

Casper College

Academic Program Review

Revised Version

5/14/2018

Table of Contents

Revised Academic Program Review Update	3
Comments Received from Presentations	4
Working Group Foundation and Expectation Letter 02/20/2017	5
Tiered Criterion Overview	6
Tiered Criterion and Specific Measures Descriptions	7
Narrative Description	10
Criteria Assessment Specific Measures	11
Narratives by Degree and Certification	73
References	130

Casper College

Academic Affairs

Shawn Powell, Ph.D.
Vice President of Academic Affairs

Academic Program Review – Revised Version 05/14/2018

An academic program review was completed in the fall of 2016. This review was undertaken to assist the college better understand its academic operations, respond to a request by the Casper College Board of Trustees, and to meet Higher Learning Commission accreditation requirements. The criteria used in this review were selected by the college's five Academic Deans in the summer of 2016 based on the work of Dickeson (2010). Following the identification of these criteria a working group that included the Academic Deans, Faculty Senate Chair and Vice Chair, and individuals from the Assessment, Institutional Research, and Academic Affairs Offices met in August and September of 2016 to identify measures to be used to conduct this academic program review.

The criteria used to conduct this review were forwarded to the Academic Affairs faculty and staff by email on 10/3/2016. The majority of the quantitative data used in these reviews was collected by the Institutional Research Office and forwarded to Academic Deans, Department Chairs, and Program Directors on 10/24/2016. Department Chairs and Program Directors collaborated with their respective Deans to develop their portions of the program reviews and to provide brief narratives of the college's degree and certifications programs.

A draft report of the Academic Program Review was presented for review and discussion in December 2016 and January 2017 in 10 campus wide meetings and web site posting. The comments received during these presentations are listed on page 4 for consideration in preparing future academic program reviews. On 2/20/2017 a second working group was established to develop a policy for conducting future academic program reviews. This working group included the following individuals: Lesley Travers, Dean of Business and Industry – replaced by Michael Moline, Interim Dean of Health Science in the fall of 2017; Melissa Stahley-Cummings, Assessment Director; Shelby Garner, Enrollment Services Specialist, Julia Whyde, English Department Faculty; Matt Nickodemus, Data Scientist, Kerri Mahlum, Education Department Chair; Art Washut, Criminal Justice Department Chair; and Roberta Marvel, Interim Dean of Business and Industry. The foundation and expectation letter for this working group is included on page 5. The working group submitted a draft policy in January 2018 that was reviewed and passed by College Council on May 8, 2018. It will be open to review and feedback in the fall of 2018. The efforts dedicated to completing this academic program review and policy development are greatly appreciated.

Respectfully submitted,



Shawn Powell, Ph.D.

Comments received from December 2016 and January 2017 presentations

For future academic program reviews:

- Include occupational outlook data for applicable academic programs
- Provide more detailed explanations of presented data
- For workforce data clarify expected differences in comparing academic transfer to academic workforce program outcomes)
- Provide the job placement of graduates who are employed locally or in the state
- Survey current students and community members for their course offering preferences
- Detail the differences in programs regarding enrollment in specific classes
- Provide daily enrollment data across the entire term
- Clarify the information presented in the full time equivalent charts
- Future reviews should be done at the department level; not degree/certificate level
- Ensure students who are completing double majors are counted equitable
- Provide additional information to department chairs and program directors to assist them complete their portions of the review
- Add an executive summary or abstract of the report
- Address the belief that academic program reviews are conducted only to reduce and eliminate programs
- Provide additional information on the cost, benefit, and requirements of specialized accreditation



ACADEMIC AFFAIRS
Shawn Powell, Ph.D.
Vice President of Academic Affairs
spowell@caspercollege.edu
(307) 268-2706

125 College Drive
Casper, WY 82601

February 20, 2017

To: Academic Program Review Working Group

Lesley Travers (Chair)	Art Washut
Julia Whyde	Kerri Mahlum
Matthew Nickodemus	Melissa Stahley-Cummings
Shelby Garner	

From: Shawn Powell *Shawn D. Powell*

Subject: Foundation and expectations

Thank you for agreeing to serve on this Academic Program Review Working Group. The efforts of this working group will be instrumental to our academic programming. The periodic review of our academic operations is essential to our current and future success as a college in meeting the needs of our students, the local community, and the state of Wyoming.

In your efforts to develop academic program review policy and procedures please address the following points in your deliberations:

- Development of a template and a procedure for conducting comprehensive academic program reviews
- Review and refinement of our current academic department reporting template to ensure what is being reported is relevant to the needs of the college
- Development of a procedure for completing academic department reports
- A schedule that specifies how often comprehensive academic program reviews and academic department reports will be completed
- Development of policy and procedures for our assessment activities
- A communication plan to inform our college about the ongoing efforts of your working group
- Set a goal to complete this working group's activities by December 31, 2017

Again, thank you for your dedication to improving our academic operations.

Tiered Criterion Overview

Tier 1 Criterion

1. Impact, Justification, and Essentiality
2. External Demand for the Program
3. Size, Scope, and Productivity
4. Internal Demand for the Program

Tier 2

5. Quality of Outcomes
6. History, Development, and Expectations
7. Opportunity Analysis

Tier 3

8. Costs and Other Expenses
9. Quality of Program Inputs and Processes
10. Revenue and Other Resources Generated

Narrative (One page narrative – 250 word limit)

Program purpose and goals – mission statement (Required Element)

Possible additional topics to be included: innovative elements, potential for new program development, community involvement, third party evaluations (i.e., specialized program accreditation; advisory board reports; grant surveys), what the program offers Natrona County and the State of Wyoming, and additional program specific topics.

Tiered Criterion and Specific Measures Descriptions

NOTE: Criterion, descriptions, and specific measures were adapted from Dickeson (2010).

Tier 1

1. Impact, Justification, and overall essentiality of the program

Description: This criterion provides a summation of academic programs to include the effect a program has, the benefits of the program to the college and community, and an indication of how essential the program is to the college's mission. This criterion was assessed using the following specific measures:

Five year history (provided by IR):

- Enrolled Full Time Equivalent (FTE) for each degree/certificate
- Number of graduates from each degree/certificate
- Number of students majoring in a given degree/certificate

2. External Demand for the Program

Description: The information collected to evaluate this criterion is based on an academic program's external needs in terms of graduates' transferability and job placement following program completion. This criterion was assessed using the following specific measures:

Five year history (provided by IR):

- Transfer rates to UW and other colleges
- Workforce Services Job placement data

3. Size, Scope, and Productivity of the Program

Description: This criterion examines an academic program's quantitative characteristics in terms of faculty assigned to a given program and the number of students in the programs. This criterion was assessed using the following specific measures:

Full time faculty and number of students (provided by IR and Academic Affairs)

Program capacity compared to enrollments (provided by IR)

Faculty Load and Overload (lecture/lecture-lab/lab) last three years (provided by Deans)

4. Internal demand for the program

Description: This criterion reflects the unique nature of the college's academic programs relative to other programs provided within the state of Wyoming. The support and interconnected nature of academic programs to other college programs is also reflected in terms of general education classes. This criterion was assessed using the following specific measures:

Uniqueness – number of Wyoming colleges or other training sites offering similar degrees or certificates (provided by Department Chairs/Program Directors)

General Education classes that support other program (Academic Catalog)

Tier 2

5. Quality of Outcomes

Description: In keeping with HLC's (2016) guidance institutions should seek specialized program accreditation related to its educational mission. This criterion's measure is a listing of specialized accredited programs reported in the 2016-17 academic catalog.

Special Accreditations (provided by Academic Affairs)

6. History, development, and expectations of the program

Description: The effort to evaluate this criteria focused on the degree to which academic programs have adapted to meet students' needs. This criterion was measured using student responses to course evaluations provided at the degree or certificate level.

Three year history (provided by Assessment Office)
Course Valuation Satisfaction Survey Responses

- "This course increased my desire to continue learning about this material"
- "Overall I would rate the quality of this course as"
- "Overall, I would rate the amount I learning in this course as"

7. Opportunity analysis of the program

Description: Information in this section was intended to provide a forum for the consideration of future programming based largely on faculty input with consideration given to local community and state external demand.

New program development (provided by Deans/Program Directors/Department Chairs)

Tier 3

8. Costs and other expenses associated with the program

Description: This criterion evaluates the cost to operate academic programs and is assessed by the following methods:

Expenses by FTE; overall college budget, operational budget, dept. budget (provided by Deans, Academic Affairs, Finance Office, and IR)

Associated costs of accredited programs (provided by Deans)

9. Quality of program inputs and processes

Description: The descriptive information used to evaluate this criterion was intended to provide a narrative of academic program awards and faculty members' specialized training, education, and credentials related to their teaching assignments. The methods included in this criterion include:

Programs awards list (provided by Deans/Department Chairs/Program Directors)

Faculty experiences/expertise (i.e., specialized training, licensure, certification, teaching methodologies) – (provided by Department Chairs/Program Directors/Deans)

10. Revenue and other resources generated by the program

Description: This criterion evaluated academic program revenue generation and included the following specific measures:

Grants, Gifts, and Donations received (provided by Grants Office, Foundation, and Deans)

State and federal funding (provided by Grants Office and Deans)

Instructional Level breakdown by FTE; course instructional level revenues (provided by IR and Finance)

Narrative Description

Narrative (One page for each degree and certification – 250 word limit)

Program purpose and goals – mission statement (Required Element)

Possible additional topics to be included:

- innovative elements
- potential for new program development
- community involvement
- third party evaluations (i.e., specialized program accreditation; advisory board reports; grant surveys)
- what the program offers Natrona County and the State of Wyoming,
- additional program specific topics.

Criteria Assessment Specific Measures

Tier 1 Criterion

1. Impact, Justification, and Essentiality

Table 1. Enrolled Full Time Equivalent (FTE) by degree/certificate 2015-16

School of Business and Industry

<u>Department</u>	<u>Total FTE</u>
Accounting	108.83
Finance	2.25
Hospitality	7.75
Marketing	36.00
Dept Total:	154.83
Auto Body Repair	22.08
Welding Technology	84.29
Dept Total:	106.37
Automotive	52.67
Diesel Technology	88.75
Dept Total:	141.42
Aviation	2.25
Environmental Training	7.33
Renewable Energy Tech	4.58
Dept Total:	14.16
Business Administration	87.50
Business	2.25
Economics	44.50
Management	42.00
Dept Total:	176.25
Business Office	
Technology	1.67
Cisco Networking	19.00
Computer Applications	54.33
Computer Science	81.08
Computer Security	5.00
Information Management	18.50
Internet	13.67
Dept Total:	211.50

Table 1. Enrolled Full Time Equivalent (FTE) by degree/certificate 2015-16 cont...

<u>Department</u>	<u>Total FTE</u>
Construction Technology	51.83
Engineering Technology	68.75
Machine Tool Technology	42.42
Dept Total:	163.00
Electronics	50.79
Electrical Apprenticeship	206.92
Process Technology	10.00
Robotics Technology	11.92
Dept Total:	279.63
Fire Science Technology	75.50

School of Fine Arts and Humanities

<u>Department</u>	<u>Total FTE</u>
English	469.83
Humanities	7.75
Philosophy	7.50
Dept Total:	485.08
Music	131.67
Dance	21.83
Theatre	86.67
Dept Total:	108.50
Art	147.17
American Sign Language	53.67
French	32.75
German	13.00
Japanese	10.67
Russian	4.00
Spanish	52.08
Dept Total:	166.17

Table 1. Enrolled Full Time Equivalent (FTE) by degree/certificate 2015-16 cont...**School of Health Science**

<u>Department</u>	<u>Total FTE</u>
Health Technology	94.10
Medical Lab Technician	71.67
Nursing	210.75
Occupational Therapy	9.83
Occupational Therapy Asst	50.83
Dept Total:	60.66
Paramedic Technology	26.58
Emergency Medical Tech	41.42
Dept Total:	68.00
Pharmacy Technology	22.25
Health Education	9.00
Kinesiology	13.58
Physical Education Activity	68.50
Varsity Athletics	10.17
Professional Phys Ed	22.33
Dept Total:	123.58
Radiography	76.92
Respiratory Therapy	37.83

School of Science

<u>Department</u>	<u>Total FTE</u>
Agriculture Economics	53.92
Agriculture	10.25
Agriculture Technology	8.08
Agroecology	3.00
Animal Science	68.50

Table 1. Enrolled Full Time Equivalent (FTE) by degree/certificate 2015-16 cont...

<u>Department</u>	<u>Total FTE</u>
Food Science	1.75
Rangeland Ecology	3.75
Soil Science	6.00
Dept Total:	155.25
Biology	186.00
Life Sciences	15.42
Molecular Biology	40.33
Zoology	194.83
Dept Total:	436.58
Chemistry	136.08
Astronomy	46.00
Civil Engineering	2.00
Engineering Science	33.67
Physics	63.83
Dept Total:	145.50
Atmospheric Science	4.33
Environment, Natural Res	5.33
Extractive Resources	
Tech	7.08
Family/Consumer Science	24.83
Geography	56.00
Geology	74.08
Dept Total:	171.65
Mathematics	691.92
Statistics	101.08
Dept Total:	793.00
School of Social and Behavioral Sciences	
<u>Department</u>	<u>Total FTE</u>
Communication	152.08
Criminal Justice	56.00

Table 1. Enrolled Full Time Equivalent (FTE) by degree/certificate 2015-16 cont...

<u>Department</u>	<u>Total FTE</u>
Curriculum and Instruction	18.17
Early Childhood	34.33
Elementary Education	9.58
Exceptional Children	11.25
Education Foundations	42.50
Education	14.00
Library Science	11.00
Dept Total:	140.83
History	66.17
International Studies	1.50
Political Science	207.92
Dept Total:	275.59
Legal Assistant	18.17
Psychology	283.42
Addictionology	23.08
Dept Total:	306.50
African American Studies	1.25
Anthropology	33.50
Religion	12.00
Social Work	15.33
Sociology	96.75
Gender Studies	3.42
Women's Studies	32.00
Dept Total:	194.25
Human Development	98.00

Table 2. Number of graduates from each degree/certificate 2011-12 to 2015-16

	Credential	2011-12	2012-13	2013-14	2014-15	2015-16	5-Yr Total
School of Business and Industry							
Accounting	AB	5	5	10	7	5	32
Accounting (Career)	AAS		1	1		1	3
Accounting (Career)	CER	1	1	2	1		5
Paraprofessional Accounting	AAS	2	3	1			6
Professional Bookkeeper	CER		1				1
Hospitality Management	AAS	4	1	1	1	2	9
Hospitality, Human Resources	CER					1	1
Hospitality, Mkt and Sales Mgt	CER	1					1
Marketing	AS	1	3	1		3	8
Marketing	CER				1		1
Retail Merchandising	AAS		1				1
Auto Body Repair Technology	AAS	2	4	2	1	2	11
Auto Body Repair Technology	CER	5	8	7	1	3	24
Welding Technology	AAS	7	8	10	9	6	40
Welding Technology	CER	8	13	12	16	3	52
Automotive Technology	AAS	5	5	1	1	1	13
Automotive Technology	CER	7	8	7	4	3	29
Diesel Power Technology	AAS	7	7	4	4	5	27
Diesel Power Technology	CER	13	8	19	17	16	73
Aviation	AAS	1	1		1		3
Power Plant Technology	AAS	5	5	3	2		15
Power Plant Technology	CER	4	4	3	5		16
Renewable Energy Technology	AAS	3	3	2	3		11
Renewable Energy Technology	CER	5	5	3	3		16
Wastewater Collection	CER		2				2
Wastewater Treatment	CER		1				1
Water Distribution	CER	1	1		1		3
Water Quality Technology	AAS	1		1			2
Water Treatment	CER	1	5				6

Table 2. Number of graduates from each degree/certificate 2011-12 to 2015-16 cont...

	Credential	2011-12	2012-13	2013-14	2014-15	2015-16	5-Yr Total
Business Administration	AB	15	18	20	16	18	87
Economics	AS			2		2	4
Entrepreneurship	AAS			1	3	6	10
Leadership & Organizational Mgt	AAS	4	1			3	8
Management	AAS	4	1	5		2	12
Pre-Law (Business)	AB	1		1	1		3
Computer Science	AS	4	7	7	8	6	32
Computer Security	AAS				1		1
Management Information Systems	AS	1					1
Office Management	AAS	2	1	3			6
Office Management	CER	1	1		1		3
Software Support Specialist	AAS	1					1
Software Application	CER	1					1
Web Design	AAS	3					3
Construction Management	AS	4	2	2	1	2	11
Construction Technology	AAS	3	2	2	1	3	11
Construction Technology	CER	3	5	1		3	12
Drafting and Design Technology	AAS	6	12	4	3	10	35
Architectural Graphics and Design	CER		3		1	5	9
Mechanical Graphics and Design	CER	1	8	4	3	6	22
Machine Tool Technology	AAS	4	2	5	1	10	22
Machine Tool Technology	CER	4	3	8	1	10	26
Industrial Arts	AS	6	2	2		1	11
Electronics Technology	AAS	5	8	5	5		23
Computer Electronics	CER	7	9	5	5	1	27
Industrial Electronics	CER	6	10	5	5	1	27
Automation	CER			1			1
Manufacturing Technology	AAS			2	1	3	6
Manufacturing Technology	CER			2	1	3	6
Process Technology	CER			13	5	12	30
Robotics Technology	AAS	1	1	3	3	2	10
Robotics Technology	CER	1	1	3	4	3	12

Table 2. Number of graduates from each degree/certificate 2011-12 to 2015-16 cont...

	Credential	2011-12	2012-13	2013-14	2014-15	2015-16	5-Yr Total
Fire Science Technology	AAS	36	22	22	14	17	111
Fire Science Technology	CER	38	20	23	16	16	113
Emergency Management	AAS	1		1			2

School of Fine Arts and Humanities

English	AA	9	7	10	4	2	32
Liberal Arts	AA	1	4				5
Music	AA			2	1	1	4
Music Education	AFA	2		4	2		8
Music Performance	AFA	4	3	7	3	3	20
Dance Performance	AA	4	3	3	4	1	15
Musical Theatre Performance	AA		2	6	1	4	13
Theatre Performance	AA	4	5	7	2	1	19
Theatre Technology	AA	3		1	2	5	11
Art	AA	2	3	4	1		10
Art Education	AFA	4	4	3	1	6	18
Fine Art	AFA		8	9	4	2	23
Graphic Design	AFA	3	2	7	7	5	24
Museum/Gallery Studies	AA	3	1	3	2	2	11
Photography	AFA	5	5	5	3	1	19
World Languages	AA	4	6	2	6	2	20

School of Health Science

Medical Lab Technician	AS	16	10	15	10	10	61
Phlebotomy	CER	35	22	19	20	27	123
Nursing	AAS	2		1	2		5
Nursing	AS	42	25	47	45	41	200
Practical Nursing	CER	20	15	34	31	62	162
Health Science/Pre-Nursing	AS	19	11	3	8	7	48
Occupational Therapy Assistant	AS	17	22	21	19	16	95

Table 2. Number of graduates from each degree/certificate 2011-12 to 2015-16 cont...

	Credential	2011-12	2012-13	2013-14	2014-15	2015-16	5-Yr Total
Assistive Technology	CER	3	9	3	2	3	20
Equine Assisted Therapy	CER	7	9	4	6	4	30
Gerontology	CER				4	4	8
Health Science/Pre-OTA	AS	1	2	1		1	5
Paramedic Technology	AS	1		5	5	7	18
Health Science/Paramedic Tech	AS					1	1
Pharmacy Technology	AS	3	5	1	11	5	25
Pharmacy Technology	CER	3	5	2	12	5	27
Health Science/Pre-Pharm Tech	AS			1			1
Athletic Training	AS		4	1	5	1	11
Physical Education	AS	6	3	6	6	3	24
Radiography	AS	14	14	16	13	13	70
Computed Tomography	CER		4		3	2	9
Magnetic Resonance Imaging	CER		4	2	3	6	15
Mammography	CER					4	4
Health Science/Pre-Radiography	AS	3	3	6	3	3	18
Respiratory Therapy	AS	6	12	9	5	7	39
Health Science/Pre-Respiratory	AS			2	4	3	9
Activities Professional	AAS	1	1				2
Activities Professional	CER		1				1
Clinical Health Care Assistant	CER		1				1

School of Science

Agri-Business	AAS	1	2	1	1	2	7
Agri-Business	AS	10	9	11	14	16	60
Agriculture	AS	7	5	5	5	5	27
Agriculture Communications	AS			3	6	1	10
Animal Science Technology	AAS	5	2	3	3		13
Animal Science	AS	6	8	11	15	9	49
Range Management	AS	2	1	2	1	2	8
Biology	AS	6	9	4	11	9	39

Table 2. Number of graduates from each degree/certificate 2011-12 to 2015-16 cont...

	Credential	2011-12	2012-13	2013-14	2014-15	2015-16	5-Yr Total
Wildlife Management	AS	1	4	9	3	2	19
Medical Technology	AS	1					1
Pre-Dentistry	AS				2		2
Pre-Medicine	AS	1	2	6	3	10	22
Pre-Occupational Therapy	AS	2	5	9	9	4	29
Pre-Optometry	AS				1		1
Pre-Physical Therapy	AS	1	3	1	1	2	8
Pre-Veterinary	AS	1		2	1	3	7
Chemistry	AS	3	2	1	2	1	9
Pre-Pharmacy	AS	2	3	4	1	2	12
Environmental Science	AS		1			1	2
Extractive Resources Technology	AAS			2	3	4	9
Extractive Resources Technology	CER		1	2	2		5
Geographic Information Systems	AS	8	8	7	5	4	32
Geographic Information Systems	CER	12	12	13	10	9	56
Geology	AS		2	5	5	4	16
Nutrition	AS		4		4		8
Engineering	AS	12	10	10	6	12	50
Physics	AS		2	1	1	4	8
Mathematics	AS	2	6	5	2	7	22
Applied Statistics	AS		7		2	3	12

School of Social and Behavioral Sciences

Human Communication	AA	11	6	13	9	5	44
Communication-Journalism	AA	2	1	1			4
Communication-Multimedia	AA	2	2	3	2	2	11
Criminal Justice	AA	4	2	1	6	9	22
Criminal Justice	AAS	4	2	4	2	1	13
Criminal Justice	AS	1	4				5
Forensic Science	AS		1	7	2	1	11
Early Childhood Education	AA	2	7	7	8	6	30

Table 2. Number of graduates from each degree/certificate 2011-12 to 2015-16 cont...

	Credential	2011-12	2012-13	2013-14	2014-15	2015-16	5-Yr Total
Early Childhood Education	AAS		1				1
Early Childhood Education	AS	3	5	1			9
Elementary Education	AA	9	15	19	20	29	92
Elementary Education	AS	25	17	7			49
ParaEducator	AAS	1					1
ParaEducator	CER	1					1
Secondary Ed Social Studies	AA		1	2	2	3	8
History	AA	2	1	2	4	4	13
International Studies	AA	2			1	2	5
Political Science	AA	1		2	3	3	9
Political Science	AS	1					1
Pre-Law (Social Sci)	AA	1		2			3
Pre-Law (Social Sci)	AS			1			1
Paralegal Studies	AA	5	4	5	8	6	28
Paralegal Studies	AAS		1	1	1		3
Paralegal Studies	CER	2	2		1		5
Addictionology	AA	2	2	1			5
Addictionology	AS	8	5	4	8	7	32
Addictionology	CER	2	5	4	3	3	17
Psychology	AA	2	6	2			10
Psychology	AS	3	8	8	20	21	60
Cognitive Retraining	CER				1	1	2
Anthropology	AA	2			1		3
Social Work	AA	13	9	5	11	7	45
Sociology	AA		1		1		2
Women's and Gender Studies	AA		2		1	1	4
Women's and Gender Studies	CER					1	1
General Studies	AA	33	29	23	17	20	122
General Studies	AS	76	70	88	65	65	364
Technical Studies	AAS	1	1				2
Total:		803	796	844	754	779	3976

Table 3. Number of students majoring in each given degree/certificate 2011 to 2016

Major	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
School of Business and Industry						
Accounting	47	47	45	47	44	63
Accounting (Career)	8	9	8	4	7	5
Paraprofessional Accounting	5	6	5	0		
Professional Bookkeeper	0	2	3	0		
Hospitality Management	9	12	13	8	6	10
Marketing	6	7	3	10	9	8
Retail Merchandising	1	3	0	1	2	0
Auto Body Repair Tech	18	10	9	6	8	9
Welding Technology	42	32	38	30	29	33
Automotive Technology	25	27	19	15	15	24
Diesel Power	36	35	38	31	39	37
Aviation	8	13	8	3	3	10
Power Plant Technology	14	15	11	6	1	
Renewable Energy Technology	17	11	8	3	6	7
Water Quality Technology	4	5	1	0		
Business Administration	115	115	119	126	129	111
Economics	2	1	4	2	2	3
Entrepreneurship	12	8	15	17	20	16
Leadership & Organizational Mgt	6	5	2	4	7	9
Management	12	11	12	5	10	10
Pre-Law (Business)	5	2	8	4	5	7
Undecided-Business	17	18	19	9	6	4
Computer Science	44	55	40	37	39	40
Computer Security		1	2	7	9	15
Office Management	10	10	5	3	6	8
Software Support Specialist	1	1	0	0	0	1
Web Design	10	6	4	3	5	1
Web Development	0	0	1	1	1	1
Construction Management	16	11	9	12	11	9
Construction Technology	11	10	5	3	6	5
Engineering Tech (Drafting)	18	16	21	15	20	25
Architectural Graphics		2	1	3	4	4
Mechanical Graphics		7	0	0	1	0
Machine Tool Technology	5	16	13	11	14	9
Technical Educ (Industrial Arts)	14	6	7	4	6	7

Table 3. Number of students majoring in each given degree/certificate 2011 to 2016 cont...

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Electronics	24	21	15	15	18	23
Manufacturing Technology	1	1	7	4	3	1
Process Technology			9	3	10	0
Robotics Technology	5	9	9	12	10	8
Fire Science Technology	54	40	50	38	44	41
Emergency Management	3	2	1	0		

School of Fine Arts and Humanities

English	46	44	37	26	27	36
Liberal Arts	6	6	2	0	1	1
Music	14	13	7	5	5	9
Music Education	17	19	14	9	17	12
Music Performance	7	14	16	7	8	14
Dance Performance	16	15	16	10	12	14
Musical Theatre Performance	10	10	10	10	13	5
Theatre Performance	25	18	9	12	16	25
Theatre Technology	6	8	10	11	17	16
Art	20	15	16	7	10	6
Art Education	23	17	12	13	13	17
Fine Art	12	14	14	8	6	6
Graphic Design	20	26	24	16	20	14
Museum/Gallery Studies	6	9	6	3	6	4
Photography	20	21	17	7	8	12
World Languages	9	10	11	11	10	8

School of Health Science

Medical Lab Technician	49	31	28	32	34	42
Phlebotomy	6	4	8	2	6	3
Nursing	93	97	121	120	117	110
Pre-Nursing	250	237	192	152	159	212
Occupational Therapy Asst	33	34	27	32	27	16
Assistive Technology			1	0	0	0
Equine Assisted Therapy		1	0	1	1	1
Paramedic Technology	37	37	40	37	23	9
Pharmacy Technology	19	17	25	22	15	15
Athletic Training	14	13	28	22	14	27

Table 3. Number of students majoring in each given degree/certificate 2011 to 2016 cont...

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Physical Education	23	23	24	20	16	18
Radiography	33	41	38	32	37	42
Computed Tomography		4	2	5	3	5
Magnetic Resonance Imaging		6	2	6	7	4
Pre-Radiography	62	63	66	70	56	52
Respiratory Therapy	26	23	23	17	11	26
Activities Professional	2	1	1			
Health Sciences	62	47	41	32	59	73
Undecided-Health Science	15	20	30	19	10	9

School of Science

Agri-Business	33	42	55	58	48	55
Agriculture	26	17	25	23	19	16
Agriculture Communications					4	10
Animal Science	26	29	27	27	28	32
Range Management	4	4	5	1	4	5
Biology	34	42	35	47	37	35
Wildlife Management	18	25	28	18	23	27
Medical Technology	2	5	6	2		
Pre-Dentistry	21	14	19	19	17	14
Pre-Medicine	31	28	37	30	27	39
Pre-Occupational Therapy	14	16	31	33	21	20
Pre-Optometry	4	2	2	2	0	4
Pre-Physical Therapy	26	28	24	15	20	19
Pre-Veterinarian	14	19	20	22	18	23
Undecided-Life Science	5	3	2	0	0	1
Chemistry	8	9	5	8	5	8
Pre-Pharmacy	13	12	13	12	10	7
Environmental Science	0	5	6	6	4	3
Extractive Resources Tech	9	7	13	9	7	5
Geographic Info Systems	19	11	17	12	16	22
Geology	21	22	30	21	20	19
Nutrition	13	11	4	11	12	9
Engineering	63	78	84	75	74	67
Physics	5	2	5	6	7	5
Undecided-Phys Sci	1	5	2	0	0	0
Mathematics	10	12	17	13	11	15

Table 3. Number of students majoring in each given degree/certificate 2011 to 2016 cont...

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Applied Statistics	3	2	0	3	5	0
School of Social and Behavioral Sciences						
Communication	24	22	23	18	16	19
Communication-Journalism	3	6	5	1	3	8
Communication-Multimedia	8	7	14	7	5	10
Criminal Justice	66	62	49	44	51	51
Forensic Science	9	10	12	9	8	7
Early Childhood Educ	63	61	46	48	31	27
Elementary Educ	167	145	131	122	123	104
Paraeducator	6	4				
Secondary Ed Social Sciences	25	28	21	21	23	23
History	12	11	9	8	10	8
International Study	6	2	3	7	10	8
Political Science	8	4	9	12	13	10
Pre-Law (Social Sci)	7	6	7	2	0	
Paralegal Studies	28	21	25	28	24	17
Addictionology	53	41	33	27	22	28
Psychology	60	73	67	64	81	58
Cognitive Retraining				1	0	0
Anthropology	7	5	3	7	2	7
Social Work	72	55	61	61	57	42
Sociology	9	6	7	9	8	3
Women's Studies	3	2	2	3	4	1
General Studies	331	228	168	132	161	165
Technical Studies	1	1	1	1	0	0

2. External Demand for the Program

Table 4. Degree seeking students who transferred to other institutions 2012 to 2016

SCHOOL OF BUSINESS AND INDUSTRY

Accounting, Hospitality, Marketing	
University of Wyoming	39
Chadron State College	13
Laramie County Community College	7
Colorado State University	4
University of Phoenix	3
All Others	35
Auto Body Repair, Welding	
Northern Wyoming Community College	2
All Others	11
Automotive Technology, Diesel Power	
Eastern Wyoming College	4
University of Wyoming	3
Northern Wyoming Community College	2
Northwest College	2
All Others	11
Aviation, Renewable Energy, Power Plant	
University of Wyoming	7
Central Wyoming College	2
Eastern Wyoming College	2
Northern Wyoming Community College	2
All Others	6
Business, Economics, Entrepreneurship, Management	
University of Wyoming	85
Laramie County Community College	8
Northern Wyoming Community College	8
Chadron State College	7
Eastern Wyoming College	6
Black Hills State University	5
All Others	80

Table 4. Degree seeking students who transferred to other institutions 2012 to 2016 cont...

Computer Science, Information Systems		
University of Wyoming		27
Laramie County Community College		7
Eastern Wyoming College		3
South Dakota School of Mines		2
Chadron State College		2
All Others		19

Construction, Drafting, Machine Tool Tech		
University of Wyoming		18
Northern Wyoming Community College		4
South Dakota State University		3
Eastern Wyoming College		3
Arizona State University		2
All Others		20

Electronics, Manufacturing, Robotics		
University of Wyoming		7
Central Wyoming College		2
Northern Wyoming Community College		2
All Others		10

Fire Science, Emergency Management		
University of Wyoming		11
Chadron State College		4
Central Wyoming College		4
Columbia Southern University		2
Eastern Kentucky University		2
Front Range Community College		2
All Others		35

SCHOOL OF FINE ARTS AND HUMANITIES

English, Liberal Arts		
University of Wyoming		33
Chadron State College		2
All Others		13

Table 4. Degree seeking students who transferred to other institutions 2012 to 2016 cont...

Music		
	University of Wyoming	14
	Colorado State University	2
	Northern Wyoming Community College	2
	Valley City State University	2
	All Others	18
Theatre, Dance		
	University of Wyoming	11
	Columbia College Chicago	5
	University of Northern Colorado	4
	Metropolitan State University Denver	3
	Minnesota State University Mankato	3
	All Others	27
Visual Art		
	University of Wyoming	41
	Central Wyoming College	3
	Colorado Mesa University	3
	Rocky Mtn College of Art & Design	3
	Chadron State College	2
	All Others	32
World Languages		
	University of Wyoming	6
	Western Wyoming Community College	2
	All Others	5
SCHOOL OF HEALTH SCIENCE		
Medical Lab Technician		
	University of Wyoming	15
	Eastern Wyoming College	4
	Central Wyoming College	3
	Northern Wyoming Community College	3
	Weber State University	2
	All Others	14

Table 4. Degree seeking students who transferred to other institutions 2012 to 2016 cont...

Nursing (includes pre-nursing)	
University of Wyoming	107
Eastern Wyoming College	26
Central Wyoming College	13
Laramie County Community College	11
Northwest College	8
All Others	134
Occupational Therapy Assistant	
University of Wyoming	12
University of North Dakota	3
Central Wyoming College	3
Laramie County Community College	2
Northern Wyoming Community College	2
All Others	27
Paramedic Technology	
University of Wyoming	2
University of Phoenix	2
Eastern Wyoming College	2
Northern Wyoming Community College	2
Northwest College	2
All Others	8
Pharmacy Technology	
University of Wyoming	9
All Others	6
Physical Education, Athletic Training	
University of Wyoming	10
University of Northern Colorado	4
Eastern Wyoming College	3
Laramie County Community College	3
Western Wyoming Community College	3
All Others	15

Table 4. Degree seeking students who transferred to other institutions 2012 to 2016 cont...

Radiography	
University of Wyoming	11
Laramie County Community College	5
Northern Wyoming Community College	5
Black Hills State University	2
Weber State University	2
Mitchell Technical Institute	2
All Others	25

Respiratory Therapy	
University of Wyoming	3
Boise State University	3
Northern Wyoming Community College	3
Western Nebraska Community College	2
All Others	7

SCHOOL OF SCIENCE

Agriculture	
University of Wyoming	59
Colorado State University	15
West Texas A&M University	10
University of Nebraska Lincoln	5
Central Wyoming College	5
All Others	74

Biology, Pre-Professional Studies	
University of Wyoming	120
University of North Dakota	15
Laramie County Community College	11
Eastern Wyoming College	5
Northwest College	5
All Others	70

Chemistry, Pre-Pharmacy	
University of Wyoming	8
All Others	16

Table 4. Degree seeking students who transferred to other institutions 2012 to 2016 cont...

Environmental Sci, Extractive Resources, Geology, GIS, Nutrition		
University of Wyoming		30
Ashford University		2
All Others		21
Engineering, Physics		
University of Wyoming		50
South Dakota School of Mines		11
University of North Dakota		5
Utah State University		4
Northern Wyoming Community College		4
All Others		30
Mathematics, Statistics		
University of Wyoming		15
All Others		4
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES		
Communication		
University of Wyoming		40
Arkansas State University		2
Valley City State University		2
Laramie County Community College		2
All Others		21
Criminal Justice		
University of Wyoming		40
Eastern Wyoming College		5
Central Wyoming College		3
Arizona State University		2
Northwest College		2
All Others		32

Table 4. Degree seeking students who transferred to other institutions 2012 to 2016 cont...

Education	
University of Wyoming	142
Valley City State University	34
Northwest College	11
Laramie County Community College	10
Central Wyoming College	10
All Others	89
Political Science, History, International Studies	
University of Wyoming	14
Northwest College	2
All Others	20
Paralegal Studies	
University of Wyoming	11
Laramie County Community College	2
All Others	5
Psychology, Addictionology	
University of Wyoming	70
Central Wyoming College	10
Grand Canyon University	5
Northwest College	5
Northern Wyoming Community College	3
All Others	38
Social and Cultural Studies	
University of Wyoming	27
Laramie County Community College	2
Western Wyoming Community College	2
All Others	14
General Studies	
University of Wyoming	158
Eastern Wyoming College	13
Laramie County Community College	10
Northern Wyoming Community College	10
Central Wyoming College	9
All Others	198

Table 5. Job placement from Wyoming Work Force Services

CC Dept	Total Graduates	Individuals Employed 4th qtr after CC graduation	Median Annual Wage 4th qtr after CC graduation
Paramedic	6	6	\$77,856
Water Quality Technology	6	6	\$57,932
Registered Nursing	117	105	\$55,476
Power Plant Tech	16	12	\$54,232
Practical Nursing	69	64	\$48,164
MRI Technician	6	5	\$45,880
Electronics	22	17	\$44,800
Respiratory Therapy	27	26	\$44,652
Technology Education	10	8	\$43,580
Radiography	44	34	\$41,356
Diesel Power	44	36	\$40,848
Fire Science	83	58	\$40,676
Machine Tool Technology	15	8	\$40,092
Medical Lab Tech	41	37	\$39,476
Drafting and Design	22	16	\$38,356
Welding	36	30	\$36,680
Construction Tech	10	5	\$34,260
Construction Management	8	6	\$33,936
Geographic Info Systems	37	31	\$32,252
Office Management	7	6	\$30,200
Business Admin/Mgt	67	51	\$30,016
Criminal Justice	30	24	\$29,552
Renewable Energy	13	12	\$28,884
Paralegal	14	10	\$27,880
Phlebotomy	76	66	\$27,272
Automotive Technology	23	15	\$25,976
Chemistry	6	5	\$25,420
Pharmacy Tech	10	9	\$25,072
Auto Body Repair	21	16	\$24,224
Physical Education	15	10	\$23,504
Biology	19	10	\$23,188
Accounting	27	20	\$22,876
Dance	10	5	\$22,228
Photography	15	11	\$22,212
Process Technology	13	8	\$22,204

Table 5. Job placement from Wyoming Work Force Services cont...

CC Dept	Total Graduates	Individuals Employed 4th qtr after CC graduation	Median Annual Wage 4th qtr after CC graduation
Computer Science	18	7	\$21,808
Wildlife Management	14	5	\$21,036
Graphic Design	12	10	\$20,312
Communication	40	29	\$19,948
Hospitality Management	6	6	\$18,896
Addictionology	31	23	\$18,760
General Studies & Liberal Arts	324	200	\$17,992
Social Work	27	18	\$17,216
Engineering	32	20	\$17,080
Health Science (general)	52	40	\$16,928
Rehabilitation Therapies	30	22	\$16,768
Theatre	28	18	\$16,296
Art Education	11	6	\$15,456
Medical Preparatory Programs	43	31	\$15,388
Psychology	29	18	\$15,348
English	26	20	\$15,248
Education	112	80	\$14,728
Mathematics & Statistics	20	10	\$13,996
World Languages	12	9	\$13,024
Marketing	5	5	\$8,340
Athletic Training	5	5	\$8,216
Music	15	6	\$8,140
Fine Arts & General Art	25	18	\$6,952

The following six degrees did not have enough graduates working in Wyoming to allow salary comparisons:

Music Education	6	NA
Robotics	5	NA
Pre-Law	6	NA
Museum Studies	7	NA
Geology	7	NA
History	5	NA

3. Size, Scope, and Productivity

For the 2016-17 academic year 145 full time faculty members were employed by Academic Affairs. These faculty members held the following academic degrees and other qualifications:

- Percentage of faculty with terminal degrees
 - o Our full time faculty members = 145 and includes:
 - 34 faculty members hold doctoral degrees (23%)
 - 94 faculty members hold masters degrees (64%)
 - 11 faculty members hold bachelor degrees (7%)
 - 5 faculty members hold associate degrees (5%)
 - 1 faculty member holds other qualifications (1% rounded up)

The percentage of faculty members who are tenured are reflected below:

- Percent of faculty members who are tenured:
 - o 67% are tenured
 - o 93% are on tenure track or are tenured
 - o 7% are not on tenure tracks and are not tenured

The percentage of full time faculty members teaching “1000 level” first year courses was 87% in the fall 2016 term.

Table 6. Full time and Part time faculty 2015-16

Course Prefix	Department	Total FTE	Online FTE	%Online FTE	FTE FT Faculty	%FT FTE	FTE PT Faculty	%PT FTE
School of Business and Industry								
ACCT	Accounting	108.83	47.50	43.65%	106.16	97.55%	2.67	2.45%
FIN	Finance	2.25	2.25	100.00%	2.25	100.00%	0.00	0.00%
HOSP	Hospitality	7.75	6.25	80.65%	7.75	100.00%	0.00	0.00%
MKT	Marketing	36.00	14.25	39.58%	32.50	90.28%	3.50	9.72%
	Dept Total:	154.83	70.25	45.37%	148.66	96.01%	6.17	3.99%
AUBR	Auto Body Repair	22.08			11.04	50.00%	11.04	50.00%
	Welding							
WELD	Technology	84.29			84.29	100.00%	0.00	0.00%
	Dept Total:	106.37			95.33	89.62%	11.04	10.38%

Table 6. Full time and Part time faculty 2015-16 cont...

Course Prefix	Department	Total FTE	Online FTE	%Online FTE	FTE FT Faculty	%FT FTE	FTE PT Faculty	%PT FTE
AUTO	Automotive	52.67			38.92	73.89%	13.75	26.11%
DESL	Diesel Technology	88.75			88.75	100.00%	0.00	0.00%
	Dept Total:	141.42			127.67	90.28%	13.75	9.72%
AVTN	Aviation	2.25			0.00	0.00%	2.25	100.00%
	Environmental							
ENVT	Training	7.33			7.33	100.00%	0.00	0.00%
	Renewable Energy							
RETK	Tech	4.58			4.58	100.00%	0.00	0.00%
	Dept Total:	14.16			11.91	84.11%	2.25	15.89%
	Business							
BADM	Administration	87.50	32.00	36.57%	63.00	72.00%	24.50	28.00%
BUSN	Business	2.25			2.25	100.00%	0.00	0.00%
ECON	Economics	44.50	11.75	26.40%	44.50	100.00%	0.00	0.00%
MGT	Management	42.00	22.75	54.17%	42.00	100.00%	0.00	0.00%
	Dept Total:	176.25	66.50	37.73%	151.75	86.10%	24.50	13.90%
	Business Office							
BOTK	Technology	1.67			1.67	100.00%	0.00	0.00%
CSCO	Cisco Networking	19.00			8.00	42.11%	11.00	57.89%
	Computer							
CMAP	Applications	54.33	18.17	33.44%	12.27	22.58%	42.06	77.42%
COSC	Computer Science	81.08	21.33	26.31%	56.75	69.99%	24.33	30.01%
CSEC	Computer Security	5.00	4.00	80.00%	0.00	0.00%	5.00	100.00%
	Information							
IMGT	Management	18.50	12.25	66.22%	13.25	71.62%	5.25	28.38%
	Instructional							
ITEC	Technology	18.25	2.50	13.70%	18.25	100.00%	0.00	0.00%
INET	Internet	13.67	8.42	61.59%	2.92	21.36%	10.75	78.64%
	Dept Total:	211.50	66.67	31.52%	113.11	53.48%	98.39	46.52%
	Construction							
CNTK	Technology	51.83			19.09	36.83%	32.74	63.17%
	Engineering							
ENTK	Technology	68.75			60.43	87.90%	8.32	12.10%
	Machine Tool							
MCHT	Technology	42.42			42.42	100.00%	0.00	0.00%
	Dept Total:	163.00			121.94	74.81%	41.06	25.19%

Table 6. Full time and Part time faculty 2015-16 cont...

Course Prefix	Department	Total FTE	Online FTE	%Online FTE	FTE FT Faculty	%FT FTE	FTE PT Faculty	%PT FTE
ELTR	Electronics	50.79			48.79	96.06%	2.00	3.94%
	Electrical							
ELAP	Apprenticeship Process	206.92			13.95	6.74%	192.97	93.26%
PTEC	Technology Robotics	10.00			10.00	100.00%	0.00	0.00%
ROBO	Technology	11.92			8.34	69.97%	3.58	30.03%
	Dept Total:	279.63			81.08	29.00%	198.55	71.00%
FIRE	Fire Science Technology	75.50	9.25	12.25%	28.62	37.91%	46.88	62.09%
School of Fine Arts and Humanities								
ENGL	English	469.83	103.42	22.01%	405.25	86.25%	64.58	13.75%
HUMN	Humanities	7.75			7.75	100.00%	0.00	0.00%
PHIL	Philosophy	7.50			0.00	0.00%	7.50	100.00%
	Dept Total:	485.08	103.42	21.32%	413.00	85.14%	72.08	14.86%
MUSC	Music	131.67	29.25	22.21%	90.33	68.60%	41.34	31.40%
DANC	Dance	21.83			21.83	100.00%	0.00	0.00%
THEA	Theatre	86.67	10.25	11.83%	76.09	87.79%	10.58	12.21%
	Dept Total:	108.50	10.25	9.45%	97.92	90.25%	10.58	9.75%
ART	Art	147.17	13.50	9.17%	125.17	85.05%	22.00	14.95%
ASL	American Sign Language	53.67			17.00	31.68%	36.67	68.32%
FREN	French	32.75			15.42	47.08%	17.33	52.92%
GERM	German	13.00			1.00	7.69%	12.00	92.31%
JAPN	Japanese	10.67			0.00	0.00%	10.67	100.00%
RUSS	Russian	4.00			0.00	0.00%	4.00	100.00%
SPAN	Spanish	52.08			35.75	68.64%	16.33	31.36%
	Dept Total:	166.17			69.17	41.63%	97.00	58.37%

Table 6. Full time and Part time faculty 2015-16 cont...

Course Prefix	Department	Total FTE	Online FTE	%Online FTE	FTE FT Faculty	%FT FTE	FTE PT Faculty	%PT FTE
School of Health Science								
HLTK	Health Technology	94.10	50.33	53.49%	85.65	91.02%	8.45	8.98%
MLTK	Medical Lab Technician	71.67			52.63	73.43%	19.04	26.57%
NRST	Nursing	210.75	8.83	4.19%	210.75	100.00%	0.00	0.00%
OCTH	Occupational Therapy	9.83	3.00	30.52%	9.83	100.00%	0.00	0.00%
COTA	Occupational Therapy Asst	50.83	6.67	13.12%	47.08	92.62%	3.75	7.38%
	Dept Total:	60.66	9.67	15.94%	56.91	93.82%	3.75	6.18%
PTEP	Paramedic Technology	26.58			26.58	100.00%	0.00	0.00%
EMT	Emergency Medical Tech	41.42			36.08	87.11%	5.34	12.89%
	Dept Total:	68.00			62.66	92.15%	5.34	7.85%
PHTK	Pharmacy Technology	22.25	12.25	55.06%	22.25	100.00%	0.00	0.00%
HLED	Health Education	9.00			2.75	30.56%	6.25	69.44%
KIN	Kinesiology	13.58			13.58	100.00%	0.00	0.00%
PEAC	Physical Education Activity	68.50	8.17	11.93%	37.84	55.24%	30.66	44.76%
PEAT	Varsity Athletics	10.17			0.00	0.00%	10.17	100.00%
PEPR	Professional Phys Ed	22.33			10.17	45.54%	12.16	54.46%
	Dept Total:	123.58	8.17	6.61%	64.34	52.06%	59.24	47.94%
RDTK	Radiography	76.92			57.25	74.43%	19.67	25.57%
RESP	Respiratory Therapy	37.83			37.83	100.00%	0.00	0.00%

Table 6. Full time and Part time faculty 2015-16 cont...

Course Prefix	Department	Total FTE	Online FTE	%Online FTE	FTE FT Faculty	%FT FTE	FTE PT Faculty	%PT FTE
School of Science								
	Agriculture							
AGEC	Economics	53.92	24.50	45.44%	51.42	95.36%	2.50	4.64%
AGRI	Agriculture	10.25	8.00	78.05%	9.42	91.90%	0.83	8.10%
	Agriculture							
AGTK	Technology	8.08	1.75	21.66%	5.75	71.16%	2.33	28.84%
AECL	Agroecology	3.00			3.00	100.00%	0.00	0.00%
ANSC	Animal Science	68.50	7.42	10.83%	64.17	93.68%	4.33	6.32%
FDSC	Food Science	1.75			1.75	100.00%	0.00	0.00%
REWM	Rangeland Ecology	3.75			3.75	100.00%	0.00	0.00%
SOIL	Soil Science	6.00	6.00	100.00%	6.00	100.00%	0.00	0.00%
	Dept Total:	155.25	47.67	30.71%	145.26	93.57%	9.99	6.43%
BIOL	Biology	186.00	42.00	22.58%	155.00	83.33%	31.00	16.67%
LIFE	Life Sciences	15.42	6.67	43.26%	15.42	100.00%	0.00	0.00%
MOLB	Molecular Biology	40.33	17.33	42.97%	40.33	100.00%	0.00	0.00%
ZOO	Zoology	194.83	96.08	49.31%	194.83	100.00%	0.00	0.00%
	Dept Total:	436.58	162.08	37.12%	405.58	92.90%	31.00	7.10%
CHEM	Chemistry	136.08	22.08	16.23%	131.41	96.57%	4.67	3.43%
ASTR	Astronomy	46.00	20.67	44.93%	41.67	90.59%	4.33	9.41%
CE	Civil Engineering	2.00			2.00	100.00%	0.00	0.00%
	Engineering							
ES	Science	33.67			33.67	100.00%	0.00	0.00%
PHYS	Physics	63.83	24.00	37.60%	63.83	100.00%	0.00	0.00%
	Dept Total:	145.50	44.67	30.70%	141.17	97.02%	4.33	2.98%
ATSC	Atmospheric Science	4.33	4.33	100.00%	4.33	100.00%	0.00	0.00%
	Environment,							
ENR	Natural Res	5.33			5.33	100.00%	0.00	0.00%
	Extractive							
EXTR	Resources Tech	7.08	4.83	68.22%	0.00	0.00%	7.08	100.00%
	Family/Consumer							
FCSC	Science	24.83	13.58	54.69%	24.83	100.00%	0.00	0.00%

Table 6. Full time and Part time faculty 2015-16 cont...

Course Prefix	Department	Total FTE	Online FTE	%Online FTE	FTE FT Faculty	%FT FTE	FTE PT Faculty	%PT FTE
GEOG	Geography	56.00	31.08	55.50%	51.50	91.96%	4.50	8.04%
GEOL	Geology	74.08	17.50	23.62%	74.08	100.00%	0.00	0.00%
	Dept Total:	171.65	71.32	41.55%	160.07	93.25%	11.58	6.75%
MATH	Mathematics	691.92	152.42	22.03%	577.66	83.49%	114.26	16.51%
STAT	Statistics	101.08	46.67	46.17%	59.09	58.46%	41.99	41.54%
	Dept Total:	793.00	199.09	25.11%	636.75	80.30%	156.25	19.70%
School of Social and Behavioral Sciences								
CO/M	Communication	152.08	27.25	17.92%	147.42	96.94%	4.66	3.06%
CRMJ	Criminal Justice	56.00	20.50	36.61%	41.55	74.20%	14.45	25.80%
EDCI	Curriculum and Instruction	18.17	6.83	37.59%	8.09	44.52%	10.08	55.48%
EDEC	Early Childhood Elementary	34.33	17.00	49.52%	21.83	63.59%	12.50	36.41%
EDEL	Education Exceptional	9.58	1.83	19.10%	9.58	100.00%	0.00	0.00%
EDEX	Children Education	11.25			11.25	100.00%	0.00	0.00%
EDFD	Foundations	42.50	13.50	31.76%	42.50	100.00%	0.00	0.00%
EDUC	Education	14.00	1.00	7.14%	14.00	100.00%	0.00	0.00%
LIBS	Library Science	11.00			11.00	100.00%	0.00	0.00%
	Dept Total:	140.83	40.16	28.52%	118.25	83.97%	22.58	16.03%
HIST	History International	66.17	31.50	47.60%	60.92	92.07%	5.25	7.93%
INST	Studies	1.50			1.50	100.00%	0.00	0.00%
POLS	Political Science	207.92	69.50	33.43%	171.42	82.45%	36.50	17.55%
	Dept Total:	275.59	101.00	36.65%	233.84	84.85%	41.75	15.15%
LEGL	Legal Assistant	18.17			18.17	100.00%	0.00	0.00%

Table 6. Full time and Part time faculty 2015-16 cont...

Course Prefix	Department	Total FTE	Online FTE	%Online FTE	FTE FT Faculty	%FT FTE	FTE PT Faculty	%PT FTE
PSYC	Psychology	283.42	119.17	42.05%	207.67	73.27%	75.75	26.73%
ADDN	Addictionology	23.08	3.58	15.51%	23.08	100.00%	0.00	0.00%
	Dept Total:	306.50	122.75	40.05%	230.75	75.29%	75.75	24.71%
	African American							
AAST	Studies	1.25			0.00	0.00%	1.25	100.00%
ANTH	Anthropology	33.50	15.00	44.78%	18.50	55.22%	15.00	44.78%
RELI	Religion	12.00	4.25	35.42%	0.00	0.00%	12.00	100.00%
SOWK	Social Work	15.33			0.00	0.00%	15.33	100.00%
SOC	Sociology	96.75	25.00	25.84%	73.00	75.45%	23.75	24.55%
GNDR	Gender Studies	3.42			3.42	100.00%	0.00	0.00%
WMST	Women's Studies	32.00	26.50	82.81%	32.00	100.00%	0.00	0.00%
	Dept Total:	194.25	70.75	36.42%	126.92	65.34%	67.33	34.66%
	Human							
HMDV	Development	98.00	33.33	34.01%	45.34	46.27%	52.66	53.73%

Table 7. Program capacity compared to enrollments 2015-16

Department	Section Fill Rate
School of Business and Industry	
Accounting	46.65%
Finance	39.13%
Hospitality	33.33%
Marketing	51.43%
Auto Body Repair	40.72%
Welding Technology	96.89%
Automotive	73.00%
Diesel Technology	85.50%
Aviation	9.00%
Environmental Training	55.00%
Renewable Energy Tech	39.29%
Business Administration	58.24%
Business	30.00%
Economics	67.68%
Management	55.45%

Table 7. Program capacity compared to enrollments 2015-16 cont...

Department	Section Fill Rate
Business Office Technology	9.17%
Cisco Networking	52.14%
Computer Applications	41.40%
Computer Science	62.00%
Computer Security	33.33%
Information Management	67.89%
Instructional Technology	81.11%
Internet	38.10%
Construction Technology	54.25%
Engineering Technology	56.96%
Machine Tool Technology	38.87%
Electronics	70.07%
Electrical Apprenticeship	89.03%
Process Technology	83.33%
Robotics Technology	57.45%
Fire Science Technology	53.16%

School of Fine Arts and Humanities

English	87.87%
Humanities	75.61%
Philosophy	75.00%
Music	37.58%
Dance	50.70%
Theatre	65.77%
Art	52.95%
American Sign Language	74.55%
French	68.95%
German	51.25%
Japanese	41.25%
Russian	37.50%
Spanish	72.29%

School of Health Science

Health Technology	69.37%
Medical Lab Technician	54.81%
Nursing	85.33%

Table 7. Program capacity compared to enrollments 2015-16 cont...

Department	Section Fill Rate
Occupational Therapy	47.50%
Occupational Therapy Asst	89.39%
Paramedic Technology	58.33%
Emergency Medical Tech	101.56%
Pharmacy Technology	38.82%
Health Education	58.00%
Kinesiology	32.83%
Physical Education Activity	9.27%
Varsity Athletics	29.05%
Professional Phys Ed	46.03%
Dept Total:	
Radiography	88.63%
Respiratory Therapy	77.08%

School of Science

Agriculture Economics	79.07%
Agriculture	82.67%
Agriculture Technology	66.18%
Agroecology	45.00%
Animal Science	67.46%
Food Science	43.75%
Rangeland Ecology	53.33%
Soil Science	78.26%
Biology	89.65%
Life Sciences	44.95%
Molecular Biology	53.13%
Zoology	79.50%
Chemistry	65.87%
Astronomy	85.71%
Civil Engineering	16.67%
Engineering Science	53.31%
Physics	66.67%
Atmospheric Science	56.52%
Environment, Natural Res	53.33%
Extractive Resources Tech	20.77%
Family/Consumer Science	69.57%
Geography	67.45%
Geology	59.11%

Table 7. Program capacity compared to enrollments 2015-16 cont...

Department	Section Fill Rate
Mathematics	64.98%
Statistics	78.53%

School of Social and Behavioral Sciences

Communication	66.54%
Criminal Justice	47.18%
Curriculum and Instruction	68.59%
Early Childhood	49.37%
Elementary Education	65.64%
Exceptional Children	45.00%
Education Foundations	77.63%
Education	46.67%
Library Science	67.69%
History	64.90%
International Studies	30.00%
Political Science	79.59%
Legal Assistant	33.95%
Psychology	68.08%
Addictionology	59.75%
African American Studies	20.00%
Anthropology	51.74%
Religion	59.04%
Social Work	50.00%
Sociology	79.79%
Gender Studies	41.67%
Women's Studies	67.88%
Human Development	86.26%

Table 8. Faculty Load and Overload (lecture/lecture-lab/lab) last three years (Deans)

School of Fine Arts and Humanities

	2013-14				2014-15				2015-16			
Department	Cap*	Lect OL	Lab OL	Total OL	Cap*	Lect OL	Lab OL	Total OL	Cap*	Lec OL	Lab OL	Total OL
Dance	60	19	2.5	21.5	80	15.3	0	15.3	80	3	7	10
English	416	9	0	9	379	8.5	0	8.5	358	13	0	13
Music	426	6	51.2	57.2	387	6	31	37	387	6	24.1	30.1
Theatre	139	46	0	46	183	31	0	46.3	181	16.5	6	22.5
Visual Arts	300	13	24	37	318	9.5	8	17.5	318	9	4	13
World Languages	88	0	0	0	92	7.5	0	7.5	138	8	0	8

School of Health Science

Fall 14				Spring 15			
MLT	0	9		0	0	2	1
NURS	19	0		39	17.5	6	47.5
OTA	0	0		0	2	2	0
PTEP	0	0		0	0	7	6
PHTK	3	0		0	3	0	1
P.E.	0	3		0	11	3	3
RDTK	2	0		405	2	0	9.5
RESP	0	9		0	0	5	7
Fall 15				Spring 16			
MLT	0	0		0	3	3	1
NURS	16.5	7.5		46.5	17	1	47.5
OTA	0	4		105	0	1	505
PTEP	0	4.5		6	0	7	7
PHTK	5	0		0	6	0	0
P.E.	0	4		0	6	5	2
RDTK	2	0		505	2	2	9.5
RESP	0	0		4	0	2	15

School of Social and Behavioral Sciences

School of Social & Behavioral Sciences												
	2013-14				2014-15				2015-16			
Department	Cap	Lect OL	Advising OL	Total OL	Cap	Lect OL	Advising OL	Total OL	Cap	Lect OL	Advising OL	Total OL
Communication		28.5		28.5		8.5		8.5		20		20
Criminal Justice		8	3	11		4	3	7		13	3	16
Education		12	9	21		6.5	8	14.5		20	8	28
Paralegal		6	1	7		6	1	7		6	1	7
Political Science, History, & International Studies		16		16		25		25		22		22
Psychology & Addictionology		29	2	31		34	5	39		26	3	29
Social & Cultural Studies		3	3	6		0		0		9	3	12
										Notes for 2015-16		
										*PSYC/ADDN was down one faculty member		
										*EDUC had one faculty on sabbatical in the SP semester		

Table 8. Faculty Load and Overload (lecture/lecture-lab/lab) last three years (Deans) cont...

School of Science

	2013-14				2014-15				2015-16			
Department	Cap*	Lect OL	Lab OL	Total OL	Cap*	Lect OL	Lab OL	Total OL	Cap*	Lect OL	Lab OL	Total OL
Agriculture	169		3	3	165	7	8	15	185	8	17	25
Biology	246	20	34	54	252	20	27	47	259	17	25	42
Chemistry	120	17	22	39	120	13	20	33	120	12	18	30
Earth & Enviro Sci	243	17	14	31	252	6	5	11	241	11	16	27
Math	462	33	2	35	463	38	2	40	383	28	1	29
Physics & Engineer.	185	8	9	17	185	8	6	14	145	7	4	11
"Cap" = Capacity of Load = (full-time faculty x contract load hours) + # of credit hours taught by adjuncts												

School of Science Budget

	2011-12		2012-13		2013-14		2014-15		2015-16	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
Agriculture	138.62	\$ 29,000.00	156.25	\$ 29,000.00	155.93	\$ 29,000.00	180.68	\$ 28,500.00	155.25	\$ 27,000.00
Biology**	593.91	\$ 53,000.00	553.51	\$ 38,500.00	529.67	\$ 38,500.00	444.66	\$ 38,500.00	421.58	\$ 36,300.00
Chemistry	141.08	\$ 5,400.00	138.92	\$ 5,750.00	151.58	\$ 5,650.00	137.75	\$ 5,500.00	136.08	\$ 5,500.00
Earth & Enviro Science	206.66	\$ 17,000.00	214.30	\$ 36,800.00	208.17	\$ 35,860.00	165.25	\$ 31,300.00	187.07	\$ 27,900.00
Math	951.75	\$ 19,500.00	893.66	\$ 20,300.00	882.00	\$ 19,200.00	802.92	\$ 20,000.00	793.00	\$ 18,000.00
Physics & Engineering	220.84	\$ 10,900.00	219.26	\$ 10,900.00	218.41	\$ 10,800.00	230.58	\$ 10,200.00	145.50	\$ 6,200.00

4. Internal Demand for the Program

Uniqueness –Number of Wyoming colleges, university, or training sites offering similar degree programs (number includes Casper College's program)

Accounting: 8

Agriculture:

- Agriculture
- Agriculture-Business
- Agricultural Communications
- Animal Science
- Range Management

Biology:

Communication:

- AA in Human Communication 5
- AA in Journalism 4
- AA in Multi-Media 1
- AA in Agricultural Communication 3

Computer Science: 4

Computer Security: 3

Computerized Topography: 1

Chemistry:

Dance: 2

Early Childhood: 8

Electronics: 2

Elementary Education: 8

Engineering:

English: 8

Environmental Science:

Extractive Resources:

Fire Science: 3

Forensic Science: 1

Geology: 3

Geospatial Information Systems -

Nutrition: 2

History:

International Studies: 2

Magnetic Resonance Imagery: 1

Mammography: 1

Manufacturing: 1

Mathematics:

Mathematics Education:

Medical Lab Technician: 2

Music: 3

Nursing: 8

Occupational Therapy Assistant: 1

Office Management: 4

Paralegal Studies: 2

Paramedic Technology: 2

Pharmacy Technician: 2

Physical Education: 2

Physics:

Political Science:

Pre-Professional Degrees:

- Pre-Medicine/Pre-Dentistry
- Pre-Occupational Therapy
- Pre-Optometry
- Pre-Physical Therapy
- Pre-Veterinary

Pre-Pharmacy:

Radiography: 2

Respiratory Therapy: 1

Robotics: 1

Secondary Education – Social Studies: 3

Software Support: 3

Theatre:

- Theatre Performance
- Technical Theatre 3
- Musical Theatre 1

Web Design:

Wildlife Management:

World Languages: 4

- Spanish 7
- French 4
- German
- ASL

Tier 2

5. Quality of Outcomes

Specialized Accreditations

Addictionology - National Addiction Studies Accreditation Commission (2013)

Business - Accreditation Council for Business Schools and Programs (2010)

Dance - National Association of Schools of Dance (2013)

Medical Lab Technician - National Accrediting Agency for Clinical Laboratory Sciences (2012)

Music - National Association of Schools of Music (2009)

Nursing - Accreditation Commission for Education in Nursing (2011) and
Wyoming State Board of Nursing (2011)

Occupational Therapy Assistant - Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (2012)

Paramedic Technology - Commission on Accreditation of Allied Health Programs (2016)

Paralegal Studies - American Bar Association (2008)

Pharmacy Technology - American Society of Health-System Pharmacists (2013)

Radiography Technology - Joint Review Committee on Education in Radiologic Technology (2016)

Respiratory Therapy - Commission on Accreditation for Respiratory Care (2015)

Simulation Center - Council for Accreditation of Healthcare Simulation Programs Society for Simulation in Healthcare (2016)

Theatre - National Association of Schools of Theatre (2010)

Visual Arts - National Association of Schools of Art and Design (2009)

6. History, Development, and Expectations

The information provided in the table below reflects the aggregated means for three questions from course evaluations completed by students in the spring terms of 2015 and 2016.

Aggregated Department Means Five Point Scale 1 = Very Low 5 = Extremely High	This course increased my desire to continue learning about this material		Overall, I would rate the quality of this course		Overall, I would rate the amount I learned in this course as	
	2015	2016	2015	2016	2015	2016
School of Business & Industry						
Accounting	3.60	3.37	4.09	3.81	4.12	3.85
AutoBodyRepairTech	4.00	4.15	4.00	4.15	4.00	4.50
AutomotiveTech	5.00	4.79	5.00	4.76	5.00	4.73
Business	3.91	3.86	4.18	4.20	4.34	4.29
BusinessInformationSystems	3.76	3.79	4.08	3.93	4.16	4.00
ComputerScience	3.87	4.05	4.34	4.38	4.55	4.45
ConstructionTech	3.61	4.03	3.94	4.24	4.00	4.16
DieselPowerTech	4.46	4.17	4.51	4.32	4.51	4.30
Drafting&Design	4.26	4.18	4.45	4.29	4.47	4.32
Electronics	4.75	4.33	4.81	4.50	4.88	4.57
FireScienceTech	4.45	4.41	4.51	4.45	4.53	4.42
Hospitality	3.50	3.43	4.00	4.00	3.33	3.86
MachineToolTech	4.33	4.52	4.60	4.65	4.80	4.91
Marketing	3.72	4.03	3.91	4.15	3.96	4.23
PowerTechnology	4.15	4.09	4.24	4.06	4.40	4.09
WaterQualityTech	4.11	5.00	4.33	5.00	4.67	5.00
Welding	3.86	4.68	4.00	4.87	4.14	4.88
School of Fine Arts & Humanities						
English	3.44	3.50	4.05	4.03	4.11	4.14
Music	4.12	4.28	4.32	4.39	4.42	4.42
Other(Misc)	3.71	4.00	4.43	4.10	4.43	4.30
Theatre&Dance	4.33	4.07	4.40	4.32	4.45	4.34
VisualArts	4.00	3.77	4.10	4.03	4.24	4.05
WorldLanguages	4.27	4.27	4.54	4.59	4.61	4.68
School of Health Sciences						
MedicalLabTechnician	4.49	4.38	4.51	4.30	4.54	4.30
Nursing	4.06	4.09	3.97	4.05	4.03	4.18
OccupationalTherapyAssistant	4.45	4.27	4.44	4.22	4.50	4.28
ParamedicTechnology	4.40	4.17	4.40	3.91	4.33	3.83
PharmacyTechnology	4.43	4.53	4.45	4.68	4.50	4.68
PhysicalEducation	3.68	3.51	4.03	3.82	3.95	3.82
Radiography	4.68	4.78	4.73	4.77	4.77	4.82
RespiratoryTherapy	4.81	4.87	4.77	4.93	4.73	4.91
School of Science						
Agriculture	4.17	4.21	4.31	4.26	4.38	4.32
Biology	3.83	3.89	4.12	4.07	4.19	4.14
Chemistry	3.61	3.27	4.18	4.06	4.31	4.14
EarthSciences	4.07	3.85	4.22	4.17	4.32	4.28
Engineering	4.31	3.95	4.23	4.00	4.40	3.91
Mathematics	3.40	3.57	4.05	4.14	4.14	4.25
Physics&Astronomy	3.74	3.76	4.25	4.25	4.39	4.39
Statistics	3.43	3.02	4.09	3.59	4.14	3.79
School of Social & Behavioral Sciences						
Anthropology	3.76	3.65	4.12	4.25	4.18	4.37
Communication	3.85	3.68	4.23	4.20	4.35	4.29
CriminalJustice	4.50	4.57	4.54	4.56	4.61	4.56
Economics	2.84	3.27	3.32	3.78	3.38	3.76
Education	4.06	4.23	4.25	4.39	4.39	4.47
History	4.13	4.14	4.27	4.40	4.43	4.50
HumanDevelopment	3.38	3.27	4.10	3.90	4.24	4.22
LegalAssistant	4.38	4.69	4.65	4.72	4.69	4.73
PoliticalScience	3.91	3.68	4.28	4.21	4.40	4.34
Psychology	3.86	4.08	4.09	4.21	4.19	4.28
Sociology	4.10	4.20	4.30	4.38	4.35	4.34
Women's&GenderStudies	4.18	4.08	4.31	4.43	4.37	4.58

7. Opportunity Analysis

New program development

Agriculture:

Expand the options for online degree

- Increase course offerings
- Improve delivery methods for laboratory and hands-on learning
- Create on-line sections of already existing sections to accommodate more students

Expand on Articulation Agreements

- Working on a 2+2 in Ag Business with UW
- Working on an Articulation with Utah State in Ag Business and other degree

Cooperate with the University of Wyoming at Casper in future Agriculture programs

- B.S. in Ag Business is in demand and has been discussed by UW@CC: Also identified CAEDA as a priority
- B.S in Agriculture Education is also in demand
- Utilizing Dr. Burkett's credentials and expertise to expand on 3,000 and 4,000 courses

Grow the new Ag Communications Degree

- Find opportunities for internships and employment for Ag Com students
- Develop student organization for Ag Com in increase involvement
- Attend regional/national Ag Communications conferences

Establish a Meat's Judging Team

- Similar to Livestock Judging with more relaxed travel schedule
- Very high local demand due to outstanding high school program
- Could be easily added with correct facility
- Loyal future Casper College students could stay here and utilize Hathaway

Expand Equine Program

- Strong demand to increase Equine/Horsemanship opportunities
- Similar programs in the region have strong numbers
- Could coincide with Rodeo arena

Biology:

Chemistry:

Communication:

- Partnering with Health Science on the Inter-professional Health Care Certificate
- Possible Certificate in Journalism
- Possible Certificate or AA degree in Health Communication

Computer Science:

Enrollment in this program has been consistent over a period of several years will undoubtedly remain so for years to come. The U.S. Department of Labor Statistics had a positive outlook for jobs in this area largely due to the versatility of this degree which integrates so well with other areas such as web development, computer systems design, and cyber security.

Computer Security:

Enrollment in this program has been steadily increasing in this degree despite the fact that we do not have a full-time instructor to lead this program. We have been using one adjunct and the Casper College Cisco networking instructor to teach the core courses of this program. Our networking instructor will be leaving after this year which will greatly impact the success of this program.

Recent curriculum changes aligned with the National Security Agency's (NSA) CAE2Y designation along with changes suggestion by the advisory board has elevated the success of this program. However, we can only go so far without a full-time instructor to lead this program and keep it moving in a forward direction.

The University of Wyoming has recently hired computer security instructors which indicates that they will be offering a four-year degree in Laramie that our Associate of Science degree students would be able to transfer into. Regardless which associates degree students choose, there will be job opportunities for them.

Earth and Environmental Science:

Environmental Science

For Students

- Undergraduate research
- Numerous scholarships available for Earth Science Majors
- Exposure to award winning faculty with diverse experiences
- Field experiences in most all classes
- Access to equipment and other resources
- Internships, job and career networking
- Environmental Education program being developed

For Program

- Access to equipment and other resources
- Continuing and new articulation agreements with UW and other institutions
- Continuing research opportunities
- Continuing relationship with Greenhouse and museums

Early Childhood:

The Early Childhood Education program is currently pursuing accreditation from NAEYC (The National Association for the Education of Young Children). The site visit for the accreditation is scheduled for April 2-5, 2017. Upon receipt, Casper College will be the only college in the state of Wyoming with this accomplishment. The benefits of this process are well articulated following excerpt from NAEYC:
In a recent survey of NAEYC-accredited higher education programs, here's what faculty said about the benefits of earning accreditation:

- 98% of faculty improved their knowledge of aligning student learning outcomes with course assessments by participating in the accreditation process.
- Two-thirds noted that the accreditation process has helped their program create additional partnerships with community stakeholders.
- 93% agreed that students have more opportunities to demonstrate their understanding of the national professional standards as a result of the accreditation process.
- At least 85% noted an increased awareness among college administrators of the early childhood program and its value to the college community through participation in the accreditation process.
- Three out of four indicated that the accreditation process increased student engagement in collaborative and active learning.

Retrieved from: <http://www.naeyc.org/highered/accreditation/overview#benefits>

It is anticipated that a result of this accreditation may be the necessity for examination of course offerings and overall programmatic structure. The Early Childhood Education department is excited to use this process as a means of improving instruction and overall learning for students.

Electronics: At this time, we are not working on any new programs.

Elementary Education:

The Casper College Elementary Education program seeks first and foremost to meet the needs of students. In this effort, the department has made a commitment to offer all of the core education courses in both face-to-face and digital formats. More and more students find the benefit of online courses when seeking balance of life, work, and family commitments. Having the ability to take online courses allows students to complete their education while also maintaining their employment and financial responsibilities. In this effort, the department will be developing and offering, EDEX 2484- Introduction to Special Education online in Spring 2017. This is the last remaining education course to be offered in an online format. As of Spring 2017, the program may be promoted as both entirely on campus and entirely online.

With the implementation of the Literacy minor from the University of Wyoming, the department is creating and presenting one of the required courses in Fall 2017. EDEL 2490-01 Teaching Literacy in Elementary School will meet one of the minor requirements. The class will also serve to provide elective content in the area of literacy. At this time, the Elementary Program provides an extensive Math and Science content. The addition of this course supplements a need for more literacy instruction for our pre-service teachers.

Extractive Resources:

For Students

- This program is part of the TAACCCT grant and support is available for students.
- The program is adjustable and can be modified to best fit student's needs

For Program

- There is opportunity to modify and/or adjust this program to better serve the needs of our community

Forensic Science: No new programs related to forensic science are anticipated.

Geology:

For Students

- Undergraduate research
 - Numerous scholarships available for Earth Science Majors
 - Exposure to award winning faculty with diverse experiences
 - Field experiences in most all classes
 - Access to equipment and other resources
 - Internships, job and career networking

For Program

- Access to equipment and other resources
- Continuing and new articulation agreements with UW and other universities
- Continuing research opportunities
- Continuing relationship to Tate Geological Museum

Geospatial Information Studies:

For Students

- Project based learning
- Numerous scholarships available for Earth Science Majors
- Field experiences
- Technical training often left for upper level courses
- Access to equipment and other resources
- Internships, job and career networking
- Online options

For Program

- Access to equipment and other resources
- Continuing and new articulation agreements with UW
- Close community relationships
- Has one of the highest graduation rates on campus

History:

New program development in History is unlikely, but there will be ongoing efforts to design new courses to reflect student demand and changes in the discipline (i.e. the addition of new language courses like The Holocaust), continue to enhance existing courses, and explore possibilities for interdisciplinary courses through Learning Communities and International Education (i.e. study abroad possibilities such as the recent one in Ireland).

International Studies:

New program development in International Studies is unlikely, but there will be ongoing efforts to design new courses to reflect student demand and changes in the discipline (i.e. the addition of new language courses), continue to enhance existing courses, and explore possibilities for interdisciplinary courses through Learning Communities and International Education (i.e. study abroad possibilities).

Mathematics and Statistics:

Manufacturing: At this time there are no plans to expand the Manufacturing program.

Nutrition:

Add ServSafe Manager Certification to the program, which would also benefit other majors and meet community interest. There is not a face-to-face course available in Wyoming, but our Dr. Phillips is qualified to become a ServSafe Instructor

Office Management:

Enrollment trend for this program indicates a drop for three consecutive years largely due to the removal of students sponsored by the Department of Family Services (DFS). DFS has decided to move in more cost effective direction of provided shortened courses through the Community Education Department at Casper College. This type of training may fulfill requirements for entry level positions but certainly are not of the same caliber as a degree. Fortunately, enrollments for this degree have been rising for the past two years.

A cursory examination of the students indicates that the majority of our current students have full-time jobs and are going to school part-time to enhance their current career

potential. Advisory board members confirm that in most cases employees will need a degree to advance beyond basic level job opportunities.

The current student base for this degree and comments from the Advisory Board indicate that this might be a degree that would be better served as an online degree making it accessible to the entire State of Wyoming. This along with the opportunity to transfer this Associate's Degree to the University of Wyoming toward a four-year AAS online degree could be a huge boost for this program.

Paralegal Studies:

- Development of hybrid classes within ABA guidelines.
- Development of distance classes within ABA guidelines.
- Reduction of A.A. hours to 62 hours required.
- Addition of more computer units in each class.
- Integration of other disciplines with the Paralegal Program in the use of the LH Court Room.
- Expansion of the Casper College Legal Services program (CCLS) with an in house lawyer on staff.
- Development of successor for Paralegal Program Director.
- Encourage students to complete Bachelor Degrees, which are now being required for entry-level jobs.
- Encourage students to take certification exams and advanced certification exams to enhance their marketability.

Pharmacy Technology

As of 2020, people who wish to practice as a pharmacy technician will have to have graduated from an ASHP accredited program in order to sit for the national certification examination which is required to work in Wyoming. This could greatly impact the enrollment of our program and ultimately require more faculty to produce enough certified technicians for the pharmacy needs in our state.

Physical Education:

- 1) Develop a new degree program: Kinesiology and Health Promotions.

The development of this new program would allow our department to have an additional non-teaching major as well as have a seamless articulation with the University of Wyoming. Students who complete this degree would have transfer or career options in many areas, such as exercise science, biomechanics, personal training, exercise physiology, health promotion and others.

- 2) Coaching certificate- This would allow our students to acquire their state coaching certification, which would allow them to coach anywhere in the state of Wyoming. This benefits both the state and local communities. Secondly this would allow our students to begin acquiring experience in the coaching field.

- 3) Personal Trainer certificate- This would allow our students to educate themselves to work as a Personal Trainer before completing their academic degree education. This will benefit the students with additional work experience as well as provide excellent health benefit opportunities for the community that the students would work with. This could also be a terminal certificate for students only interested in personal training.

Physics and Engineering:

- -Worked with the University of Wyoming Physics Department on keeping the physics degree transferable. 2+2 agreement in progress.
- -Worked with the University of Wyoming, Casper Planetarium and Casper Science Zone on multiple research and community outreach grants.
- -Physics and Astronomy now offer 80% of their courses (including laboratories) in both live and online formats.

Political Science:

New program development in Political Science is unlikely, but there will be ongoing efforts to design new courses to reflect student demand and changes in the discipline (i.e. the recent creation of a Latin American politics course), continue to enhance existing courses, and explore possibilities for interdisciplinary courses through Learning Communities (i.e., Political Science and Psychology combination).

Robotics: At this time, there are no plans on expanding the Robotics program

Secondary Education-Social Studies:

With the offering of EDEX 2484- Special Education in distance format (Spring 2017), the potential for recruitment into this program is increased. The core required education courses for this degree, and all secondary education majors, will be available both face-to-face and online. This offers options for students needing flexibility in their educational pursuits. It is anticipated that the format flexibility may be used as a recruitment option to increase enrollments in this, and other secondary education degrees.

At this time, Casper College offers several secondary education degrees. A challenge to the Education Department is the location of these programs within various schools. The Education program seeks opportunities to guide the curriculum and course offerings for these degrees, but has limited ability to ensure overall programmatic consistency. It is a goal of this department to streamline the communication of Casper College regarding course/degree offerings. At this time, the website is not clear on how many secondary education degrees are available. Finding a method of consistent communication in the college catalog, and website is a goal that may result in increased student recruitment and retention.

Software Support:

This degree concentrates on learning software. Much of the same software is integrated into the Office Management degree as well. After the big rush to learn software was over in the early part of the 21st century this interest in this degree has dwindled. There has only been one graduate with this degree in the last eight years. There is currently one student enrolled in this degree. At this point in time it appears that this would be better suited as a certificate than a degree. The other option would be to revamp the degree.

Web Design:

Enrollment in these programs has been steadily dropping for the last few years due to the lack of a full-time instructor and our class cancellation policies. Given the need for workers in this field this is a good time to work with our advisory board to reassess this program and move it in a more desirable direction. The department chair is currently in discussions with advisory board members to reevaluate this degree. Interestingly, advisory board members also mentioned web design classes should be part of some of the other degrees offered in this department.

Wildlife Management:

For Students

- Undergraduate research
- Access to Werner Wildlife Museum
- Exposure to award winning faculty
- Field experiences in most all classes
- Internships, job and career networking

For Program

- Access to equipment and other resources
- Continuing and new articulation agreements with UW and other universities
- Continuing research opportunities
- Continuing relationship to Tate Geological Museum
- High number of majors (on average as compared to other science departments)

Tier 3**8. Costs and Other Expenses**

(Expenses by FTE; overall college budget, operational budget, dept. budget)

School of Fine Arts and Humanities

Department – Discipline	FTE	Operational Expense per FTE
Dance	21.83	\$504
English	469.83	\$35
Humanities†	7.75	N/A
Music	131.67	\$338
Theatre*	86.67	\$397
Philosophy†	7.5	N/A
Visual Arts	147.17	\$329
World Languages	166.17	\$99

School of Health Sciences

Department	14-15	15-16	16-17
MLT	\$24,368	\$25,200	\$22,680
NURS	\$46,416	\$43,515	\$33,698
OTA	\$16,294	\$16,294	\$14,665
PTEP	\$19,340	\$19,340	\$17,406
PHTK	\$15,085	\$15,085	\$13,577
PE	\$19,340	\$19,340	\$17,406
RDTK	\$17,014	\$17,014	\$15,312
RESP	\$ 10,637	\$10,637	\$9573
Sim Center		\$5000	\$4500

School of Social and Behavioral Sciences:

	2011-12		2012-13		2013-14		2014-15		2015-16	
	FTE	Budget	FTE	Budget	Budget	Budget	FTE	Budget	FTE	Budget
Communication	223.83	\$16,200	192.42	\$15,000	179.5	\$12,725	155.17	\$12,725		\$12,725
Criminal Justice	70.67	\$5,200	64.08	\$6,500	58.92	\$6,266	57.5	\$6,266		\$6,266
Economics	47.5	\$2,400	39	\$2,400	46.25	\$2,300	43.75	\$2,300		\$2,300
Education	220.92	\$13,500	187.08	\$15,400	185.25	\$14,845	156.5	\$14,845		\$14,845
Paralegal	26.42	\$17,100	20.58	\$18,000	24.83	\$14,850	19.17	\$14,850		\$14,850
Political Science, History, & International Studies	317.75	\$9,600	315.25	\$9,200	315	\$10,400	266.17	\$10,400		\$10,400
Psychology & Addictionology	470.5	\$11,400	398	\$11,400	357.33	\$12,145	325.42	\$12,145		\$12,145
Social & Cultural Studies	220.16	\$4,800	159.75	\$5,200	148.5	\$4,600	153.25	\$4,600		\$4,600
Forensics		\$33,000		\$34,250		\$33,000		\$33,000		\$33,000
Foreign Relations		\$20,000		\$25,500		\$24,500		\$24,580		\$24,580

School of Science:

	2011-12		2012-13		2013-14		2014-15		2015-16		
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	
Agriculture	138.62	\$ 29,000.00	156.25	\$ 29,000.00	155.93	\$ 29,000.00	180.68	\$ 28,500.00	155.25	\$ 27,000.00	
Biology**	593.91	\$ 53,000.00	553.51	\$ 38,500.00	529.67	\$ 38,500.00	444.66	\$ 38,500.00	421.58	\$ 36,300.00	
Chemistry	141.08	\$ 5,400.00	138.92	\$ 5,750.00	151.58	\$ 5,650.00	137.75	\$ 5,500.00	136.08	\$ 5,500.00	
Earth & Enviro Science	206.66	\$ 17,000.00	214.30	\$ 36,800.00	208.17	\$ 35,860.00	165.25	\$ 31,300.00	187.07	\$ 27,900.00	
Math	951.75	\$ 19,500.00	893.66	\$ 20,300.00	882.00	\$ 19,200.00	802.92	\$ 20,000.00	793.00	\$ 18,000.00	
Physics & Engineering	220.84	\$ 10,900.00	219.26	\$ 10,900.00	218.41	\$ 10,800.00	230.58	\$ 10,200.00	145.50	\$ 6,200.00	
*Includes Computer Science for 2011-12 to 2014-15											
**After 2011-12, Biology was split into Biology and ENR.											
There are no additional costs associated with accredited programs in the School of Science.											

Associated costs of specialized accredited programs

Addictionology	\$1,400
Art	\$7,857
Business and Accounting	
Dance	\$6,796
Early Childhood Education (in process)	\$8,030
Health Science Simulation Center	\$9,000
Medical Lab Technology	\$1,913
Music	\$6,804
Nursing	\$3,150
Occupational Therapy Assistant	\$3,650
Paramedic Technology	\$1,850
Pharmacy Technology	\$2,400
Paralegal Studies	\$1,250
Radiography	\$2,350
Respiratory Therapy	\$1,900
Theatre	\$7,067

9. Quality of Program Inputs and Processes

- Programs awards list
- Faculty experiences/expertise (i.e., specialized training, licensure, certification, teaching methodologies) (information to be provided by Department Chairs/Program Directors/Deans)

Accounting:

- Two of the three faculty are currently licensed as CPAs and all three faculty have passed the CPA exam.
- All three of the Accounting Faculty have earned their masters degrees.
- All three of the Accounting Faculty have practical work experience in either public accounting or corporate America.

- The Accounting Faculty serves the community of Casper by helping local businesses succeed through the development and training of future successful accounting professionals.

Agriculture:

Agriculture
Awards
-2 time winner of the "Outstanding Post-Secondary Program" from the National Association of Agriculture Educators
-Local Service Citation Award from the Casper FFA
-Multiple PTK of the Month winners
-Rosenthal Outstanding Educator winner and multiple nominees
-Wyoming Association of Community College Trustees Faculty Member of the Year
-Honorary American FFA Degree
-2 WYDEC Distance Educators of the Year
Expertise
-Member of the Wyoming State Board of Outfitters/Guides
-Member of the Wyoming Outfitters and Guides Association
-Member of the Big Horn County Predator Board
-Chairman of the Wyoming Pork Producers Council
-2 Members of the Animal Science Association
-2 Members of the American Meat Science Association
-Certified Ultrasound Technician for carcass evaluation
-Past President of the Wyoming Vocational Agriculture Teacher Association
-Past Regional Secretary for the National Association of Agriculture Educators
-Member of the Wyoming FFA Board of Directors

Biology:

Biology
Awards
3 Rosenthal Award winners
5 PTK TLC of the month winners, 1 PTK TLC of the year
NISOD Excellence Award winner
UW-Casper Distinguished Alumnus winner
Expertise
- Gifted & Talented mentor for science at CY Middle School
- Master distance educator
- Online science educator certification through the Institute for Excellence in Distance Education (IEdSE)
- Fulbright specialist candidate
- Participant in the Chair Academy for Leadership and Development
- Several faculty of acquired research grants through INBRE and SPREM to develop undergraduate research programs. This has resulted in several publications in peer-reviewed journals as well as international travel for research, teaching, and undergraduate experiences
- Faculty members have specialized degrees which qualify them for specialized programs such as cadaver dissection and supervising clinical experiences which expand opportunities for students

Chemistry:

Chemistry
- Some faculty have received PTK's TLC award
- Mark Mehn has post-doc experience from Cal-Tech
- Miko Millan has extensive faculty development and experience in online instruction

Communication:

- Program Awards:
 - National Award Winning Competitive Speech and Debate Team

Computer Science:

As with most technology related areas, this is a highly specialized field of study which requires faculty with a Master's degree in computer science or a related field of study. Due to the dynamic nature of this field, it is often necessary for professional development seminars to learn new programming languages or about upgrades to existing languages. Although language certifications are available we do not require these certifications for our faculty.

Computer Security:

Due to the nature of these degrees, this is a highly specialized field of study. Ideally we would like to have instructors with a Master's degree in Information Management or Manage Information Systems along with industry certifications such as CISSP, CEH, CompTIA, CCNP Security, just to name a few. As you can tell from the certification list, this is truly a specialized field.

English:

Program Awards: The 2016 Expression Magazine was awarded 2nd place in the Community College Humanities Associations 2016 Literary Magazine Competition for the Pacific-Western Region. Our own Jamie Smith took second place in poetry with her poem "the ghost of Great Aunt Mary."

Environmental Science and Wildlife Management:

Evert Brown has won the NAAEE Higher Educator of the Year (2016), Wyoming STEM Educator of the Year (2015), Education Award from the Marie Audubon Society (2010), UW Outstanding Adjunct Faculty award (2005), Rosenthal Award (2005), A44Outdoor Skills and Wildlife Conservation Educator of the Year from the Wyoming Game & Fish (2004)

Geology:

- Kent Sundell has won the Rosenthal Award and the WACCT Educator of the Year
- Melissa Connely has won the Rosenthal Award and is the Klaenhammer Earth Science endowed chair
- Beth Wisely won the Thayer Award in geophysics research from the University of Oregon and research grants through EPSCoR WYCEHG for \$11,000 in 2015

Geospatial Information Systems:

Jeff Sun was invited to the inaugural iGETT Program in 2008 (Integrated GeoSpatial Education and Technical Training) and two years of remote sensing software licensing

History:

Top students in the major have been eligible to apply for the Jon E. Brady Award in Political Study since 2015 (this award was originally designated for majors in Political Science and International Studies in 2002, but was expanded with departmental reorganization).

International Studies:

Top students in the major have been eligible to apply for the Jon E. Brady Award in Political Study since 2002 (along with Political Science majors, and History majors were added in 2015 with departmental reorganization).

Math:

Awards
Several winners of the Rosenthal Award as well as PTK's TLC award

Expertise
- Kendall Jacobs has served as the national chair for the Teacher Preparation committee of the American Mathematics Association for Two Year Colleges
- Teresa Stricklin was selected as a member of AMATYC's ACCESS Cohort Project #10
- Faculty are involved in Complete College Wyoming's developmental math proposals as well as Common Core

Music:

The Casper College music department is a participating member of the Yamaha Disklavier Education Network (DEN). See www.yamahaden.com

Nursing:

Program Award: University of Wyoming Fay Whitney School of Nursing Community
Partner Award – October 2015

Faculty: All nursing faculty are registered nurses, six are certified nursing educators, and three are certified as simulation health care educators.

Occupational Therapy Assistant Program

Faculty: All full time faculty members are licensed as Occupational Therapists.

Office Management:

These programs are currently accredited program through ACBSP. As such, full-time or adjunct faculty must meet the accreditation standards of at least a Master's degree in this designated field.

Physical Education Department/Athletic Training Program

Full time faculty are Wyoming Licensed Athletic Trainer (LAT)

Physics and Engineering:

Physics & Engineering
Awards
- Five-time winners of the PTK TLC of the month
- NISOD Award winner
- Rosenthal Award winner
- Judith Bailey Scully Award winner
- WACCT Educator of the Year award winner
- Engineering students have won the UW Freshman Design Challenge
- Engineering students have won the 2016 Wyoming Wind Racer Competition
Expertise
- Board members for the Tate Museum and the NASA Space Grant consortium
- Organizers for Science and Math Day for 4th Graders
- Student Senate Advisor
- Offering courses through OLLI in Continuing Education
- Partnerships with the Casper Planetarium and The Science Zone
- Partnerships with UW and UW-Casper
- Partnerships with the Environmental Protection Agency for the atmospheric radiation sensor
- State director for Wyoming Science Olympiad

Political Science:

Top students in the major have been eligible to apply for the Jon E. Brady Award in Political Study since 2002 (along with International Studies majors, and History majors were added in 2015 with departmental reorganization).

Software Support:

These programs are currently accredited program through ACBSP. As such, full-time or adjunct faculty must meet the accreditation standards of at least a Master's degree in this designated field.

Theatre and Dance:

Our programs are accredited by the National Association of Schools of Theatre (NAST) and the National Association of Schools of Dance (NASD). The Dance program received an NASD commendation for their final progress report toward achievement as a full Associate member in the fall, 2016.

Web Design

These programs are currently accredited program through ASBSP. As such full-time or adjunct faculty must meet the accreditation standards of at least a Master's degree in this designated or a similar field in order to be able to teach these courses.

World Languages:

2013 -- Rosenthal Nominee--Charles Ewing

2014 -- Garth Shanklin Education Award (Adjunct)--Gail Schenfish

2016 -- Wyo. Foreign Language Teachers' Assn. Teacher of the Year--Eric Atkins

10. Revenue and Other Resources Generated

Grants, Gifts, and Donations received

Electronics:

a. Grants

<u>Year</u>	<u>Grantee</u>	<u>Amount</u>
2014 – 2016	West Grant (TAACCCT)	
\$203,029.00	For new electronic equipment and Faculty training	
2011 – 2016	Perkins Grant for Electronic Equipment	\$19,280.80

a. Gifts and Donations

<u>Year</u>	<u>Donations/Sponsor</u>	<u>Gift Amount</u>
2011 - 2016	One Call Wyoming Equipment, lunches, water	\$ 9,170.00
2011 – 2016	One Call Wyoming 811 Hats, manuals, and other gifts for the Utility Locator students	Unknown

Fire Science:

Revenue and other resources generated by the program

- 2013-2016 Perkins Grant \$51,000
- Chief Doug McDonald Scholarship Fund \$9,238.50
- Fox Family \$13,482.95
- A Fire Suppression Lab with “in-kind” expenses donated material and labor from Western States Fire Protection, Casper Fire Extinguisher and Sheet Metal Specialties

School of Science:

Agriculture
- Multiple donations for facilities (ranch, livestock annex, etc.)
- Endowed scholarships through the Casper College Foundation
- Sponsorships for the Livestock Juding camp
- Scholarship donations for both livestock judging and rodeo
Biology
Chemistry
Earth and Environmental Science
Geology, GIS and Extractive Resources were included in the \$2.5 million TAACCCT Grant for Energy Sector Training
Geology
- Several EBSCoR grants for undergraduate research
- Several NASA Space grants
- EBSCoR WYCHEG grant for \$11,000 in 2015
- BLM Research Grant for \$1000
- Numerous donations of equipment, lab supplies, etc from industry partners
GIS
- USGS and NASA support for two year licenses for Remote Sensing Software
- iGage has supplied software for labs and students of approximately \$20,000
Extractive Resources
- Numerous donations of equipment and software
Nutrition
- \$5000 start-up grand from the Campus Kitchens Project
Math
Physics & Engineering
- More than a \$500,000 in funding from NSF, BOCES, Wyoming Space grants
- Numerous NASA Space Grants for classroom/pedagogy improvements in Engineering
- \$2 million Gawthrop Endowment for Engineering

Table XX: Instructional Level breakdown by FTE and course instructional level revenues

House Enrolled Act 29 was a result of the 2016 Wyoming Legislative Session. This act set reimbursement levels for course instructional levels. These levels, brief descriptions of the levels, and reimbursement rates were set as follows:

Level 1 (lecture)	= 1.0
Level 2 (lab)	= 1.25
Level 3 (increases supervision and/or use of equipment)	= 1.50
Level 4 (distance education)	= 0.8

Course descriptions from the 2016-17 academic catalog assigned the following instructional levels to specific course prefixes.

Course Prefix	Department	Funding Level
School of Business and Industry		
ACCT	Accounting	2
FIN	Finance	2
HOSP	Hospitality	2
MKT	Marketing	2
AUBR	Auto Body Repair	3
WELD	Welding Technology	3
AUTO	Automotive	3
DESL	Diesel Technology	3
AVTN	Aviation	2
ENVT	Environmental Training	3
RETK	Renewable Energy Tech	3
BADM	Business Administration	2
BUSN	Business	2
ECON	Economics	1
MGT	Management	2
BOTK	Business Office Technology	2
CSCO	Cisco Networking	2
CMAP	Computer Applications	2
COSC	Computer Science	2
CSEC	Computer Security	2
IMGT	Information Management	2
ITEC	Instructional Technology	2
INET	Internet	2
CNTK	Construction Technology	3
ENTK	Engineering Technology	3

Table XX: Instructional Level breakdown by FTE and course instructional level revenues
cont...

Course Prefix	Department	Funding Level
MCHT	Machine Tool Technology	3
ELTR	Electronics	3
ELAP	Electrical Apprenticeship	3
PTEC	Process Technology	3
ROBO	Robotics Technology	3
FIRE	Fire Science Technology	3
School of Fine Arts and Humanities		
ENGL	English	1
HUMN	Humanities	1
PHIL	Philosophy	1
MUSC	Music	3
DANC	Dance	3
THEA	Theatre	3
ART	Art	2
ASL	American Sign Language	1
FREN	French	1
GERM	German	1
JAPN	Japanese	1
RUSS	Russian	1
SPAN	Spanish	1
School of Health Science		
HLTK	Health Technology	3
MLTK	Medical Lab Technician	3
NRST	Nursing	3
OCTH	Occupational Therapy	3
COTA	Occupational Therapy Asst	3
PTEP	Paramedic Technology	3
EMT	Emergency Medical Tech	3
PHTK	Pharmacy Technology	3
HLED	Health Education	2
KIN	Kinesiology	2
PEAC	Physical Education Activity	2
PEAT	Varsity Athletics	2

Table XX: Instructional Level breakdown by FTE and course instructional level revenues
cont...

Course Prefix	Department	Funding Level
PEPR	Professional Phys Ed	2
RDTK	Radiography	3
RESP	Respiratory Therapy	3
School of Science		
AGEC	Agriculture Economics	2
AGRI	Agriculture	2
AGTK	Agriculture Technology	2
AECL	Agroecology	2
ANSC	Animal Science	2
FDSC	Food Science	3
REWM	Rangeland Ecology	2
SOIL	Soil Science	2
BIOL	Biology	2
LIFE	Life Sciences	2
MOLB	Molecular Biology	2
ZOO	Zoology	2
CHEM	Chemistry	2
ASTR	Astronomy	2
CE	Civil Engineering	3
ES	Engineering Science	3
PHYS	Physics	2
ATSC	Atmospheric Science	2
ENR	Environment, Natural Res	2
EXTR	Extractive Resources Tech	3
FCSC	Family/Consumer Science	1
GEOG	Geography	2
GEOL	Geology	2
MATH	Mathematics	1
STAT	Statistics	1
School of Social and Behavioral Sciences		
CO/M	Communication	varies
CRMJ	Criminal Justice	2
EDCI	Curriculum and Instruction	1

Table XX: Instructional Level breakdown by FTE and course instructional level revenues
cont...

Course Prefix	Department	Funding Level
EDEC	Early Childhood	1
EDEL	Elementary Education	1
EDEX	Exceptional Children	1
EDFD	Education Foundations	1
EDUC	Education	1
LIBS	Library Science	1
HIST	History	1
INST	International Studies	1
POLS	Political Science	1
LEGL	Legal Assistant	2
PSYC	Psychology	1
ADDN	Addictionology	1
AAST	African American Studies	1
ANTH	Anthropology	1
RELI	Religion	1
SOWK	Social Work	1
SOC	Sociology	1
GNDR	Gender Studies	1
WMST	Women's Studies	1
HMDV	Human Development	1

Certificate and Degree Narratives

Accounting:

The mission of the Casper College Accounting Department is to provide a solid foundation in accounting education for students who want to enter or advance in the high demand profession of accounting or general business.

The Casper College Accounting Department meets annually with their advisory board to remain current with the profession and employer expectations.

Because Casper is centrally located in Wyoming and one of the largest metropolitan areas in Wyoming there are many career opportunities available to our graduating students.

Several alumni from Casper College are currently working at Casper CPA firms and businesses. The Casper College Accounting Department is also a valuable resource for members of the community who need some information to assist business and professional growth but are non-degree seeking.

The Casper College Accounting Department maintains high quality standards through ACBSP accreditation and continuing professional education.

Casper College offers a wide variety of accounting classes including, principles, intermediate, tax, payroll and computerized accounting.

Some of our students pursue their bachelors and / or masters at the University of Wyoming or choose to stay in Casper and continue further education through on-line programs.

By providing a solid foundation in accounting education, the Casper College Accounting Department is serving the needs of Casper's and Wyoming's business community in terms of helping individuals advance professionally and businesses grow financially.

Addictionology:

Associate Degree: Casper College's Associate Degree in Addictionology is the only National Addiction Studies Accreditation Commission accredited program in the State of Wyoming. The Wyoming Counseling Association awarded the Garth Shanklin Exemplary Practices Award to Casper College Addictionology Program, Dr. Diana Quealy-Berge October 2016. Students who complete the approved curriculum at Casper College Associates Degree are eligible to take the NCC-AP level 1 exam and apply to the State of Wyoming to be a Certified Addiction Practitioner Assistants (CAPA).

Certified addiction practitioner assistants (CAPA) are licensed in Wyoming to work under supervision of licensed professionals in private and public sector organizations to provide

assessment, education, and treatment services to clients with alcohol, drug, and other addiction problems. In addition, CAPA's refer clients with addiction problems to other social services agencies. The program is designed to update the skill and knowledge of individuals currently working addictionology or those with previous degrees preparing to become certified addiction practitioners or licensed addiction therapists. It also trains students preparing to work in counseling, psychiatry, psychology, nursing, social work, rehabilitation, criminal justice, community service, or related human service fields. Courses are also available for current addiction practitioners who meet course requirements. Program Prerequisite: While participating in the program, recovering students will agree to abstain from alcohol and other illicit drugs. All other students must agree not to abuse alcohol or use illicit drugs while in the program.

Certificate: Casper College's Addictionology Certificate is the only National Addiction Studies Accreditation Commission accredited program in the State of Wyoming. The Wyoming Counseling Association awarded the Garth Shanklin Exemplary Practices Award to Casper College Addictionology Program, Dr. Diana Quealy-Berge October 2016.

Students who complete the approved curriculum at Casper College and have a:

- Associates Degree are eligible to take the NCC-AP level 1 exam and apply to the State of Wyoming to be a Certified Addiction Practitioner Assistants (CAPA).
- Bachelors are eligible to take the NCC-AP level 2 exam and apply to the State of Wyoming to be a Certified Addiction Practitioner (CAP).
- Masters or PhD in a human services discipline are eligible to take the MAC [Masters Addiction Counselor] exam and apply to the State of Wyoming to be Licensed Addiction Therapist.

Certified addiction practitioner assistants (CAP) are licensed in Wyoming to work under supervision of licensed professionals in private and public sector organizations to provide assessment, education, and treatment services to clients with alcohol, drug, and other addiction problems. The program is designed to update the skill and knowledge of individuals currently working addictionology or those with previous degrees preparing to become certified addiction practitioners or licensed addiction therapists. It also trains students preparing to work in counseling, psychiatry, psychology, nursing, social work, rehabilitation, criminal justice, community service, or related human service fields. Courses are also available for current addiction practitioners who meet course requirements. Program Prerequisite: While participating in the program, recovering students will agree to abstain from alcohol and other illicit drugs. All other students must agree not to abuse alcohol or use illicit drugs while in the program.

Agriculture

Degrees/Credentials Included in this Summary:

- AS-Agriculture
- AS-Ag. Business
- AS-Ag. Communication

- AS-Animal Science
- AS-Range Management
- AAS-Agri-Business
- AAS-Animal Science Technology

Mission and Goals:

The Casper College Agriculture Department will continue to be the premier “PLACE” for developing leaders through dynamic education with a focus on excellence in teaching, coaching, and learning.

- Potential – Assisting each student in achieving potential
- Leadership – Preparing students to be leaders of the future
- Achievement – Helping students achieve their goals
- Community – Creating a community of learners
- Excellence – Establishing an expectation of

Summary:

The Casper College Agriculture Department is one of the most unique Agriculture Programs in the western United States. Students earning the A.S. Degrees transfer across the country and are highly recruited. Our numbers are strong, classes are full and we are constantly looking to add new sections. Over the past 12 years, our graduation numbers have increased 110%, majors have increased 51% and FTE has increased 35%. Articulations are at an all-time high. Our non-transfer students are also better prepared than ever.

Two main driving forces behind our program are the Livestock Judging Team and the Rodeo Team. Approximately 1/3 of all majors are here for either competitive activity. The Livestock Judging Team secures students from all over the country and they are highly recruited. Our livestock judging team is the most competitive team in the Western United States. Rodeo also provide many students from the region and are also highly sought as transfer students. We have also added opportunities for other students such as the Fitting/Showing team and new degree offerings such as Agriculture Communications.

We are one of the few institutions in the United States to offer completely on-line Associates Degree's in Agriculture and Ag-Business. We plan to continue being leaders in distance learning. We continually host events and meetings for many Agriculture groups. Students who become Wyoming FFA State Officers flock to our institution during their tenure.

Athletic Training:

The Associate of Science in Athletic Training prepares students for transfer to attain advanced degrees in athletic training in order to sit for the national certification exam. Students at Casper College receive high quality didactic education from faculty with combined experience exceeding 40 years as members of the National Athletic Training Association. Additionally, Casper College Athletic Training students receive hands on clinical experience typically not seen at the entry level at other institutions. Students at transfer institutions often receive little to no clinical experience over their first 2 years, reserving those experiences for juniors and seniors. Our students also use educational time in the accredited Simulation Center.

Clinical experiences include Casper Orthopedics and Casper College Athletics. The affiliation with Casper Orthopedics provides students with direct access to physical therapists and orthopedic surgeons providing educational opportunities such as therapeutic rehabilitation and observing orthopedic surgeries. By having clinical rotations with Casper College Athletics, students have opportunities to practice skills and knowledge learned in the classroom. Moreover, this clinical experience provides essential support to the athletic programs at Casper College by assisting certified staff with daily rehabilitation and health care. In addition to providing support to the aforementioned entities, the Athletic Training Program supports the community by providing coverage at the NJCAA National Volleyball Tournament and regularly participating in the Teddy Bear Clinic.

We offer several academic courses specific to athletic training and have multiple licensed and certified faculty, making our program highly comprehensive. This provides an opportunity for agreements with transfer institutions.

Anthropology:

The Associate of Arts in Anthropology is located in the Department of Social & Cultural Studies (SCS). The program's mission contains two elements. The first is to prepare students for further study in anthropology. The second is to provide students seeking to fulfill general education requirements with meaningful, relevant courses. In addition to providing general education courses to the campus community, the anthropology program also offers innovative curricula and services to the wider Casper community.

In conjunction with CC's Department of Education, SCS faculty member, Evin Rodkey, will offer an important new course as part of a spring/summer learning community the courses culminate in an opportunity for students to pay a ten-day visit to a village in Belize. Rodkey is also working with CC's biology faculty to develop a learning community that would enrich our offering of Physical Anthropology and Introduction to Biology by coordinating assignments and learning outcomes.

In addition to curricular innovation, SCS faculty member, Evin Rodkey, also draws on his background in anthropology to provide a range of services to both the campus and the region. Examples of such services include:

- A 2016 presentation for employee professional development at the U.S. Department of the Interior, Bureau of Land Management, Casper Field Office: “Diversity Through Time: Evolution, Migration, ‘Race,’ and Contemporary Humanity.”
- A presentation for the class Talking About International Travel (Gretchen Wheeler): “Indigenous Peruvians and Some Notes on Cross-Cultural Interaction”
- Hosting a screening of *Gran Torino* as part of Casper College’s Multicultural Film Festival.

Art:

Studying Art is serious preparation for the creative, critical, and resource demanding 21st-century environment and workplace. [STRATEGIC NATIONAL ARTS ALUMNI PROJECT](#)

The Visual Arts Department provides a quality visual arts education based on a foundation of both traditional and contemporary practices and ideas. This education serves as the foundation for further study and meaningful participation in contemporary society.

Graduates of an Associate of Arts degree in Art will have a traditional balance of studio, art history, general education, individualized electives and optional travel seminars. These experiences combined with guest artist workshops and lectures allow for student development that prepares graduates for the larger world of art.

Goals for this degree, consistent with other Visual Arts degrees, include: promoting artistic literacy, aesthetics, creativity and criticism; addressing the needs of the general education, college transfer, career, and vocational student; offering the visual arts student with a pre-professional foundation through the requirement of a Professional Practices seminar; providing options for individual self-development; encouraging and supporting innovation in course design and pedagogy; and providing appropriate equipment, materials, and resources, which support traditional as well as changing technologies. All Art degrees at CC are accredited with the National Association of Schools of Art and Design since 1998. <http://www.arts-accredit.org>

This transfer degree is the only Art degree currently being articulated with the University of Wyoming. All full-time Art faculty have terminal degrees and/or significant experience in their respective art fields.

Art Education:

The Visual Arts Department provides a quality visual arts education based on a foundation of both traditional and contemporary practices and ideas. Consistent with the mission, philosophy and institutional purposes of Casper College, this education serves as the foundation for further study and meaningful participation in contemporary society. Graduates of an Associate of Fine Arts degree in Art Education will have a traditional balance of studio, art history, general education, education and optional travel seminars.

Students have been successful in transfer to multiple institutions include the University of Wyoming and are now holding positions at local Casper schools. UW plans to continue to offer a Bachelor of Art Education through their Art Department.

Goals for this degree, consistent with other Visual Arts degrees, include: promoting artistic literacy, creativity, aesthetics, and criticism; addressing the needs of the general education, college transfer, career, and the vocational student; offering the visual arts student with a pre-professional foundation through the requirement of a Professional Practices seminar; providing options for individual self-development; encouraging and supporting innovation in course design and pedagogy; and providing appropriate equipment, materials, and resources, which support traditional as well as changing technologies.

All Art degrees at CC are accredited with the National Association of Schools of Art and Design since 1998. <http://www.arts-accredit.org>

All full-time Art faculty have terminal degrees and/or significant experience in their respective art fields and full-time faculty are active in national organizations where teaching practice and current trends are discussed annually at conferences.

Assistive Technology:

The Assistive Technology certificate at Casper College is designed to prepare students to work with individuals with disabilities in the use of assistive technology. Students are provided opportunities to learn and apply skills. The practicum is offered in a hybrid setting. This allows for online provision of discussions, assignments and allows for class materials to be available at all times. During the practicum, students demonstrate devices on loan from Wyoming Assistive Technology Resources (WATR), complete observation hours with assistive technology practitioners in the Natrona County School district, and develop an assistive technology device for a volunteer participant. The practicum hours are then logged by the students in a variety of these methods. By the end of the practicum students will have the beginning knowledge in the utilization, application and manufacturing of assistive technology. The practicum provides a unique opportunity for students and the community. The AT students provide demonstration and resources for anyone in the state interested in an AT device. Students receive feedback with instructor through practicum logs, lab hours and also receive feedback from site supervisors during observations. The AT practicum benefits Natrona County and the State of Wyoming by providing a central location for AT loan devices and provides knowledgeable self-directed students to demonstrate. Students gain skills that will complement their current and future studies, while providing a win-win opportunity for themselves and community members.

Automotive Body Repair Technology:

The Auto Body Repair Technology Department at Casper College provides relevant and appropriate skill training in the Auto Body Repair field to include education, training, and practical skill development that promotes lifelong learning and insures student success in today's workforce.

The teaching philosophy of the Auto Body Repair Technology Department is to develop a relationship with students through demonstration of instructor expertise and concern for student learning. Class sizes are limited to 12 students, with three part time instructors interacting with the students in many different classes.

The Auto Body Repair Technology Department ensures industry and professional standards are being met in this career program (all Casper college Auto Body instructors are Certified I-CAR and ASE/NATEF Technicians, and/or have extensive experience in the Collision industry). Students enrolled in this Program earn certification IAW national standards. This provides students at both high school and collegiate levels the opportunity to obtain Certificates and Associate Degrees in Auto Body Repair Technology, as well as earn credits in many related technical programs offered at Casper College.

The Casper College Auto Body Repair Technology Department offers knowledgeable and qualified faculty, quality equipment, and a solid reputation within the community and the advisory board. This is accomplished through integrating new equipment and technology into existing classes and curriculum, maintaining national instructor certifications, keeping current with technology as it changes, and structuring courses which will provide a thorough background for students in the Auto Body Repair Technology Program, as well as students continuing their education in related fields.

Automotive Technology:

Purpose: Provide students of all experience levels with the knowledge and skills necessary for gainful employment in the automotive industry. Provide area businesses a pool of potential employees to fill their need of skilled technicians

Mission: The Associate of Science Automotive Technology and Certificate Program at Casper College provides the education and skill training required to build valuable and employable apprentice technicians for the automotive industry.

Goals:

- Provide the knowledge and skills necessary for employment.
- Instill professional work habits and ethics.
- Promote workplace health and safety.
- Provide a balance of classroom and hands on training.
- Provide shops and dealerships with trained technicians.
- Certificate - Provide a 1 year program for students than have limited time or resources to train to enter or reenter the workforce.
- Associate degree - Through general education classes, provide students with the skills to take advantage of future management opportunities.

Additional Topics:

- Program is structured to simulate an actual shop or business environment to give students the safe and productive work habits that will make them successful in their career.
- Students are trained on simulators as well as actual vehicles for a real world experience.

- Cooperative work experience program allows students to work and train at area businesses.
- Program is structured to allow students to work part time in the auto industry while taking classes.
- In addition to college funds the department has been able to secure grants and donations, to maintain state of the art training equipment.
- Dealership support allows students to train on factory service equipment.
- Program works closely with program advisory board members to provide students with the desired skills.

Aviation:

Purpose: Partnership with a private flight school to train pilots.

Mission: The Casper College Aviation Department will provide training that meets the needs of students preparing for a career as pilots.

Goals:

1. Recover the FAA part 141 flight school certification.
2. Recover federal funding for aviation students.
3. Improve recruiting.

Additional Topics:

- Program is an Associate of Applied Science degree.
- Degree has 21 hours of Aviation classes offered at Crosswinds facility at the airport.
- Remaining 39 hours are CC general education, selected classes by advisory board, and electives.
- Cost to get licenses required to fly as a career (Private Pilot, Instrument, and Commercial) is approximately \$50,000.
- Casper College has a long term partnership with Crosswind Aviation which has gone through several name changes.
- Current Department chair became involved in 2008. At that time the owner was a past Casper College student.
- Previous Casper College graduate is now operations manager for Crosswind Aviation.
- FAA exams are nationally accepted outcomes.
- Advisory board is flight instructors and pilots.
- Adjuncts teach all aviation classes, must be a certified flight instructor.
- Difficult supervision and recruiting as department chair must travel to the airport which is close to a 45 minute trip depending on traffic.
- Veterans Administration (VA) changed rules in 2015 which has caused difficulties for veterans and confusion at the Department of education.
- Budget is \$1895 mainly used for recruiting and advisory meeting.
- Similar program offered by Northwest College.

Biology:

Mission and Goals: To provide academic training in biology and pre-professional areas including medicine, dentistry, optometry, physical and occupational therapy and veterinary science.

Summary: The Biology Department prepares students for life. The department also provides academic training and advising to support Casper College degree programs in Biology and provides biology related courses required by other degree programs. In addition, students have the opportunity to earn a UW/CC baccalaureate degree in biology on the Casper College campus. Continuing education in biology, ecology and natural history for life-long learning and the enrichment of personal and community life is a future attainable goal which will affirm the biology program's presence in our community. Students in the department enjoy diverse and unique opportunities to serve as undergraduate teaching assistants for biology courses and to participate in undergraduate student research (undergraduate student research projects have been recognized and awarded at peer attended meetings). The Biology Department labs are some of the best equipped in the region and rapport between students and faculty is excellent leading to greater success rates with the biology degree. The Casper College Biology Department strives to educate students about biological concepts relevant to the individual, to society, and to local and global environments. We enable students to understand biological issues that confront every citizen in a world where knowledge of biology—and the opportunity for both its application and misapplication—is growing exponentially. As the unifying theme of all biology, the scientific method and evolutionary theory provides unity to our curriculum and all of our courses.

Business Administration:

Vision: Become the premier two-year institution of higher education for business students and instructors in the Rocky Mountain Region.

Mission

- The School of Business and Industry provides students with the academic programs of general and specialized learning in preparation for responsible careers in the world of business.
- Students wishing to pursue a Bachelor's degree in Business can complete the first two years of a baccalaureate degree through Casper College. The program provides students with the opportunity to transfer at junior standing to a four-year college or university.
- Business majors have the opportunity to pursue a top-quality two-year degree in Management, Leadership, or Entrepreneurship that provides the skills and abilities to succeed in the business world upon graduation.
- This educational experience enables students to develop the expertise needed to function in a business environment and to develop an understanding of the social and economic forces shaping the future of the world's economy.

Specific highlights:

- All of the Wyoming Community Colleges have a Business Administration degree – Casper College has the only ACBSP accredited two year Business Administration degree
- Degree is articulated with the University of Wyoming with a 2+2 agreement
- Annual advisory board - Changes to this degree were made from feedback for the 2016-17 catalog
- Five year average of approximately 120 majors in this degree each fall
- Five year average of approximately 17 degrees awarded annually
- Five year average of approximately 97 FTEs in BADM courses annually

Chemistry:

Mission and Goals: To facilitate students' acquisition of knowledge and understanding of chemical concepts and laboratory techniques at a level appropriate to the requirements of their declared majors and career goals.

Summary: Our purpose is to serve students through teaching excellence. Our goal is to have our students successfully complete their degree programs.

Online lecture along with innovative distance lab kits has enabled working students to students successfully complete their degree programs.

The Chemistry Department works with the local high schools through BOCES.

The acquisition of new laboratory instrumentation allows our students to have hands on experience that will prepare for industry or further study in the chemical sciences.

Cognitive Retraining:

The Cognitive Retraining Certificate program is designed to prepare individuals to work with individuals with acquired brain injuries. Upon completion of this program students qualify for the national examination as a Certified Brain Injury Specialist through the Academy of Certified Brain Injury Specialists. According to the Brain Injury Association “an estimated 2.4 million children and adults in the U.S. sustain a traumatic brain injury (TBI) and another 795,000 individuals sustain an acquired brain injury (ABI) from non-traumatic causes each year. Currently more than 5.3 million children and adults in the U.S. live with a lifelong disability as a result of TBI and an estimated 1.1 million have a disability due to stroke.” While the demand for Brain Injury Specialists continues to increase, this program is currently under review due to a lack of resources to develop the program.

Communication:

Mission Statement: In keeping with the mission of Casper College, the Department of Communication provides an all-inclusive education to an increasingly diverse student population. The department serves students at Casper College in all academic, vocational,

and professional programs with skill development courses while offering advanced theory and technical training for Communication majors.

The Department provides a program parallel to the first two years of baccalaureate education in three areas: Human Communication, Journalism, and Multi-Media Studies. Students completing a degree in the field of Communication are well equipped for a future which requires the flexibility to adapt to various career changes and new career paths. The ability to effectively communicate through multiple medium is absolutely an essential skill for a successful future. To support of our mission, the Department strives to maintain high standards in its faculty and resources necessary to be responsive to the students' needs.

Additional Department strengths include:

- A full service Oral Communication Lab which provides cross discipline assistance in promoting the proficiency in Oral Communication.
- The University of Wyoming C2 designation for CO/M 2010 – Public Speaking which allows students to fulfill UW general education communication requirements.
- Willingness to collaborate with multiple departments on campus to develop new degrees that will prepare students for future work force.

Computer Science:

The computer science curricula are designed to give the student a broad applications language background. These can be used to prepare students pursuing four-year degrees with the necessary course work required for the first two years.

The goals of the computer science program are to equip its students with the basic skills needed for pursuing a career as a software engineer or computer scientist; to acquaint with the common tools and practices of computer science; and to foster proficiency in problem-solving and analysis.

The computer science program instructs students in knowledge and skills that will be necessary regardless of what career path they may pursue within the greater field of computer science. Its curriculum is fairly standard, containing a two-semester major sequence, computer organization, and the optional discrete structures math class. It also provides an introductory programming class for students who do not yet have experience in that area; additionally, most semesters a topics class is offered that can take a variety of forms, so that most students who complete the program have been exposed to at least five or six different programming languages (and various paradigms of analysis and problem-solving accompanying these).

Future prospects include a possible computer engineering program, combining principles from computer science and electrical engineering; it is also likely that computer science

will become a bigger part of the computer security programs as NSA designation for the latter is sought.

Computer Security:

The mission of this department is to prepare students for business or technology related careers by offering students the opportunity to pursue a quality degree that allows them to develop the skills and abilities necessary to be successful in their chosen field. To accomplish this, we stay connected to the workforce and remain cognizant of the on-going changes that take place, updating our programs and curriculum accordingly. This is a relatively new area of study as evidenced by lack of longevity of these types of programs nationwide. Computers are an integral part of our professional and business lives and as such there will be a consistent need for workers with skills to insure the integrity and security of the information contained within. In Wyoming we are constantly hearing about the need for opportunities outside of energy related fields and this is one program that could meet that need both locally and nationwide. There is such a need for workers in this field that the NSA had launched an initiative to help colleges and universities nationwide provide programs in this field. This program could conceivably become a premier degree for this department but that is questionable unless we are able to hire a full-time instructor.

Graduate with this degree will not only have training related to cyber security but they will also have enough network training to obtain entry level CISCO certification. The skills our students will develop and learn are at a premium in today's technology based environment.

Computed Tomography:

The Certificate of Computed Tomography (CT) Program at Casper College provides education to produce competent medical technologists eligible for immediate employment or advanced education, by offering high quality educational and clinical experiences. Our goal is for students to produce high quality images by possessing the knowledge, clinical application, radiation safety practices and patient care skills needed to meet the needs of the radiography community as entry level CT Technologists. Students will demonstrate sound problem solving and critical thinking skills necessary to function effectively in the clinical setting. Students will communicate effectively with patients, peers, and other members of the healthcare team. Through effective communication students will function as a productive member of the healthcare team. Students will understand the purpose and importance of professional values, ethics, continuing education, and life-long learning. Graduates will fulfill the needs of the health care community. The program will provide the community with graduates who are able to function as an active member of the health care team. We have several highly trained faculty members with over 30 years combined experience. Our program provides state-of-the-art digital imaging opportunities in the clinical setting. Casper College is the only school in Wyoming that offers CT Certification. Additional Accreditation is through JRCERT - Joint Review Committee on Education in Radiologic Technology. Our students must also pass a national registry through the American Registry of Radiologic

Technologists and we have implemented their curriculum to ensure all educational requirements are met.

Construction Technology and Construction Management:

The Construction Technology Department mission is to provide a doorway to a career in the many facets of construction as a craftsman and/or as a construction manager through quality hands-on learning experiences.

Goals of the Construction Technology Department are:

- to provide the region with qualified construction managers and skilled craftsmen
- to be recognized by the construction industry and the community as producing graduates who are competent in their field
- to enable students to enter into careers in the construction industry armed with the skills to produce quality work
- to be able to interact in meaningful ways with industry professionals
- to provide the option for construction management students to continue on to a four-year degree

Innovative elements in the department include the construction of a tiny house/cabin. This project allows students to experience all of the facets of residential construction. This program has been ongoing for over six years. Four cabins have been built and sold to cover the costs of the projects. A fifth tiny house is currently under construction.

The department has potential for new program development in the area of woodworking. Interest has been expressed by students as well as woodworking employers and professional craftsmen for a degree or certificate specific to woodworking. With the current curriculum it is already possible to offer a certificate in woodworking. By adding a limited number of classes, we can easily facilitate an A.A.S. degree in woodworking.

Several features are unique to the program. Guest speakers, advisory board members, and adjunct instructors from the industry help provide career relevant learning and perspective. Student projects create the hands-on-learning environment necessary for skill development. Field trips to construction sites and to woodworking shops are beneficial for seeing real life application of principles taught in class. Seminars provide in-depth coverage of special topics for enhanced skill development.

Criminal Justice:

Mission: The Criminal Justice program provides students with high quality and professionally experienced faculty and curricula that develop introductory knowledge in the areas of policing, criminology, criminal law, criminal courts and corrections from a social science perspective that prepares students for continued education at a higher-level institution or professional training academy, OR a career in criminal justice.

Innovative elements:

- Learning through field trips has included the Wyoming Supreme Court, Wyoming DCI and Crime Laboratory, Federal District Court – Cheyenne,

Wyoming Law Enforcement Academy, Denver Police Academy, Rocky Mountain HIDTA, 10th Circuit Court of Appeals, U.S. Mint Police, U.S. Marshals-Denver, Wyoming Prisons, FBI-Denver

Community involvement:

- Criminal Justice Club and Community Police Relations class partner in the annual Holiday DUI Prevention effort. Students along with representatives from law enforcement agencies, Wyoming Medical Center, MADD, Casper Fire/EMS, Safe Communities and Safe Ride develop a theme and community awareness campaign.
- Capstone class incorporates mock employment interviews conducted by area professionals providing students with a valuable experience and the agencies with a look at graduating sophomores.
- Students participate in internships with area agencies.

What the program offers Natrona County and the State of Wyoming.

- Graduates and former students are presently serving in: Wyoming Department of Corrections, Division of Criminal Investigations, Highway Patrol, Natrona County Sheriff's Office and the Casper Police Department.
- Students offer these agencies talented new employees with a solid understanding of the justice system and related social issues. These students bring demonstrate a proven ability to learn and tenacity.
- Many continuing students for UW-Casper.

Dance:

Mission Statement:

The Casper College Department of Theatre and Dance provides academic and artistic opportunities for student learning by encouraging them to become creative, contributing members of society. The program promotes intensive two year training in dance performance, technique, history, and choreography.

The goal of the dance program is to encourage and address careers in dance, both in performance/choreography and interdisciplinary. The coursework instills choreographic tools, creativity, technical training in multiple genres, an historical base for dance, and performance expectations as well as performance opportunities. The AA is articulated with the University of Wyoming and transfers to colleges and universities throughout the United States.

The Casper College Dance degree maintains a standard of excellence, as evidenced by associate membership in the National Association of Schools of Dance since 2013.

The Casper College Dance program strives to instruct students who wish to pursue dance as a career in and of itself, and also as a linking degree to additional inter-discipline careers. We

also serve general education and community opportunities in all of the curriculum while serving the community as a leader in concert dance.

The Dance program has state of the art floors in 2 spacious studios with multiple genre capacity. We have the ability to transform one studio to a performance venue, and travel marley flooring that allows dance to be performed in multiple other venues.

We have a strong student organization and performance group that frequently teaches and performs in the community, and represents Casper College at the American College Association yearly.

Diesel Power Technology:

Purpose: Provide students of all experience levels with the knowledge and skills necessary for gainful employment in the diesel and heavy equipment industry. Provide area businesses a pool of potential employees to fill their need of skilled technicians

Mission: Skill training for a lifelong career in Diesel Power Technology

Goals:

- Provide the knowledge and skills necessary for employment.
- Instill professional work habits and ethics.
- Promote workplace health and safety.
- Provide a balance of classroom and hands on training.
- Provide students a workplace environment for realistic training.
- Provide industry with trained entry level employees.
- Certificate - Provide a 1 year program for students than have limited time or resources to train to enter or reenter the workforce.
- Associate degree - Through general education classes, provide students with the skills to take advantage of future management opportunities.

Additional Topics:

- Department was started and has evolved with help from area businesses because of the lack of skilled employees available.
- Program works with area businesses and organizations to provide up to date training for their employees and current students on new and current technology.
- Because of these cooperative efforts, the Nichols Auditorium was built to provide a state of the art facility to do this training.
- In addition to college funds, the program has been able to secure grants and donations, to maintain state of the art training equipment.
- Program works closely with the Wyoming Trucking Association and its members along with program advisory board members to provide students with the skills and work habits industry employers' desire.

- The cooperative work experience program allows students to work at area business for actual on the job experience.

Early Childhood:

Vision: We believe that true excellence in education requires a commitment to equity and social justice. Thus, we strive to prepare creative, culturally competent, critically reflective graduates who possess deep knowledge in their fields of study and work collaboratively to achieve high quality education for all.

Mission: The mission of the Casper College Education program is to provide high quality teaching/learning experiences to develop knowledge, skills, attitudes and abilities in the prospective teacher so that students can readily matriculate to transfer institutions and as graduates

The Casper College Early Childhood Education program seeks to not only instruct but to model best practices in teaching. Instructors provide core theoretical knowledge to students. This core knowledge is then expanded into practical application through Constructivist learning opportunities. In respect of the diversity of learning styles, instruction is provided through a variety of methodologies. Students are taught via lecture, research, collaborative assignments, discussions, and hands on practicum experiences. With this focus, students are placed in early childhood settings early and often during their education in order to apply the knowledge they have gained through classroom learning.

The Early Childhood Education program is aligned to the standards of The National Association for the Education of Young Children (NAEYC).

We are diligent meeting our obligations as a transfer institution. We have two formal articulation agreements that facilitates ease of transfer for students who elect to attend either the University of Wyoming, or Mayville State; Mayville North Dakota.

Economics:

Vision: Become the premier two-year institution of higher education for business students and instructors in the Rocky Mountain Region.

Mission

- The School of Business and Industry provides students with the academic programs of general and specialized learning in preparation for responsible careers in the world of business.
- Students wishing to pursue a Bachelor's degree in Business can complete the first two years of a baccalaureate degree through Casper College. The program provides

students with the opportunity to transfer at junior standing to a four-year college or university.

- Business majors have the opportunity to pursue a top-quality two-year degree in Management, Leadership, or Entrepreneurship that provides the skills and abilities to succeed in the business world upon graduation.
- This educational experience enables students to develop the expertise needed to function in a business environment and to develop an understanding of the social and economic forces shaping the future of the world's economy.

Specific highlights

- Casper College and Eastern Wyoming College are the only two Wyoming Community Colleges offering a two year degree in Economics
- Five year average of approximately two majors in this degree each fall
- Five year average of approximately 45 FTEs in ECON courses annually
- High numbers of FTEs in Economics are due to the fact that both Microeconomics and Macroeconomics are required courses for all business majors
- Macroeconomics is also a requirement for other majors as well as a general education option for students

Electrical Apprentice (ELAP):

Purpose: Provide the State of Wyoming required classroom time for apprentice electricians.

Mission: The Casper College Electrical Apprentice Department will provide cost-effective, excellent training that meets the needs of students preparing for a career as an electrician.

Goals:

1. Provide training with the National Electrical Code to promote electrical safety.
2. Promote critical thinking relating electricity and safety.
3. Ability to pass electrician exams required by all states to work as an electrician.
4. Work with adjunct instructors to improve classroom management so students are successful in obtaining a Journeyman Electricians License.

Additional Topics:

- Requested by the State of Wyoming of all community colleges around 1990.
- Started at Casper College in 1992
- Majority of students enroll as non-degree seeking
- Students need 5 credit hours for 8 semesters to be licensed.
- Licensing exam is national exam used by majority of states.
- Classes used mainly by local electrical contractors for their apprentices.
- Advisory board is electrical contractors and adjunct faculty.
- No departmental budget.
- Adjuncts teach almost all of classroom time.

- Difficult supervision by department chair as majority of independent students work 8:00 am to 5:00 pm. Independent classes are offered from 6:30 to 9:00 pm 2 nights a week using Monday through Thursday nights.
- Enrollment numbers improved when department chair team teaches beginning 2 semesters for quality control.
- Recommend full time faculty with electrical knowledge as department chair.
- Distance education offered by Central Wyoming Community College and many private contractors.

Electronics Technology:

Electronics Technology's mission is to work with our community partners to develop a program that helps the area mines, oil related companies, manufacturing companies, state and local government agencies, electronic, and networking companies with highly trained and qualified workers.

- The Electronics program was developed in 1959 to train electronics technicians for commercial and industrial electronics careers in Wyoming. The electronics program has grown from radio and TV repair to computer electronics and industrial electronics since it was created.
- Partnership agreement with One-Call Wyoming and Staking University to train Utility Locators in the modern techniques of utility locating. These courses train utility locators for both industry and government agencies from Wyoming, Colorado, Utah, Montana, Idaho, New Mexico, Tennessee, Oregon, and Texas.
- Electronics Technology instructors and students are organizers and volunteers for the First Lego League, First Technical Competition, and First Robotics Competition for Wyoming and in Denver CO.
- Faculty and students have volunteered for the Platte River Parkway cleanup and have worked on the organization committee for The National Wild Turkey Banquet 2004-2015.
- Faculty and students work with the Casper College Veterans Club.
- The electronics program holds an Electronics Advisory Board meeting every spring semester. The members for this board come from electronic related companies in the central Wyoming area. For the last ten years the advisory board has given the Electronic Program an excellent rating on the Advisory Board Survey.
- Other programs that have been started from the Electronics Technology department are Robotics, Extractive Resources, and Manufacturing.

Elementary Education:

Vision: We believe that true excellence in education requires a commitment to equity and social justice. Thus, we strive to prepare creative, culturally competent, critically reflective graduates who possess deep knowledge in their fields of study and work collaboratively to achieve high quality education for all.

Mission: The mission of the Casper College Education program is to provide high quality teaching/learning experiences to develop knowledge, skills, attitudes and abilities in the prospective teacher so that students can readily matriculate to transfer institutions and as graduates

The Casper College Education department seeks to not only instruct but to model best practices in teaching. Instructors provide core theoretical knowledge to students. This core knowledge is then expanded into practical application. In respect of the diversity of learning styles, instruction is provided through a variety of methodologies. Students are taught via lecture, research, collaborative assignments, discussions, and hands on practicum experiences. It is critical that teachers not only learn the “why” of teaching but also the “how”. With this focus, students are placed in real classroom settings in order to apply the knowledge they have gained through classroom learning.

The Elementary Education program is aligned to the standards of The Council for the Accreditation of Educator Preparation (CAEP).

We are diligent meeting our obligations as a transfer institution. We have two formal articulation agreements that facilitates ease of transfer for students who elect to attend either the University of Wyoming, or Valley City State University; Valley City State North Dakota.

Engineering:

Mission and Goals: The mission of the engineering program is the same as the mission of the college, student success. To that end, the engineering program mission is to prepare students, through a rigorous and encompassing curriculum, to successfully transfer to baccalaureate engineering programs anywhere in the United States or abroad and have the tools and background necessary to earn their bachelor’s degree or higher

Summary: The engineering department is unique within the state community colleges. We are the only department to routinely offer all nine ES courses to our students. We are also the only college to offer Statics and Dynamics every semester to better help our students graduate in a timely manner. Transfer data and outside faculty testimony shows our students excel when transferring to UW and the South Dakota School of Mines.

Our students won the 2016 Wyoming Wind Racer competition in Rawlins and the UW Freshman Engineering Design Challenge last spring. Engineering faculty have won the Judith Bailey Scully Award twice in the last three years.

Public promotion of STEM is fostered in several ways. The senior instructor is state director for the Science Olympiad. He also presented science on the channel 13 morning show for Weird Science Wednesdays. Faculty and students have been active with judging local science fairs. Classes in Physics and Engineering are offered through the BOCES program.

Plans for support courses for engineering majors are being developed to improve retention for students starting in remedial and freshman math classes. A new program is being planned

to get underprepared students wishing to major in engineering an Associate's degree earlier in their academic careers.

The department supports student success by awarding scholarships and books from a two million dollar Foundation endowment. Funds are used for student travel to competitions and to tour regional universities. These moneys will also support entry into the International 1/4 Scale Tractor Student Design Competition.

Engineering Technology and Design (Architectural Graphics and Design, Mechanical Graphics and Design):

The Engineering Technology (Drafting and Design) Department mission is to provide a doorway to a career in the fields of manufacturing, engineering, construction, and architecture as well as drafting and modeling skills for majors in allied degrees through quality hands-on learning experiences.

Innovative elements of the department include the design of a tiny house/cabin with the Pathways Innovation Center, as well as other community-based projects that are designed and manufactured by students. We introduce new technology to the area such as 3D printer, laser engraver, and computer numerical controlled manufacturing equipment. Many students have also taken advantage of internship opportunities with RFA/Caterpillar, Power Service, and JW Williams. Students gain experience with real world projects.

To enhance learning, we offer the Mechanical Graphics and Design Certificate and the Architectural Graphics and Design Certificate. Through these certificates, students have the ability to focus studies on an area of engineering technology by taking classes such as cost estimating, project management, and manufacturing. The department articulates classes at NCHS, KWHS, and PIC. This has opened a door for many students to explore the fields within engineering. We are also establishing a one-year certificate in Engineering Technology that will serve as a pre-engineering opportunity for students planning to pursue an engineering science degree.

Some of the community projects and collaborations include the Platte River Trails bike racks, sign, and labyrinth. Students also designed and manufactured the Werner Wildlife Museum sign and logo. Students and faculty have supported the Casper College Foundation T-Bird Trek by making awards and other items. Further projects have included the Science Zone, First Tech Challenge robotics, and SkillsUSA. Faculty in the department are always looking for new and innovative projects and technologies to increase student engagement and learning.

The Engineering Technology Department at Casper College offers the opportunity for education using the latest hands on manufacturing and building experiences, 3D solid modeling, architecture, and manufacturing software and equipment. These elements of our program make it unique within Wyoming. Having graduates trained in these areas is important to the future diversification of Wyoming's economy. We offer students an alternative to traditional four year degrees in engineering and architecture.

English:

Mission: The English Department's primary mission is to provide excellent writing and reading instruction for students at all levels of experience and development. The English Department's mission aligns with Casper College's mission to give students opportunities to improve quality of life and to promote sustainable community building and citizenship through the study of the many ways in which reading, writing, and language intersect to create purposeful thoughts and actions.

Literature Emphasis

The English Department believes that reading widely and well is instrumental to understanding history and culture and has developed this program with an eye toward providing a wide base of understanding of many different cultures' literatures. Reading widely often provides learning opportunities to develop an appreciation for diverse perspectives and values, based upon others' cultures and experiences to broaden knowledge and/or enhance understanding.

The English major will acquire an array of valuable and marketable skills: critical and analytical thinking; effective verbal and oral communication; research and argumentation; creative and imaginative problem-solving and adaptability to change. The major also fosters historical, cultural, and global awareness, knowledge, and understanding; an appreciation for diverse perspectives, values, and identities; insights into human nature and humanity, itself; and empathy or emotional intelligence.

These increasingly sought after "soft" skills, understanding, and appreciation prepare the English major for careers in not just teaching, communication, publishing, and research fields, but also in business, industry, and government. The English degree is also good preparation for an advanced degree in business or law.

Writing Emphasis

The English Department believes that helping future authors to write fiction or nonfiction well and with a thorough knowledge of the genres of writing that have come before guides the voices of tomorrow toward publication. Writing is a difficult and complex process involving numerous conscious and unconscious choices. We encourage critical inquiry and discussion and to help students understand how writers' conscious choices affect a written work.

The English major will acquire an array of valuable and marketable skills: critical and analytical thinking; effective verbal and oral communication; research and argumentation; creative and imaginative problem-solving; empathy or emotional intelligence; and adaptability to change. The major also fosters historical, cultural, and global awareness, knowledge, and understanding; an appreciation for diverse perspectives, values, and identities; and insights into human nature and humanity, itself.

These increasingly sought after written communication skills, understanding, and appreciation prepare the English major for careers in not just teaching, communication, publishing, and research fields, but also in business, industry, and government. The English degree is also good preparation for an advanced degree in journalism, business or law.

Secondary Education Emphasis

The English Department believes future teachers of English need a strong background in both literature and writing. Secondary English teachers require skills in critical and analytical thinking; effective verbal and oral communication; research and argumentation; creative and imaginative problem-solving and adaptability to change in order to communicate those same skills to their students. The major also fosters historical, cultural, and global awareness, knowledge, and understanding; an appreciation for diverse perspectives, values, and identities; insights into human nature and humanity, itself; and empathy or emotional intelligence.

The reading, writing, and oral communication skills of future English teachers will help them to pass the love of learning on to their own students.

Entrepreneurship:

Vision: Become the premier two-year institution of higher education for business students and instructors in the Rocky Mountain Region.

Mission

- The School of Business and Industry provides students with the academic programs of general and specialized learning in preparation for responsible careers in the world of business.
- Students wishing to pursue a Bachelor's degree in Business can complete the first two years of a baccalaureate degree through Casper College. The program provides students with the opportunity to transfer at junior standing to a four-year college or university.
- Business majors have the opportunity to pursue a top-quality two-year degree in Management, Leadership, or Entrepreneurship that provides the skills and abilities to succeed in the business world upon graduation.
- This educational experience enables students to develop the expertise needed to function in a business environment and to develop an understanding of the social and economic forces shaping the future of the world's economy.

Specific highlights

- One of four entrepreneurship degrees offered by Wyoming community colleges including LCCC, CWC, and EWC
- Casper College is the only ACBSP accredited entrepreneurship degree in Wyoming
- Annual advisory board - Changes to this degree were made from feedback for the 2016-17 catalog

- Five year average of approximately 15 majors in this degree each fall and this number seems to be trending up
- Five entrepreneurship degrees have been awarded in the last five years

Environmental Science:

Mission and Goals: The mission of the Earth and Environmental Science department is to effectively educate a wide variety of students and the general public about Earth and Environmental Sciences so as to improve the quality of their life, the Wyoming community, and the natural world.

Summary: The demand for qualified environmental scientists to study changing conditions from climate, energy growth, habitat loss, and population growth will only increase. The Department of Earth and Environmental Science values the education of our citizens in order to make better decisions regarding the conservation of our landscape. Thus, we support the need for an Environmental Science program. The Environment and Natural Resources program has gone through a long list of changes over the years. It was originally housed in the Business and Industry. With the retirement of the only faculty member and the realignment of the schools, it was moved over to a new Environmental Science Department. However, that department temporarily lost its dedicated faculty member, who was not replaced. Therefore the program was left without faculty support for recruitment, advising, etc. Over the past year, the ES Dept. was merged with the Earth Science Department to create the Earth and Environmental Science Dept. Only this year has there been a faculty member who can address the needs of this program. Currently, the program is being evaluated, adjusted to fit articulation needs with UW, and a recruitment campaign is being developed. It will take at least 2 years before student numbers and graduation rates will improve. The advantage to such a degree is that it is flexible, allowing students to choose a variety of career paths. It is also in a field that will only increase in the demand as changes continue in our community.

Equine Assisted Therapy:

The Equine Assisted Therapy certificate at Casper College is designed to introduce students to the field of Therapeutic Riding. Students are provided with opportunities to learn and apply knowledge to work with diverse groups and a wide range of individuals with disabilities. At completion of the practicum, students will have gained the skills to engage in equine assisted activities. Students will also achieve level 1 certification with the Professional Association of Therapeutic Horsemanship International (PATH). The practicum is offered in a hybrid course setting. This allows for online discussions, assignments and access to all course materials. The lab portion of the practicum is offered at Reach 4 a Star Riding Academy in Casper, WY. Students log their time completed and meet with the instructor a regular basis for feedback. During their lab, time students provide support to staff and engage with the riding participants during their sessions. This provides an opportunity for students to learn and give back to the community members. In a rural state like Wyoming, therapeutic riding has become a unique therapy option for residents. This

field requires competent and qualified instructors and the practicum at Casper College opens the door for students interested in therapeutic riding.

Extractive Resources:

Mission and Goals: The mission of the Earth and Environmental Science department is to effectively educate a wide variety of students and the general public about Earth and Environmental Sciences so as to improve the quality of their life, the Wyoming community, and the natural world.

Summary: The Extractive Resources program was developed to respond to community needs. It served its function while the extractive resources industry was in demand of skilled workers. At this time, there has been a decrease in demand for those skills and thus the number of students enrolled has dropped significantly. Our current plan is to revisit this program and look to see if it can be altered, modified, combined, or deleted. Research is needed to make a sound decision.

Fine Art:

Studying Art is serious preparation for the creative, critical, and resource demanding 21st-century environment and workplace. [STRATEGIC NATIONAL ARTS ALUMNI PROJECT](#)

The Visual Arts Department provides a quality visual arts education based on a foundation of both traditional and contemporary practices and ideas. Consistent with the mission, philosophy and institutional purposes of CC, this education serves as the foundation for further study and meaningful participation in contemporary society.

Graduates of an Associate of Fine Arts degree in Art will have a traditional balance of studio, art history, general education, individualized electives, optional travel seminars and alternative process courses. These experiences combined with guest artist workshops and lectures allow for student development that prepares graduates for the larger world of art. Goals for this degree, consistent with other Visual Arts degrees, include: promoting artistic literacy, creativity, aesthetics, and criticism; addressing the needs of the general education, college transfer, career, and the vocational student; offering the visual arts student with a pre-professional foundation through the requirement of a Professional Practices seminar; providing options for individual self-development; encouraging and supporting innovation in course design and pedagogy; and providing appropriate equipment, materials, and resources, which support traditional as well as changing technologies.

All Art degrees at CC are accredited with the National Association of Schools of Art and Design since 1998. <http://www.arts-accredit.org>

All full-time Art faculty have terminal degrees and/or significant experience in their fields and full-time faculty are active in national organizations where teaching practice and current trends are discussed annually at conferences.

Fire Science:

The mission of the Fire Science Program is to bring students into the 21st century of firefighting through innovation and technology.

The purpose of the Fire Science Program is to prepare students for a career in the fire service through academics and an overview of pertinent skills in the field of firefighting, utilizing lectures and practical exercises.

The goal of the Fire Science Program is to provide students with the knowledge and skills necessary for fire service employment or job advancement within the profession. By purchasing up to date equipment and hiring the most qualified adjunct instructors, the Casper College Fire Science Program will offer students the best education possible.

The Fire Science Program is in partnership with the Wyoming State Fire Marshal Office. Students have the opportunity to test for a nationally accredited Pro Board Firefighter I Certification. The program also relies on the support of local fire departments.

Community Service is an important component of the Fire Science Program. Fire Science students have volunteered 765 hours over the past five-years. Students have served the Platte River Revival, Meals on Wheels, Smoke Detector installation (partnership with

City of Casper Fire Department), Special Olympics, Joshua's Storehouse, T-Bird Trek ½ Marathon, Salvation Army, Natrona County Emergency Management Disaster Drill, Casper College Campus Clean-up and the ABE/GED auction.

The Fire Science program has an important role in providing career firefighters to fire departments throughout the State and region. Over 90% of career firefighters employed in Natrona County are graduates of Casper College.

Forensic Science:

Mission: The Criminal Justice program provides students with high quality and professionally experienced faculty and curricula that develop introductory knowledge in the area of Forensic Science from a multi-disciplinary approach including Chemistry, Biology, Zoology and Criminal Justice. The degree prepares students for continued education at a higher-level institution or a career as a crime scene technician.

Innovative elements:

- The program is an interdisciplinary mix of course work from Chemistry, Biology, Zoology and Criminal Justice.
- Criminalistics class investigates a mock crime scene each spring.
- Learning through field trips has included the Wyoming Supreme Court, Wyoming DCI and Crime Laboratory, Phoenix Police Crime Laboratory, Federal District Court – Cheyenne, Wyoming Law Enforcement Academy, Denver Police Academy, Rocky Mountain HIDTA, 10th Circuit Court of Appeals, U.S. Mint Police, U.S. Marshals-Denver, Wyoming Prisons, FBI-Denver.

Community involvement:

- Guest presenters from area agencies frequently participate in classes.
- Students participate in internships with area agencies.
- Lt. Becker has assisted with school children who are interested in Forensic Science presentations.

What the program offers Natrona County and the State of Wyoming.

- Many continuing students for UW-Casper.
- There is no crime laboratory in Natrona County so graduates must work elsewhere.
- Few agencies in Wyoming are large enough to employ full-time crime scene technicians so graduates seek employment in large metropolitan areas.

Geology:

Mission and Goals: The mission of the Earth and Environmental Science department is to effectively educate a wide variety of students and the general public about Earth and Environmental Sciences so as to improve the quality of their life, the Wyoming community, and the natural world.

Summary: The geology program at Casper College has been available since our first graduate in 1959. It has weathered boom and bust cycles and has remained strong and viable. Some

of our graduates include successful Geologists; True, Champlin, Kirkwood, etc. The advantage to maintaining the program through tougher economic times is that we can respond immediately to community needs and produce quality students faster than it would take to create a new program. In 2005 we graduated only 2 students, but in 2006 we graduated 10 students; many of which are successfully working in their fields. On average, this program has the top 5 highest number of majors in the School of Sciences and has a higher than average graduation rate.

The science of Geology is ever changing and growing. New technologies and ideas are introduced to the field every year. Our faculty members are challenged to keep up the pace of these changes and offer opportunities for undergraduate research to our students, thanks to a stronger relationship with the UW. Very few other community colleges provide students the chance to work with ground penetrating radar, remote sensing, GIS work, photogrammetry, etc. The newest trend and one the department is pursuing is the use of drones for geological mapping.

The department is well supported by its community. We have one of two endowed faculty positions. We regularly are invited to participate with other organizations including WGA, GSA, and SVP. Our faculty members are award winning and accomplished in their respective fields.

Geographic Information Systems (GIS):

Mission and Goals: The mission of the Earth and Environmental Science department is to effectively educate a wide variety of students and the general public about Earth and Environmental Sciences so as to improve the quality of their life, the Wyoming community, and the natural world.

Summary: The GIS program has been very successful and serves students focused on GIS as a career or as a supplement skill. It has a strong reputation as a viable program giving students skills desperately needed by all areas of industry, science, and business. Thanks to this work, the GIS program is now the host to the city's local base station. Opportunities in GIS are now online and moving into the high schools in Casper thanks to the partnerships developed with Jeff Sun and high school instructors. Through these partnerships, students can obtain internships and similar opportunities giving them an advantage to career opportunities. The GIS program has one of the highest graduation rates on campus with approx. 57% graduation rate. Jeff's relationship to the community gives our students great opportunities to network for career choices as well as allowing Jeff to quickly respond to community needs. Recent discussions with the Geography Dept. at UW have opened articulation possibilities giving our students even more choices in their career path.

Gerontology:

The Gerontology certificate at Casper College is designed to prepare students to work with the aging population. Students are provided with opportunities to engage, communicate/collaborate with aging adults and learn how fall prevention impacts this process. The practicum is offered in a hybrid setting. This allows for online provision of discussions, assignments and allows for all class materials to be available at all times. During

the practicum, students complete service-learning opportunities in local Skilled Nursing Facilities, Assisted Living Facilities and on a volunteer basis. During this time, students develop wellness programs for volunteers. These programs will vary based on a participants' interests. Students also develop falls and balance programs to prevent falls. The practicum hours are then logged by the student in a variety of these methods. Students receive regular feedback through practicum logs with the instructor and with their site supervisors. By the end of the practicum students will have the beginning knowledge and skill to accurately communicate, address needs and demonstrate knowledge of the aging process. With these skills students are better prepared for their studies and potential employment. The practicum provides a win-win situation for students and community members. Students are able to actively apply knowledge gained in the classroom and community residents can receive resources focused on wellness and productive aging.

Graphic Design:

Studying Art is serious preparation for the creative, critical, and resource demanding 21st-century environment and workplace. [STRATEGIC NATIONAL ARTS ALUMNI PROJECT](#)

The Visual Arts Department provides a quality visual arts education based on a foundation of both traditional and contemporary practices and ideas. Consistent with the mission, philosophy and institutional purposes of Casper College, this education serves as the foundation for further study and meaningful participation in contemporary society.

Graduates of an Associate of Fine Arts degree in Graphic Design will have a traditional balance of studio, art history, general education, individualized electives and optional travel seminars. These experiences combined with guest artist workshops and lectures allow for student development that prepares graduates for the larger world of art.

Goals for this degree, consistent with other Visual Arts degrees, include: promoting artistic literacy, creativity, aesthetics, and criticism; addressing the needs of the general education, college transfer, career, and the vocational student; offering the visual arts student with a pre-professional foundation through the requirement of a Professional Practices seminar; providing options for individual self-development; encouraging and supporting innovation in course design and pedagogy; and providing appropriate equipment, materials, and resources, which support traditional as well as changing technologies.

All Art degrees at CC are accredited with the National Association of Schools of Art and Design since 1998. <http://www.arts-accredit.org>

All Art faculty have terminal degrees and/or significant experience in their respective art fields and full-time faculty are active in national organizations where teaching practice and current trends are discussed annually at conferences.

Health Science Simulation Center:

The Health Science Simulation Center's (HSSC) mission is to improve healthcare practice by elevation the understanding skills, and collaboration of students and professionals through informed, multimodal, interprofessional simulation education in a state-of –the-art facility. The HSSC is accredited by the Society for Simulation in Healthcare (SSH) and is currently the only accredited facility in the region. The HSSC contributes to the education of all HS students and serves all HS faculty. The HSSC has afforded opportunities for employers to hire well-trained students who have employable skills and who have participated in interprofessional simulation activities as a part of their education. Competent, well-qualified staff and faculty are credentialed as a certified simulation operation specialist and certified healthcare simulation educators, respectively. Simulation education is geared specifically toward helping prepare practitioners for a complex, technology-rich environment. A new certificate program, Foundations of the Interprofessional Health Care Team, will be available to our students beginning fall 2017 and is a by-product of the past work and ongoing efforts to give students opportunities to improve critical thinking, clinical judgement, and communication as a member of a complex, healthcare team.

History:

The Associate of Arts in History delivers high quality, student focused history coursework for both majors and students seeking to satisfy major and graduation requirements outside the discipline (such as the statutory requirement for U.S. and Wyoming constitutions). The History major will increase historical literacy as well as knowledge of diverse cultures and historical perspectives throughout the campus and community. The program stresses the importance of “thinking historically” and encourages students to engage imaginatively with the past.

History has consistently been one of the top community college programs in Wyoming and has developed a close relationship with the University of Wyoming (UW). Our majors excel upon transfer to UW and other institutions, and our faculty regularly teach higher level UW courses. Also, the program has fully implemented best practices in its courses and worked to develop a number of innovative opportunities for students including travel abroad experiences. The program continues to explore the development of additional, substantive courses to meet student interest and transfer need to UW and other institutions.

Furthermore, program faculty have consistently provided additional value to the institution and beyond. First, faculty regularly provide courses that enable the college to robustly support its four initiatives. Second, the program has developed strong relationships and programming opportunities with area high schools. Third, faculty have consistently participated in institutional events like the Humanities Festival and Constitution Day Seminar. Finally, faculty have worked to create select on campus events to benefit the community.

Hospitality Management:

The hospitality program is the only one of its kind in Wyoming offering the only program focused on the management component. The tourism industry is the 2nd largest industry in the state employing over 32,000 individuals with earnings over \$863 million in 2015. Additionally, the industry garnered over \$3.3 billion in revenue and \$170 million in tax revenue in the same year.

Not only does the program meet the needs of the state, but is essential for the workforce development in Natrona County where in 2015 the industry employed over 2,700 individuals garnering over \$296 million in revenue. Finally, the tourism industry is one of the only industries in the state that has not seen a significant decline in revenues as the state welcomed more than 10 million visitors in 2015.

Over the last three years the hospitality program has seen significant improvement in class enrollment; development; and outreach. The program offers classes to meet the needs of our students here in the community and throughout the state. Additionally, Casper College is represented at the community, state, and national level within the Wyoming Lodging and Restaurant Association, Western Association of Food Chains, and International Council on Hotel, Restaurants, and Institutional Education.

Although the programs has experienced growth, there is opportunity for further development. Currently we are in conversations with the national parks, Casper's Convention and Visitors Bureau, and the Casper College business department to develop programs that enhance our program here on campus and across the state.

International Studies:

The Associate of Arts in International Studies promotes academic achievement, cultural understanding, and global awareness. It supports the college mission by providing high quality, student-focused courses. Its primary responsibility is to prepare student for transfer through coordinating a multi-disciplinary set of major requirements that draw on faculty inside and outside of the Department of Political Science, History & International Studies.

International Studies has been recognized by the University of Wyoming (UW) as the premiere community college program in Wyoming, and that it should serve as the template for the other state community colleges. Through years of annual articulation meetings and other opportunities, the program has developed a close relationship with UW and the other colleges. Our majors excel upon transfer to UW and other institutions, and our faculty often teach higher level UW courses. Also, the program has developed a number of innovative opportunities for students in all majors as well as others including the partnership with UW for the World to Wyoming speaker program and creating a strong interdisciplinary foundation for a growing number of double majors (especially with World Languages).

Furthermore, program faculty have consistently provided additional value to the institution and beyond. First, faculty regularly provide international affairs commentary to the media and community organizations. Second, the program has developed strong relationships and programming opportunities with area high schools. Finally, faculty have consistently participated in institutional events like the Humanities Festival and Multicultural Film Festival.

Leadership and Organizational Management:

Vision: Become the premier two-year institution of higher education for business students and instructors in the Rocky Mountain Region.

Mission

- The School of Business and Industry provides students with the academic programs of general and specialized learning in preparation for responsible careers in the world of business.
- Students wishing to pursue a Bachelor's degree in Business can complete the first two years of a baccalaureate degree through Casper College. The program provides students with the opportunity to transfer at junior standing to a four-year college or university.
- Business majors have the opportunity to pursue a top-quality two-year degree in Management, Leadership, or Entrepreneurship that provides the skills and abilities to succeed in the business world upon graduation.
- This educational experience enables students to develop the expertise needed to function in a business environment and to develop an understanding of the social and economic forces shaping the future of the world's economy.

Specific highlights

- Casper College offers the only two-year degree in Leadership and Organizational Management in the State of Wyoming and it is also ACBSP accredited
- The University of Wyoming has recently implemented a Bachelor's Degree in Leadership and Organizational Management
- Annual advisory board - Changes to this degree were made from feedback for the 2016-17 catalog
- Five year average of approximately five majors in this degree each fall
- Seven Leadership degrees have been awarded since the degree's inception in 2008

Liberal Arts:

Mission: The Institutional Mission Statement overarches the mission, goals, and objectives of the Liberal Arts degree.

The Liberal Arts (A.A.) degree provides students an opportunity to engage in multidisciplinary studies that support a broad educational background. As such, fifty percent of the curricula is devoted to general education, while the remaining fifty percent is defined

by philosophy, literature, communication, world languages, and ample opportunities for electives that interest the student. The degree is intended to transfer to the Bachelor of Arts curriculum.

Machine Tool Technology:

The Machine Tool Technology Department shall provide education, training, and hands on practical skills to insure student success upon entering the workforce in machining and related fields such as manufacturing. It is the goal of the department to offer both traditional skills related to machining such as accurately reading measuring tools and operating manual machines as well as advanced technologies such as computer numerical controlled (CNC) machines and (CAM) computer assisted manufacturing.

The Machine Tool Technology Department offers Casper as well as the state of Wyoming a key element in diversifying the economy. Machining is a key element of manufacturing as well as tooling to set up manufacturing facilities. Students in the program collaborate with high school and college students in robotics to manufacture components for the First Robotics Competition. The Machine Tool Technology Department at Casper College offers support for all phases of manufacturing in industry as well as other departments within the School of Business and Industry.

Faculty in the department are always looking for new and innovative projects and technologies to increase student engagement and learning. Opportunities for new program development are driven by the state of the mineral extraction industry in Wyoming. Also, input from the advisory board gives insight to the evolving economy within the state. The department also offers classes at diverse times to allow people currently working in the industry to update their skills.

The department hosts the Wyoming State SkillsUSA Machining contest every year. In the past 5 years three Casper College students have taken first place in the state competition. In 2016 a Casper College student won first place at the state competition and was able to attend the nationals in Louisville, KY and placed 13th.

Magnetic Resonance Imaging:

The Certificate of Magnetic Resonance Imaging (MRI) Program at Casper College provides education to produce competent medical technologists eligible for immediate employment or advanced education, by offering high quality educational and clinical experiences. Our goal is for students to produce high quality images by possessing the knowledge, clinical application, electromagnetic safety practices and patient care skills needed to meet the needs of the radiography community as entry level MRI Technologists. Students will demonstrate sound problem solving and critical thinking skills necessary to function effectively in the clinical setting. Students will communicate effectively with patients, peers, and other members of the healthcare team. Students will understand the purpose and importance of professional values, ethics, continuing education, and life-long learning. Graduates will fulfill the needs of the health care community and be an integral part of the healthcare team. The program will provide the community with graduates who are able to function as an active

member of the radiology imaging department. We have several highly trained faculty members with over 15 years' experience. Our program provides state-of-the-art digital imaging opportunities in the clinical setting. Casper College is the only school in Wyoming that offers MRI Certification. CC offers both Primary and Post-Primary Pathways through the American Registry of Radiologic Technologists (ARRT). Our students must also pass the national ARRT registry and we have implemented their curriculum to ensure all educational requirements are met. Additional Accreditation is through JRCERT - Joint Review Committee on Education in Radiologic Technology.

Mammography:

The Certificate of Mammography (M) Program at Casper College provides education to produce competent medical technologists eligible for immediate employment or advanced education, by offering high quality educational and clinical experiences. Our goal is for students to produce high quality images by possessing the knowledge, clinical application, radiation safety practices and patient care skills needed to meet the needs of the radiography community, as entry level Mammography Technologists. Students will demonstrate sound problem solving and critical thinking skills necessary to function effectively in the clinical setting. Students will communicate effectively with patients, peers, and other healthcare team members. Students will understand the purpose and importance of professional values, ethics, continuing education, and life-long learning. Graduates will fulfill the needs of the health care community. The program will provide the community with graduates who are able to function as an active member of the radiography department. We have several highly trained faculty members with over 30 years combined experience. Our program provides state-of-the-art digital imaging opportunities in the clinical setting. Casper College is the only school in Wyoming that offers Mammography Certification. Additional Accreditation is through JRCERT - Joint Review Committee on Education in Radiologic Technology. Our students must also pass a national registry through the American Registry of Radiologic Technologists and meet Federal Mammography Quality Standards Act (MQSA) Standards, so we have implemented these curricula to ensure all educational and governmental requirements are met.

Management:

Vision: Become the premier two-year institution of higher education for business students and instructors in the Rocky Mountain Region.

Mission

- The School of Business and Industry provides students with the academic programs of general and specialized learning in preparation for responsible careers in the world of business.
- Students wishing to pursue a Bachelor's degree in Business can complete the first two years of a baccalaureate degree through Casper College. The program provides students with the opportunity to transfer at junior standing to a four-year college or university.

- Business majors have the opportunity to pursue a top-quality two-year degree in Management, Leadership, or Entrepreneurship that provides the skills and abilities to succeed in the business world upon graduation.
- This educational experience enables students to develop the expertise needed to function in a business environment and to develop an understanding of the social and economic forces shaping the future of the world's economy.

Specific highlights

- One of three management degrees offered by Wyoming community colleges including LCCC and CWC
- Currently working with Western to help develop a management degree
- Casper College is the only ACBSP accredited management degree in Wyoming
- Annual advisory board - Changes to this degree were made from feedback for the 2016-17 catalog
- Five year average of approximately ten majors in this degree each fall
- 11 management degrees have been awarded in the last five years
- Five year average of approximately 50 FTEs in MGT courses annually

Manufacturing Technology:

Manufacturing Technology's mission is to work with our community partners to develop a program to help the area's manufacturing companies with highly trained and qualified workers.

- The Manufacturing Technology program was developed in 2005 with a very limited curriculum. In 2011, the curriculum was redesigned to where it is today.
- Most manufacturing majors are using the Manufacturing program as a second degree. Their first degree choices are; Machine Tool, Welding, Drafting, and Robotics.
- All of the graduates from the Manufacturing program are employed in the areas of Machine Tool, Welding, Robotics, or an unrelated area.
- There are no full-time or part-time instructors for the Manufacturing program.
- The core curriculum for the Manufacturing program consists of courses from Drafting, Machine tool, and Welding.
- Drafting instructor and students are volunteered for the First Lego League and First Technical competitions in Casper, Wyoming, since 2012.
- The Manufacturing program holds an advisory board meeting every fall semester. The members of the advisory board are from central Wyoming manufacturing companies. For the last four years, the Manufacturing Advisory Board has given the Manufacturing program a satisfactory to excellent rating.

Marketing:

The goal of the marketing program is to “develop critical-thinking skills that tap into your creative talents and help you meet marketing challenges head on while learning how to sell you product or service to your target audiences through traditional media and new media such as mobile, social and digital.” While understanding the basic principles of marketing is part of the core curriculum for all business students here at Casper College and the University of Wyoming, the on-going development of the marketing degree and certificate is just like that of any good marketing campaign, on-going.

The marketing degree, one of the business department’s accredited and transfer degrees, has seen enrollment increase over the last three years. The core class, principles of marketing, continues to fill to capacity in both sections that a third section was added next semester to meet the needs of students. However, the development of all the marketing classes is ongoing. For example, a new class, E-Marketing, will be offered in the spring of 2017 to meet the industry need for employees who understand the booming and ever-changing concepts of social, mobile, and digital marketing. The class will also certify students in Google applications such as AdWords.

Marketing positions are extremely competitive and very desirable. In 2015 the median income for a marketing manager was \$124,800 with a ten-year expected growth rate of nine percent (above average). Therefore, it’s essential to continue to evolve the program to meet the needs of our students, community, and state.

Medical Laboratory Technician:

The primary mission of the Medical Laboratory Technician (MLT) program is student success and growth as technical professionals in medical laboratory science. The MLT Program offers academic and vocational training in specialized laboratory skills and applied theory, as complementary programming for life, physical and allied health sciences.

The program curriculum emphasizes technical competence and proficiency skills in areas of the clinical laboratory, specific to the level of education as specified by national certifying agencies and employment practices. The program provides a career ladder approach in curriculum design and educational experiences to expedite student learning, comprehension, mastery and entry into healthcare professions.

The MLT program faculty serve the students, community and health care profession at large. Therefore, faculty appropriately emphasize quality classroom instruction, student advising, with complementary activities in education that serve to promote student growth as laboratory professionals.

Goals: The goal of the MLT program is to educate and train laboratory professionals to perform chemical and biological assessment of human blood and other body fluid

specimens for diagnostic purposes. After degree completion and national certification students are well qualified and prepared to work in a clinical diagnostic laboratory.

Accreditation: The MLT program is accredited by the National Accrediting Agency for Clinical Laboratory Science.

State contribution: MLT's are currently in high demand as there is a significant workforce shortage. The MLT program has placed numerous graduates in clinical labs across the state and region.

Mathematics:

Mission and Goals: It is the vision of the Mathematics and Statistics department to be the pre-eminent math and statistics department in the state of Wyoming, as well as in the region as compared to other community colleges. We aim to provide students with high quality mathematics and statistics programs and excellent faculty. We strive to enable students to develop the mathematical and statistical background and problem solving skills necessary to pursue advanced study at a transfer institution or to use applications of mathematics and statistics in related disciplines. Department: Mathematics

Summary: AS-Mathematics and Mathematics, Secondary Education: Math skills and quantitative reasoning are essential to students today, maybe more than ever. We are fortunate to have faculty who stay current with best practices and who are always looking to better the classroom experience, while holding our standards high. Those who may be high school teachers someday, the behavior and respect that our faculty show these students is critical to their next chapters.

AS-Statistics and Certificate - Applied Statistics: with our invested faculty and with the partnership with the University of Wyoming Statistics department, we are in a unique position to offer valuable and employable skills to our students. We are fortunate to have a theoretical and an applied statistics to balance each other and to challenge each other and our students.

Museum/Gallery Studies:

Studying Art is serious preparation for the creative, critical, and resource demanding 21st-century environment and workplace. [STRATEGIC NATIONAL ARTS ALUMNI PROJECT](#)

The Visual Arts Department provides a quality visual arts education based on a foundation of both traditional and contemporary practices and ideas. Consistent with the mission, philosophy and institutional purposes of Casper College, this education serves as the foundation for further study and meaningful participation in contemporary society. The Museum / Gallery Studies degree is the only associate's degree in the state of Wyoming in this area. The University of Wyoming allows for a minor in Museum

Studies but the CC degree offers more coursework at multiple museums as well as service-learning engagement curating exhibitions and working with collections.

Recent graduates have all received museum positions in the month of graduation at local and regional institutions such as the Wyoming Veterans' Memorial Museum, Fort Caspar, and the Nicolaysen Art Museum. In addition, students have consistently presented and been active at regional professional conferences such as the Colorado-Wyoming Association of Museums and Mountain Plains Museum Association. Students have also received competitive scholarships to attend these networking events.

All Art degrees at CC are accredited with the National Association of Schools of Art and Design since 1998. <http://www.arts-accredit.org>

All Museum Studies faculty are active in national organizations where teaching practice and current trends are discussed annually at conferences and have published on the model service learning museum pedagogy utilized at Casper College.

Music:

Mission: The Casper College Music Department shall prepare students with a foundation for a career in music, while providing educational enrichment and cultural opportunities for the college and the greater community.

The principle goal of the music department is to address the needs of the students seeking careers in music. The A.A. Music allows students to pursue a degree in music within a liberal arts framework. Our coursework instills music literacy through a core music curriculum, as well as promoting knowledge of music literature through studio, ensembles, and supporting courses. The A.A. is articulated with the University of Wyoming and transfers to other regional colleges and universities.

The Music Department maintains a standard of excellence, as evidenced by a 32-year accredited membership in the National Association of Schools of Music.

The Music Department instructs students who wish to pursue music as an avocation by maintaining viable music opportunities in the general education curricula and offering music courses for community members. We also serve as a resource for cultural activities and assume musical leadership in the community by offering a wide variety of concerts and music festivals.

The Music Building provides students with opportunities to learn, rehearse, perform, and record using current technologies and acoustically tuned rehearsal and performance spaces. Our well-qualified and knowledgeable faculty advise and prepare each student appropriately to meet the student's musical and career goals.

Music Education:

Mission: The Casper College Music Department shall prepare students with a foundation for a career in music, while providing educational enrichment and cultural opportunities for the college and the greater community.

The principle goal of the music department is to address the needs of the students seeking careers in music. The A.F.A. Music Education prepares students to pursue a bachelor's degree in music education, leading to careers in K-12 music education. Our coursework instills music literacy through a core music curriculum, as well as promoting knowledge of music literature through studio, ensembles, and education courses. The A.F.A. transfers in part to the University of Wyoming and transfers to other regional colleges and universities.

The Music Department maintains a standard of excellence, as evidenced by a 32-year accredited membership in the National Association of Schools of Music.

The Music Department instructs students who wish to pursue music as an avocation by maintaining viable music opportunities in the general education curricula and offering music courses for community members. We also serve as a resource for cultural activities and assume musical leadership in the community by offering a wide variety of concerts and music festivals.

The Music Building provides students with opportunities to learn, rehearse, perform, and record using current technologies and acoustically tuned rehearsal and performance spaces. Our well-qualified and knowledgeable faculty advise and prepare each student appropriately to meet the student's musical and career goals.

Music Performance:

Mission: The Casper College Music Department shall prepare students with a foundation for a career in music, while providing educational enrichment and cultural opportunities for the college and the greater community.

The principle goal of the music department is to address the needs of the students seeking careers in music. The A.F.A. Music Performance prepares students to pursue careers in music performance, and to transfer to a Bachelor of Music program. Our coursework instills music literacy through a core music curriculum, as well as promoting knowledge of music literature through studio, ensembles, and supporting courses. The A.F.A. transfers in part to the University of Wyoming and transfers to other regional colleges and universities.

The Music Department maintains a standard of excellence, as evidenced by a 32-year accredited membership in the National Association of Schools of Music.

The Music Department instructs students who wish to pursue music as an avocation by maintaining viable music opportunities in the general education curricula and offering music courses for community members. We also serve as a resource for cultural activities

and assume musical leadership in the community by offering a wide variety of concerts and music festivals.

The Music Building provides students with opportunities to learn, rehearse, perform, and record using current technologies and acoustically tuned rehearsal and performance spaces. Our well-qualified and knowledgeable faculty advise and prepare each student appropriately to meet the student's musical and career goals.

Nursing:

The Casper College Associate Degree Nursing program is part of the statewide ReNEW baccalaureate nursing curriculum developed to increase BSN prepared nurses to 80% as recommended by the Institute of Medicine. The mission of ReNEW is to enhance the quality of nursing and health care in Wyoming. The program provides education for entry level practice as an Associate Degree Nurse to successfully pass the NCLEX-RN licensure exam and continue for advanced education. It is accredited by the Accreditation Commission for Education in Nursing and approved by the Wyoming State Board of Nursing. Nursing is a practice-oriented discipline using evidenced-based knowledge from the biological, physical, and behavioral sciences to provide safe and humanistic care to persons, families, groups, and communities. The goal of nursing is to promote and maintain health, prevent disease and disability, care for and rehabilitate the sick, and support the dying. Opportunities are provided to apply theory through simulated and experiential preparation using the nursing process and clinical judgment to ensure patient and public safety. The program is on campus with a wide variety of clinical experiences within a 10-mile radius, including medical-surgical, rehabilitation, long-term care, progressive care, pediatrics, obstetrics, psychiatric, neurological, and various community sites. Faculty and students are involved in community service projects such as the Food for Thought, Thanksgiving baskets for those in need, and the Teddy Bear Clinic at Casper College. The program has a strong advisory board representing a broad range of the communities of interest including clinical facilities and consumers.

Nutrition:

Mission and Goals: The mission of the Earth and Environmental Science department is to effectively educate a wide variety of students and the general public about Earth and Environmental Sciences so as to improve the quality of their life, the Wyoming community, and the natural world.

Summary: The mission of the Casper College Nutrition program is to provide students of all majors with a high-quality and engaging learning experience preparing students with the knowledge necessary to make informed food and lifestyle choices that support life-long healthful living. Nutrition majors are introduced core biological, chemical and physical processes related to food science that will serve as a foundation for future training in nutrition or food science baccalaureate programs. The Casper College Nutrition program embraces Casper College's mission to support community building and citizenship through engaging students in the program with community partnerships, service learning and opportunities for individualized research.

The nutrition program is dedicated to distance education, active and service-learning opportunities not offered elsewhere in the state. We offer late-starting, online sections of FCSC 1141, which have experienced high enrollment and retention. In the face-to-face classroom, our students have the opportunity to work with several agencies (listed above) as part of the curricula. Students work with Dr. Springer to offer education about the USDA Food Guide to low-income families through hands-on activities and exploration. Both online and face-to-face students are provided with an opportunity to learn about local food insecurity by partnering with the Wyoming Food For Thought Project's weekend backpack food program. Most recently, all Casper College students now have the opportunity to volunteer with the CKCC, providing them with hands-on experience in food preparation, safety, and dietary guidelines. Nutrition students who take a role as shift leaders for the CKCC become ServSafe Manager certified.

Occupational Therapy Assistant:

Casper College's Occupational Therapy Assistant Program is accredited through the Accreditation Council for Occupational Therapy Education (ACOTE), and is the only OTA program in the state of Wyoming. Students pass rate on the National Board of Certification in Occupational Therapy (NBCOT) IS 90% or higher for the past several years. Casper College OTA students have a unique opportunity to earn additional certificates in assistive technology, equine assisted therapy, and gerontology which is operated within the OTA program, which helps to enhance student's employment opportunities. The OTA's program mission is to prepare competent entry-level occupational therapy assistants, who are critical thinkers, reflective practitioners, and generalists. Learning based activities that students participate in include the following examples: OTA students and University of Wyoming Assistive Technology program (WATR) collaborate to train Casper's community in technology to improve the clients' independence in their life, including children and adults with developmental disabilities. The simulation center is utilized to provide simulated patient treatments and Intraprofessional collaboration with other healthcare students. OTA students volunteer at various locations in the community including youth crisis centers, YMCA, and adult developmental disabilities settings. The OTA program is not a distance education program; we believe in utilizing the Learning Management System, Moodle, to enhance delivery options for students. Thus, some courses are available completely online, hybrid, or face to face to meet the occupational adaptation learning needs of students for vocational preparedness.

Office Management:

The mission of this department is to prepare students for business or technology related careers by offering students the opportunity to pursue a quality degree that allows them to develop the skills and abilities necessary to be successful in their chosen field. Students completing the associate's degree program are well equipped to meet the needs of our current workforce. Even though the growth rate for this field is below the national average, there is still a need for well-trained individuals who not only understand how to effectively use software but have skills in other business related areas such as accounting, ethics, and human resource management. They are cognizant of the value of soft skills

along with the proper training and development of skills to be an effective worker in this field.

Past graduates who did not previously have a job, were able to find a permanent position before or shortly after graduation. Those that did have jobs were able to move into more lucrative positions based on the completion of the degree due to the program content which includes an internship experience in the community.

For those individuals interested in moving into higher level administrative positions, the transfer of this degree to the University of Wyoming for completion of an online four-year degree makes this even more appealing especially to those individuals who are site bound and currently working full-time. This program remains a viable degree program for Casper College. Moving the program online could enhance the appeal even more.

Paralegal:

The Mission Statement of the Paralegal Program: The Casper College ABA Approved Paralegal Program provides students with a work product oriented program. Students participate in Casper College Legal Services by serving clients under the supervision of an attorney and participate in service learning in by coaching fifth grade students in a mock trial. Students participate in a job search seminar and are encouraged to take the Certified Paralegal Exam

The skills learned through the Paralegal Studies program allow paralegals to assist in the economical and efficient delivery of legal services and are transferable to other jobs such as social work, police work, government administrative positions, insurance, business and banking positions. The Paralegal Studies program provides on-the-job training for students and provides legal services to the public through the Casper College Legal Services program. The program also participates in interdisciplinary activities with paralegal students and medical students in the LH courtroom. The program director and other instructors are developing middle school and high school recruitment activities such as legal Reader's Theater participation. The Paralegal Studies program is developing the concepts of presenting courses through hybrid classes, online classes and compressed video classes, which will allow more access to participation by distance students but still comply with ABA guidelines. The Paralegal Studies program has an advisory committee comprised of public members, local judges, lawyers, paralegals and educators who provide community wide feedback and ensure the program is training students appropriately to meet the needs of the community.

Phlebotomy:

Department Mission Statement: The primary mission of the Medical Laboratory Technician (MLT) program is student success and growth as technical professionals in medical laboratory science. The MLT Program offers academic and vocational training in specialized laboratory skills and applied theory, as complementary programming for life, physical and allied health sciences.

The program curriculum emphasizes technical competence and proficiency skills in areas of the clinical laboratory, specific to the level of education as specified by national certifying agencies and employment practices. The program provides a career ladder approach in curriculum design and educational experiences to expedite student learning, comprehension, mastery and entry into healthcare professions.

The MLT program faculty serve the students, community and health care profession at large. Therefore, faculty appropriately emphasize quality classroom instruction, student advising, with complementary activities in education that serve to promote student growth as laboratory professionals.

Goals: The phlebotomy certificate program is designed to educate students and give them a proper skill set to correctly perform venipuncture procedures. Upon successful completion of the program students are awarded a certificate and are then eligible for national phlebotomy licensure.

Accreditation: Currently the phlebotomy program is not accredited as it is not a requirement for national certification. This is covered under the Medical Laboratory Technician program.

State contribution: An example, Wyoming Health Fairs will only hire phlebotomists that are nationally certified and have completed the CC phlebotomy program. Currently the state of Wyoming doesn't require phlebotomy licensure.

Photography:

Studying Art is serious preparation for the creative, critical, and resource demanding 21st-century environment and workplace. [STRATEGIC NATIONAL ARTS ALUMNI PROJECT](#)

The Visual Arts Department provides a quality visual arts education based on a foundation of both traditional and contemporary practices and ideas. Consistent with the mission, philosophy and institutional purposes of CC, this education serves as the foundation for further study and meaningful participation in contemporary society.

Graduates of an Associate of Fine Arts degree in Photography will have a traditional balance of studio, art history, general education, individualized electives, optional travel seminars and alternative process courses. These experiences combined with guest artist workshops and lectures allow for student development that prepares graduates for the larger world of art.

Goals for this degree, consistent with other Visual Arts degrees, include: promoting artistic literacy, creativity, aesthetics, and criticism; addressing the needs of the general education, college transfer, career, and the vocational student; offering the visual arts student with a pre-professional foundation through the requirement of a Professional Practices seminar; providing options for individual self-development; encouraging and supporting innovation in course design and pedagogy; and providing appropriate equipment, materials, and resources, which support traditional as well as changing technologies.

All Art degrees at CC are accredited with the National Association of Schools of Art and Design since 1998. <http://www.arts-accredit.org>

While lacking a full-time replacement for retired faculty in this degree area, CC has been fortunate to obtain two engaging adjuncts. According to admissions, enrollment is substantially increased for 17/FA.

Physical Education:

The Physical Education Department prepares students for transfer to higher level institutions. The key to health is the quality of one's lifestyle, which has physical, mental, emotional and social aspects. The department also provides professional programs in health education and physical education, to coach athletic teams, and to work in areas such as fitness, recreation and sports medicine.

Students at Casper College receive high quality didactic education from highly qualified full time and adjunct faculty. In addition to the degrees held by faculty, adjuncts have unique trainings and experiences which provides diverse opportunities for student success. Additionally, students in the Physical Education Program receive clinical experience locally in the education and coaching realms. Community involvement is not only beneficial for the student, but also the local schools and athletic programs. Through our mission of preparing students to transfer to higher level institutions, we have developed a seamless articulation with the University of Wyoming. This articulation includes our current curriculum which has three distinct tracks within the Physical Education degree. We are currently developing articulations, which expands our program offerings including Physical Education Teaching and Kinesiology and Health Promotion. We are planning to provide students with the opportunity to gain certificates in Coaching as well as Personal Training. By expanding and differentiating these programs, students will have the opportunity to attain credentials in a focused academic area. While the specific degree programs assist in more seamless transfer, the certificate programs allow the students to acquire positions immediately upon completion.

Physics:

Mission and Goals: The Physics and Engineering department will provide students with rigorous coursework that is competitive with any in the world.

Physics: To provide students with a relevant, solid foundation in all areas of physics and astronomy; stress the importance and demonstrate the fundamentals of physics to non-majors; and present students with rigorous curriculum designed to prepare majors in physics for transfer to a four-year institution anywhere in the world.

Summary: The Physics Department at Casper College is in a unique position in the Rocky Mountain Region by providing majors with a comprehensive program suitable for transfer to a four year institution of their choice. With a rigorous course load presented that includes

four calculus based physics courses and the opportunity to transition into a research driven field, the physics department introduces majors to the variety of career options available to them after graduation.

The physics department also serves a vital role in offering physics or astronomy courses to a variety of majors. From giving future elementary educators the opportunity to interact with students across the state, to a two course algebra-based physics sequence for pre-professional majors, to general education electives in conceptual physics and astronomy, the department takes this service role seriously. In showing non-majors applications of physics in our everyday world, the department uses an interdisciplinary approach in teaching these courses.

The physics department has strived to increase its footprint across both the college and the country. With faculty who have been both principle investigators and co-investigators on a variety of grants, who have served on boards to the Science Zone and the Tate Museum, and been active members in working with the different textbook publishing companies, the department has placed itself firmly in the public eye. The department now offers all of their introductory courses both in a live and online format that has increased enrollment and retention, while still keeping the rigor of a laboratory science course.

Pharmacy Technology:

The Associate of Science in Pharmacy Technology and Certificate Programs at Casper College provides education to produce competent pharmacy technicians for immediate employment or advanced education, by offering high quality educational and clinical experience. Our goal is to provide academic, simulated, and experiential training in pharmacy technology to allow the student to successfully pass the national Pharmacy Technician Certification Board exam and to provide the Wyoming pharmacy community with competent support staff to ensure patient and public safety. The pharmacy technology program projects significant growth over the next 3 years as education will be required in 2020 in order to take the national certification examination. The program supports distance education by offering several classes on the Internet and also by providing clinical sites around the state. Currently the program is available online and on campus to accommodate students throughout Wyoming. The Casper College pharmacy technology program is accredited by the American Society of Health-System Pharmacists and is considered to be in the top 1% in the United States by that organization. Our faculty and students are often involved in community service projects such as the drug take back program through WMC and the teddy bear clinic at Casper College. The program has a strong and active advisory board made up of a broad based group of pharmacy professionals from across the state. The pharmacists in Wyoming have become accustomed to hiring our well trained students and are encouraging people who are interested in the profession to complete our training program.

Political Science:

The Associate of Arts in Political Science supports the college mission by providing high quality, student-focused courses through two primary components. The first responsibility is

to deliver POLS 1000, in varied formats, which fulfills the statutory requirement for U.S. and Wyoming constitutions. The second priority is to deliver to majors, and other students, a quality, comprehensive exposure to Political Science establishing a solid foundation for transfer students.

Political Science has consistently been the premiere community college program in Wyoming and has developed a close relationship with the University of Wyoming (UW). Our majors excel upon transfer to UW and other institutions, and our faculty regularly teach higher level UW courses. Also, the program has developed a number of innovative opportunities including the yearlong Issues in Foreign Relations seminar (still unique in the country) that exposes students to outstanding speakers and experiential learning in Washington, D.C. These efforts enable the program to bring exceptional speakers to campus and the community as well as to branch out to other opportunities.

Furthermore, program faculty have consistently provided additional value to the institution and beyond. First, faculty regularly provide political commentary to the media and community organizations. Second, the program has developed strong relationships and programming opportunities with area high schools. Third, faculty have consistently participated in institutional events like the Humanities Festival and Constitution Day Seminar. Finally, faculty contribute to college committee work and the four initiatives plus perform volunteer work in the community.

Pre Professional Degrees (Biology Department):

- Pre-Medicine/Pre-Dentistry
- Pre-Occupational Therapy
- Pre-Optometry
- Pre-Physical Therapy
- Pre-Veterinary

Mission and Goals: To provide academic training in biology and pre-professional areas including medicine, dentistry, optometry, physical and occupational therapy and veterinary science.

Summary: The Biology Department prepares students for life. It provides academic training and advising to support Casper College degree programs in Pre-professional areas such as, pre-dentistry, pre-medicine, pre-occupational therapy, pre-optometry, pre-physical therapy, and pre-veterinarian and also biology related courses required by other degree programs. The aim of pre-professional programs included in the Biology Department is to provide training in pre-professional areas that equals or exceeds offerings at the freshman and sophomore level from any baccalaureate granting institution nationwide. Currently, the pre-occupational therapy degree provides a segue to the masters of occupational therapy program through the University of North Dakota on the Casper College Campus. This example along with transfer agreements with the University of Wyoming demonstrates the innovative expansion degree offerings and career opportunities in selected occupational/professional health and biological science fields. The Biology Department offers several courses that are integral parts the

various pre-professional degree curriculum such as; Biology 1000, 1010, 2022, 2023, Molecular Biology 2210, 2220, 2240, Zoology 2040, 2041, 2110, 2140, and Kinesiology 2135 (human prosection). Currently, faculty are investigating the potential of pursuing additional pre-professional degree programs such as mortuary science, pre-physician assistant, and pre-physical therapy assistant. There is also future potential of certificate programs in which biology faculty can participate in such as; surgical technician and microbiology laboratory technician. The faculty of the biology department are optimistic with future endeavors and are willing to continue looking to additional transfer institutions as programs grow.

Pre-Law (Business Department):

Vision: Become the premier two-year institution of higher education for business students and instructors in the Rocky Mountain Region.

Mission

- The School of Business and Industry provides students with the academic programs of general and specialized learning in preparation for responsible careers in the world of business.
- Students wishing to pursue a Bachelor's degree in Business can complete the first two years of a baccalaureate degree through Casper College. The program provides students with the opportunity to transfer at junior standing to a four-year college or university.
- Business majors have the opportunity to pursue a top-quality two-year degree in Management, Leadership, or Entrepreneurship that provides the skills and abilities to succeed in the business world upon graduation.
- This educational experience enables students to develop the expertise needed to function in a business environment and to develop an understanding of the social and economic forces shaping the future of the world's economy.

Specific highlights

- Only two year Pre-Law Business degree in Wyoming
- ACBSP accredited and a transfer degree
- Articulated with the University of Wyoming
- Annual advisory board - Changes to this degree were made from feedback for the 2016-17 catalog
- Five year average of approximately five majors in this degree each fall
- Three Pre-Law Business degrees have been awarded in the last five years
- Numbers for this degree are low, however, the degree is unique and attracts the best students from around the state looking to pursue a law degree

Pre-Pharmacy (Chemistry Department):

Mission and Goals: To facilitate students' acquisition of knowledge and understanding of chemical concepts and laboratory techniques at a level appropriate to the requirements of their declared majors and career goals.

Summary: Our purpose is to serve students through teaching excellence. Our goal is to have our students successfully complete their degree programs.

Online lecture along with innovative distance lab kits has enabled working students to students successfully complete their degree programs.

The Chemistry Department works with the local high schools through BOCES.

The acquisition of new laboratory instrumentation allows our students to have hands on experience that will prepare for industry or further study in the chemical sciences.

Psychology:

Casper College's Associate degree in Psychology two-year curriculum identifies courses needed to meet the general education and psychology department requirements for the Associate of Science Psychology. Completion of this degree provides the foundation for students to transfer to a four year Bachelor Degree Program in Psychology or other human service disciplines. Psychology is the wide-ranging scientific study and exploration of behavior and mental processes. Many psychology graduates pursue eventual graduate training in law, medicine, psychology or a related field. Critical thinking skills are emphasized and developed. Psychology courses are an excellent complement to any profession or course of training that involves human interaction.

Radiography:

The Associates of Science Radiography Program at Casper College provides education to produce competent medical radiographers eligible for immediate employment or advanced education, by offering high quality educational and clinical experiences. Our goal is for students to produce high quality images by possessing the knowledge, clinical application, radiation safety practices and patient care skills needed to meet the needs of the radiography community as entry level radiographers. Students will understand the purpose and importance of professional values, ethics, continuing education, leadership and lifelong learning. Student Completion Rate is 82%; Credential Exam Pass Rate is 91%; and Job Placement Rate is 100%. We have several highly trained faculty members with over 50 years combined experience. Our program provides state-of-the-art digital imaging labs on campus and in the clinical setting. Utilization of the CC Simulation Center allows students to experience high-stakes events in a safe learning environment. We recently implemented Computed Tomography (CT), Magnetic Resonance Imaging (MRI), and Mammography (M) Certificate Programs. Our Student Radiography Association participates in many community service opportunities including Radiography CE Conferences, Teddy Bear Clinics, High School recruitment - Health Science Career Fair, plus other fitness and fund raising events. CC offers the only Advanced Registry certificates for CT, MRI and Mammography. Additional Accreditation is through

JRCERT - Joint Review Committee on Education in Radiologic Technology. Our students must also pass a national registry through the American Registry of Radiologic Technologists, and we have implemented their curriculum to ensure all educational requirements are met.

Renewable Energy:

Purpose: Provide training in a growing industry in Wyoming.

Mission: The primary objective of the Renewable Energy Technology Program is to instruct each student in areas that will make them a valuable and employable technician in the renewable energy industry.

Goals:

1. Provide technical knowledge and skills
2. Instill professional work habits and ethics
3. Promote work place health and safety
4. Improve enrollment

Additional Topics:

- Program has a certificate and AAS degree.
- One full time faculty on grant funding with related work experience.
- Conference call with Duke Energy (operates local wind farms located close to Casper) in early fall 2016 semester indicating that at least 5 new employees were needed.
- Wind power provided 3.8GWhr of electricity in 2015 according to the Western Electricity Coordinating Council which is about 10% of coal production in Wyoming.
- RETK is a growing area designed to provide electricity with large projects in planning stages at Rawlins, Chugwater, and Rock Springs.
- Positives for industry growth are high wind potential, sparse population, and good geology features.
- Negative is distance from large population centers.
- Has had large support from grants like Perkins and the TAACCCT.
- Advisory board is RETK and related area instructors along with industry personnel.
- Laramie Count Community College offers a RETK program.
- Budget is \$4,027.

Respiratory Therapy:

The Associate of Science in Respiratory Therapy at Casper College provides education to produce competent respiratory therapists for immediate employment or advanced education by offering high quality educational and clinical experience. The program has accomplished this through the following goals:

- Offer an integrated and advanced level of clinical and academic curriculum.

- Meet employment needs of the profession regionally and state wide.
- Maintain national accreditation status through the Commission of Accreditation Respiratory Care (CoARC).

Casper College's Respiratory Therapy Program is the only respiratory program in the State of Wyoming and ninety one percent of our graduates have obtained respiratory therapy jobs within our state. Many of our students progress further with an academic articulation agreement with Boise State University towards their baccalaureate degree. The respiratory therapy program has a proven track record of excellence. In 2016, our program was recognized nationally by CoARC in regard to outcomes of RRT credentialing success which ranked us in the top 5% of all programs in the nation. We also received zero citations in reference to our reaccreditation site visit in 2015. We have been active in the community by helping support COPD awareness, coordinating the "Zombie" and "Reindeer Runs" to stomp out hunger, and collecting blankets for pediatric patients to be used for hospitals and ambulance services. The future demand of respiratory therapists remains very high with the Bureau of Labor Statistics 2015 report, indicating a future growth of 19% through 2024.

Robotics Technology:

Mission

Robotic Technology's mission is to work with our community Partners to develop a program to help the area's oil related companies and manufacturing companies with highly trained and qualified workers.

The automation industry is evolving. Some jobs are rendered obsolete, but higher-level, more tech-related workers are needed. It is becoming increasingly difficult to fill these positions due to the skill sets of the current talent pool.

- This is the only robotics program in the state of Wyoming and one of three in the Rocky Mountain region. But the Welding program at Gillette College is purchasing multiple welding robots
- Low impact program (no full-time robotics faculty).
- Students take classes in 6 different departments (MCHT, WELD, ENTK, DESL, ELTR and ROBO). ROBO students are feeding these other departments.
- Other majors take robotics classes: ENGR, MANF, ENTK
- Articulation agreements with NSCD for two classes.
- Graduates are finding good employment opportunities.
- The program has received \$1,000,000 in equipment by donations and grants.
- We are working on articulating with Weber State University to their Manufacturing Engineering Technology program.
- Many courses use projects to teach the complexities of automated industries. Students must understand the fundamentals of automated control as well as the interaction of multiple systems.
- The program will grow as High Schools add robotics to their STEM curriculum.

- Students can use the industrial applications taught in the program to enhance their skills in engineering courses.
- Entrepreneurial students can find an environment in which to design and build prototypes.

Secondary Education – Social Studies:

Vision: We believe that true excellence in education requires a commitment to equity and social justice. Thus, we strive to prepare creative, culturally competent, critically reflective graduates who possess deep knowledge in their fields of study and work collaboratively to achieve high quality education for all.

Mission: The mission of the Casper College Education program is to provide high quality teaching/learning experiences to develop knowledge, skills, attitudes and abilities in the prospective teacher so that students can readily matriculate to transfer institutions and as graduates

The Casper College Education department seeks to not only instruct but to model best practices in teaching. Instructors provide core theoretical knowledge to students. This core knowledge is then expanded into practical application. In respect of the diversity of learning styles, instruction is provided through a variety of methodologies. Students are taught via lecture, research, collaborative assignments, discussions, and hands on practicum experiences. It is critical that teachers not only learn the “why” of teaching but also the “how”. With this focus, students are placed in real classroom settings in order to apply the knowledge they have gained through classroom learning.

The Secondary Education Social Studies program is aligned to the standards of The Council for the Accreditation of Educator Preparation (CAEP).

We are diligent meeting our obligations as a transfer institution. We have a formal articulation agreement that facilitates ease of transfer for students who elect to attend the University of Wyoming.

Social Work:

The Associate of Arts in Social Work is located in the Department of Social & Cultural Studies. The program’s mission contains one essential element. That is to prepare students for further study in the field of social work. To those ends, the social work program at CC maintains a memorandum of understanding with UW-Casper. The memorandum outlines the terms of the efforts we undertake to transfer students to the UW’s Casper-based bachelor of social work program.

CC’s social work program is home to a number of notable features and innovations. For example, the program’s student club is in its second year. The group was uniquely designed, with UW-Casper faculty, to combine freshman and sophomore club activities with that of the Association of Student Social Workers (ASSW) at UW.

The associate of arts in social work is also the first credential at CC to contain both a freshman seminar and a capstone experience to serve as bookends to the curriculum. Social work students enroll in SOC 1101 in their first-year, and they take SOWK 2025 in their final semester at Casper College. The SOWK 2025 course allows students to reflect on the two years that they spent in pursuit of the associate degree. They put the skills they learned in their general education program to use in problem solving, and they prepare to make a successful transition to the University of Wyoming.

The Department of Social & Cultural Studies is also making use of an innovative new method of outcomes assessment in its social work program. For the past three years, faculty have conducted focus groups with graduating students in the SOWK 2025 course—based on a life story interview schedule, adapted from, *In Search of Self: Exploring Student Identity Development*.

Sociology:

The Associate of Arts in Sociology is located in the Department of Social & Cultural Studies. The program's mission contains two elements. The first is to prepare students for further study in sociology. The second is to provide students seeking to fulfill general education requirements with meaningful, relevant courses.

The sociology program has been a pillar of innovation at Casper College. Cutting edge teaching strategies are regularly put to use in CC's sociology courses, including methods that have been mimicked and modeled by other institutions. One such example includes the use of the "town hall meeting" as a classroom activity. The sociology department also recently developed CC's first freshman seminar, transferrable to the University of Wyoming.

In addition, the sociology program is taking steps to build on the establishment of CC's first-year seminar program. For example, sociology instructor, Chad Hanson, has collaborated with a team of 16 other CC faculty and staff members to craft a grant proposal, which will be submitted to the National Endowment for the Humanities in December of 2016. If the project receives funding through the NEH, CC will be awarded a \$100,000 grant to support the faculty and curriculum development necessary to create additional first-year seminars.

Sociology instructor, Chad Hanson, is also participating in CC's new "Club to College" initiative. The program represents a collaboration between CC and the Boy's and Girl's Club of Central Wyoming. Hanson will deliver the first course, located at the Boy's and Girl's Club, in the spring of 2016.

Software Support:

The mission of this department is to prepare students for business or technology related careers by offering students the opportunity to pursue a quality degree that allows them to develop the skills and abilities necessary to be successful in their chosen field.

When computers and the associated software was innovative and not ordinary, this was a very popular degree. Students completing the associate's degree program are very well versed in current software programs relevant to running a business. This includes all of the Microsoft Office software along with Quickbooks and web design capabilities. Graduates with degree would be well suited to teach other individuals in a large business setting to use these software programs. They could also be extremely useful in a small business setting where there is room for only one or two clerical workers.

Ultimately, students are prepared for employment in software support, help desk, and end user support positions. This comprehensive program emphasis the development of skills and the attainment of knowledge necessary to obtain a position in a variety of businesses using the latest systems and software. Employees with these skills are also capable of troubleshooting computer related issues to enhance communications with the IT department in order to effectively solve computer problems.

Statistics:

Mission and Goals: It is the vision of the Mathematics and Statistics department to be the pre-eminent math and statistics department in the state of Wyoming, as well as in the region as compared to other community colleges. We aim to provide students with high quality mathematics and statistics programs and excellent faculty. We strive to enable students to develop the mathematical and statistical background and problem solving skills necessary to pursue advanced study at a transfer institution or to use applications of mathematics and statistics in related disciplines.

Technology Education:

The Technology Education Department mission is to provide quality hands-on learning experiences and coursework in the areas that career and technology education is being taught in secondary education in Wyoming. This degree serves as the first two years to a B.S. at the University of Wyoming at Casper.

This is the only degree of its type in the state of Wyoming. The University of Wyoming moved the degree to Casper College fifteen years ago to utilize the industry trained faculty and the industry quality facilities found at Casper College. It is rare for a technical education program to offer first hand industry level experience that transfers directly to knowledge building and teaching in the classroom. For Casper College, this program does not require any additional equipment or faculty beyond the programs already offered.

Recently, the University of Wyoming has proposed discontinuing the Technology Education program at UC-C. There are other institutions with a presence on the Casper College campus such as Valley City State University that we may be able to partner with to continue offering a path for students wanting to teach technical education at the secondary level in the state of Wyoming. The faculty within the School of Business and Industry that support and teach the first two years of the current program feel that other schools do not offer the same rigor and exposure to industry quality curriculum,

experiences, and facilities. The faculty at Casper College teaching in these areas support keeping the program at the University of Wyoming at Casper.

In partnership with the program at the University of Wyoming at Casper, this program has produced some of the best career and technical education teachers currently in the state of Wyoming. Many of these teachers have won awards from associations such as Wyoming Association of Career and Technical Education, Association for Career and Technical Education, Technology Engineering Education Collegiate Association, and the Wyoming Department of Education.

Theatre:

Mission Statement: The Casper College Department of Theatre and Dance provides academic and artistic opportunities for student learning by encouraging them to become creative, contributing members of society.

With 107 FTEs/60 majors in 2015-16, we are still maintaining viability within an economic time that tends to inhibit the pursuit of arts degrees. Our goals are: to continue to graduate, encourage success, promote life-long learning for students, as well as provide and facilitate community engagement in the arts.

AA in Musical Theatre: This degree is based on research of fifteen reputable MT programs around the nation. The goal is for musical theatre majors to be able to transfer without difficulty to most four-year schools nationally. The curriculum is being updated this fall. This program includes a unique MT History and Music/Text Analysis study, team-taught classes, experience working with original material, opportunities to learn from professional artists, and many performance opportunities staged for our regional and local communities.

AA in Theatre Technology and Design: This degree was developed based on research from several reputable Technical Theatre programs from around the nation and 70 years combined professional and educational experience. The primary goal of this degree is to allow for seamless transfer to baccalaureate programs nationally. The curriculum is being reviewed and updated this fall. In addition to transferability, the Technology and Design program emphasizes marketable entry-level skills in production processes, construction methods, and design principles. It provides opportunities to develop and practice these skills throughout the process of developing, running and closing a production. This program features: team-taught classes, one-on-one mentoring, workshops and laboratory exercises.

AA in Theatre Performance: Graduates with the Associate of Arts in Theatre Performance Degree at Casper College will achieve the following:

- Self-knowledge and self-awareness
- Physical and vocal strength
- The ability to convincingly live in imagined circumstances
- Focused, concentrated, and active listening

- An understanding of, and participation in mutually respectful working behavior with all personnel involved in theatre productions

So that students are prepared to transfer upon completing the AA degree at Casper College, the Associate of Arts in Theatre Performance pursues the following Goals:

1. To maintain coursework in acting, and performance opportunities that meet the standards of the National Association of Schools of Theatre;
2. Increase participation in Performance Classes;
3. Increase number of majors graduating from Casper College
4. Increase number of majors enrolled at Casper College
5. Increase number of majors continuing in Theatre after completion of their first semester
6. Develop outreach opportunities
7. Assist majors in successful transfer

This degree is accredited by the National Association of Schools of Theatre, which reviews all theatre degrees at Casper College. The next accreditation review is 2020.

Current offerings are sufficient for accomplishing the needs of this degree. The introduction of courses such as Children's Theatre (Spring 2017) enhance opportunities and community involvement, as students perform theatre in elementary schools.

Web Design:

The mission of this department is to prepare students for business or technology related careers by offering students the opportunity to pursue a quality degree that allows them to develop the skills and abilities necessary to be successful in their chosen field. To accomplish this, we stay connected to the workforce and remain cognizant of the on-going changes that take place, updating our programs and curriculum accordingly. Although this has never been considered a stellar program for this department, it at one time did provide steady enrollments. We had three full-time instructors in a 4-year period and have been working with adjuncts only for the last two years.

This is a prime opportunity to reassess the curriculum and delivery of this program to move it in a more appropriate direction. Government statistics predict the viability to this program for years to come and the fact that we are only one of two community colleges in the state to offer this degree indicates that we might be missing a great opportunity. Requests from the community reinforce the need for these workers. These are the only degrees in this department that receive these kinds of requests from the community.

Casper College needs to recognize this potential for opportunity and move in a positive direction to meet the needs of this community and the national workforce. A 27% prediction for job growth is substantial and as a community college we are obligated to provide workers who can meet the demands of the workforce.

Welding Technology:

The Welding Technology Department at Casper College provides relevant and appropriate skill training in the Welding Technology field to include education, training, and practical skill development that promotes lifelong learning and insures student success in today's workforce.

The teaching philosophy of the Welding Technology Department is to develop a relationship with students through demonstration of instructor expertise and concern for student learning. Class sizes are limited to 16 students, with one full time instructor interacting with the students in many different classes.

The Welding Technology Department ensures industry and professional standards are being met in this career program (all Casper college Welding instructors are Certified Welding Inspectors and Certified Welding Educators, accredited and certified through the American Welding Society). Students enrolled in the Casper College Welding Technology Program earn certification IAW national standards. This provides students at both high school and collegiate levels the opportunity to obtain Certificates and Associate Degrees in Welding Technology, as well as earn credits in many related technical programs offered at Casper College.

The Casper College Welding Technology Department offers knowledgeable and qualified faculty, quality equipment, and a solid reputation within the community and the advisory board. This is accomplished through integrating new equipment and technology into existing classes and curriculum, maintaining national instructor certifications, keeping current with technology as it changes, and structuring courses which will provide a thorough background for students in the Welding Technology Program, as well as students continuing their education in related fields.

Wildlife Management:

Mission and Goals: The mission of the Earth and Environmental Science department is to effectively educate a wide variety of students and the general public about Earth and Environmental Sciences so as to improve the quality of their life, the Wyoming community, and the natural world.

Summary: The Wildlife and Fisheries Management program always had a high number of majors. Now that a relationship with the Game and Fish department here in Casper and with the Werner Wildlife Museum, this program can continue to grow. With dedicated faculty and student mentors, there is a great opportunity for increased student retention and graduation rates. Wyoming's Game and Fish department is one of the best in the nation making Wyoming the best place to gain practical experience in Wildlife and Fisheries Management.

Women's and Gender Studies:

The Women and Gender Studies degree promotes cultural understanding, critical thinking, and decision making skills. Its courses challenge oppression and stereotypes while fostering students' dignity and worth and encouraging students to be responsible, productive, healthy and successful individuals.

The degree is interdisciplinary, involving multiple academic areas. Program faculty are committed to a transformative analysis of gender as it intersects class, race, ethnicity, sexuality, age, nationality, and transnationality within historical, economic, political, social, and cultural contexts. In addition to core major classes, past cross-listed courses include Women and Music, Women and Science, Women and Literature, and Women and Art.

Community involvement is offered through service learning. Past student projects include one-on-one mentoring at the Central Wyoming Rescue Mission, middle-school curriculum development for discussions about gender, and film events for the Casper College community and Casper community

The department's discretionary budget is regularly used to help fund and sponsor the Casper College Humanities Festival and Literary Conference; it also helped sponsor a film for 2016 Casper PFLAG celebration. The faculty seek to remain innovative by offering classes online, seeking new intra-college and community partnerships, seeking new service-learning opportunities, and developing new courses. Strengths of the degree include its faculty, curriculum, potential for growth, and that its classes attract many students. The CC major offers a certificate, as well as offering the only Women's and Gender Studies AA in Wyoming. The degree is fully articulated with UW.

World Language Department:

Mission statement: "The Casper College Department of World Languages facilitates student success in language acquisition and cultural competency through classes and activities so that students flourish in a diverse global society."

World languages and cultures enrich students. We use target languages and technology extensively in class to strengthen students' language and cultural skills, bringing cultures and customs closer. World languages are vital to the college's curricula; 12 degree programs require language and many students add a second major in language; statistics don't fully illustrate the department's scope.

Expanded course offerings could meet community needs. One example is with Casper's Dual Language Immersion programs in Mandarin and Spanish. Since trade with China is vital, Chinese courses are in high demand. The department maintains articulation agreements with NCSD in two languages.

Faculty provide interpreting and translation services to community organizations. Clubs also create inclusive environments to experience languages and cultures. Additionally, the department's Lab offers Casperites free use of language learning software.

New ideas can benefit our economy. We acquire these by seeing how other people think, live and solve problems. Thus, the Department offers immersion travel to experience international perspectives. Participants compare practices and critically reflect on what people do and why, returning with valuable insights.

Internationalism is critical in world languages. Preparing students to be ‘career-ready,’ means doing so for a global economy. Our world is inextricably interconnected, and global competence is essential to career success and problem-solving. Understanding historical, cultural and societal norms enables students to succeed in a globalized society.

References

Dickeson, R. (2010). *Prioritizing academic programs and services: Reallocating resources to achieve strategic balance, revised and updated (2nd ed)*. San Francisco, CA: John Wiley and Sons.

Higher Learning Commission (2016). *Resource Guide*. Chicago, IL: Author.