Casper College

NCA Self-Study

2009

Volume 1: Main Report
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Introduction
Casper College and the county it serves have a unique bond with each other, which has created a powerful support system that gives the college its edge in excellence and in service to the community. The college was created out of Natrona County’s tough, entrepreneurial spirit and relentless desire to grow and improve. The college has offered both academic and training opportunities to a population eager for knowledge and assertive in seeking the tools to succeed that higher education offers.

Because of this strong connection with community, Casper College has had the resources and the support to reach both academic excellence and a marked ability to grow and improve in order to better serve its constituency. It has successfully fulfilled two important needs — to provide high quality education that is a strong base and a bridge for students who transfer to four-year institutions while offering a variety of higher-level degrees through partnerships and also to educate a workforce for a vibrant economy.

Partly because of the isolation of Natrona County — 290 miles from the nearest large metropolitan city of Denver — and the fact that Wyoming is the only state with just one established four-year university, the college enjoys unusual support from its hometown. It is generously supported in the hardest of times. In November of 2008, when people in the United States pulled back their spending during worsening economic conditions, Natrona County voters overwhelmingly chose to increase their property taxes to approve a $35 million dollar bond for new buildings at Casper College. This occurred even as two similar revenue-raising efforts by other community colleges in Wyoming failed. Casper College has demonstrated what it can do for its students, and the voters, in a 58 percent approval rate, rewarded that commitment by voting to give it the money to continue to grow.

In a recent survey of the county residents 87 percent of the respondents said the college instruction was excellent or good and 77 percent said that they or an immediate family member had attended the college. Seventy nine percent of the respondents felt the college was moving in the right direction, while seven percent felt the college was headed in the wrong direction, (14 percent did not answer).

Casper College not only enjoys local support, but it has demonstrated unusual growth and change to stay current with the needs of a community that likewise shows exceptional growth and change. This is a college that has not remained static but has acted in numerous ways to improve its offerings to meet the evolving needs of the students and the community.

Who we are
Casper College is the oldest of seven community colleges in the state of Wyoming. The college’s official service area is Natrona County, and it is located in the county’s largest city, Casper, population 52,000. The college has closely reflected the character and progress of its home county, which began at the turn of the
20th century as a ranching community and by 1920 was beginning to flourish as an energy-producing hub. Nearby oil fields led to the first boom in what would become an ongoing boom and bust cycle based on demand for oil, natural gas, and coal.

Like much of Wyoming, Casper and Natrona County benefit from the energy resources of the area. As the price of energy rose through most of this decade the community and the college benefited financially. As revenues increased, so did the need for more and different kinds of training for the workforce that supports the energy industry. Enrollment at Casper College increased eight percent from 2006 to 2008, a figure even more impressive at a time when the local unemployment rate was among the lowest in the nation and young people could find high-paying jobs in the energy industries without higher education degrees.

Over its 63-year history, the college has continued to grow in every aspect. Casper College currently offers more than 140 degrees or certificates and that number is growing as the college meets the needs of its community and its students. As its programs increase, so does the employee base. More than 370 people are employed full time at Casper College with more than 160 full-time instructors.

Many of the new programs will educate people for changing kinds of work in Wyoming. Wind power, robotics, and geographic information systems are new offerings that reflect a shift from traditional oil and gas energy production and the need for high-tech education. And because Casper is a growing medical hub for the region where two new hospitals have opened in the past year, many medical support majors are being added, including paramedic and surgical technician.

Other new programs carry out values that are important in the college. They include the Center for Learning through Service which provides opportunities for students to volunteer in the community while learning and a new Veritas Honors Institute that enjoyed an unexpected jump in participation this year.

The campus is expanding as well. A carefully constructed Campus Master Plan, written after one year of campus and community input, calls for the construction of three new buildings which provide 80,000 square feet of additional instructional space. The new construction will allow renovation of two existing buildings to create 50,000 additional square feet of space for classrooms and labs. The new instructional space will enable the implementation of new programs and majors that are in high demand by students and employers. New residence halls, a student center and a center for the University of Wyoming/Casper College program are also part of the Campus Master Plan.

Another aspect of the unique and powerful relationship between the college and the county is the huge economic impact of Casper College on Natrona County. Out-of-county students spend more than $3.5 million dollars annually. The college itself is responsible for almost $24 million dollars of annual spending. The graduates of the college who live in Natrona County earn $275 million annually
more because of the value of their college education, adding that value to the local economy. In all, the college is responsible for more than $300 million of income every year for Natrona County.

The college is governed by an elected District Board of Trustees comprised of seven elected members: Dr. Scott Bennion, President; Jane Sullivan, Vice President; Kathy Dolan, treasurer; Charles Robertson, secretary; Bill Hambrick; Charles S. Chapin; and Susan D. Miller.

**A brief history**

Casper College’s beginning can be traced to the 1920s. Casper witnessed a remarkable growth in evening school attendance at Natrona County High School (NCHS); a growth that was the result of boom times, a recurring condition in Wyoming. The boom fostered a program of vocational courses designed to help adults prepare for employment. The growth and success of post-secondary training caused the citizens of Casper and Wyoming to give the concept of the junior college serious thought.

Two decades later, after much political maneuvering, the Junior College Bill was signed into law by Governor Lester C. Hunt. Following through on the newly enacted law, the people of Natrona County voted at a ratio of 43 to 1 in favor of a two-mill levy to form a junior college. The third floor of Natrona County High School underwent a remodeling and on September 17, 1945, the first semester began with an enrollment of 73 students in the day school and 93 students in the evening school.

In 1951 land was purchased for a permanent location for the college and by 1955 two buildings, including the current administration building, were erected. In 1960, Casper College was accredited by the North Central Association of Colleges and Secondary Schools. Since then 10 year accreditations have been successfully earned in 1969, 1979, 1989, and 1999.

**Part of a unique community college system**

Wyoming is unique among the states because it has only one established four-year higher education institution, the University of Wyoming (UW). The Wyoming Catholic College is a newly created private, four-year liberal arts college, only in its second year of existence. To better serve its residents throughout the state there are seven community colleges in Wyoming. This base of two-year colleges has produced impressive results, placing the Wyoming community college system at the top of several important measures of success.

According to the Rockefeller Institute, Wyoming leads the nation in the number of Associate’s degrees and certificates awarded per 100 high school graduates. Wyoming community colleges are number one in the nation in retaining full-time degree-seeking students from the freshman to the sophomore year. No other state has a larger share of total higher education enrollment in its two-year colleges. Finally, the percentage of citizens attending two-year colleges is second in the nation.
Focus on students
The central focus of Casper College is its student body. This is due to the strong commitment to the college Mission Statement, “With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship.” In a typical fall term 1,800 students will be enrolled full time at Casper College with another 2,200 part-time students. Small student-to-faculty ratios are highly valued at the college, with 19:1 being the typical average. The leadership at the institution has broken with usual patterns at Wyoming community colleges and placed a high priority on having a predominantly full-time faculty to offer better service to the students, a decision that is more expensive. More than 80 percent of the full-time equivalent students at Casper College are taught by full-time faculty.

Goals of the self-study
The current self-study process began with a request from the President for a self-study coordinator. The person to step forward had just recently completed a self-study for institutional change to accredit the distance learning program at Casper College. Upon approval by the President the coordinator began the process of forming the steering committee. Members of the steering committee were volunteers who expressed an interest in making a difference for the students of Casper College. One of the first tasks to be accomplished by the steering committee was the formation of the five subcommittees, one to address each of the five criteria of the Higher Learning Commission. Each committee was created to represent the eight academic divisions on campus and the three employee alliances; staff, administration, and faculty.

Criterion subcommittees
One subcommittee for each of the criteria was developed. Serving as co-chairs were:

- Criterion One: Richard Burk and Jason Eggemeyer
- Criterion Two: Megan Graham and Karla Volpi
- Criterion Three: Kerri Mahlum and Mark Steinle
- Criterion Four: Karel Mathisen and Joanne Theobald
- Criterion Five: Beth Floyd and Robyn Landen

The foundation for building the self-study had been laid. Now the job of designing the structure was addressed. What were the goals of the self-study? The steering committee met to address the answer to this critical question. After discussion the following goals were established:

- Casper College will improve to the benefit of its students.
- Casper College will improve for the sake of its employees.
- Casper College is going to examine itself by looking at its accomplishments and faults.
- Casper College will use this study to bring up issues that will be addressed.
- A process to keep this examination constant will be implemented.
What to expect in the pages to come
Casper College understands that the world is changing and in response to change has evaluated its Mission Statement, modifying it to fit a shrinking world. Casper College’s Mission, Vision, Values, and Goals combine in a statement of both the present college self-definition as well as the future development potential of Casper College. The statements also guide the college in maintaining its identity while evolving for the future. Evolution will be accomplished ethically, utilizing open and thorough communication and information sharing. As the college moves to the future it is challenged to keep an awareness of its place in the local community as well as in the state, regional, national, and global community.

As part of the state system of Wyoming, Casper College is partially funded by Wyoming’s state taxes. Wyoming has taken advantage of the energy boom taking place over the last several years. Even in the current national economic crisis the state is strong in its resource base. This tax base, along with smart fiscal responsibility and planning on the part of Casper College leadership gives Casper College a stable resource foundation.

In addition to strong financial resources Casper College boasts a large and growing campus. More than two dozen buildings house the college’s students, employees, and programs. The buildings, laboratories, classrooms, and technology are state-of-the-art and show the importance the college places on the learning environment experienced by its students. In addition, the campus is growing thanks to the strong local support of Natrona County citizens.

Casper College demonstrates effective teaching directly, evidenced by high transfer rates. In addition the junior-year grade point averages of Casper College transfer students at the University of Wyoming (the most common choice of the college’s transferring students) are above the UW average. The evidence of effective teaching is further demonstrated with the high number of FTEs that are taught by full-time faculty.

The assessment of student learning is growing and the data are being utilized to improve programs and departments. The position of Director of Assessment has been difficult to fill, and is currently open. This said, the college has been developing, and using assessment techniques for several years and the results are evident. Template syllabi, indicating student learning objectives and outcomes, have been utilized to standardize the format students encounter and the development of departmental assessment plans and the execution have resulted in program changes.

The assessment of student learning has grown at Casper College and the value is recognized and further expansion in this area is expected. The re-introduction of the Center for Excellence has demonstrated a commitment by the administration to further the excellence in teaching which is already a part of the culture.
The filling of the Assessment Director’s position, with a person of the quality of the previous Director, will further the value of assessment and continue the growth associated with assessment.

Casper College supports a life of learning for the entire community. This is demonstrated in its general education requirements and the breadth and depth of knowledge and skills now required for graduates entering the workforce. Assessing the success of the efforts in these areas and ensuring the responsible use of knowledge are imperative to the continual process of growth and improvement as the college strives to meet its mission.

Casper College works continually with local constituents in partnerships that benefit everyone. The college mission specifies that it will provide transfer programs, vocational programs, continuing education and basic-skills education. Advisory boards, environmental scans, and program needs assessments are just a few of the tools that the college utilizes in order to learn what the needs of its constituents are and will be. In 2007 Community Education added the Osher Lifelong Learning Institute (OLLI) through a grant from the Bernard Osher Foundation. This new program is “created for adults age 50+ who wish to continue learning and exploring.” OLLI provides a venue for people with similar interests to meet and make new friends. The Casper College Service Learning Program was established in the fall of 2006 to assist in the nurturing of a culture of service, citizenship and civic responsibility in the academic setting for students. Service Learning is a unique form of experiential education that links community service and academic study.

One partnership of particular importance is a tax-sponsored organization combining representatives from Casper College and the Natrona County School District, the Board of Cooperative Educational Services (BOCES). BOCES sponsors several different programs, but the Accelerated College Education (ACE) program is the flagship of the BOCES programs. The ACE program pays for district students to take classes at the college or to take concurrent enrollment classes at their own high schools. BOCES covers the cost of tuition for up to nine credits per semester and for books.

The best testimony to the college’s commitment to the community is the reciprocation received by the college in support from the community. The voters of Natrona County decisively supported the expanding future of the college by passing a bond to build the campus and strengthen their college, and their future.
Criterion One: Mission and Integrity

Casper College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
One of the strengths of Casper College is its ability to change along with the community it serves. The college is located in a Western energy-based county, which has one of the fastest growing economies in the country, and the institution has worked to match the fast evolution of its service area. Technology and the changing global connections of modern society also have caused changes in education in all communities. And so, the Casper College Mission Statement must undergo frequent review to ensure that the college advances with education and society.

Casper College revised its Mission Statement to its latest form, which was given official approval by the Board of Trustees in the spring of 2007. The Mission Statement is a living document meant to guide the college in the present and help it adapt to an ever-changing future.

But choosing to change brings with it a challenge to make sure that all members of the college community understand the evolving mission. That is a task that requires constant outreach and communication among administrators, trustees, faculty, staff, students and the community. What follows is a detailed description of the many ways that the college tries to make the delivery of the mission consistent and transparent.

Two specific efforts illustrate this commitment to providing consistent guidance as the college moves to the future. First, the college-wide Strategic Plan has been updated and revised to better coincide with the new Mission Statement. Second, the Policies and Procedures Manual for the college is undergoing revision.
Casper College’s mission documents are clear and articulate publicly Casper College’s commitments.

**Introduction**

At the end of his first year as President of Casper College in 2004, Dr. Walter Nolte initiated a “Leadership Institute” with the intent of developing leadership skills among current employees. At the first meeting of that group in the fall of 2005, Dr. Nolte asked if participants were intimately familiar with the College Mission. It became clear from that meeting and from the need to revise the college-wide Strategic Plan that it was time to review and update the mission of Casper College.

Beginning in the fall of 2006 an ad hoc committee to consider updating the Mission Statement was created. This committee was constituted of the 2005-2006 Leadership Institute participants with representation from faculty, staff and administration. Meeting monthly during the fall semester and bi-monthly during the spring, the ad hoc committee concluded that the existing mission did not adequately reflect the direction of Casper College. The ad hoc committee drafted new Mission, Vision, Core Values and Goals statements that were adopted by the institution on April 27, 2007.

The adoption process included disseminating the proposed statements to all parties through a number of avenues including email and the employee alliances (faculty, staff, and administration). Feedback was solicited and revisions discussed. Further feedback and discussion took place in several committees including the College Council, Academic Council, and the Faculty Senate. Minutes from these meetings were posted publicly on the campus website. Finally, the document was discussed at the monthly pre-board meeting, which is held before each Board of Trustees meeting and is open to all members of the college community. Only after all these steps was the Mission Statement approved and adopted by the trustees.

Following page: The Casper College Mission Statement
With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship. The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.
In pursing our Vision and in support of our Mission, Casper College holds the following as the core values guiding our activities:

- Promote personal, professional and academic growth of the entire college community
- Provide open access and affordability
- Enhance a culture of trust, respect, and open communication among all participants
- Encourage diversity of thought, culture and experience
- Plan for the future in a context that reflects flexibility, innovation, tradition and sustainability
- Provide service to community
- Embrace accountability and responsibility
- Foster and maintain an enriching campus environment
- Celebrate and reward excellence

Casper College will promote Education for a Lifetime by:

1. Increasing transferability of coursework and applicability of skills
2. Improving retention, graduation, and student success rates
3. Enhancing the use of current pedagogies and technologies
4. Encouraging excellence in advising and support services for students
5. Recruiting, retaining and developing highly qualified faculty, staff, and administrative employees
6. Advancing intellectual maturity, vocational proficiency and cultural appreciation through remedial, general and technical education credit and noncredit courses and programs as needed
7. Strengthening the college’s ability to meet the current and future needs of the community and state through curricula, program offerings and partnerships
8. Increasing diversity within student, faculty and staff populations
9. Maintaining a safe environment for all who study, work and visit Casper College
10. Utilizing, maintaining and improving college facilities and equipment
11. Strengthening the role of the college as the cultural center of the region and as a community resource for social, civic, and economic improvement
Where do I find the Mission Statement?
The Mission, Vision, Values, and Goals statements (called “Mission Statement” for the rest of this document for simplicity) are published in the college catalog. Past catalogs will show that the Mission Statement at Casper College is not stagnant, but evolving. In addition, the statement is easily accessible from the web by clicking on the “Mission Statement” link at the footer of every page of the Casper College web site or using the A to Z Index and searching for “Mission Statement.” The URL is: www.caspercollege.edu/mission.html.

The Mission Statement was provided to employees in the fall 2007 welcome back mailing. It was also provided to employees in an 8” x 12” card stock format during welcome back activities. Large framed posters with the Mission Statement are also posted in every building on campus to further acknowledge its prominence and importance. Printed bookmarks with the Mission Statement are in circulation for student and employee use and discussions to print the Mission Statement on the backs of college employee business cards are taking place.

Academics and excellence
Casper College is focused on not only teaching students, but on doing so with an emphasis on excellence. This permeates the college’s Mission Statement. Internal assessment is the means by which the college measures the achievement of that goal. It is not enough that students learn; the college wants the education of its students to be the best in the state, the region, and, as much as possible, beyond.

Focusing on the college-wide Mission Statement, all college departments write missions of their own. These departmental missions are written to flow with the college-wide mission, aligning the student experience in any one department with their overall college experience. Departmental missions are all housed together at WEAVEonline at: app.weaveonline.com/casper/login.aspx

In its mission documents, Casper College recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Introduction
Casper College’s mission states that the college values a “diversity of thought, culture and experience.” The Mission Statement goes on to state goals to “advance cultural appreciation,” increase “diversity within student, faculty and staff populations,” and to strengthen “the role of the college as the cultural center of the region.” These statements of diversity are also echoed in the college’s Strategic Plan. These are high priorities for the college. The introduction of the college’s Strategic Plan is available in Appendix 101. The entire Strategic Plan is available in eAppendix 102.
As an open access college Casper College accepts any student with a high school diploma or a GED certification. In fact, a significant percentage of the students are still in high school working on classes for credit at Casper College as well as their high school.

Because of its extremely low tuition and fees, the college is easily accessed by students from almost any economic situation. Wyoming resident tuition is $73 per credit including fees. This is the lowest tuition and fee total in the state. Students from Western Undergraduate Exchange (WUE) states, which include most of the states in the Rocky Mountain region and the west coast, pay $106 per credit including fees. As a quick comparison, Colorado residents (a WUE state) wishing to attend the University of Colorado will pay $92 per credit, not including fees. The estimated cost of a Colorado resident to attend Casper College is less than $8000 per year. The estimated cost for that same student to attend the University of Colorado is $18,594. See: www.colorado.edu/law/about/factsfigures.htm

Casper College adheres to Title VI in its nondiscrimination statement: “Casper College is an Equal Opportunity Employer. The college is committed to the philosophy of equal opportunity in education and employment and does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or military service.”

**Student opportunities for diversity**

Casper and the state of Wyoming are rural communities without a large diversity within their populations. (More information on demographics is available in Appendix 202.) However Casper College is quite aware of the diversity its students will experience once they have left campus. To that end Casper College offers remarkably varied and creative opportunities to study and travel abroad and to experience international influences on campus. The exposure to these programs is one of the most dramatic ways that Wyoming students who have experienced almost no international contact can have their horizons broadened. These have been life-altering experiences in diverse cultures for many of the rural students.

There is a wealth of student organizations on campus. These vary in scope from agriculture to welding. But also within that list of organizations are clubs dedicated to a variety of different religious affiliations, international students, political views, and diversity itself. All clubs are open to all students and activities are often cosponsored by the Associated Students of Casper College (Student Senate). A complete listing of clubs and organizations is available in Appendix 103.

The Department of International Education was created in 2006 to foster an institutional climate that fully supports international education and cross-cultural awareness in order to prepare Casper College students for a global environment. A major goal
of the department is to initiate, promote, and offer stimulating international learning activities on campus, and offer the students and employees of Casper College the opportunity for international study, exchanges, travel, and volunteer experiences abroad.

Casper College has one of the largest slates of world language offerings in the state. Numerous international travel experiences are woven into various college curricula. Recent destinations include Kenya (biology), the Galapagos Islands (biology), Greece (theatre), Argentina (forensics), England (forensics), and France (art). Casper College is successful in attracting students from foreign countries, with 15 countries currently represented. Discussions about increasing this number are taking place while the college works on a new program to support the success of a larger number of international students.

In addition, the college has a program in International Studies. This program offers a broad interdisciplinary curriculum meant to provide a strong substantive background in world affairs. It is excellent preparation for students interested in any of a number of careers that may involve working with people in other cultures including government services, business, law, and education.

Students are included in community activities such as the Ethnic and International Dinners which promote awareness, understanding and appreciation of other cultures. A complete list of past dinners is available in Appendix 104.

The Diversity Committee
In 1999 Casper College organized a Diversity Committee to “study ways in which Casper College can embrace diversity in the workplace and foster respect for all individuals.” The structure of the committee was set and regular meetings occurred through 2005.

Activities during those six years included:
• A baseline climate survey among students and employees regarding racial issues on campus was conducted. No systemic discrimination or issues were discovered, though the number was insufficient to supply absolutely reliable information.
• Anecdotal reports of incidents occasionally came to the committee and were forwarded to appropriate administrative personnel.
• Concerns for balance of ethnicity in college publications was brought forth by the committee and addressed by College Relations in 2002. Racial and ethnic diversity in publications and web resources has become a key factor in photo selection. Publications and web staff have been trained to review drafts of publications to ensure appropriate representation of all groups. Improvements to electronic photo archiving systems in the College Relations office has enabled graphic designers to easily select photos from among the current collection of 20,000. This has eliminated...
previous problems of frequent reuse of photos, which led to static imagery that failed to convey the diversity on campus. Additionally, the hiring of a full-time photographer vs. the previous designer/photographer split duties, has increased the number of photos from which to select. This enables selection of photos with a more accurate representation of the campus community.

• The committee drafted a proposal for a broader policy statement regarding diversity.
• The committee worked in collaboration with food service to sponsor Ethnic Dinners a couple of times each semester. The Ethnic Dinners have frequently been planned to align with campus events or holidays and have become very popular on campus and in the Casper community.

The college hired a recruiter who was charged with increasing the college’s student diversity and first generation students. This position has since been absorbed into the admissions office with the entire recruiting team making efforts to attract a diverse student body. Expanded recruitment into large metropolitan areas allows for contact with Hispanic and African American minorities especially in Denver, Colorado Springs, Pueblo, and Fort Collins in Colorado; Salt Lake City in Utah; Billings and Helena in Montana; and Omaha in Nebraska. For the last four years, the college has participated in the Sky People of Higher Education-sponsored college day on the Wind River Reservation in Wyoming and visited Native American schools in Montana to present admissions information. Casper College’s minority population increased from 4.6 percent in 2004-2005 to 5.1 percent in 2007-2008.

In about 2006, the Diversity Committee received a budget which has been used to bring in speakers and entertainers to promote diversity to the college community.

Student responsibilities
The first sentence of the student conduct code within the student handbook states, “Casper College students are expected to treat others with civility, dignity and respect...” The dignity of the individual is foremost in importance to Casper College and that attitude is expected of the students. In addition, the preamble of the student judicial code states, “To achieve the purposes of the College both students and faculty need a climate which nurtures academic and personal freedom and integrity. It is the responsibility of all members of the College community to be active participants in securing this climate.” A culture of integrity is emphasized in this statement so that the students know what is expected of them and what they can expect from the college. The complete student code of conduct is included in eAppendix 105.
Introduction
The entire college was involved in the process of updating the college Mission Statement. Multiple drafts were sent out and made available in paper and electronic format before a final statement was made official. This mission now is expected to drive the college and its workings. As campus decisions are made the mission is consulted for guidance. As departmental decisions are made the mission of the department is consulted; and the departmental mission is crafted with the college mission as a framework.

The goals and values in the Mission Statement are used to plan personnel and budget processes and to create the framework for the college Strategic Plan that guides the ongoing revisions of departmental strategic plans.

Understanding
Efforts have been made to make the newly approved Mission Statement more visible and better understood, such as the printing and posting of 48 20” x 30” framed posters at nearly every building entrance on campus. In addition, 8” x 12” heavy card stock posters were distributed at an all-employee meeting and are always available. These have also been distributed to the Board of Trustees and to all new employees during their hiring process. The Mission Statement is published throughout the campus web site and is included in major college publications, including the alumni magazine. The Mission Statement has also been distributed by mail to all Casper households via inclusion of a full-page poster in the course bulletin.

The employees of the campus gain understanding of the mission as they work to apply it to their departmental plans and functioning. Supervisors utilize the mission to drive their decision making process and that fact is emphasized to the employees working with them so that everyone utilizes it at their respective levels.

Support
An examination of the mission and the various statements within reveals several ways in which the college supports the mission. Examples are listed below.

Celebrating and rewarding excellence
Numerous on-campus award programs have been created, and nominations/entries in numerous regional and national competitions are evidence that celebration of excellence is a part of the culture at Casper College.
Casper College faculty, staff, administrators, and students are nominated for and earn various awards recognizing their commitment to excellence on campus, such as the Rosenthal Outstanding Educator Award, the Judith Bailey Scully Award, Employee of the Month, Distinguished Alumni, Phi Theta Kappa Terrific Learning Coach, the Robert Durst Staff Award, Outstanding Administrator Award and Deans’ and Presidents’ Academic Honors. Casper College employees are eligible for and win national awards and recognitions such as the American Association of Community Colleges Distinguished Alumni Award, AMATYC Teaching Award, eLearning Award, National Council for Marketing and Public Relations Medallion Awards, the regional “Program of the Year” through American Association of Agricultural Educators, and the National Phi Theta Kappa/Coca Cola Honors Scholar Awards.

Students receive achievement-based scholarships such as Hathaway “Plus” awards, Wyoming Honors Scholarships, division scholarships and many more. In addition Casper College students are honored on campus and off. Beside athletic awards described in Criterion Four, students from college organizations and teams win awards at the local, regional, and national level. Alumni are also honored yearly by the college with the Distinguished Alumni Award and twice a year with the work study employee of the semester. Prime examples of winning teams include Livestock Judging and Forensics. Appendix 106 gives a more detailed listing of some student awards.

**Fostering and maintaining an enriching campus environment**
Numerous student activities are offered throughout the year including movie nights, dances, concerts, and comedy programs. There are family-fun events encouraging students and employees to interact and include their families. Intramural activities encourage fitness, competition, and teamwork and allow another opportunity for interaction between students and employees. Trips out of town are sponsored to places like Denver and the Black Hills to expose students to attractions out of town.

Public speakers are presented for the benefit of the entire college community and open to the public. Speakers have covered a variety of topics and have included Sister Helen Prejean, playwright of “Dead Man Walking;” Lynne Cheney, author of “Blue Skies, No Fences; ” and Father Bryan Hehir, Harvard University professor of religion. The college hosts a Literary Conference and a Humanities Festival on an annual basis. The first state-wide Book Festival, the Equality State Book Festival, was presented by Casper College and funded strongly by many agencies. Themes change each time and exciting panels of well-known authors from around the country participate.

Performances by the theatre and dance students attract large crowds from the student body and the community, offering a broad and challenging range of artistic productions. The Kinser Jazz Festival brings music from around the state and nationally known musicians with performances open to the community. Several performances from instructors and students are scheduled throughout the year. Other examples will be found throughout this document.
Embracing accountability and responsibility
The campus has a well-established faculty evaluation process consisting of classroom evaluations by students and Division Chair evaluation. A revised administrative appraisal process has been implemented. The guidelines, procedure, and evaluation form can be found in Appendix 107. A student conduct and campus discipline policy is enforced and supported by a judicial code and procedure, which is outlined in the student handbook. A retention alert system encourages student responsibility through appropriate faculty identification of at-risk students providing an opportunity for intervention and student assistance. Details on the college’s recent student success program are described within Student Services in Criterion Three.

Responsibility, safety, and ethics are a major component in academic areas such as health sciences and trades. For example, pharmacy technology and nursing students are trained in error reporting processes and are taught the potential human consequences of failure to follow error-reporting protocols.

Planning for the future
The Strategic Planning process, intended to be implemented with regular updating to ensure monitoring of the plan, as well as adaptation of the plan to the current environment is tied extremely closely with the mission (see eAppendix 102). Casper College also has a new facilities Campus Master Plan, which involved numerous campus and community input sessions. The Campus Master Plan is also aligned with the college mission. Major updates and movements forward with the Campus Master Plan are in progress as of this writing. More will be available in the resource room as progress is made. The entire Campus Master Plan can be found in eAppendix 108.

To further help the planning initiative, Casper College President Dr. Walter Nolte led an advocacy effort to convince the State Legislature to raise the permissible amount of carryover reserve funds from three percent of the general operating budget to eight percent. The college reached the full eight percent in June 2008.

Equipment and technology in laboratories and classrooms is effectively maintained, and when replaced it is replaced with the most current technology available. The campus has maintained a disciplined approach to staffing in this current era of economic flexibility to ensure that if/when revenue declines, the likelihood of demoralizing and destabilizing retrenchments will be minimized.

Provide open access and affordability
In addition to the low tuition and fees structure described earlier in this chapter, Casper College leads the state among community colleges by awarding Hathaway Scholarships, which are merit-based scholarships provided by the state of Wyoming. In fall 2008, 590 Hathaway Scholarships totaling approximately $1.6 million were awarded. The college has created a staff position to ensure that all Hathaway applications are efficiently and accurately processed. Casper College has created a “Hathaway
Plus’ scholarship program which provides additional incentive for students to meet Hathaway requirements. Casper College has created scholarships that will assist students not qualifying for Hathaway to attend. The Golden Age Scholarship provides free classes to citizens in Natrona County age 60 and above.

GEAR-UP and other pre-college programs, such as KEY Camp for motivated students in grades 5 and 6 from throughout the state, encourage K-12 youth to begin thinking about college early. These programs are described in more detail later in Criterion Four.

To address capacity and waiting lists in the highly popular health sciences classes, a critical area for the state, a new “Health Science” major was created to allow students to begin work on relevant coursework while waiting for admission to their program of choice. This program was approved in 2006-07.

**Mission driven**

Two examples demonstrate the mission driving major decisions on the college campus. First and foremost is the percentage of full-time faculty at Casper College. Casper College is committed to excellence in teaching and learning and it is the belief of the college that this is best done by utilization of full-time faculty. This is a very expensive decision as full-time faculty cost much more per credit than part-time faculty. However, the college considers this to be its top priority in the promotion of excellence in education.

A second example is the prioritization of the Early Childhood Learning Center (ECLC). This facility is used to train students majoring in early childhood education and it also is used as child care for faculty and students during the work day and when they are in class. This facility is not a money-making venture. But the excellence it provides for early childhood students in terms of practical teaching and improving their education along with the opportunity it provides in allowing students to attend class or employees to work make this decision sound. Financially subsidizing the ECLC is in line with what the mission states the college should do.

These are examples of how the mission drives decisions with far reaching impact on education and on finances. Other examples of mission-driven initiatives will flow throughout this document.
Introduction

The Casper College governance and committee structure is attached here. Two groups on this structure should be mentioned here. They are the Executive Council and the College Council. The Executive Council is comprised of the President, the three Vice Presidents, and the Director of College Relations. The College Council is comprised of the President, the three Vice Presidents, four faculty representatives, including the Faculty Senate chair, two staff representatives, including the Staff Alliance chair, two administrative representatives, including the Administrative Alliance chair, and the President of the Student Senate.

All campus-wide policy decisions go through one or both of these committees before consideration by the Board of Trustees, if needed. In this fashion all major decisions are known to all campus groups via their representation. As decisions are being discussed in council there is opportunity for these discussions to be brought to the campus for further and broader discussion. This fosters communication throughout the organizational structure.

Many other decisions will run through the other committees before reaching either College Council or the Executive Council. But one or both of these two committees is involved with almost all significant campus-wide decisions. In all cases the college mission is addressed to guide the decision-making process.
The Casper College Board of Trustees
The Casper College Board of Trustees is comprised of seven individuals elected by Natrona County voters. Each trustee serves a four-year term with approximately half of the representatives running for election on each alternate two-year election cycle. The trustees themselves elect the board officers. These positions include President, Vice President, treasurer, and secretary.

Board meetings for Casper College are held at 7 p.m. on the third Tuesday of each month except July. The July meeting is held on the third Wednesday for statutory reasons related to the budgeting process. The finance committee of the board meets at 4 p.m. just before board meetings. Both sessions are open to the public. All meeting minutes are made public and posted to the Internet at: www.caspercollege.edu/administration/board_minutes.html

Previous to each board meeting (usually on the Monday before), the Casper College President Dr. Walter Nolte holds a pre-board meeting on campus for all employees. At this time employees who are going to make reports to the board do so for those attending the pre-board meeting. In this fashion communication of all information to the board is brought to the college employees.

The trustees are responsible for hiring the college President, fiscal oversight and policy. For a complete description of roles and responsibilities of trustees see Wyoming Community College Code, eAppendix 109.

Board members are active in professional development as they strive to fulfill the college mission and foster academic excellence. Over the past few years most board members have attended at least one major national or regional conference including the Association of Community College Trustees (ACCT), the National Legislative Summit (NLS), the Wyoming Association of Community College Trustees Conference (WACCT), and the American Association of Community Colleges Leadership Conference (AACC). In addition, the board chair and college President design orientation processes for newly elected board members.

Academic curriculum and processes
All curriculum decisions involve the faculty. Academic departments and/or individual instructors initiate new courses and programs or changes to current programs and courses. The decision to do so is often prompted by the needs of the community or advisory boards comprised of members of the general public. On rare occasions new departments will be created in order to answer a public need. In these scenarios the academic division which will house the new department is deeply involved in the implementation process. New programs have been created more frequently in recent years than in the past. This is especially true in the medical field and in the trades and technology area. A few examples of new programs in these areas include phlebotomy, paramedic technology, electric power technology, and robotics.
New courses and programs, once proposed, are sent to the Curriculum Committee. The committee is comprised of two representatives from each division, one representative from the Educational Resources Division and two ex officio members from Admissions and Academic Affairs. The committee then reviews the proposed new courses or current course changes to evaluate if they are justified and academically sound. The Educational Resources Division also reviews the course proposals to be sure that the college has the resources to support the courses. Once the courses are approved by the Curriculum Committee they still have to be approved by the Faculty Senate and the Academic Council.

Academic Council is comprised of the Vice President for Academic Affairs, eight Division Chairs, the two Academic Deans, the Curriculum Committee chair, the Faculty Senate chair, the HLC self-study coordinator, the Vice President for Administrative Services and the Vice President for Student Services. The Faculty Senate is comprised of two members from each academic division, one member from Educational Resources, one from Continuing Education and Community Partnerships, and two at-large members from the faculty. In this way a different set of eyes reviews the proposals. If the courses pass all of these reviews and approvals they are ready to be offered on a permanent basis. (Courses can be taught one semester on a trial basis without meeting this approval process.)

Any new courses or changes to old courses are brought to the attention of other institutions in the Wyoming Community College system for informational purposes. This is especially important since the seven community colleges and the University of Wyoming have a common course numbering system. It is possible, in rare circumstances, that a course may be changed enough that a new number needs to be assigned to it.

Only new programs, and not new courses, are required to meet the approval of the Casper College Board of Trustees. New programs are reviewed and forwarded to the Wyoming Community College Commission (WCCC) by the statewide Academic Affairs Council and Presidents Council.

Pending reorganization

The Academic Affairs unit of Casper College is presently composed of 10 academic divisions. The eight instructional divisions are: Business, Fine Arts, Health Science, Language and Literature, Life Science, Physical Science, Social and Behavioral Science, and Trades and Technology. Each currently utilizes a Division Chair for administrative needs. These Division Chairs are elected by their constituents and remain on faculty contracts. They are given a half-time load release to handle everything from schedules and budgets to assessment and student complaints. The two remaining divisions, Continuing Education and Educational Resources, utilize full-time Deans who are on administrative letters of appointment.
The first restructure of the current administration was carried out in 2005, signaled by the formation of the Continuing Education and Educational Resources Divisions. Prior to this time, the disparate units of these divisions reported directly to the Vice President for Academic Affairs. With over 20 direct reports to the Vice President, this structure had become unwieldy. Additionally, the development of new short-term workforce training efforts at Casper College were virtually nonexistent. Although there were several departments dabbling in noncredit offerings, they worked independently of one another and the community did not have a single point of contact. The Dean for Continuing Education and Community Partnerships now serves well in this role and college offerings have significantly increased. This important facet of Casper College, once virtually ignored before, is now flourishing.

In a similar fashion, the academic support departments, including the library, media services, assessment, distance education and peer tutoring, were organized into a Division with a Dean. Although this transition was difficult for several departments, it has led to positive changes for the campus.

The duties of the Division Chairs have been slowly changing over the years. In keeping with national trends, the administrative demands in areas such as assessment and accountability have increased and the push for program development in Wyoming has taken a toll in several Divisions. During the Fall 2008 semester, Casper College experienced a triggering event – the passage of the bond issue. During the bond campaign, several new programs were “promised” and the Natrona County voters made a commitment to the College to provide the funding for the necessary space. To support this important work, the College is now considering the implementation of a Dean structure and a realignment of departments. The utilization of Deans should bring a sense of stability to the academic leadership of the institution and also provide the necessary vision and support for future success. The current academic leadership is so busy doing for today that they have little time to contemplate for tomorrow. Perhaps a lessening of the teaching responsibilities for academic leaders would be a helpful step forward. A compression from eight divisions down to five is also being discussed to both ease the financial impact of the Dean implementation and to also enhance communication among the Divisions. It seems that territoriality has become problematic over the years as evidenced by recent surveys. Perhaps a realignment of departments could provide a new perspective and a new outlook on the vital work of colleagues. After all, the students of Casper College are shared by everyone and each and every employee contributes to the success of the college’s students.

Casper College needs a shared vision for its future. Change, though painful, is sometimes required. A study group composed of several faculty members is currently working to establish the college’s direction. Regardless of the outcome, the consideration of this change will ultimately lead to a stronger institution.
The Casper College Association
The Casper College Association (CCA) is comprised of three alliances, one each for staff, faculty, and administrative personnel. (Please see Appendix 110 for the CCA bylaws.) The CCA bylaws show several main purposes and objectives for the CCA. Among these are:

- To promote professional practices;
- To encourage the active participation of all in the solution of school problems;
- To arouse allegiance to a genuine spirit of professional ethics;
- To establish and encourage a program of communication, coordination and cooperation both within the institution and among the institutions of higher learning in Wyoming.

The CCA council meets on an as-needed basis. However, the individual alliances meet regularly. In addition the chairs of the three alliances sit on the College Council to promote communication among the alliances and with the upper administration.

The only standing committee of the CCA is the Activities Committee. This committee meets to plan such events as the welcome back picnic in August, the Holiday Breakfast in December, an Oktoberfest or fall festival in the fall, a family ski day in the spring, and the Retirement and Recognition Dinner in the spring. The committee meets monthly or more to plan the events. The committee has three representatives from each alliance.

Communication
In a recent survey associated with the accreditation process, communication was one of the most frequently mentioned challenges for Casper College. The breakdown was perceived to not only be up and down the chain of command but also laterally across departmental lines and across alliance lines. Several lines of communication have been established by the administration of the college to address communication issues.

Communication of the governance process occurs through the following:

- Campus Weekly – an e-mail distributed information sheet sent to all on campus about on-campus activities, including governance
- Facilities schedule – a bi-weekly alert covering all activities scheduled on campus
- Vice President Carmen Simone holds “All-Faculty Meetings” and weekly Division Chairs meetings to disseminate information
- President Walter Nolte holds “Pre-Board Meetings” open to all employees
- Vice President Joanna Anderson holds directors meetings twice each month and division meetings generally twice a month
- Campus wide e-mail announcements
- Management Council
Criterion One

- College Council representation by all employee alliances
- A chain of command facilitates the movement of information from the faculty to the Executive Council and vice versa
- Vice President Lynnde Colling holds monthly director meetings

As described earlier, the decision-making process for campus-wide issues passes through a number of different committees, for example College Council, Academic Council, and the alliances, before finalization. There is ample time for issues and processes to be disseminated, discussed, and commented upon.

Still, there are some breakdowns in communication. Some employees do not access computers, so the supervisor is responsible for disseminating information that is shared electronically. Other employees express concerns about ‘territorialism’ among departments or programs that they believe impacts communication.

Solving this issue is a concern for the college and its administration. Steps have been taken to establish lines of communication, but more needs to be done. Further efforts and planning by all employees on the campus will be required to find a solution to this dilemma. One of the values in the Mission Statement is to, “enhance a culture of trust, respect, and open communication among all participants.” This issue is a priority.

The Wyoming Community College Commission (WCCC)

The mission and purpose of the commission are to provide coordination, advocacy, and accountability for the Community College System on behalf of the State of Wyoming. (Please see Appendix 111 for commission bylaws.) The Wyoming Community College Commission (WCCC) was created by the state of Wyoming in the Wyoming Community College System Code (available in eAppendix109 or at communitycolleges.wy.edu/business/AdminDocs/Statutes.htm).

The code sets out the responsibilities and powers that the WCCC will have. Major duties of the WCCC are outlined below.

The WCCC is responsible for state funding. Requests for state funds to support the state’s seven community colleges are officially sent to the state by the WCCC. Once the state allocates funds they are given to the WCCC, which then distributes the funds to the various colleges by use of a funding formula established by the commission. The formula is described in more detail in Criterion Two.

The WCCC approves all new credit programs for certificate or for degree to be offered by any of the community colleges. They also approve any new capital construction that will cost in excess of $100,000. The WCCC establishes the tuition rate for all seven community colleges, though the fee rates are established by the colleges. The WCCC also provides Internet accessibility to all of the community colleges as well as contracting for the administrative computing system for all seven community colleges, currently the Datatel system.
The commission collects data from the state community colleges to report to the governor, the Legislature, and the State Department of Education. The data currently collected includes:

- Student goal attainment
- Persistence (fall to fall)
- Degree and certificate completion rates
- Placement rate of graduates in the workforce
- Employer assessment of graduates
- Licensure and certification pass rates
- Client assessment of programs and services
- Demonstration of critical literacy skills
- Number and rate of students who transfer
- Performance after transfer
- Success in subsequent, related coursework
- Participation rate in service area
- Responsiveness to community needs

In addition to enrollment data provided for IPEDS and the Higher Learning Commission, the college is required to submit enrollment data to the Wyoming Community College Commission at the end of each academic term. The data is generated by a computer program provided to the college by the Information Technology (IT) staff of the Commission. The Commission staff uses this data to respond to requests for information from legislators, the governor, other state agencies and interested parties. They also publish an Annual Enrollment Report that includes enrollment data aggregated from each of the seven Wyoming community colleges.

Other reports that are submitted to the Commission annually include a Workforce Development Report, an Accreditation Report, and a Partnership Report. The college provides supplemental data to the Commission when requested through ad hoc reports and provides student record data to facilitate the reporting required by the Wyoming Department of Education to administer the Hathaway Scholarship Program.

The WCCC hosts web sites where more information may be found. A few URLs of interest are:

- communitycolleges.wy.edu/business/Index.htm
- communitycolleges.wy.edu/business/Reports.htm
- www.commission.wcc.edu/default.asp

**Campus climate surveys**

In the past two years, campus climate surveys have been administered to establish areas of concern and strengths of the campus. Copies and results of those surveys are described in Criterion Five with results in eAppendix 509. The information from those surveys allows the college to discern the effectiveness of the college structure. The results are used to strengthen areas of the college that may need to be bolstered. In addition, strong areas of campus are used as models to bring up the areas that are of concern.
Introduction
The Casper College Mission Statement contains the following values of importance as it pertains to integrity:
- Enhance a culture of trust, respect, and open communication among all participants
- Embrace accountability and responsibility.

These statements are paramount to the operation of the college and all that it does.

Conforming to the Mission Statement in its day-to-day operation is the first step in the operating with integrity. Establishing, maintaining, and improving a reputation of excellence shows the college’s commitment to its constituents. Finally, conforming to the external laws and statutes and the internal policies and procedures under which it operates guide the college in establishing credibility internally and externally.

Policies and procedures manual
The college’s Policies and Procedures Manual needs a major revision. The current manual lacks a consistent format and contains obsolete and redundant policies and procedures. In addition, the policies and procedures are intermingled and some policies have been omitted.

A major review and rewrite of the Casper College Policies and Procedures Manual has been underway for more than a year. The college hired a post-doctoral student from the University of Texas-Austin to assist in the revision of the Policies and Procedures Manual. A committee comprised of two representatives each from faculty, administration, and staff is working on the manual. The Dean of Continuing Education chairs the committee.

After the committee completes its work, the faculty, administration, and staff alliances and the College Council will review the Policies and Procedures Manual. The Board of Trustees will have final approval.

Two changes being written to the manual are the copyright policy and the intellectual property policy. A copyright policy has existed for quite some time but has not been updated to include the use of electronic information, especially as it pertains to Internet-based courses. The intellectual property policy had never existed in writing. For the past couple of decades or more it has been an unwritten policy that faculty owned anything they did and the college was not concerned with ownership. Again, because of Internet classes, the policy has been a priority for the Faculty Senate. After thorough research, the Faculty Senate wrote an intellectual property policy and it has been approved by the Board of Trustees. The intellectual property policy can be found in Appendix 112.
The policy manual does include three policies on ethics. The oldest of these, the “Employee Ethics” policy (policy 1400:61) was revised in 1990. It simply states, “Honesty and professional integrity are expected of all employees and it would be a serious violation of trust if the interests of the College, the Board and other employees were to be disregarded in the course of performing duties.

“The use of official position and influence to further personal gain or that of families and associates is unacceptable behavior. Acceptable ethical standards will be established and maintained for confidentiality, acceptable gift value or economic consideration and fiduciary duty.”

In 2003 the Faculty Senate and the Administrative Alliance both wrote ethics policies for their respective groups. These can be reviewed in Appendix 113 and 114 respectively.

One area of concern is keeping employees informed about policies in the manual. The copyright policy is an example of a complicated issue that requires explanation of legal language and how copyright applies to electronic information. Effective education about policies is an issue that needs to be addressed.

**Other accrediting bodies**

Many of the programs offered at Casper College are accredited by agencies specifically focused on their areas. These include programs in the health sciences, the arts, and social sciences among others. The checks and balances offered by multiple accrediting bodies are useful in maintaining excellence throughout the college offerings.

In addition to the Higher Learning Commission (HLC), other accrediting bodies working with Casper College are:

- National Academy of Early Childhood Programs
- Joint Review Committee on Education in Radiologic Technology
- National Association of Schools of Music
- National Association of Schools of Theatre
- National Association of Schools of Art and Design
- National League for Nursing Accrediting Commission
- Accreditation Council for Occupational Therapy Education (ACOTE)
- The American Occupational Therapy Association (AOTA)
- Wyoming State Board of Nursing
- American Bar Association (Legal Assistant Program)
- National Accrediting Agency for Clinical Laboratory Sciences (Medical Laboratory Technology)
- National Association for the Education of Young Children
- ProLiteracy America (ABE/GED)
- American Society of Health-System Pharmacists
Legal language
In order to comply with laws that pertain to the operation of the college, Casper College utilizes the legal services of the law firm Williams, Porter, Day, and Neville. The firm has been consulted for the wording on many of the policies being updated in the Policies and Procedures Manual.

The Administrative Services branch of the college is responsible for all the college financial matters. Audits are completed each year by an external accounting firm to ensure financial integrity. The last two audits are submitted as part of the accreditation process. The Human Resources Department monitors employment practices to ensure compliance with affirmative action and other regulatory requirements. The physical plant, also under Administrative Services, oversees the campus grounds and buildings to assure that the college complies with the Americans with Disabilities Act (ADA) as well as monitoring the safety of the campus for the benefit of employees and students alike.

The Purchasing Department is charged with ensuring that the college is receiving the maximum value for every dollar spent, while following the appropriate policies, procedures, and state statutes. College policies and procedures are in place defining the ordering process. Purchases totaling $5000 or more require an informal competitive bid process, while those over $10,000 require a formal competitive bid process. Bid solicitations for purchases over $10,000 must be performed by the Purchasing Department. The college follows state statutes which include certain in-state award preferences, bonds, proof of Wyoming worker’s compensation and unemployment insurance for some projects.

Student Services houses several areas that assure the college is operating properly. Campus Security monitors the safety and well being of the campus employees and students. Patrols are on duty 24 hours every day of the year including holidays and other days the campus is closed. Financial Aid is charged with overseeing the dollars used by students to be sure the college uses state and federal funding correctly. The Office of Accommodative Services monitors ADA compliance for students as they work on their scholastic efforts. More detailed information is in Criterion Three.

Advisory boards
Community groups are solicited in many cases, forming advisory boards to help Casper College offer the kinds of courses they need. A list of current advisory boards and members can be found in eAppendix 115.

Open meetings and public invitations
Casper College is committed to soliciting input from the community, which is a major constituent of the college. It supports the college with tax dollars and feedback to drive the college in the right direction, keeping the institution on track to achieve its mission. Meetings of the Board of Trustees are open to the public. Minutes of board meetings and meetings of all major committees, such as College Council and Academic Council, are available on the Internet for public review.
When the college seeks to undergo a major initiative such as the Campus Master Plan, several meetings are scheduled for public input and to inform the public of what is being considered. These meetings are advertised in the local papers in order to maximize public participation. If appropriate, mailings are sent out as well to better inform the public and increase interest in the project.

**Opportunities for improvement**

Although Casper College meets the requirements for this criterion, there is always room for improvement. As has already been stated, the college needs to improve its communication process. This will require efforts campus-wide.

In addition, the Policies and Procedures Manual is currently undergoing an update. A process of educating the employees of the campus should be implemented to assure that all in the campus community understand their rights and responsibilities, to both the institution and to its students.

Finally, except for gender, diversity is an issue. Statistics in Criterion Two will show that the student body and employee demographics are not in line with state or county statistics. The college aggressively works to provide programs that offer diverse experiences, such as international study opportunities, ethnic dinners and the Multicultural File Festival held in the spring.
Criterion Two: Preparing for the future

Casper College’s allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Casper College is in a unique situation among colleges throughout most of the United States. The Wyoming economy is strong, and the college is able to benefit from that economic strength. Besides being able to fund the state colleges at a flourishing level, the Legislature has recently set up matching funds for the colleges and their foundations to help establish scholarships and faculty endowments. In addition, Wyoming has begun an extensive and well-funded scholarship fund, the Hathaway Scholarship, to make higher education more affordable and to better train Wyoming high school graduates for a strong work force.

However, Casper College is no stranger to the Wyoming boom-bust economy. The college plans for a future when times are not so good. It was Casper College that led the way to raising the carryover reserve from three percent to eight percent. This will help ensure a transition to funding that is statutorily reduced when the state’s economic cycle begins its downturn.

Because of growth in enrollment and a demand for new programs to educate employees for Wyoming’s changing workforce, the Casper College Board of Trustees decided in 2008 to move quickly on building projects that are part of the Campus Master Plan. The Trustees asked Natrona County voters to approve a $35 million bond measure on the November 2008 ballot, which would raise property taxes to pay for about half of an ambitious plan to build three new buildings and renovate two others to add much-needed instructional and lab space. The voters approved the bond measure and the first construction will begin in 2009.

Planning is also underway on a statewide level. The Wyoming Legislature created a second Task Force to study the community college system. In addition, the Legislature mandated that the colleges’ coordinating body, the Wyoming Community College Commission prepare a statewide Strategic Plan for the college system as a whole in 2009.

The need for quick adjustment to change is stronger than ever at Casper College, as both Wyoming’s economy and the landscape of higher education itself evolve at a rapid rate. Many changes have taken place in education over the last six decades and the college has always responded while sustaining an excellent education for its students. New technology and the globalization of society over the last few years are issues the college is working to address in the best manner for its students.

**Core Component 2-A:**

Casper College realistically prepares for a future shaped by multiple societal and economic trends.

**Introduction**

Wenlin Liu, Ph.D., senior economist for the State of Wyoming wrote a 10 year forecast for the state of Wyoming in 2007 that captures some of the unique factors that put the state’s economy in an extremely strong position, now and for the future.
He says, “The mining industry contributed approximately one third of both the state’s total earnings growth and job growth. In addition, the multiplier effect associated with the acceleration in the mining industry is resulting in upward movement in many other industries such as construction, wholesale trade, transportation, and professional and business services.”

Some of the positive statistics about Wyoming that he cites:

“The growth rate of 13.2 percent in gross state product (value added) in 2005 was the highest;… the total job growth rate of 4.9 percent in 2006 was the second highest in the U.S.; a personal income growth rate of 10.4 percent in 2006 was virtually the highest; and the annual housing appreciation rate of 14.3 percent during fourth quarter of 2006 was the second highest.” (From “Ten Year Outlook Wyoming Economic and Demographic Forecast: 2007 to 2016,” August 2007. Contact: Wenlin Liu (wliu@state.wy.us). See eAppendix 201 for the complete report.

In 2008 Wyoming led the nation in job growth throughout the year. And despite the drop in the price of oil and natural gas and the weakness of the world economy, energy companies are not laying off their Wyoming workers. In fact an analysis in the Casper Star Tribune published Dec. 14, 2008 observes, “BP America (British Petroleum) says it plans to drill right through the cyclical energy price swings. The company has made a commitment to maintaining its operations in booming Wamsutter.

‘We said three years ago we’re going to stay at six to seven drilling rigs working ‘round the clock, seven days a week, 365 days a year, for the next 12 to 15 years,’ said BP’s Wamsutter operations manager, Jerry Austin.

A lot will depend upon how soon the national economy rebounds. But despite a few rough patches, there’s absolutely no reason for any doom or gloom in Wyoming. Our economy is the envy of the vast majority of the nation.”

The booming economy of Wyoming has increased revenues for the state and therefore for Casper College. However, this is not the first time that this kind of economic trend has occurred in Wyoming. Awareness of the economic history of the state has helped the college to intelligently utilize the increased revenue for short term projects, such as those created with innovation grants (described in Criterion Three) or for long-term one-time plans such as the buildings proposed in the Campus Master Plan.

This trend indicates the probability of a declining “traditional student” population, along with an increasing “nontraditional” or “lifetime-learner” population. As such Casper College has revised its vision and expanded its offerings to reflect this demographic change. For example, in 2007 Casper College received a $100,000 grant from the Bernard Osher Foundation to create an Osher Lifelong Learning Institute (OLLI) at the college. This program is a noncredit, academic program designed for individuals aged 50 and older. The program is membership based
to encourage socialization and academic based to encourage lifelong learning. There are currently 274 OLLI members. The college received a second $100,000 grant in 2008 and is applying for a third grant for 2009.

Another factor that Casper College considers as it prepares for its future is a marked change in the kinds of jobs available in Wyoming. As energy production changes to include such alternative sources as wind and solar, the college has added courses on alternative energy. The Casper area is increasingly a medical hub for the region, with two new hospitals opening in 2008. The shortage of medical workers is severe, and the college is moving quickly to add majors and space to educate more nurses and to add courses in such areas as physical therapy assistant, surgical technician and paramedic. New technology impacts many different fields, and Casper College is responding by adding such courses as robotics, geographic information systems, and website design.

**Societal trends**
The population of Wyoming is not diverse; and Natrona County is even less diverse. The table below shows the diversity of the United States, Wyoming, and Natrona County. This data was taken from the US Census Bureau URL listed below. The last column shows the same statistics for Casper College during 2006, except that those students of two or more races are not explicitly asked for such a status. In addition, 0.64 percent of the students attending that year were from foreign countries without permanent United States residency.

www.quickfacts.census.gov/qfd/states/56000.html

<table>
<thead>
<tr>
<th>Population Demographics 2006 (as a percent)</th>
<th>USA</th>
<th>Wyoming</th>
<th>Natrona</th>
<th>Casper College Students</th>
<th>Casper College Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, not Hispanic</td>
<td>66.4</td>
<td>88.1</td>
<td>91.4</td>
<td>94.4</td>
<td>93.2</td>
</tr>
<tr>
<td>Black or African American</td>
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<tr>
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<td>1.2</td>
<td>0.96</td>
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<tr>
<td>Asian/Pacific Islander</td>
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<td>0.4</td>
<td>0.53</td>
<td>2.82</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>14.8</td>
<td>6.9</td>
<td>5.1</td>
<td>7.76</td>
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<tr>
<td>Reporting 2 or more races</td>
<td>1.6</td>
<td>1.4</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Casper College is somewhat representative of its county or state. Reviewing these same statistics for the past 10 school years shows all the statistics remaining roughly constant. See Appendix 202 for a 10-year summary. Casper College needs to improve the diversity of its student body to better match Natrona County, if not the state of Wyoming. This change has been prioritized in the college’s Strategic Plan.

Similarly, employee statistics show a lack of diversity. With the exception of Asian/Pacific Islanders, the percentages for non-Caucasian employees are lower for Casper College than for either the state or county. See Appendix 203 for a complete summary of employee statistics.
The college has made great strides in gender equity, particularly in employment groups. College Vice Presidents are all female with 201 out of 373 employees being female.

**Strategic plan**
In the spring of 2001, a committee to revisit the Casper College Strategic Plan was formed. Each functional area of the college was charged to modify the Strategic Plan for their area using published guidelines. These plans, along with the aforementioned published guidelines became part of the finalized campus-wide Strategic Plan. See eAppendix 102 for the Strategic Plan. Many academic areas of the college continue to update their Strategic Plan yearly. These plans are currently housed with the Office of Assessment for Casper College using WEAVEonline at app.weaveonline.com/casper/login.aspx

Because of a restructuring of much of the administrative area of the college, administrative departments have not been as consistent.

In 2007 the updated Strategic Plan for the college as a whole was developed. This plan was created with the intention of not disrupting the plans created at the departmental level, but to unify them. Departments update their existing plans on a yearly schedule and as they are updated the plans focus on the updated mission and goals of the college and the umbrella Strategic Plan for the college. In this way unification of the college planning process is achieved.

**Departmental planning**
As part of the Strategic Plan, and in order to help initiate its implementation the Department Council was created by the Academic Vice President in fall 2006. The goal of the council was to determine the process in which each department will do an annual review and document the outcome for the purpose of planning. It was determined that each department would include the following information: department mission, goals, strengths, and challenges. The department is to consider the teaching philosophy, utilization of classroom space and lab facilities, and utilization of department equipment. Distance education philosophy and assessment is to be considered as well as the philosophy for dual enrollment and assessment. Another aspect to be reviewed is the recruitment, retention and advising of students. The plan asks for information regarding full-time and part-time faculty numbers. Office space is also reviewed. The financial state of the department is considered in regards to the annual operating and work study budget as well as the anticipated budget for the next fiscal year. The department review concludes with reviewing articulation agreements, course level assessment, identification of advisory board members and any special accreditation for the department.
The initial department reviews were housed on the college website. In order to centralize the location of the reviews and unify the process of writing the reviews the college adopted WEAVEonline in spring 2008. The Academic Vice President will meet with the Division Chair and the Department Chair or Program Director once every three years to review and discuss the department review, fundamentals, personnel, operation and departmental distinction.

**Information technology (IT)**

Previous to 2005 the Information Technology area was divided into two divisions, Academic and Administrative Computing. Both divisions wrote plans as part of the college-wide planning process. In 2005 a new IT Director was hired, whose first job responsibility was to consolidate the Academic Computing and the Administrative Computing departments to create a new Department of Information Technology. Using the then existing technology plan, personal experience, and input from the Tech Advisory Committee (consisting of members throughout the campus); a new technology plan is under development.

Embracing technology is a process rather than an event. As such the technology budget allows for a changing technology environment. In 2006 Casper College started a computer refresh leasing program. This program ensures that no one is using a computer older than four years of age, with preference being given to lab computers used by the students, guaranteeing that students have access to the latest technologies. Realizing that different industries use different types of computing environments, Casper College is proud to offer both PC labs and Mac labs. Starting in fall of 2009 a class will also be offered in the use and configuration of the Linux operating system.

Casper College values its existing technology resources and leverages them as a springboard for new and expanding services. The college recently signed a campus agreement with Oracle. This software is being used to expand the usability of the data in the Datatel/Colleague enterprise system. Resource 25 is being used to track facilities usage and to provide web access to events and the locations of the events being held at the college. A document imaging solution, ImageNow by Perceptive Software (in the process of implementation), will leverage the Oracle software as a repository for digital images linked to records within the Colleague system.

The Cisco network architecture that was installed in 2003 has provided a stable environment for technology to grow. Buildings are connected redundantly to the network operation system via gigabit fibre. This robust networking environment will allow the college to proceed with the new VOIP (Voice Over Internet Protocol) currently being considered. The college is also working with its local Cisco vendor to develop a plan that will periodically upgrade the existing equipment to ensure that the network architecture remains both stable and current.
Throughout the year, members of the IT staff, and members of the Technology Advisory Committee investigate new technologies. These ideas are then discussed at the monthly meetings of both groups. When promising initiatives come to light, they are often funded through the President’s innovation grants, if the projects are larger in scope, they can be submitted to the Casper College Foundation for consideration.

A complete list of all campus computer labs, associated software and hours of operation can be found at: www.caspercollege.edu/doit

Every year the Technology Department budgets for several education opportunities for the department. At least one person attends the annual users group hosted by Datatel, at least one person attends training sponsored by Novell, and additional funds are set aside for other training needs that may arise. Recently the IT department provided more advanced Oracle training and advanced Colleague training to several technicians. IT also offers numerous online trainings, for both technicians, and the rest of the college community.

**International globalization**

As seen in the previous chapter, Casper College’s updated mission has expanded its scope to the world, and this has required planning efforts. Although international students have been a part of the campus for a long time, Strategic Planning and an expanded vision have taken the college beyond enrolling international students.

Casper College has international partnership agreements with:
- Mae Hong Son Community College, Thailand
- UNIDAVI, Rio Do Sul, Brazil
- La Universidad Regional del Sureste, Oaxaca, Mexico

These partnerships serve the dual purpose of allowing faculty, staff and students to have exposure to a more diversified culture, while at the same time Casper College is able to share the wisdom and expertise gained through more than 60 years of operation. Already the partnership with UNIDAVI has involved visits from each institution to the other. These partnerships are covered in more detail in Criterion Four.

Casper College awarded innovation grants of $3,000 each for four faculty members to visit Europe during the summer of 2008. The grant allowed the faculty members to travel one of the three Busabout loops through Europe, and develop an Internet course based on locations found along the bus line. The four faculty members have given presentations during the “Brown Bag” lunches at the Goodstein Foundation Library to share their experiences.

To further expand students’ international experience a Fulbright Scholar is teaching at Casper College for the 2008-09 school year. Mujahed Ghassan comes to Casper College from Yemen and is teaching a full class in Arabic for the Language and Literature division.
Planning for classrooms of the future
The State of Wyoming has established a video network linking every high school in the state as well as all seven community colleges and the university. This network is referred to as the Wyoming Equality Network (WEN). The WEN allows students at remote sites to take classes from another institution that might not be available at their local school. Classes are taught live by an instructor at a host site and then broadcast to any school that wishes to receive the video feed. Interaction between the instructor and the student is two way, allowing the student to ask questions and receive immediate feedback from the instructor. The Community College Task Force referenced above is recommending review of the distance education delivery platforms in the state.

Casper College hosts classes using this format with a room set up in the Werner Technical Center. Approximately a half dozen classes are taught during the school year to students across the state. Many of the students are high school students looking to receive concurrent enrollment credit at their local school as well as at Casper College. Expansion of the course offerings becomes problematic because not all the high schools in the state are on the same schedule and are not on the college’s schedule.

The benefits of distance education to students are many. Students can receive college credit without leaving their local area. The environment is more like a traditional classroom than an Internet class, with face to face interaction and feedback. It also allows classes with low enrollment potential at a single location to be filled by students at multiple locations.

The Wold Physical Science Center is currently undergoing an update to put interactive white boards and ceiling mounted projectors into every classroom. This is a major step beyond the overhead projectors or even the PowerPoint presentations currently used in many of the classrooms today. Bringing in the equipment is just a first step in using technology for teaching. Once the equipment is in place instructors will have the opportunity to learn to use it to enhance their students’ learning.

A small grant has also been received to bring TabletPCs into the hands of a few students to explore this technology from both sides of the classroom. Though this project is still in its infancy it is an indicator of the forward thinking at Casper College toward integrating technology into the classroom and using it for the benefit of the student.

The classrooms of today and tomorrow are not always housed in bricks and mortar. Internet based classes are a primary mode of delivering distance education classes. Casper College has seen an increasing number of students taking advantage of this electronic classroom. What started out as a small percentage of the college’s student enrollment in the late 1990s has grown to be a significant percentage to date. At last count Internet-based students accounted for nearly 15 percent of the college’s total full-time equivalency. This percentage has increased each year in the last decade.
The Department of Distance Education is expanding on several fronts. What was once a department of one is now a department of three (plus other support from outside the department) including technical support for students and faculty, pedagogical support for faculty, and support for a testing center on campus. In addition, a new learning management system (LMS) has been added to the campus options. WebCT has been used for several years and now the open source software package, Moodle, has been added to campus choices. Full migration to Moodle should be completed by the end of the fall semester of 2009.

Two challenges exist for the college in distance education. First and foremost is keeping up with student demand. Although the college has increased its distance education student numbers, the number of full-program options available by distance techniques has barely changed in the last five years. The college has not been able to supply the personnel needed to make this expansion. Secondly, evaluation of distance classes is inconsistent across campus. However, this latter issue is being targeted by both the Department of Distance Education and the Department of Assessment.

Campus Master Plan
Casper College is fortunate to have experienced facilities growth during its 60-year history. The campus has expanded, adding buildings as student and community needs dictated. However, no unifying plan has encompassed the building process, as is evidenced by the varied architecture of the buildings spread widely over the campus property. In 2005 Casper College began working with the planning firm Gould Evans Associates to create a comprehensive, unified Campus Master Plan. That plan began its development on April 19, 2005 with a kickoff meeting between Casper College and Gould Evans.

The purpose of the Campus Master Plan is to address areas of future growth. A steering committee was formed using members from various areas of the college. A full list of members may be found on page two of the Campus Master Plan document, eAppendix 108. A series of open forum meetings was also held, seeking input from all facets of the campus and the community. Comments tended to fall within four different themes, "Future Oriented Campus," "Community Oriented," "Student Oriented," and "Campus Environment."

As a result of these meetings, the following 10 goals were developed:

- Provide a mutually beneficial relationship between Casper College and the broader Casper community.
- Engage in educational partnerships with both educational institutions and corporations to provide a “full service” educational environment.
- Enhance the image and visual quality of the Casper College campus.
- Standardize technological systems and equipment for both economic efficiency and quality control.
• Provide a more energy conserving, sustainable, and comfortable environment for the Casper College campus.
• Provide a campus setting for learning everywhere...all the time.
• Provide a range of campus circulation systems to increase the convenience and movement of people within the Casper College campus.
• Provide a high level of student services that enhances enrollment, retention and convenience for students and their families.
• Provide a more inviting and competitive environment for campus residential life for a variety of students.
• Enhance the safety and security of Casper College for the entire campus community.

The campus was analyzed and changes were proposed to attain these goals. Several existing buildings will be razed, several will be retrofitted and several new buildings will be built. A detailed implementation plan was developed including cost estimates. The first of these steps, extending Lisco Drive to connect to Josendal Drive for a loop at the south end of the campus and adding the Nichols Auditorium Addition to the Career Studies Center have been completed. See Appendix 204 for a map of the campus.

Old and new programs
Times change and so do the needs of the students and the college community. To better meet changing needs, programs must be added and in many cases, deleted. Casper College has added more than 50 new programs in the last 10 years, while removing about a dozen programs in that same time span. A listing of programs added and removed and justification for the addition or deletion of programs can be found in Appendix 205.

Each of these new programs has had to undergo scrutiny by a number of committees on campus as well as by the Wyoming Community College Commission.

The actual process for approval is:
• Faculty develop the curriculum and all course syllabi.
• Faculty submits these using the Curriculum Proposal/Change Form, Educational Resources Form, the Course Syllabus Template, WCCC Program Submission Form to their respective Division Chairs for signatures and then to the Dean of Educational Resources.
• The Dean of Educational Resources will ensure that the program has sufficient resources and submits the curriculum and syllabi to the Curriculum Committee.
• The Curriculum Committee examines the new curriculum and syllabi to ensure that it has all the necessary academic components for a viable program that fulfills the mission of the college. If approved it is then sent to the Faculty Senate.
• The Faculty Senate reviews the new curriculum and syllabi again from the wider perspective of the general faculty. If approved it is sent to the Academic Council.
• The Academic Council reviews the curriculum and syllabi from an administrative perspective to ensure the program has a sustained resource base. If approved it is sent to the Vice President for Academic Affairs for referral to the Board of Trustees.
• The Vice President for Academic Affairs meets with representatives from the other six community colleges and votes to recommend the proposal to the Wyoming Community College Presidents Executive Council and the Wyoming Community College Commission.
• The Wyoming Community College Commission reviews the program proposal. Once approved, a new program is officially recognized and degrees may be granted.

Casper College’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Introduction
The State of Wyoming is one of the few states currently with a strong tax base. The Legislature has been supportive of the colleges in past years, including a recent substantial pay raise for all college employees in order to make the state’s colleges more competitive in hiring quality workers.

The funding model for Wyoming community colleges is not static and in general there is some fluctuation in the amount of money allocated to Casper College from one year to the next. But all of the models have allowed Casper College to maintain a high quality education for its students and to be a contributing member of the Casper community. The college administration is proactive in assuring that future fluctuations in state allocations or the state’s tax base do not adversely affect the operations of the college.

In recent years, the Presidents of the community colleges have successfully persuaded the Legislature to fund significant raises for college employees, particularly for the faculty. Human resources are pivotal to the operation of the college and to that end quality employees are a priority at Casper College. Full-time faculty and qualified administration and classified staff are the backbone to the employee structure. This special attention to the right people in the right places assures that the college student body gets the best possible education and that the needs of the college community are met.

Funding model
The funding formula used by the Wyoming Community College Commission (WCCC) has fluctuated over the years. Previously, the funding allocation model was a comparator-based model. State funds were distributed to the colleges throughout the biennium with a higher proportion distributed at the beginning of each fiscal year. The continuing portion of state funds was distributed to each college based on a base forward formula consistent with each college’s proportional share of total system revenue from the previous biennium.
Since FY2000 the comparator-based model was adjusted to allow the WCCC more flexibility in calculating the budget request to the Legislature. The request could be based on either an external “parity” need with national comparator colleges or an internal “equity” need as compared among the seven Wyoming community colleges or both. Subsequent to the initial implementation of the comparator-based model the distribution method was changed so all colleges might share proportionately in each new dollar. An inflation/external cost adjustment (ECA) was also included to adjust the model for increasing costs.

The 2006 Wyoming State Legislature required the WCCC to develop a new funding allocation model. The WCCC collaborated with the executive and financial officers from each of the seven community colleges to develop an expenditure-based model. The model includes a fixed cost and a variable cost component and each college was to be treated separately using expenditures and revenues specific to each institution. However, the governor did not support the model as presented. Emergency rules adopted to allow distribution of funds will be in effect until operational funding is formalized by the 2009 Legislature and permanent rules are adopted.

The WCCC focused on system operational funding and the development of a system-wide appropriations process that would remove attachment to the funding allocation model. Administrative functions for the WCCC include:

- Create and maintain a funding allocation model by rule;
- Prepare budget requests for the operation and support of the colleges and the commission.

However, in recent years the two functions became combined into one model, serving as both a mechanism for developing a budget request and a means to distribute resources provided. For subsequent biennial budget requests, a standard budget will be determined by using the prior biennium budget augmented by any on-going exception budget elements approved by the legislature. State initiated external cost adjustments such as payroll increases will be included in the standard budget in accordance with practice for other state agencies. A prioritized list of exception budget requests will be presented in conformance with the applicable Wyoming statute.

Operational funding was based upon the existing funding allocation model refined to reflect system-wide baseline costs, as opposed to college-specific costs, with formula components separated into fixed and variable cost components defined by the commission, and the use of enrollment-driven factors to determine funding increases and decreases. The funding process also focuses on a component granting necessary authority to the commission to attach state priorities and interests to allocate and redirect funding to specific colleges in order to deliver new or existing programs that best serve the state’s interests.
Generally, state appropriations for operating expenses have been increasing. These increases are largely due to continued responsiveness and support by the governor and the Legislature in response to supplemental requests from the community college system.

Competitive salaries continue to be an important concern to the administration of Casper College. Over the last several years the Board of Trustees has supported continued increases in salaries to employees. The system of community colleges continues to provide data to the Governor and Legislature regarding the need for additional funding to attract and retain faculty and staff. The 2007 Legislature provided $13 million in funding for the community colleges which was earmarked for providing salary increases to employees effective July 1, 2007. Casper College’s share of this appropriation was approximately $3 million and provided significant increases for college employees. Salaries for faculty were increased an average of 20 percent; staff increases averaged 18 percent and administrative salaries increased 10 percent. These numbers were used to put college salaries at a competitive level with regional or local salaries. Additional salary increases were provided to classify staff as a result of the implementation of a new salary and classification schedule.

In 2004 the Legislature approved additional funding for major maintenance needs of the state’s community colleges. In 2004, Casper College received $400,000, approximately $1.7 million was appropriated and disbursed for the 2005-2006 biennium, and $3,362,326 was provided for the 2007-2008 biennium. This funding will be utilized to address building and infrastructure repairs and enhancements over the next few years. It is anticipated that some of these funds may be used to assist with funding projects which were identified as future facility requirements in the Campus Master Plan.

In addition, the colleges continue to receive coal lease bonus revenues to address emergency repairs and deferred maintenance. The annual amount received from the State of Wyoming for allocation to the community college system was $1.6 million in 2008 and 2009. The annual allocation that Casper College received was $313,382. Over the last several years the funding has been used for such projects as replacing aging roof systems, asbestos removal, and repair of stairways.

As mentioned earlier, Casper College’s legislative advocacy efforts were integral in increasing the budget carryover limit from three percent to eight percent. While times are good in the state of Wyoming the college is strengthening its reserves with this carryover to fortify itself against any economic downturn.

The State’s revenue is only one source of operating income for the college. Other sources include local taxes and tuition. The figures below show the revenue amounts from these sources for the 2008 fiscal year and estimates for 2009. In addition the figures indicate the areas the money is allocated.
Expenditures Program FY08
$33,566,860

- Operation & Maintenance of Plant 16.2%
- Institutional Support 16.3%
- Student Services 7.6%
- Academic Support 8.1%
- Public Service 0.4%
- Scholarships & Fellowships 2.4%
- Instruction 43.3%

Operating Fund FY08 Estimated Actual Revenues
$38,722,724

- State Appropriation 62.6%
- Local Appropriation 14.6%
- Tuition & Fees 15.3%
- Cash Carryforward 5.1%
- Other Sources 2.2%

Expenditures By Series FY08

- Salaries 58.6%
- Benefits 17.6%
- Operating Expenses 22.8%
- Capital Outlay 1.2%
Criterion Two

Operating Fund FY09 Budgeted Revenues
$41,965,955

- Local Appropriation 12.9%
- State Appropriation 62.1%
- Other Sources 2.0%
- Carryforward 9.5%
- Tuition & Fees 13.5%
- Cash 0.8%

Budget By Series FY09

- Operating Expenses 22.2%
- Salaries 57.2%
- Benefits 19.8%
- Capital Outlay 0.8%
Special revenues and general obligation bonds
The debt service levies for the principal and interest payments on the 1993 General Obligation bonds met and exceeded the debt requirements. In 2003 $1.3 million in outstanding bonds were called for an early redemption. Since excess funds were accumulated as a result of the debt service levy, the levy was reduced from 1.25 mills to .35 mills for the 2007 fiscal year. All remaining General Obligation Bonds were retired on July 1, 2007, five years ahead of schedule.

Since 2003 revenue derived from local tax levies has been increasing due to the continued increases in assessed valuation from the strong oil, gas, and minerals industries, expanding population, new construction, and increases in property value. In 2007 the assessed valuation of Natrona County surpassed $1 billion, up approximately seven percent from the previous year. Revenue received from property taxes has increased approximately 43 percent over 2003 receipts.

Casper College Foundation
The Casper College Foundation may be one of the most critical and unique assets that supports the college’s educational programs and its plans. Established in 1962, the Foundation is one of the best in the country. It is a legally separate, tax-exempt component unit of Casper College. The Casper College Foundation was formed as a nonprofit 501(c) 3 corporation, and it acts primarily as a fund-raising organization to supplement the resources that are available to Casper College in support of its programs. Although the college does not control the timing or amount of receipts from the Foundation, the resources, or income that the Foundation holds and invests are restricted to the activities of the college by the donors.

Foundation corporate bylaws vest the control of the Foundation in the 15 members of the Board of Directors as follows:
1. Four members of the Board of Trustees of Casper College;
2. The President and the chief financial officer of Casper College (ex officio);
3. A judge of the District Court of Natrona County, Wyoming;
4. Eight members at large, residents of the state of Wyoming, with preference given first to:
   a. The Presidents of Norwest Bank, First Interstate Bank, Bank of the West, and Hilltop National Bank, all of Casper, Wyoming, or their designees who are officers of each said banks;
5. Residents of Natrona County.

If a vacancy occurs, the Foundation board may select additional members with regard given to an individual’s reputation, talents, and expertise.
In a recent effort to strengthen higher education, the State of Wyoming established a program to match, dollar for dollar, any gift to a Foundation endowment fund through June 30, 2009. Initially, $4.5 million was made available for each of the state’s seven community colleges. The program began July 1, 2004. Since the initial implementation of this event, the State of Wyoming has increased the amount available to be matched to $7.833 million and the college finished this campaign January 2009.

The 2005 Wyoming Legislature approved the establishment of the Higher Education Endowment. The funds were distributed to the University of Wyoming and each of the seven community colleges in Wyoming. Initially, $2,935,951 was transferred to Casper College and then to the Casper College Foundation for investment. However, in 2006 a state constitutional amendment was passed that required that the corpus of these funds be transferred back to the State of Wyoming where these funds are held and invested. Casper College now receives a quarterly distribution of the income that is earned on the Excellence in Higher Education Endowment Funds.

The focus of the Foundation continues to be support for the mission and goals of Casper College as they are developed through college planning. The Foundation has worked to develop a strong supportive role in the area of scholarships, instructional and/or college administrative program support such as equipment, and as the conduit of support to specific areas of the college per donor restrictions and guidelines. The Foundation has also provided funding for the construction or remodel/renovation of many Casper College buildings. The renovation of space in the Administration Building to become the Doornbos Student Lounge is an example of renovation to an existing building to provide a place for students and employees to gather for learning or relaxation. A large portion of the funding for the Doornbos renovation was from the Foundation.

A brief recap of the Casper College Foundation support for Casper College is outlined below:

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<td>Tate Geological Museum</td>
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<td>Stuckenhoff Nursing Dept.</td>
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<td></td>
<td>2,694,035</td>
<td>1,957,246</td>
<td>1,677,951</td>
<td>2,654,911</td>
<td>1,350,202</td>
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The net assets of the Foundation have grown significantly. From 2003 thru 2007 net assets increased from $37,339,713 to $59,122,568, an increase of just over 58 percent. The staffing of the Foundation has grown over the last several years to assist with the management and continued development of this growth. The Foundation employs a three-quarter-time professional accountant and a half-time alumni coordinator in addition to the Executive Director and the Executive Assistant. Responsibility for alumni development is a recent assignment for the Foundation which the college supports with a budget allocation to assist with coordination of effort. The alumni coordinator has begun to strengthen the relationship the college maintains with Casper College retirees.

Scholarship funding is a major goal for the Foundation and under the leadership of Executive Director Paul Hallock, the size and number of scholarships has grown significantly over the last decade. As seen above, with careful investment, the establishment of a number of new scholarship endowments, and wise allocation of funds, the scholarship program has been successful in achieving its goals.

Resources to purchase computers and technological equipment for classrooms has been another goal that the Foundation has successfully achieved. In addition, the Foundation takes pride in providing funds for conferences and lectureships on campus. For example, it funds the Casper College Kinser Jazz Festival, which brings young musicians from nearly every high school in Wyoming to Casper College to receive personal and group instruction from outstanding musicians and professionals. The Casper College Humanities Festival and Demorest Lecture Series features lectures in varied disciplines based upon a chosen topic or theme.

The Foundation has contributed significantly to the physical and equipment resources of the college. For example, through a Foundation-led campaign a large addition to the Krampert Theatre was constructed. This addition provides dance facilities, a black box theatre, and several classrooms for the Communications program. Equipment was purchased for the Health Sciences from resources provided by several individuals and families. Specific equipment that has been purchased with Foundation funds for Health Sciences include:

- Virtual reality computers to assist in teaching venipuncture
- Venoscopes to assist in teaching venipuncture
- SimMan-patient and SimChild-patient simulators
- BP training arms
- Alaris IV pumps to support teaching students technologic advances in patient care equipment at local hospital
- HS 111 lecture hall tables and ergonomic chairs
- Videos/DVDs
- Four medication carts
- Eight Hill-Rom care assist electric beds that were placed in the learning lab
The Foundation provides significantly for the funding of the Tate Geological Museum and the Werner Wildlife Museum. The Casper College Foundation also funds the Rosenthal Outstanding Faculty Awards and the Bob Durst Staff Award.

The Foundation has regularly been recognized nationally for its success. In an important national honor, the Council for Resource Development (CRD) selected the Foundation’s Executive Director Paul Hallock as the 2008 Campus Impact Award recipient. His many years of excellent work were cited, as well as the Foundation’s significant success in fundraising for the Wyoming Community College Endowment Challenge Program created by the Legislature. Over the last 10 years, three Foundation benefactor families or individuals (John and Jane Wold, 1993; Neil and Doris McMurry, 2002; and Barbara Scifers, 2006) have been recognized as the Top Benefactor of the Year by the National Council for Resource Development after being selected by Region 8 representatives.

**Fulfilling the mission through human resources decisions**

**Employment process**

Addressing the overall mission of the college drives decisions about what positions are needed and how they are filled. Many decisions are influenced by which programs are growing and what new offerings must be staffed. Position requests are submitted by Division Chairs, Deans or supervisors for review; then their recommendations are passed to the Vice Presidents. If the vacancy is to be filled, the Division Chairs, Deans or supervisors submit, revise or develop a job description. Some employee positions are filled based on an interview process with the appropriate superior; most others go through a selection committee-interview process. A rare few are reassigned as needed.

It is the intent of every faculty search committee to hire the best applicant for the position. Ideally full-time positions are preferred to part time, but in some situations, adjunct faculty positions are initially hired until a full-time position is funded. Adjunct may be offered the full-time position when it becomes available. However, those adjuncts who prefer to remain in the part-time status continue to be welcome members of the division. The utilization of adjunct faculty as instructors may be demonstrated in the case of new and growing programs.

Division Chairs send prioritized requests and justifications for new and replacement positions to the Vice President for Academic Affairs. The Vice President reviews the lists and recommends high priority positions to the Executive Council for further consideration. Decisions are made by the Council within budgetary constraints based on justifications and institutional priorities. In some cases creative design for a full-time position may be necessary. One position may initially be shared between two divisions or departments so that both are able to meet the needs of growing
enrollment in courses or programs. The division or department in which the largest growth occurs with the courses or programs becomes the one in which the shared full-time faculty becomes a member of only one division or department with full-time status. The movement of faculty to cover courses is done cautiously as a course could unintentionally be left without an instructor. Rarely is a course or program canceled due to lack of faculty. The Vice President of Academic Affairs readily approves of the hiring of adjunct or assigning overload to existing faculty in order to provide the required educational opportunities for the student population.

The minimum faculty credentials for transfer courses are generally considered to be a Master’s Degree with 18 hours in the field. Some exceptions are considered due to extensive experience in the field. Credentials for those teaching in career and technical areas are determined on a departmental basis.

Faculty are hired on a three-five year probationary status, in which they are evaluated annually in all of their classes by the Division Chair, Department Chair or Program Director. At the beginning of the third probationary year, a Continuing Contract Review Committee is formed and consists of: The Division Chair, a division faculty member with continuing contract status chosen by the Chair, and a division faculty member with continuing contract status chosen by the faculty member. If the faculty is initially hired without the required degree, an addendum is signed each year with the annual contract. Continuing contract status may not be recommended until the required degree is earned. The recommendation of the Review Committee is forwarded to the Vice President of Academic Affairs by the end of fall semester of the faculty member’s third year. To assist in the process, the faculty member is asked to write a self-evaluation in year number two and a case of support in year number three to supplement that rationale for being offered a continuing contract. A faculty member must obtain continuing contract within five years. Once continuing contract status is earned, faculty are evaluated no less than once every three years by the Division Chair, Department Chair, or Program Director. A listing of current probationary faculty can be found in Appendix 206.

Although retirements are viewed as an opportunity to replace the retiree, a full-time position may not be funded to replace that faculty. In the case of course enrollments decreasing, faculty may have to find other teaching duties and when faculty retire, a replacement may not be hired as the remaining teaching load may be assigned to an existing faculty member. If course enrollments remain steady at the time of retirement for a peer, qualified faculty may be asked to step in to teach the courses and adjust the original teaching load.

Although Casper College has a Reduction in Force (RIF) policy – it is considered a last possible measure. Many of the employees have been with Casper College for a long time and are therefore loyal employees. Their experience and knowledge are highly
valued. The official RIF policy can be found in the policy manual. Before someone is released by the RIF policy every effort is made to find other suitable duties within Casper College.

Efforts to find suitable duties include:

- Reorganization of Academic Computing and Administrative Computing into one Information Technology Department displaced the Director of Academic Computing. The Dean of Educational Resources position was created in Academic Affairs.
- Reorganization of Continuing Education created a shift in personnel. For example a Continuing Education Specialist was moved to the ACT/Proctoring Center and Distance Education Support.
- The Assistive Technology Program was terminated due to low enrollment and budget concerns. One faculty member was transferred to the Biology Department.
- Faculty members, who, in some semesters have a reduced load due to low enrollment, are asked to teach courses in other related departments. For example an economics instructor and an engineering instructor can be found teaching math courses, and a variety of instructors will teach the College Studies course.

**Web technology**

The possibilities that evolving technology offer to colleges is tremendous, and Casper College has worked hard to make sweeping improvements to how it uses technology to better fulfill its mission. The Casper College website had remained very much the same for several years, and individual areas of the campus were not updating their data. In 2004 Casper College began a website redesign initiative. National data, including user studies conducted by Interact Communications of Wisconsin were used to redesign the website. A primary focus of the redesign was authority and accountability to maintain pages for each area of the college. OmniUpdate was chosen as the content management system.

The new site went live in April of 2006. This new site is dynamic in nature and continues to be developed and improved. In 2007 the Casper College website won a bronze medallion for excellence from District 4 of the National Council for Marketing and Public Relations. A team of judges from community colleges in the region ranked the site in third place for this very competitive region, which includes Arkansas, Colorado, New Mexico, Oklahoma, Texas, and Wyoming.

In fall 2007 the college webmaster assumed a split role as a faculty member in the business division and as webmaster. One of his primary duties during the 2007-08 academic year was preparing to move away from the commercial content management system that was being used by the college. This proprietary software exhibited numerous glitches and limitations, and staff was not satisfied with the level of support provided by the company.
In August 2008 the new site was launched. While all top-level pages were functional, some pages deeper in the structure were not linked correctly upon the launch. Additionally, problems with the search engine “pointing” to old web addresses led to some frustration. The deletion of all old files and a reindexing process eventually fixed the situation. The process of updating those pages with broken links was largely completed within six weeks. Some outdated pages were not moved to the new site, leading to a dearth of information on some topics. Amid these issues the President and the Executive Council decided to end the split faculty/administrative role of the webmaster, who was given a choice about which singular role he wished to assume. He elected to return as full-time webmaster effective Jan. 2, 2009. Additionally, an academic assistant with significant technology skills was given the option to fill a new position as College Relations Assistant, with a primary duty to assist the webmaster with creating and updating web content and assisting content contributors throughout campus. These personnel changes are expected to provide redundancy and enable significant and ongoing expansion and improvement of the college’s web resources.

Institutional research
The Office of Institutional Research serves the mission of Casper College by providing reliable, relevant data to the decision makers. Administrators, Division Chairs, Program Directors, and others request information to assist in the development and evaluation of college programs and services, and to anticipate needs for the future. The Institutional Research office also provides data as required by regulatory agencies and external constituents to document college outcomes, accountability and achievements. Institutional Research and Assessment, currently housed next to each other, will often work in conjunction.

Grant resources
The Casper College Grants Office was established July 1, 1994. One employee, the Grants Coordinator, staffed the office until 2000 when a part-time Grants Specialist was hired. By 2005, the number of projects had increased significantly and the Grants Specialist position was changed from half-time to full-time. The office is under the direct supervision of the President.

The Casper College Grants Office vigorously pursues grants that advance the College’s mission, core values, and strategic outcomes. The staff oversees, coordinates and supports grant development activities for faculty, staff and administrators. By securing federal, state, foundation and local grants, the Grants Office helps to strengthen academic programs, foster teaching and learning, support student services and meet the needs of the community and workforce. Grants allow the college to create new programs, stimulate innovation, and meet the unique needs of the college community.
The Grants Office serves as the principle point of contact for faculty, staff, and administration seeking grant funding. The staff is charged with providing assistance during all stages of the grant process including but not limited to research, writing, submission, and management aspects. Services offered by the Casper College Grants Office include:

- **Research Funding Opportunities**: The Casper College Grants Specialist conducts on-going research for appropriate grant opportunities. Faculty and staff are informed about new grants that support their particular fields. In addition, the Grants Specialist circulates reports and informational pieces that are relevant to community colleges.

- **Analyze Proposals for Strategic Fit**: The Grants Office staff work closely with faculty and staff to ensure that the project proposals are consistent with the college mission and that they fit the requirements of the proposal.

- **Establish and Maintain Grantor Relationships**: The Grants staff helps to maintain contacts with local, state and national private and public funding sources to advocate for the project and, to maintain consistent communication.

- **Facilitate the Grant Development Process**: The Grants Office provides technical assistance and assists faculty and staff in their proposal development process from conceptualization to the final submission. The level of assistance may vary but can include grant preplanning, data gathering, development of the goals, objectives and outcomes, budget development, and the grant submission process.

- **Grant Writing, Editing and Submission**: The Casper College Grants Office ensures that the proposals submitted by Casper College are well-written and complete. The Grants Coordinator serves as the primary author of most large federal proposals.

- **Manage Internal Approval Process**: The Grants Coordinator ensures that proposals submitted by Casper College have the proper approval from the appropriate division, department, and Vice President. The Grants Coordinator answers directly to the Casper College President. Final approval for all proposals comes from the President.

- **Coordinate Grant Submission**: In most cases, the Grants Office coordinates and tracks the submission of a proposal to a funding source. Most of the large federal grant submissions are coordinated by the Grants Office to ensure that forms are accurate; all required documentation is included; and that deadlines are met.

- **Maintain a Grants Database**: A grants activities database is maintained by the Grants Office. The document lists currently funded projects, grants recently submitted, and projects not funded. A written report is given to the President monthly.

- **Grants Administration**: The Grants Office is a partner in the administration of funded programs. This partnership includes the Project Director, a Business Office Representative, and the Division or Department Chair. For large federal awards, these partnerships meet monthly to track the progress of an
award, to discuss any issues, and to help the Project Director meet their deadlines. The Grants Office helps the Project Directors solve problems, interpret guidelines, and assist in writing/submission of reports. The staff helps to monitor compliance with the terms and conditions of awards received by the College.

- Conduct Workshops and Presentation in Grant Writing: The Grants Coordinator conducts training in basic and advanced grant writing skills to organizations and groups requesting services.

A complete list of grants awarded to Casper College is detailed in Appendix 207.

**Physical plant and facilities**

Since the last accreditation Casper College has continued to focus on providing and maintaining excellent facilities and equipment to support academic programs. An integral piece of this focus continues to be the Campus Master Plan (see eAppendix 108). The Campus Master Plan was completely redone in 2006. By the end of March 2009 this plan will be updated to include the final placement of new buildings that are a major component of the 2006 plan. The completion of this update will enable Casper College to begin the construction process of a major piece of the Campus Master Plan.

The Strategic Plan and budget process are linked to ensure that departmental plans are incorporated into the planning as campus department’s forward requests for renovations to academic or administrative areas of campus. Requests for facility renovations or updates include such examples as a recent remodel to the Thorson Business Institute building to remodel what was used as a faculty lounge/meeting room to space for student access.

Casper College residence halls were built throughout the 1960s and do not currently meet the needs of Casper College students to the level of support that the mission demands to meet the learning and social engagement opportunities necessary to offer the best educational environment. However, Casper College has focused efforts to maintain the viability, increase the attractiveness of the residence halls, and ensure student safety by completing projects such as replacing carpet, repainting rooms and common areas, and installation of a fire suppression system. Casper College is currently preparing a proposal for installation of a security system in the residence halls.

When the State of Wyoming made major maintenance funds available to the colleges in 2004, Casper College had the opportunity to address deferred maintenance projects. In addition, some of these funds were allocated to projects that were prioritized and approved through the renovations process. Casper College planned to control the expenditure of these funds to assist with the financing of several projects which are included within the Campus Master Plan.
Casper College has planned purposefully each year within the framework of the annual budget process to direct funding to the maintenance and upgrade of facilities. The Operations and Maintenance of Plant area of unrestricted current funds includes allocations intended for the completion of approved projects. At times financing for a project is dependent upon utilization of funding from several sources. For example, the nearly complete addition to the McMurry Career Studies Center, the Sharon D. Nichols Auditorium is financed through funds raised through the efforts of the Wyoming Trucking Association through the auspices of the Casper College Foundation. In addition, the college also utilized funds received through an estate, which were directed to be used for facilities improvements, and funds available through Casper College carry-forward reserves.

An additional aspect of facilities renovations has been the emphasis on classroom renovation and upgrades. During the last several years Casper College has directed resources toward the Skelton Energy Institute to remodel a classroom in that building into more effective instructional space. The remodel included the installation of smart instructional technology to support varied learning modalities. A renovation was completed in the McMurry Career Studies Center to accommodate the Power Plant Technology Program. The renovation was supported by a grant from the U. S. Department of Labor and institutional major maintenance funds. Remodel of space in the Werner Technology Center allowed for the installation of smart technology, as well as the installation of new ceiling tiles. The construction area of the Werner Technology Center had a major renovation to install a lift to the second floor so the space could be used more effectively as storage for the instructional programs located in the building.

Casper College boasts wonderful buildings for classrooms, labs, offices, and other space needs. The summary of square footage by building and type is outlined in detail in Appendix 208. The grounds and buildings are well maintained with college administration prioritizing the physical learning environment needed by its students. In a recent survey of colleges in the Rocky Mountain region Casper College was ranked fifth out of 32 colleges in the amount of money spent per square foot for building maintenance.

_Casper College’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement._

**Introduction**

Assessment has moved to the center of all Casper College education through hard work in communicating its value to a sometimes resistant campus. The concept of assessment was planted more than 10 years ago, but the seed has been slow to germinate. Indeed, there are small spots on campus where it is not well understood and therefore difficult to promote. But the culture has spread to encompass the vast majority of campus.
Since a new President was hired, more resources have been dedicated to training college personnel on the value of assessment and on how to do it. Assessment is now connected to departmental reviews. Since 2005, there has been rapid progress in bringing all departments into the assessment culture. In 2005, 36 departments had working assessment plans and by spring of 2006, 52 departments had the plans. Currently, all academic departments have working assessment plans.

Casper College has used a variety of means to assess the student experience, leading to steady improvement in delivery of such services as registration and management of financial aid. In 2006-2007 the Wyoming Community College Commission purchased the Community College Survey of Student Engagement (CCSSE). This survey provides data about the way students interact with the college, its staff and other students. Casper College administered the assessment to a group of students for the first time in the spring of 2007, gaining helpful feedback on a variety of issues. More assessment is scheduled for 2009, and the college is relying on this tool to fulfill its mission to the students.

**Learning to value assessment**

Like many institutions, Casper College’s first forays into outcomes assessment had mixed results. Even before the 1999 HLC visit, assessment was known to be a concern at Casper College. The culture at the college was not just ambivalent toward the concept of assessment; it was actually hostile, believing it to be a waste of time. The college has worked to develop a culture that values and embraces assessment. Assessment has been integral in the continuation of many departmental accreditations. A listing of the organizations accrediting various departments was given in Criterion One.

In the fall of 1997 an Outcomes Assessment Committee was formed in preparation for the 1999 accreditation. It consisted of one representative from each academic division and one person from the library. At the time the college had limited resources to fully staff this project, so a faculty member became a half-time administrator to begin the task of designing and implementing a working outcomes assessment plan. Megan Graham, an electronics instructor, became the Director of Outcomes Assessment. This preparation was only a start. In 1999 the HLC accreditation evaluators indicated concerns about Casper College’s progress in implementing outcomes assessment.

The role of the Outcomes Assessment Committee changed from designing an assessment plan for the entire college to one of disseminating the process throughout the college and developing a plan from the bottom up. This proved to be very time-consuming, yet more productive in the long-term. Every program in the college was tasked with developing their own assessment outcomes and measuring them. Some programs found this an easy task because it was an extension of their normal methods of evaluating programs.
As assessment efforts expanded, the General Education Committee produced a set of core requirements for degree programs. To measure these requirements, the Assessment Committee needed to produce institution-wide outcomes. Here the committee adopted the CAAP test, the Math Department also adopted a common final for the DVST classes, and the English Department developed writing outcomes and sampled random writing assignments from all of their students. There still was no clear set of outcomes for the sciences or for the social sciences. Although both of these divisions had departmental assessments, the institution-wide outcomes were not measured consistently.

With the hiring of a new President and the infusion of money into assessment-related activities, there were more resources available for assessment. In 2006 the institution hired a full-time Director of Assessment to work in conjunction with the Director of Institutional Research. These positions work together to accumulate data necessary for IPEDS reporting as well as other federal and state reporting requirements. The college also collects data via surveys and faculty evaluations.

The Outcomes Assessment Committee was restructured and given many opportunities to travel to student learning assessment conferences and conferences on the assessment of general education. Attendance at the workshops increased and understanding of the importance of assessment expanded within the academic culture. The institution purchased WEAVEonline, an assessment management system that helps everyone stay focused on assessment activities.

Assessment is now tied to departmental reviews, bridging the path from budgeting to assessment. Departmental program reviews provide a continuous and comprehensive tool for departments to review their performance. The review incorporates program goals and outcomes assessment plans and data. The reviews are updated every year and every three years the program is reviewed by the Vice President of Academic Affairs. While the academic departments of the college do these annual assessments, the depth of these reviews is not consistent. Some individual programs have more extensive program review.

Assessing distance education
In the late 1990s Casper College was still new to distance education and the number of students wanting to access this mode of instruction was growing. Students complained about difficulties in understanding what instructors wanted their students to do, difficulty in making contact with instructors, and students complained about the amount of work. In order to discover the sources of difficulty the Director of Distance Education surveyed the students to determine their needs. This assessment resulted in the following changes for the improvement of the student experience:

• Distance education faculty became better educated in the best practices for distance education. There were several workshops each semester by the Director of Distance Education.
• Casper College moved from faculty-written web pages to a learning management system, WebCT. Instructors were trained to use this system even as WebCT improved itself.
• More courses were created to satisfy the demand.
• There were discussions in the Distance Education Committee and in the Faculty Senate about making faculty aware that they needed to be available for calls from students. An unwritten guideline to respond within 48 hours was adopted by the faculty.
• Much later in the process a help desk was instituted by the college.

Though some telecourses were offered earlier, distance education at Casper College began as a unified effort in 1996. Since that time the number of classes and students has grown steadily. In an effort to continue this growth Casper College has expanded the department. What was once a one person department has grown to a department of three people with expanded responsibilities. Resources are expanding; servers are being added to accommodate exploration of new learning management systems; local and national workshops are being promoted effectively. More teachers than ever before are using either WebCT or Moodle to teach either distance classes or web-enhanced classes.

Assessing student experiences
The General Education Committee performed student surveys and student focus groups on several topics: housing, food service, the WebAdvisor registration process, advising, student activities, student services availability after hours, and distance education. These proved a valuable insight into the institution’s support services from the students’ perspectives. This assessment process resulted in changes to student services and distance education.

Changes to student services:
• Casper College implemented online registration in November, 2003. Admissions officials listened to the complaints about start-up problems in the surveys and made changes to the process. The software and the IT system got an upgrade.
• Students were getting conflicting information from the varying staff in the admissions office due to staff turnover. Again admissions officials improved their structure and information distribution within the office. There was also customer service training.
• Financial aid problems were also a result of misinformation to the students. The Financial Aid Office benefitted greatly from the update to the website for general information of Financial Aid Procedures as well as being a database for financial aid sources.
• The Students Services Department also made some services available in the evenings. Unfortunately, that did not last long. No one used those services during that time even though the lack of such services was a serious complaint in the surveys.
In 2006-2007 the Wyoming Community College Commission purchased the Community College Survey of Student Engagement (CCSSE). This survey provides data about the way students interact with the college, its staff and other students. Nationally, for the past six years CCSSE has been measuring student experiences that are linked to student achievement and has collected data from 700,000 students at 548 different colleges. The survey has become a major source of national benchmarking and performance data that colleges can use as a tool for improvement and accountability.

During the 2007 spring semester Casper College administered the CCSSE to 444 students enrolled in randomly selected classes. Casper College participated in CCSSE as a member of a Wyoming consortium of community colleges and can, therefore, compare itself to Wyoming standards as well as national benchmarks. The survey has provided valuable feedback regarding students’ interaction with the campus community, the degree to which they are engaged in their coursework, and their level of commitment to their educations.

The college has focused on data relative to the first-year experience to make improvements in new student orientation, (see Appendix 305), advising, and retention efforts for new students. During the same time period, Casper College faculty participated in the Community College Faculty Survey of Student Engagement which allowed the college to compare faculty perceptions with student perceptions about the educational experience. Casper College and the other Wyoming community colleges will participate in CCSSE again during the spring semester of 2009.

Assessment, as it pertains to classroom learning and effectiveness is described in more detail in Criterion Three.

All levels of planning align with Casper College’s mission, thereby enhancing its capacity to fulfill that mission.

Planning, then and now
Planning has a long and sometimes behind-the-scenes history at Casper College. The planning process, either formal or informal, has been utilized at Casper College since it first opened its doors in the fall of 1945. In the early years it was conducted exclusively by the Board of Trustees and the chief executive officer. In subsequent years it was broadened to include a wider range of individuals associated with the college.

From 1987 to 1992 Casper College had a Director of Planning and Development. The Director was integral in creating the planning document of 1987. At least two outcomes from that document are still in existence, the Early Childhood Learning Center and the Wold Physical Sciences Center. In 1992 the Director took a position with the Foundation and the office was dissolved, with a committee put in its place. The committee has been focused more on planning for the physical plant of the college than for programs.
In 1995 an initial academic plan was created. In May of 1998 a Strategic Planning Committee, comprised of a cross section of staff, faculty, and administration began to develop a baseline Strategic Plan that Casper College would use to determine and maintain focus on future direction. It was part of this committee’s goals to make sure that the good ideas that were generated by their hard work would come to reality. The goals and strategies of the committee’s plan were in line with the Casper College institutional purposes of that time. In November of 1998 the document was mailed to every college employee of the campus for comments. A copy of that document can be found in eAppendix 209.

In 2001 the college revisited the planning process. What separated this process from earlier processes was that the planning would begin from the ground level of the institution. Each department from all branches of the institution would develop a departmental plan that aligned with the mission, philosophy, and goals of the institution. That document can be found in eAppendix 210. Campus-wide meetings during semester “Welcome Back” sessions were focused on helping each department develop their plans. The campus was educated as a whole to the planning process. By becoming integrated into the planning process each department would be responsible for fulfilling those plans.

The current college Strategic Plan (eAppendix 102) complements the document of 2001. The college Strategic Plan sets out the plans for the college as a whole, as developed in conjunction with the current administration. The departmental plans are meant to fall into place with the current college mission and Strategic Plan. Decisions at the departmental level and above are aligned with departmental plans and with the college’s mission. Departmental plans are used by chairs and the executive committee during the budgeting process to prioritize expenditures.

The current Strategic Plan, adopted in 2008, is linked to the college’s vision, mission, and goals, is global in nature, is measurable, and will be refreshed every 18 months. In addition, administrative evaluations are based on completion of the strategies in the plan.
Criterion One
Criterion Three: Student Learning and Effective Teaching

Casper College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Student learning is the central statement in the Casper College mission. Successful teaching and student learning are evident at Casper College. Transfer rates are high and career objectives are met consistently. As a community college with open admission, Casper College is able to provide education to a diverse body of students with a broad foundation of educational experiences upon which they can build academic or career successes.

Having full-time faculty members is a priority for Casper College. For the fall semester 2008, full-time faculty taught 75 percent of the course sections offered and generated 82 percent of the FTE. A summary of FTE generated by the different faculty groups is in Appendix 301.

Core Component 3-A:

Casper College’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Introduction
Objectives are the foundation of student learning and learning outcomes are the measuring stick used to determine if objectives are being met.

The learning outcomes for all Casper College’s courses, programs, certificates and degrees are a reflection of the Mission Statement. “With the mission of student success, Casper College provides educational opportunities to provide quality of life and sustainable community building and citizenship.” The college views the mission not as a static statement that may be updated each decade but as a credo for the institution. Assessment is viewed as an organic process present when faculty develop and change courses which can stand alone or be integrated into programs of study. A commitment to the development of a “culture of assessment” continues and has progressed over the last several years. This commitment shows when Casper College, as an institution, asks itself the question, “Why are we doing the things we do?”

This self-study shows the following:
- The results testify to the achievement of the college’s stated goals for learning.
- The results enable the college to strengthen and improve the capacity for student learning.
- The results have credibility with the faculty responsible for creating effective learning environments.

Prior to examining the proofs, it is necessary to address issues raised in the institutional response to the 1999 NCA site visit and the Assessment Update report done in 2002-2003. The institution decided to focus on emphasizing the importance of assessment to newly-hired faculty. New employees are initially told of the college’s commitment to continual improvement in student learning. A condition of hiring is a willingness to measure student learning and to make appropriate adjustments in courses, programs and instructional methods. While it is true that some faculty continue to resist the assessment process, the vast majority show a clear commitment; enough to create assessment as a culture for the college as a whole.
Changes at the highest levels of Casper College’s administration have had a great impact on the development of a culture of assessment. With the new administration came a transition from a half-time position of assessment coordinator to the creation and hiring of a Director of Assessment with a full-time administrative assistant, work-study help, and a self-contained budget. The Director of Assessment was qualified with outstanding education, training, and experience in assessment to monitor process and progress. The Director made huge strides in getting the campus involved in assessment and becoming excited about it. Since then, the Director’s position has changed hands with the resignation of the first full-time director followed by the resignation of the replacement. The position is currently vacant, with applications being accepted.

The first Director of Assessment provided workshops for the faculty, staff, and administration. In addition, committees to monitor assessment were created to keep awareness of assessment prominent in the campus culture, not only for the academic arm, but also for the campus as a whole.

Casper College’s learning outcomes are a reflection of the Mission Statement and follow these general principles:
- Assessment is faculty driven but is a responsibility of all employees.
- Assessment includes not only empirical data but also information of a qualitative nature.
- Multiple measures are used in the assessment of the college’s mission, vision, and goals.
- Assessment is critical to the welfare and learning of the student.
- Assessment is used to institute change and improvements.

**Degrees and assessment**

Casper College offers more than 100 majors ending in an associate’s degree or a certificate. Assessment plans for each program are available with Department Chairs and Division Chairs. With the purchase of WEAVEonline, the goals and objectives as well as the assessment plans are being transferred over to the web. The goals and techniques to measure the goals are used to establish the outcomes at the course level. As the courses required for a degree or certificate in a major are completed, the goals and outcomes for the degree or certificate program are also completed.

General education has a set of goals and outcomes. The classes within the general education curriculum are used to fulfill the goals of general education. On its own, no individual class can achieve all of the goals and outcomes set forth by general education. But the compilation of a number of classes will allow the students to fulfill the expectations. More detail on general education can be found in Criterion Four.

Faculty evaluate courses using a broad range of measures, including but not limited to, monitoring specific examination questions, evaluation of portfolios, and success in advanced course work.
Student assessment

Students are evaluated using written work, examinations and skills tests. The CAAP test and more recently the Community College Survey of Student Engagement (CCSSE) are being used as additional tools to assess student engagement at Casper College. Students are evaluated through observation of skills in lab and clinical settings. Critiques of student work done by other students are another form of assessment.

Major measures of success are how well students succeed after transferring to other colleges, how they perform on certification exams, and their job placement after graduating from Casper College. Feedback from employers is also evaluated to assess how well the college is fulfilling the needs of the employer as well as the training of the student.

Student evaluations are used in continuing education to determine the effectiveness of noncredit courses. In addition, employer comments are solicited to be sure the employee is trained to the satisfaction of the employer.

Annual reports from the University of Wyoming (UW) include transfer data for students from the state’s seven community colleges. Casper College is able to determine how its students that transfer to UW are performing. Casper College transfer students consistently receive higher UW GPAs than native UW students. Casper College transfers more students to UW than any other post-secondary institution. Faculty from all the community colleges meet with their UW program counterparts to discuss student outcomes and curricula.

Through the mandate of the Wyoming State Legislature, the Wyoming Community College Commission addresses a set of core indicators. These core indicators are listed below. Legislation proposed for the 2009 session may revise the following core indicators:

- Graduation rates – Records and tracking are maintained by the institution.
- Passage on licensing tests – Results are kept in department, division and institutional offices.
- Transfer rates – Rates are maintained in the records office.
- Placement rates – Rates are maintained in the placement center and at the program and division levels.
- Instructional data – The range of testing required by the state mandate includes, for example, CAAP test data and the tracking of DVST students into subsequent course work.
- Specialized testing done by nationally recognized certification exams, e.g., the Business Division uses Microsoft, Cisco, and Hospitality Management tests.

Faculty drive assessment process

When individual instructors develop outcomes and assessments, they use factors such as accreditation agencies, national professional standards, local area requirements, and personal goals they have for their students. The instructor considers
input from community advisory boards and committees, from prospective employers, and from transfer institutions. In some cases, such as the Education Department, student surveys help provide an additional perspective. Faculty memberships in professional organizations help faculty stay current in their disciplines so they can constantly improve and update their programs.

An additional assessment tool used by the faculty is articulation meetings with high school colleagues. Meetings concerning high school programs and those corresponding programs at the college foster consistency and student success.

The Department of Continuing Education also evaluates noncredit programs. Class evaluations are mailed to the students after the completion of each class. Online surveys are emailed to workshop and conference participants. Continuing education staff and instructors review the evaluations and make appropriate changes.

In addition to the assessment guidelines set forth by the Higher Learning Commission, some individual programs and degree programs are measured by specific accreditation agencies, listed in earlier chapters.

Taken together these tools provide an ongoing process for the faculty to assess the outcomes of courses, programs, certificates, and degrees at Casper College.

Assessment challenges

In 2005 the Wyoming Distance Education Consortium (WyDEC) adopted Quality Matters (QM) (www.qualitymatters.org) as a set of standards for assessing distance classes. Six classes at Casper College were evaluated in-house on a volunteer basis using the rubric created by QM. The standards were integrated into the curriculum of a class used to help teachers learn to teach online (ITEC 2370: Teaching Online with WebCT). However, the number of classes utilizing the standards was not very large when compared to the number of classes taught online.

Assessment of online classes has been prioritized. A student evaluation of online classes was initiated on a large scale in 2008 with excellent response rates; a vast improvement over previous assessment efforts has been made. However, a peer review process should also be in place. Not only does this allow for some screening by a knowledgeable eye, but it also educates both the assessor and the instructor of the class being assessed in the andragogical practices of distance learning classes. A new position has been created in the Department of Distance Education with this process in mind.

The college’s first class taught exclusively online is ITEC 2370, Teaching Online with WebCT. This class did not exist in a traditional classroom and so seat time was never established to determine the credit-hour value it should be given. Currently, this value is established by the instructor, but that may not always be accurate when a class has no traditional counterpart or even a
similar class that can be used as a gauge. Establishing a set of
criteria for determining credit hour values for “online only” classes
is a major task to be completed by the college’s curriculum
committee.

Other challenges
Student success in one course that has a prerequisite of another
course is not monitored uniformly across campus. Nor are the
goals for the prerequisite course necessarily created with the
input of the succeeding course, especially when the two courses
are not in the same department or division. Some interdivisional
communication should be supported to reconcile the requirements
of a class or program that are dependent upon an outside entity.
One method of keeping this channel open is to establish a
learning community, even at a limited level, to instruct the teachers
as well as the students about why one course depends upon the
other.

Casper College values and supports effective teaching.

Introduction
Effective teaching begins and ends with effective faculty. Casper
College is firm in its belief that an extremely strong base in full-
time faculty will yield better support for student learning and
the student’s college experience. Unlike many other two-year
colleges, well over half of the Casper College instructors are
full time. Over 80 percent of Casper College’s FTEs (Full Time
Equivalencies) are taught by full-time faculty. This further supports
the college’s prioritization for full-time teachers.

Faculty support and evaluation
The Mentoring Committee serves as a support group for all new
faculty members. This group is made up of experienced faculty.
Through formal and informal meetings, issues are addressed
to facilitate the new instructor’s transition into the faculty body.
Mentored faculty members are introduced to the wide variety of
college resources available to them and to the students. Some
planned committee activities include a monthly meeting with a
different division on campus. Additionally, faculty members meet to
discuss issues of advisement and student learning.

Other areas of support available for faculty to access professional
development include faculty development funds, faculty
sabbaticals, and innovation grants. Faculty development is
encouraged and funding is available to faculty through fall, spring,
and summer semesters. The amount of funding for professional
development is determined each semester by the Casper College
budget. The Faculty Senate sets the amount allowed per instructor
request and manages the funding of awards. Currently, faculty
can apply for funding in the amount of $500 per year during
the fall, spring, or summer semesters. (Additional professional
development funding is available within departmental budgets,
innovation grants and contingency funds).
Faculty sabbaticals are offered to full-time faculty through an application process. To be eligible, faculty must have completed six years of consecutive employment at Casper College. The applications are reviewed by the Faculty Senate and the approved applications are then forwarded to the college President and to the Casper College Board of Trustees. The board makes the final decision on which faculty receive a sabbatical. Appendix 404 shows a listing of sabbaticals awarded.

Additionally, Casper College benefits from numerous grant awards which are also available to faculty for professional development. Some examples include innovation grants, faculty sabbatical, tuition at UW, and support from the Central Wyoming Board of Cooperative Education Resources (BOCES) for educational tuition, fees, and book expenses.

The innovation grant, set up by Casper College President Dr. Nolte in 2006, is an open grant for faculty and staff. Applicants can apply for up to $10,000, which can be used for training, equipment, new courses, and programs that benefit Casper College in an innovative fashion. Many of the college’s employees have taken advantage of these grants and more than a quarter of a million dollars has been awarded to projects. A complete listing of awarded innovation grants is available in Appendix 302.

There are three faculty evaluation processes. These include the probationary evaluation, continuing contract evaluation, and adjunct evaluation. New full-time instructors who are on a probationary contract are to be evaluated in every class each semester for three to five years, until they receive continuing contracts. These evaluations are shared and discussed with the probationary faculty by the Division Chair during the semester following their evaluation.

Continuing contract instructors are evaluated by students in one class per year. Every three years, the continuing contract instructor is also evaluated by peers and/or Division Chairs and by students in every class during one semester, as stated by the Casper College 2005 evaluation policy. These evaluations are reviewed annually, during the following semester, to provide feedback on instructional strengths and areas to be improved. Evaluation of adjunct faculty is done by the Division Chair or the Department Chair each semester. Feedback on these evaluations is given to the adjunct faculty during the next semester.

**Recognition and promotion of excellence**

Outstanding teaching is valued and recognized at Casper College. Awards, sponsored by students and donors recognize excellence in teaching and community involvement. The Rosenthal Outstanding Educator Award is given annually through a portfolio submission process reviewed by the Salary and Benefits Committee, a subcommittee of the Faculty Senate. This award recognizes excellence in teaching along with strong community and professional involvement. The award was created by Jack Rosenthal through an endowment to the Foundation.

*Student-curated art exhibit funded by an Innovation Grant*
Mr. Rosenthal, a local broadcasting executive, wanted to show his commitment to teaching and belief in a strong and quality education. He chose to demonstrate this by setting up an award for two qualified Casper College faculty. Nominees are made by Casper College faculty or administration. The members of the salary and benefits committee, using a pre-defined set of criteria, then choose the two faculty members who will receive the award that year. The two Casper College faculty members who receive the award also receive a monetary honorarium and the opportunity to attend the Great Teachers Conference in Hawaii.

The Judith Bailey Scully award was established to honor faculty who demonstrate academic excellence as characterized by Judith’s outstanding accomplishments as a Casper College and University of Wyoming student. After winning honors from Casper College, she took her degree from the University of Wyoming only three years after graduating from NCHS. She then went on to quickly win accreditation in the prestigious New York School system. She has also made major contributions to post graduate level education by co-organized research colloquia throughout the Rocky Mountains. She is the daughter of Jim and Audrey Bailey who have been major supporters of universities throughout the west and is the niece of Walter Bailey one of the founding fathers of Casper College.

The National Institute for Staff and Organizational Development (NISOD) Faculty Excellence Award is given to outstanding faculty from Casper College. The only criterion is “excellence,” which can be defined in a variety of ways. Nominations are solicited from the Division Chairs and reviewed by the Administration. The recipients are announced to the campus community via an e-mail message. This is followed by inclusion in the Campus Weekly publication and by announcements at the following Pre-Board and Board meetings that month. Recipients are encouraged to attend the annual NISOD conference in May in Austin, TX for acceptance of their awards if they so desire.

The Phi Theta Kappa Teaching Award is awarded annually. Recipients are nominated by student members of the Casper College Phi Theta Kappa (PTK) Alpha Zeta chapter. Each month a Terrific Learning Coach (TLC) is chosen. The TLC is then given recognition by the Vice President of academic affairs with a surprise visit to one of the recipient’s classes. The recipients of the TLC award comprise the nominees of the annual PTK Teaching Award. The winner is announced at the spring graduation ceremonies.

Casper College also recognizes all full-time employees with the Longevity Award. This award is for full-time employees who have worked at Casper College for 10, 15, 20, 25, and 30 years. The Rosenthal Award and the Longevity Award are presented to employees at the annual Awards and Retirement Dinner each spring semester and announced in campus publications. The winners of the Rosenthal Award are also published in local papers. In addition, one of the two winners is nominated for the Wyoming Association of Community College Trustees award the following year. A complete listing of faculty awards is in Appendix 303.
Center for Excellence

For many years Casper College has had excellent initiatives addressing a variety of teaching and learning concepts. The most memorable of those was the Network for Teaching Excellence program established several years ago. That program, as well as other, similar efforts combined with a significant number of surveyed faculty comments indicated a desire to improve collegiality as well as to emphasize academic excellence.

All of those factors suggested a need to create a center that would promote and coordinate such efforts. This center required a physical location, a budget to support activities, and an employee assigned to the center to aid in coordinating efforts to promote excellence in teaching and learning. The Center for Excellence was created in 2008 as a direct result of this self-study process and offers its resources to all Casper College employees, including faculty, staff and administration. The mission is “to cultivate a campus climate that recognizes, values, and promotes excellence in lifelong learning.”

Establishing a Center for Excellence improves instructional quality and campus communication. Action items identified in the Strategic Plan which are relevant to this project are:

- Improving retention, graduation, and student success rates
- Enhancing the use of current pedagogies and technologies
- Encouraging excellence in advising and support services for students
- Utilizing, maintaining and improving college facilities and equipment
- Leveraging vision of campus community and promoting communication
- Providing opportunity for leadership

A center Advisory Board was created to support and publicize the center. Some of its activities to date include:

- A campus awareness of the center was created through sponsorship of the “Walk to Wellness” program in the fall of 2007. Ninety-seven employees signed up for the program.
- The center co-sponsored a lunch at the end of the spring semester with the Mentoring Committee designed to gather “mentees” and mentors together to learn what had gone right during the mentees’ first year or first semester teaching at Casper College, and what could have been done to improve that experience.
- The center initiated the videotaping of award-winning instructors’ oral histories. These tapes will be transferred to DVDs that can be shared with any who are interested.
- The center co-hosted a meeting with the Mentoring Committee in August, 2008 for all new college employees and prepared book bags filled with welcoming items as well as introductory information to Casper College employees would find useful.
• In September the center sponsored a teaching idea exchange, Great Ideas for Teaching Students (G.I.F.T.S.). Presenters were current faculty from across campus who volunteered to present a great teaching idea.
• Book/Share discussion: This group read “A Leader’s Legacy” by Kouzes and Posner and “Effective Leadership Communication” by Higgerson and engaged in chapter discussions.
• Supervisor Training: This group reviewed human resources topics and the legalities behind them.
• Moodle Training for all users of WebCT was on-going for the fall 2008 semester and continues through the end of 2009.
• Weave Training: Faculty were trained on the use of Weaveonline as an assessment tool.
• Advising Basics for New Faculty and Adjuncts Informational Sessions: Admissions held three sessions to train new faculty and adjunct faculty in the advising and registration processes.
• NISOD Webinar – Learning Communities: The webinar was presented to introduce faculty to Learning Communities.
• Service Excellence: Bridging the Generations was held in January 2009. Twenty staff members were invited to attend the initial session with another 20 to follow after the survey as to the usefulness of this presentation is compiled.

Leadership Institute
Being a forward thinking institution, Casper College has a Leadership Institute in place to train and develop future leaders. Employees are recommended to this program by their supervisors. The President and the coordinators then review the applications, and select each year’s class. Anyone is eligible to apply but class size is limited to 14-15 people. Once the applications have been received, the President selects the group trying to keep it balanced in terms both of employment classification and departmental representation. This institute is a year-long process, during which the future leaders learn about how the college functions, the way the college is funded, the accreditation process, curriculum, Meyers-Briggs personality styles, and many other topics chosen to develop diverse and strong leaders.

Opportunities for improvement
Faculty evaluation procedures are specified in the Polices and Procedures manual. Yet, not all instructors are evaluated by those guidelines. The administration of student evaluations generally follows the guidelines. However, peer and/or Division Chair reviews are not as well scheduled as the guidelines state. Either the procedure needs supervision, or it needs revision.

Professional development budgets have more than tripled, funds are still drained quickly each year. To increase efficiency of these monies the Faculty Senate could encourage the instructors that receive funding to share the benefits of their activity with the college as a whole. The venue falls perfectly into the vision of the new Center for Excellence. In this fashion, the money spent would have a larger impact.
Introduction
Casper College is committed to providing attractive, healthy and functional facilities to enhance the learning environment. The Campus Master Plan was developed with input from the entire college community and integrates the goals of the college with specific strategies for development of its facilities and programs.

The college recognizes, however, that learning environments extend well beyond the traditional classroom and laboratory. Promoting student success through counseling, learning programs, and class scheduling is key. Effective interaction among faculty, staff, administrators, and students is critical, whether it occurs face-to-face or electronically. Equally important is the interaction between students and their peers. The college provides an environment that stimulates learning everywhere.

To present the extent of Casper College’s effort to create effective learning environments, this narrative will focus on three areas; student success, student life, and practical support systems.

Promoting student success through counseling
As an open-door institution, Casper College is committed to providing the support services required to enhance the learning experiences of its diverse population.

Academic advising continues to be the responsibility of the faculty and student services employees. Students with a declared major are generally assigned to a faculty advisor. Upon consultation with the student, a faculty member will use placement scores and academic transcripts to select a course of study and classes in which the student can succeed. New students and those without a major are often advised by trained student services employees. Advising days during the summer and an advising day set aside during both the fall and spring semesters allow opportunities for students to meet with the appropriate advisor in their desired fields of study. Faculty office hours provide continuing opportunity for the student and advisor to track progress toward the academic goals.

The professional counselors of the Counseling and Student Development Center offer additional student support by providing a wide variety of testing services. The Counseling Center also provides free, confidential counseling for groups and individuals with the hope of resolving any issues that might interfere with educational and personal success.

The student success coordinator meets regularly with single parents to assist with financial support, make referrals for academic support and provide guidance and help as needed. Single parent families are invited to come together two to three times a year for special events and recognition with the
primary financial donor of the McMurry Single Parent Grant-in-Aid program. For the past two years the McMurry program has provided more than $123,000 to 92 individual single parents for tuition, books, supplies and childcare. Neil and Doris McMurry contributed another $500,000 to the single parent permanent endowment which will be matched by the state.

Student success and retention has been a growing concern for Casper College as more students pursue postsecondary education; as a result, a Student Success Office was formally established in 2007. With the designation of two full-time positions, retention efforts have expanded both in scope and quantity. The student success coordinator and specialist follow up by phone or in person with those students flagged as at-risk by faculty and staff through the retention alert system. They also coordinate retention efforts and outreach by housing, financial aid, GEAR-UP, and other areas of student services.

In 2008, the college piloted the innovative student success program MAP-Works — Making Achievement Possible from Educational Benchmarking. This comprehensive, online assessment and resource initiative targeted 500 first-year students and had a response rate of 56 percent. Program objectives include preparing staff to meet with students to better identify and address issues, empowering staff to identify students and intervene in a timely manner, educating students about transition issues, and providing data for benchmarking and informed institutional decisions. The Student Success Office administered the program and preliminary results indicate a positive outcome.

In an unusual and aggressive effort to improve performance in math and English, two faculty members are in charge of coordinating efforts in math and English placement so that students are properly placed. The number of students enrolling at Casper College with low scores in either math or English is high. Over 28 percent of all students taking an English class for the first time at the college were placed in a remedial class. Placement is determined by scores on the ACT, SAT, or Compass Exams. Similarly, over 55 percent of students entering a college math class for the first time were placed in remedial mathematics. Appendix 304 details these statistics. In order to assist these students in their academic endeavors, resources are made available to them to supplement their classroom experience. Resources include the Writing Center, the Peer Tutoring Program, and the Mathematics Learning Center. The English Lab works closely with students to assure they are able to read at a college level. The Writing Center works to help students write at a higher level, and the Mathematics Learning Center works with students to prepare them for college level mathematics. The peer tutor works with students in several different subject areas.
Student success through learning programs

Casper College pays close attention to new trends in education that could benefit its students. The Mathematics Learning Center, the English Lab, and the Writing Center are excellent examples of educational ideas that have passed the test of time and are still utilized by the college’s students. New ideas have also been adopted by the college. Since the last accreditation Casper College has implemented several student development programs, including Learning Communities, Service Learning (covered in Criterion Five in more detail), the Veritas Honors Institute, the First Year Experience, and international education.

Learning Communities were implemented in 2006. Students develop peer connections for mutual support as they study together as a group in two or more classes. Past Learning Communities have combined such classes as Basic Writing I with Pre-Algebra Arithmetic, Basic Writing II with Elementary Algebra, and Film (from the Communications Department) with Basic Video Production (from the Art Department). The effectiveness of this program will be assessed by carefully tracking the progress of its students.

The Veritas Honors Institute, implemented for the fall semester 2007, seeks to meet the educational needs of highly motivated students of exceptional ability. The invitation-only program includes multi-disciplinary seminars, field trips, social gatherings and other activities designed to stimulate intellectual growth. The program has taken off at an unexpected rate.

The First Year Experience initiative is an effort to prepare new students for success in college. In January of 2008, John Gardner from the Foundation of Excellence in the First College Year inspired the initiative with an in-service for all faculty and staff. As a result, a First Year Experience (FYE) committee was formed. The goals of FYE include increasing student success and persistence to the second semester and into the second year of college and improving preparedness for future academic coursework. The program tries to foster a connection between the student’s educational and life goals, to integrate living and learning opportunities on campus, and to create a sense of community among first-year students. The FYE committee meets about four times per semester to address these goals.

A revised and more comprehensive New Student Orientation program was the first outcome of the FYE initiative. More than 300 new students participated in a half-day orientation prior to the fall 2008 semester. Evaluation results from 267 attendees indicated the program was very helpful; specifically the individual sessions were rated good or excellent by 89 percent of the students (see Appendix 305).

Casper College has one of the largest selections of world language offerings in the state, as well as a focus on expanding the students’ knowledge of other cultures. Numerous international travel experiences are part of various college curricula. Recent
destinations include Kenya (biology), the Galapagos Islands (biology), and Greece (theatre). Casper College is successful in attracting students from foreign countries, with 15 countries currently represented. More information on the international studies is available in the Criterion One description of diversity.

The Peer Tutor Program offers assistance to students in any class at Casper College. Students with an expertise in a subject area are professionally trained to tutor other students in individual learning sessions. Students requiring help in any number of subject areas are matched with trained tutors in that subject. Assistance for online students is also available. This service is offered at no extra cost to the student.

The Early Childhood Learning Center (ECLC) provides early childhood education and childcare services for children, age infant to kindergarten, who are members of the college community. The ECLC also provides parent education programs and serves as an educational laboratory for students in education programs, and as a lab site for Casper College and University of Wyoming/Casper College Center classes. The ECLC was recently accredited by the National Association for the Education of Young Children (NAEYC) through May 2013. The NAEYC credited the Early Childhood Learning Center for being one of the first programs in the country to earn the group’s accreditation under the new criteria. Doris and Neil McMurry contributed another $500,000 to be matched by the state to support the ECLC.

**Student success through class schedule and delivery format**

Since the economy of Casper and Wyoming is strong and jobs plentiful, the college is responsive to making course offerings accessible and convenient to working students. In order to contribute to an effective learning environment, the college considers student work schedules in its scheduling of classes. As a result, the college has increased the number of evening, distance, and high school-site offerings.

The following table illustrates the percentage of fall 2007 FTE by type of course and the time of day that course was offered:

<table>
<thead>
<tr>
<th>Fall 2007 FTE by Course Type</th>
<th>Morning classes</th>
<th>45.5 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon classes</td>
<td>738.18</td>
<td>22.7 percent</td>
</tr>
<tr>
<td>Evening classes</td>
<td>395.42</td>
<td>12.1 percent</td>
</tr>
<tr>
<td>Distance Education</td>
<td>411.99</td>
<td>12.6 percent</td>
</tr>
<tr>
<td>Courses at the high schools</td>
<td>109.71</td>
<td>3.4 percent</td>
</tr>
<tr>
<td>Other (ind. study, TBA, etc.)</td>
<td>105.92</td>
<td>3.3 percent</td>
</tr>
<tr>
<td>Weekend</td>
<td>14.24</td>
<td>0.4 percent</td>
</tr>
</tbody>
</table>

A “mini-mester” was implemented during the three weeks between the spring and summer terms to give students the ability to earn credit in a concentrated block of time. During the summer of 2007, 38 courses were taught during the mini-mester accounting for 10 percent of the total summer FTE.
The efficiency of computer-based instruction has driven many changes in the way courses are taught. Substantial growth in the area of distance education has occurred in the past 10 years, primarily via Internet courses. Many other courses have incorporated a course management system to enhance the learning environment. During the fall semester 2007, 63 face-to-face courses were using the WebCT course management system. See Appendix 306 for a complete listing. Using the course management system (WebCT or Moodle) allows students to access class information and the instructor any time of day or night. The instructor can make more information and electronic resources available to the student in a central location. Class notes and discussion can be housed in the course management system and accessed at different times.

Casper College continues a tradition of facilitating internships and cooperative work experiences as a critical component of vocational education. These opportunities have expanded into academic areas such as social sciences and the arts, giving students first-hand experience with the characteristics of their chosen field of study. The increased need for customized training, continuing education and certification by local and regional professionals has been addressed by an expanded Continuing Education Division and its Center for Training and Development. More information on this department is in Criterion Five.

Student life: Activities, housing and career services
Student organizations provide the opportunity for students to interact with others who have similar interests or backgrounds. In addition, students have the opportunity to participate in activities ranging from athletics to student government to the arts. A new student center that would house activities has been a top need and priority, and funding is now in place with the passage of a general obligation bond issue for the college in November 2008. In the Campus Master Plan, a student center would be combined with a University of Wyoming/Casper College Center in a four-story building centrally located on campus. Student activities and locations for community gatherings are currently scattered over the campus as the previous student center has been taken up for classroom space.

Housing for students and families is available on the Casper College campus for those who wish to take advantage of the convenience and collegial experience of residential life. On-campus resident students are encouraged to interact and stay involved in campus life through a variety of activity programming. The Campus Master Plan has highlighted the college’s need for updated student housing and preliminary steps have been taken to develop and construct new facilities. Architectural plans are under consideration and new campus-wide meetings are planned to discuss the best possible location for new residence halls.
The Career Center provides assistance to alumni and current students seeking either on-campus or off-campus employment. The center provides services that include arranging job interviews, assisting with resume development, job postings, and access to transfer and career information.

Practical support systems: Health, security and disabilities

Student Health Services
Providing the ideal learning environment includes addressing the health and safety needs of students. The Student Health Services Office is staffed by a registered nurse who provides a wide range of free services designed to alleviate health concerns that interfere with the educational process. Some of the services include wellness education, information and referrals, routine testing and evaluation, as well as immunizations at a reduced cost. Additional services of resident physicians are also available to students at designated times each week. This service is used by hundreds of students each month. A copy of several monthly reports can be found in eAppendix 307.

Security
Casper College maintains its own proprietary security force as a resource for the students, faculty and staff. The campus security officers are on duty 24 hours a day, seven days a week, including holidays. While they are responsible for enforcing Casper College regulations and the Student Code of Conduct, their primary role is that of a service provider as is evident by their department motto: “Committed to Service.” Among the assistance that they render to the community are car jump-starts, vehicle unlocks, access to areas after hours by authorized persons, safety escorts, and patrol of the residence halls.

The campus security officers are trained in CPR, first aid, and crisis intervention, and will begin receiving training in additional areas during the 2008-2009 school year. While they are not peace officers and do not carry firearms, several campus security officers are retired law enforcement officers or come from other sectors of the public safety profession. Many hold degrees from Casper College or other institutions. The campus security staff is an invaluable and integral part of the student services team and strives to support the academic mission of the College by performing their duties in a professional manner.

Disabilities
Casper College follows the Americans with Disabilities Act and Section 504 of the Rehabilitation Act in providing services and accommodations to students with disabilities. While it is the college’s responsibility to notify students of services and how to access them, it is the student’s responsibility to self-identify and request accommodations. Accommodations are determined on an individual basis according to required documentation of disability. Services provided through the Office of Accommodative Services include but are not limited to:
• Assistance in completing the admissions process
• Academic advising
• Career counseling
• Classroom accommodations (sign language/oral interpreters, note takers, readers, appropriate seating arrangements)
• Alternate testing, taped text information, print materials in alternate format (Braille)
• Referral to resources on and off campus
• Use of assistive technology (screen readers, scan and read programs, assistive listening equipment, adaptive keyboards, zoom text, voice recognition programs, tape recorders, spell checkers, laptop computers)

A chart showing the students served by the Office of Accommodative Services and the equipment available on campus can be found in Appendix 308.

Opportunities for improvement
As stated earlier a student center is high on the list for the Campus Master Plan. There is no central location for student activity and student gathering. A student center will bring that place to the campus for resident and nonresident students alike, creating a relaxed place for students to study and socialize. The student center will improve the learning environment of the campus and bring together in one location the many student organizations, including the student newspaper and clubs. Efforts to secure funding and get permission to build from the State Legislature are well underway, and received a boost in 2008 when the community approved a bond issue to raise money toward the center and other campus buildings. Finalizing a design that will best fit the needs of the student population will also pose a welcome challenge. The University of Wyoming has agreed to help fund this building as a partnership arrangement to house University of Wyoming/Casper College Center programs in half of the proposed four-story building.

Summer enrollment numbers, though increasing, could be much higher. A concerted effort to evaluate class offerings to better serve student needs and to make students aware of these offerings is needed.

The mini-mester allows students to take a class in a compressed three-week time period. The Higher Learning Commission stresses the assessment of time compressed classes. A close examination of the mini-mester is in order. The effectiveness of these shortened classes should be measured against their traditional counterparts to assure they are achieving the same outcomes. The same may be true of other summer classes, especially in light of the number of students attempting to take more than 12 hours in a given summer term.
Introduction
Casper College provides an array of learning resources that support student learning and effective teaching. These resources are reflective of the college’s Mission Statement to be responsive to the learning needs of the diverse communities served and of the Vision Statement by delivering outstanding educational services promoting lifelong learning. Because the college enjoys unusually strong financial support from a vibrant community based on a minerals economy, its physical resources are extraordinary for an institution of its size, from a well-endowed library to the Tate Geological Museum. The museum appropriately displays and allows student involvement with priceless minerals and fossils found in Wyoming and imported from around the world.

To make learning resources an integral part of a student’s education, Casper College has invested in appropriate materials and equipment, provided the staff to maintain these resources, trained students in their use, and provided assistance when it is needed.

The Goodstein Foundation Library
The Casper College Goodstein Foundation Library occupies an exceptional building that houses a collection of more than 120,000 books and bound periodical volumes and access to some 30,000 full-text journals accessible through 70 databases available on the library website. While the library is designed and developed primarily to support the college curriculum, it is undergoing a transition to become an increasingly important information and cultural center. The library has an important history on campus and is essential to the core mission and future of the college. The Goodstein Foundation Library helps students, faculty and the Casper community navigate the complexities of the information world to find and use accurate and authentic information. This is encouraged by reference services and an extensive program of library instruction delivered by the library faculty in collaboration with the college faculty from various disciplines.

Students and faculty also have access to the holdings of libraries across Wyoming through the Wyoming Libraries Database (WYLD) network, as well as other libraries around the world through the power of information technology and interlibrary loan services. Casper College distance education students are guided through library access with instructions on the library website under “Library Services for Distance Education Students.”

Support for the library from the state is outstanding. The Goodstein Foundation Library participates in the Wyoming Academic Libraries Consortium along with the other Wyoming community college libraries, the University of Wyoming libraries,
the Wyoming State Library, and the Wyoming Community College Commission. Special legislative funding ($2.8 million in 2006 for the biennium; $2.4 million in 2008 for the biennium) supports the work of the consortium, which includes:

- Library resources purchased for the direct benefit of students on the college campuses to support new, existing, and distance education programs.
- Cooperative/collaborative purchases of electronic networked information resources for use within the consortium.
- Development of collaborative information literacy tutorials, information access assessment tools, and public relations/publicity material.

Greater effort and resources should be invested in helping faculty and students understand the critical importance of the library’s intellectual resources in the educational process. The information resources available in the library’s print collections and electronic databases far surpass the basic information delivered in textbooks, lectures and the Internet, and can contribute significantly to a student’s ability to learn, think, reason and make life-changing decisions.

**Tate Geological Museum**
The Tate Geological Museum was founded in 1980 through a gift from Marion and Inez Tate. One of a minute number of geology and paleontology museums in Wyoming, the Tate houses a collection of more than 3,000 fossil and mineral specimens. Included among the mineral specimens is an excellent meteorite collection. In an article published in the February 1, 2000 issue of *Money Magazine*, Paul Lukas wrote, “This museum, the smallest on the list, makes up in intimacy what it lacks in scope, with an extremely friendly staff that encourages hands-on interaction with the collection. Visitors can also view the prep lab, where scientists work on the latest finds from Wyoming.”

The mission of the Tate Geological Museum is general education in the geological sciences. This includes an emphasis on the importance of fossils and minerals as they apply to everyday life and understanding past environments. To accomplish that mission the Tate hosts a large number and variety of events throughout the year. This list includes open houses, field work classes, an annual conference, a Saturday Club for children, museum tours, and scavenger hunts. A listing of outreach events and museum attendance numbers can be found in Appendix 309. A link to the Tate’s web page is below:

www.caspercollege.edu/tate

**Werner Wildlife Museum**
The Werner Wildlife Museum’s mission is to provide an opportunity for students as well as the residents and visitors for quality educational experiences relating to the classification, abundance, distribution, ecology and conservation of Wyoming’s indigenous vertebrate wildlife. The focus of the museum is vertebrate wildlife indigenous to Wyoming; although there are numerous animals
displayed that do not occur in Wyoming, including specimens from Asia, Malaysia, Africa and Europe, and other locations around the world. The museum provides quality educational experiences for both students and the general public with thousands of people from all 50 states and 35 foreign countries touring the museum since its first full year in 1971. Casper College students enrolled in biology, ornithology, mammalogy, and a variety of other courses utilize the museum to enhance their studies.

**English Lab**
The Casper College English Lab, housed in the Strausner Student Center, provides students and members of the community with opportunities for improvement of their language and study skills to the level required for work or college-level courses. The lab provides nontransferable credit courses in both lecture and lab formats to allow for a broad range of learning styles. Courses are offered at various times during the day and evening to give students a choice of times and methods of instruction (group or individualized).

A variety of learning methods, materials, and class schedules are available to accommodate students' learning styles, disabilities, educational disadvantages, and work and family requirements. Courses are offered in areas of reading, basic writing, grammar, vocabulary building, spelling improvement, and listening and study skills. Classes in English as a Second Language are also available for students wishing to improve their English skills.

The lab also offers assistance on a drop-in basis for students referred to the lab by an instructor to obtain help with a particular grammatical concept or organizational problem on a written assignment. Other services available in the lab are diagnostic testing and assessment for reading, writing, vocabulary, learning styles and screening for scotopic sensitivity. The lab provides a safe learning environment for all students with respect for confidentiality and individual differences. A record of students and hours served by the English Lab is available in Appendix 310.

**Math Learning Center**
The Math Learning Center (MLC) at Casper College provides walk-in tutoring for the entire spectrum of math classes. The MLC also has student tutors who can assist with other physical science subjects such as physics, chemistry and engineering. When necessary, the staff will call on help from available instructors when a difficult question is posed.

Complete solutions manuals are available for a majority of the classes and may be used in the MLC to check student work. Videos/CD’s that are provided by the publishers to accompany textbooks are available for checkout. In addition, lists of helpful websites, handouts and supplemental worksheets are available upon request.
A computer lab is available for student and instructor use. These computers have math-specific programs available such as Maple, MatLab, and Geometer’s Sketchpad. Students in need of a graphing calculator may rent one for the semester for a minimal fee from the MLC. Calculators are also available for short-term use as needed for a specific class period or for use in the MLC.

The staff in the MLC provides individual attention needed by many students suffering from math anxiety. Students often report that they would not have been successful in their math classes if it had not been for the Math Learning Center.

In the summer of 2006 the MLC began using Tutor Trac software to track the students using the MLC. Previously the students signed in by hand. Student use over the past five years is exceeding 10,000 users per year. Records of student use over the last 10 years are in Appendix 311.

In addition to the Math Learning Center, the Statistics Lab exists in the Wold Physical Science Center.

**Statistics Lab**

Supporting the associate’s degree program in statistics is the Statistics Lab. The Statistics Lab, is an integral part of the statistics program at Casper College serving these primary functions:

• The nine computers have all the statistical software used at Casper College.
• The computers serve as a workplace for students enrolled in advanced statistics courses.
• The students work on assignments and discuss the details of those assignments in this closed computer lab. The white boards in the statistics lab are usually covered with student diagrams and ideas.

With a department work-study grant, the Statistics Lab employs a student in advanced statistics to tutor students in elementary level statistics courses 15 hours per week. Combined elementary and advanced students account for between 200 and 250 hours/month of Statistics Lab usage.

Finally, the Statistics Lab is available as a community service for statistical research questions from the college faculty or community organizations. This includes having students perform actual elements of the research including design, sampling, and analysis if deemed appropriate by the faculty of the Statistics Department. In 2007, the students in STAT 2110 completed an entire start-to-finish study for the American Cancer Society of Natrona County concerning community attitudes toward smoking in various types of public establishments, and formally presented the results. Experience such as this is generally unavailable even to graduate students at major universities. The faculty of the Statistics Department is hopeful that additional opportunities will appear in the future.
Adult Basic Education/GED Center
The Adult Basic Education/GED Center (ABE/GED) provides educational services to out-of-school adults, age 16 and over. The program is open-entry, open-exit, and offers assessment and instruction in basic reading, writing, and math, as well as in the academic subject areas needed to pass the GED exam. For students wishing to study at home, a distance education program is also available that covers ABE/GED subject areas. All instruction is individualized and centered on student goals and educational needs. Center hours are flexible, as services are offered five days and three nights each week. The program is also available throughout the summer. English as a Second Language (ESL) instruction is available for students needing help in speaking, reading, and writing the English language. In addition, a class is offered for students seeking U.S. citizenship. It covers U.S. government and history, and reviews information needed to pass the citizenship exam.

Literacy Volunteers of Casper, an accredited affiliate of ProLiteracy America, Inc., is an integral part of the ABE/GED Center. Approximately 90 volunteers assist students one-to-one or in small groups as they work on basic math, reading and writing skills, as well as English as a Second Language.

Community outreach is an essential component of the ABE/GED Center’s operations. Outreach sites include Natrona County Detention Center, Casper Workforce Center, Casper Re-Entry Center-Therapeutic Community (CRC-TC), Casper Re-Entry Center-Residential Treatment Program (RTP), and Central Wyoming Counseling Center. The program also serves the homeless shelters in Casper, including Lifesteps Campus, Seton House, and Central Wyoming Rescue Mission. Instruction at these sites is aided by volunteer tutors.

The Casper College ABE/GED Center is the most successful program in the state. In 2007-2008, the program met a greater percentage of performance outcomes than any other program in Wyoming. More students successfully completed the GED through Casper College than from any other center.

The ABE/GED Center is a major asset to Casper College, contributing significantly to the general student population. GED graduates are the third largest feeder to Casper College, behind only Natrona County High School and Kelly Walsh High School. More information can be found in the ABE/GED Center Annual Report, eAppendix 312.

Flex Lab
The Flex Lab at Casper College offers a variety of one-credit-hour computer application courses, providing traditional and nontraditional students an opportunity to learn new computer skills or update existing skills in a self-directed environment. Students are given the opportunity to achieve personal, professional or academic goals in a flexible setting to better accommodate their individual schedules.
Offering an open-entrance, open-exit environment, students are not confined to the standard semester schedule for registration and completion dates. Students are able to sign up for courses after the initial drop-add period has ended, but each course must be completed before the end of the semester. The lab is open for a variety of hours throughout the week, giving students ample opportunity to work these courses into their fixed schedules. An instructor is on hand at all times to help with questions or problems. Because it is a self-directed learning environment, only Flex Lab students are permitted to work in this classroom.

Writing Center
The Writing Center offers individual assistance for students needing help with any written assignment. Students from all over campus utilize the writing center for assignments from classes in English, political science, psychology, and more. All Casper College students can make use of the Writing Center without cost to them.

Appendix 313 contains an extensive list of other educational resources available on campus.
Criterion Four: Acquisition, Discovery, and Application of Knowledge

Casper College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
The Casper College Mission Statement

“With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship. The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.”

The Vision of Casper College

Casper College’s vision statement, *Education for a Lifetime* is simple. Casper College is about a life of learning, and learning as life. In the Early Childhood Learning Center this applies to the infants cared for as well as the students learning to care for them. For the Golden Age Scholarship this means tuition is covered for Natrona County residents over 60 years of age. The age of Casper College students span a lifetime. A life of learning also applies to all employees of Casper College and for the members of the local community. The first of the values of Casper College is to “promote personal, professional and academic growth of the entire college community.”

Casper College embraces innovation for the enhancement of the educational experience of the entire campus and community. Innovation grants have become a mainstay of the campus culture and new methods of teaching are growing strong from the seeds of these grants. These new teaching methods combine with traditional methods that are tried and true to foster an ever evolving learning environment for students and the college community. The Center for Excellence was created to coordinate teaching and learning opportunities as detailed in Criterion Three.

Casper College demonstrates, through the actions of its board, administrators, faculty, and staff, that it values a life of learning.

Introduction

The Mission Statement for Casper College has evolved over its history, yet the underlying theme of its mission has never changed. Casper College will provide an excellent education for all of its students to improve their lives. Wyoming, as a state, is in a unique position in many different aspects, but two stand out. First, it has only one public baccalaureate institution and only one private institution which opened in the fall of 2007. This means that each community college must do much more for its students than may be asked or required of community colleges in other states. They must train students to join the workforce and prepare students to continue their education at a four-year institution, anywhere in the world. Second, Wyoming is currently in a growth cycle. The state’s revenue is in a powerful economic upswing. Casper College has benefited from the state’s tax revenues.
Casper College recognizes the responsibility set before all of the campus employees. To that end, the continued education of the Casper College staff, administration, and faculty is prioritized in order to enrich its students and improve the institution overall.

The Casper College Board of Trustees
During the summer of 2007, the Casper College Board of Trustees approved an updated mission document. The importance of high-quality education for the students of Casper College is emphasized throughout this document. In order to retain its top quality staff, administration, and faculty, and in order to recruit the best candidates for opened employee positions, substantial pay raises were approved by the board in 2007 for the entire employee structure of Casper College, underscoring the value the board places on obtaining qualified employees to help satisfy mission goals.

The trustees maintain a commitment to full-time faculty. The full-time faculty to adjunct faculty ratio demonstrates the importance placed on full-time faculty, especially when compared with other Wyoming community colleges. During the fall 2008 semester there were 166 full-time faculty and 113 part-time faculty, a ratio of 1.4 to 1. The table below details these numbers and compares data from other Wyoming community colleges and the university for the fall 2006 semester. During that semester only two other colleges in the state exceeded a full-time to part-time ratio of 1; Sheridan College with a ratio of 1.02 and Northwest College with a ratio of 1.33. Casper exceeded all the other community colleges in its ratio.

### Fall 2006 Faculty by Institution

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Total Faculty</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casper College</td>
<td>255</td>
<td>158</td>
<td>97</td>
</tr>
<tr>
<td>Central Wyoming College</td>
<td>169</td>
<td>48</td>
<td>121</td>
</tr>
<tr>
<td>Eastern Wyoming College</td>
<td>111</td>
<td>44</td>
<td>67</td>
</tr>
<tr>
<td>Laramie County Community College</td>
<td>279</td>
<td>91</td>
<td>188</td>
</tr>
<tr>
<td>Northwest College</td>
<td>142</td>
<td>81</td>
<td>61</td>
</tr>
<tr>
<td>Sheridan College</td>
<td>164</td>
<td>83</td>
<td>81</td>
</tr>
<tr>
<td>Western Wyoming Community College</td>
<td>214</td>
<td>65</td>
<td>149</td>
</tr>
<tr>
<td>University of Wyoming</td>
<td>711</td>
<td>666</td>
<td>45</td>
</tr>
</tbody>
</table>

The board’s commitment to a strong faculty is further supported by its faculty-to-student ratio. The value has remained consistent between 18:1 to 19:1 over the last six years. Casper College is committed to small class sizes and personal attention to its students. Student surveys described in Criterion Five indicate that the students appreciate this fact. See Appendix 511.

During monthly board meetings, informal presentations are given on Casper College programs. See Appendix 401 for a complete listing. Programs such as the Career Center, the Center for Training and Development, the Early Childhood Learning Center, and the Adult Basic Education/GED programs have all given
Institutional support for a life of learning

Four programs emphasize Casper College’s commitment to lifelong learning outside a traditional student environment. Serving the youngest ages is the Early Childhood Learning Center. The center cares for more than 50 young children of students and employees so these parents can better pursue their education and work schedule. The center’s focus is on each child’s social, emotional, physical, and intellectual growth. On the other end of the spectrum are two programs – the Golden Age Scholarship and the Osher Lifelong Learning Institute. The Golden Age Scholarship provides tuition for Natrona County residents age 60 and above. The Osher Lifelong Learning Institute (OLLI) is a membership-based community of mature adults who enjoy learning and want to spend time with like-minded individuals. OLLI’s mission is to foster accessible lifelong learning and individual growth for learners age 50+ by creating intellectually stimulating learning opportunities that will enrich their lives. Between these ends of the spectrum is the GEAR-UP program. GEAR-UP is a federally funded program aimed at getting high risk seventh through 12th graders to go to college after graduation from high school. Casper College provides matching funds, actual or in-kind, for the promotion of this program.

A very important short-term program that illustrates the college’s commitment to a life of learning is Knowledge Enrichment for Youth (KEY). KEY Camp hosts motivated fifth and sixth graders for a wide range of classes as well as a campus living situation for a week. Three week-long sessions of KEY Camp are held each summer. This popular program requires recommendation from the children’s teachers and always has many more applicants than spaces available.

The administration further attests to its value for lifelong learning by its support of innovative programs such as Service Learning, the Leadership Institute, Learning Communities, the Veritas Honors Institute, international education, and the Center for Training and Development. In addition, the administration prioritizes the retention and graduation rate of the student body, as evidenced by the creation of a new position, Student Success Coordinator, in 2006. Programs in the vocational and academic areas of campus are being expanded continually in order to satisfy the educational needs of the college community and the state. Examples include electric power technology, medical lab technology, geographic information systems, robotic technology, and forensic science.
Innovation grants (Appendix 302) were established in 2006 by the college President, allowing employees to submit ideas for innovative projects which stimulate educational and organizational improvements. A recent example geared toward retention is the 2007 College Studies Innovation Grant, which involved faculty and student services professionals providing a freshman seminar-type class in a variety of new ways, including team teaching, and offerings in under-served programs, such as trades and technology, and distance education. Data is being collected on the academic success and retention rates of the 100+ students enrolled in these classes. This data can be found in Appendix 402.

Attention to career development helps the college attract top staff, retain valued employees and increase employee motivation and productivity. Casper College supports career-related professional development activities for employees by allowing for release time so that faculty/staff/administrators may attend and present at conferences. All employees are eligible for tuition waivers for up to six credits per semester through Casper College and up to three credits through the University of Wyoming. See Appendix 403 for a complete listing of the use of such waivers. Professional development funds are available for all employee groups. All of the employee groups can increase salary by education. Staff and administration do so by advancing their degrees and faculty do so by taking graduate-level classes or attending conferences and workshops.

The Administrative Alliance helped establish a sabbatical program for administrative employees in 2006. As of spring 2008, one administrative employee applied for and received funding for a sabbatical through this program. Faculty sabbaticals are also available. These were in hiatus for a few years but were reestablished in 2004. Since then many instructors have taken advantage of this educational opportunity. A complete listing is in Appendix 404.

Some Casper College administrators are required to maintain professional certifications and licensures where appropriate. For example, counselors in the Counseling and Student Development Center are required to obtain state licensure through the Wyoming Mental Health Professionals Licensing Board. In order to maintain licensure, counselors must attend 45 hours of continuing education every two years. They receive both release time and funding from the Counseling and Student Development Center’s budget in order to attend conferences and trainings. Other administrative employees that maintain such licensure include the student health nurse, certified public accountants, and the certified professional public buyer.

The Casper College Outstanding Administrator award was established to recognize and honor a Casper College administrator. This was previously funded through the College Foundation but funding is currently through the President’s discretionary funding. A $1,000 cash award is made each year to an exemplary administrator.
The college is proud of the achievements of its employees. The achievements of administrators, as well as all campus employees, are publicized by the College Relations Department through Campus Weekly, a weekly electronic newsletter. Also, all local media (newspapers, TV, and radio) are sent press releases, as are hometown newspapers, alumni organizations, the Chronicle of Higher Education, the Community College Times, the Community College Weekly, and the Wyoming Business Report.

**Involved in student learning**

**Staff**

The staff at Casper College work to promote an excellent learning environment for students. They do so by maintaining a professional and friendly atmosphere, and striving to understand the overall working operation of the college campus in order to assist students when necessary. The custodial staff and grounds crew maintain a safe, clean, and attractive physical environment for the students and the employees of Casper College as well as the community which it serves.

Prior to 2005, the classified staff policy allowed for movement within the employee’s job classification for educational advancement. The staff policy was changed in 2006; pay incentives in the form of step movement on the salary schedule would only be received after attainment of a degree. Three steps would be given for an associate’s degree from Casper College; and one step would be awarded for advanced degrees. That policy was refined in 2007. Now, employees completing their degrees while employed at Casper College are recognized for their accomplishment with an annual salary increase of $800 (Policy 1400:12:02, Classified Staff Compensation) for an associate’s, bachelor’s or master’s degree.

Some staff employees who achieved their degree prior to March 1, 2007 felt they were not receiving financial recognition for their degree. However, if they received their degree prior to March 1, 2007 they would have received “step” movement on the previous salary schedule. This step placed them higher on the new salary schedule resulting in financial recognition of their academic achievements. The restructured salary schedule resulted in no salary reductions.

In 2007, a budget of $5,000 was allocated for staff development through the Staff Alliance. By 2009, the budgeted amount had grown to $8,500. The staff also has a lending library located in the Maintenance Building, where staff attending trainings can place their materials for sharing with other employees. The Center for Excellence offers teaching and learning opportunities for staff as well as faculty and administration.

The Robert Durst Classified Staff Award was established in 2007 to recognize and honor one outstanding Casper College staff member annually. All full-time classified staff members are eligible to compete for this prestigious recognition and a $1,000 cash
award. Award nominees must possess qualities of an outstanding classified staff member, be involved and contribute to campus and/or community activities, and have exemplary achievements and/or accomplishments. The winner is chosen from a selection committee determined by the staff alliance.

In addition, all staff members are eligible to be nominated for the monthly Employee of the Month Award. An email recognizing the staff member is sent out to the entire campus community, the employee’s name and picture is placed on the faculty/staff webpage, in a display case by the business office, and in Campus Weekly. The employee also receives a $100 cash award, one day off during that month, and a discount certificate for the college bookstore. Any employee on campus can nominate a staff member for this award.

**Faculty**

Faculty at Casper College keep current in their subject areas and provide personal and professional attention to the individual student, whether during office hours, between classes, or in an advisory setting in order to assure the academic success of the student. A low student-to-faculty ratio is maintained, and employing a high percentage of full-time faculty, as stated above, is a priority for Casper College. It is worth noting that in the Fall semester of 2007, the college employed 161 full-time faculty and 113 part-time faculty. Although this creates a lower ratio than in Fall 2006 (1.42 in 2007 versus 1.62 for 2006) it is due to an increase in faculty in both full-time and part-time categories. Casper College is offering more courses and educational opportunities than ever before.

In addition to prioritizing full-time faculty, Casper College assures that its faculty have the proper background and credentials for teaching classes at the post-secondary level. Seventy-seven percent of the full-time instructors possess degrees at the master’s or doctoral level.

Members of the faculty do the bulk of the advising at Casper College, especially for students with a declared major. This is in keeping with the personal attention that is so important to students and to the quality of education provided to them.

Many faculty members regularly participate in community programs, as well as instruct in the Community Education classes to promote lifelong learning within the Natrona County area. They also volunteer at local events on campus and across town such as high school forensics tournaments, and Academic Challenge (a state-wide high school academic meet). They also help to plan the Humanities Festival, the Doornbos Lecture Series, and Ethnic and International Student Dinners. For many years the college has supported Skills USA, Lego Robotics competition, the state math competition, and the Wyoming Science Olympiad. Many faculty members have given of their time and talent to encourage children grades 7-12 at the Science Olympiad. In 2007, two members of the faculty took over the directorship of the Wyoming Science Olympiad.
In 2000, members of the Physical Science Division helped develop and chair, along with high school teachers, the annual Math and Science Teachers Conference. This continues today as the Math and Science Conference, coordinated by the Center for Training and Development. The Physics Department has initiated a fourth graders Math and Science Day at Casper College where fourth graders from the district come to the campus and faculty and education majors provide educational stations to help encourage youth to keep learning about math and science. During the 2007-08 school year more than 500 children attended this event.

Student clubs and organizations are required to have a faculty advisor, and many faculty offer expertise to students in this role. Clubs and organizations, and faculty advisors’ names and email addresses are published in the Casper College Student Handbook and on the website. As of fall 2007, there were 42 student clubs and organizations, with 44 faculty and staff serving as advisors. See Appendix 103.

Members of the faculty are eligible to apply for sabbaticals. In general sabbaticals are used for earning advance degrees, research, or professional development. Upon their return the sabbatical recipient is encouraged to share their experience with the campus. A major change on the Casper College campus can be directly attributed to a faculty sabbatical. The newly-launched Service Learning Program was the result of a communication faculty member’s sabbatical, as she visited several campuses where service learning programs were established, and was able to attend several conferences and trainings. The benefits to the campus community, and the greater Natrona County community, will be felt for years to come because of this program. See more under subcriterion 4C.

Faculty Development Funds, available by application through the Faculty Senate, are one of several resources for the improvement of teaching and keeping abreast of current trends. Faculty members continue to be current in their fields by attending conferences and maintaining membership in professional organizations, and are supported by their prospective divisions. This fund has increased in importance and support over the last few years, tripling in the amount awarded.

Casper College faculty members obtain professional certification appropriate to their fields. Examples include Microsoft certifications in the Business Division, Novell Engineer certifications in the Physical Sciences Division, and Master Auto Technician and Advanced Engine Performance certifications in Trades and Technology.

To recognize outstanding instructors, two awards have been established for faculty. The Rosenthal Outstanding Educator Award was established in 1989, by a private donor to recognize and honor two Casper College educators each year. The award includes two $2,500 cash awards made each year to exemplary full-time faculty members who demonstrate excellent teaching
skills, continual professional development within their fields, and a strong community involvement. The annual recipients are also recommended for a variety of national teaching awards, including the annual Great Teachers Conference. The Salary and Benefits Committee of the Faculty Alliance selects the Rosenthal Outstanding Educator recipients by evaluation of a comprehensive portfolio of the instructor’s accomplishments.

A second award has been established by the students of Phi Theta Kappa, the junior college honor society. Faculty members are nominated to be the monthly Phi Theta Kappa (PTK) Terrific Learning Coach (TLC) at monthly PTK meetings. Student members nominate, discuss, and vote on outstanding instructors who are current or recent instructors. The instructor with the most votes will get a visit in his/her classroom from college administration and/or PTK members. The class is interrupted (for audience purposes and wider-spread dissemination) to explain why the instructor was chosen and the instructor is then handed a polished lapel pin. An email announcing the award is sent to the campus community. During the May meeting, a TLC of the Year is selected from all who received monthly awards during those eight months, and the recipient is recognized at graduation.

Students
At Casper College students come first. Students are the heart and soul of Casper College; they are the reason Casper College exists. The students benefit from the institution’s commitment to a life of learning. At Casper College, those opportunities begin for infants and continue beyond the retirement years. In addition, the institution offers research opportunities, financial support, and recognition of outstanding student achievement.

The Early Childhood Learning Center, KEY Camp, and GEAR-UP Program have already been mentioned briefly. These are strong programs geared to the young. But the quest to earn credits in college courses begins in the halls of the high school.

Casper College has articulated agreements with all four Natrona County high schools, Kelly Walsh, Midwest, Natrona County, and Roosevelt, to offer many courses to high school students for dual credit. This program encourages prospective college students to develop habits of mind that can lead to a lifetime of learning. In addition, the program offers an opportunity for faculty to align standards and coursework with high school instructors. The Natrona County School District teachers have worked together with Casper College divisions and faculty to articulate agreements that ensure the courses meet college standards.

The Natrona County Board of Cooperative Educational Services (BOCES) provides funds for tuition for up to nine credit hours and book fees. Students receiving D’s or F’s in these courses are required to refund part or all of the costs and are no longer allowed to register for BOCES-funded courses. This program has grown steadily over the last decade, more than doubling the number of students enrolled and substantially increasing the number and variety of courses offered. Some of the current
offerings include: Astronomy, Automotive Electrical, Calculus I, Chemistry I, CISCO Internetworking, Computer Aided Drafting I, Computer Science C++, Engine System Fundamentals, English Composition I, Statistics, Accounting, Introduction to Health Careers, Sports and Entertainment Marketing, and Visual Basic. See Appendix 405 for a full listing. In addition, students are eligible to take courses on campus as long as they meet the prerequisites for the courses and are at least 16 years of age. These numbers have held steady even with the large increase in the number of articulated courses offered on-site at the high schools.

The Osher Lifelong Learning Institute (OLLI) at Casper College is a new program created in 2007 for adults age 50+ who wish to continue learning and exploring for the sheer joy of it. Supported by the Bernard Osher Foundation, OLLI is a vibrant learning community offering a rich array of short courses, field trips, and lectures of particular interest to retired or semi-retired adults. No college background is needed; all that is required is a love of learning. Spring 2008 offerings included: Hooked on Classic Novels, Opera 101: Opera for Beginners, Pre-Code Hollywood: Crime, Immorality, and Sex in the American Cinema, and Lobbying a Citizen Legislature. More information for the OLLI program including current classes can be found at: www.caspercollege.edu/olli

Although Casper College is not a research institution, research opportunities do exist for students, both during the school year and the summer term. The college has just created an Institutional Review Board (IRB) to ensure that all research is conducted in an ethical manner. See Criterion 4D. Below is a listing of some of the past and present research opportunities available.

- Instructor Name: Evert Brown
  - Scope of Research/Title: Micronutrient Availability and Its Impact on Bighorn Sheep Lamb Mortality
  - Duration of Project: 2001-2006
  - Number of students involved: Eight sponsored by EPSCoR

- Instructor Name: Valerie Inella
  - Scope of Research/Title: Mary Dolph; Wyoming Landscape Painter Exhibition at the Nicolaysen Art Museum
  - Number of students involved: Fourteen

- Instructor Name: John Chase
  - Scope of Research/Title: Environmental Viruses and How They Contribute to Emerging Diseases
  - Duration of Project: 2000-Present
  - Number of students involved: Sixty, so far, as research assistants and/or research fellows

John Chase and Dino Madsen, in partnership with Scott Seville (University of Wyoming/Casper College Center Associate Dean), and the National Institutes of Health have involved more than 20 students in research under the IdEA Networks of Biomedical
Research Excellence (INBRE) project. The purpose of the project is to encourage good students to go into the biomedical sciences to pursue baccalaureate degrees and advanced training. To date, four students from this program are pursuing graduate degrees with several others either pursuing or achieving bachelor’s degrees.

The college supports travel opportunities through academic divisions and student organizations. Student organizations such as Students in Free Enterprise (SIFE), the Casper College forensics team, robotics team, and livestock judging team go beyond the traditional classroom experience and explore academics at national and international settings.

Art students are able to sign up for special project courses with instructors to work on advanced areas of study after expending traditional course offerings. During the spring minimester (a three-week term between the end of spring and the beginning of the full summer semester) the Art Department offers an intensive three week study of special topics, such as Raku, Atmospheric Firing, Bourry Box Wood Kilns, and Alternative Painting Methods.

Academic scholarships are available to degree-seeking students through an application process, and students have been able to access scholarship information on the website since 2003. Funding for academic scholarships is from the Casper College Foundation as well as the institution. Institutional scholarships account for approximately 10 percent of all financial aid, ($861,784 in fall 2007) and are based on merit, need, activities, or a combinations of these. Division scholarships are offered in all eight of the academic divisions. Fifty percent are awarded to current students, while the other 50 percent are for incoming students. The Casper College Foundation funded over $800,000 in scholarships during the 2007-08 school years, and provided the institution with approximately $2.7 million in additional resources.

Students displaying exemplary academic progress are given the opportunity to participate in either Phi Theta Kappa, an honorary scholastic fraternity, or, in the case of world languages and forensics, Alpha Mu Gamma and Phi Rho Pi, respectively. Full-time and part-time, degree-seeking students are recognized for academic excellence each semester by being listed on either the President’s Honor Roll or on the Dean’s Honor Roll. Both of these lists are published in the local newspapers as well as disseminated to local TV/radio and students’ hometown newspapers. The President and the Vice Presidents send out certificates and letters to the students who are on the honor rolls. Students graduating with a cumulative 3.8 grade point average are graduated “with distinction.”

Opportunities for improvement
A recent campus climate survey indicated a breakdown in communication on campus. See eAppendix 509. One area where this is problematic is in the dissemination of information gained when an employee travels to a conference or workshop, takes a
class, or does research. Often the information gained is applicable in other areas of campus. The Center for Excellence (detailed in Criterion Three) will work to fill this gap and go beyond since the center will include more than the academic branch of the campus. Dissemination of information learned by small areas of campus will allow improvement of lifelong learning to the wider campus.

Inconsistent professional development policies for staff, faculty and administrative employees are of concern. The local Board of Cooperative Educational Services (BOCES) grants are available for faculty and administrators to obtain advanced degrees, but are not available for staff due to the policy put in place by the school district.

Casper College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Introduction
Casper College displays commitment to a broad-based education for all students by integrating a general education component into all degrees. Though workforce training is part of Casper College’s mission, the granting of degrees and certificates must be surrounded by the acquisition of a broad education. Job training is important and not ignored; but a degree or certificate goes beyond the scope of job training. This broad-based education is not confined to students.

By offering a wide variety of programs to the general public, including collegiate athletics, cultural and multi-cultural experiences, academic competitions, family fun events, plays and concerts, Casper College provides the community with broader educational experiences. These events appeal to the entire range of age groups, allowing education to occur over a lifetime. The Goodstein Foundation Library provides full access to library services.

Co-curricular activities extend into many corners of the campus and beyond its borders. These activities include intercollegiate athletics, intramural sports, family activities, seminars, theatre, and a wide range or community activities. Events bring in residents from all over the state, send employees throughout the community and beyond, and teach in subject areas not necessarily covered in the classroom.

General Education
The Casper College General Education Committee was formed as part of the preparation for the 1999 NCA accreditation site visit. The first meeting of the committee occurred in January 1997, and included members of faculty, administration, and staff. The committee struggled with its task at first, developing a general education program that was, eventually, not approved by the institution. In the long run, however, the current general education
program was established, due to the efforts of the committee. The General Education Philosophy Statement of Casper College is, “While education within a major field of study prepares each student to achieve success within a chosen vocation, general education provides the cornerstone of understanding in areas that prepare him or her for life. The goal of general education is to provide the skills necessary for one to be an educated member of society.”

The following is a summary of the degree requirements:

1. The ability to explore and participate
   A. Reasoning and inquiry in science – the study of physical and biological science
   B. Math computation – coursework that utilizes mathematics as a primary tool for problem solving
2. The ability to communicate
   C. Communication – coursework that enhances the ability to communicate the written and spoken word
3. A comprehension of the relationship between the individual and the wider world
   D. Human behavior – the study of human behavior on the person, social, and political levels
   E. Cultural environment – the study of humanities and the fine and performing arts
4. Physical education
5. General education electives - to be chosen from areas 1, 2, or 3 above. No more than 15 hours in one area.

The General Education Assessment Committee established in 2006 has developed learning outcomes for the program. The new outcomes matrix is now part of the 2007-2008 college catalog. A listing of outcomes and general education assessment tools can be found in Appendix 406.

Curricular and experiential offerings combine to give students the attitudes and skills they need for a life of learning. This is exemplified in the Department of Theatre and Dance. Housed in the Gertrude Krampert Theatre Complex, along with the Communication Department, the Department of Theatre and Dance offers four degrees: the Associate of Arts in Theatre Performance, the Associate of Arts in Musical Theatre Performance, the Associate of Arts in Technical Theatre, and the Associate of Arts in Dance. This highly-respected program sends its students on to some of the best four-year programs in the country. See Appendix 407 for a complete listing.

**Learning Communities**

Learning Communities offer opportunities to a cohort of students to attend varied classes as a unified group and to work with two or more instructors in varied fields in a shared space and time. Instructors overlap their offerings and co-teach in their areas of expertise. Students develop peer connections which afford them mutual support, the possibilities to form “study groups,” and a comfortable system for contacting one another and their instructors.
Learning Communities were officially reestablished at Casper College in fall 2006, following a pilot program the previous spring. The program is coordinated by a veteran faculty of the Language and Literature Division and an advisory board. This is a young, growing program, with new and varied offerings available to students each semester. An historical listing can be found in Appendix 408.

The Casper College administration sent the coordinator and five faculty and administrative employees to the Ninth Annual Learning Communities National Summer Institute at the National Resource Center for Learning Communities in Olympia, Washington in June 2007. The institute is designed to help campuses start or strengthen learning community programs. It draws on the wisdom of experienced learning community practitioners as well as the growing research on what makes learning communities an effective institutional change strategy aimed at improving student learning, persistence, and graduation. The outcome of this trip was the development of a plan for program expansion, including marketing and recruitment, program sustainability, and program assessment. Subcommittees were formed from the advisory board for follow-up in each of these areas.

**Veritas Honors Institute**

The honors program of Casper College, the Veritas Honors Institute (VHI), offers a unique rigorous academic program to highly-qualified college students of exceptional ability. The primary mission of the VHI is to produce a diverse body of graduates who are well educated, socially conscious, and capable of assuming leadership roles in society. The program features small, interdisciplinary seminars taught by master teachers/scholars, and serves to prepare students to transfer to highly selective four-year schools and universities. Students are offered opportunities for exemplary intellectual and personal growth through this small community, which includes classroom time as well as field trips and informal social events. The program was established in fall 2007, with 35 students accepted, and 31 completing the semester. Thirty-seven were enrolled for spring 2008. The program includes increased financial aid of up to $2000 per year plus Hathaway scholarships for qualifying students. A group of dedicated faculty from various disciplines coordinates the program, under the leadership of a faculty member from the History Department. Funds for this new program are drawn from the academic budget as needed. A program consultant’s visit was covered by an innovation grant.

The VHI currently holds verbal and written articulation agreements with honors programs at Colorado University – Boulder, Chapman College, California State University – Fullerton, Northern Arizona University, University of New Mexico, University of Nevada - Las Vegas, University of Wyoming, and the University of Northern Colorado. These articulations allow Casper College VHI students to transfer to these universities and enter into the honors program there.
International Higher Education Partners Program (IHEPP)

Casper College has been actively pursuing international opportunities for its students. During the summer of 2007, seven members of the business faculty, staff, and administration traveled to Rio do Sul in Brazil to visit UNIDAVI University. The Casper College personnel visited with business and technology teachers across the curriculum and also visited local businesses. Faculty, administration, and students from UNIDAVI in Rio do Sul visited Casper College in October, 2007. The UNIDAVI group attended Casper College classes, visited local businesses, and toured the northwest corner of Wyoming. A Memorandum of Understanding (MOU) was signed with UNIDAVI in Brazil in June, 2007. The purpose of the memorandum is to promote mutually beneficial educational exchanges and cooperative programs.

The International TransReg (eGovernment) Project is a working arrangement with cities in Brazil and Germany. When the group from Casper College visited UNIDAVI in Rio do Sul, Brazil during the summer of 2007, Casper was officially invited to be the first U.S. municipality. The City of Casper and Casper College have officially joined eight city and university partners in Brazil and Germany in this important endeavor.

The initial function of the TransReg Project is to survey Casper’s ability to provide applications and administration processes 24/7/365 via the Internet. Electronic government in terms of simplifying information, communication and transaction processes in the area of administration tries to solve any lapses or inadequacies by using modern information and communication technology. The desired outcome is a true virtual city hall for the betterment of the government as well as the citizenry.

Following successful implementation of the e-government software modules in Germany, in early 2009 Webmaster Todd Cotton and College Relations Director Richard Fujita were scheduled to travel to UNIDAVI to prepare for final implementation in Casper.

In January 2007, the Dean of Continuing Education and the international education coordinator had a similar visit to Mae Hong Son Community College in the far northwest area of Thailand. Dr. Kent Farnsworth, a former colleague of Casper College’s President Dr. Walter Nolte, is associated with the University of Missouri-St. Louis and directs the Center for International Community College Education and Leadership. One of the many projects he has accomplished is to help Thailand establish a community college system. During that process, Dr. Farnsworth realized that the new community colleges in Thailand could benefit from having relationships with community colleges in the U.S.

As Dr. Farnsworth was familiar with the geography around Casper as well as that of Mae Hong Son and the delivery challenges both colleges experience in trying to reach their distant populations, he suggested that Casper College explore establishing a relationship with Mae Hong Song Community College.
Upon arriving in Bangkok, they met Dr. Kent Farnsworth and other members of the traveling group which then flew to Chiang Mai and on to Mae Hong Son. During the time in Mae Hong Son, the Casper College representatives met with members of the College Board and the Director of Community Colleges for Thailand, toured the campus and the technology/English center in town, toured remote villages including a Longneck village, a Chinese village and Pai, attended the graduation ceremony, and signed a Memorandum of Understanding between the two community colleges. Thailand has a very centralized education system, so each undertaking must proceed through many levels of approval, but several future projects were discussed. A Casper College biology instructor plans to conduct research on bees near Mae Hong Son. Mae Hong Son is helping to make logistical arrangements and assist in this research project as the results could be useful in the region’s economic development.

Casper College signed another Memorandum of Understanding with “La Universidad Regional del Sureste” (The Regional University of the Southeast in Oaxaca, Mexico) in November 2007. Roger Brooks, a representative from the Universidad Regional del Sureste (URSE) Language School came to visit Casper College Oct. 10-13, 2008. A Casper College team (the International Education Director, the Dean for Educational Resources, and two faculty members who have expressed an interest in teaching in URSE in the future) visited URSE Nov. 20-26, 2008.

**IHEPP provides the following benefits to Casper College teachers:**

- Easily accessible opportunities for faculty and administrators to work abroad due to reciprocal agreements. This includes assistance with scheduling classes as well as logistics with housing, local transportation and other necessities.
- Increased understanding of countries, languages, customs, and educational systems due to personal connections with host colleges.
- Ability to organize student linkages by computer and future student exchanges.
- Opportunities to develop lifelong friendships and professional relationships.
- Professional contacts for teachers if they want timely and personal answers to international questions regarding the countries in which they are located.
- International opportunities for faculty are created which help to develop their teaching skills, engage in research, and enhance their curriculum.

**IHEPP provides the following benefits to Casper College students:**

- Opportunities for students to learn foreign language from native speakers through home stay opportunities.
- Increased knowledge and international awareness as a result of personal contacts and participation in events.
• Increased global awareness through interactions with IHEPP faculty and students on both a formal and informal basis.
• Opportunities to study abroad in a “safe” environment where students can gain confidence and become aware of the interdependency of all countries.

Student activities and athletics
At Casper College, student involvement is an important part of the college experience. Numerous opportunities are provided for students and are central to the development of personal skills such as inquiry, practice, creativity, and social responsibility. These activities range from intramurals and activities to theatre, music, agriculture teams and clubs, and intercollegiate athletics. The Student Senate provides an avenue for student governance of clubs and organizations and seeks to advance the welfare of all the students at Casper College. Student Senate provides representation on various college committees and has the opportunity to report to the Board of Trustees at their monthly meeting. Intramurals and activities are overseen by the Activities Office and by the Student Activities Board (SAB), which assists in the planning and scheduling of lectures, performances and other campus activities such as dances and field trips.

Casper College boasts an excellent intercollegiate athletic program. Casper College competes in men’s and women’s basketball, women’s volleyball, and rodeo. The Thunderbirds have won numerous regional championships and competed in the men’s and women’s National Junior College Athletic Association national basketball tournaments 18 different times. The volleyball program won regional championships in 2003, 2007 and 2008 and finished runner-up in 2005 and 2006. The Casper College rodeo team, which has four national championships to its credit, competes in the Central Rocky Mountain Region and has consistently qualified athletes for the College National Finals Rodeo.

Scholarships are provided for participants in the four intercollegiate sports, assisting in the recruitment of top student athletes and other students from around the world. The T-Bird Booster Club is a tremendous asset to the college and provides much of that scholarship support for the NJCAA-sanctioned teams. With a 12-person board comprised of community members, the booster club set three consecutive annual fund-raising records from 2004-2007. Private funding through the Casper College Foundation, including the Chris LeDoux Scholarship, helps support rodeo.

Casper College takes a great deal of pride in its rodeo team and its commitment to college rodeo. Casper College was the first community college to win the College National Finals Rodeo, a competition where community colleges compete alongside universities. Casper College was the national team champion from 1963-1966. Today, Casper College and the city of Casper host the College National Finals Rodeo every spring.
The women’s volleyball team and both the women’s and men’s basketball teams hold annual summer camps, working with young students in the community to improve their skills. The women’s and men’s basketball teams also participate in a T-Bird Buddies program during January and February of each year, when 10 one-hour camps are held on five Saturdays. These camps are available for both boys and girls. Five of the camps are designed for younger players; the other five are designed for older players.

Additionally, a goal of the athletic programs is to promote social responsibility through community interaction. Each year, student athletes donate their time to organizations like Special Olympics, the Boys and Girls Club, and Habitat for Humanity. The rodeo team provides assistance to the Central Wyoming Fairgrounds and to the Wyoming Cavalry football team. The two basketball teams helped to establish the Martin Luther King Clinic, which attracted youth from throughout central Wyoming. International players on the athletic teams have played an important role in teaching and learning about global and diversity issues. Appendix 409 contains a list of international student athletes as well as honors earned by them. In addition, graduation rates of all athletes are listed.

In 2006-2007, the Thunderbird athletic teams had two runner-up finishes and a regional championship. The women’s basketball team won the Region IX championship and competed in the national tournament, while the volleyball and men’s basketball teams played in the regional championship games. What is even more impressive, however, is that in each of the varsity programs, student athletes are held to, and attain high academic standards. Since 2000, seven lady T-Bird basketball players have earned NJCAA Academic All-American honors (3.5) or Distinguished Academic All-American honors (3.8). Nine volleyball players have earned Academic All-American honors. The college expects one T-Bird men’s player to be so honored this season. For the past two years, 2006 and 2007, the T-Bird volleyball team has officially earned Academic All-American honors, having posted a team average GPA of 3.25 or better. For the 2007-2008 season, the women’s basketball team earned the same distinction – Academic All-American team honors.

**Lecture series**

The Division of Life Sciences has initiated two lecture series to enhance the education of Casper College students as well as the Casper College community.

The Doornbos Agriculture Lecture Series is entering its eighth year. It was formed from the wishes of the late Col. Phillip Doornbos, with the support of the Casper College Foundation. Col. Doornbos was a long-time college employee and had a particular interest in agriculture as a ranch owner in Natrona County. His wishes were to develop a program to educate those in the agriculture community about current agriculture topics.
The event has evolved into two parts that have coincided the last three years. First, a daytime event revolves around topics of interest to high school students in an effort to bring them to campus. Secondly, a “Ranchers Night Out” is sponsored that is designed for adults and educates all interested parties about agriculture topics. The daytime event has been as large as 150 people and the Ranchers Night Out involves about 100.

The Casper College Biology Department’s Zimmerman Lecture Series has developed in response to the department’s Strategic Plan. The goal of the lecture series is to “provide continuing education in biology, ecology and natural history for lifelong learning and the enrichment of personal and community life.” Lectures are well-attended, filling the 120-seat Wheeler Auditorium.

The department invites speakers to present evening community lectures two or three times each semester. These speakers almost invariably also address one or more classes on campus. In fall of 2008, for example, Dr. Pepper Trail and Dr. Wayne Hunter were scheduled to give lectures. Trail is an expert on wildlife forensics and the illegal international trade in wildlife for the U.S. Fish and Wildlife Service in Ashland, Oregon. Hunter is the 2008 Casper College Distinguished Alumnus, a world authority on viral diseases of grapes transmitted by leafhoppers.

In 1989 the Chamberlain Lectureship was established in honor of Roy Chamberlain, Niobrara County legislator and businessman. Mr. Chamberlain deeply believed in the free enterprise system, and the lectureship is dedicated to the enhancement and further knowledge of America’s free enterprise system. Community members, as well as high school students from throughout Wyoming, are invited to attend this semi-annual event, hosted by Casper College’s Business Division. Special seminars are held for the students, and the evening lectureship has had such speakers as Governors Mike Sullivan and Stan Hathaway, business executive Bill Daniels, and Sir John Marks Templeton of Templeton Funds.

Opportunities for improvement
Student participation in activities is not as strong as it might be. Participation numbers can be found in eAppendix 410. In a recent Student Senate election, voter turnout was very poor. The college needs to prioritize student involvement in the campus and community activities. Strengthening the Student Senate may be one way to achieve this goal. A new student center is a priority in the current Campus Master Plan, which will address a serious deficit on campus. The Strausner Student Center is not an adequate environment for many student activities due to size restrictions, and there is not a large enough area for students to gather socially and informally. In addition, the space that is there
is being pressured for instructional use. There was major progress toward construction of the new student center with the approval by Natrona County voters of a bond issue raising money for college construction in November 2008. Completion of these plans will contribute greatly to the co-curricular opportunities of students.

The campus currently uses the CAAP exam for assessment purposes. This is an important part of the assessment process. Other exams are already in place and being used, but not necessarily for overall assessment. Nurses are required to take the NCLEX exam for certification. Many students in concurrent enrollment classes take AP exams as well. The results of these exams are not being monitored to assess the effectiveness of these classes, especially those that deal with the general education requirements of college certificate and degree programs. However, since the students are getting college credit from Casper College there is no real motivation for students to perform well on the AP exam.

Learning to learn is a cornerstone of higher education. In a society where the average number of career changes is six over a lifetime; in a modern world where technology changes faster than markets can sell; in a state where the economy runs in unpredictable cycles; the ability to learn is absolutely critical. Yet nowhere in the current general education outcomes is this statement made. Its implication may be there, but it is never specifically stated. The previous general education committee felt that a piece on using technology was not required or would be covered in other courses. How is Casper College preparing its students for a workforce where the tools of the trade are obsolete before the student crosses the stage at graduation? The general education curriculum, though strong, is not complete and not updated.

Casper College assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Introduction
Casper College strives to address the sometimes competing values and demands of general education and workforce development. Faculty and administration maintain industry partnerships with employers and ties with community members via formalized advisory committees to ensure that programs are kept up-to-date and relevant. In addition, many departments articulate with four-year institutions, and especially the University of Wyoming, to ensure that courses and programs transfer smoothly and that students are well prepared for that transition.

In the fall of 2006 the position of Director of Assessment went from a part-time position held by a faculty member to a full-time position in administration. An expert in assessment was hired to fill that role. Since that time, assessment has jumped to the forefront of the college process. Outcomes and assessments have been well integrated into every part of the campus environment, from the
classroom to the residence halls, to the layout of campus streets. Assessment has evolved from a feared term to a part of the campus culture.

Relevance and marketability of degrees and coursework
Historically, Casper College has been proactive in responding to the community’s needs by developing marketable degrees. With the shortage of healthcare workers both nationally and in Wyoming, the Health Sciences Division has actively done its part to produce programs and graduates to address the needs. For example, the division was approached by the Rawlins community to offer a one-time RN degree for 11 cohort students in 2002 until the Western Wyoming College district could put their outreach program into effect. A respiratory therapy program was implemented to meet job-market needs in 2003. The closure of Western Wyoming Community College’s program, as well as demand from medical communities across the state that employ respiratory therapists, resulted in the decision to offer the program. A majority of the graduates are currently working in Wyoming.

Other health science programs that have expanded admissions and course offerings include nursing, radiography, pharmacy technology, occupational therapy assistant, and certified nursing assistant (CNA). Casper College is one of three facilities in Casper to offer CNA training, and has expanded classes from once a semester to several sessions each fall, spring, minimester, and summer semesters.

Casper College has made efforts to ensure that new degrees are marketable. Generally, the documentation of the process for ensuring marketability comes from the extensive use of advisory boards and accrediting bodies, and finally through the college commission submission form for new degrees. For example, before submitting a curriculum for the new statistics degree in spring 2007, the Statistics Department held an exploratory meeting with several local businesses, governmental agencies, the school district, and Wyoming Medical Center to ensure that students receiving the new degree would be marketable in the local community. The Statistics Department also worked closely with the University of Wyoming to ensure credits would transfer, and an articulation agreement was reached in spring 2008. An additional example is the Electric Power Technology Program, started because of a desperate need at power plants for trained employees as their workforce ages. This program was developed in conjunction with PacificCorp (utility company), the school district, and the Department of Workforce Services. A complete listing of program changes is available in Appendix 205.

Faculty are often members of national and state associations in their program areas and gather for annual conferences and workshops that provide relevant information on the latest technology and other needs for successful career development. Skill tests and certification programs, such as Microsoft Networking, ASE certification, welding certification, and diesel
certification, and Human Resources competencies, such as Professional of Human Resources and Senior Professional of Human Resources, are ways of assessing students’ abilities to meet current national requirements.

The Career Center works very closely with community employers to assess job outlook and degree marketability, and also provides information about current job opportunities for students and graduates in the community. The Career Center maintains a large Jobs Board, where students can view position openings, and sponsors several Career Fairs, where students and employers can connect.

**Workforce development**

Successful student matriculation from the learning environment to the work environment is important. To facilitate this process, Casper College has employed a variety of tools.

In areas of workforce development, including health sciences, trades and technology, and business, advisory boards meet on an annual or biannual basis. These advisory boards are comprised of recognized industry leaders. Input from advisory boards and businesses in the community provides an opportunity for a critical evaluation of the program offerings, as well as information about workforce development. Needs assessment takes place, starting with documented departmental reviews. The Department of Workforce Services has conducted focus groups in the community to help assess need. In addition, the college hosted several Business Before Hours sessions in conjunction with the Casper Area Chamber of Commerce. There is also an in-house review process for new programs that begins with an active curriculum committee that meets twice a month to consider new courses and programs suggested by representatives of individual divisions and departments. Justification statements are required on any new program proposals. This initial review is followed by consideration by the Faculty Senate and the Academic Council. For new programs, a further step involves the evaluation and approval of the Casper College District Board of Trustees and then the Wyoming Community College Commission.

Many programs have been modified or developed to meet local needs and changing technologies. Recent examples approved by Casper College and the Wyoming Community College Commission include modifications to the automotive technology program to meet national certification standards, to the electronics program based upon new technology, and to machine tool technology to include new computer-aided manufacturing. The creation of several new programs in the Trades and Technology Division include an articulated AS degree in Industrial Arts, an articulated AAS degree in Technical Studies, certificate/AAS degree in Electric Power Technology, certificate/AAS degree in Robotics, certificate/AAS degree in Auto Body, and a certificate/AAS degree in Manufacturing Technology. The Physical Sciences Division boasts an AS degree in Applied Statistics. Social and Behavioral Sciences has added a program in Geographic
Information Systems. This technology-rich program crosses all divisions and several disciplines and is responsive to community needs. In the Business Division, an Associate’s degree and certificate in Hospitality Management were recently approved. A program in Human Resource Certification is pending; and an entrepreneurship program recently approved by the board, has already gained community interest and involvement through team-teaching efforts with a representative of the Casper Area Economic Development Alliance and members of the banking community. The college is developing a renewable energy program and is in the early stages of planning for surgical tech and physical therapy assistant programs.

Internships and community experiences
The Career Center offers students opportunities to gain skill and knowledge through on-and off-campus work opportunities, internships, and job-shadows. Also, many degree programs, including addictionology, social work, nursing, and education require practicum experience as part of the degree. Workforce development programs provide internship opportunities through local partners such as the Wyoming Medical Center, Big Wyoming GMC, and Greiner Ford-Lincoln Mercury. These internships give students practical experience with on-the-job work requirements and offer an opportunity for local industry to review student progress both on the job and in the classroom. The internship at the Wyoming Medical Center involves many local doctors who need medical transcriptionists and students who are experienced in coding procedures for insurance submission. These internships have been successful in leading to long-term employment for graduates from Casper College.

The Casper College Center for Learning through Service was established in the fall of 2006 to assist in the nurturing of a culture of service, citizenship and civic responsibility in the academic setting for students. This approach provides a continuous learning cycle resulting in multiple benefits to the students, faculty, institution and community. See eAppendix 411.

Service learning is a unique form of experiential education that links community service and academic study. One of the most effective educational pedagogies, this method of learning allows the student to participate in service and civic experiences that are integrated into the curriculum, meet the needs of the community, provide structured time for reflection, and help to foster civic responsibility.

GEAR-UP Program
GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) was established at Casper College in 2007 in an effort to reach out and help at-risk students be successful in junior high and high school, and encourage the pursuit of post-secondary education. GEAR-UP is new to the State of Wyoming and Casper College alike. The mission of the GEAR-UP Program is to increase the number of low-income
students who are prepared to enter and succeed in postsecondary education. GEAR-UP also focuses on enhancing already existent youth services through partnerships and networks in local communities. A GEAR-UP site can be found at each of Wyoming’s community college campuses as well as at the University of Wyoming.

GEAR-UP activities include cultural events, career explorations, tutoring and academic assistance, parent activities, goal setting workshops, and other educational activities. GEAR-UP sponsored a robotics team for the 2007 annual Lego Robotics competition. The program staff also successfully enrolled 17 students in Casper College in the fall of 2007 and will track students as they attend Casper College. By maintaining contact with the students throughout their program completion, college enrollment, and future success, the program is meeting its outcomes.

Natrona County School District cohorts
Beginning in the mid-1990s, the Natrona County School District recognized an increased need for special education teachers. As a result, Casper College joined with the school district and the University of Wyoming to provide a fast-track teacher certification cohort program for current paraeducators and other school district employees to upgrade them to special education instructors. The program began in 2003 and is funded through the Board of Cooperative Educational Services (BOCES). Instructors included current faculty as well as retired special education teachers. One cohort of 11 students (out of 15 who began the program) graduated with bachelor’s degrees in May 2005, and then graduated with master’s degrees in May 2007. Upon graduation, cohort members are required to accept a teaching position in the district. First priority is given to special education positions. Future cohort programs will be developed based upon need.

Transfer programs
Many divisions and departments, including engineering, business, mathematics, visual arts, social work, education, psychology, music, biology, and nursing have held annual articulation meetings with the University of Wyoming and other community colleges and universities for more than 20 years to ensure that courses will transfer and prepare students for their future at other schools. In addition, the Veritas Honors Institute has written or verbal articulation agreements with honors programs in several universities, so that students are guaranteed acceptance into those programs upon graduation.

As testimony to the success of Casper College graduates the University of Wyoming (UW) New Transfer Students Fall 2007/2008 reports show that the grade point averages of UW students transferring from Casper College compare favorably to transfer students from other institutions as well as the overall University of Wyoming student population. The UW junior-year grade point average of Casper College transfer students exceeds
the junior-year grade point average of students starting at UW. The University of Wyoming New Transfer Students Fall 2007 report is available at: www.caspercollege.edu/assessment/downloads/new_transfer_students_fa07.pdf

Student learning outcomes
Student learning outcomes at Casper College are defined at the institution level, the program level, and the course level. Each level is designed to complement the other, and represents the knowledge, skills, and abilities that are expected of students upon graduation from Casper College.

At the institution level, student learning is assessed on the broad outcomes that students are expected to learn upon completion of an academic program, regardless of discipline. Student participation in periodic surveys and interviews is required to evaluate the effectiveness of students' achievement of desired learning outcomes. The college also uses the Collegiate Assessment of Academic Proficiency (CAAP) and the Community College Survey of Student Engagement (CCSSE) for assessing college effectiveness.

At the program level student learning is assessed on the skills, values, and knowledge that students are expected to have upon graduation from a particular degree program. Additionally, subject-specific standardized national testing is used to measure student learning at the program level. The test results are used only to inform the institution and the student of the student's performance in a given subject area; their results are not calculated in the student's grade point average or considered as part of the student's academic performance. Writing rubrics are also used to evaluate the effectiveness of students achieving desired learning outcomes at the degree-program level.

At the course level, student learning is assessed on the skills, values, and knowledge that students are expected to know upon completion of a course. Faculty members summarize the assessment results for the entire class, rather than for individual students, and these results are used to continually improve on courses and teaching effectiveness. Course developed tests, student participation in discussions, student research projects, and writing assignments are some of the requirements used to evaluate the effectiveness of students in achieving desired learning outcomes at the course level.

Student tracking
The college has made attempts to track students, as in the Business Division, where the Perkins Grant funding requires tracking. Efforts have also been made in that division to contact students via postcard after graduation and get feedback on their post-graduation employment, but with poor returns. The
Perkins Grant requires tracking of all vocational students for three years after graduation or certificate completion. The Wyoming Department of Education database contains the results (since approximately 2000) of this tracking for vocational students from Casper College and all other Wyoming student recipients of Perkins funding. Some departments within the Health Sciences Division use a graduate employer survey nine months after graduation as a method for tracking students.

For a short period of time (2004-2007) all seven community colleges were working with the Department of Employment to form a system of tracking wage records of graduates.

A Memorandum of Understanding was signed in 2005. The program tracked employment and income through Unemployment Insurance records. One of the critical parts of the agreement was that the data be destroyed once the reports were completed, in accordance with FERPA regulations. It was discovered that the Department of Employment was not following through with this action, and when confronted with the situation, refused to take action. Each college nullified its contracts, and the data has since been destroyed. The Wyoming Community College Commission continues to search for an alternative, perhaps using wage record data through another department that will not present a problem with confidentiality issues.

Casper College is now required to extensively track students who receive a Hathaway Scholarship or are potentially eligible for a scholarship, which includes all 2006 and future Wyoming high school graduates. With the scope of the Hathaway program, this tracking has been a challenge. Tracking students as they enter the Wyoming workforce after receiving a Hathaway Scholarship is important to measure the success of the program. Casper College created the position of Hathaway Scholarship Coordinator in May 2006 to successfully implement this program and track students. The coordinator tracks students who receive an award at Casper College, transfer to other colleges, lose eligibility, and continue enrollment. In fall 2008, Casper College had 590 Hathaway Scholarship students.

The Casper College Alumni Association has informal tracking data, through the publication of the Footprints magazine, published twice annually, and the Casper College Alumni Directory, last published in 2006. Casper College graduates are asked to submit biographical information, including work and career experience. This Directory has a wealth of information about students after graduation, but no formal data has been compiled. The Alumni Association is making it a priority to collect email addresses of all alumni and graduating students, to begin assisting with the college’s efforts to track students. The directory is available in the alumni office.

A study of the employment and education outcomes of Wyoming community college graduates was conducted in the spring of 2008. The research was conducted by the Wyoming Department of Employment, Research and Planning, under contract with the Wyoming Community College Commission, using data provided
by each of the seven Wyoming community colleges. Community college graduates from the academic years of 2003-04, 2004-05, and 2005-06 were included in the study. The Department of Employment matched individual student data to wage record databases from Wyoming and surrounding states to identify graduates' locations, the industries in which they were working, and wages earned. In addition, information regarding student transfer to other colleges and universities was obtained from the National Student Clearinghouse and analyzed by Research and Planning.

The resulting report shows that one year after graduation, 77 percent of the Casper College graduates had worked in Wyoming, with the largest percentage found in the health services industry. The report also indicates that the average hourly wage for these groups of graduates has increased over the time period studied. The transfer student data reveals that 66 percent of the Casper College graduates who received an academic/transfer degree have continued their education at a new college or university. At the same time, just 15 percent of the graduates who earned an occupational/technical degree transferred to a new college while 16 percent of the technical students continued their education at Casper College.

**Casper College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

**Introduction**

Casper College creates a supportive environment for responsible learning through the provision of student support services and the implementation of written policies and procedures for responsible conduct.

**Code of Ethics and Conduct**

The code of ethics for college employees, as stated in the Casper College Policy Manual stresses that, “Honesty and professional integrity are expected of all employees and it would be a serious violation of trust if the interests of the college, the board and other employees were to be disregarded in the course of performing duties. The use of official position and influence to further personal gain or that of families and associates is unacceptable behavior. Acceptable ethical standards will be established and maintained for confidentiality, acceptable gift value or economic consideration and fiduciary duty.”

The Administrative Code of Ethics additionally states, “Casper College will treat each person of the college community as an individual and provide a positive, success-oriented environment. College policies and procedures attempt to protect the rights and development of each individual person. Protection from unlawful discrimination and freedom to develop as a student and/or college employee shall be promoted.”
The Casper College Faculty Code of Ethics was developed in November 2003. It is intended to preserve the highest standards of scholarship and academic freedom, and is based solely and completely upon the standards originally set forth by the American Association of University Professors. It includes faculty responsibilities to their chosen field of study, to students, to colleagues, to the college, and to the community.

The Casper College Code of Student Conduct is made available both on the website and in student planners, which are free for students each academic year. The Code was developed collaboratively between academic and student services. The Code is enforced by security personnel as well as administration and faculty, and pertains to both in-class and out-of-class student responsibilities. The Student Code of Conduct is in eAppendix 105.

It is stated in the general education curriculum (in particular, in the Human Behavior Requirement) that “students will develop an understanding of the behavior, values, and belief systems of individuals and human institutions.” The Philosophy Department offers a course, Ethics in Practice, PHIL 2300, that can be taken as a general education elective. Although a specified ethics course is not required in the general education curriculum, ethics is a component of several general education courses. The institution strives to include socially responsible decision making in new initiatives such as the Service Learning program. In addition, students in field experiences (such as Health Science, Trades and Technology, and Addictionology) are expected to follow a code of conduct and field supervisors give them feedback on their conduct. Appendix 412 gives an exemplary example with the Nursing Code of Conduct.

**Responsible computing**
When students and employees of Casper College log on to Casper College computer labs’ computers, they must agree to accept the terms and conditions of responsible computer use. These conditions are also listed in the Student Handbook and on the Casper College website. Acceptable Use Guidelines are currently being reviewed for approval by the President. These guidelines were developed by the Technology Committee, comprised of faculty members and IT staff. The guidelines serve to strengthen and complement existing policy, and will be disseminated in the Student Handbook as well as a link box on the website.

**Plagiarism policy**
The following statement from the Code of Conduct is required to be listed (and is on the syllabus template) on all Casper College syllabi: “Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school.” This policy is
enforced by instructors, Division Chairs, and student services personnel. Although there is no formalized way of discussing this issue with students, some instructors do address the issue in their classes. The plagiarism policy and its penalties are discussed during new student orientation. While not all students attend student orientation activities, the policy and its penalties are available to all students in the Student Handbook. New orientation methods used in fall 2008 are meant to help disseminate this and more information to better inform the students.

Opportunities for improvement
Casper College offers very few opportunities for campus-wide discussions about the institution’s social responsibility, as well as other topics under this criterion such as intellectual property rights and the responsible use of knowledge. While this is not a research institution, students are learning skills and attitudes that many will be taking with them as they transfer to a four-year institution where research is conducted. There are, no doubt, pockets of learning in this area in individual classrooms or conversations occurring in certain divisions. The Student Senate chair sits as a student representative on the College Council, which is meant to help the information flow back to the student body, but the lack of evidence found in this area indicates that more communication needs to occur about these issues.

Due in part to the self-study process, the institution has just adopted an intellectual property policy. This issue was raised by the Distance Education Accreditation Committee in 2004 and sent to the Faculty Senate for resolution. The issue had been tabled a few times since then but has recently passed at the urging of faculty. The next step in the process will be educating the faculty as a whole about the new policy.

The importance of ethical conduct in research is acknowledged. To conduct research that involves the use of human subjects, the college is required by federal mandate to have an assurance of compliance for protection of human research subjects. This assurance serves as Casper College’s agreement with the government in promising that all individuals involved in human subjects research will be treated ethically. An Institutional Review Board, under the auspices of the Grants Office (due to the fact that many funding sources are now requiring recipient institutions to have an IRB in place) has evolved to satisfy this need.

Copyright, especially as it pertains to distance education classes and to other electronic media, has been discussed with faculty members at a variety of workshops. However, the legal ramifications of this issue have not been put forth by a legal expert on the college campus. An ongoing campaign to raise awareness of the issue within the campus community is needed.
Criterion Five: Engagement and Service

As called for by its mission, Casper College identifies its constituencies and serves them in ways both value.
When Casper College was first formed, its primary constituent was Natrona County, which was the service area set out by the state. Since that time the college has earned a reputation for providing quality education with attention to the individual student at a reasonable price. In addition, technology is allowing the college to extend its reach. To reflect the expanding service possibilities of the college, the Mission Statement was modified to read: “The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.” Casper College works continually with local constituents in partnerships that benefit everyone. The move toward international education extends those partnerships well beyond the borders of Natrona County, to the citizens and students across state lines, country borders, and overseas.

Casper College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Introduction
Since 1945 Casper College has played a key role in the community. Advisory boards, environmental scans, and program needs assessments are some of the tools that the college uses in order to learn what the needs of its constituents are and will be. The Governor’s Commission on Workforce Development, one of two statewide task forces charged with reviewing community colleges, encouraged the seven community colleges to determine if they were meeting the workforce training needs of the growing economy of Wyoming. The college maintains close relationships with the Casper Area Chamber of Commerce and the Casper Area Economic Development Association (CAEDA) to gather information from those business groups about community needs. The college President is currently the chair of the CAEDA Board.

Assessment surveys and academic programs
In an effort to meet the needs of its diverse constituencies, Casper College has conducted targeted assessment surveys in particular areas. A focus group of the CEOs from the 15 largest employers in the county was conducted by the college to determine their workforce training needs. Following are examples of evidence that assessment activities have taken place or are currently taking place with the goal of gathering information about newly-developed programs from various college constituencies.

Phlebotomy
The health care field has proven to be one of the strongest in the current job market. In 2003, the Phlebotomy Technician Training program began in order to provide certificated phlebotomists to the newly opened BioLife Plasma Services in Casper. BioLife supports educational development by offering its employees tuition assistance for Casper College classes.
In keeping with Casper College’s core values, which include providing open access and affordability, and providing service to the community, the Center for Training and Development partnered with Our Families Our Future in 2006 to offer a phlebotomy program to single mothers. Program eligibility was based on income. The program was designed to help single mothers achieve self sufficiency by giving them the skills to fill positions in the healthcare field. Job training, life skills, and job placement assistance helped place all eight of the women who graduated from the program in health-related jobs following graduation.

Career Center
In order to determine the employee needs of local businesses and to serve the employment needs of students and alumni, each year the Casper College Career Center Director and Career Counselor visit local businesses inquiring about employment opportunities. Currently documentation of the results is expressed in the form of the jobs announcements that are regularly posted for students on the bulletin board outside the Casper College Career Center. The Career Center also participates in annual career fairs. The career fairs are held on campus every year during the spring semester.

Environmental scan
In 2003, an environmental scan was conducted to establish baseline data for future decision-making purposes, especially as they relate to the college’s ongoing strategic planning process. The scanning process will continue to provide the college with timely environmental (local, state and national) information that facilitates critical decision-making processes based on assumptions about future trends. It also established relationships with key contact groups that will continue to provide the college with information about the environment at the local, state, regional, and national level.

The scan provided an external as well as internal description of the college based solely on statistical information. The report generated by this environmental scan can be found in eAppendix 501. An environmental scan was recently conducted as part of the creation of the Strategic Plan.

Casper College strives to meet the needs of constituents and established partners by creating new programs and services when considered appropriate.

Paramedic technology
In spring 2005, the Health Science Division completed a prospective Paramedic Technology Associate Degree Survey. Letters and this survey were mailed out to 1,934 certified EMTs/ emergency room physicians and 188 were returned for a total return rate of about 10 percent (see eAppendix 502).
The survey attempted to evaluate the community’s usage of and future need for paramedic personnel. The success of a new program, such as the Paramedic Technology program can be predicted by community response to information about the proposed program. While most employers indicated they were unwilling to offer financial help to their employees for enrollment in the Paramedic Technology program, many said that they would guarantee continued employment to their employees while they were in the program.

Due to the demand, program development was started in the spring semester of 2006. However, difficulties arose with Emergency Medical Services (EMS) under the State Department of Health in Cheyenne. Program development was put on hiatus. Modifications are currently taking place and EMS is involved in this process. It is anticipated that the program will begin taking students in the fall semester of 2009.

**Trades and technology programs**
To address continued workforce needs, all programs in the Trades and Technology Division such as automotive, construction, diesel, and electronics meet at least annually with advisory boards. Relevant skills and workplace requirements are discussed as written in the advisory meeting minutes. Curriculum is modified by adding or deleting classes and classes are modified to include new content based upon emerging technologies. In response to direct requests from entities such as Climb Wyoming, PacificCorp, Bureau of Reclamation, Flanders Electric, and Arrowhead Inc., division members have conducted short-term classes during weekends, breaks, evenings, or summer. Due to the current boom all trades and technology programs are being asked to supply more students than are currently enrolled.

Electric Power Technology is a course of study and experience that will educate students to provide superior services in a safe, responsible nature. Students will be trained as power plant operators, a career that is not only in high demand, but is financially rewarding. The certificate and associate of applied science degree is supported by a U.S. Department of Labor grant, in partnership with PacifiCorp, Wyoming Workforce Casper Center, and the Natrona County School Districts.

This curriculum will also require students to spend time in a power generating facility in a job shadowing experience. This program was developed to meet industry demand for electric power generation workers. Partnerships with utilities, the school district, and the Department of Workforce Services have resulted in federal (Department of Labor, community-based job training grant) funding for the first three years of this long-term, self-supporting program. The impacts on the college will be additional faculty and more utilization of the McMurry Career Studies Center. The program utilizes a cohort model of up to 15, which may require additional sections of general education courses spread over the two-year program time frame. Existing trades and technology courses will be included as part of this program and four new industry specific courses will be developed.
Para-educator training
Due to an identified need for trained educational personnel in the school district, Casper College has developed a para-educator training program. This program was initially funded through BOCES, but it is now part of the college budgeting process.

Opportunities for improvement
Authority over the community college system rests with the Legislature and the governor, and both have expressed a desire for the colleges to do more to address the shortage of workers for the state’s booming energy economy and to a lesser extent for the hospitality industry. Two separate task forces have been created in the past three years to define the role of the community colleges in meeting workforce needs, without yet reaching clear conclusions. Many in the college system hope to better educate the legislators about what the colleges are actually doing, but it is a challenge to educate a citizen Legislature where the members have other professions and only meet on state business eight weeks one year and four weeks the next year. They also have committee meetings throughout the year.

This is a challenge that Casper College is working hard to address, with many efforts to invite legislators on campus and to meet with them individually. Administrators spend a great deal of time working informally with legislators, preparing materials requested by the task forces and testifying in person to task force meetings. It is an ongoing effort to meet the quickly shifting needs of the state and to communicate with the Legislature.

Complicating the effort to respond to state needs and demands is the fact that federal requirements for financial aid and a state funding model are not conducive to the kind of noncredit classes that might address some workforce needs. But Casper College responds to training needs with remarkable flexibility and alacrity, which is described later in Criterion Five. Matching the many requirements for accountability built into the higher education system with the kind of quick solutions requested by the Legislature is an ongoing challenge.

Casper College may be overextended in its efforts to expand the constituency base to the world. Administrative and cultural support for a large population of international students is not yet where the college would like it to be to assure a smooth and pleasant college experience for international students attending Casper College. The infrastructure for international students is not yet well established. International efforts have reciprocal benefits for students.
Casper College demonstrates its capacity to engage with its communities in the wide variety of programs that have been created and staffed by college personnel to meet local needs. In the area of personal growth, these range from educational opportunities for adults over 50 to training opportunities for lower-income people to develop skills that will help them in the workplace. In the workplace arena, many efforts have been made to provide education that responds to Wyoming’s energy economy. This includes both a need for more advanced technology and shifting ways of dealing with energy production, responding to a desire to develop renewable energy sources. Casper College works diligently to keep in touch with the needs of the community. The college has responded to identified community needs through various outreach classes, which are offered for credit and not-for-credit under the Dean of Continuing Education and Community Partnerships.

Engaging the community
The community makes extensive use of the college facilities, which are made available to serve the public at all times. And in its many arts and sports events, the college attracts community members and many outside the local community as both participants and audiences. Following examples are programs which are designed to engage the community and constituencies.

OLLI for adults 50 and over
Osher Lifelong Learning Institute (OLLI) at Casper College is a new program created for adults age 50+ who wish to continue learning and exploring for the sheer joy of it. Supported by the Bernard Osher Foundation, OLLI is a vibrant learning community offering a rich array of short courses, field trips and lectures of particular interest to retired or semi-retired adults. No college background is needed; rather all that is required is a love of learning. Activities take place on the Casper College campus as well as offsite in other community locations. Although it is a new program, its enrollment has increased with each semester and it currently has a membership of 274 people.

Training for self-sufficiency
The Employment and Training for Self-Sufficiency (ETSS) program provides employment and training opportunities to help income-eligible individuals develop skills to find employment and increase their wages. The program is open to parents with dependent children who have an income at or below 185 percent of the Federal Poverty Level.
**ABE/GED at Casper Reentry Center**
The Adult Basic Education/GED Center offers free assistance to out-of-school adults, 16 and older who need to improve their basic reading, writing, and math skills in order to reach educational and employment goals. Educational services are also available to speakers of other languages.

**KEY Camp**
Knowledge Enrichment for Youth (KEY) Camp has been offered at Casper College for 23 years. KEY is a one-week, summer residential camp for fifth and sixth grade youth. The college offers three sessions each summer. Students must demonstrate a special ability or talents (academic, intellectual, creative, visual, or performing arts) to qualify and they must be recommended by a teacher to qualify for the camp. Classes are offered in science, computers, visual and performing arts, history and more.

**Literacy Volunteers**
Literacy Volunteers of Casper (LVC) is an accredited affiliate of ProLiteracy America. The ABE/GED staff recruit volunteers throughout Natrona County who are placed individually with students who need extra help in basic skills or English as a Second Language. Often students are unable to come to the ABE/GED Center because of conflicts with jobs, daycare, or transportation. Tutors are placed with these students to help them work toward meeting their educational goals. Students meeting with volunteer tutors will meet in safe public locations.

**Robotics**
The robotics program provides the skills necessary to maintain robotic machines in industrial applications. Many manufacturing and industrial businesses are turning to the use of robotic machinery, particularly to perform tasks that are dangerous. Graduates of this program will provide a workforce that can maintain, repair and modify robots that are increasingly used in Wyoming’s energy industry.

**Renewable energy**
The Casper College Renewable Energy program is designed to provide students an opportunity to pursue various careers in renewable energy fields, including solar and small and large wind energy systems. Graduates will be qualified to work as technicians in site analysis and preparation, construction, installation and maintenance of renewable energy systems. Funding requests for the program began in early 2007. The project was funded in late 2007 by the U.S. Department of Energy and will continue through June 30, 2010. Additional funding for the project includes a Blue Sky Grant from Rocky Mountain Power and a U.S. Department of Energy grant.

The renewable energy program has four objectives: research, demonstration, commercialization, and outreach. The project is a partnership with Rocky Mountain Power and the Rocky Mountain Oilfield Testing Center. It includes installation of a wind turbine, battery and generator system that will be used to power oil field

**Rocky Mountain Power rep. at commissioning of wind turbine**
Equipment. The research will quantify the viability of the system to provide reliable electric power for the oil field equipment load. The data collected from the system performance will be shared with the University of Wyoming Renewable Resources Department and the National Renewable Energy Laboratory in Golden, Colorado. Data will be collected from the first grid-connected turbine to analyze its performance. The demonstration and outreach are designed to provide information to interested parties through publicity activities, tours and data sharing. The commercialization objective will demonstrate that readily available commercial equipment can be configured and installed to provide reliable electric power to loads that are off the grid.

Center for Training and Development
Casper College offers customized training through the Center for Training and Development (CTD). CTD is a comprehensive solution to the community’s training requirements. CTD staff members are experienced in providing customized, industry-specific training that fits the needs of business and industry in Natrona County. Training is provided at Casper College or on-site. The CTD conducts need-analysis to help businesses better understand their organizations, employees, and customers. Methods used to gather information including surveys, interviews, focus groups, policy and procedure review, depending on the needs of the business or organization. The information gathered can be used to develop effective solutions to training needs.

The college has partnerships with many agencies in the community and outside the local geography. A complete report of the existing partnerships is gathered together yearly. The most recent report can be found in eAppendix 503.

Community engagement in arts events
Casper College also engages the public with a busy schedule of arts events. They attract people who attend and some who participate. The Music Department hosts the annual Casper College Kinser Jazz Festival, which was established in 1967. The purpose of the festival is to celebrate jazz and build community awareness of the music. Approximately 750 junior high, middle school, and high school instrumental and vocal jazz students participate by performing on campus for renowned jazz musicians and adjudicators, who critique them in a clinic session.

An audition-only All-State Jazz Band (or choir on alternate years), performs as the first act at a Headline Concert and effectively showcases the level of jazz education in Wyoming. The Headline Concert has included jazz legends such as Arturo Sandoval, The Count Basie Orchestra, Ellis Marsalis, Betty Carter, and many others. Among the supporters of the Jazz Festival are the Casper College Foundation, the Wyoming Chapter of the American Choral Directors Association and the Wyoming Arts Council. Many members of the Casper community support the event by attending the Headline Concert as well as the adjudication forums. In addition to the stated mission, the Music Department considers this event to be a major recruitment tool.
The Theatre and Dance Department presents four productions during the fall and spring semesters each academic year, one dance concert per academic year, and one summer musical production. Each year approximately 80 students are involved in the productions. The performances meet the education needs of the student, but they also make a major contribution to the cultural life of central Wyoming. The combined audience for the 2005-2006 production season was 13,191, demonstrating the extent to which the entire community benefits and learns from the efforts of the students and faculty. Community members took roles in two of the six productions that season. See Appendix 504 for historical attendance and ticket numbers.

The Theatre and Dance Department participates in community outreach by providing workshops at local high schools, as well as at various high schools in the state. Faculty members also attend and participate in the Wyoming State Drama Festival, Utah Theatre Festival, and Colorado Thespians Convention.

The Fine Arts Madrigal Feaste, held every holiday season since 1995, is a popular event that also raises money for guest artists, special programming, exhibitions, and other events in the Fine Arts Division. The event has attracted an enormous following, selling a modest 300 tickets in 1995 and increasing to around 1,100 tickets in 2007. The Feaste provides an occasion for all of the Fine Arts departments (music, theatre and dance, and visual arts) to collaborate on one major event, while providing a unique performance venue for music and theatre students. The event has sold out every year.

**Community use of campus facilities**

Casper College facilities are heavily used by community groups. The college accommodates meetings and presentations by governmental agencies, educational entities, statewide school sporting events and activities and, a number of civic and private organizations. A full-time position exists to coordinate the facilities schedule. Appendix 505 shows examples of the facilities schedule beyond normal class usage over a two-week time period. There were 503 meetings held on campus by 153 groups not associated with Casper College in the previous school year. A listing of these organizations can be found in Appendix 506. A complete year of campus usage can be found in eAppendix 507.

The T-Bird Gym is used extensively throughout the year. In addition to hosting the Casper College basketball and volleyball games, the T-Bird Gym attracts more than 10,000 people during the state high school basketball tournaments. The gym is used for many other events as well, including athletic tournaments and games, science competitions, business awareness events, and many others. Summer camps host as many as 500 children ranging from 6-18 years of age for basketball and volleyball. In addition, a noon basketball game has been in place for more than two decades with participants from the local community. In total, the gym serves over 40,000 people a year.
Western History Center

Casper College has one of the finest and most thorough collections of Natrona County historical documents to be found anywhere. The Casper College Western History Center had its beginnings in the summer of 1964 with a large and very valuable donation of historical materials from Wyoming historian, author and pioneer Robert B. David. David was the author of *Malcolm Campbell, Sheriff* and *Finn Burnett, Frontiersman* and the son of longtime CY Ranch foreman Edward T. David. His collection included 24 volumes of notes and biographical sketches, over 40 volumes of personal notes and observations, 12 priceless frontier maps and several items of antique furniture from early day Casper homes. In making the donation, Bob David said: “I envision Casper College as the central depository for the valuable documents that will make it the western history research center of Wyoming.” The center includes items donated by many prominent families from the central Wyoming area, including the Frances Seely Webb Collection, the Chuck Morrison Collection, and the Alfred J. Mokler Collection. It also includes collections from many community organizations, including the Casper Star-Tribune, the Casper Journal, BP (AMOCO), the Natrona County Pioneer Association, and the Casper Area Chamber of Commerce. These donations reside in a portion of the library that was specially renovated to provide climate controlled storage for such precious treasures.

Although the center does not serve as the official archive for the college it has extensive holdings about the history of the institution, including scrapbooks beginning in 1945 and original documents dating to the 1930s when the junior college concept was first proposed for the state. Kevin S. Anderson, currently one of three Certified Archivists in the state, began managing the department in 1992.

The department has seen tremendous growth in donations during the last eight years and an equally tremendous growth in use during the past four. There are approximately 8,000 volumes, 250 maps, 4,000 blueprints and architectural drawings, 350 linear feet of personal papers and manuscripts, and over one-half million photographs in the collection. Statistics show an average of over 1,000 new research queries per year for each of the past four years. At this time, the Casper College Western History Center is considered to be one of the major archival repositories in the state of Wyoming. As prominent researcher, Tom Rea, wrote in an email correspondence dated October 4, 2007, “…what a gem of a collection…. The Western History Center runs a close third behind the State Archives in Cheyenne and the American Heritage Center at UW in its breadth, depth and historical value.”

The collection has seen both local and international use. The Gerald R. Ford Presidential Library and Museum, Lynne V. Cheney, Time, Newsweek, the New Yorker, the New York Times, Vanity Fair, Fuji TV (Japan), the Canadian Broadcasting Corporation, PBS, A&E, and Science News (London) are among those who have made use of the collection. In the summer of
2007, in response to the tremendous growth of the department, the Casper College Western History Center was formed from the former Special Collections department of the Goodstein Foundation Library. Bob David would be proud. Casper College, the community of Casper, the state of Wyoming, and the many donors to the collection and researchers who use it are proud as well.

Casper College demonstrates its responsiveness to those constituencies that depend on it for service.

Introduction
The Casper College leadership is keenly aware of the unusual circumstances of its location in the least populous state and the resulting need to provide great range of educational services to its community. One important element is the fact that Wyoming has only one public four-year university, and a small, newly established private college. Casper is in an isolated location, hundreds of miles from the nearest large cities and other higher education institutions. Its residents depend on Casper College for everything from enrichment for the K-12 system through college degrees and post graduate work. The college meets these needs by using partnerships with other educational institutions. Students and employees also interact with the community to help with its needs in a variety of ways, including through a new Center for Learning through Service. And Casper College has partnered with economic development forces to establish a business incubator, still in the planning stages.

Academic partnerships
In an effort to better respond to the needs of its constituents, Casper College partners with other educational institutions, both higher education, and K-12 districts. These partnerships involve articulations and programs serving students at a variety of age and educational levels.

BOCES partnership
One partnership of particular importance is a tax-sponsored organization combining representatives from Casper College and the Natrona County School District – the Board of Cooperative Educational Services (BOCES). BOCES sponsors several different programs, but the Accelerated College Education (ACE) program is the flagship program. The ACE program pays for district students to take classes at the college or to take concurrent enrollment classes at their own high school. BOCES covers the cost of books and tuition for up to nine credits per semester.

In addition, BOCES sponsors several grants each year to foster collaboration between the college and the school district for a variety of educational experiences. BOCES grants have sponsored the purchase of physics equipment at Casper College, Natrona County High School, and Kelly Walsh High School. The students in the current AP Physics class are using Tablet PCs for a variety of scholastic purposes because of a BOCES grant.
Because of the support of BOCES in the education of high school students, articulations for more than 90 concurrent enrollment courses have been made to ensure the quality and integrity of these courses for all the parties involved. Students taking articulated classes are assured of receiving high school and college credit for the courses they take. Casper College credits transfer to other higher education institutions like any other course taken from the institution. A complete list of articulated courses can be found in Appendix 405.

BOCES also sponsors educational experiences for the college’s faculty and administration, reimbursing them up to $700 for taking graduate level classes. This reimbursement can be used for tuition, fees, or books.

**Partnerships with other institutions**

Casper College partners with several institutions to offer bachelor’s and graduate degrees through the University Partnership Program. These institutions offer classes, either on campus or online, so that students can receive degrees in such diverse programs as elementary education, business administration, occupational therapy, and biology. University partnerships programs agreements currently exist with the universities:

- University of Wyoming
- University of North Dakota
- Walden University
- Upper Iowa University
- University of Phoenix
- Rush University
- Franklin University
- University of Mary
- Mayville State University
- Regis University
- Valley City State University
- Western Governors University
- University of Wisconsin at Green Bay
- Seton Hall University

Details of the programs are at: www.caspercollege.edu/university_partnerships

Casper College maintains articulation agreements with the University of Wyoming and other four-year institutions. Several departments on campus, including engineering, mathematics, and accounting, articulate on a yearly basis with the University of Wyoming. Meetings between the departmental representatives from Casper College and the University of Wyoming as well as representatives from the other community colleges in Wyoming take place to discuss student issues, changes in degree requirements, comparisons of textbooks, new technologies, and other factors important to an easy transfer from Casper College to the University of Wyoming.
University of Wyoming/Casper College Center

The University of Wyoming/Casper College (UW/CC) Center is a unique partnership between the university and Casper College. The center offers a variety of courses and degree programs taught in Casper to meet the academic needs of students in central Wyoming. For many years Casper residents had no opportunity to get a four-year degree without leaving the area. But UW/CC now offers opportunities that residents long requested. Classes are small, courses are innovative, and an expert faculty provides challenging learning experiences. Opportunities through the center have included:

- Practicums and internships in various fields
- Educational travel opportunities, with recent programs in Kenya, the Galapagos Islands, Nova Scotia, Russia, South America, and Australia
- Courses taught by expert visiting faculty
- Public lecture programs addressing timely issues with academic and industry professionals
- Involvement in local and national professional organizations
- Participation in community service and student leadership activities

Students can complete their first two years at Casper College and continue in Casper with enrollment in the university in a number of fields. They may also supplement their UW/CC courses with UW Outreach School courses taught through audio conferencing, video conferencing, correspondence study, and Web-based instruction.

During the fall 2006 semester UW/CC had 93 students who were newly admitted to UW/CC or a UW/CC program from Casper College. Of those students, 34 (36.56 percent) came to UW/CC with prior Casper College credits but no Casper College degree and 59 (63.44 percent) entered with an Associate’s degree from Casper College. Of the 34 who came with Casper College credits but no Casper College degree, 12 (35.29 percent) now have a UW Bachelor’s degree. Those students have had almost two years to complete that degree (entering fall 2006 and had to complete by summer 2008). Those students had a cumulative Bachelor’s degree average GPA of 3.301. Of the 59 who came to UW/CC with an Associate’s degree from Casper College, 33 (55.93 percent) of them now have a UW Bachelor’s degree. Those students had a cumulative Bachelor’s degree average GPA of 3.474.

Employees and students involved in the community

Many Casper College employees and students are engaged as members or guests of several community groups, including Rotary, Chamber of Commerce, Kiwanis Club, and many charitable organizations. Casper College employees are sought after by businesses, museums, fine arts and civic groups to serve on advisory boards or give presentations. In some cases these are in line with the employee’s college profession and in other cases they are based on interests and talents outside the employee’s field of work. An email survey of Casper College employees revealed a wide variety of community involvement. See eAppendix 508 for an outline of the responses to that survey.
Casper College faculty and staff are dedicated to Casper’s youth. The largest percentage of the 95 respondents to the survey indicated membership in organizations which benefit youth, such as local PTA’s, the Children’s Advocacy Project, and Big Brothers/Big Sisters. Casper College employees also participate in campus and community spiritual activities from the faculty sponsorship of Campus Ventures, which helps in neighborhood cleanups, to various staff serving in their churches.

In an association with the Red Cross, Casper College acts as an emergency center in crisis situations. This activation was required when spring snows shut down the Denver airport and people needed shelter. The college was used again when fires swept through the local mountains in 2006, causing evacuation of hundreds of homes.

Service Learning Program
The Casper College Center for Learning through Service was established in fall 2006 to assist in the nurturing of a culture of service, citizenship and civic responsibility in the academic setting for students. Service Learning is a unique form of experiential education that links community service and academic study. One of the most effective educational pedagogies, this method of learning allows the student to participate in service experiences that are:

- Integrated into the curriculum
- Meet the needs of the community
- Provide structured time for reflection
- Help foster civic responsibility

During the 2007-2008 academic year Casper College offered 73 sections of 47 courses in multiple fields of study with a service learning component. There were more than 1,000 students involved contributing 9,000 hours of service to the community.

Casper College is dedicated to expanding its service learning offerings on campus as it builds partnerships for the future with multiple service agencies within the community and educational system. The service learning directive is expanding and evolving very quickly; even as this document goes to press the numbers are growing.

The goal for the Center for Learning through Service is for all service-oriented activity to be coordinated, assessed, supported, and implemented through the center. These activities would include both service learning activities and other volunteer service provided by extracurricular activity programs. The Center for Learning through Service also has a comprehensive list of all instructors who offer service learning assignments in their classes and a list of the classes that have such components.

The Center for Learning through Service is partnering with the GEAR-UP Program on campus to pilot the “2+2=5 Program” on campus that will provide an independent long-standing service opportunity for students that can be accessed by any and all faculty for use in their courses or can be used as an...
extracurricular service activity as well. In partnership with Bentley College, Casper College launched the 2+2=5 Program in spring 2008. The 2+2=5 Program was designed by Scott Morency, a recent graduate of Bentley College, to develop an understanding of teamwork, problem solving, leadership, and communication skills in elementary and junior high school students through experiential discovery. The program is administered on the Bentley campus by the Bentley Service Learning Center. The Director of the Casper College Center for Learning through Service was successful in networking with Mr. Morency on the creation of a satellite program that would bring 2+2=5 to campus.

Casper College students participating in the 2+2=5 Program will serve as team leaders to facilitate the program through partnerships with various community agencies that provide services to children in this age range. The program will allow the Casper College student facilitators to apply skills learned through their courses, ultimately, resulting in an experience that will enrich the educational process, offer beneficial service and provide opportunity to develop both personally and professionally.

The program development plan, the strategic plan, and a listing of courses that have used service learning at Casper College can be found in eAppendix 411.

**Opportunities for improvement**

Many classes use service learning, but many more do not. Although all classes should not be required to have a service-learning component, the college might explore a policy that all students should have the opportunity to experience service-learning activities before graduation. If each division and department had one class that most majors took and that involved service learning, it could spread the experience to more students. The Center for Learning Through Service is very active in educating the faculty about service learning and this issue may solve itself as more faculty see the benefits of the program.

Most, if not all, majors on campus have graduates working in the community. In many cases this might not take place until after the person has received a higher-level degree elsewhere before returning home to Casper. But not all majors communicate with these graduates and assess the learning that took place while the student was on campus. Some type of query, whether a formal survey, or an informal phone call, perhaps with a follow-up letter from the alumni office, should take place in every department to engage the community. The purpose would be to determine what Casper College can do to help alumni now that they are part of the larger community and what the college did to help them while they were here. The current graduate survey would serve as a starting point for this alumni campaign.
Internal and external constituencies value the services Casper College provides.

Introduction

Casper College received a strong vote of confidence when voters in Natrona County approved a bond issue in the November election to raise property taxes so the college would receive $35 million dollars to move ahead with several building projects. In the course of the campaign for the bond issue, two important local groups endorsed the project, as did the two local newspapers. Polling done as part of the bond campaign revealed very positive attitudes in the community toward the job the college is doing. Also in 2008, the Casper Area Economic Development Authority (CAEDA) contracted a study about the impact of the college on Natrona County’s economy. The results showed that the college plays a crucial role in the economic health of the community.

Internal support

Campus Climate Survey

The Casper College Director of Assessment conducted campus climate surveys during the spring semesters of 2007 and 2008. The number of respondents for both surveys was very close to the same. There were 77 staff, approximately 65 administrators, and approximately 250 faculty members responding each term. The questions used a five point Likert scale, measuring employee satisfaction with various work situations. Subject matter ranged from administrator characteristics, college budget processes, employee benefits, the college mission, facilities, training, to job satisfaction and professional development. The details of the surveys can be found in eAppendix 509. When comparing satisfaction results from 2007 with 2008, the survey shows an increase in satisfaction in every category from 2007 to 2008.

Respondents were asked what changes could be made to improve employment at Casper College. The top two replies were improved leadership/management skills from the administration and improvement of morale and camaraderie. In reply to what was going well at Casper College, the new and innovative programs topped the list. The Campus Master Plan along with the whole planning process and working with students followed closely.

The Puzzle Survey

In the spring of 2007, a map of the campus was printed onto a large jigsaw puzzle. The pieces of the puzzle were distributed to every benefited employee on campus and the residence hall student assistants. At the same time a three-question survey was created. Every member of the accreditation subcommittees (about 75 employees) was given the name of approximately four employees and asked to visit those employees, collect their puzzle pieces, and ask them the three survey questions. The results were recorded in confidence and brought to bimonthly subcommittee meetings. The results and puzzle pieces were collected by the self-study coordinator.
As the puzzle was put together with collected pieces, it was set into a display case outside the President’s office. Four smaller versions of the puzzle were displayed around campus. Every month or two, as more and more pieces were collected, the main puzzle along with the four smaller ones were updated. The four smaller versions were placed at different locations around campus with each update. In this way the whole campus, including employees, students and visitors could see the progress made in putting the puzzles together and collecting information from the respondents.

This process had several goals. First, this was a way of involving everyone in the accreditation process. Everyone would have a chance to ask questions about accreditation and be given the opportunity to do more in the process if they desired. Second the survey itself would give the college an idea of how the employees perceived the college. Finally, it was an opportunity for employees to meet other employees that they may not have known previously.

The achievement of these goals might be rated as mostly successful. Not all of the subcommittee members actually interviewed the employees they were given. Some used email or a phone call. However, the vast majority of the interviews were conducted live.

The three questions asked in the survey were:

• What do you like best about working for Casper College?
• What do you like least about working for Casper College?
• As you look into the future, what direction would you like to see Casper College take?

The administrative respondents rated the people and students first among the things they liked best about working at Casper College. No other response frequency was close. The thing that they liked least was a lack of communication. The second most common response was the campus rumor mill. When asked about a future direction, the two most common responses from administrators were to move forward and to keep the quality of the institution high.

Faculty was in synch with the administrators in what they liked best about working at Casper College. People and students topped the list, with academic freedom not far behind. Lack of communication was again at the top of the list of least-liked conditions at the college. Territorialism between departments was second. Faculty wanted to see a four-year institution in the college’s future. Becoming the best institution in the area was second.

The classified staff echoed the administration and the faculty, placing people and students as the best things about working at the college. Pay and benefits were also high on the list. The lack of communication was again the top least-liked aspect of the job with a lack of accountability and politics distantly behind. The staff also wanted to see Casper College become a four-year institution. In addition, they wanted to see good programs expanded or started.
The student resident hall assistants rated faculty as the best thing about working at the college. The cafeteria food was what they liked least and they prioritized new residence halls for the college future.

Clearly, the people at Casper College are the best reason for working at the college. A lack of communication, real or perceived, is the least liked aspect of working at the college. Setting aside the possibility of becoming a four-year institution, excelling in quality is where the employees want to take Casper College. The detailed responses to the puzzle survey can be found in eAppendix 510.

**Spring 2008 student survey**

In the spring of 2008, the office of assessment surveyed the student body at Casper College. There were 432 students participating in the survey. Fifty-six percent of these were first-year students, 15 percent were second year. The students had completed an average of 21 to 30 credit hours and 88 percent of them were degree seeking.

When asked what the students liked most about Casper College the most frequent answer was the low student-to-instructor ratio. The employees and instructors were close behind. Evening classes, parking and improved residence halls topped the list of things that would improve their Casper College experience. More information on student responses can be found in Appendix 511.

Casper College utilizes several methods to determine the extent that students value and are satisfied with the services it offers including a graduate survey, the Community College Survey of Student Engagement (CCSSE), New Student Orientation evaluation and surveys conducted by the Counseling and Student Development office and Career Center. Students consistently report they value and are satisfied with college services. In the 2008 Graduate Survey, students indicated being very satisfied or satisfied with classrooms and lab facilities at 96 percent, computer facilities and resources at 94 percent, job search and career assistance at 75 percent, and advising at 86 percent.

The college’s 2007 CCSSE report showed a significantly higher mean (0.21) than the national cohort for both of the following: “providing the support you need to help you succeed at this college;” and “helping you cope with your non-academic responsibilities.” Additionally, a survey of 2006-2007 graduates concerning their Casper College experience produced positive comments. Eighty-three percent said they would recommend Casper College to their family and friends; 81 percent indicated they accomplished their community college goals by graduating from Casper College; 79 percent said that Casper College improved their quality of life; and 85 percent said they were glad they had attended Casper College.

Responding to the 2008 Campus Climate Survey, student residence hall assistants said they liked the following about Casper College: “The teachers have kept me at Casper College.
They are outstanding not only inside the classroom but also outside. They greet you, care about you.” “It’s local….truly a link to the community.” “Full benefits at a decent price.” “A closely knit community that offers a wide degree of choices.”

New first-time students who responded to a follow-up survey as part of a student success initiative in fall 2008, provided the following comments to an open-ended question about their overall perception of Casper College. “Casper College is a great institution.” “I think Casper College is fine the way that it is.” “Casper College is doing a pretty good job for my first experience.” “I can’t think of a single bad thing about Casper College.” “The faculty go above and beyond to help.” “The friendly staff know you by name.” “I like the small class size.”

External support

Voters approve bond issue

The Casper College Board of Trustees and the President began considering in 2007 asking the voters for permission to raise property taxes to move forward on several building projects that developed from the Campus Master Plan. Because of increasing pressure from both the healthcare and energy industries for more graduates who could fill jobs in their expanding businesses, the college decided that it would try to accelerate plans to build three new buildings and remodel two others to offer more of the courses in fields where shortages of trained workforce existed.

The cost of the projects totaled $75 million, and the college by statute could ask for a property tax increase amounting to $41 million. The trustees considered comments from the public and polling that showed concern about raising taxes as the economy was declining and voted in July 2008 to ask voters for $6 million less than the allowable $41 million. A measure was put on the November ballot asking for tax increases to produce $35 million, which amounted to $36 per year for the average home in Natrona County.

Polling done in June 2008 showed very strong support for the college in the community. In an informal postcard poll sent to all registered voters in the county, 1,322 sent responses back. In rating the college, 84 percent (1,110) gave Casper College an "A" or "B" for performance. Only six respondents gave the college an "F." Seventy-nine percent said the college was “headed in the right direction.”

Community groups, media and individuals publicly supported the Casper College bond issue. The board of directors of the Casper Area Economic Development Association (CAEDA) voted unanimously for a resolution in favor of the bond issue. In announcing its support, Robert Barnes, President and CEO of CAEDA said, “Casper College is, without question, one of the major economic drivers in the community.” The President of the Chamber of Commerce Board of Directors, Kevin Sadler described how the college responded to community needs by adding 20 new majors in the past four years in growing fields.
Other community members made public statements for the bond issue, talking about the college’s importance to the cultural life of Casper. The CEO of the largest hospital in the state, the Wyoming Medical Center, Vickie Diamond, urged voters to approve the bond issue, saying that the hospital depends on the excellent education given to the nurses and other graduates in medical fields. A letter of support from CAEDA and the Casper Area Chamber of Commerce can be found in Appendices 512 and 513 respectively.

Despite the negative national economic news that influenced public opinion, 58 percent of voters in Natrona County voted in favor of the Casper College bond issue and it passed, while two other Wyoming community college issues failed in the November election.

**Independent study highlights Casper College impact**

The Casper Area Economic Development Alliance (CAEDA) and the Economic Development Joint Powers Board (EDJPB) recently completed two analyses of Casper’s economy that highlighted Casper College and its contributions to the community. The first was a community-wide SWOT (strength, weakness, opportunity and threat) analysis. That survey identified the college as an important strength. According to the analysis, “…One of the most striking features of Casper College is its extensive set of programs allowing persons to receive baccalaureate and graduate degrees entirely or predominantly in Casper. Students may complete requirements for a wide variety of advanced degrees. There also are several research facilities on campus and connection to R&D activities associated with the University of Wyoming.”

In describing the analysis, CAEDA Executive Director Robert Barnes wrote, “Casper College offers more than superb degree programs. College leadership is continually modifying and upgrading its direct training opportunities to local companies, as well as expanding its technical training options. The most recent additions are programs in electric power generation and wind power. The college is also expanding its robotics program.”

Casper College contracted with the research firm Economic Modeling Specialists, Inc. (EMSI) to measure the economic impact of the college on its community in a report released in 2008. Using accepted measurement methods, the study found that the college impact on Natrona County totals $304,292,400 yearly.

The college operations add $23,863,100 to the county economy each year. Salaries and wages of college employees are most of this amount, along with other operations and capital spending. The student spending effect, measuring money spent by students who come to Casper College from outside the county and their families, is $3,660,100.

By far the largest impact comes from the “productivity effect” on the community of past Casper College students. That totals $276,769,200 each year. The study found that Casper College has provided nearly one million credit hours of education to those now working in Natrona County. The increased earnings of those
students because of their education are a huge contribution to the economic health of the community. Casper College students enjoy an average annual income increase of $202 for every credit completed. The study found that throughout his or her working career, the average Casper College student's lifetime income increases by $7.80 for every $1 invested in tuition, fees, books and wages given up to attend.

The Casper Area Chamber of Commerce Board of Directors cited these figures in its endorsement of the college bond issue on the 2008 ballot.

Casper Area Business Innovation Center

In August 2007, Casper College and the Casper Area Economic Development Alliance (CAEDA) began investigating the feasibility of a business incubator in Casper. Casper College, CAEDA, and the Economic Development Joint Powers Board (EDJPB) all provided funding for the feasibility study. A consultant was retained to conduct the study and work began on the study in October 2007. Casper College and CAEDA staff formed a task force of community leaders to assist with the study. The task force was comprised of representatives from business and industry and state, county, and city government. The consultant completed the feasibility study in March 2008 with a positive recommendation to move forward with the incubator. The project was given a name: the Casper Area Business Innovation Center (Innovation Center) and activities began to move the project forward.

Casper College and CAEDA staff approached the Amoco Reuse Agreement Joint Power Board (ARAJPB) about using the Amoco Administration building to house the Incubator Center. ARAJPB agreed to lease the building, parking lot, and land to the Innovation Center for a $1 a year. The Amoco building is not large enough for an incubator. A 30,000 square foot addition will need to be added to bring the building to sufficient size.

Casper College submitted a grant to the Economic Development Administration (EDA) for the next stage of planning: writing a business plan and developing concept drawings for the building. EDA awarded Casper College a $50,000 grant on July 1, 2008. Casper College, CAEDA, and EDJPB provided matching funds. The same consultant that conducted the feasibility study was retained to write the business plan and a local architect firm was retained to develop concept drawings.

Casper College and CAEDA staff are currently working on raising funds for the construction and initial operation of the building. The cost for construction and initial operation is $10.5 million. Casper College received a grant from the Wal-Mart Corporation through the American Association of Community Colleges for $86,000 for initial operation cost. The Wyoming Business Council awarded a grant for $4,500,000 for construction of the Innovation Center. Casper College submitted a construction grant to EDA and a congressional appropriations request through Senator Barrasso for Housing and Urban Development (HUD) funds. Casper College and CAEDA staff are working on soliciting corporate, public, and private funds for the project.
This has truly developed into a community project. Several local boards have expressed support for the incubator and are contributing to the project.

**Opportunities for improvement**

Before deciding to put a bond issue on the ballot, college officials held a series of meetings with the staff and faculty. Many were extremely supportive and offered assistance in the bond campaign, with a number of faculty members participating in a video illustrating needs at the college. But a percentage of the college community did not support the bond issue for a variety of reasons. Some did not like the priorities given to certain building projects and others resisted the proposed building that would include administrative space. It appears that holding a number of meetings for the faculty and staff still did not adequately reach all people. Now that the bond issue has passed, the college President plans to hold another series of meetings to again discuss priorities and decisions about construction. Increased efforts will be made to include all faculty, staff and students in the discussion.
Conclusion: Response to the 1999 Self-Study

In the 1999 report, the accreditation team found the following as strengths, challenges, and recommendations for Casper College:

**1999 Comment:** The physical facilities at Casper College are impressive, providing adequate space for instruction, community activities and services.

**Response:** Casper College has expanded and improved its facilities. Since the last HLC visit in 1999, the college has completed a significant addition to the Gertrude Krampert Theatre, added the Doornbos Student Lounge to the Administration Building, and renovated the Strausner Student Center. The Campus Master Plan was completed in 2006, followed by the completion of the internal loop road and requisite landscaping. An expansion of the Career Studies building is currently underway, with the addition of the Sharon D. Nichols Auditorium scheduled to be finished this academic year. The college is now beginning another extensive and coordinated building campaign, made possible by the passage of a bond issue in November 2008 permitting a Natrona County property tax increase to fund $35 million for college construction and renovation. To meet the goals of creating academic districts for a more cohesive campus and adding needed instructional space, the college is beginning the final planning phase for a new Gateway/Training and Development Center, major remodeling of the Administration Building to add space for health science labs and instruction, a University of Wyoming/Casper College Center and Student Union Building, a new Music Building, and remodel of the Aley building to accommodate the growing science program. Architectural plans are also being considered for new residence halls which the college hopes to begin building within two years.
1999 Comment: Casper College enjoys good financial support from the state Legislature and the greater Casper community.

Response: The governor and Legislature have appropriated additional money in the past four years to raise salaries at the community colleges in an effort to make them competitive with salaries in comparable colleges. The increases have been dramatic. In 2007 the Legislature provided enough to increase faculty salaries an average of 20 percent, classified staff an average of 18 percent, and administration an average of 10 percent. The Legislature also increased funding for major maintenance needs, totaling $5.5 million for Casper College in the years 2004-2007. The community has voted to approve a bond issue that will raise $35 million for construction and renovation at the college. And the governor has proposed adding $10 million of state funding for the college’s expansion plans, but that has not been approved by the Legislature. The Legislature created two task forces in the past three years to examine governance and funding issues of the seven Wyoming community colleges. Proposals from the current task force will be considered in the 2009 legislative session.

1999 Comment: The Casper College Foundation is a valuable asset to the college and has contributed significantly to the college’s ability to develop a comprehensive college campus.

Response: The Casper College Foundation continues to be a valuable asset to the institution and to aggressively raise money to support the college. In the four years from 2003 to 2007 the Foundation’s support for the college doubled, from $1.3 million to $2.6 million. The money is used for scholarships, physical plant work, instructional programs, the Tate Geological Museum and the H.E. Stuckenhoff Nursing Program. The Foundation’s Executive Director Paul Hallock was recognized by the Council for Resource Development as the 2008 Campus Impact Award recipient.

1999 Comment: The wide range of excellent educational programs, including cultural events, community development, and student activities enhances the quality of life for the Casper community.

Response: The educational offerings have been expanded to include a special program through the Osher Lifelong Learning Institute (OLLI) that focuses on the educational needs of those aged 50 and over who want to learn “for the fun of it.” This program has been very popular with the community. Additionally, with the expansion of the theatre complex to include a black box theatre and dance studio, the college has increased the number of annual productions, a move that has also been well received and supported in the community.

U.S. Sen. John Barrasso (R-Wyo.)
1999 Comment: Active advisory committees and other supporters strengthen the offerings of the college while solidifying the college’s relationship with the community.

Response: The college remains committed to the philosophy of using active advisory committees and other groups to continually strengthen its offerings and relationships.

1999 Comment: The full-time/part-time faculty ratio is exemplary and provides a strong basis for future development of the academic programs.

Response: Not only has this remained consistent, but it would be fair to say that this is the cornerstone of Casper College’s commitment to student success.

1999 Comment: Students’ satisfaction with all aspects of Casper College is very high, indicating a college that has met or exceeded the expectations of its primary constituency.

Response: Results from various student surveys, including a graduate survey and the Community College Survey of Student Engagement continue to reveal high levels of student satisfaction. In the summer of 2008 a postcard poll of voters in Natrona County showed that the respondents who had been students at Casper College gave the college very high grades for performance.

1999 Comment: The distance learning effort, with the combination of telecourses and Internet classes, is based on sound concepts and has produced positive enrollments for the college.

Response: Since the last full accreditation visit, Casper College has received blanket authority from the Higher Learning Commission to offer full degree programs online. To date, the college offers programs in general studies, early childhood education, fire science, and agribusiness via distance delivery.

The previous chapters will testify that these strengths are still prevalent at Casper College. In addition, the list can be extended.

Observations

From Criterion One

• The college has developed a strategic plan that is adaptable to future changes and centered around the college mission.
• The curriculum at Casper College is driven by the faculty, while at the same time responds to the needs of the community.
• Casper College holds specialized accreditations in numerous areas.
From Criterion Two
- Casper College is financially strong, thanks to the strength of the Wyoming economy and the support of the local community.
- This financial strength has made employee salaries competitive with regional and local salaries so the college can recruit an excellent employee base for the benefit of the education of its students.
- The college’s financial future is bolstered by administrative planning to compensate for historically predicted economic setbacks to the state’s tax structure.
- The college adds new programs as the needs of the community dictate and it tempers or eliminates obsolete programs.

From Criterion Three
- Casper College uses multiple assessment measures to evaluate student learning, providing information about student learning from a holistic viewpoint.
- Students are not only assessed during their academic studies at Casper College, but also in their continued education and entry into the workforce. Information from transfer institutions, employers, and certification exams provide an additional layer of assessment information.

From Criterion Four
- Casper College is committed to recognizing its employees at all levels, including classified staff, administration and faculty.
- The college supports creativity and inquiry through the development of new ideas with innovation grants, and empirically supported pedagogies such as service learning and learning communities.
- The college stays connected with the community to ensure relevance and marketability of the degree and certificate programs offered.

From Criterion Five
- The partnerships and programs highlighted in the criterion five chapter show a strong tie with the college community. These are in many cases unique partnerships emphasizing a commitment to a community that has given so much to the college. These partnerships include:
  - University of Wyoming/Casper College Center
  - ABE/GED at Casper Reentry Center
  - Osher Lifelong Learning Institute
  - Casper Area Business Innovation Center
  - Career Center
  - Renewable Energy Program
  - Electric Power Technology Program
  - Literacy Volunteers
  - Phlebotomy Technician Training Program
  - Service Learning
  - Western History Center
Institutional challenges from 1999 and responses

1999 Comment: The implementation level of Casper College’s Plan for Assessment of Student Academic Achievement meets neither NCA’s requirements nor the college’s adopted assessment plan. Implementation is inconsistent, with limited evidence of broad-based commitment to the plan; and there appears to be a lack of adequate understanding of NCA’s expectation among college faculty and leadership.

Response: A great deal can change in 10 years. Following several faculty retirements, turnover on the Board of Trustees and a change in institutional leadership, the college was able to view assessment through a different lens. Two years ago the first full-time assessment coordinator was hired. She was instrumental in leading the college to major improvements. Through various workshops, speakers and one-on-one conversations, the college has implemented plans for assessment campus-wide. Progress has been significant. Additionally, the college has recently begun to use WEAVEonline as a data collection and reporting tool, and has tied departmental budget requests to annual reviews. Methods to encourage assessment are in place and beginning to work. The college suffered a loss when the Director resigned to take another job and is now searching for a new Director of Assessment.

1999 Comment: The college has not developed a coherent philosophy and program of general education, and this inaction threatens the ability of the college to continue to achieve its mission in a changing higher education environment.

Response: The current General Education Program was adopted in 2000, just shortly after the last accreditation visit. College faculty spent several years assembling this program through a general education committee and the program was then adopted by the curriculum committee. Following that adoption, the general education committee was dissolved and the curriculum committee was charged with safeguarding general education. Two years ago, outcomes for the program were written under the direction of the Director of Assessment. Last year, a process began to ensure that the courses counted as general education met the outcomes. Although this may have been adequate, indications suggest that perhaps it is time for Casper College to rethink its General Education Program. To that end the college has requested a general education expert for the accreditation committee to help the college develop a stronger program.
1999 Comment: Strategic planning is inadequately developed and not institutionalized on the campus. A clear planning process and its relationship to the budget and the strategic directions of the college are not evident. Specific plans for enrollment management, curriculum development, assessment, technology planning, budget process, equipment replacement, staff development and staff evaluation are necessary.

Response: Strategic planning has been done in several areas following the last accreditation visit. An environmental scan was done in 2000 and 2003 and a campus-wide planning effort began in spring 2000. This effort produced a large binder of departmental plans which were also posted to the web. Although this document met the technical requirements of planning it was not useful in decision-making and not tied specifically to budgeting and assessment. Another effort took place in the fall 2007 term, which produced the current strategic plan. The college has also adopted a Campus Master Plan and has begun the process of developing a Technology Plan.

1999 Comment: A clear and consistent staff evaluation process does not exist at the college, particularly for administrators. This concern was also noted in the 1989 NCA team report.

Response: The college recently revised its policies related to evaluation of administrative personnel. The new system, which is very flexible, has been in place for approximately a year.

1999 Comment: The college does not have a unified approach to its computer information infrastructure.

Response: A separate Academic Computing Department, which reported to academic affairs, and Administrative Computing Department, which reported to administrative services were combined in 2005. A new Director of Information Technology was hired with a reporting line directly to the President.

1999 Comment: The board policy manual is out of date, inconsistent, and not useful as a guide for board decision-making.

Response: In 2006, the college hired an intern to begin rewriting the board policy manual. When her time at Casper College was completed the college hired a retired communications faculty member to help with consistency of language. A committee was established in fall 2007 to continue the work on this and to rewrite the necessary procedures. That work is ongoing.

The 1999 self-study uncovered some serious challenges for Casper College and the college has addressed those issues. Finding shortcomings and addressing them is part of the self-study process. The current self-study is no exception.
Opportunities for improvement

• The Casper College policy and procedures manual is still unfinished in its rewrite process.
• Diversity on campus, both in the student and employee population, does not reflect the city, county or state demographics.
• Communications are still problematic. New lines of communications have been created and are being implemented, but a breakdown is still perceived at some levels.
• Although assessment has become more important it is not yet second nature to Casper College faculty and staff.
• The integration of planning, assessment, and budget is not yet transparent to the college’s employee base.
• Challenges exist for the college in the assessment of student learning. In 2005 the Quality Matters (QM) standards were adopted by the Wyoming Distance Education Consortium. The QM rubric is not applied consistently in the assessment of the course design or instruction in all Casper College online courses.
• Additional challenges in the assessment of student learning exist in the communication between prerequisite course outcomes. Goals for prerequisite courses are not always aligned to the expected outcomes of following courses.
• Additional challenges may be seen in the area of faculty evaluations. At this time evaluations are not administered in a consistent manner across divisions. Additionally, evaluations are not consistent in content between on-campus and online sections of the same course.
• There is a need for a geographical center for student life and activities.
• An adjustment to general education requirements is needed to meet the ever-changing demands of globalization and the workforce.
• The college should continue to improve assessment of learning outcomes and the tracking of alumni.
• There should be consistency to professional development policies for all employees.
• The college may be overextended in its efforts to expand its constituency.
• The college is sometimes slow to meet the quickly changing training demands of its constituencies.

Advice and recommendations (A & R) from 1999 and resolving actions

A & R: The college may want to consider a single administrative unit for its computer technology development. Systems need to be compatible, support streamlined, training facilitated, usage policies synchronized and utilization maximized, which may more easily be overseen from a single department.

Actions: This recommendation was implemented in 2005.
A & R: Student activities and other student support services must continue to be sensitive to the needs of adult returning students. The needs of this population for transportation, personal support, child care, and other services must be equally valued in the programming support provided to other students.

Actions: Single parents are still supported through special Foundation funding. Thursday evening hours for several administrative offices have been implemented to address the varied needs of nontraditional students. The Early Childhood Learning Center and the single parent program have expanded to better support the students in need of these services due in great part to the generous endowments of Doris and Neil McMurry.

A & R: The college may want to consider new staff positions, such as an instructional designer, a distance learning coordinator, or other similar positions to improve the use of instructional media on the campus.

Actions: Distance education has grown from a half-time faculty director in 1999 to a full-time technical coordinator (administrative), a full-time course coordinator (faculty), and a full-time proctoring center coordinator (administrative). The directorship is currently being handled by the Dean for Educational Resources.

A & R: The college might consider combining its current resources (staff and facilities in the reading, writing, and math labs) to better serve students.

Actions: This recommendation received strong consideration when the College Center was remodeled. The Writing Center and the English Lab were designed into the building in adjacent locations and, at that time, moving the Mathematics Learning Center was also considered. The math faculty, however, felt a great ownership of the Mathematics Learning Center and did not want to see that facility move away from the new physical science building. After years of being scattered across a large campus, the opening of the physical sciences building allowed the college to locate the math faculty in one location and the suggestion of dividing them again was not well received.

A & R: The college should consider setting aside some financial resources for strategic initiatives so individuals can seek funding for initiatives which would promote campus innovation (an innovation capital fund).

Actions: This recommendation was implemented in 2006 with the President creating a $100,000 innovation fund. Grants are submitted and distributed on a first come, first served basis with the stipulation that the projects be innovative.
A & R: The college should institute a more comprehensive campus communication system to improve the understanding of all constituencies of college processes.

Actions: A monthly “pre-board meeting” to which all faculty and staff are invited has been implemented to provide a venue for sharing information that will be provided to the Board of Trustees on the following day. Typically, this meeting results in discussions of other items of campus-wide interest. Meeting minutes from the pre-board meetings are posted on the college website. Additionally, the meeting is periodically held in an “ice cream social” format to encourage attendance and build camaraderie. The “Campus Weekly” newsletter is produced by the College Relations Office to provide information on meetings, events, faculty/staff activities, and other information relevant to the campus community. In addition to electronic distribution, hard copies are made available at locations throughout campus. Most frequently-used campus forms and accompanying procedures are made available on the college website. Informational meetings on topics such as the Campus Master Plan are periodically held to encourage faculty and staff to provide feedback on the future of the campus. These meetings are publicized with posters, campus-wide emails and in the weekly campus newsletter.

The membership of College Council was restructured from mostly administrators to a more representative body including four faculty and two classified staff representatives. The role of College Council also shifted from information sharing to global policy and college wide decision making. Management Council replaces the information sharing role of College Council. Meeting monthly, this group is composed of the President and Vice Presidents and those administrators reporting directly to same.

A & R: A copyright policy that clarifies ownership of institutionally developed or financed instructional material would be a valuable tool for the college.

Actions: A policy related to ownership of materials was written and adopted in the spring 2008 term.

A & R: The college needs to use data more in its decision-making process.

Actions: A Director of Institutional Research was hired, making data acquisition much easier on campus. The Director reports to the President and works closely with the college administrative team.
A & R: The college marketing division may want to consider reviewing its catalog and student handbook with student focus groups to find ways to improve the presentation and usefulness to the primary users.

Actions: The Student Handbook has been redesigned with the assistance of an outside vendor (Premier Agendas) that specializes in student handbook production for higher education institutions. Prior to the redesign, an ad-hoc group of students and student-affairs directors provided input on desired components and overall organization of the material. The catalog has undergone incremental changes based on suggestions each year. It is now available on the Casper College website. In 2006 and in 2008, new graphic themes for designs of all college publications were implemented. During the development phase of these themes, designs were tested among several target populations, including current and potential students. During the most recent redesign, three potential design themes were posted on boards. Boxes were placed in front of each board, and faculty and staff, current students, prospective students (while waiting for campus tours) and visitors were asked to vote for their favorites. Several hundred comments were received and, after evaluating the responses, the appropriate theme was chosen.

A & R: The college should give additional attention to issues of gender equity and minority recruitment of staff, particularly in the administrative ranks.

Actions: The college hired the first female Vice President in 2004. Now all three Vice Presidents as well as the Director of Information Technology are female. The Division Chair ranks have shifted from one of eight to five of eight female leaders over the past decade. Minority recruitment of staff is ongoing.

A & R: An expansion of the evening student support services should be considered to provide better services for the clientele which accesses college classes at night.

Actions: The college has implemented Thursday evening hours for several administrative offices. Additionally, several of the academic support labs offer both daytime and evening hours. In the recent past almost all of the student support offices were open on Thursday evenings but student use of these offices was minimal and the extra hours were cut back.

A & R: The college should reconsider its naming of multiple associate degrees, especially since the AACC has recently recommended consistent terminology for those degrees (reference the AACC website at http://www.aacc.nche.edu/about/policystatements/associatedegree.htm).

Actions: The terminology for degrees is consistent with practice in the State of Wyoming.
**A & R:** Although more than a piece of advice from a NCA team will be required to reorient the thinking of a large proportion of the college and the community, the team would be remiss in not observing that the continuous talk and hope for conversion to a four-year college by a favorable act of the Legislature undermines the institutional commitment to the community college philosophy. Unless there is a strong likelihood of becoming a four-year college, which many did not believe was true; the college may wish to refocus its conversations on the importance of its role as a community college.

**Actions:** Casper College is strongly committed to meeting the needs of the Casper community and has several educational partners to help deliver needed upper-division programs. However, some in the community and some employees still harbor desires for Casper College to become a four-year institution.

**A & R:** The many retirements that the college will experience this year present a great opportunity to rethink some staffing patterns. Future positions may need to be different from current ones, and there may never be a better time for the college to make the required changes than now.

**Actions:** Whenever a vacancy occurs, the Executive Council considers whether the position should be filled or shifted. There are not automatic position requests. The college has experienced a great deal of turnover related to retirements and that trend is expected to continue for several years.

**A & R:** The Board of Trustees should engage in a regular professional development program, such as ACCT, legislative seminars, and state trustee meetings to enhance their knowledge about higher education issues and expectations.

**Actions:** The Casper College Board members have engaged in several of the suggested activities, including the Association of Community College Trustees (ACCT), the National Legislative Summit (NLS), and the Wyoming Association of Community College Trustees Conference (WACCT). The President and two board members recently presented a session for the American Association of Community College Future Leaders Institute/Advanced. Each board member has participated in at least one professional development activity over the last five years. In addition the Casper College Board President has designed a board orientation process for new board members.
Closing remarks

The evidence presented throughout this self-study assures the student body of Casper College, the campus community, the college’s constituency, and the Higher Learning Commission of the North Central Association of Colleges and Schools that Casper College unequivocally meets the criteria for accreditation.

The self-study has demonstrated that Casper College is moving forward and into the future without abandoning its history and heritage. The world is changing and Casper College is embracing innovation, technology, and evolving pedagogy to bring to its students the best education available to them. Casper College engages its community in order to stay abreast of its needs and helps the economy and culture continue to grow and prosper.

In order to better move the college into the future the college develops new programs to meet the needs of its community and the global diversity its students will encounter. These initiatives include academic degree programs like Electric Power Technology, Robotics, and Alternative Energies. Modern pedagogical methods are also embraced as evidenced by Service Learning, Learning Communities, and the Veritas Honors Institute. Reaching out globally is evidenced by the International Partner Colleges and the International Studies Program.

The college assures its future direction will be guided by its community and changes in the dynamic world of academia. To that end the Strategic Plan and the Campus Master Plan are revisited on a regular basis to be modified as necessary or to verify that they steer the college in the right direction. Technology is updated to better prepare students for the world in which they will work. Computers are refreshed and updated on a four-year cycle.

The community is involved in the planning process by virtue of the college’s advisory committees and an administration actively participating in community organizations like Rotary. As the community works to develop and expand the college collaborates with the community to create opportunities for growth. The business incubator is a prime example of that process at work.

This document is self-examination for Casper College with the intent that the college will improve itself to the benefit of its students and employees. The college has looked at those things that it has done well as exhibited in the strengths listed above. Many of the strengths have been an integral part of the college philosophy since its beginnings over 60 years ago. Chief among these is the college’s commitment to a full-time faculty base. The success of the students after they leave the college is testimony to the importance and effectiveness of this priority.
In addition, the college has examined areas where improvement will benefit the Casper College experience for students and employees. For the students, especially those living on campus, a centralized gathering place is missing. For the employee base the number one weakness is a breakdown in the communication process. Both of these issues are being addressed. The Doornbos Student Lounge in the Administration Building and a gathering area in the library are working to address the student center needs of the campus. The Campus Master Plan, the county’s generosity in approving new construction funds through a bond issue, and the partnership with the University of Wyoming will make it possible to build new residence halls and a student center. Several different communication channels have been implemented to make it easier for information to be disseminated.

No college will educate 100 percent of its students successfully. No institution is a perfect place to work. But Casper College strives each day to get a little closer to its ideal performance. It is not reasonable to expect perfection, but it is reasonable and right to expect more and better of yourself with the learning of each day’s lessons. This is the lynchpin of an educational institution and the vision of Casper College, Learning for a Lifetime. It is in the best interest of the college’s students that Casper College takes this vision to heart, and lead by example. Hence, the fundamental underpinning of the self-study document is the college’s learning about itself, for the improvement of all involved.

The college has achieved or set into motion the goals of the self-study. The self-study process has opened the eyes of the college to issues of concern. Without this realization of problems no solution would be possible. In some cases, like the issues of communication and general education, the college looks forward to the accreditation visit and the input of the evaluation team as it strives to solve these issues. In other cases, like assessment, the college awaits an evaluation of its progress, an affirmation of being on track.

The self-study has also brought to light the strengths of the college. These strengths will be the foundation upon which concerns will be repaired and new and evolving ideas will be built. The college has a great deal to offer its students, its community, and its employees. The college will use the self-study to build and increase the number of successes, moving forward in the never ending journey of education, for the college and its constituencies, an education for a lifetime.
### 1. Student Demography Headcounts

#### A. Undergraduate Enrollments by Class

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Seeking</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>First Year</td>
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<tr>
<td>Others</td>
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<tr>
<td>Nondegree Seeking</td>
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</tr>
<tr>
<td></td>
<td>Part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Seeking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>347</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>491</td>
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<td></td>
</tr>
<tr>
<td>Nondegree Seeking</td>
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<td></td>
<td></td>
</tr>
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<table>
<thead>
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<th>Fall 2007</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Seeking</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>866</td>
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<td></td>
</tr>
<tr>
<td>Others</td>
<td>982</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nondegree Seeking</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part-time</td>
<td></td>
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</tr>
<tr>
<td>Degree Seeking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>358</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nondegree Seeking</td>
<td>1487</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Fall 2006</th>
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</thead>
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<td>Full-time</td>
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<tr>
<td>Degree Seeking</td>
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<tr>
<td>First Year</td>
<td>826</td>
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</tr>
<tr>
<td>Others</td>
<td>947</td>
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<td></td>
</tr>
<tr>
<td>Nondegree Seeking</td>
<td>67</td>
<td></td>
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<tr>
<td></td>
<td>Part-time</td>
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</tr>
<tr>
<td>Degree Seeking</td>
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<td></td>
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<tr>
<td>First Year</td>
<td>293</td>
<td></td>
<td></td>
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<tr>
<td>Others</td>
<td>573</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nondegree Seeking</td>
<td>1383</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B. Undergraduate Students by Degree Seeking and Nondegree Seeking Status – Please see Appendix 601.

#### C. Graduate/Professional Students by Degree Seeking and Nondegree Seeking Status – Not applicable

#### D. Age Range of Undergraduate Students
Fall 2008
24 and Under – 2540
Over 24 – 1571

Fall 2007
24 and Under – 2621
Over 24 – 1715

Fall 2006
24 and Under – 2398
Over 24 – 1691

E. Numbers of Students by Residency Status of Credit-seeking Students who Come to a Campus or Site for Instruction – Please see Appendix 601.

2. Student Recruitment and Admissions

<table>
<thead>
<tr>
<th></th>
<th>Total Applications Received</th>
<th>Incomplete Applications</th>
<th>Applicants Admitted</th>
<th>Applicants Matriculated</th>
<th>Percent Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2008</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>1451</td>
<td>404</td>
<td>1047</td>
<td>695</td>
<td>66.4%</td>
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<tr>
<td>Transfer</td>
<td>532</td>
<td>232</td>
<td>300</td>
<td>205</td>
<td>68.3%</td>
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<tr>
<td>FALL 2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Freshman</td>
<td>1295</td>
<td>305</td>
<td>990</td>
<td>667</td>
<td>67.4%</td>
</tr>
<tr>
<td>Transfer</td>
<td>524</td>
<td>200</td>
<td>324</td>
<td>222</td>
<td>68.5%</td>
</tr>
</tbody>
</table>

3. Financial Assistance for Students

A. What percentages of your undergraduate and of your graduate students applied for any type of financial assistance?

2007/2008 School Year
3351 applicants were offered assistance of some type
FISAP enrollment was 5589 for 59.96 percent

2006/2007 School Year
2983 applicants were offered assistance of some type
FISAP enrollment was 5300 for 56.28 percent

B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment? What percentages of your total enrollment received assistance in each of the following categories?

Any Type
2007/2008: 2680 accepted, 5589 students = 47.95 percent
2006/2007: 2389 accepted, 5300 students = 45.08 percent
Loans
2007/2008: 701/5589 = 12.54%
2006/2007: 781/5300 = 14.74%

Federal Work Study
2007/2008: 47/5589 = .84%
2006/2007: 65/5300 = 1.23%

Scholarships/Grants
2007/2008: 1245/5589 = 22.28%
2006/2007: 920/5300 = 17.36%

Academic Merit
2007/2008: 291/5589 = 5.2%
2006/2007: 129/5300 = 2.43%

C. Using the formula cited below, what was the tuition discount rate (TDR) for undergraduate and graduate student populations?

2007/2008
Total Institutional Dollars spent on tuition (estimated): I = $766,331
Total tuition: P = $5,162,255
TDR = 766331/(766321 + 5162255) = 12.93%

2006/2007
Total Institutional Dollars spent on tuition (estimated): I = $574,521
Total tuition: P = $4,717,397
TDR = 574521/(574521 + 4717397) = 10.86%

4. Student Retention and Program Productivity

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is

<table>
<thead>
<tr>
<th>Black</th>
<th>Amer. Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Non-Res. Alien</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Enter</td>
<td>Fall 2007</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>1</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>265</td>
<td>329</td>
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<tr>
<td>Return</td>
<td>Fall 2008</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
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<tr>
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<td>2</td>
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<td>1</td>
<td>7</td>
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<td></td>
<td></td>
<td>143</td>
<td>208</td>
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<tr>
<td>Percent Retained</td>
<td>50%</td>
<td>67%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>41%</td>
</tr>
</tbody>
</table>

B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?
Not Applicable

C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes
## 2008 Graduates by CIP Code

<table>
<thead>
<tr>
<th>Program CIP Code</th>
<th>Associate Degree</th>
<th>Certificates</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Agriculture/Natural Resources</td>
<td></td>
<td></td>
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<tr>
<td>01.0000 Agriculture</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>01.0101 Agri-Business</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>01.0901 Animal Science</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>01.1106 Range Management</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03.0104 Environmental Science</td>
<td>1</td>
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<tr>
<td>03.0601 Wildlife Management</td>
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<td>3</td>
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<tr>
<td>Architecture/Engineering</td>
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<tr>
<td>14.0101 Engineering</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>15.0303 Electronics Technology</td>
<td>5</td>
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<tr>
<td>15.0506 Water Quality Technology</td>
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<td>0</td>
</tr>
<tr>
<td>15.1301 Drafting &amp; Design Technology</td>
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<td>1</td>
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<tr>
<td>Biological and Physical Science</td>
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<tr>
<td>26.0101 Biology</td>
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<td>4</td>
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<tr>
<td>40.0501 Chemistry</td>
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<tr>
<td>40.0601 Geology</td>
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<td>1</td>
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<td>40.0801 Physics</td>
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<td>0</td>
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<tr>
<td>Business</td>
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<tr>
<td>52.0201 Bus Administration/Management</td>
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<td>17</td>
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<tr>
<td>52.0301 Accounting</td>
<td>0</td>
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<tr>
<td>52.0302 Acct Technology/Bookkeeping</td>
<td>0</td>
<td>6</td>
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<td>52.0407 Office Technology</td>
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<td>52.0901 Hospitality Management</td>
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<td>52.1201 Management Information Systems</td>
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<td>52.1801 Retail Operations</td>
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<td>52.2001 Construction Management</td>
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<tr>
<td>Communication/Fine Arts</td>
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<td>09.0101 Communication</td>
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<td>50.0301 Dance</td>
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<td>50.0409 Graphic Design</td>
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<tr>
<td>50.0506 Acting</td>
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<td>Program CIP Code</td>
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<tr>
<td><strong>Humanities/Interdisciplinary</strong></td>
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<tr>
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<td>51.1501 Addiction Counseling</td>
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<td>51.1601 Registered Nurse</td>
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<td>51.2399 Therapeutic Professions, Other</td>
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<tr>
<td><strong>Law</strong></td>
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<td>22.0001 Pre-Law Studies</td>
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<tr>
<td>22.0302 Paralegal</td>
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</table>
D. List, by discipline and by name of test, the separate pass rates of undergraduate, and graduate/professional students sitting for licensure examinations as appropriate.

<table>
<thead>
<tr>
<th>Program</th>
<th>Associate Degree</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics/Computer Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.0201 Computer Programming</td>
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<tr>
<td>11.0203 Microsoft Networking</td>
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<tr>
<td>11.0901 Cisco Networking</td>
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<tr>
<td>27.0101 Mathematics</td>
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<tr>
<td>27.0599 Applied Statistics</td>
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<tr>
<td><strong>Protective Services</strong></td>
<td></td>
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<tr>
<td>43.0104 Criminal Justice</td>
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<tr>
<td>43.0106 Forensic Science</td>
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<tr>
<td>43.0203 Fire Science</td>
<td>25 3 28 30 3 33</td>
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</tr>
<tr>
<td>43.9999 Emergency Management</td>
<td>0 3 3</td>
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<tr>
<td><strong>Psychology/Social Sciences</strong></td>
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<tr>
<td>42.0101 Psychology</td>
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<tr>
<td>44.0701 Social Work</td>
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<tr>
<td>45.0201 Anthropology</td>
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<tr>
<td>45.0601 Economics</td>
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<tr>
<td>45.0799 Geographic Information Systems</td>
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<tr>
<td>45.0901 International Relations</td>
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<tr>
<td>45.1001 Political Science</td>
<td>2 1 3</td>
<td></td>
</tr>
<tr>
<td>45.1101 Sociology</td>
<td>1 1 2</td>
<td></td>
</tr>
<tr>
<td><strong>Trades/Production/Transportation</strong></td>
<td></td>
<td></td>
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<tr>
<td>46.0000 Construction Trades</td>
<td>3 0 3 3 0 3</td>
<td></td>
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<tr>
<td>47.0603 Autobody Repair</td>
<td>1 0 1 2 0 2</td>
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<tr>
<td>47.0604 Automotive Technology</td>
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<tr>
<td>47.0605 Diesel Technology</td>
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<tr>
<td>48.0501 Machine Tool Technology</td>
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<tr>
<td>48.0508 Welding Technology</td>
<td>8 0 8 6 1 7</td>
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<tr>
<td>49.0102 Aviation</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>219 337 556 70 32 102</td>
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Casper College
Licensure/Certification Pass Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>Rate</th>
<th>2007/2008</th>
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<tbody>
<tr>
<td>Medical Laboratory Technician</td>
<td>NA/100%</td>
<td></td>
</tr>
<tr>
<td>National Credentialing Agency for Laboratory Personnel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nursing National Council Licensure Examination – RN 85% /87.5%

Occupational Therapy Assistant National Board for the Certification of Occupational Therapy 83% /100%

Pharmacy Technology Pharmacy Technician Certification Exam 100%/100%

Radiographic Technology American Registry of Radiologic Technologists 100%/100%

Respiratory Therapy Certified Respiratory Therapist, National Board of Respiratory Care 100% /91.7%

5. Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories according to highest degree earned.

**Full-time/Half-time faculty**
Doctorate Degree: 31
Master Degree + additional graduate coursework: 73
Master Degree: 27
Bachelor Degree: 28
No Degree: 11

**Adjunct Faculty Fall semester 08**
Doctorate Degree: 9
Master Degree + additional graduate coursework: 26
Master Degree: 18
Bachelor Degree or less: 63

B. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Contracted Faculty</th>
<th>Adjunct Faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>76</td>
<td>50</td>
<td>126</td>
</tr>
<tr>
<td>Male</td>
<td>94</td>
<td>58</td>
<td>152</td>
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</table>
## Faculty Count by College Program – Fall 2008 Semester

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<tr>
<th>FT</th>
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<th>Total</th>
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<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
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<td>2</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Business (52)</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
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<td>5</td>
</tr>
<tr>
<td>Health (51)</td>
<td>25</td>
<td>2</td>
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<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Law (22)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>15</td>
<td>4</td>
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<tr>
<td>Military Technology/Protective Services (29, 43)</td>
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<td>2</td>
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<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
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<td>12</td>
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<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>11</td>
<td>8</td>
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<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>18</td>
<td>22</td>
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<tr>
<td>160</td>
<td>108</td>
<td>268</td>
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Non-teaching areas

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<td>Library</td>
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<tr>
<td>Distance Education</td>
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6. Availability of Instructional Resources and Information Technology

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hookups, Internet cafes, etc.) and explain how you monitor the level of their usage.

Section One – Computer Labs and classrooms

General computer labs:

• AD6
  - 16 Windows XP computers
  - 1 networked laser jet printer

• AD7
  - 17 Macintosh computers
  - 16 piano keyboards
  - 1 networked laser jet printer

• KT152
  - 10 Windows XP computers
  - 1 networked laser jet printer

• LI205
  - 12 Windows XP computers
  - 1 networked laser jet printer

Summary for general computer labs:

- 55 Total computers in general use areas.
- 38 Windows operating system machines
- 17 Macintosh computers in general use areas.
- 4 Networked laser jet printers in general use areas.

Department/Specific use labs (cont.):

• CE107
  - 3 Macintosh
  - 1 networked laser jet printer
  - Chinook

• CE130
  - 24 Windows XP computers
  - 1 networked laser jet printer
  - Writing center

• CE132
  - 21 Windows XP computers
  - 1 networked laser jet printer
  - English Lab

• EI104
  - 14 Windows XP computers
  - 1 networked laser jet printer
  - plotter
  - Drafting

• EI105
  - 14 Windows XP computers
  - 1 networked laser jet printer
  - plotter
  - Drafting

• EI116 – New lab and work in progress. Computers to be relocated from EI105.

• EI103
• EI125
• FA – Practice rooms

• HS111
  - 65 Windows XP computers
  - Nursing

• HS211
  - 18 Windows XP computers (16 networked and 2 stand alone specialized)
  - 1 networked laser jet printer
  - Nursing

• LI – Pac machines

• LI204 and LI117
• PS104
  - 6 Windows XP computers
  - 1 networked laser jet printer
  - Math lab

• PS106
• PS224
  - 17 Windows XP computers
  - 1 networked laser jet printer
  - 1 networked plotter
  - Physical science department

• PS204/8 – Physics Labs
• PS323? – stats
• PS325
• PS327
• VA119
  - 15 Macintosh computers
  - 1 networked color printer

• WA105
• WT123 – ABE/GED
Summary for department and specific use labs:

Teaching classrooms:
AD174 – Docking station, projector
CE115 – 1 computer, projector, printer
CE116 – 1 computer, projector, printer
CE136 – 1 computer
CE139 – 1 computer
HS208 – 1 computer, projector
HS114 – 1 computer
HS116 – 1 computer, projector, printer
HS122 – 1 computer (packager is a work in progress)
HS124 – 1 computer, projector
HS134 – 1 computer, projector, printer
HS136 – 1 computer, projector, printer
HS224 – 1 computer, Elmo, projector
HS227 – 1 computer, projector
FA101, 103, 110, 112, WA104

Section Two – Residence halls
Internet access is provided by Bresnan, a local provider of cable, Internet and phone services. At this point we are unable to monitor usage of this connection. However, negotiations are under way to allow the college access to monitor traffic on the Bresnan link.

Section Three – Wireless
Wireless connectivity is available throughout campus with a few dead zones. New wireless access points have been added every year with a vision of having the entire campus covered by wireless connectivity.

Section Four – Usage
Computer usage is logged on a monthly basis. Username, IP, login and logout times are logged using a program called AuditLogin. AuditLogin is run from an authenticating server running Novell OS.

The usage of the Casper College network is monitored in several ways. MRTG graphs the traffic patterns of the various switches and present a graphic presentation of the patterns via a password protected web page. Actual protocols uses are available through a password protected web page provided by a traffic shaping device called a Packeteer. We also manually inspect the firewall for usage and anomalies.

Section Five – Works in progress
BU126 – Center for Excellence (12 laptops and is a work in progress)

Career Studies Addition
EI116 – New lab and work in progress. Computers to be relocated from EI105.

HS122 – 1 computer (packager is a work in progress)

Physical Science Building – addition of Starboard Technology to each classroom.

Clicker technology is being used in accounting and management classes in the business division and being added to classes in the Health Sciences Division.

7. Financial Data

A. Actual Unrestricted Expenses

<table>
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<tr>
<th>Actual Unrestricted Expense</th>
<th>2008</th>
<th>2007</th>
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<tbody>
<tr>
<td>Instructional/Departmental/Library</td>
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<td>$16,494,742</td>
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<tr>
<td>Student Services</td>
<td>$2,384,909</td>
<td>$2,167,064</td>
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<tr>
<td>Operation &amp; Maintenance of Plant</td>
<td>$4,703,334</td>
<td>$4,419,170</td>
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<tr>
<td>Administration</td>
<td>$5,803,540</td>
<td>$4,808,404</td>
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<tr>
<td>Auxiliary</td>
<td>$2,436,746</td>
<td>$1,920,819</td>
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<tr>
<td>Total</td>
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<td>$29,810,199</td>
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B. Actual Unrestricted Revenues

<table>
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<tr>
<th>Revenues</th>
<th>2008</th>
<th>2007</th>
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<tbody>
<tr>
<td>Tuition &amp; Fees (Gross) (From Audit)</td>
<td>$5,643,519</td>
<td>$4,965,628</td>
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<tr>
<td>State/Local Appropriations</td>
<td>$30,013,219</td>
<td>$25,967,965</td>
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<tr>
<td>Investment &amp; Annuity Income (From 09 Budget)</td>
<td>$510,222</td>
<td>$527,641</td>
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<tr>
<td>Auxiliary (From Audit)</td>
<td>$2,215,883</td>
<td>$1,874,788</td>
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<tr>
<td>Other (From Audit)</td>
<td>$1,277,860</td>
<td>$1,046,009</td>
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<tr>
<td>Total</td>
<td>$39,660,703</td>
<td>$34,382,031</td>
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</table>
“With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship. The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.”

An opportunity to share thoughts and feelings about the accreditation process was provided to all employees and Student Resident Hall Advisors during the spring '09, return week. Paul Marquard, HLC coordinator, introduced visiting HLC accreditation liaison Andrew Lootens-White, who observed while Paul conducted an information-gathering exercise. Andrew afterwards gave a short presentation. Employees were separated out of their normal “comfort groups” and Criterion committees were mixed together to aid in the open discussion. Paul asked the attendees to think of how the Mission Statement relates to the following questions:

1) How does my job relate to the college Mission Statement?
2) How does my job promote student success?
3) How has assessment, the strategic plan, or the self-study changed what I do?

The following answers were gathered and shared with the group in attendance:
How does my job relate to the college Mission Statement?

- I prepare students to fulfill job needs in the community.
- I encourage quality lifestyle and community involvement in activities.
- Classroom group work offers an opportunity to practice in a safe environment so that we can prepare them for the workplace.
- We deal with diverse personalities.
- I teach basic skills so that people understand why the economy is in a mess, and what we can do to prepare for it.
- I teach political science so they know why we fight over things rather than act on it.
- We help to develop and secure funding for new programs which meets the needs of our students and community. The website is the gateway to Casper College. We provide a bridge for interaction between the CC community and the world.
- My graduates provide services and help citizens be more involved.
- My office helps the campus secure resources, build public support and supports requests of the Casper College community.
- I am in adult education to provide opportunities for those who have not had them.
- By encouraging one-on-one interactions between students and faculty and providing rules which promote a sense of self-discipline, I help create a learning climate.
- I teach them to set goals and plan for the future.
- By interacting with students in and out of the classroom and teaching team building, I model interpersonal communications.
- I guide them through the maze of bureaucracy.
- I tailor educational opportunities to the needs of students and community.
- I interact with students in and out of the classroom; teach team building and model interpersonal communication and citizenship skills.
- I encourage knowledgeable and involved citizenship.
- I help students maintain, resolve, and improve life issues to stay focused on their education.
- I help build a community of professional development for faculty to enable them to grow with distance learning, by adhering to best practices. I provide support for both faculty and students.
- I provide financial opportunities for students to perform educationally and meet needed guidelines.
- I teach acting so that people can learn to use their imagination to deal with the world around them.
- Students learn skills that help them procure and maintain jobs in the paralegal and nonparalegal areas. Their academic training enables them to achieve success in four-year and graduate programs. Furthermore, all students must participate in CC legal services and are encouraged
to participate in other service learning. All students must become members of the Legal Association of Wyoming which aids them in many ways.

- My job is to get people here to make learning happen.
- My job is to provide students equal access and opportunities.
- I bring money into the institution for all programs.
- I help students by definition at a time of transition, examine the deconstruct of stereotypes and social constructs.
- Encouraging students to know they have a purpose in life and education makes that possible.
- By visualizing a bigger picture of accommodations and incorporating technologies I help students with disabilities so they can learn to mentor others to increase their self-awareness.
- My job helps students grow as family members; parents and caring community members.
- I help students see things differently and up close.
- I help students achieve life goals and rewarding life experiences.
- I provide scholarship opportunities for traditional and nontraditional students and nurture institutional pride prior to and after graduation so we continue to attract students and public support.
- I provide vocational and continuing education along with job skills to promote student success in the work force.
- We improve the quality of life for students by providing them with the ability to increase their income while instilling a sense of morals and ethics during their time at Casper College.
- We provide students with the vocational knowledge and skills necessary for the employment of life.
- Student success in both academics and community awareness is assured through individualized advising and instruction in the classroom as well as practical application settings. Facilitation of student organizations encouraging volunteerism and service learning is offered and the provision of resources for future growth and development in order maintains Casper College as a premier public comprehensive institution.
- We see our students as individuals, not numbers. Yes, we care!
- Improve citizenship by emphasis on importance of personal behavior for future professions, and secondarily an emphasis on constitutional rights we have in our country.
- Constantly reevaluate yourselves and your programs.
- We serve the global community by engaging students in critical thinking regarding their place in the world and we facilitate their educational, profession and personal journey to enhance lifelong learning.
- At this point the self-study has had little impact on what we do—however, each factor, assessment, planning, self-study, has shown us how we are linked and each lend to student success and the CC mission.
- It really doesn’t matter if students understand the principle of incorporation of the 14th amendment.
• We train students to save lives, promote health and improve the quality of life for the district, state, country, and the world.
• As a faculty member, teaching my subject with enthusiasm, promotes student success and life enrichment that then filters into the greater community.
• Prepare students to fulfill job needs in our community and beyond.
• We provide our students with the skills necessary to succeed in life. Through this we build relationships between our students and community members.
• I help build self-esteem and confidence to improve attitudes for a lifelong learning.
• By exposing students to service and civic responsibility we link students to good citizenship and quality of life.
• I provide students with a safety net so that they can navigate through life’s journey.

How does my job promote student success?
• By utilizing the visual arts through lectures and travel experiences I help them understand our global culture to enhance citizenry.
• I create enthusiasm for the subject area which promotes students to want to learn beyond what is required.
• Provide them with the tools and self confidence to succeed (communication, research, problem solving, analytical skills, critical thinking).
• I connect with others.
• I not only give students facts but the taste of the ability to learn long after they leave Casper College.
• I provide firm background for transfer student's success which helps us see if we are open with other students. This directly shows success in employment; better quality of life and improved healthcare.
• Team building.
• With retention resources, problem solving and interventions.
• I approach students as individual people rather than numbers.
• I adapt to students’ learning styles. I turn roadblocks into opportunities.
• We empower students with strategies and skills. We provide support for certification and licensing.
• I help relationships develop to ensure individualized attention and personal success.
• Students come with misconceptions of criminal justice so I guide them so they can understand what that career entails so they can decide how to proceed in the future.
• I help bridge communications between students and instructors and lead them to who can best help them.
• I remove barriers that make it difficult for students to finish courses by providing consistent support.
• I provide a place for students to get tools to resolve personal issues that get in the way of their educational success.
• By utilizing real-life experiences and innovative learning environments I provide comprehensive student support to traditional and nontraditional students.
• With distance education I put students first on every issue and advise them on classes which traditionally fill early.
• I properly advise students into fields of study which might be best for them.
• I give faculty the tools to help teach and measure the student success.
• I provide financial support so students can focus on learning.
• We provide students the opportunity to explore their worlds.
• We are opportunity facilitators.
• We are not just nine-to-fivers!
• We adjust teaching strategies to fill gaps in student learning.
• I serve as a liaison between students and academics. I keep accurate records and serve as a source of information to students.
• We facilitate academics by serving as role models.
• I serve on the “Gen-Ed” committee which ensures basic life and career skills are taught. I also promote distance education.
• In adult education, we provide many locations to take our services to the students.
• My role in human resources is to get the right people (employees) here and to comply with legal standards so that the students are best served.
• I get to work closely with students in performance. Through performance I see students and we discuss classes and relationships leading to student development.
• I explain a complex subject (economics) so they can understand how it applies to the real world.
• I help students understand their place in the world.
• My job is to promote student success by encouraging positive self-esteem to become their own self advocate and make sure they have accessibility to all they need to maximize their potential.
• In deference to Plato, I have restructured my course to identify measurable steps so that students can see the outcome based on the steps that they take.
• I give them skills to be successful in all their classes.
• I ensure students are placed in classes that match their skill set and encourage them to reflect on themselves; students are also allowed to make their own choices.
• I go the extra mile for my students such as finding child care and providing resources to accommodate student retention.
• I work directly with students to enroll them in classes that will allow them degree completion.
• I serve the community by providing well trained pharmacy technicians in cooperation with the pharmacies toward sustainable community building.
• I facilitate the educational journey from application to graduation which helps students transfer to continue their higher education.
• I cultivate job skills to provide safe and effective health care personnel.
• I engage students in critical thinking regarding their place in the world and communication that enhances quality of life.
• I serve college constituents in information services to connect them with the world, expanding horizons and preparing them for lifelong learning.
• I promote effective communication.
• By creating a positive living environment we allow students to focus on academic success.
• I challenge students to achieve a higher level of thinking.
• My job focuses on improving quality of life and sustainable community and citizenship. We ensure the environment of the residence halls will positively impact students.
• By demonstrating, training and developing trade skills we ensure job skills needed for great careers.
• I help them develop basic written and oral communication skills so students can utilize these skills in other college level courses.
• By opening the window of communication through self-confidence in self-expression and finding the inner child.
• I put students in positions of leadership to learn through hands on experiences.
• Student success is defined by passion. I help them find their passion.
• I help students recognize their place in the world in the context of history.
• I teach students if you make it your own it will be known. I develop their interpersonal skills for the real world. I want to teach people how to run to the river with their hair on fire; i.e. how to take a risk. I make a relaxing environment suitable for student studying.
• I provide students with the tools they need to compete in the job market, and promote a higher quality of life.
• I help student success by having flexible schedules to meet student needs. I provide current equipment. I teach with enthusiasm. I sponsor student organizations. I lead and encourage community service projects.
• I provide one-on-one help and challenge students to achieve a higher level of critical thinking.
• Students learn who they are and can then showcase their strengths through the support I provide. They then define their own success.
• I insure student success through skill development and lead students to learn lifelong health avenues to lead strong lives.
• I provide the opportunity to improve language skills to become more productive citizens.
• I create an environment with the goal for students to learn skills that would be useful in transfer or in the job market.
How has assessment, the Strategic Plan, or the Self-Study changed what I do?

- It has encouraged us to do department reviews and operations and to focus on outcomes utilizing data which we document. The self-study needs to be an on-going process to provide a mechanism to know what we do.
- It provides statistics to review objectively rather than subjectively. Assessment takes time! Teaching without assessment tools is a mistake.
- Assessment has shown the need to be nimble when reacting to student and community needs. It has shown me that we should continually reevaluate what we are doing and be open for change.
- Assessment has made me a more student-oriented instructor.
- The First Year Experience committee has improved orientation and added MAP Works.
- It causes instructors to always be self-reflective.
- The Strategic Plan adds technology to class requirements and methods.
- It has encouraged disciplinary and interdisciplinary discussions.
- It added service learning to class requirements.
- We are in the process of hiring an Director of Assessment to help us use our strategic plan to plan ahead and better serve the campus.
- New courses have been added based on assessment as well as new committees.
- We take a look at our own role and how we can improve the way we do our jobs to better align with our Mission Statement. This makes us become more student oriented through stronger relationships with other departments.
- It has taught faculty and students to develop critical thinking skills and to question how/why we do things.
- Assessment has made me reflect on my teaching especially when class work is reviewed by colleagues. Awareness of procedures and stating why we do something has facilitated critical thinking about my actions.
- Strategic Plan: Encourages new courses which require students to develop critical thinking skills. It teaches us all (students and faculty) to question why, how, etc.
- Assessment offers more statewide educational opportunities and encourages us to look at the future of programs and where they are heading. Newer teaching methods are encouraged. Strategic planning allows for change to programs to reflect changing job environments.
- The planning process has required faculty to be more mindful of the entire curriculum of the college as opposed to just their departments.
- It has developed an awareness of accountability. Also, it has developed an understanding that all members of the college have a key role in student and community success.
- It has helped student aid transition through activities, finance, instruction, and guidance.
• We have a better understanding of the interconnectedness of how the tinkertoys of our collective skills fit together to expand and complete the learning mosaic.
• We stretch our students out to open their minds to expel the clouds of ignorance.
• The Strategic Plan has given us the means to get to a common “end”…it has encouraged us as we develop a vision of where we want to go and what we want to provide for our students…our goals are now all tied to the Strategic Plan…this has been very helpful.
• It has encouraged us to open the door for various ways of testing ensuring a finished degree for easier transferability.
• I have learned I have to spend more time explaining the vital concept of economic efficiency and spend more time explaining the importance of measurement. We have raised standards for college-bound students to maximize their success.
• Assessment: Connects students and employees with outside community (conferences, articulation, study abroad…); Increase in diversity of learning opportunities and teaching methods in and out of the classroom; Collaboration across campus (academic and student services).
• All of our goal setting has been tied to the Strategic Plan…it was not like that before; there was no document to guide us.
• We use Standards Boards data from books to redesign/change the curriculum.
• The Self-Study has shown us where we are and helped with communication challenges.
• It has brought out our strengths and weaknesses.