STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

Criterion 3.1 Stakeholders

A. List the business unit’s key stakeholders.

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 because of a strong connection with community. 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 2008 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 (fourteen percent did not answer).

The Casper College Alumni Association is a growing network of former Casper College students sharing the desire to promote Casper College as the pre-eminent community college in the country by promoting awareness and appreciation for Casper College, increasing the ability to provide financial resources to Casper College and its greater community, improving connectivity with alumni and other stakeholders, and improving the Casper College campus environment.

Since the School of Business and Industry is a part of Casper College, the school benefits, however, the School of Business and Industry cannot rest on those laurels. The School of Business and Industry has seen a decline in enrollment during the last several years, while this last year, an increase in students occurred. The School of Business and Industry has worked on increasing its net of stakeholders, realizing that stakeholders come in all shapes and sizes and from all walks of life. Business faculty members are eliciting more community business owners to participate on committees, such as the Business Enrichment committee. Business faculty members have become involved in more community endeavors in addition to state-wide projects. This last year has seen an increase in scholarships that include mines and realtors. The business faculty members are literally shaking the bushes of the community and state to obtain not only more stakeholders, but to get the most involved stakeholders that they can. Additionally, business faculty members are re-thinking their advisory board membership and actual participation and community support of those members. At this time business faculty are being creative and thinking about new avenues of interest and community involvement. They are out of the box and ready for more community and student involvement.
B. Explain how the business unit determines key stakeholder requirements and expectations.

The School of Business and Industry has many expectations regarding student recruitment and retention. We depend on students for our business. The School of Business and Industry has two campus visit days per year, one in the fall semester and one in the spring semester. During the fall semester, the School of Business and Industry held a campus visit day on November 14, 2009 in which 13 students attended. During the spring semester, campus visit day was held in March of 2010. The School of Business and Industry had 203 students from Wyoming high schools as well as from other states. Faculty from Accounting, Marketing, Business, and other disciplines had the opportunity to interact with groups of students to share degree specific information as well as general business and industry information. The School of Business and Industry also had representatives from the business community on hand to meet with students to discuss career options and opportunities. Industries represented included banking, mortgage, insurance, energy, military, accounting, recreation, hospitality, broadcast media, staffing services, etc. The School of Business and Industry holds campus visit days for high school students where they can come to campus, interact with faculty, see the facilities, and get a feel for what student life is like at Casper College.

The School of Business and Industry also provides outreach to high schools around Casper. Business faculty prepares and delivers presentations to high school students that range in topic from business degree offerings, career opportunities, the value of a college education, transfer options, etc. in high school settings. Most recently (January 2010), three of the business faculty delivered presentations and interacted with students at Roosevelt High School in Casper, WY. Roosevelt High School is an alternative high school that provides high school to students that may have a barrier with traditional teaching and/or learning. Each instructor was able to interact with five or six groups of 15 to 25 high school students in a classroom setting. These highly interactive sessions allow faculty to demonstrate the advantages of the Casper College business program and also afford high school students the opportunity to ask questions of experienced business faculty. Additionally, the School of Business and Industry has increased its marketing efforts and have provided direct mailing of letters and literature about new and existing programs of study. The Business side of the School of Business and Industry sent out approximately 7500 marketing materials to high school students, high school counselors, community members and individual students in the last year. The School of Business and Industry has also provided some special events including campus visit days, high school visits, Business Enrichment and Awareness events which is provided annually. Every other year the School of Business and Industry hosts a nationally known expert in a business related field to speak to our alumni, current students, and the business community. In fall of 2009 the Business Division hosted Dr. James Canton who runs a California based think tank. He considers himself a futurist forecasting global economic trends. Additionally, every year, the School of Business and Industry holds a Business Awareness Event. Wyoming high school business students are invited to our Business Awareness event every other year. This is a one day event featuring a dynamic guest speaker that will connect with high school age students. These high school students have the opportunity to listen to and interact with our selected speaker and also attend seminars of their choice on various business related subjects. In fall of 2008 our speaker was Ben Casnocha who is a young entrepreneur from San Francisco, CA. Throughout the academic year the School of Business and Industry hosts guest speakers that reach out to current and prospective students for Casper College. In January of 2010 Blake Mycoskie from Toms Shoes came to campus to speak to faculty, staff, and students about his version of entrepreneurship. He shared stories about his passion for helping those in need while operating a
sustainable business and was available to speak with students, faculty, and community leaders about his efforts and enterprise.

Casper College also wants to ensure the successful transfer of students to a school in which their classes will transfer and they can then complete their bachelor’s degree. Students majoring in Accounting, Business Administration, Entrepreneurship, Management information Systems, Marketing, and Computer Applications and Business Technology have numerous options to continue in pursuit of a bachelor’s or master’s degree once they have completed their associates at Casper College. A graduate’s first option upon matriculation is with the University of Wyoming in Laramie or the University of Wyoming Outreach Center (UW/CC). General Business students, Marketing and Accounting majors can continue their pursuit of bachelor’s degrees through UW, transferring at a junior status. This agreement between Casper College and the University of Wyoming has been in effect for many years, with no need of a written agreement between the two institutions, as articulation matters are handled yearly, during the last week of September, on the University of Wyoming Laramie Campus. Another option is available through Franklin University in Columbus, Ohio. In 2001, Casper College became a member of the Community College Alliance, a program spearheaded by Franklin University. Students can obtain their B.A. in Accounting, Applied Management, Business Administration, Business Forensics, Computer Science, E-marketing, Financial Management, Forensics Accounting, Human Resource Management, Information Technology, Management Information Sciences, Marketing and Web Development. The agreement between Casper College and Franklin University allows students in their junior year to pay tuition rates as established at Casper College, and only during their senior year do they pay tuition as designated by Franklin University. There are currently nine Casper College general business and accounting students enrolled with Franklin. Casper College also participates in a statewide Memorandum of Understanding between the state’s community colleges and Regis University of Denver, Colorado. This agreement was entered in April of 2009 and remains in effect until terminated by either Regis University or Wyoming’s community colleges. Casper College students may obtain bachelor’s degrees in the following areas Business Administration, Business Technology Management, Finance, Accounting, Computer Information Systems, and Computer Networking. At present, there are two Casper College business students enrolled in accounting and business administration with Regis University. A partnership with Upper Iowa University of West Des Moines, Iowa was instituted in 2004. Casper College business students may earn degrees in Accounting, Business Administration, Finance, Human Resource Management, Management and Marketing. This articulation agreement with Upper Iowa University remains in effect unless canceled by either of the participating institutions. At present it is unknown if any Casper College students have enrolled with Upper Iowa University. An articulation agreement with the University of Phoenix was entered into in May 2005 and renewed in May 2008. The agreement is for a period of three years, and may be cancelled by either party with a ninety-day notice. Casper College business students may earn bachelor’s degrees in the areas of Accounting, Business Administration, and Business Management. Masters degree seeking students may earn their Master’s of Business Administration through the University of Phoenix. At present there is no formal alliance with the University of Mary, Billings, Montana. Over the last six years however, it has been a common practice for cohorts of degree seeking students at Casper College to earn degrees in Management or Human Resource Management. Two Casper College business faculty members, Gary Donnelly and Joe Simon have served on a regular basis as facilitators for the University of Mary Program. Mr. Donnelly has provided instruction for both bachelors and masters students, while Mr. Simon has provided instruction for bachelors students only. The cohorts do not occur on a regular basis, but only when there is enough student
demand. Six Casper College students were awarded bachelor’s degrees from the University of Mary in 2010.

A memorandum of understanding between Casper College and Western Governor’s University of Salt Lake City Utah was approved in September of 2008. This agreement provides for Casper College business students to have the opportunity earn on-line degrees in Business Administration and Business Information Technology. At present it is unknown how many Casper College students are enrolled with Western Governor’s University. In 2010, two new articulation agreements were entered into by Casper College. The first of these was signed in March 2010 with National American University of Rapid City South Dakota. Casper College students may earn a bachelor degree in Applied Management, Business Administration, Information Technology, and Organizational Leadership. Representatives of National American University approached Casper College in seeking this agreement. Also in March of 2010, an articulation agreement was approved with Ashford University of Clinton, Iowa. Casper College students may earn their Bachelor of Arts in Accounting, Business Administration, Business Economics, Business Information Systems, Entrepreneurship, Human Resource Management, International Business and Organizational Management. This agreement is the result of efforts by Ashford University to enroll all of Wyoming’s community colleges in a transfer program.

Of the agreements listed, those with the University of Phoenix, National American University, Franklin University and Ashford University involve curriculum delivery in an on-line format. When pursuing agreements, it is the office of the University Partnerships Coordinator that must seek and be sensitive to opportunities for Casper College students to obtain four year degrees in Wyoming. It is also the responsibility of the University Partnerships Coordinator to make certain that all existing agreements are maintained and to seek counsel from the college administration should there be any proposed changes to the current agreements.

One of the expectations of all faculty members at Casper College and the School of Business and Industry is academic advising for students. Each student in any business program is assigned a faculty advisor to assist in a number of services including registration, degree evaluations, scheduling, mentoring, along with any other issues that students encounter. Casper College holds advising days which are held each semester where no classes are scheduled and students make appointments to meet with their advisor to discuss class schedules and registration for the upcoming academic term. This opportunity provides one-on-one attention and is of great benefit for students, fostering relationships that enhance graduation rates, retention, and student satisfaction. Academic advising provides a point of contact with a faculty member for all students with a declared major during other times of the academic year.

**Criterion 3.2 Stakeholder Satisfaction**

**A. Explain how the business unit builds relationships to attract and retain students.**

The School of Business and Industry sponsors Students in Free Enterprise (SIFE) with two co-sponsors, Joe Simon and Scott Nolan, both business instructors. SIFE has been a campus sponsored organization on campus for eight years for students interested in getting an edge in business, communication, leadership, and teamwork skills. SIFE provides a wonderful opportunity to network with other students, faculty and local businesses. During fall, 2009 SIFE members enjoyed a picnic at Edness K. Wilkins State Park and other events hosted by Casper College.
Casper College also has some unique partnerships 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. One such partnership is the BOCES partnership. BOCES 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. 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 below.

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

Details of the programs are at [www.caspercollege.edu/universitypartnerships](http://www.caspercollege.edu/universitypartnerships).

B. Explain how the business unit delivers services that satisfy students and stakeholders.

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 our 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 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 Accounting Department in the School of Business and Industry offers coursework in both the lecture and distance education format. Faculty members advise students to register for the appropriate coursework. In the classroom students receive well prepared lectures, examinations with time limits and problem solving exercises. Accounting Principles I and Accounting Principles II are also offered as Distance Education courses. Discussion questions, email correspondence and timed examinations/quizzes are all offered in the Moodle classroom. Distance education classes are reviewed by the Distance Education Quality Control Committee every semester to ensure that appropriate standards are maintained. The Computer Applications and Networking Department designs its programs based on the needs of local, state, national and international communities. This is a department that teaches technology with faculty keenly aware of the changing needs of these communities and the changing technologies used to satisfy those needs. The department requests and is provided program updates, new programs, new software and new hardware based upon the input of these communities. The delivery method of the Business Computer Applications and Networking Department is based upon the needs of the same communities discussed above, offering in-class and distance education opportunities to its constituencies. The department is cutting-edge with both its content and delivery methods, with its goals regularly assessed with steps to modify its goals as required. As a result of the increasing technological sophistication of students entering Business programs, and with the need for traditional three hour semester long courses somewhat decreased; an open entrance/open exit lab was created by the former Business Division. This lab meets the need for computer training of both students and local community members in everything from basic computer skills to presentation graphics.

Delivery methods of classes include classroom instruction using modern equipment and techniques, in addition to hands-on experience with actual equipment and advanced network simulators. Some key design elements have included the addition of the latest technology in our classrooms, including the installation and use of Smart Boards and Computer Professional Systems. Rooms in the business area have an added benefit of computers and projectors with internet access allowing instructors to access up-to-the-minute information in their related fields. Quality programs and degrees are offered for students that work in tandem with the needs of the business community that help students gain employment or transfer to a four-year institution upon graduation. Students provide evaluation on each instructor at least once per semester and the dean evaluated all School of Business and Industry faculty except one last year. These evaluations are done every year for faculty with continuing contract status and every semester for faculty that are not yet on continuing contract status. The School of Business and Industry provides businesses with a well trained, knowledgeable, and professional employment pool. These are students that the community has come to rely upon and much like a well-connected couple; meet and dance in a well-choreographed rhythm. The resource room will provide CCSSE data, Campus Climate surveys and additional surveys, evaluations and pertinent data related to student satisfaction.

C. Describe how the business unit learns from the former and current students to determine and anticipate changing needs and expectations.

Student course and instructor evaluations are an integral part of getting feedback from current students. Casper College surveys graduates every two years to gather data on student goal
attainment and student satisfaction for the Wyoming Community College Commission’s Core Indicator report. The last three years of this report will be available in resource room. Additionally, Casper College surveys graduates yearly. In the year 2008-09, the graduate survey was completed by all graduating students that chose to walk in the graduation ceremonies, providing 212 Casper College graduates responded with 49 Business and Industry students responding regarding their satisfaction with Casper College. This last year (2009-2010) the graduation survey was sent by mail to all graduates with a current response rate of 80 students completing the survey with a 20% completion rate and seven students responding from the business side of the School of Business and Industry; not enough to provide adequate information for any type of real change. One of the elements of the strategic plan for the Business side of the School of Business and Industry Division addresses the formation of an alumni association for only B & I graduates. While this is not in place at the current time, this effort will enable the School of Business and Industry the ability to contact and gather appropriate feedback from former students that is specific to the School.

In the past few years, Casper College and the School of Business and Industry have relied on the Alumni Association and other Administrative gatekeepers to keep in touch with former students. Many former students have formed a bond with a business faculty member and report changing needs and expectations on a visit back to campus. In the past, the division chair sent out letters asking about future plans for school, careers, employment and other questions. Those students answering those questions were provided an opportunity to be in a drawing for several enticing items. A formal survey developed with the Director of Assessment might provide the data the school needs to improve and enhance programs.

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

All faculty evaluations are now connected to the annual departmental reports and with the program assessment plan, ensuring continuity in all realms of the evaluative process. The annual student course evaluations and instructor evaluations are discussed in department and school meetings and provided to all faculty members before they return to their positions in the fall. This valuable feedback is taken into consideration when preparing course schedules, days and times to offer classes, and instructional methods. Faculty feedback is gathered during department meetings and school meetings as well as in off-site faculty work sessions. In Spring, 2008, former business division faculty members and the division chair traveled to Saratoga, Wyoming to discuss business program requirements, Business Enrichment and Awareness events, and how to enhance business division marketing efforts. From this retreat, the business division concluded that the Business Awareness and Business Enrichment events should be every other year and be alternated to ensure that one of these events is held annually. A committee comprised of faculty and community business leaders was formed to work on and coordinate these important community and student events. The business community is involved with a number of business programs; with business programs re-assessing their advisory boards based upon attendance and participation from community members. Additionally, the dean and faculty members in conjunction with the Director of Assessment, plans to develop and utilize a graduate survey with business students and a community assessment survey that will provide a better picture of areas that business needs to improve in.
Criterion 3.3 Student Support

A. Describe the support services available to business students, including admissions, financial aid, and advising.

Casper College has many support systems in place to identify and meet student needs. Among the resources offered are student health services, writing center, math lab, disability services, academic advising, career center with career counseling and job placement, admission services, computer labs, etc. The business unit provides each student with an academic advisor who assists the student in the advising process. Students are advised on program requirements and degree planning. Students are also advised on various support services that the student can take advantage of to help ensure academic success. Full time faculty members are required to keep regular office hours. This gives students time to meet with faculty members and their program advisor for one on one meetings to discuss various advising and course concerns.

Casper College financial assistance programs are designed to help students pay their educational expenses. The most common types of financial assistance are scholarships, loans, and employment. The College views financial assistance as supplementary to the efforts of students and their families, not a replacement for those efforts. The College is also an active participant in the Title IV, Federal Financial Aid Programs. Applicants who have their annual federal paperwork on file with Casper College before May 1st will receive priority consideration.

Casper College, along with statewide and local supporters, and private donors continue to be committed to recognizing academic and activity related achievement by offering more than $500,000 annually in merit scholarships. Eligibility requirements for these scholarships vary and information regarding financial aid and its scholarships, grants and financial aid are available on the http://caspercollege.edu/financial_aid/index.html.

Casper College has many support systems in place to identify and meet student needs. Among the resources offered are student health services, writing center, math lab, disability services, academic advising, career center with career counseling and job placement, admission services, computer labs, etc.

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.

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

All Casper college students are subject to the rules and regulations set forth in the Casper College Policies and Procedures Manual and in the Student Handbook. Should circumstances arise in
which a student believes that she/he has not received fair and equitable treatment from the college and/or its employees, a student grievance procedure is available to address the issue. This procedure is described in the Casper College Policies and Procedures Manual and in the Student Handbook. A student may review the procedures by contacting the Vice President for Student Services or the Human Resources office. Issues arising as a result of disciplinary actions taken in accordance with recognized campus conduct and judicial standards may not be addressed through this student grievance procedure. Additionally, all Casper College syllabi include a statement regarding procedures used for class dissatisfaction called the chain of command. Please find below the Chain of Command policy which can be used to address student class concerns.

**Chain of Command:** If a student has any problems with a class they should first contact the instructor in order to solve the problem. If they are not satisfied with the solution offered by the instructor they should then take their problem through the appropriate chain of command starting with the department head, then the Dean, and lastly the vice president for academic affairs.

**Criterion 3.4 Stakeholders Results**

A. *Describe how the business unit measures student utilization of offerings and services.*

All classes are assessed throughout the year; whether they are full before school begins or whether there is a waiting list. Those wait-listed classes provide a number of answers for administration. First, do we need to offer more classes in this particular area? Or do we need to raise the caps on the class? Or is the teacher wildly popular or maybe too easy. At any given time because of the Datatel system utilized any faculty member or administrator can look at their class rosters, their wait list, or classes that are not full and assess how to ascertain what needs to be done. Additionally, because of the R25, the facilities coordinator can provide information about classroom size as opposed to class size. Other student offerings such as counseling, nursing, doctor assistance cannot be measured because of HIPPA violations.

B. *Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):*

Course evaluations are provided by administration and staff during all semesters during the school year. All full time, supply and part-time Business Unit faculty are evaluated by the students and have a formal class evaluation by the Dean of The School of Business and Industry or a designated individual. The Casper College faculty Evaluation Policy requires that faculty on continuing contract, as well as supply and part-time faculty who have taught at Casper College for four (4) consecutive years will undergo an in-depth evaluation no less that once every three years. Additionally, full time faculty on other than continuing contract status, as well as supply and part-time faculty who have not taught at Casper College four (4) consecutive years, will undergo an in depth faculty evaluation no less than once each year. Classroom visits will normally be conducted by the Business Unit Dean or his/her designate. The course(s) to be visited will be determined by the chair in consultation with the instructor. No evaluation will be done by the Dean without prior arrangement with the instructor. The person conducting the classroom visits will remain in the course being visited for at least fifty (50) minutes. A time for a post-evaluation conference will be established by mutual agreement. This colloquium will serve as a summary follow-up dialogue on the evaluation process. It will embrace discussions about all aspects of the evaluation, including both teaching and non-teaching responsibilities as outlined in the faculty job description. This meeting will result in a written report which will provide an overview of the process, including its outcomes and any recommendation for improvement. The instructor may
attach a response to the evaluation report if he/she deems appropriate. Both documents will be kept in the instructors personnel file for a maximum of six (6) years. All faculty members on continuing contract and those on supply and part-time faculty who have taught at Casper College for four (4) consecutive years will have student evaluations conducted in at least one (1) class each academic year. All other faculty will have student evaluations conducted in all of their classes each semester.

Student Satisfaction Surveys: Graduation surveys of students were conducted for the 2008-09 and 2009-10 school years and not performed in the 2007-08 academic school year. These surveys were conducted by the Director of Assessment at Casper College. The information is collected by including a survey when students receive their diplomas in the mail. This last year, Fall 2009 through Summer 2010 provided a response rate of eighty six students from Casper College responding to their graduation survey, with six providing information about the School of Business and Industry, not a very reliable research measurement. According to the Director of Assessment it is feasible in the future for the Business Unit to conduct their own survey to better collect more detailed information from graduates, and this is a survey that is being worked on at the time of this writing. These surveys or drafts of the surveys will be on site in the resource room. The Graduation Survey (both 2009 and 2010) asked the following questions:

Please indicate your level of agreement with the following statements about Casper College:

- CC did an excellent job of preparing me for further study at a four-year institution (if attending college)
- CC did an excellent job of preparing me for full-time work in my chosen career or profession (if employed)
- CC did an excellent job of preparing me for the licensing exam required for my career program (when applicable)
- I'm glad that I attended Casper College.
- Casper College is a friendly place.
- I would recommend Casper College to my friends and family.
- If I had to start college over, I would choose Casper College.
- I accomplished my community college educational goals when I graduated from Casper College.
- My experiences at Casper College improved my quality of life.

**Business Graduation Survey Data 2009 & 2010**

**2009**

- 212 graduates from Casper College were surveyed during graduation rehearsal. Students were asked their overall level of satisfaction with their education at CC. The average response rating was 3.55 on a 4.00 point scale (88.75% satisfaction rate).

- 20 of those responses were students graduating from Business programs (Accounting, Computer Applications, Hospitality Management, & Marketing). Students were asked their overall level of satisfaction with their education at CC. The average response rating was 3.30 on a 4.00 point scale (82.5% satisfaction rate).

**2010**
86 graduates from Casper College have completed the graduation survey, so far. Data is still being collected through the mail as students receive their diplomas and certificates. Students were asked their overall level of satisfaction with their education at CC. The average response rating was 3.59 on a 4.00 point scale (89.75% satisfaction rate).

6 of those responses were students graduating from Business programs (Accounting, Computer Applications, Hospitality Management, & Marketing). Students were asked their overall level of satisfaction with their education at CC. The average response rating was 3.50 on a 4.00 point scale (87.5% satisfaction rate).

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**Overall, I am satisfied with my education at Casper College**

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**Cumulative Averages of 2009 Graduate Survey Results**
Alumni Satisfaction Surveys: The Alumni Office surveyed recent graduates at commencement rehearsal 2010 regarding faculty and staff that had the most impact on them during their time at Casper College. In this recent survey there were 160 people mentioned. Some of the comments regarding business faculty members are:

- **Gary Becker:** “Through both Principles and Intermediate Accounting he helped each of us succeed individually and as a team.”

- **Todd Cotton:** “…encouraged learning and success in his students. I learned a lot from him.”

- **Scott Nolan:** “…encouraged learning and success in his students. I learned a lot from him.”

- **Russ Rauchfuss:** “It is hard to pick just a few. All of the professors that I had over the course of my studies here at CC had a positive impact in one way or another. The faculty at CC is by far the most outstanding group of professors in the state of Wyoming, (of course in my opinion.) Great job Casper College.” “He motivated me to do my best and challenged me. He furthered my interest in law and taught me to question all things until I’m sure of them.” I think him for that.” “…because his classes were the most educational and he made learning very fun. I learned the most in his classes. It was very helpful to have someone with criminal justice experience.”

This survey will be available in the resource room.

Employer Satisfaction Surveys: Plans are in the works to develop and administer employee satisfaction surveys for the 2010 business graduates with the assistance of the Director of Assessment to send out to all potential employers in addition to those employers already utilizing current student and those students graduating from our programs in business and industry.

Survey of Institutional Satisfaction (Faculty): For the past two years the Vice President of Academic Affairs in conjunction with the Director of Assessment has conducted a Survey of Institutional Satisfaction of the all faculty at Casper College. This all college survey will be available in the resource room.

Five Dysfunctions of Team Model Survey (Faculty): This questionnaire (Lencioni, 2002) was completed by fifteen faculty members (out of twenty seven faculty members) at the beginning of the 2009-2010 academic year and was used as a diagnostic tool to help evaluate faculty member’s susceptibility to dysfunctions that commonly occur among organizational teams. These five dysfunctions (absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to result) are interrelated and stand in the way of teamwork. The new dean wanted to assess the level of trust and openness among faculty members in both business and industry. At the beginning of the 2010-11 year, the team model survey will again be distributed to faculty in the School of Business and Industry. Following is a graph of the results of this questionnaire:
2009 Five Dysfunctions of a Team Model Survey

- A score of 8 or 9 is a probable indication that the dysfunction is not a problem for your team.
- A score of 6 or 7 indicates that the dysfunction could be a problem.
- A score of 3 to 5 is probably an indication that the dysfunction needs to be addressed.

Criterion 3.5 Business and Industry Relations

A. Describe the business unit’s partnerships and processes that link the business unit’s business programs to business and industry.

Unfortunately, business and industry (formerly the Business and Trades and Technology Divisions) did not see many links even on their own campus until their short courtship and quick marriage during the last year. While in most relationships this is not an ideal situation for a healthy marriage; on the contrary it has worked well this past year for both partners. The School of Business and Industry combined forces with each other, writing and ultimately receiving an innovation grant from the President of Casper College to build a movable cabin on a skid steer in the construction management and technical drawing side of industry and marketed by the marketing students on the business side of the School of Business and Industry. This was a very unique adventure between two departments that joined forces in the first year of our alignment. The grant was written to build a cabin that was approximately 525 square feet with one bedroom, one bathroom, a front porch, log sided cabin. The marketing students place ads on the radio, produced a brochure to get out to the public and held an open house on May 8, 2010. The cabin was an excellent example of a partnership between two former divisions. This is a clear example of faculty ingenuity and creativity that resulted in a cabin built and marketed by business and industry and purchased through a sealed bid by a community member. This unique opportunity has opened doors for other partnerships within the School of Business and Industry. Each program is now interested in talking with the “other” side of their school for ideas related to industry and how business aspects can work with them rather than compete.

A new project that began in June 2009 is an innovative service project that includes not only business and industry, but also community members and students. A community member approached Casper College with an idea and monies to provide assistance to school children at a school, Mburu Gichua Primary School in Nakuru, Kenya. The committee is comprised of
community members, faculty members in business and industry, social and behavioral sciences and the director of Service Learning at Casper College; with plans to also get students involved in the project this fall. The project goals are to build and will provide a kitchen and dining hall complete with feeding utensils, seating and food. This project is designed for sustainability through farming a school garden and by buying/contributing of other small needs through student/parent/college contributions. The objectives of the project are to: 1) Build a kitchen and dining hall utilizing Casper College, University of Wyoming construction students and faculty; 2) provide an education to those students and faculty in helping people in need and to make necessary connections in the community and school in Kenya for the ultimate goal of self-sufficiency. Students will be involved in building the kitchen and dining hall, but also experience a cultural exchange: providing an educational experience that provides balance between work, education and service learning. Participants in this project will learn about cuisines, agriculture, education and school lunch, exploring and experiencing a greater context of another country’s culture.

Each department in the business unit has an advisory committee that should meet on a yearly basis to receive business and industry input on updating curriculum and employment trends. Business programs are re-assessing their advisory committee need; while the industry side has extremely strong advisory boards and committees. Several business faculty members have openly voiced interest in talking with a faculty member from industry regarding their advisory board members and how to build a better and stronger business advisory board.

Every two years the business hosts the Chamberlin Lectureship Series and Business Awareness event. Students from all Wyoming high school business programs are invited to this one day event. The day starts with a guest speaker which is usually a successful entrepreneur. The rest of the day students attend various seminars on various aspects of going into business and other business related subjects. For the several years the business unit has hosted a Business Enrichment event. A nationally known expert on some area of business is invited to make a presentation to the Casper community and Casper College students. The School of Business and Industry sponsors Students in Free Enterprise (SIFE) with two co-sponsors, Joe Simon and Scott Nolan, both business instructors. SIFE has been a campus sponsored organization on campus for eight years for students interested in getting an edge in business, communication, leadership, and teamwork skills.

Central Wyoming Board of Cooperative Educational Services (BOCES) exists to provide the citizens of Natrona County and Central Wyoming quality educational services which cannot be provided as effectively or efficiently by the Natrona County Schools or Casper College when provided independently. The primary mission of the BOCES is three-fold: 1) to meet the educational needs of the community by training adult learners in programs leading to undergraduate and graduate education degrees earned in Casper; 2) to meet the educational needs of high school students through cooperative articulated programs in technical and academic areas where students earn college credit while still enrolled in high school; 3) to meet the ongoing needs of the community by serving as a catalyst for the development and implementation of innovative programs benefiting educational institutions, the business community, and the general citizenry.
B. Describe the impact or results of business and industry linkages.

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. 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 are examples of programs designed to engage our community and constituencies.

In the School of Business and Industry, the first impact of these linkages is the level of camaraderie among business and industry faculty. Since these two former divisions are newlyweds many of the linkages will occur during the next year and hopefully with years to come. The Kenyan project will surely have a significant impact of both sides of the school and any faculty wishing to become involved will learn about marketing, building and construction (whether it be carrying cement, nailing tin on a roof, or cultivation). The faculty members involved in the cabin innovative grant project this year is already discussing a new adventure that teams up more students, faculty and community members. This writer believes that these innovative and cross-training opportunities will be contagious with faculty members communicating more, meeting more and learning more about what others have to offer. This transitional year has focused more on comfort with the realignment process, communication between our newlyweds and beefing up existing programs that have struggled with enrollment numbers. This second year will provide an opportunity for faculty members, staff and administration to become more acculturated and aware of what other college programs and departments have to offer not only students, but faculty.

**Summary of Standard 3 - Student, Stakeholder, and Market Focus**

*Complete Table I Student and Stakeholder-Focused Results for Standard 3.*

Please see Appendix 4.

*Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.*

The self-study process revealed a number of student, stakeholder and market focus strengths, the most noteworthy of which include: 1) the college’s emphasis on academic excellence, 2) the positive relationship with the community of Casper, 3) an effective academic advisement system, 4) strong faculty and student support systems.
In addition to strengths, the self-study process also revealed several business unit concerns. The most significant of these include: 1) lack of advisory board usage and meetings; 2) inconsistent advertising and promotion of programs in the School of Business and Industry; 3) lack of any kind of follow-up with graduating students from a business perspective; 4) inconsistent community support. These are important areas that must be rectified in a business school. Advisory boards in the industry side of the school are strong and assist faculty members and department heads with future planning and ideas that keep the departments growing with strong community connections. Advertising is being utilized more, with programs working on flyers, brochures and other innovative ways to advertise their programs. The surveys will be seriously worked on this year since a specific survey from business students will provide us with positive and negative feedback, both necessary for growth in the school and their departments. Lastly, community support must be strengthened. Community members are very supportive of Casper College in general, however, the School of Business and Industry should have a much bigger following and support system from the community, alumni and students.