is \$13,373,890, anticipating the twenty-year average will be \$12 to \$13 million per year.

c. Tuition.

Under existing Wyoming Statute and guidelines, community college tuition is established by the Wyoming Community College Commission. The Gillette College Community College District will adhere to this practice.

d. Fees both institutional and course.

Institutional and academic fees will be established based on programming requirements and Student requisites, similar to the existing structure and remain competitive with like institutions in the region.

e. Investments.

The Gillette College Community College District will follow Wyoming Statutes, the Higher Learning Commission and the National Association of College and University Budget Officers (NACUBO) regulations and guidelines for annual investment of funds. The Gillette College Foundation will continue to provide financial support for the College.

f. Other funds.

The Gillette College Community College District will continue to maintain and seek other public and private funding, grants, and endowments to sustain existing programming and advance new instructional offerings. Capital construction funding will be sought in accordance with facility requirements and Wyoming Statute.

g. State Supplemental Funds (Note that unaccredited institutions are not eligible to receive general fund appropriations in Wyoming.)

State Appropriations, operating and capital, will be sought by the Gillette College Community College District. The Gillette College Community College District proposed operating model will be approximately 34% State Support, 33% Local Appropriations, and 33% Tuition.

37. Plan and detail a timeline for the district to have the financial base to support its operations and sustain operations in the future including fiscal management, budgeting capacity using the WCCC format and National Association of College and University Budget Officers (NACUBO) guidelines, including debt management and external auditing capacity.

Upon legislative approval, the Campbell County Commissioners intend to seek voter approval to establish the Gillette College Community College District. Depending on the approval granting process and timeline, it is anticipated the ballot measure will go to the voters in May 2021.

It will take approximately one year to begin collecting funds generated by the approved mill levy. During that time, the Gillette College Community College District will elect the Board of Trustees, establish board policies, which will include fiscal management and budget authority. The Board of Trustees will utilize the expertise of the Association of Community College

Trustees (ACCT) to ensure appropriate and adequate board policy is approved that will guide and direct leadership toward sustain the operations of the new district. NACUBO will guide best practices in higher education finance and administration. The Gillette College will join NACUBO and subscribe to the best practices for fiscal management, including debt management and external auditing. In addition, auditing is important to ensuring compliance to administer Federal Financial Aid, appropriate business practices for the Gillette College Foundation, and any external grants that are currently utilized and future funding opportunities; an independent expert Auditing firm will be secured to prepare annual financial reports. Upon hire, the Chief Financial Officer will meet with appropriate Wyoming Community College Commission (WCCC) staff to implement the appropriate budgeting process and format required by WCCC and the State of Wyoming.

38. Plan and detail a timeline for appointing a Chief Executive Office (President) and necessary administrative positions to support a district.

The new district will commence its search for a Chief Executive Officer (CEO)/President immediately upon approval of the ballot measure. The Board of Trustees will secure the services of ACCT to develop a profile, recruit and select the CEO. It is anticipated the timeframe for appointment will be six to nine months. The new CEO/President will be tasked with the recruitment and selection of the District leadership team to initially include professional positions in the areas of Academics, Student Affairs and College Administrative Services.

39. Plan and detail a timeline for employing faculty and other academic personnel appropriately qualified and sufficient in number to support the academic programs and operations.

The Gillette College Community College District will work with the NWCCD to retain existing Faculty, Academic and Support Personnel to continue the existing successful academic programs and operations. The new CEO/President and Leadership Team will ascertain the needs for additional Faculty and Support Personnel moving forward.

40. Plan and detail a timeline for implementation of an administrative computing system including student and financial records.

Upon formation of the new district, the Gillette College Community College District will establish a contract with Ellucian Colleague to include the license and transfer of current NWCCD Gillette data. The database includes: Finance, HR Payroll, Academics, and Student Services. Additional Software would include license and data transfers from Canvas, the current Course Management System, as well as providing support for Online Learning.

Anticipated expenditures for the afore-mentioned software:

Input Server purchase and \$100,000/year of licensing costs for Ellucian Colleague program.

Input licensing cost of \$100,000/year for the Canvas program which provides online learning and Course management. This program is cloud-based, so no server purchase is required.

41. Plan and detail a timeline for securing access to learning resources and support services necessary to support the learning expected of its students (research labs and supplies, libraries/librarians, other).

Please refer to the Educational Programming, including Student Support Questions and the Facilities and Physical Resources sections, and specifically answers to questions 19 and 31 to address this question. College presently has extensive learning and support services in place, including a Veterans Service Center.

42. Plan and detail a timeline for developing and implementing academic and business operations, board policies, and administrative policies and procedures.

Academic and business operations are currently in place, along with board policies and administrative policies and procedures, for the Gillette College.

The District Board of Trustees and CEO/President will review existing policies and procedures for conformity with State of Wyoming Statutes, Wyoming Community College Commission guidelines, the Higher Learning Commission requirements, and the Association of Community College Trustees best practices for revisions and updates.

Attachments:

A. - *County Boundary Maps.*

B. - *City of Gillette Zoning Map.*

C. - *Master Plan. An executive summary is included, and the full document can be provided upon request.*

D. - *Campbell County Higher Education Market Analysis and Study. An executive summary is included, and the full document can be provided upon request.*

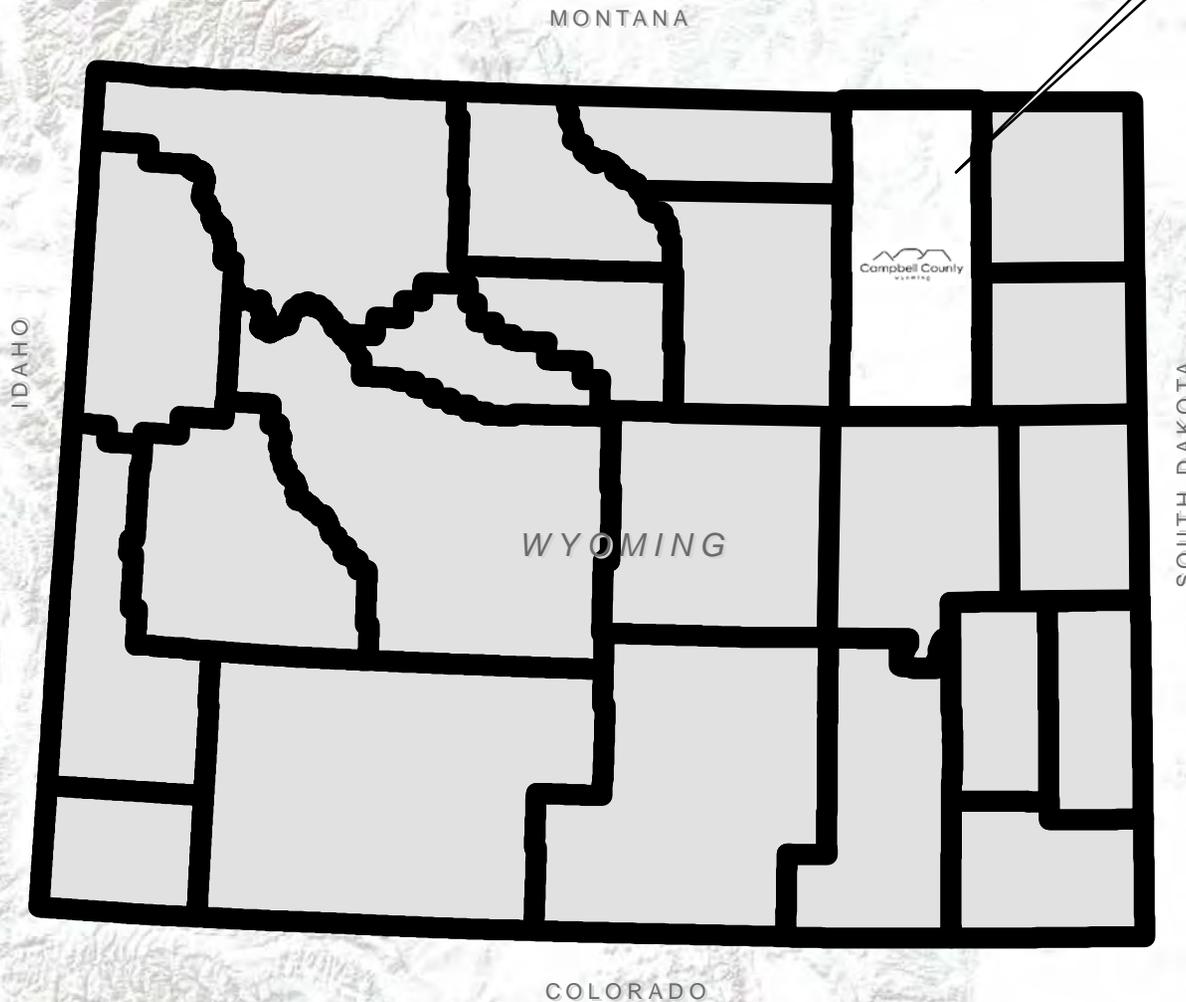
E. - *Higher Education Market Analysis Healthcare Occupations. An executive summary is included, and the full document can be provided upon request.*

F. - *Academic Facility Diagrams.*

G. - *Assessed Valuation for Campbell County from 1950 to 2020.*

Attachment A - County Boundary Maps

**PROPOSED DISTRICT
"CAMPBELL COUNTY"**



Campbell county is that portion of the state of Wyoming within the following boundaries: commencing at a point on the northern boundary of the state of Wyoming where the range line between ranges sixty-eight (68) and sixty-nine (69) west intersects said boundary; thence west along said northern boundary of the state of Wyoming to a point where it is intersected by a line projected north, through the centers of sections and through one-quarter corners, from the south one-quarter corner of section thirty-three (33), township fifty-seven (57) north, range seventy-six (76) west; thence south through centers of sections and through one-quarter corners to the south one-quarter corner of section thirty-three (33), township fifty-seven (57) north, range seventy-six (76) west; thence along the fourteenth (14th) standard parallel to the north one-quarter corner of section four (4), township fifty-six (56) north, range seventy-six (76) west; thence south through the centers of sections and through one-quarter corners to the south one-quarter corner of section thirty-three (33), township fifty-three (53) north, range seventy-six (76) west; thence along the thirteenth (13th) standard parallel to the northwest corner of section four (4), township fifty-two (52) north, range seventy-six (76) west; thence south along section lines to the southwest corner of section thirty-three (33), township forty-nine (49) north, range seventy-six (76) west; thence along the twelfth (12th) standard parallel to the northwest corner of section four (4), township forty-eight (48) north, range seventy-six (76) west; thence south along section lines to the southwest corner of section thirty-three (33), township forty-five (45) north, range seventy-six (76) west; thence along the eleventh (11th) standard parallel to the north one-quarter corner of section five (5), township forty-four (44) north, range seventy-six (76) west; thence south through the centers of sections and through one-quarter corners to the center of section twenty-nine (29), township forty-one (41) north, range seventy-six (76) west; thence east through the centers of sections and through one-quarter corners to the east one-quarter corner of section twenty-five (25), township forty-one (41) north, range sixty-nine (69) west; thence north along the range line between ranges sixty-eight (68) and sixty-nine (69) west to the northeast corner of section one (1), township forty-four (44) north, range sixty-nine (69) west; thence along the eleventh (11th) standard parallel to the southeast corner of section thirty-six (36), township forty-five (45) north, range sixty-nine (69) west; thence north along the range line between ranges sixty-eight (68) and sixty-nine (69) west to the northeast corner of section one (1), township forty-eight (48) north, range sixty-nine (69) west; thence along the twelfth (12th) standard parallel to the southeast corner of section thirty-six (36), township forty-nine (49) north, range sixty-nine (69) west; thence north along the range line between ranges sixty-eight (68) and sixty-nine (69) west to the northeast corner of section one (1), township fifty-two (52) north, range sixty-nine (69) west; thence along the thirteenth (13th) standard parallel to the southeast corner of section thirty-six (36), township fifty-three (53) north, range sixty-nine (69) west; thence north along the range line between ranges sixty-eight (68) and sixty-nine (69) west to the northeast corner of section one (1), township fifty-six (56) north, range sixty-nine (69) west; thence along the fourteenth (14th) standard parallel to the southeast corner of section thirty-six (36), township fifty-seven (57) north, range sixty-nine (69) west; thence north along the range line between ranges sixty-eight (68) and sixty-nine (69) west to the point of beginning.



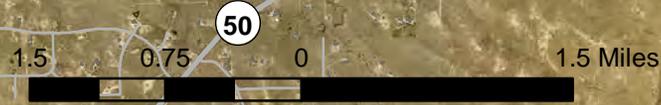
CITY OF GILLETTE



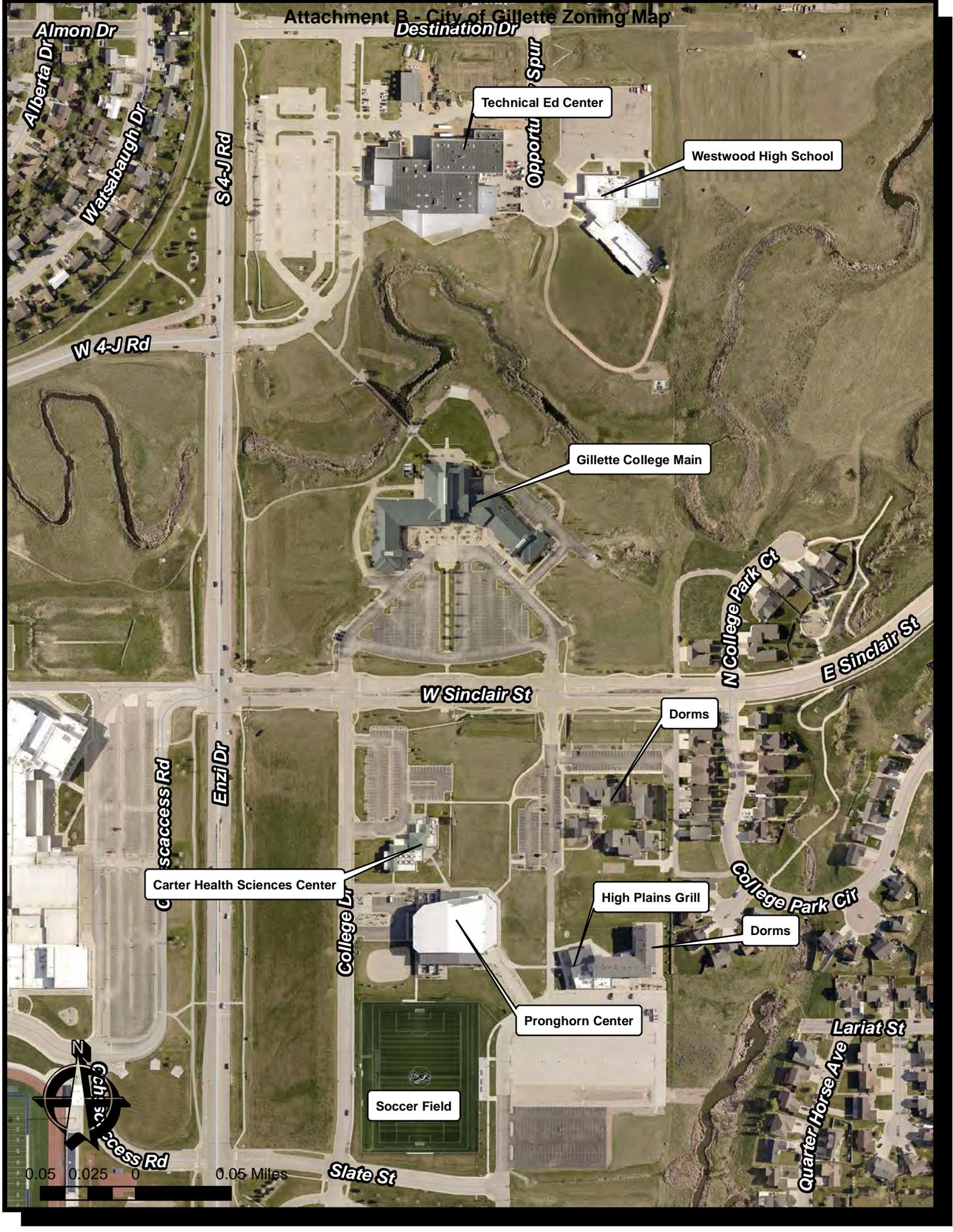
Gillette College Main Campus
300 W. Sinclair St.

College Agriculture &
Rodeo Complex
East Boxelder Rd.

Area 59
3207 S Douglas Hwy.



Attachment B - City of Gillette Zoning Map



Destination Dr

Almon Dr

Alberta Dr

Watsabaugh Dr

S4-J Rd

W 4-J Rd

Technical Ed Center

Opportunity Spur

Westwood High School

Gillette College Main

W Sinclair St

N College Park Ct

E Sinclair St

Scaccess Rd

Enzi Dr

Dorms

Carter Health Sciences Center

College Dr

High Plains Grill

College Park Cir

Dorms

Pronghorn Center

Soccer Field

Lariat St

Quarter Horse Ave

Slate St



0.05 0.025 0 0.05 Miles

CAMPUS MASTER PLAN GILLETTE COLLEGE PRONGHORNS

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT
02.09.15

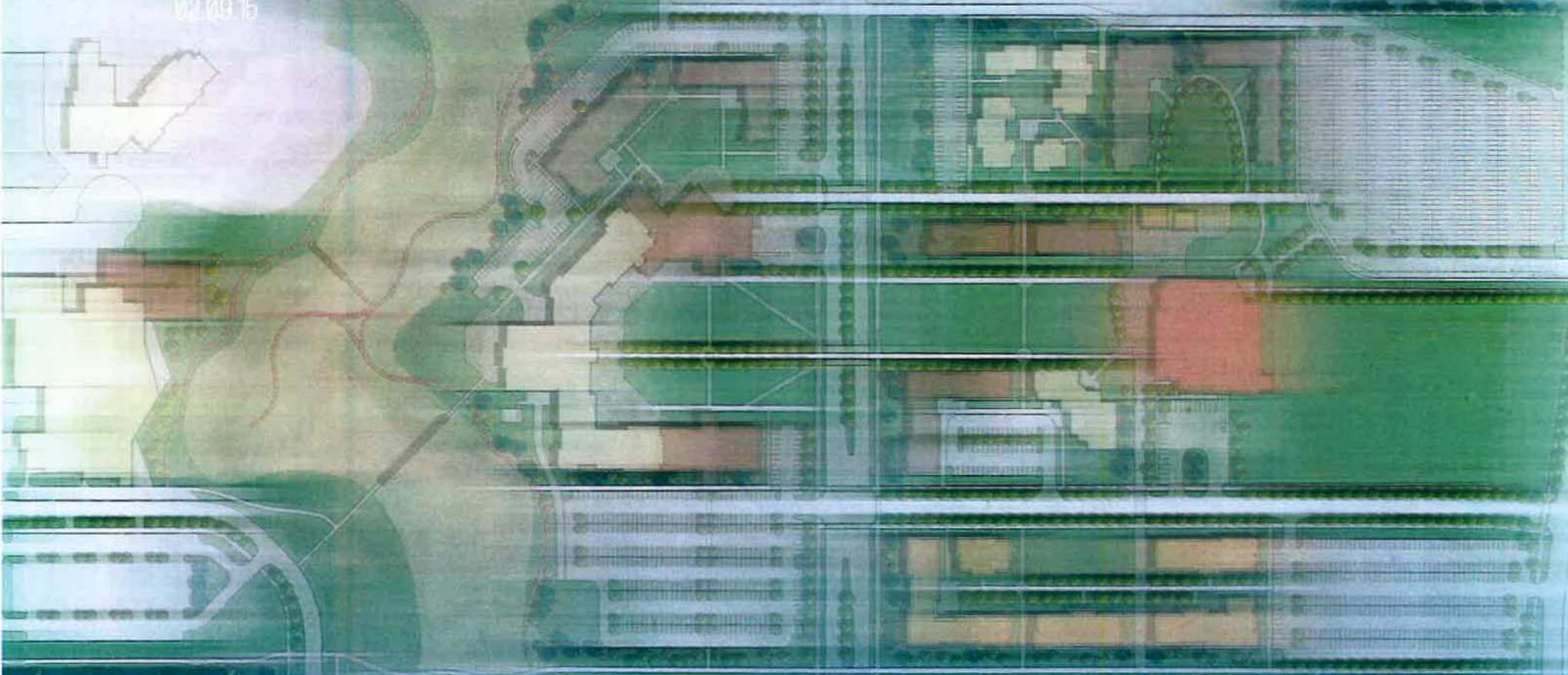


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The Gillette College campus master plan is intended as a 10-year development plan to support the increase of the current student population of approximately 1,000 students to 2,000 students. This anticipated growth includes the expansion of the Health Sciences and Technical Education program offerings, the expansion of the library services, and the expansion of on-campus student life capacity from 100 to 600 student beds with appropriate support facilities. Early planning and programming information provided by Johnnie Knapp has been used to identify future academic and student housing building needs, sizes, and quantities.

A key aspect and underlying planning value for this campus master plan is student life. Early in the planning process, the lack of student life activity spaces on campus was identified as an issue that needs to be addressed in the master plan. The successful implementation of this master plan will provide numerous spaces of varying scales that will create a campus identity and accommodate programmed student life activities such as the annual Welcome Back event, movie nights, music performances, and pre-game and post-game functions. Creating a "walkable" campus is another key component of the master plan. This will be achieved by locating parking areas along the edges of campus, and providing major pedestrian circulation routes that will allow students, faculty, and members of the community to experience the campus on foot and engage the campus as a destination.

Major organizing elements of the campus master plan are large open spaces, student quads, and main pedestrian circulation routes. The green open spaces and student quads are framed by future academic and student housing buildings, and terminated on the north and south ends by the existing Old Main building and the new Education and Activities Center, respectively. These green open spaces will create a cohesive campus and a strong "sense of place", and will include major pedestrian circulation routes from north to south and east to west throughout the campus. In addition, these green open spaces and student quads will provide opportunities for passive and active recreation, and for students and faculty to "see and be seen" by other students and faculty.

As previously stated, the proposed student housing buildings are sited around two open space quads, which will define the housing areas and provide a focal point of activity for the student residents. The student housing buildings are located adjacent to significant nodes of campus activity: the existing Old Main Building and the new Education and Activities Center. These locations will provide convenient access to basic services for student residents and opportunities to participate in major student life activities.

Other components of the Gillette College master plan that are illustrated in more detail in the following diagrams include: Wayfinding and Signage, Parking Areas, Emergency Vehicle and Service Routes, Future Development, Pedestrian and Vehicular Circulation, Student Life and Campus Activities, Construction Access, and Waste Management.





Building Identification

- SH-1 Student Housing Phase 2
- SH-2 Student Housing Phase 3
- SH-3 Student Housing Phase 4
- SH-4 Student Housing Phase 5
- EAC Education and Activities Center
- AC-1 Technical Education Center Expansion
- AC-2 Old Main Expansion (Student Center)
- AC-3 Old Main Expansion
- AC-4 Proposed Academic Building
- AC-5 Proposed Academic Building
- AC-6 Proposed Academic Building
- AC-7 Future Academic Building
- AC-8 Future Academic Building
- AC-9 Future Academic Building
- AC-10 Future Academic Building
- AC-11 Future Academic Building

- | | | | |
|---------------------------------|-------------------------------------|---------------------------|---------------------------------|
| 1. Existing High School | 9. Proposed SH Parking | 17. Pedestrian Crossing | 25. Sinclair St. (Improved) |
| 2. Existing Tec | 10. Proposed Parking | 18. Plaza | 26. Slate St. |
| 3. Existing Old Main | 11. Proposed Improved Parking | 19. Jogging Path | 27. College Dr. |
| 4. Existing Student Housing | 12. Proposed Service Area | 20. Proposed Soccer Field | 28. S.W. Detention - Stormwater |
| 5. Existing Health Sciences | 13. Emergency/Service Vehicle Route | 21. Donkey Creek | 29. P.L. Buffer - Parking Lot |
| 6. Existing Rec Center | 14. Open Space Quad | 22. Donkey Creek Bridge | |
| 7. Existing Parking | 15. Student Life Activity Plaza | 23. Proposed Bridge | |
| 8. Existing Service Area/Access | 16. Covered Pavilion | 24. 4-J Road | |

Attachment C - Master Plan

Campus Master Plan

Master Plan Space Allocation Program



Building	Master Plan Tag	Footprint SF	# Levels	Total Bldg SF	Total Beds	Usage
Student Housing Phase 2	SH-1	16,250	3	48,750	150	Dormitory
Student Housing Phase 3	SH-2	17,800	3	53,400	150	Apartment
Student Housing Phase 4	SH-3	13,440	3	40,320	150	Dormitory
Student Housing Phase 5	SH-4	17,800	3	53,400	150	Apartment
Sub Total				195,870		
TEC Addition	AC-1	15,800	2	31,616		
Student Center	AC-2	22,918	2	45,836		
Old Main Expansion	AC-3	16,325	2	32,650		
Academic Building	AC-4	10,000	3	30,000		
Academic Building	AC-5	10,000	3	30,000		
Academic Building	AC-6	18,483	3	55,209		
Academic Building	AC-7	18,483	2	36,966		
Academic Building	AC-8	6,760	2	13,520		
Academic Building	AC-9	10,437	2	20,874		
Academic Building	AC-10	12,066	2	24,132		
Academic Building	AC-11	13,800	2	27,600		
EAC	EAC	29,084	2	58,168		
Sub Total				406,571		
Total GSF				602,441		



- Vehicular / Pedestrian Circulation Legend**
- Vehicular Circulation
 - Temporary Event Vehicular Circulation
 - Pedestrian Circulation Major
 - Pedestrian Circulation Minor
 - - - Future Trail System

The current configuration of the Gillette College campus and its existing buildings is spread out with separate parking lots for each building. During the visioning meetings for this campus, it was determined that the campus be developed around strong pedestrian circulation and interior green open spaces, with parking areas located around the edges of campus. The campus master plan concept illustrates a main north/south pedestrian route, which connects the proposed southeast parking lot to the new student center. This major pedestrian circulation route occurs between the existing student housing to the east and the proposed academic buildings to the west, and will serve as the main north/south campus thoroughfare. In addition this major pedestrian circulation route will be designed to provide emergency and service vehicle access to buildings along this corridor, with collapsible bollards at each end to prevent public vehicle access. Additional major and minor pedestrian circulation routes will connect to, and feed from, this major pedestrian route.



- Student Life / Campus Activities Legend**
- Jogging Path
 - Outdoor Student Life and Pre Game Pavilion and Amphitheater
 - Donkey Creek Jazz Festival Original Grounds
 - Donkey Creek Jazz Festival Expanded Grounds

The overall need to provide student life and student activity space on the campus was identified early in the master planning process. The space between the proposed student housing buildings and the Education and Activities Center will provide an active outdoor space with a pavilion and landscaped amphitheater. These amenities can be used specifically for student life activities, pre-game and post-game functions, and by the community. The proposed student housing buildings have been arranged to create a green, open space quad for passive and active use by student residents. The main organizing element of the entire campus is the prominent north-south open space mall. This mall is anchored at its north end by the Old Main Building and terminates at its south end by the new Education and Activities Center. The mall creates a large, green space that will provide the framework for campus growth, and passive and active use opportunities for students, faculty, and the community.

Campus Master Plan Future Expansion Opportunities



- Future Expansion Opportunities Legend**
- Yellow square: Possible Existing Building Expansion
 - Red square: Future Student Center Expansion
 - Blue square: Future Old Main Addition Expansion
 - Green square: Future Academic Building Expansion

As the campus grows and wayfinding needs change, it will be important to update the existing campus signage. This diagram illustrates potential sign location and types that will increase wayfinding and the campus identity as it grows. Currently, the Gillette College is lacking a formal gateway to the campus, from both the north and south ends. The most likely locations for gateway signage occur are at the intersections of Sinclair Street and Slate Street with 4-J Road, and depending on how the city owned property along 4-J Road is developed, there is the possibility of either strengthening or weakening the gateway to the college. Creating a standard for signage will strengthen the campus identity and facilitate way finding.



Sign Legend

- * Existing Campus Sign
- Proposed Campus Sign
- Existing Building Sign
- Proposed Building Sign
- Existing Wayfinding Sign
- Proposed Wayfinding Sign
- Existing Stop Sign
- Proposed Stop Sign

As the campus grows and wayfinding needs change, it will be important to update the existing campus signage. This diagram illustrates potential sign location and types that will increase wayfinding and the campus identity as it grows. Currently, the Gillette College is lacking a formal gateway to the campus, from both the north and south ends. The most likely locations for gateway signage occur are at the intersections of Sinclair Street and Slate Street with 4-J Road, and depending on how the city owned property along 4-J Road is developed, there is the possibility of either strengthening or weakening the gateway to the college. Creating a standard for signage will strengthen the campus identity and facilitate way finding.

Campus Master Plan

Parking



Parking Legend

- Existing Parking
- Proposed Demolished Parking
- Proposed New Parking

Parking Count

Existing Campus Parking:
 Technical Education Center = 257 spaces
 Old Main Building = 194 spaces
 Health Sciences Building = 69 spaces
 Student Housing = 115 spaces
 Total = 635 spaces

Demolished Campus Parking:
 Old Main Building = 194 spaces
 Health Sciences Building = 22 spaces
 Student Housing = 49 spaces
 Total = 265 spaces

Proposed Campus Parking:
 Student Housing (NE) = 201 spaces
 Old Main Building = 322 spaces
 South East Parking = 220 + 301 = 521
 Student Housing (SE) = 220 spaces
 E.A.C. Building = 301
 E.A.C. Building West = 21 spaces
 Southwest Parking = 318 spaces
 Total = 1,383 spaces

Campus Master Plan Parking:
 Existing = 635 spaces
 Demolished = -265 spaces
 Proposed = +1,383 spaces
 Total = 1,753 spaces

In planning a walkable campus, it becomes important to provide parking at key locations around the edges of campus. This allows students, faculty, and visitors to park their cars and enter the campus on foot. The density of the campus buildings will be much higher without parking lots intermingled between them, which in turn creates shorter walking distances from building to building. This diagram shows the existing campus parking lots, along with proposed parking areas and those that are proposed to be demolished for new uses. The accounting of the master plan parking numbers shows that the parking on campus more than doubles at full build out.

Campus Master Plan
Emergency & Service Vehicle Routes



- Fire and Service Lanes Legend**
- Fire and Service Lanes
 - Break Away/Fold Down Bollards
 - Service Area - Loading and Unloading

As a pedestrian oriented campus, Gillette College will require special attention to emergency and service vehicle access throughout the campus. Each existing and proposed building will need to meet the local jurisdictional requirements for fire truck accessibility. This typically requires a 20-foot minimum sidewalk designed to carry the appropriate load of a fire truck. This diagram shows the proposed emergency and service vehicle access routes, which should be reviewed with the local jurisdiction and fire chief to verify that the proposed routes will meet their requirements. The most likely areas of concern will be where a fire truck will need to turn around or back up more than 150 feet.

Campus Master Plan

Waste Management



- Waste Management Lettgend**
- Waste Management Route
 - Proposed Dumpster Location

As a college campus grows, it becomes increasingly important to provide efficient waste collection throughout the campus. A well planned waste collection route and well placed dumpster locations can reduce the time and manpower required to effectively address waste management. The most efficient route minimizes back tracking and allows the truck to address each dumpster without the need for the driver to exit the truck. The placement of each dumpster should be in an area with low pedestrian circulation especially where it requires the truck to back up. This diagram illustrates the proposed campus collection routes and dumpster locations.



- Construction Access Legend**
- Construction Vehicle Access
 - Proposed EAC Construction Limit Line Boundary
 - Proposed Student Housing Phase 3 Construction Limit Line Boundary
 - Proposed Student Housing Phase 4 Construction Limit Line Boundary

The construction of each of the buildings on the master plan will require coordination with each of the contractors to provide adequate construction site access and construction staging areas. The phasing of the student housing buildings creates very tight construction site situations that will need to be carefully coordinated. This diagram shows proposed construction vehicular access routes and proposed construction limit line boundaries. These boundaries should be discussed with the college and a representative from the construction industry to confirm that they provide adequate space and access to construct each building while allowing for continued safe student vehicular and pedestrian circulation.



HIGHER EDUCATION MARKET ANALYSIS
CAMPBELL COUNTY, WYOMING
Long-Range Educational Needs Market Research

EXECUTIVE SUMMARY OF FINAL REPORT

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KEY THEMES

- The educational program clusters including **healthcare** and **business/management** present substantial opportunity to leverage current assets by adapting and growing Gillette College offerings.
- Data on **education and training** programs present conflicting indications about future demand. Despite that, the region would be well served to offer local programs that contain all needed components of teacher and administrator licensure, including student teaching.
- **STEM** education programming should reflect the shifts that are evident in the local energy economy and nationally. Creating a focus on the future of energy and carbon in an information and data-rich environment could represent a substantial opportunity to allow higher education to lead economic development and transformation.
- There is strong support for a locally offered **four-year degree** option both from the community and the types of occupations that show strong promise.
- Gillette College and Campbell County are well positioned to lead in the development and offering of new types of academic credentials such as stackable certificates.

BACKGROUND OF THE STUDY

Lone Tree Academics LLC, Entangled Solutions, and Innovation Economics LLC were engaged by a four-party consortium of Campbell County, Wyoming, Gillette College, BOCES, and the Energy Capital Economic Development to develop a systematic study and analysis to support decisions about future opportunities for expanding the current portfolio of higher education offerings for Campbell County. The study was commissioned at a time of rapid economic change and challenges in Gillette and Campbell County.

The study and analysis were designed to extend beyond typical higher education market demand analyses, which often only identifies occupational clusters of growing employment, in several aspects:

- Use of real-time labor market data in a customized rural market (where traditional governmental data is limited) of approximately 150 miles from Gillette.
- Develop and translate 10-year employment projections for key economic clusters for use both in understanding likely employment demand and in defining aligned educational programs specific to the area served by Gillette College.
- Identify potential partnering models to assist with the funding and delivery of new or enhanced educational and training products programs.
- Capture and summarize knowledge about key higher education trends in Wyoming affecting the ability to act on potential higher education program opportunities.
- Research of industry-centric economic development models that offer high synergy potential with

education in the study area.

RESEARCH DESIGN AND PHASING

The research and analysis involved six discrete sets of research tasks, as shown in Figure 1.

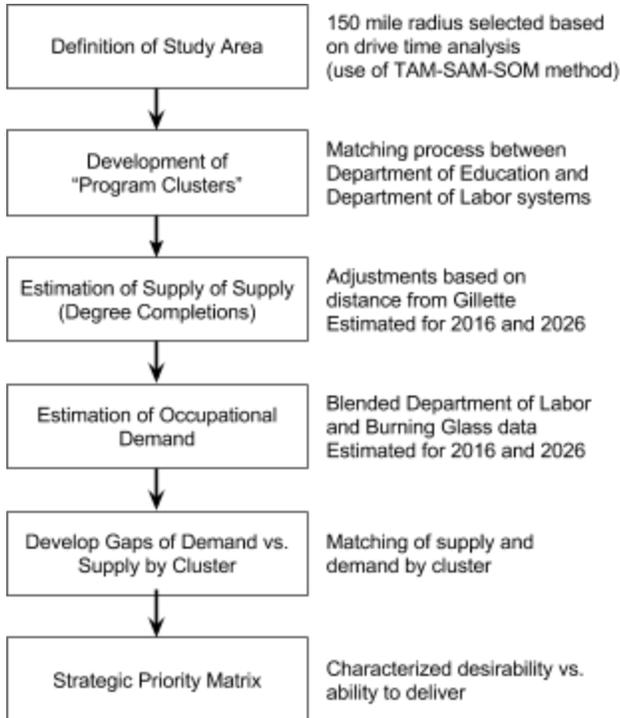


FIGURE 1: Phasing of Analysis

TAM-SAM-SOM

The overall process of defining and refining the relevant area of study was performed with a technique commonly used in developing lean business plans moving from total available market (TAM) to serviceable available market (SAM) to serviceable obtainable market (SOM). The TAM was defined to include a 150-mile radius based on the typical reach of a site-based education program that may have some blended components, such as some part of the educational experience offered online or at a distance. Not all programs on offer in that area or all students would have an interest in educational offerings in Gillette. The step down to SAM was done by use of a multiplier for educational programs on offer and by a geographic reduction for occupations. The further refinement to SOM was accomplished by the use of program clusters, as described below.

Program Cluster Development

The development of program clusters represented a unique approach in this study. Although data sets describing the development of jobs (occupations) are related to data portraying the supply of educational graduates (degree conferrals) through data crosswalks, the relationship is a many-to-many relationship with particular degrees relating to many occupations and vice versa. Such a relationship presents an issue with the use of raw occupation data to assess the viability of any one education

Attachment D - Campbell County Higher Education Market Analysis & Study

Campbell County Higher Education Market Analysis

offering.

To overcome the inherent confounding nature of the many-to-many relation of the occupational data and educational degree production, a set of 13 degree clusters was developed. The clusters were developed to represent program areas suggested by the current degree program offerings of Gillette College and higher education institutions attracting students in the 150-mile radius study area. The analysis clusters are shown in Figure 2.

Career Cluster	Description
Agriculture, Food, & Natural Resources	Includes Educational Programs such as "Agricultural/Farm Supplies Retailing and Wholesaling" and Occupations such as "Purchasing Agents & Buyers, Farm Products"
Architecture and Construction	Includes Educational Programs such as "Architecture (BArch, BA/BS, MArch, MA/MS, PhD)" and Occupations such as "Engineering Managers"
Arts, Audio/Video Technology, & Communications	Includes Educational Programs such as "Audiovisual Communications Technologies/Technicians, Other" and Occupations such as "Media & Communication Workers, All Other"
Business, Management, & Administration	Includes Educational Programs such as "Public Relations/Image Management" and Occupations such as "Advertising & Promotions Managers"
Education and Training	Includes Educational Programs such as "Educational Leadership and Administration, General" and Occupations such as "Education Administrators, Preschool & Child Care Center/Program"
Finance	Includes Educational Programs such as "Finance, General" and Occupations such as "Financial Managers"
Government and Public Administration	Includes Educational Programs such as "Political Communication" and Occupations such as "Public Relations Specialists"
Health Services	Includes Educational Programs such as "Psychology, General" and Occupations such as "Clinical, Counseling, & School Psychologists"
Law, Public Safety, and Corrections	Includes Educational Programs such as "Corrections" and Occupations such as "Psychology Teachers, Postsecondary"
Manufacturing	Includes Educational Programs such as "Machine Tool Technology/Machinist" and Occupations such as "Rolling Machine Setters, Operators, & Tenders, Metal & Plastic"
Marketing Sales and Service	Includes Educational Programs such as "Marketing/Marketing Management, General" and Occupations such as "Advertising & Promotions Managers"
Science, Technology, Engineering and Math	Includes Educational Programs such as "Engineering, General" and Occupations such as "Engineering Managers"
Transportation, Distribution and Logistics	Includes Educational Programs such as "Aeronautical/Aerospace Engineering Technology/Technician" and Occupations such as "Occupational Health & Safety Specialists & Technicians"

FIGURE 2. Education + Workforce Combined Clusters

RESEARCH RESULTS

Results of the research are presented in four sections:

- Estimate of the **supply of graduates** based on programs serving the study area;
- Estimation of **employment demand** in the study area for graduates in 2016 and projected to 2026;
- Development of **gaps** between supply and demand for 2016 and estimated to 2026; and
- A suggested **priority matrix** factoring in elements of the desirability of certain types of occupations (and associated education programs) measured against the ability to deliver.

Supply estimates

Supply estimates were developed by mapping degree completions to the clusters from the degree completions reported by the U.S. Department of Education. The analysis used the Integrated Postsecondary Education Data System (IPEDS) data for Classification of Instructional Programs (CIP) codes with graduates. To avoid duplication, instructional programs were included in only one program cluster.

In estimating supply, degree completions from a total of 19 higher education institutions were used in whole or part based on 2016 data. A *market multiplier adjustment* was developed based on the distance of the institution from Gillette, Wyoming. The rationale for using a multiplier is based on research indicating that the greater the distance from an institution the smaller the number of students that are likely to attend a particular higher education institution. Although the University of Wyoming campus in Laramie is beyond the 150-mile study area, it was included in supply estimates because of the statewide mission of the institution.

When estimating supply, the number of graduates shown in 2016 data was held constant for gap analysis with projections for 2026. By keeping the supply data constant, the gap analysis can inform suggested changes to educational programs needed to address changes in occupations by the end of the projection horizon in 2026. Because the responses of the 19 institutions or new entrants to the market are difficult to predict accurately, no estimation was attempted for future supply of graduates.

Demand estimates

Demand estimates were developed to allow comparison of occupational needs regarding employment positions or jobs with the supply of higher education graduates. Two sources of data were used to develop estimates: U.S. Department of Labor Standard Occupational Classification (SOC) System occupational reporting and real-time data from Burning Glass.

SOC data has several limitations that suggested the addition of real-time data from Burning Glass. First,

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the geographic focus of the data is large for a rural area such as Northeast Wyoming with much reporting done by the county. Second, the data is largely historical with a lag time of several months. Last, although growth estimates are provided in SOC data, those estimates are not provided at a local level such as for Gillette or Campbell County.

The Burning Glass data was seen as a suitable complementary data source to compensate for the limitations of SOC data in a rural setting such as Northeast Wyoming. Burning Glass collects data from employment advertisements on the major internet job posting services to develop a data set of real time occupational demand. The data is mapped to SOC codes and thus can be used with the U.S. Department of Labor information.

Gap analysis

A gap analysis was performed to match the annual supply of graduates in the study area with the estimated demand in 2016 and 2026. The gap for 2016 demonstrates areas of current over-and under-supply of graduates. The gap analysis was extended to 2026 through use of trends in the occupations demand data specific for northeast Wyoming. Gaps by cluster for 2016 were developed and are shown in Figure 3.

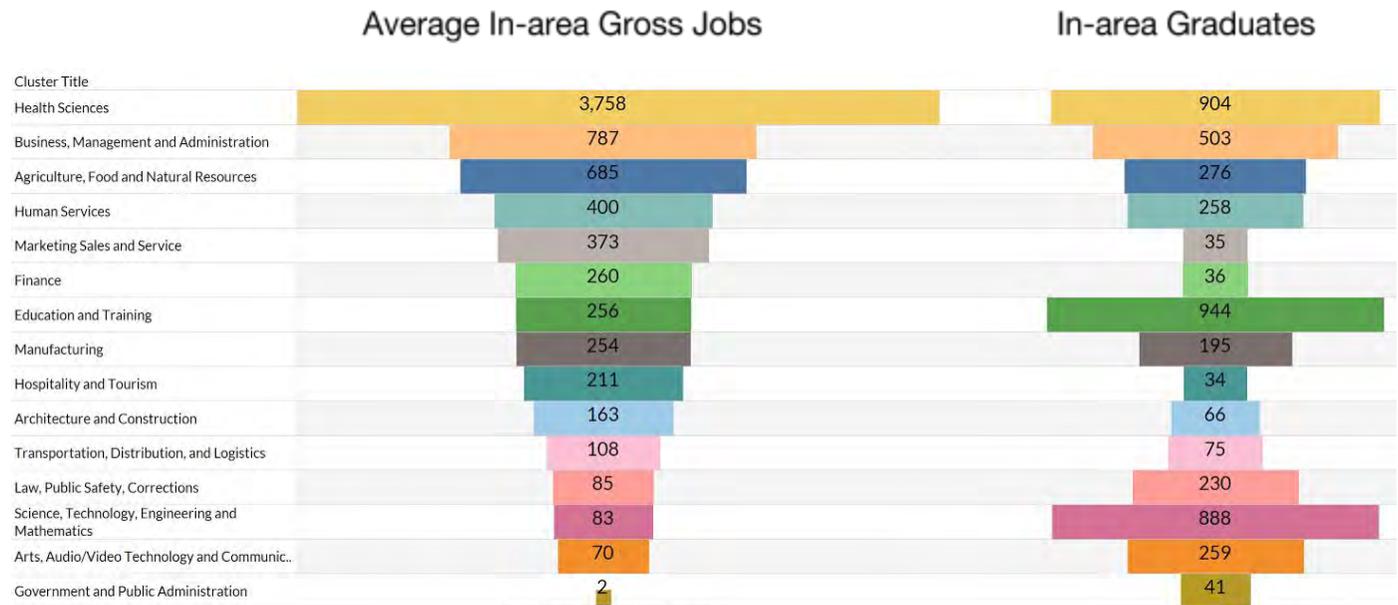


FIGURE 3: Supply vs. Demand Gaps 2016

Four clusters--health services, business/management/administration, education/training, and STEM (science, technology, engineering, and math)--had the most significant gaps. Health services and business both demonstrate an undersupply of graduates relative to available jobs in 2016. Education

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and STEM are both demonstrate the opposite with an oversupply of current graduates to current job areas.

The gap analysis was extrapolated to 2026 by keeping existing supply of degrees constant and applying growth or decline estimates to the occupational data for each cluster. The growth/decline estimates were developed with a combination of Department of Labor occupational code estimates and Burning Glass trends. Gaps by cluster in 2026 are shown in *Figure 4*.

Workforce Gap: Undersupply and Oversupply (2026)

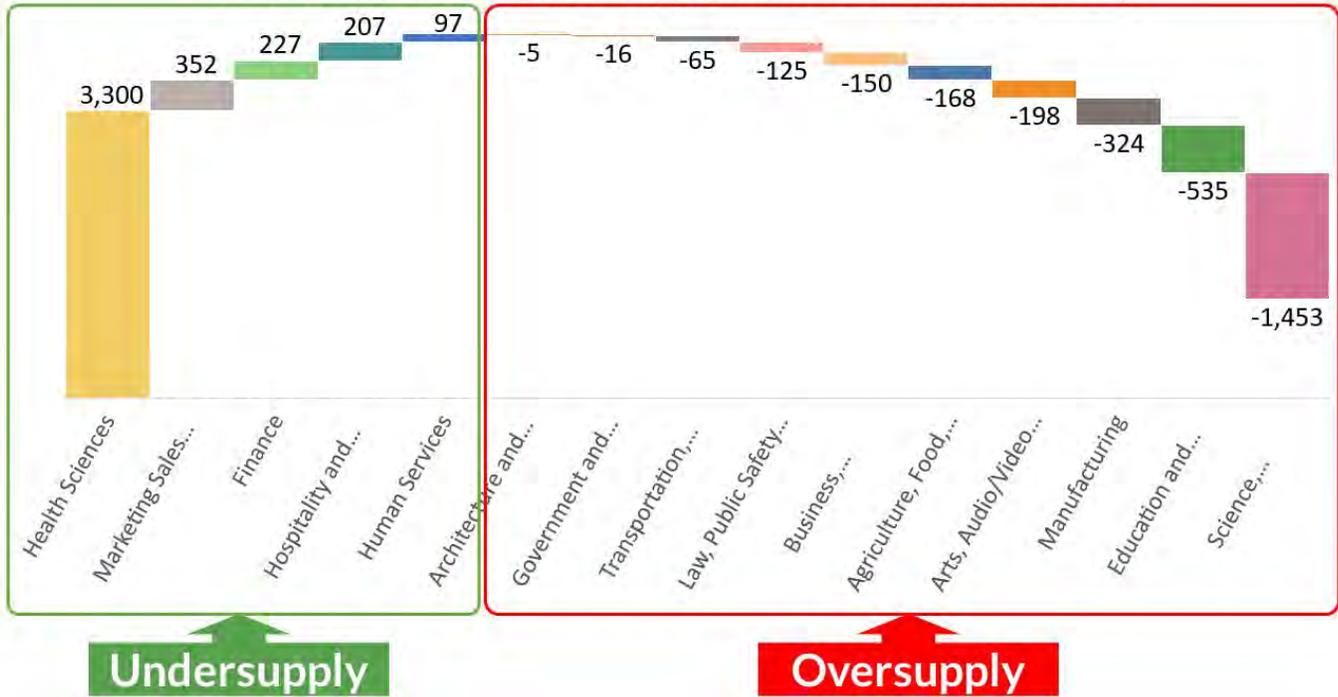


FIGURE 4: Supply vs. Demand Gaps 2026

The extrapolation of the demand data altered the potential gaps of educational offerings vs. workforce demand. The gap in health services grows due to a strong anticipated increase in the need for workforce in this area. The projected undersupply of business graduates is more muted due to slower indicated growth trends. The growth in oversupply of graduates also shifted for the education and STEM areas. The oversupply gap in education appears lower than in 2016 while the gap for STEM has increased.

Within each of the largest cluster gaps, the underlying occupations were reviewed to provide implications that could be suggestive of programmatic options for higher education in Campbell County. The analysis suggested that three clusters, business/management/administration, finance, and marketing/sales/services should be combined when determining programmatic options. Table 1 contains an analysis of the key occupations for the four most impacted clusters.

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Cluster	Key Occupation Trends	Implications
Health Science	Nursing (++)	Additional nursing enrollment
Education and Training	Elementary education (- -) Educational administration (-) Secondary and vocational ed (-)	<ul style="list-style-type: none"> • Need to filter out recent staff reductions from long term trends. • Dynamics of teaching turnover also need to be analyzed. • Consideration needs to be given to the importing of teachers versus education in area.
Business / Management / Administration Finance Marketing / Sales / Service	Secretarial (+) Bookkeeping (+) Accounting (-) Economics (-) General admin (- -)	<ul style="list-style-type: none"> • The size of sectors suggested combination into one and use of general business programs with majors or specializations. • Entrepreneurship education may not be fully reflected due to the cross-sector nature of the area.
STEM	Petroleum Engineering (- -) Biological / Life Science (- -) Mechanical engineering (- -) Chemical engineering (- -) Information technology (+)	<ul style="list-style-type: none"> • Reflects the shift in the resource economy (coal and oil & gas). • Information technology is growing from a small base.

TABLE 1: Supply vs. Demand Gaps 2026

STRATEGIC PRIORITY MATRIX

The final step in the data analysis was the development of a strategic priority matrix as a tool to assess aspects of the desirability of certain clusters in comparison to the ability of Gillette College and partnering entities to address the clusters. The analysis is similar to different strategy analysis techniques developed by McKinsey & Co. and General Electric.

Scoring for the vertical axis, rating the desirability of each cluster, is comprised of six rating areas. The horizontal axis positioning was developed using three areas indicative of the ability of Gillette College to develop and offer educational programming. The factors were weighted equally on each axis. A

definition of the factors is shown in Figure 5.

Desirability (Vertical Axis)

Size of the sector: objective rating based on labor market data.

Growth rates: objective rating based on economic development data.

Fit to economic development strategy: rating assessed based on regional economic development strategy.

Location quotient: objective rating based on region's industrial specialization relative to the national average.

Automation risk: rating assessed based on expert opinion and risk tolerance research.

Economic impact / multiplier: objective assessment of potential economic impacts of sector projects based on the RIMS II regional economic model.

Ability to address (Horizontal Axis)

Funding: rating based on interviews with institutional leadership confirming strategy of regional education institutions.

Organizational Capacity: rating based on interviews with institutional leadership confirming strategy of regional education institutions.

State / Institution restrictions: objective rating based on state and institutional development policy.

FIGURE 5: Priority Matrix Rating Factors

The priority matrix (shown in Figure 6) allows for a different type of analysis of the data than purely looking at gaps between supply of graduates and jobs. The matrix allows for recognition that not all jobs are equally *desirable* from an economic development or the ability to deliver quality education programs locally. Some clusters may be undesirable because they are so small that economic impact may be negligible. Clusters in decline can present the need to pare back educational programming.

The last four rating areas for desirability provide an opportunity to assess the fit to aspects of a robust future-state economy. The fit to economic development strategy reflects whether there is current or planned emphasis in the region's economic development strategy for the cluster. The location quotient depicts whether the size of certain occupations is lesser or greater than similar geographic areas. The automation risk was a rating developed based on research into which occupations are most likely to be automated and thus require fewer workers. The measure of economic impact or multiplier provides a model that differentiates occupation types based on impact such as whether a job will tend to create a need or demand for related employment.

The three areas of ability to address reflect typical organizational constraints that a public institution of higher education could face when seeking to offer additional or changed programming to meet evolving employment patterns. Funding is a constant concern for a public institution with many conflicting needs. Even if an institution of higher education may desire to offer new or changed programs, it can be limited by organizational capacity issues such as an inability to hire sufficient faculty, lack of facilities, or lack of practicum placement locations (such as nursing or teaching). Finally, the model sought to assess factors in whether there were existing state or institutional restrictions, e.g., college mission or state

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authorization, on adding or changing different types of educational programming.

The priority matrix is shown in Figure 6. The use of a two-dimensional plotting of data from the ratings allows the educational clusters to be examined in different quadrants, reflecting low to high desirability and low to high ability to address. No programs were plotted in the *Find Resources* quadrant indicating that Gillette College has or will be able to address all desirable programs in some fashion.



FIGURE 6: Priority Matrix Rating Factors

All the areas in the *De-emphasize* quadrant are consistent with the gap analysis performed earlier. Three of the educational programming areas in the *Redirect Resources* quadrant reflect conflicting data and information discovered in the gap analysis. Offerings in the educational cluster may look different when recent severe budget cuts in K-12 education are normalized to longer-term trends of population size and age profiles. Research during the study also indicated that K-12 offerings, even if smaller in the future, would benefit from local student teaching offerings supervised by faculty based in Gillette.

There is a need to examine offerings in the STEM area to ensure that energy sector jobs of the past, which are no longer in demand and are declining, are not cornerstones of educational programming. The nuances of the business educational offerings suggest the need to ensure flexible programming and fostering transferability through seeking specialized accreditation.

The sole cluster entirely in the *Execute on Growth* quadrant, health sciences, presents a clear but challenging opportunity. As noted above, most of the projected demand that can be addressed by Gillette College in the area is for nursing personnel. A key challenge for such programs, particularly in a rural setting such as Campbell County, is finding sufficient practicum locations. Strategies such as

substitution of simulations for on-location placements may be helpful.

COMMUNITY STAKEHOLDER INPUT

As a part of the market analysis, community input was solicited through a formal survey and conversations with stakeholders. The survey was submitted to 60 business and community leaders and elicited a response rate of 63%. The key conclusions from the survey respondents were as follows:

- 47% of survey respondents identified a *lack of training or lack of education* as the key source of workforce skills gaps in Northeast Wyoming.
- Just under 40% of respondents cite *4-year bachelor's degrees* as the most needed degree to support future job creation and growth over the next three years.
- 39% of respondents identify the regions growth/change as *fast or moderately fast*.

Detailed results of the community stakeholder survey are presented in the appendix of the report.

Discussions with community leaders yielded similar conclusions with strong support for targeted offerings of 4-year degrees in high need areas such as education and business. There was a shared understanding among stakeholders interviewed that education should support and sometimes lead economic diversification in the region.

RECOMMENDATIONS: PATHWAYS FOR GROWTH

Analysis of the data, community input, and interviews of key stakeholders resulted in the development of three pathways or scenarios for growth. The recommendations in each area provide support for further action through the development of specific strategies and action plans.

Program Adaptation / Expansion

A combination of the supply-demand gap analysis, the strategic priority matrix, and community input suggest the following directions for key clusters in Campbell County and offered by Gillette College. The following recommendations focus on all of the key undersupply areas and the largest oversupply and undersupply clusters.

Cluster: Health Sciences	
Supply/Demand Gap 2026 Estimate: 3,300 <i>undersupply</i> of graduates per year	Program Priority Matrix: <i>Execute on Growth</i>
Specific Considerations <ul style="list-style-type: none"> • Most potential jobs are in nursing and nursing related areas. • Current high completion, placement and NCLEX pass rates. • Degree levels are mixed with strong demand at associate's to bachelor's level. • Certificates will play a growing role. • Challenges exist in ensuring adequate practicum slots or developing substitutes. 	
Suggested Academic Program Actions <ul style="list-style-type: none"> • Explore needed skills and degree mix and levels more deeply with healthcare providers. • Develop approaches for branch programs for ADN/LPN to BSN . • Need for scholarship funding sources given reduction in Wyoming state funding. 	

TABLE 2: Recommendations for Health Sciences Cluster

Cluster: STEM	
Supply/Demand Gap 2026 Estimate: 1,453 <i>oversupply</i> of graduates per year	Program Priority Matrix: <i>Redirect resources</i>
Specific Considerations <ul style="list-style-type: none"> • Key element in economic development strategies, e.g. advanced carbon uses. • Aggregate over supply levels consist of a mix of under and over supplied technical specialities. • Faculty availability may be an issue. • Degree levels and mixes need additional exploration. 	
Suggested Academic Program Actions <ul style="list-style-type: none"> • Build on College of Engineering and Applied Sciences partnership with U Wyo. • Explore blended/online options to mitigate lack of local faculty. 	

TABLE 3: Recommendations for STEM Cluster

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Campbell County Higher Education Market Analysis

Cluster: <i>Education and Training</i>	
Supply/Demand Gap 2026 Estimate: 535 <i>oversupply</i> of graduates per year	Program Priority Matrix: <i>Redirect resources</i>
Specific Considerations <ul style="list-style-type: none"> • Occupation tends to have high turnover and migration of people. • Employment levels cyclical and often related to funding issues. • Minimum qualification is bachelor's degree. • Student teaching supervision has been an issue. 	
Suggested Academic Program Actions <ul style="list-style-type: none"> • Partnered program (possibly blended/online) for upper division and student teaching. • Employ more flexible models for student teaching supervision to allow local delivery. 	

TABLE 4: Recommendations for the Education and Training Cluster

Cluster: <i>Business, Mgmt, Admin (+ Finance + Marketing)</i>	
Supply/Demand Gap 2026 Estimate: 150 <i>undersupply</i> of graduates per year	Program Priority Matrix: <i>Redirect resources</i>
Specific Considerations <ul style="list-style-type: none"> • More specialized skills are likely to expand while others shrink. • Can serve finance and marketing through business programs. • Business disciplines are compatible with blended / online modalities. • 2 + 2 programs are common pathways for bachelor's. 	
Suggested Academic Program Actions <ul style="list-style-type: none"> • Ensure that business programs are transferable (e.g. specialized accreditation). • Blended or online support locations, e.g. video enabled classrooms and tutorial services in Gillette. • Tailor curriculum to include support of small business and startups. 	

TABLE 5: Recommendations for the Business, Management, and Administration Cluster
(combined with Finance and Marketing / Sales)



Cluster: <i>Hospitality and Tourism</i>	
Supply/Demand Gap 2026 Estimate: <i>207 undersupply</i> of graduates per year	Program Priority Matrix: <i>Redirect resources</i>
Specific Considerations <ul style="list-style-type: none"> • Educational content can often be provided by specialized business courses. • Industry is high turnover with few graduates remaining for a full career. • Proximity to resort economy areas is necessary and important. 	
Suggested Academic Program Actions <ul style="list-style-type: none"> • Serve market through specialized business courses. • Tailor curriculum to include support of small business and startups. • Consider certificate programs specific to the sector. 	

TABLE 6: Recommendations for the Hospitality and Tourism Cluster

Cluster: <i>Human Services</i>	
Supply/Demand Gap 2026 Estimate: <i>97 undersupply</i> of graduates per year	Program Priority Matrix: <i>Redirect resources</i>
Specific Considerations <ul style="list-style-type: none"> • Challenges The significant number in other category represents many sub-occupations. • Challenges to maintain program size due to highly diverse occupations with small numbers. • Needed education for many aspects can come through business programs. • Generalized degrees such as social science tend to have less market traction. 	
Suggested Academic Program Actions <ul style="list-style-type: none"> • Leverage business curriculum when possible to meet needs in administration areas. • Assess whether any specific skills programs in the area have sufficient market demand to sustain programs. 	

TABLE 7: Recommendations for the Human Services Cluster

The suggested program changes through should drive targeted infrastructure and support services in the areas of modernizing infrastructure, facilities expansion, and adopting new technologies. The suggested actions are shown in Figure 7.

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Campbell County Higher Education Market Analysis

	Programs Clusters Served				
Facility and Support Considerations	Health Sciences	Education	STEM	Business	Human Services
Modernize Infrastructure: update facilities to stay ahead of innovation curve	 Enhanced lab facilities and simulation technology		 Modernize lab facilities and technology	 Video enabled classrooms	
Expand Facilities: create more open floor space to accommodate regional growth	 Expand geographical presence with branch programs		 Expand open work space	 Create blended or online support locations	 Expand open work space
Technology-forward: adopt new technology and software infrastructure.	 Explore degree mix / online education opportunities	 Deliver blended/online education options	 Deliver blended/online education options		 Develop online education programs

FIGURE 7: Recommendations for Supporting Technologies for Program Adaptation / Expansion

Enabling New Offerings

Significant shifts are underway in the higher education sector driven by student demographics, changes in funding, and educational technology. Since 2007 the number of students nationally in higher education has remained flat. The effects of a flat number attending college have not been evenly distributed, however.

Community college enrollments surged following the onset of the recession in 2007. By 2012 enrollments were in a state of decline nationally and have declined consistently in the range of 2% to 4% per year from 2012 to 2016. The mix of full time and part time students has also changed with full-time enrollment falling off more rapidly than part-time.¹ Institutions with declining enrollments would see a loss of tuition related funds with these developments. For institutions maintaining enrollment, the challenge has been more about the cost of attracting and retaining new students.

The funding mix has also changed for many schools with less of an ability to rely on state-level funding. The loss of state funding is not always compensated by increases in tuition, especially where there is declining enrollment or a shift to fewer credit hours per enrollee. Addressing gaps in funding will require new approaches to securing funds.

Technology also plays an increasing role. The established learning management system model used by the for-profit schools and many state schools is giving way to a more automated platform with the

¹ “Trends in Community College Enrollment and Completion Data – March 2016”
https://www.aacc.nche.edu/wp-content/uploads/2017/11/TrendsCCEnrollment_Final2016.pdf

Attachment D - Campbell County Higher Education Market Analysis & Study

Campbell County Higher Education Market Analysis

massive online open course (MOOC) software.² Improved video capability is also allowing a new generation of blended learning that often includes co-curricular activities such as industry apprenticeships.

Another trend driven by a combination of new entrants around the MOOC platforms and issues of the escalating cost of higher education is the nascent use of alternative credentials. One type of new credential is stackable certificates, which often can be combined or *stacked* towards completion of a degree program.³ Currently, most certificates center around technology competencies and are driven by technology vendors and manufacturers. It is likely that certificates will see significant growth with the reauthorization of the Higher Education Act in 2018 or 2019.

The effect of the demographic, funding, and technology trends both provides opportunities and poses challenges for Gillette College in embarking on new programs. The market study identified three areas of potential as shown in Figure 8.



FIGURE 8: Beyond Degrees with New Credentialing Approaches

Funding models may also need to be adjusted given the cyclical nature of state funding in Wyoming and the unfavorable demographics for higher education. The market study identified nine potential types of differentiated funding that could be considered. The ultimate decision of suitability for Gillette College

² Pincus, Karen V., David E. Stout, James E. Sorensen, Kevin D. Stocks, and Raef A. Lawson. "Forces for Change in Higher Education and Implications for the Accounting Academy." *Journal of Accounting Education* 40 (September 2017): 1-18.

³ Giani, Matthew, and Heather Lee Fox. "Do Stackable Credentials Reinforce Stratification or Promote Upward Mobility? An Analysis of Health Professions Pathways Reform in a Community College Consortium." *Journal of Vocational Education & Training* 69, no. 1 (2017): 100-22.

will depend on further investigation and should match the types of new or expanded programming offered.

Leveraging Economic Development

Linking economic development and higher education is often fraught with risk of misaligned efforts in terms either of having the right skills at the right time for the right industries. The study identified an approach, depicted in Figure 9, that would allow for higher education to be in a leadership role with economic development.



FIGURE 9: Synergies of Higher Education and Economic Development

Based on stakeholder interviews, the dominant economic sectors for the region, and statewide initiatives, the study team identified four potential directions for higher education as a leading force in regional economic development:

- Regional energy management hub;
- Regional healthcare services hub;
- Regional business management services hub; and
- Regional logistics management hub.

Successful development in any of these areas would involve a process of defining precise areas or clusters of activity and developing services-based strategies that leverage higher education. A similar strategy has been used in the South Denver Metro area with significant success.⁴ Gillette College and collaborating partners such as the University of Wyoming can play a critical role in providing knowhow to effect such a strategy.

⁴ See <http://denversouthedp.org/key-industries/>

Gillette College could play a key role with economic development partners in future tracking of diversification and innovation opportunities linked to regional strengths or strategic hub initiatives. Developing the capability to adapt educational offerings quickly as opportunities arise would be an important advantage as market conditions change or strategic partners emerge, e.g. in areas like advanced carbon materials, oil, gas and shale, wind power, or remote servicing systems etc.

CONCLUSIONS AND POTENTIAL NEXT STEPS

The multi-dimensional study of higher education potential for Campbell County, Gillette College, and Northeast Wyoming demonstrates several areas of promise focused around healthcare services and business/management. The current operating model of Gillette College exhibits the capability to address both of those areas with changes in programming and offerings. **Healthcare** presents the largest opportunity both in terms of serving demand identified through current economic activity as well as exploring developing a regional healthcare hub.

Business and management offerings would benefit from developing program that serve graduates in multiple occupations, attaining programmatic accreditation to ensure degree and credit transferability, and partnering with a 4-year provider to offer bachelor's programs locally.

Programs in **education and training** also offer promise but need to be addressed in a nuanced fashion. K-12 education is a priority in Wyoming and Campbell County but the data from supply of graduates and workforce positions presents conflicting information. Regardless of the results when the disruptions of recent funding changes due to economic cycles, the region and Gillette College would benefit from the ability to offer supervised student teaching.

Programs in **STEM** should be targeted to serve the economy of tomorrow and not the occupations of the past 20 years. The current energy economy is in the midst of a long-term transition towards more information-driven, higher value use of coal and oil and gas. Campbell County and Gillette College would be well served to leverage the deep knowledge of these markets to find areas of leadership in information-based services. The needed skill sets for these occupations will vary considerably from the engineering skills demanded for an extraction-based view of the sector.

Overall Campbell County and Gillette College appear well positioned to withstand the challenges in the transition of the regional economy and the higher education sector. This solid positioning allows the region to be on the forefront of new curriculum and credential models that will serve an economic transition well.

PROJECT DELIVERY TEAM

The team to complete this engagement was developed through a partnership of three entities: Lone Tree Academics, Entangled Solutions, and Innovation Economics. The partnership was assembled to address the unique needs of this engagement for understanding of the rural higher education market of Wyoming, rigorous data analysis, and the use of economic development data.

Dr. Doug Gilbert (Lone Tree Academics LLC - doug@drdoug gilbert.ch) led the overall project. He is based in Denver and has previously done substantial work in Wyoming. His involvement in higher education includes serving as a faculty member and administrator for over 25 years as well as serving as general counsel for a higher education investor. Projects in higher education have included the development and implementation of an international private university concept to deliver affordable higher education to less developed countries. The course of that project included representing the investor in discussions with the Wyoming legislature, Wyoming Department of Education, and seeking accreditation with the Distance Education Accrediting Commission (DEAC—formerly DETC). Doug also works extensively with accreditation and performance excellence in higher education serving as an evaluator for the Accreditation Council for Business Schools and Programs (ACBSP), the largest accreditor of business programs worldwide, and as an examiner for state and national Baldrige quality award applications.

Entangled Solutions LLC (<https://www.entangled.solutions>) provided program/project management, support for data analysis, and identification of potential partners/funding sources for potential solutions. The company is a top-tier education innovation agency with customers ranging from foundations and private companies to elite institutions and university consortiums. Its services include strategy consulting, research and content development, web development, program design, marketing strategy, business model development, and implementation planning. Entangled Solutions was founded in 2015 and is based in San Francisco.

Jasmin Schiener from Entangled Solutions provided project management expertise. She brings deep experience in Higher Education management, most recently as a project manager for a fast-growing for-profit education organization. Jasmin earned a law degree at Bucerius Law School in Germany, and is experienced in program development, market analysis, M&A, healthcare education and the creation of sustainable operations infrastructure for highly regulated education entities.

Dr. Phil McCreedy (Innovation Economics - philipmmccreedy@gmail.com) provided guidance and analysis on the economic development-related aspects of employment and educational offering. Phil is a researcher, data analyst, and development economist who has worked in economic development and in higher education. As a development economist he specializes in strategies for technology-led economic development, small business and enterprise development. He has significant experience in research, data analytics, complex projects, strategic planning, presenting and teaching in his field of expertise.



Campbell County Higher Education Market Study

Research Summary / Concept Plan
Phase II
August 2017



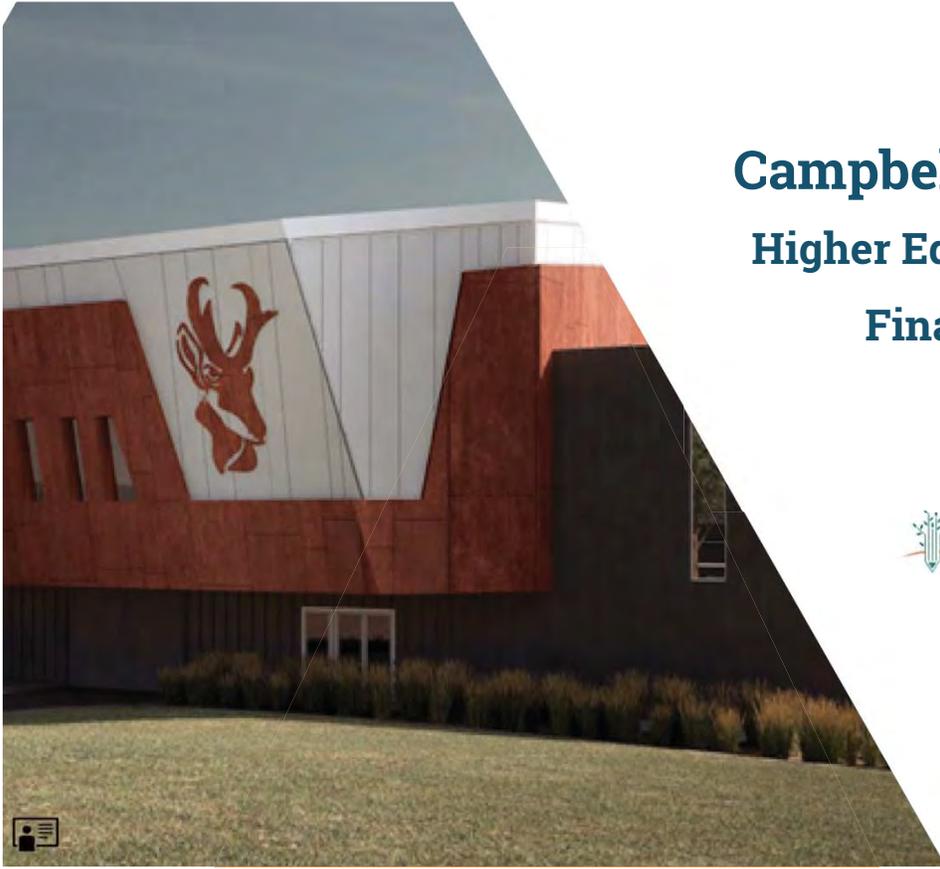
Agenda

- 01 | Introduction
- 02 | Linking Economic Development & Education
- 03 | Research Findings
- 04 | Competitive Landscape
- 05 | Appendix



Purpose of Presentation

- Deliver Research Summary and Concept Plan (Conclusion of Phase II)
- Gather directional feedback from key stakeholders for Phase III
- Outline next steps to conclusion of project



Campbell County, Wyoming Higher Education Market Analysis Final Report (Phase III)

December 2017



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Introduction

This market study provides a rigorous economic, workforce, and community analysis of present and future labor market needs and skills gaps using sophisticated labor market information and community consultation methods.

It focuses on identifying opportunities for the Campbell County region to expand higher educational offerings for the benefit of students, employers, and community stakeholders in alignment with workforce growth opportunities in the local-regional economy.



HIGHER EDUCATION MARKET ANALYSIS HEALTHCARE OCCUPATIONS

Educational Needs Market Research
May 2020

Attachment E - Higher Education Market Analysis Healthcare Occupations

EXECUTIVE SUMMARY

SCOPE OF ENGAGEMENT

Lone Tree Academics LLC was engaged by the Northern Wyoming Community College District (“NWCCD”) in a project with several supporting organizations as noted on the cover page. The scope of the engagement was to develop a market study and analysis to support decisions about future opportunities for expanding the current portfolio of healthcare programs.

The study and analysis were designed to extend beyond typical higher education market demand analyses, which often rely only on U.S. Departments of Labor and Education data sets. The study methodology was designed to leverage the real time job posting data from Burning Glass Labor Insights™ and Program Insights™ databases.

The study has the following key deliverable areas:

- Labor market demand estimations for degreed and non-degreed healthcare and healthcare related occupations in the study area.
- An inventory and analysis of existing and planned healthcare and healthcare-related educational offerings for NWCCD.
- Potential healthcare and healthcare related educational programs (degree and certificate).
- Identification of competitive program dynamics in the defined service area.
- Suggestions for creating a prioritization analysis to allow comparison of attractiveness or programs with the feasibility and capability.
- Upon request, an update for the labor market demand estimations to support decision making.

ANALYSIS METHODOLOGY

The analysis methodology used for the report is based on a five-part analysis model, as described in the table below.

Analysis Step	Elements
Total Available Market (TAM)	<p>What markets <i>might</i> NWCCD consider?</p> <ul style="list-style-type: none"> • Define analysis areas: Existing, 225 mi. & 300 mi. • Identify healthcare occupations in the areas (BLS data). • Define occupational clusters for healthcare (BLS data)
Serviceable Available Market (SAM)	<p>What markets <i>could</i> NWCCD address?</p> <ul style="list-style-type: none"> • Opportunity analysis by occupational clusters (Labor Insights data). • Comparison of clusters based on opportunity (Labor Insights data)
Serviceable Obtainable Market (SOM)	<p>What markets <i>should</i> NWCCD focus on?</p> <ul style="list-style-type: none"> • Matching academic programs to occupational clusters (Program Insights data) • Develop occupational areas fitting instructional programs (Program Insights data)
Implications for programs and curriculum strategies	Implications for programs and curriculum
Strategic Priority Matrix	Not included in the analysis but a suggested process to prioritize program decisions.

Attachment E - Higher Education Market Analysis Healthcare Occupations

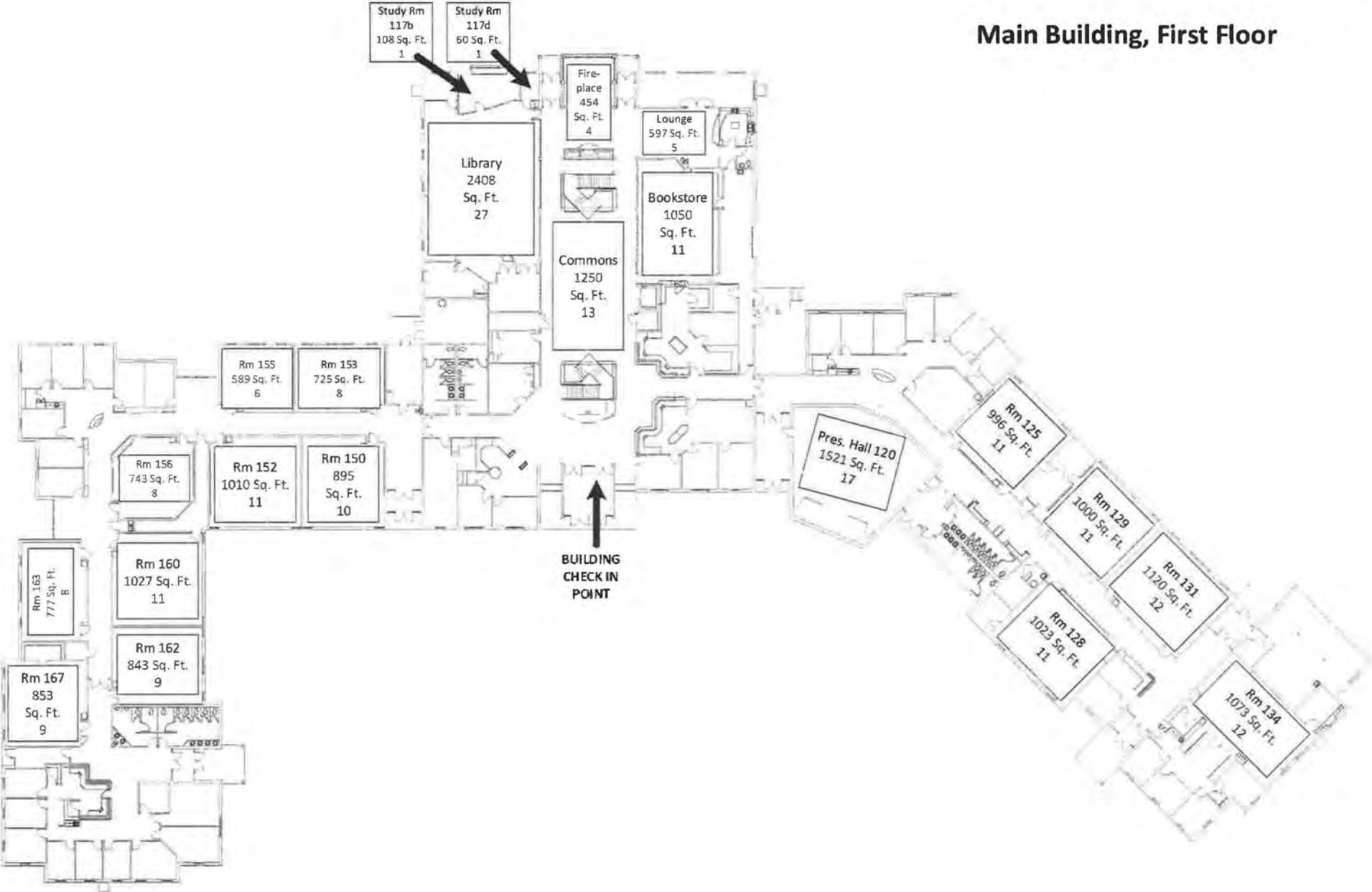
KEY CONCLUSIONS AND OBSERVATIONS FROM ANALYSIS

The analysis for this report supports several overall conclusions and observations.

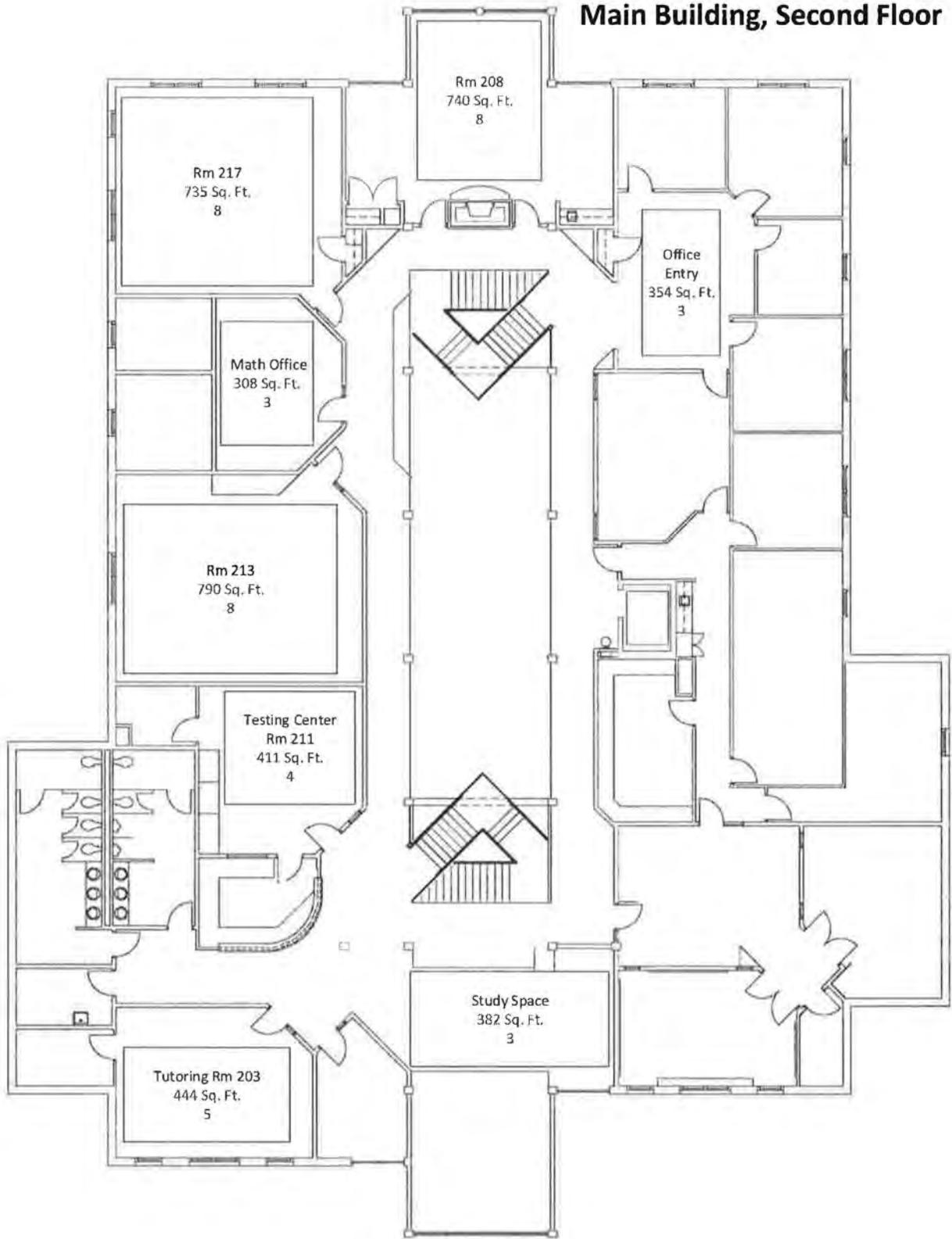
- The current programs of NWCCD address the nursing occupational cluster, the largest occupational group in the region, with a traditional face-to-face modality in the current service territory.
- Expanding nursing programs will require consideration of approaches to reach a larger served market than the three-county community college area. Those approaches may include use of online and adaptive learning modalities.
- The study identifies program possibilities beyond nursing, which are supported by labor market data.
 - Opportunities can be substantially increased by addressing a larger service area, represented by a 225-mile or 300-mile radius from Gillette / Sheridan.
 - Healthcare support and practitioner occupations can be addressed using a series of core healthcare competencies and then delivering specialized content through partner institutions or learning at a distance.
 - The College should consider development of adaptive healthcare certificate programs with potential partners such as Area9 Lyceum.
- Certificate programs in healthcare disciplines represent a large and growing opportunity. The challenge for NWCCD will involve finding ways beyond its current delivery scope and modalities. Newer delivery modalities such as adaptive learning could offer a cost-effective approach.

Attachment F - Academic Facility Diagrams

Main Building, First Floor

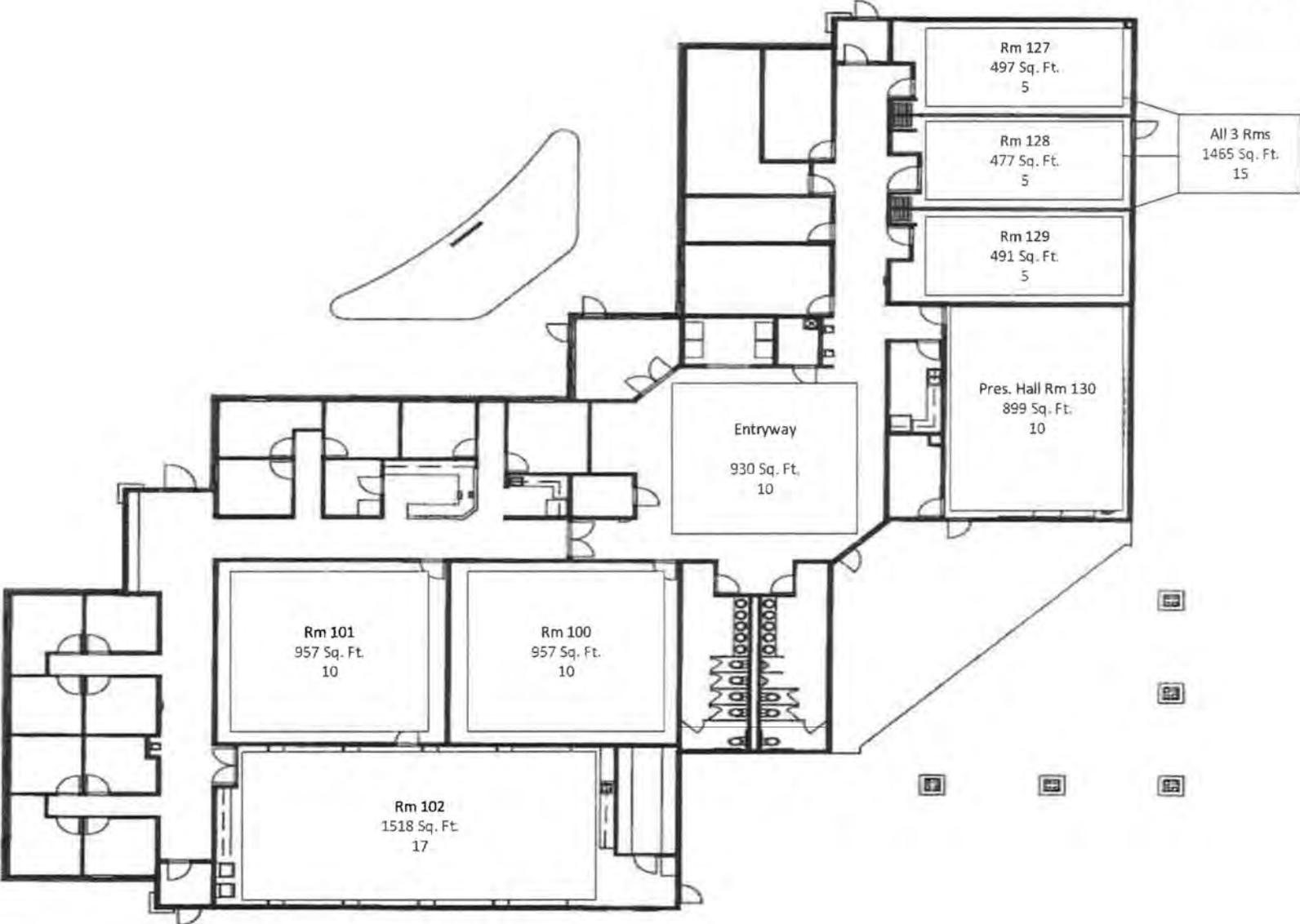


Main Building, Second Floor



Attachment F - Academic Facility Diagrams

Health Science Center

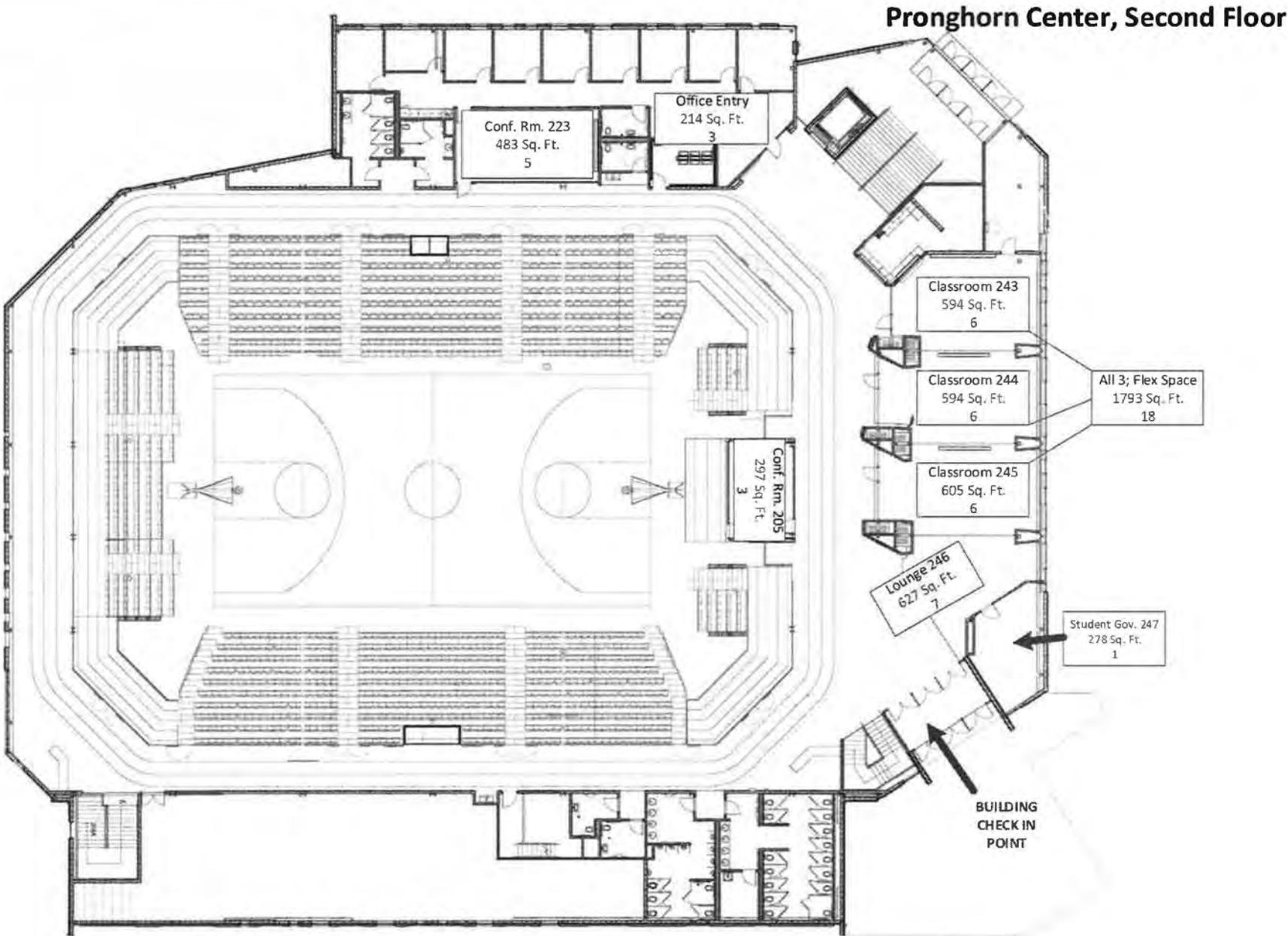


Attachment F - Academic Facility Diagrams



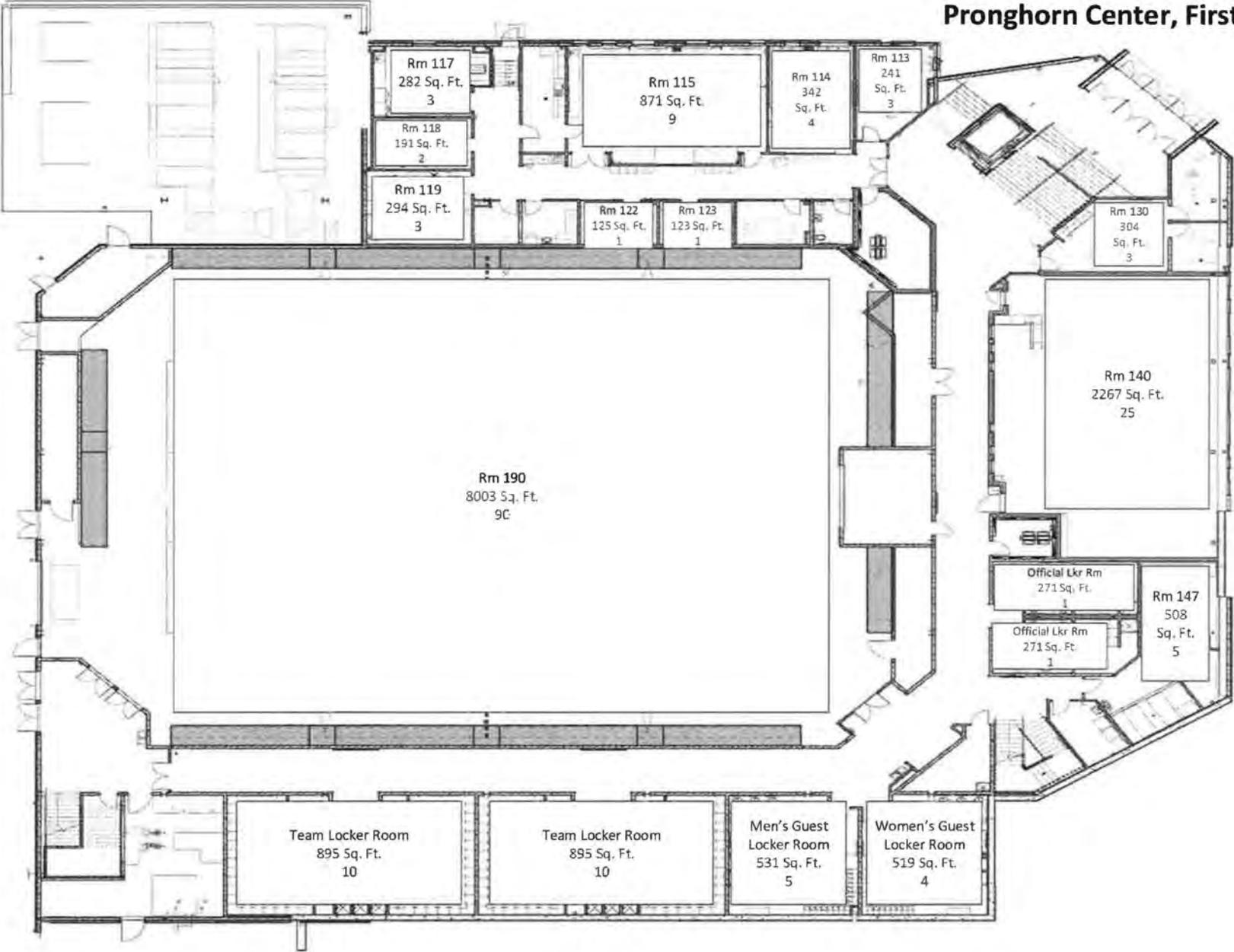
Gillette Technical Education Center, Second Floor

Attachment F - Academic Facility Diagrams



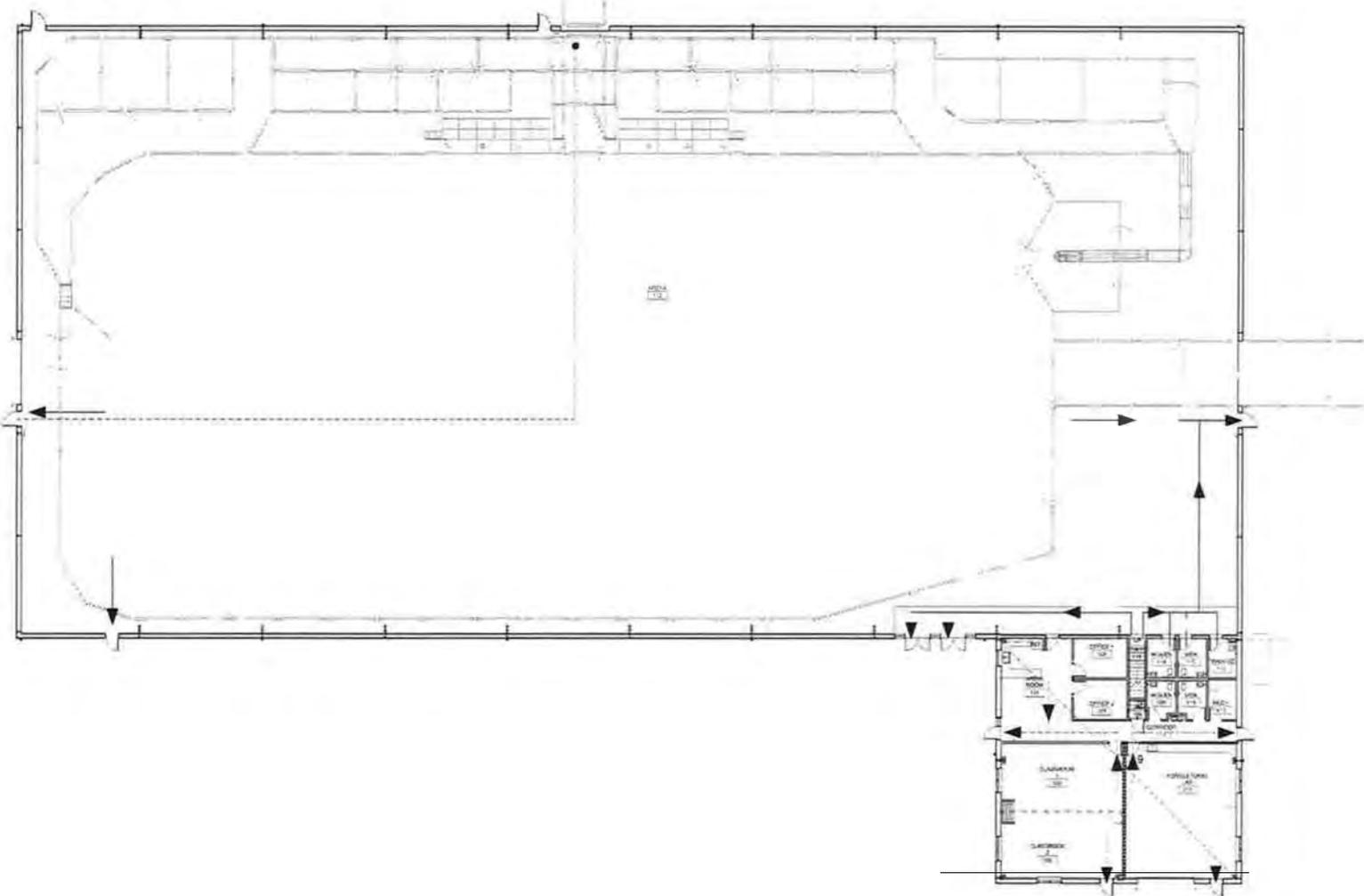
Attachment F - Academic Facility Diagrams

Pronghorn Center, First Floor



Attachment F - Academic Facility Diagrams

Gillette College Rodeo Area



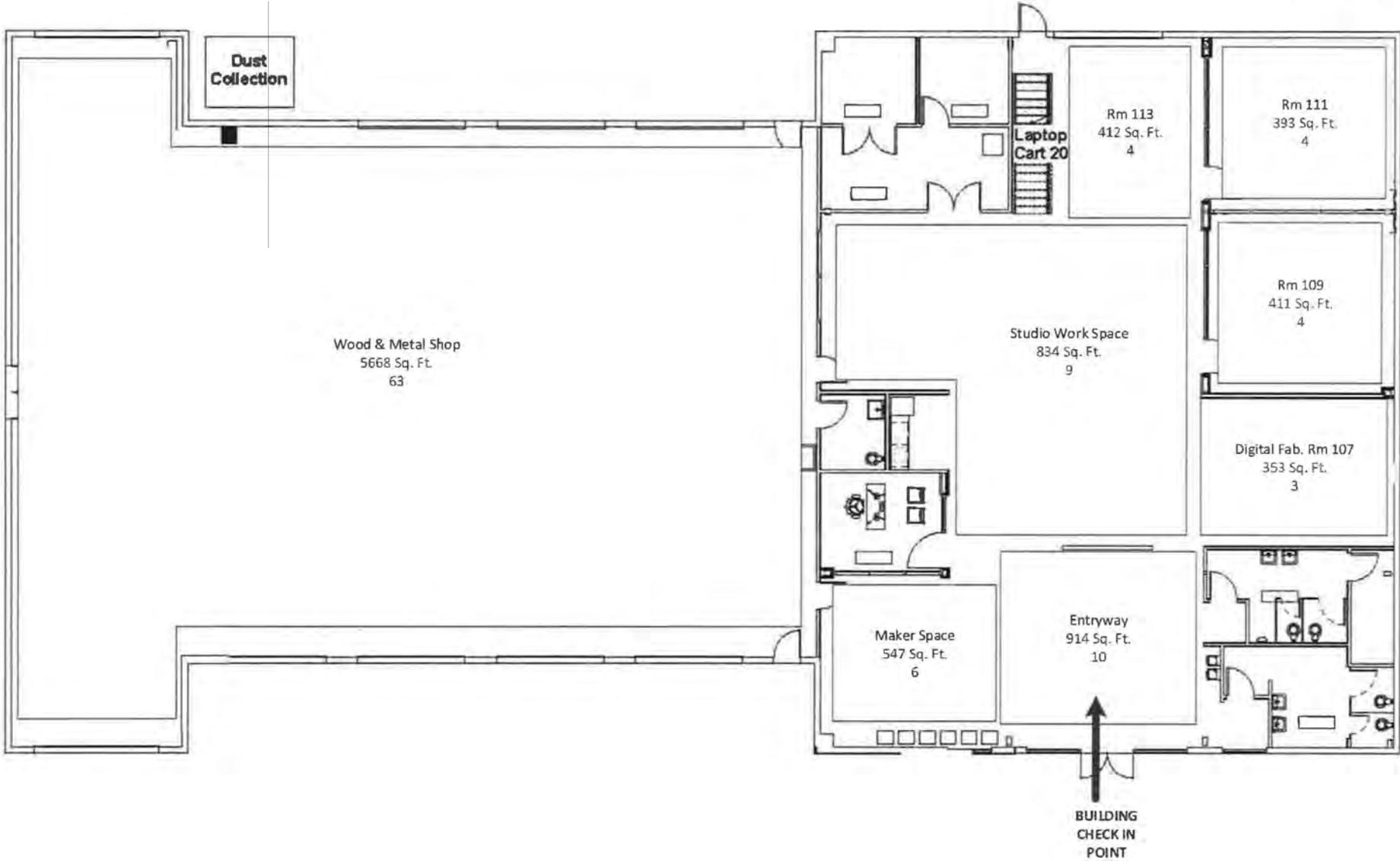
1 MAIN FLOOR CODE PLAN



2 MEZZANINE CODE PLAN

Attachment F - Academic Facility Diagrams

Area 59



Attachment G - Assessed Valuation for Campbell County 1950 - 2020

YEAR	ASSESSED VALUATION	% INC/DEC	MILL LEVY
1950	\$12,523,175		
1951	\$13,232,478	5.66	
1952	\$13,758,629	3.98	
1953	\$13,860,307	0.74	
1954	\$13,667,274	-1.39	
1955	\$13,602,911	0.47	
1956	\$13,756,294	1.13	
1957	\$13,805,853	0.36	
1958	\$14,641,576	6.05	
1959	\$16,480,616	12.56	
1960	\$17,725,845	7.56	
1961	\$22,640,899	27.73	
1962	\$27,222,190	20.23	
1963	\$30,907,369	13.54	
1964	\$35,391,899	14.51	
1965	\$36,933,120	4.35	
1966	\$38,480,564	4.19	
1967	\$38,860,000	0.99	
1968	\$42,969,000	10.57	
1969	\$72,157,137	67.93	51.100
1970	\$125,322,000	73.68	51.000
1971	\$154,239,674	23.07	53.464
1972	\$150,753,201	-2.26	52.980
1973	\$148,708,950	-1.36	54.252
1974	\$193,005,737	29.79	54.308
1975	\$322,349,355	67.02	46.104
1976	\$304,739,720	-5.46	59.656
1977	\$349,385,990	14.65	60.632
1978	\$495,018,656	41.68	63.714
1979	\$596,173,894	20.43	65.750
1980	\$699,729,163	17.37	64.504
1981	\$998,671,967	42.72	61.194
1982	\$1,416,052,767	41.79	66.048
1983	\$1,505,787,830	6.34	68.298
1984	\$1,543,579,185	2.51	64.458
1985	\$1,738,582,032	12.63	64.560
1986	\$1,630,164,167	-6.24	59.818
1987	\$1,279,742,159	-21.50	59.842
1988	\$1,325,681,730	3.59	57.843
1989	\$1,331,547,651	0.44	58.174
1990	\$1,450,317,676	8.92	59.324
1991	\$1,529,804,470	5.48	59.957
1992	\$1,448,080,149	-5.34	60.376
1993	\$1,351,915,615	-6.64	60.229
1994	\$1,342,796,500	-0.67	60.127
1995	\$1,331,629,700	-0.83	60.578
1996	\$1,461,667,279	9.77	61.736
1997	\$1,587,757,263	8.63	61.607
1998	\$1,495,260,165	-6.19	59.970
1999	\$1,435,820,219	-3.98	60.203
2000	\$1,625,064,422	13.18	60.174
2001	\$2,214,581,236	36.28	59.880
2002	\$2,563,944,782	15.78	59.723
2003	\$2,686,679,191	4.79	59.411
2004	\$3,258,728,319	17.60	58.918
2005	\$3,660,527,493	10.98	58.885
2006	\$4,263,561,953	14.15	58.937
2007	\$4,553,066,493	6.36	59.805
2008	\$4,722,822,444	3.73	60.163
2009	\$5,710,554,518	20.91	58.799
2010	\$5,016,666,914	-12.15	59.711
2011	\$5,425,992,078	8.16	59.421
2012	\$5,839,065,491	7.62	59.512
2013	\$5,559,437,548	-4.79	59.744

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2014	\$5,685,695,158	2.22		59.737
2015	\$6,208,239,272	8.42		59.588
2016	\$5,288,502,849	-14.81		59.552
2017	\$4,182,623,063	-21.00		59.466
2018	\$4,428,276,932	5.87		59.607
2019	\$4,470,155,344	1.00		59.912
2020	\$4,242,015,313	-5.00		60.056