

Assurance Argument

Casper College - WY

3/14/2019

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1 - The Casper College mission statement is developed through a process suited to the nature and culture of the college and is adopted by the governing board.

The vision, mission, values, and goals of Casper College are understood within the institution, and all serve to guide its operations. The college [mission](#) states:

"Casper College is a public, comprehensive two-year institution with a primary focus on student success that provides learning opportunities to enrich the lives of our students and community."

This version of the Casper College mission was most recently updated in summer 2018. The mission is part of the culture of the college. It appears on the website, college communications, recruitment materials, and on digital signs across campus.

Casper College operates under the guidance and regulations of the Wyoming Community College Commission (WCCC), whose duties are outlined by Wyoming state [statutes](#) 21-18-101 through 21-18-317.

Wyoming statute 21-18-202(h)(ii) specifically addresses WCCC's responsibility toward the creation of the community colleges:

Include mechanisms within the planning process which adhere to the state's interests in establishing a statewide college system identified as assuring statewide access to academic programs, career-technical education and training programs, dual and concurrent enrollment programs, remedial and continuing education programs responding to needs of students, employers and the state workforce, including program access through outreach or coordinated electronic system technology;

The existing Casper College mission statement is part of the current [strategic plan](#). During the 2010-2011 academic year, faculty, administration, and staff members conducted a review of the vision,

mission, values, goals, and strategic plan at that time. Their recommendations went to the College President, [College Council](#), and ultimately, the Board of Trustees for [approval](#) in spring 2011. Over time various college groups, departments, and programs changed slightly and a review and update of the mission, vision, values, and goals was undertaken in 2015. The [changes](#) were adopted by the Casper College Board of Trustees at the Board's [April 2015](#) meeting.

In July 2015 Darren Divine, Ph.D. took over as the new President of Casper College. Early in his tenure he requested that volunteers review the existing strategic plan mission, vision, values, and goals statements. The President established an ad hoc Strategic Planning [Committee](#) with 33 members from all groups of campus employees to take on the challenge. The process followed the Strategic Planning in Higher Education [model](#) to revise the Mission, Vision, Values, and Goals as well as develop next steps recommendations. The Strategic Planning Committee met twice a month. Resources for consideration and comparison were developed and provided by the facilitator. Every attempt was made to elicit, listen to, and respect all points of view.

A draft Strategic Plan 2016 was released to campus at start-of-the-year events in August 2016 including [presentations](#) to all alliances, faculty senate, and decision making bodies. These presentations included an overview of the draft strategic plan, a description of the implementation plan and time for discussion and questions. Attendees all received a printed copy of the draft strategic plan. Along with the broader communication efforts outlined above, the Strategic Planning Committee also held a 44 day period for comment beginning with the public sharing of the draft during faculty and staff return week (August 17, 2016). After minor adjustments, the report was delivered to President Divine in October 2016. In February 2017 the draft plan was [presented](#) to the Casper College Board of Trustees for consideration. Individual board members added commentary and asked for clarification in late April 2017. The President's Executive Council took up review of the draft document in fall 2017 with drafts regularly reviewed internally through April 2018. The Casper College Board of Trustees received the revised draft with a request for adoption in early summer 2018. At the [June 2018](#) regular meeting of the Board of Trustees the revised [strategic plan](#) was adopted unanimously.

1.A.2 - Casper College's Academic Programs, Services, and Enrollment Profile are consistent with the College's stated mission.

Academic programs at Casper College each develop specific mission statements that add to and support the Casper College Mission statement. These individual mission statements bridge the gap between the institutional mission and specific department, program, or pathway objectives. These goals or outcomes are maintained online through periodic program review and departmental reporting, or in some cases, updates for specialized accreditors.

Casper College provides opportunities to enrich the lives of students and members of the community through its various programs and services. Casper College [offers](#) 120 Associate degrees (A.A., A.A.S., A.B., A.D.N., A.F.A., and A.S.) and 43 certificate programs, 140 completely online courses, and 14 degrees and 4 certificates offered completely online. Varied opportunities for students to participate in Casper College classes include traditional face-to-face, 50-120 minute day and evening classes, hybrid classes mixing online and face-to-face elements, and online classes offered throughout three academic semesters.

As a way of providing varied instructional format opportunities for Casper College students, the [Digital Learning Center](#) (DLC) offers support to both students and instructors for innovative use of technology-enhanced learning. The DLC offers training opportunities for faculty, as well as, open

hours for both students and faculty. The DLC supports a wide array of online [tools](#) to support the best learning environment for students including [online tutoring](#); remote access to the [Goodstein Foundation Library](#) digital databases; connections to writing, math, and statistics centers; and a National College Testing Association certified [testing center](#).

The [Adult Learning Center](#) (ALC) provides educational services for adult literacy, high school equivalency preparation, citizenship, and English as a Second Language (ESL) to the central Wyoming community. The ALC at Casper College offers free assistance to out-of-school adult students, 16 years old and older, interested in improving their basic reading, writing, and math skills in order to reach their educational and employment goals. In addition, the ALC coordinates English acquisition educational services available to speakers of other languages and offers citizenship classes for those interested in becoming naturalized U.S. citizens. In addition, Casper College hosts a [Center for Training and Development](#) through its Continuing Education department. The center offers professional development services for business and industry in the Casper community through workshops, short courses, and customized training.

To provide the opportunity for lifelong learners in the community, Casper College offers non-credit community education through the [Osher Lifelong Learning Institute](#) (OLLI). OLLI at Casper College is a program primarily for adults age 50+ who wish to continue learning and exploring without earning credits for a degree or certificate. Supported by the [Bernard Osher Foundation](#), OLLI is a vibrant learning community offering a rich array of short courses, field trips, and lectures of particular interest to adult learners who are interested in taking short-term, non-credit [classes](#).

Casper College also provides an array of support services for students. To accomplish this, the College operates a [Student Success Center](#) that offers a wide range of resources, services, and support. The Center offers assistance with academic advising, choosing a major, registering for classes, planning a class schedule, and transferring to other colleges and universities. [Career Services](#) offers assistance with resume development, interview preparation, job searches, and planning for career advancement. [Disability Support Services](#) provides students with disabilities assistance—on campus and online. The College student support services makes available opportunities for all students to use tutoring and study resources. These include the Math Learning Center, Writing Center, Goodstein Foundation Library, Veterans Center and Club, McCann College Bookstore, Digital Learning Center, and Wellness Center.

Casper College shows its commitment to providing opportunities through recruiting, enrolling, and aiding students to achieve their goals. In 2017, [Casper College](#) students represented all 23 Wyoming counties, 36 other U.S. states, and 14 other countries. Students from Wyoming make up a large majority of the student body, constituting 91% of the total. In 2015-2016, Casper College [enrollment](#) included 1,622 full-time and 2,631 part-time students. Enrollment was more female (2,456) than male (1,797) with an average age of 28.6 years. The enrollment of students who identify as something other than "white" (as defined by the U.S. Census) exceeds such representation in the local community overall. U.S. Census 2016 data on Natrona County demographics estimated 7% identifying as something other than "white," while Casper College students in the same category comprised 15% of the student body.

1.A.3 - Casper College's Planning and Budget priorities support the College's Mission.

Casper College allocates funds to allow opportunities for academic program development, to make support services available, and to attract students and community members to the college. The budget is reviewed and updated annually within the framework of estimated revenues for the next fiscal year.

Priorities supportive of the College mission are ensured by the process which begins with departments developing a [budget request](#) including operating funds and staffing needs for the upcoming budget year. These requests move to the Vice Presidents (except in the case of Academic Affairs, in which requests first go to Academic School Deans) for blending and negotiation, with review and input from the President's Executive Council before presentation to the Casper College Board of Trustees for final approval at the regular July meeting.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1 - Casper College clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The Casper College mission statement, vision, values, and goal statements are articulated in a variety of public documents. Casper College guiding documents are shared on the Casper College web page, in the Casper College [catalog](#), the Casper College [student handbook](#), the Casper College [Strategic Plan](#), and on digital signs across campus.

1.B.2 - The Casper College mission documents are current and explain the extent of the College's emphasis on all the aspects of its mission.

Casper College's mission is reflected and implemented through Casper College's [strategic plan](#). In October 2015, an initial team of 33 participants from all areas of campus met to assess and revise the former mission documents. After public comment, Board of Trustees input, and revision by the Executive Council the mission, vision, values and goals statements were adopted in June 2018.

The Casper College [mission](#) statement reads, "Casper College is a public, comprehensive two-year institution with a primary focus on student success that provides learning opportunities to enrich the lives of our students and community." The mission statement as adopted was developed to describe what Casper College is now. The mission is supported by a vision statement intended to describe what Casper College aspires to become. The [vision](#) statement reads, "Casper College strives to provide an education for a lifetime that will prepare individuals to thrive and adapt in an ever-changing world."

The Casper College [values](#), developed in parallel with the mission, further emphasize the commitment of the college to student success:

- Integrity – Hard work, accountability, trust, open communication, and respect
- People – Growth, support, personal development, and positive relationships
- Diversity – Thought, culture, and experience
- Forward Thinking – Intentional, innovative, and sustainable planning in the pursuit of excellence

- Community – Partnership and service

These values are embedded in daily operations, future planning, recruitment, and matriculation; they also inform decision-making by the employees and stewards of Casper College, from the President and Board of Trustees to part-time staff and all faculty, administrators, and staff in between. The college mission is reflected in the [organizational structure](#) of the institution as well as the [shared decision-making](#) processes in use.

1.B.3 - The Casper College mission documents identify the nature, scope, and intended constituents of the higher education programs and services the College provides.

The current Casper College mission is supported by institutional statements of vision, values and goals. While the values explain the "how" of the College's emphasis on all aspects of its mission, the goals help frame "who." The [goals](#) address a wide variety of intended outcomes for students, the institution, and stakeholders:

- Community
 - Strengthen the college's proactive culture that anticipates the needs of the community and state through curricula, program offerings, and partnerships.
- Quality
 - Sustain transferability of coursework and applicability of skills.
 - Improve retention, completion, graduation, and student success.
 - Maintain and promote a safe learning and living campus environment.
- Growth
 - Manage programs and enrollment to meet the needs of the community and state.
- Financial
 - Implement a data-informed decision-making process based on the success of students.
- People
 - Sustain a culture that encourages and empowers people to voice ideas, thoughts, and opinions.
 - Recruit, develop, and retain qualified employees.
 - Create a supportive environment that encourages lifelong development rooted in critical thought and reflection.

By focusing planning, teaching, and functional operations towards meeting these goals, Casper College maintains attention to who the college is intended to serve, the nature of that service, and the scope of the tasks for which the College has responsibility.

Sources

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1 - Casper College addresses its role in a multicultural society.

The [mission](#), vision, values, and goals of Casper College explicitly support the diversity of its constituents. Casper College, as reflected in its values, identifies diversity as one of the components necessary for student success: "Diversity – Thought, culture, and experience."

Casper College's [Strategic Plan](#) includes a number of initiatives to facilitate implementation of its mission and commitment to its role in a multicultural society. The plan reflects attention to human diversity as appropriate within that mission and the constituencies it serves. Institutional goal three states that the college will: "Strengthen campus-wide diversity efforts to improve inclusion and equity." The plan directs the executive council and diversity committee to maintain campus focus on diversity initiatives and programming as well as planning and actions.

Casper College has several ongoing projects which demonstrate its commitment to develop and advocate for a culture of diversity. Each year Casper College hosts a [Multicultural Film Festival](#) which is co-sponsored by the Casper College Foundation, the Department of Political Science, History and International Studies, and the English Department. The films are free and open to the public. Screenings feature discussions hosted by faculty with expertise in the area.

For nearly twenty years, Casper College has hosted Cultural [Dinners](#) in the campus dining hall, also open to the public. Each dinner focuses on traditional ethnic food from a particular nation or region, as well as a presentation following the dinner.

The Casper College Humanities Festival and Demorest Lecture Series is a three-day event held on campus each year. The event includes several presentations related to human diversity. The [2017 program](#) included a Living Library (in which the public could "check out" a person to hear more about their life story), presentations about European history and culture, a discussion of noted African American writer James Wheldon Johnson, a talk given by the spouse of a transgender woman, and a keynote address by the revered author and trans-activist Kate Bornstein. The events of the Humanities Festival are free and open to the public (except theater performances, which require purchased tickets). The [2018](#) program again included a Living Library, a presentation and culinary demonstration centered on fairy tales and food, a session about heroic identity in children's literature, a session on post-humanist and trans-humanist science fiction, several artist workshops, and four renowned keynote speakers who addressed the theme "Fables, Folklore, and Fantasy."

1.C.2 - Casper College's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Recognizing the need for additional attention to diversity on the campus, Casper College President, Dr. Divine, formed an *ad hoc* [Diversity Committee](#) in the spring of 2016. The membership of the committee was appointed by the President and the college Vice Presidents and given the following directive:

“The [purpose](#) of the Diversity Committee is to identify the strengths, needs, and shortcomings in the area of "diversity" within the Casper College community and to recommend a plan of action to address those needs and shortcomings.”

The committee identified six goals, and measures of the success of those goals, with regard to increasing diversity on the campus, and ensuring that of all students have a respectful, inclusive, and safe campus experience. The final report was completed in the spring of 2017. It contains the following recommendations:

- Act immediately on the six previously identified Measures of Success
- Hire a full-time diversity officer who reports directly to the president
- Allocate a budget in support of diversity related activities (programming, education, travel, conferences, etc.)
- Establish a standing committee who reports to the diversity officer and oversees diversity efforts on campus
- Permanent members should represent a cross-section of campus and must include at a minimum representatives from Academic Affairs, Student Services, Human Resources, Public Relations, Enrollment Services, Admissions, and Student Senate, as well as representatives from administration, faculty, staff, and the student body.
- The standing Diversity Committee should have a chair and secretary with term limits.
- Hire a diversity consultant who can provide feedback as the standing Diversity Committee and Diversity Officer develops a comprehensive climate survey and diversity and inclusion strategic plan
- Allocate space for a diversity center that supports student, faculty and staff interaction and activities
- Recommend approval of mission, vision, values and goals statement on diversity within the draft Strategic Planning document
- Require safe zone training for residence hall supervisors and make the training available to administration, faculty, and staff
- Ensure residence hall sensitivity to LGBTQ identity (through roommate matching etc.)

Casper College has begun to respond to these recommendations. A permanent [committee](#) was appointed in the fall of 2017 to continue the work of the ad hoc committee. Before the fall 2017 semester, the residence hall assistants were required to attend a safe zone [training](#) regarding sensitivity to LGBTQ students in the residence halls. On September 13 and 14, 2017, Casper College hosted noted diversity expert Terri Houston for a two-day residency in which she addressed the student senate, met with Casper College administrators and faculty, and gave a public [presentation](#) on diversity.

In other parts of campus, efforts are underway to continue to review process and practices to improve diversity. The Admissions office is partnering with several local non-profit agencies focused on support for at-risk populations, in the hopes of communicating with more such families. Planned [Noches de Informacion](#) ("Information Nights") are underway to connect with the Spanish-speaking community in Casper and offer information about Casper College and its programs. These public events held at local restaurants are presented in Spanish explaining how to apply to, and what to

expect from, Casper College as a student or community member.

Casper College has over 35 student [clubs and organizations](#), several of which support the diversity of students around campus. These include several various faith-based clubs, the Culture Club, the International Students Club, and clubs in French, German, and Japanese. The student senate assists in financially supporting the clubs that participate in community service projects.

In addition, Casper College created the [International Education](#) program in 2006 to foster an institutional culture and climate that fully support cross-cultural awareness to prepare students for a global environment. The department supports study abroad [opportunities](#), both with Casper College faculty and self-guided study.

Casper College welcomes students from abroad. There are many resources available on the college [website](#) to assist foreign students with enrollment. In addition, the college hired a Special Populations Coordinator in 2017 to help international students through the process of enrolling.

Many Casper College students are the first in their family to attend college, and many face challenges as they begin their collegiate studies. The [Student Success Center](#) offers many support services, including academic coaching, placement tests, [disability services](#), single-parent support services, and tutoring/study resources.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 - Actions and decisions reflect an understanding that in its educational role Casper College serves the public, not solely the College, and thus entails a public obligation.

The Wyoming Community College Commission (WCCC) mission statement developed in 2014 describes the role the seven state colleges are designed to play in their communities. The goals include: Educated Residents, Diversified Economy, Workforce Development, Effective and Efficient Systems, Accountability, and Improvement. Casper College's mission reflects the state-wide ideals by indicating, "Casper College is a public, comprehensive two-year institution with a primary focus on student success that provides learning opportunities to enrich the lives of our students and community."

Casper College was founded in 1945, and was originally located in classrooms on the third floor of Natrona County High School. Since its founding, Casper College has been unflagging in its commitment to the public good. As indicated in 1.A., the institution serves close to 4,000 [students](#) representing all 23 counties in Wyoming, 36 other states, and 14 other countries. Casper College's [mission](#), vision, values, and goals statements directly reflect the understanding that Casper College not only serves the institution, but also serves the public. The Casper College goals explicitly encourage accountability, trust, respect, inclusiveness, individuality, and varied points of view.

Casper College recognizes its responsibility to its students and to the larger public good, and also recognizes the importance of both. In its [mission](#), Casper College places "a primary focus on student success that provides learning opportunities to enrich the lives of our students". Casper College administration, faculty, and staff also demonstrate their commitment to "the needs of the community and state through curricula, program offerings, and partnerships." ([strategic goal 1](#)).

1.D.2 - Casper College's educational responsibilities take primacy over other purposes.

Casper College reflects its concern for the public good through commitment to education, and a belief in the benefits of that education to society as a whole. Casper College's administration, faculty, and staff have created institutional goals that reflect this commitment and belief, including lifelong development, critical thought and reflection, and an intentional culture of diversity.

Casper College is a public, not-for-profit institution; its responsibility is to the people of Wyoming

and not to investors. Casper College oversight belongs to the [Casper College Board of Trustees](#); [Central Administration](#); the [Administrative, Faculty, and Staff Tri-Alliance](#); the Student Senate; and various [committees](#).

1.D.3 - Casper College engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Casper College offers a variety of experiences to students and to community members. The experiences encompass educational goals, cultural events, and personal growth opportunities. The College's external constituencies include prospective and current students, Casper College Alumni, student veterans, all citizens of the City of Casper, Natrona County, the State of Wyoming, and the larger regional, national, and international service areas. Casper College's services for prospective and current students are designed to be caring and empowering; these services are designed to help Casper College meet one of its [goals](#): "Create a supportive environment encouraging lifelong development rooted in critical thought and reflection by responding to student needs and requirements." ([strategic goal 5.3](#)).

The Casper College Student Success Center offers such [services](#) as Visit Day Program, Virtual Tours, [Campus Security](#), and [Wellness Center](#). The [Student Success Center](#) also offers [Academic Coaching](#), [Career Services](#), [Placement Testing](#), [Disability Support Services](#), [HiSET](#) (High School Equivalency Testing), Information for students on Academic Probation or Suspension, Single Parent Support Services, Transfer Information, and [Tutoring/Study Resources](#).

The Casper College Foundation works with the Casper College [alumni](#) organization. The alumni organization has its own [board of directors](#), sponsors an annual outstanding [alumni award](#), and publishes its own quarterly magazine, [Footprints](#).

The Casper College [Veterans Center](#) and Casper College Veterans [Club](#) are designed to provide support for returning military personnel. The support includes financial information and resources as well as academic and social resources.

The following examples illustrate key areas of involvement:

- The Casper College School of Fine Arts and Humanities plays a leadership role in bringing cultural events, conferences, concerts, art exhibits, festivals, and theater to the college, community, and region. Examples include the Humanities Festival, the [Jazz Festival](#), [Theatre and Dance performances](#), the [Literary Conference](#), and the [Red Stone Recital and Gallery Series](#). Many of these performances and lectures are live streamed so that the Casper College community can reach a regional, national, and international audience.
- The School of Science is active within the college and regional communities in promoting science education, critical thinking, and problem solving. The school reaches out to the community through such events as First Robotics, Science Olympiad, Library Day, Fourth Grade Day, the Math Contest, and [Lego League](#).
- The School of Health Science sponsors a radiography [continuing education conference](#), [teddy bear clinic](#), [health science career fair](#), CrossFit, [5K runs](#), bake sales, raffles, and winter coat collections for kids.
- The School of Business and Industry houses the Business Administration program which regularly hosts [advisory board meetings](#). The School of Business and Industry also sponsors Casper College students into the [SkillsUSA Wyoming](#) competitions and beyond, as well as occasionally hosting the event.

- The [Paralegal program](#), located in the School of Social and Behavioral Sciences, offers a legal clinic to Casper College students and community members. The students may receive legal services at free or reduced rates.
- The Casper College Community Education Department reaches out to the community with such programs as the [Osher Lifelong Learning Institute \(OLLI\)](#), the [Knowledge Enrichment for Youth \(KEY\) Program](#), and the [Continuing Education Program](#).
- The Casper College Foundation sponsors the [T-Bird Trek](#), a regional half-marathon event.
- The Board of Cooperative Educational Services (BOCES) program is a [partnership](#) between Casper College and the Natrona County School District. BOCES provides high school students with the opportunity for dual and concurrent enrollment in college courses; BOCES students often continue to matriculate at Casper College. BOCES also supports the Casper College Adult Learning Center and educational funding for educators. Casper College [partners](#) with BOCES and the Boys and Girls Club of Central Wyoming for the Club to College program.
- The Casper College Campus Kitchen is a [partnership](#) between the college and the Campus Kitchen Project, a national nonprofit empowering students to help fight hunger and minimize food waste.
- Casper College has a [memorandum of agreement](#) with the local YMCA. The YMCA agrees to allow Casper College to use its facilities for some courses.
- Casper College [partners](#) with the United Way campaign to help raise money for charities and events within Natrona County.
- Casper College has representation in each of the three Natrona County [Rotary](#) Clubs, each working on different projects beneficial to the local, state, national, and international communities.
- Facilities such as the [Gertrude Krampert Theatre](#), the [Goodstein Foundation Library](#), the Western History Center, the [Tate Geological Museum](#), and the Erickson Thunderbird Gymnasium serve the community at large and offer a wide variety of cultural, academic, athletic, and entertainment resources.

In addition, Casper College maintains partnerships with local institutions such as the Nicolaysen Art Museum, the Wyoming Symphony Orchestra, historic Ft. Caspar, and the National Historic Trails Center by means of collaborations with its faculty and students. These include serving on boards of directors, event planning, and co-productions such as a recent collaboration between the Department of Theatre and Dance and the Wyoming Symphony; several Casper College faculty perform with and serve as principal chairs in the symphony.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Casper College's mission is clear and articulated publicly.

The vision, mission, values, and goals of Casper College are understood within the institution, and all serve to guide its operations. The college [mission](#) indicates that "Casper College is a public, comprehensive two-year institution with a primary focus on student success that provides learning opportunities to enrich the lives of our students and community."

The Casper College mission, vision, values, and goals statements are articulated publicly in a variety of public documents. Casper College guiding documents are shared with the public on the Casper College web page, in the [Casper College catalog](#), the [Casper College student handbook](#), the [Casper College Strategic Plan](#), and on digital signs across campus. The statement is also published as part of departmental web pages, community publicity, and partnership descriptions.

Casper College's mission guides the institution's operations.

Casper College recognizes its responsibility to its students and to the larger public good, and also recognizes the importance of both. In its mission, Casper College places "a primary focus on student success that provides learning opportunities to enrich the lives of our students". Casper College administration, faculty, and staff demonstrate their commitment to "the needs of the community and state through curricula, program offerings, and partnerships." ([strategic goal 1](#)).

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2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A - Casper College operates with integrity in its financial, academic, personnel, and auxiliary functions.

All Casper College operations are conducted with a high standard of integrity guided by board-approved policies, developed through a [policy committee](#), and constructed on principles of shared campus governance. College policy is established to guide ethical employee conduct which complies with Federal, state, and local laws, while also adhering to standards set out through the college's strategic plan.

The Accounting and Financial Management (AFM) office, under the direction of the vice president for administrative services, applies generally accepted accounting principles to its procedures and reporting. The AFM office operates under a set of internal control documents detailing appropriate cash handling, documentation, processing, and reporting of all financial processes. Casper College Board of Trustees approved finance policies address handling of college [assets](#), [purchasing](#), [contracts](#), and [student accounts](#). An annual [audit](#) is also conducted by an independent certified public accounting firm chosen by the Board of Trustees. Casper College has continued to receive an [unqualified opinion](#) from the auditors. The accounting firm presents the results of the audit to the Board of Trustees, and the audits are public and available on the college's website. The AFM Office is a member of the National Association of College and University Business Officers (NACUBO). The office is regularly informed about the latest issues being addressed by NACUBO on Capitol Hill and about professional development programs. Members of the AFM office regularly attend conferences and webinars to keep up-to-date about the latest rules and regulations.

Casper College Academic Affairs operates according to board-approved policies. Members of the college's Board of Trustees and the college president are required to read and acknowledge the college's [conflict of interest policy](#) to ensure they operate in an ethical manner. The ethical behavior and conduct expectations for college administrators, faculty, and staff members are also detailed in a number of college policies listed in the college [Policy Manual](#).

The college's [policy review and approval process](#) involves the Casper College Board of Trustees and representative of faculty, staff, and administration. When policies in development are related to academic affairs, trustees review and approve academic policies to ensure faculty members are involved in the development of the college's curriculum. For example, trustees and faculty members

interact when academic departments propose new degree or certificate programs. New programs are presented during board meetings by a faculty member from the department proposing the degree or certificate for their review and approval. These presentations take place only after the comprehensive curriculum development process involving approval from faculty, department and school leaders, and the Faculty Senate [Curriculum Committee](#) is complete ([sample summary](#)).

Casper College's independently elected trustees are provided information about the College's academic programs in a variety of ways. For example, short presentations about specific academic programs are made by faculty members and students during [board meetings](#).

The college's academic degree and certificate programs are presented on the institution's website and in the academic [catalog](#) which is updated on an annual basis. Casper College maintains a full listing of all of instructional faculty members and their credentials posted on the college [website](#). The college is in the process of developing, updating, and reviewing academic [policies](#) and procedures to address: [academic nepotism](#), [faculty tenure](#) process, [institutional review board](#), [office hours](#) for faculty employees, [teaching load](#), [advising load](#), [curriculum approval](#) process, and the [course evaluation](#) process. The load policies for faculty as well as the office hours policy were all reviewed as part of a comprehensive review of faculty load during the 2017-2018 academic year. While still in draft, the resulting policy proposal blends expectations for all three of the existing policies while addressing consistency, efficiency, and responsible resource use for instructional load.

The college includes guidance to students on the ethical use of information in class [syllabi](#) and in the [student handbook](#). This information—directed toward students—includes the college's expectations and practices regarding academic honesty and integrity.

The college is committed to—and seeks to maintain—a safe academic and work environment and has a duty to prevent and redress sexual misconduct under federal law, including Title IX of the Education Amendment of 1972. The student handbook provides a list of offices or agencies to contact if a student believes they have been the recipient of sexual misconduct. Students, employees and visitors are encouraged to report all crimes and safety issues. Anyone may anonymously report a crime or suspicious activity by completing the Behavioral Intervention Team form found at the Casper College website.

Casper College is an [equal opportunity employer](#) and committed to equitability and transparency in its employment practices. The Human Resources office oversees all aspects of the recruitment, hiring, training, and compensation processes with respect to the compliance of all federal, state, and local laws that govern employment practices. With respect to compensation, Human Resources is responsible for assigning classification grades for [classified staff positions](#); utilizing a column and step system based on objective criteria for placing [faculty employees](#) on a faculty scale; and using a market-based [pay system](#) for salaried professionals and administrative staff.

New faculty are required to go through an [on-boarding](#) for two days just before their initial teaching semester. This training includes presentations and training from different departments across campus. The Digital Learning Center (DLC), Information Technology (IT), Human Resources, Academic Affairs, Security, and the Learning Support Team work to give the new faculty information on how to be successful instructors at Casper College. A campus tour and a site map helps them to get acquainted with the resources available for their students as well as themselves. Faculty are also required to complete an online session of training for the college's Learning Management System, Moodle.

In addition, Casper College follows [policies](#) that specifically address integrity, processes, and procedures for personnel related to conflicts of interest; nepotism; non-discrimination and harassment, working with sensitive information, and fraud awareness.

The Auxiliary units at Casper College consist of the McCann Bookstore, Campus Wellness Center, the Tobin Dining Hall, the Residence Complex and apartments, and the Early Childhood Learning Center. The auxiliary units are all self-sustaining except for the Early Childhood Learning Center, which has been partially funded by Casper College Operating funds and by a gift from the [Casper College Foundation](#).

The employees of the auxiliary units are a part of the Casper College culture and they are expected to abide by the policies and procedures for all college employees. The auxiliary units are operated in compliance with all federal, state and local laws. Each of the auxiliary units is operated with financial integrity, as stated in the financial policies referenced above.

The seven-member college board of trustees has established governing policies and procedures which demonstrate a commitment to practicing [fair and ethical behavior](#). The members are charged with representing the voters, students, Natrona County citizens, and the state of Wyoming in the managing of the business and affairs of the college, adhering to the Association of Community College Trustees model code of ethics.

The board meetings for Casper College are generally held on the third Tuesday of each month and are open to the public. Meeting [minutes](#) are available on the Casper College web site.

The College President addresses all employees at an institution-wide "Welcome Back" meeting prior to the start of each fall and spring semester. The meeting provides information about the college and strategic planning. The President also sends out a periodic informational [newsletter](#) to campus and attends regular meetings of the [College Council](#).

Faculty and Staff at Casper College play key roles with respect to adherence to Federal, state, and local law and to the standards set forth in the college's mission, vision, and goals statement. [Faculty](#), [administration](#) and [staff](#) are hired and trained on—and in accordance with—college policy. The Human Resources office and Student Services office are attentive to complaints, suggestions, and comments from faculty, staff, and students. The offices also promote a culture of inclusion, student success, and integrity. Specific policies including a [harassment policy](#) and [grievance process](#) support an environment in which integrity is upheld.

The Family Educational Rights and Privacy Act (FERPA) is a Federal privacy law that grants students protections with regard to their education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. When a student turns 18 years old or enters a postsecondary institution at any age all rights afforded to a parent transfers to the student. Casper College maintains these guidelines and requires written consent before disclosing any student's personally identifiable information to anyone, including parents. These forms are kept in student files in Enrollment Services.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B - Casper College presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

As a public institution, Casper College presents itself clearly and completely to its students, whether past, present, or prospective, as well as the larger community it serves. Through print and digital marketing and recruitment, the college discloses relevant information to stakeholders and partners, be they potential students or community organizations. Trustees are elected officials and open meetings are held monthly with time set aside for public comment in each meeting.

Casper College utilizes [Moodle](#) as a Learning Management System (LMS). The platform is made available to students in all courses. For course sections designated as fully online, all interaction takes place in the Moodle system. For all other instructors, there is flexibility when it comes to the degree to which they use Moodle in their courses. For example, some faculty members use it to post assignments, readings, syllabi, and grades. Others are more active, using Moodle to monitor discussion boards, post announcements, and have students turn in assignments or exams. Moodle also has integrated add-ons which are utilized at Casper College to manage course evaluations, proctor online tests, check assignments for plagiarism, and video capture live course lectures.

Casper College provides NetTutor embedded in Moodle to offer tutoring support to students in any course format. [NetTutor](#) is an online service that offers students on-demand, individual instruction and support from experts across a wide variety of subjects, from beginner to advanced, night or day. Moodle benefits the student by allowing for flexibility in time and space, which gives the student access to the learning environment at their convenience. The system provides students immediate feedback, grades, resources, proctoring, quizzes, and assignments.

Casper College students manage their college career through the [myCCinfo portal](#), unveiled in the fall of 2017. Once logged-in, students can view program plans or maps, register for classes, review financial aid, view grades, and pay their bills. Students can look at a degree-specific course plan that maps the needed courses for their program. Included here is the ability to see courses completed, courses in progress, and courses still needed to graduate. The myCCinfo portal also allows advisors to see a four-semester plan for every degree on campus. This system helps ensure that students are correctly advised on the needed courses for their chosen degree or certificate. This system can also keep a snapshot of what courses a student was advised to take regardless of what the student actually ended up registering for, thereby ensuring accountability for both the advisor and the student.

The [Academic Catalog and Student Handbook](#) are the chief documents to communicate academic policies, costs, program requirements, and course descriptions. The catalog and student handbook are housed in an interactive online software program. The catalog provides the Casper College academic

calendar, important dates, campus maps and directions, administration and department contact information, and valuable enrollment information and policies. It also provides information on admission and registration including instructions on how to register for classes and details of tuition and fees, as well as billing and payment information.

There are several college departments and programs that publish regular newsletters about their programs. The [continuing education catalog](#) is mailed to every household in Natrona County twice each school year. Brochures are also available for most of the programs and services of the college. Alumni receive the quarterly [alumni](#) magazine, *Footprints*, mentioned in section 1.D. Local media outlets receive regular press releases from the college. The Public Relations (PR) department keeps the media informed, with regard to college news and activities. The PR department also responds to media requests for experts, information about the college, and general assistance with news stories ([examples](#)). In addition, the college advertises enrollment opportunities, events, job opportunities, and legal notices on a regular basis in local newspapers and radio. The college sponsors events and informational sessions, so community members have the opportunity to interact with college faculty, administrators, and staff.

The [Student Handbook](#) contains [policies and procedures](#) that relate to student life, rights, responsibilities, and academic expectations at Casper College. Both the catalog and student handbook are carefully reviewed and edited annually at the program, department, and institutional level to ensure accuracy. Sections of the catalog and student handbook are distributed to appropriate departments in September for review and revisions before publication. Curriculum changes are submitted through Casper College's electronic curriculum management software, Curriculumlog, and passed through appropriate approvals by the academic deans, registrar, and Curriculum Committee before being updated. Casper College maintains a static catalog and student handbook throughout the year and changes are made public at the beginning of April for use in enrollment, advising, and registration.

Casper College maintains an online faculty [directory](#), including contact information and educational credentials for every instructional faculty member. Instructional faculty include full-time, adjunct, and concurrent enrollment course instructors teaching articulated dual credit courses in local high schools. [The credential page](#) includes the degree, major, and awarding institution as well as any work experience that is relevant to their teaching. The general public has access to this information through the college's website.

The Casper College website is the primary public medium for external audiences to gain information about College programs and services. The website serves as an initial online point of entry for prospective students where they can explore programs, services, and tools to aid them in their application for admission. The website also serves as a resource for employees and students. They can access policies, a directory, and a variety of resources online. Alumni and friends use the website to remain engaged with the College throughout their lifetime. The Public Relations department has primary responsibility for the website that is managed by the Online Communications Coordinator. To ensure accuracy and that content remains up-to-date, all content is updated on an as-needed basis or by employees with specific access rights to update certain content within a predetermined set of constraints. Facts and figures are also updated annually or as that information changes.

Casper College has partnered with Rave Mobile Safety to offer an emergency notification system to all students, staff or faculty members of Casper College. By registering on [CC Alert](#), approved real-time information concerning campus closures, extreme weather, and other emergency communications can be sent via text, voice, and email messaging.

Casper College uses an internal system to identify potential intervention needs through the Student Success Center. College faculty send [Retention Alerts](#) to the Student Success Specialist who tracks student attendance as well as underperforming students. The specialist contacts such students to provide helpful resources on campus and put learners in touch with instructors in an attempt to resolve attendance and grade issues.

The Casper College Public Relations department manages the College's Facebook, Twitter and Instagram accounts. Social media is used to communicate with both the community as well as students and employees. Content on the sites is planned and managed by the PR staff including the posting of relevant emergency and/or weather announcements, school closures, and events, via [CC Alert](#). The accounts are monitored to ensure timely response to concerns and inquiries.

Current institutional [accreditation status](#) with the Higher Learning Commission and the entire 2009 [HLC report](#) and self-study are available online. The required [HLC Mark of Affiliation](#) is visible and accessible on the Accreditation - HLC page of the college website. Casper College maintains sixteen [specialized accreditations](#) for specific departments and programs. These include Addictionology, Art, Business and Accounting, Dance, Early Childhood Education, Health Science Simulation Center, Medical Lab Technology, Music, Nursing, Occupational Therapy Assistant, Paralegal Studies, Paramedic Technology, Pharmacy Technology, Radiography, Respiratory Therapy, and Theatre.

Students can see the [tuition and fees](#) for attending Casper College as well as the [refund](#) and [withdrawal](#) process and procedures in the student handbook, the catalog, and online. Information is also available in person at the Enrollment Services Office. The [Wyoming Community College Commission](#) sets tuition rates for all Colleges in the state system at the first standard meeting of the calendar year to allow Colleges to adjust information for their students in a timely manner, prior to the increases. The Casper College Board of Trustees sets fees and room and board rates on an annual basis as part of the regular budget development process.

Prospective students receive an introduction [brochure](#) with costs, financial aid options, and a list of programs offered at Casper College. They also receive a [view-book](#) with an application checklist, employment and transfer opportunities, list of programs offered, and a visual display of students and staff in different facilities on campus. Prospective students are also provided campus visit programs and personal campus tours throughout the year. Campus visitors receive the same literature as other prospective students (introduction brochure, view-book, enrollment guide, cost tuition and room and board, federal financial aid and institutional scholarship info). Once a student applies for admission to the college they are given an enrollment guide which outlines step by step directions for admission, financial aid, advising, registration, budgeting, paying, purchasing books, and additional services. Casper College admission staff send follow-up emails and letters about the student's application and enrollment status and tuition classification decision.

At registration, students receive a packet that includes tuition, fees, and room and board rates, Casper College payment information policy, academic program requirements for their declared major, a campus map, advisor contact, their class schedule, and their student ID card. Prior to the start of the semester, students are encouraged to attend a [Student Orientation](#) where they are greeted by faculty and staff, assisted in accessing their digital accounts by the IT department, visit the library and other academic resource centers, and given opportunity to ask questions. Students also receive information on college policies, campus resources, and take a walking tour of campus.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1 - The Board of Trustee's deliberations reflect priorities to preserve and enhance Casper College.

Community Colleges in Wyoming are established under State of Wyoming Statutes [21-18-301](#). Casper College Board of Trustees operations are governed by a set of [bylaws](#) that govern membership, operation, responsibilities, and practices of the board and its members. The Casper College Board of Trustees consists of seven elected members from the local Community College District, which is Natrona County. Each elected at-large member serves a four-year term with start dates staggered to support smooth transitions except in the case of unplanned departure of a board member prior to the end of a term. The Casper College Board of Trustees also operates under a set of guidelines from the [Wyoming Association of Community Colleges Trustees](#) (WACCT), a coordinating affiliate of the [Associate of Community College Trustees](#) (ACCT).

[Operational responsibilities](#) of the board include appointment of the Casper College President, approval of budgets, program approval, and capital construction decisions. All Casper College Board of Trustees actions must comply with the laws of the State of Wyoming and the oversight of—and coordination with—the [Wyoming Community College Commission](#). In addition to defined responsibility for specific tasks, the Casper College Board of Trustees are expected to behave collectively and as individuals with the best interest of the College as a priority. A [conflict of interest policy](#) was adopted in 2016 to codify a process to avoid all possible conflicts in decisions taken by the board and President of the College. Moreover, a set of appendices are included in the Casper College Board of Trustees bylaws that address general behavior and shared understandings of board members. [Appendix A](#) states that the board member will, "strive step by step toward ideal conditions for the most effective community college Board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy."

2.C.2 - The Board of Trustees reviews and considers the reasonable and relevant interests of Casper College's internal and external constituencies during its decision-making deliberations.

The Casper College Board of Trustees hold regular work sessions to discuss issues requiring

decisions, hear updates on items of interest, and have conversations about priorities, policy development, or planning. These meetings follow an agenda that typically includes Bills for Approval submitted the prior month, Fiscal Reports for the prior month which include investment updates, policy proposals in advance of adoption, and other topics of interest and or updates. Executive sessions for closed-door discussions addressing legal, personnel, or real estate matters often follow the work session. In executive session, discussion and debate may occur but no board actions other than legal, personnel, or real estate matters may be taken.

All official actions of the board are taken at the [monthly](#) Casper College District Board Meeting. The dates and times of these and any ad hoc meetings are publicly posted on the college website at least 24 hours in advance. Currently the Casper College Board of Trustees meetings are posted for the entire year each July. A typical Casper College District Board of Trustees meeting follows an [agenda](#) which includes:

1. Call to Order
2. Approve Minutes (Action)
3. Finance Committee (Action)
 - a. Approve Bills/Board Treasurer-
4. Reports of Officers, Boards, Standing Committees
 - a. Board President
 - b. College President
 - i. Presentation (Topics of Interest or Faculty/Student Activities)
 - ii. Academic Affairs
 - iii. Student Services
 - iv. Administrative Services
 - c. Casper College Association
 - i. Faculty Senate
 - ii. Staff Alliance
 - iii. Administrative Alliance
 - iv. University Of Wyoming at Casper (Campus University Center)
 - v. Student Senate
 - d. BOCES (Board of Cooperative Educational Services) Report
 - e. WACCT (Wyoming Association of Community College Trustees) Report
5. Unfinished Business
6. Public Comment
7. Action Items
 - a. Policy Approval
 - b. Resolutions or Other Actions
8. New Business (Info)
9. Next Meeting
 - a. Dates, Times and Locations
10. Adjournment

2.C.3 - The Board of Trustees preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of Casper College.

The Board of Trustees and President of the College are required to adhere a [Board Code of Ethics](#) adopted from the Association of Community College Trustees (ACCT) model.

The college's [Conflict of Interest policy](#) includes Board of Trustees members and the President of the College. This is to ensure the college upholds the public trust and operates with integrity. Trustees and the president must disclose potential conflicts for themselves and their immediate family members. When such conflicts arise, individual trustees or the president must recuse themselves during the discussion of—and voting on—the potential conflicts of interest. The executive assistant for the board provides a Conflict of Interest Compliance form annually to all members.

2.C.4 - The Board of Trustees delegates day-to-day management of Casper College to the administration and expects the faculty to oversee academic matters.

The Board of Trustees expect day-to-day operations to be conducted by the president or his designee per [policy](#) and by [organizational design](#). The Board of Trustees are responsible for "approving programs" and for "approving budgets." In addition, they are charged with providing advice and consent to authorities delegated to the President. [Policy 2.14.10](#) indicates the Board of Trustees will exercise its leadership to establish and maintain rules and regulations governing the policies and procedures of the college. The Board of Trustees will adopt all policies of the college in regular or special public meetings following appropriate opportunity for public review. They will revise procedures and provide for exceptions to existing procedures as needed.

The mission of the Casper College [Curriculum Committee](#) is to assure the continuing excellence of curricular offerings at Casper College, including course outcomes, degree requirements, certification requirements, and general education requirements. Members of the Curriculum Committee are appointed by Deans in consultation with the faculty of their school. The Registrar and Academic Affairs each have an ex officio representative on the committee.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D - Casper College is committed to freedom of expression and the pursuit of truth in teaching and learning.

Casper College maintains a history of freedom of expression through wide-ranging means. From the [Academic Freedom](#) policy to a tradition of curricular autonomy, the college is committed to a culture of educational independence.

This knowledge promotes open discourse both within the classroom and across campus. Students are encouraged to express ideas independently and collaboratively in their roles as individuals and members of the many campus [organizations and clubs](#). The actions of students are guided by the [Student Code of Conduct](#) which provides guidelines for expression on campus and beyond during community involvement and travel experiences and via service learning opportunities.

The institution grants faculty the liberty to teach as they see fit, trusting instructors to educate students in their respective fields. Since this freedom requires great responsibility, the college advises that its faculty be professional, fair, respectful, and accurate in the quest for truth across disciplines. These skills are often obtained by participation in [faculty development](#) which is supported both by the college and community through professional development funding and Board of Cooperative Educational Services (BOCES) sources. Additionally, the campus supports the expression of ideas and concerns through representative alliances.

Casper College values its role as a community focused college. Freedom of expression and the interchange of ideas occurs regularly via [lecture series](#), [festivals](#), [community forums](#) and [conferences](#). These happenings draw community members, faculty, administration and students together to express viewpoints and learn from varied perspectives.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1 - Casper College provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Casper College provides effective oversight and support services to ensure the integrity of research in accordance with rules mandated by the federal government. Casper College utilizes an [Institutional Review Board \(IRB\)](#) to assure the rights and welfare of humans participating as subjects in research projects through the advanced and periodic review of research proposals, protocols, and documents. The IRB has the [authority](#) to approve, require modification, or disapprove research. The Vice President for Academic Affairs is responsible for the oversight of the IRB, to ensure that the board runs effectively and efficiently.

2.E.2 - Casper College students are offered guidance in the ethical use of information resources.

As part of the [Student Code of Conduct](#) students are expected to ethically use information by not plagiarizing in the research and writing of papers as well as other course assignments. In addition, students, faculty, and employees are given guidance on copyright law through the [college copyright policy](#).

Students receive additional learning opportunities pertaining to the ethical use of information through a variety of sources. For example, the English courses that fulfill general education requirements (ENGL 1010 and 1020), and those courses that prepare students to take ENGL 1010 (ENGL 800 and ENGL 900), teach citation and the importance of citation to avoid plagiarism. This includes information about how to integrate quotes appropriately and how to paraphrase.

Faculty are guided in course development by the [Casper College Institutional Student Learning Outcomes](#):

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

These learning outcomes ensure that graduates of Casper College can use a variety of methods to find, analyze, and use information in an ethical manner.

In addition, the Casper College [Goodstein Foundation Library](#) offers 150 class lectures per year that include information on copyright best practices and how to ethically include source material in assignments. The Digital Learning Center (DLC) manages access and trains students and faculty on use of the anti-plagiarism tool [Turnitin.com](#) embedded in Moodle. This system assists students and faculty in ensuring ethical use of source materials by highlighting if writing includes known sources without citation. Since 2014, the DLC reports 16,836 documents were submitted for review via the Turnitin.com tool. In addition, the DLC makes available the test cheating prevention tool [Respondus](#) to all online instructors. The [Writing Center](#) advises students on how to correctly cite source material in their work. Also, the Student Handbook lists specific policies concerning academic dishonesty, examples of academic dishonesty, and the sanctions that may apply if a student is found to be engaging in academic dishonesty.

2.E.3 - Casper College has and enforces policies on academic honesty and integrity.

Casper College maintains a [Student Code of Conduct](#) that defines academic code violations, provides the disciplinary procedures for code violations, and details the procedures for student appeal. The Vice President of Academic Affairs is responsible for addressing academic code violations through a direct resolution, conference, or administrative review. The academic sanctions that can be imposed for academic dishonesty range from a grade reduction for a single assignment or exam to suspension or expulsion from the college, depending on various aggravating or mitigating factors.

This policy can be found in the [Student Handbook](#) and [every course syllabus](#), as well as part of regular faculty student instructional interactions. Faculty members that suspect violations to the Code of Conduct can report the instance through the [Academic Dishonesty Reporting Form](#), which can be found on the Casper College website. Anyone may report a violation of the student code of conduct by a student, student group, or organization to the Associate Vice President of Student Services or the Director of Security and Judicial Affairs. Reported instances of suspected academic dishonesty are recorded by the office of the Associate Vice President of Student Services by student identity so patterns or trends in individual behavior may be identified and addressed appropriately.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Casper College operates with integrity.

Within the constructs of the daily functioning of the institution, Casper College makes use of [policies](#) specifically designed to guide actions and decisions with integrity. These policies are drafted, revised, and approved prior to adoption. This process is inclusive and allows all stakeholders to have a voice in the guidance of campus processes and the [day-to-day workings](#) of the institution. These include faculty and students involved in ethical research and learning as well as the use of resources. Casper College is committed to integrity with regard to its academic, employee, financial, and other operations. Policies and procedures, implemented through official processes, provide an avenue for fair and ethical behavior that guides the [board](#), [administration](#), [faculty](#), [staff](#), and students.

As a community college, Casper College provides education in degree paths as well as enrichment opportunities for community members. In these offerings, the campus is committed to serving with honesty and integrity. As such, the college demonstrates its commitment to freedom of expression and the pursuit of truth in teaching and learning. From the [Academic Freedom policy](#) to a tradition of curricular autonomy, the college is committed to a culture of educational independence.

Casper College's conduct is ethical and responsible.

Casper College seeks to maintain fair and ethical processes in all areas of function. It may be seen that ethics principles serve to guide the many groups that compose campus life; students, faculty, staff, administration and the governing board.

Casper College utilizes an Institutional Review Board ([IRB](#)) to assure the rights and welfare of humans participating as subjects in research projects through the advanced and periodic review of research proposals, protocols, and documents. As part of the Student Code of Conduct students are expected to ethically use information by not plagiarizing in the research and writing of papers as well as other course assignments.

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3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 - Casper College courses and programs are current and require appropriate levels of student performance.

Casper College is committed to maintaining high quality relevant [courses and programs](#). The college offers 120 associate degree programs and 43 certificate programs across five academic schools. The center for [Training and Workforce Development](#) also offers a wide variety of workforce training, safety, and continuing education courses and programs.

Casper College's extensive upper division student transfer options make it possible for students living in Casper to earn additional degrees without having to relocate. Casper College's transfer degree [agreements](#) aim to provide access to post-associate degree programs for graduates in many disciplines. This is accomplished by forming partnerships with accredited institutions throughout the nation that offer programs in a distance-delivered format. In some cases, partner institutions choose to use adjunct faculty and offer their programs on the Casper College campus in a traditional classroom setting. The [University of Wyoming at Casper](#) and The [University of North Dakota](#) School of Medicine & Health Sciences have on-campus courses and programs for upper division degrees.

The Digital Learning Center (DLC) provides professional development which helps faculty learn new technology that they can incorporate in their classes. Various training, webinars, and workshops are regularly offered by the DLC that help in these efforts. The DLC supports fourteen [programs](#) that are available 100% online with over 50 that are available 70% or more online.

Casper College boasts sixteen specialized [accreditations](#), underscoring the quality of the educational programs and assuring students and the public that the college meets or exceeds standards for quality of faculty, curriculum, student services, and fiscal stability. These include Addictionology, Art, Business and Accounting, Dance, Early Childhood Education, Health Science Simulation Center, Medical Lab Technology, Music, Nursing, Occupational Therapy Assistant, Paralegal Studies,

Paramedic Technology, Pharmacy Technology, Radiography, Respiratory Therapy, and Theatre.

In addition to these specialized accreditations, Casper College maintains numerous local and regional partnerships for the development and provision of academic, occupational, technical, and workforce development, as well as enrichment programs. These partnerships are essential for the college to meet the educational needs of Wyoming's citizens and communities.

The college maintains strong articulation agreements with the University of Wyoming (UW) and other transfer institutions. Individual departments articulate with these institutions on a regular basis. Two recent articulations include the Math, Statistics, Physics, Education Articulation held at Casper College on April 7th and 8th 2017 and the Wyoming [Articulation](#) Summit held at the University of Wyoming on September 29, 2017.

Due to Casper College's strong articulation with the University of Wyoming and other institutions, courses taken at Casper College transfer consistently and easily. For example, the English courses taught at Casper College are [articulated](#) with upper division University of Wyoming equivalents.

Most Casper College students perform successfully upon transfer to the University of Wyoming. In fall 2016, Casper College transfer students earned a 2.98 GPA during their first semester compared with a 2.84 average GPA among all [transfer](#) students. The data also show that the [retention and graduation rates](#) for students transferring to the University of Wyoming are excellent when compared to other UW transfer students.

Casper College students also earn strong results in licensure examinations in the health care professions as evidenced by a 75-100% pass rate in state and national health care exams in 2016. The 2016 Nursing Department's [Annual report](#) of assessment results provides evidence that the nursing students are successful on their National Council Licensure Examination Registered Nurse (NCLEX-RN) exams. In addition approximately 90% or greater of Casper College nursing graduates find employment in the nursing profession.

The H.E Stuckenhoff Department of Nursing at Casper College has joined with the other Community College Nursing programs and the University of Wyoming to develop a common nursing curriculum for the state of Wyoming. The Revolutionizing Nursing Education in Wyoming (ReNEW) curriculum is designed as a baccalaureate curriculum with an Associate Degree benchmark. Under the ReNEW curriculum, students who enter a nursing program at a community college in Wyoming will be able to complete their [Associate Degree in Nursing \(ADN\)](#), take the NCLEX-RN and begin working as registered nurses. The long-term benefit of the ReNEW curriculum is the ability for ADN graduates to move seamlessly toward the University of Wyoming's Bachelor of Science - Nursing (BSN) degree through online classes in two additional semesters if the BSN prerequisites have been met. The new curriculum commenced in the fall of 2016.

The Casper College Occupational Therapy Assistant (OTA) program in 2016 had a 71% graduation rate and a [95% pass rate](#) on the National Board of Certification of Occupational Therapy (NBCOT). The Radiography program class of 2015 had a 100% pass rate on the American Registry of Radiologic Technologists (ARRT) exam. The Medical Laboratory Technician had a 100% graduation rate in 2015 and a 75% pass rate on the American Society for Clinical Pathology Board of Certification (ASCP BOC) national examination while the Pharmacy Technology program had a 100% pass rate on the Pharmacy Technician Certification Exam (PTCE) and a 100% placement rate for 2016.

3.A.2 - Casper College articulates learning goals for associate and certificate programs.

Casper College grants the Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Business (A.B.), Associate of Fine Arts (A.F.A.), Associate Degree in Nursing (A.D.N.), and Associate of Applied Science degrees (A.A.S.). Certificates are available in 43 options in most applied industry or service skill areas. All Associate degrees require a minimum of 60 hours with 32 hours of General education courses for completion.

The requirements of each degree/certificate are articulated in the [course catalog](#). Each program in the catalog includes a program map/degree planner. The program maps lay out a recommended four semester pathway for a student to complete a specific degree (e.g. [Associates in Business Accounting](#)) or certificate (e.g. [Diesel Power Technology](#)).

Learning goals for each program are well defined and can be found on department websites and in student handbooks. For example, learning goals for music can be found in the [music student handbook](#). Casper College requires that each course syllabus include learning goals and outcomes, such as in this example syllabus from the [English Department](#).

As mentioned in section 2.B., in the fall of 2017, Casper College introduced a new advising tool called [myCCInfo](#). This tool allows advisers and students to easily use built-in program maps to [develop and monitor](#) an individualized course of study for each student which meets the degree or certificate requirements outlined in the catalog.

3.A.3 - Casper College's program quality and learning goals are consistent wherever and however learning takes place.

Distance education and dual credit courses have the same learning outcomes as those offered on campus. Instructors are required to meet the same learning goals and outcomes for face-to-face and online courses as articulated on the course syllabus. Casper College adheres to a standard [syllabus template](#).

Distance Education is facilitated through the Digital Learning Center (DLC). The [mission](#) of DLC is to collaborate with Casper College students, faculty, staff, academic schools, the Goodstein Foundation Library, the Academic Testing Center, and Information Technology department to support learning. This includes promoting services and expertise to the community, region, and world through the use of current technology.

The DLC offers opportunities for students to reach their lifelong academic goals while balancing other personal and professional commitments. DLC has two advisory committees, the Online Technology Committee ([OTC](#)) and Instructional Technology Committee (ITC) which are composed of faculty, administration, and staff members. Their charge is to ensure that distance education courses offered at Casper College are of the highest quality and that students taking online courses receive the same quality of education as those in the face-to-face classroom. The OTC and ITC committees [meet once a month](#). Additionally, DLC promotes best practices and pedagogy in online learning by offering [workshops](#), [training](#), webinars, and other technology support. The DLC developed an [online course for instructors](#) to enable them to better utilize Moodle and develop high quality online courses.

The DLC also manages Moodle, the Casper College Learning Management System (LMS), providing all courses with a Moodle shell each semester, as well as providing training and support to faculty

and students. The DLC also ensures that all videos used online have captioning and transcript in compliance with Americans with Disabilities Act (ADA). During the fall 2017 semester, the Dean of the School of Science and the staff of the DLC met with individual instructors to evaluate their online courses materials. Both oral and written [feedback](#) were provided to the instructors.

Casper College, along with the other higher education institutions in Wyoming, participate in the Quality Matters (QM) framework. In 2014 Casper College was an approved institution by the National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)) through the Wyoming Community College Commission's statewide shared agreement.

Through the financial support of a local Board of Cooperative Educational Services ([BOCES](#)) students may take courses in the local [school district](#) that can meet requirements for high school graduation and also become part of a college degree or certificate. High school students are also able to enroll in on campus or online courses funded by BOCES. Dual and concurrent credit courses are articulated with the school district on an annual basis. Deans and department chairs ensure that instructors have the proper credentials and that course outcomes are met. All [standards](#) applied to full-time Casper College faculty for training or experience necessary to be an effective instructor are applied to all BOCES partner teachers in the high schools and all adjunct instructors teaching for the college in any format.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1 - The program of general education at Casper College is appropriate to the College Mission, offerings, and an associate degree granting institution.

The 2017-2018 Casper College Catalog states, "while education within a major field of study prepares each student to achieve success within a chosen vocation, general education provides the cornerstone of understanding in areas that prepare students for life". The goal of general education is to provide the skills necessary for one to be an educated member of society. Therefore, as a fundamental part of their education at Casper College, graduates are expected to possess a set of abilities, commonly termed general education outcomes. These core abilities are consistent with the [mission](#), vision, and goals of Casper College.

Casper College's curriculum development [policy](#) demonstrates the institution's dedication to best practices, faculty lead curricular oversight. Curricular changes at Casper College begin with faculty requests to add, remove, or update a course or set of courses. After completing a comprehensive rationale and reviewing unintended impacts of the change on other courses or programs, the faculty curriculum change request is entered into a digital workflow [tool](#) designed to document the movement of the request through all appropriate steps. Using this system, department chairs, deans, the Associate Vice President for Academic Affairs, Faculty Senate's standing Curriculum Committee and the Deans Council all register support or ask for further detail. In the case of degree or certificate creation the results of the process proceed to the Casper College Board of Trustees and the Wyoming Community College Commission for final approval.

3.B.2 - Casper College articulates purpose, content, and intended outcomes of the College's general education program.

Responding to the Higher Learning Commission's advice following the 2009 visit regarding the quality and number of student learning outcomes, a subcommittee of the General Education Committee submitted the following list of eight learning outcomes which were approved by the Faculty Senate in November 2012 and outlined in a progress [report](#) submitted to the HLC in 2014.

- Demonstrate effective oral and written communication
- Use the scientific method
- Solve problems using critical thinking and creativity
- Demonstrate knowledge of diverse cultures and historical perspectives
- Appreciate aesthetic and creative activities
- Use appropriate technology and information to conduct research
- Describe the value of personal, civic, and social responsibilities
- Use quantitative analytical skills to evaluate and process numerical data

These outcomes are posted in syllabi, listed in the Casper College catalog, on the College website, and appear in posters in all classroom buildings.

As part of their general education at Casper College, students are required to demonstrate proficiency in the eight general education outcomes and show competency in reasoning and inquiry in science, math computation, communications, human behavior, cultural environment, and physical education. Students seeking an Associate of Arts (A.A.), Associate of Business (A.B.), Associate Degree of Nursing (A.D.N.), or Associate of Science (A.S.) degree are required to complete [32 semester hours](#) of general education courses.

Students seeking the Associate of Fine Arts (A.F.A.) or Associate of Applied Science (A.A.S.) degree must complete a minimum of [17 semester hours](#) of general education courses, including a minimum of one credit in physical education activity and a course in the U.S. and Wyoming Constitutions.

Casper College is committed to an assessment plan that produces clear evidence of student learning and documents students are meeting the eight general education outcomes. The institution guides and supports learning facilitators in the systematic documentation of student learning and disseminates reporting both to the college community and the community at large. The eight general education outcomes are evaluated by the assessment team on an ongoing basis. Every semester Casper College assesses two general education outcomes. Since there are eight outcomes, the rotation for assessing all of college outcomes is on a two-year cycle

Student artifacts are collected every term and faculty score the artifacts using the Association of American Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) [rubrics](#) to assess each student assignment. As an example, the Casper College General Education Outcome, "Solve problems using critical thinking and creativity", is measured by applying the *Critical Thinking* VALUE [rubric](#) to samples of student work submitted for this purpose by instructors. After each review session, the Assessment team compiles a report which summarizes student performance and makes recommendations at the faculty, department, school, and institutional level. The scoring session feedback reports and value rubrics can be found on the assessment [website](#), such as this example of a scoring session [Feedback Report](#) on Outcome 1 "Demonstrate effective written communication" from fall 2017.

In addition, all college departments issue an annual assessment [update](#) and provide feedback on the assessment findings in the annual assessment plans, under "takeaways" of general education assessment. Department plans are updated, collected, and [posted](#) on the College website annually in

February.

3.B.3 - All Casper College degree programs engage students in collecting, analyzing, and communicating information.

In meeting the general education requirements of the college, students are required to engage in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. A feedback [report](#) for Outcome 2, "Uses the scientific method" from fall 2017, shows that Casper College students were successful at following directions, but made recommendations to the faculty to improve problem solving skills. A recent feedback [report](#) on Outcome 8, "Quantitative Literacy" from fall 2017 noted student work samples demonstrated that students made strong use of analytical skills and were creative.

In addition to meeting this criterion via the general education requirements, students also have many opportunities to develop skills and demonstrate proficiency related to modes of inquiry and creativity as well as analyzing and communicating information in courses required for their selected majors. Students in the School of Business & Industry, Business Department, present business plans. In the School of Social & Behavioral Science students studying Communication participate in a speakers contest. In the School of Science, students in the Geographic Information Systems (GIS) program are required to complete a final [project](#) including a comprehensive map development, problem-based solution presented in a public event for interested students, faculty, and community members.

3.B.4 - Casper College's educational opportunities recognize human and cultural diversity.

The Casper College Board of Trustees adopted an Equal Opportunity and Non-Discrimination policy in 2015 (and reaffirmed in [2018](#)). This policy states in part, "Casper College is an equal opportunity institution and as such does not discriminate based on race, sex, color, national origin, religion, age, veteran status, political affiliation, disability, sexual orientation, gender identity, or any other characteristic protected under applicable federal, state, or local law in admission or access to or treatment or employment in its educational programs or activities."

In addition to being a committed equal opportunity institution, an important core value of Casper College is to encourage diversity of thought, culture, and experience as evidenced by its [Mission](#) and Vision statements. The [Diversity Committee](#) works to ensure that the college stays true to its comments and vision regarding diversity.

In spring of 2016, Casper College reformed its Diversity Committee at the direction of the College President. The Diversity Committee was an *ad hoc* committee tasked with conducting a review of diversity and inclusion strengths and opportunities on the campus to be reported to the President of Casper College. This group initiated research concerning diversity and explored campus climate and demographics on issues of diversity, race, ethnicity, gender, income, and sexual identity. The committee submitted a report to the President summarizing its findings and recommendations in spring 2017. The committee's [report](#) identified six areas the College could act on immediately to improve diversity and inclusion on campus along with other findings and recommendation. In response, the President reformed the group as a standing institutional committee with a permanent charge in the fall of 2017. This group has worked to present opportunities to improve the campus culture and policies with respect to diversity. In September 2017, the college brought diversity expert [Terri Houston](#) to campus to work with Student Senate, Club Presidents, Resident Assistants, and the President's Executive Council on strategic planning for Diversity, Equality and Inclusion.

Houston also presented a public [lecture](#) entitled "God, Gays, Guns, and Gandhi: Let's talk Diversity."

Casper College also encourages diversity of thought through its support of the Humanities Festival and Demorest Lectures. Started in [1985](#) with the help of the Casper College Foundation, the intent of the festival is to provide expanded opportunities for Humanities discussion, presentation, and exploration outside the classroom. The Casper College Humanities Festival and Demorest Lecture Series is a three-day event held on campus each year, and typically features several [presentations](#) related to human diversity. The Demorest Lectures have three purposes (a) to encourage scholarly research in the humanities which can be shared with the college and the community; (b) to encourage vitality in the teaching of humanities; and (c) to recognize the value that the humanities have in every life.

Out of respect for diversity of ability, Casper College follows the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act in providing services and accommodation to students with disabilities. Students are encouraged to contact the Disability Support Services (DSS) office to request accommodations as outlined in the [student handbook](#) and [course syllabus](#).

Accommodations range from assistance in completing the admissions process, academic advising, classroom accommodations (sign language/oral interpreters, note takers, readers, appropriate seating arrangements, etc.), alternate testing, taped text information, print materials in alternate formats (e.g. large print or Braille), priority registration, referral to resources on and off campus; and the use of assistive technology (screen readers, scan and read programs, assistive listening equipment, adaptive keyboards, ZoomText, voice recognition programs, tape recorders, spell checkers, laptop computers, etc.). Additionally, the DSS office offers ability-appropriate career counseling which includes in-college career preparation strategies for post-graduate success, common job-hunting challenges and actionable solutions, and proactive resources for a successful jump from college-to-career.

Another Casper College resource in support of inclusion is the [Single Parent Program](#). This program founded in 2008 by local [philanthropists](#), provides single parents with academic planning and guidance, information on navigating higher education, and financial resources to assist with attending college. Grants are available for qualifying students to cover tuition and offset the cost of textbooks. Qualifying single parents have immediate access to a textbook lending library, which allows them to borrow required textbooks for the current semester. Additional resources may be available upon request. To receive financial assistance, students must be the custodial parent, registered for classes, and in good academic standing.

Casper College is also committed to support for Veterans. Casper College has a veteran population peer mentor program Student Veterans of America (SVA) Chapter, the Peer Advisor for Veterans Education (PAVE) program, and is working with the veteran-support organization *The Mission Continues*. Through the college Special Populations coordinator, the college has standing partnerships with the local Vet Center, Hunting with Heroes, and the YMCA through the Veteran Grit health initiative. The Veterans Club on campus has partnerships with the local Trap Club and Walleye Club, Team Rubicon, the local American Legion and VFW, and numerous small veteran organizations in the community. Casper College hosts numerous veteran-centered events throughout the school year to engage local and student veterans, as well as the local community and non-military affiliated students.

Casper College has also established and maintains a Veterans Center space in the Goodstein Foundation Library. The Veterans Center is open seven days a week and is staffed by three work study students, an intern, and all veterans club and PAVE officers. This a place for Casper College veterans to access library resources and support, study, socialize, and build comradery.

3.B.5 - As appropriate to associate degree programs and the Casper College mission, students contribute to scholarship, creative work, and the discovery of knowledge.

With Casper College's emphasis on classroom instruction, faculty are not required to participate in research; however, many faculty and students are involved in such endeavors. Often these accomplishments are shared with the Board of Trustees. For [example](#) faculty and students have presented at national conferences, won awards for excellence in presentations and research papers, started community outreach programs, and expanded on existing course-based research projects and activities.

Several Casper College faculty participated in [research](#) opportunities in preparation for and during the August 21, 2017 total solar eclipse. Since Casper College was fortunate to be located in the path of totality, some important studies conducted by more research intensive institutions were supported and hosted on the campus. Goddard Space Flight Center satellite program researcher, Alexander Marshak, NASA researcher, Dr. Jay Herman and a team, and many amateur astronomer attendees of AstroCon conducted research on the campus during the [event](#).

Additional research opportunities of a more hands-on nature are also available at Casper College. The Tate Geological Museum was founded in 1980 through a gift from Marion and Inez Tate, initially the Tate Earth Science Center and Mineralogical Museum. After considering that the term "geological" encompassing earth science, mineralogy, and paleontology, the name was changed to the Tate Geological Museum in 2001. Located on the Casper College campus, the museum is a valuable resource to the community, hosting many local schools and groups to accentuate their students' learning experience. The Tate houses a collection of over 3,000 fossil and mineral specimens. Students, faculty, and community volunteers interested in paleontology have the opportunity to participate in [summer](#) fossil digs organized by the Tate staff. Over the years these efforts have resulted in important finds like the oldest and most complete Columbian mammoth fossils found in North America—[Dee the Mammoth](#)—in 2006. A very large semi-complete Tyrannosaurus Rex fossil—[Lee-Rex](#)—was also uncovered, field prepped, and returned to campus from a summer dig in 2005. In addition to the field experiences in paleontology, Casper College's Tate Geological Museum hosts preparation and processing efforts to complete discovery of the large animal fossils brought from the fields.

Additional opportunities for faculty and students to contribute scholarly and creative works include publication and presentation opportunities such as the [Jazz Festival](#), the [Literary Conference](#), and contributing to the *Expressions Magazine*.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1 - Casper College has sufficient numbers of faculty to carry out both classroom and non-classroom roles.

Casper College's dedication to effective teaching is reflected in its commitment to relying primarily on full-time faculty. In 2017-2018, Casper College full-time faculty numbered 140. For the same period, adjunct and dual credit instructors in local high schools were 120. The exact number of faculty teaching for Casper College for credit varies with course offerings each semester. The Academic Affairs portion of the Casper College website maintains a complete [directory](#) of all instructors with full time, adjunct, or concurrent enrollment Board of Cooperative Educational Services (BOCES) course instructors updated at the start of every semester. In 2016 [87%](#) of full-time Casper College faculty possessed earned masters or doctoral degrees. A small student to faculty ratio of [17:1](#) provides students with valuable individual attention.

Casper College faculty have oversight of proposing and approving curriculum and student expectations. The Curriculum Approval [policy](#) outlines the guidelines and procedures for curriculum development. The Faculty Senate standing [Curriculum Committee](#) is composed of a cross-section of faculty from all schools. The mission of Curriculum Committee is to ensure the continuing excellence of curricular offerings at Casper College including course offerings, degree requirements, certificate requirements, and general education requirements. As noted in section 2.B., Casper College uses the curriculum management system [Curriculog](#) which digitizes the workflow of curriculum development and approval, helping the College review course and program changes and improve communication on curriculum across campus.

Faculty members participate in a variety of campus committees such as the General Education Committee, Policy Committee, Diversity Committee, etc. They are also involved in the assessment

plan review process in which they assess two of the eight student learning outcomes each semester. Learning outcomes are assessed on a two-year rotating cycle using the Assessment Annual Update Template and [Criteria](#) for Review of Program Level Assessment Plans.

Expectations for student performance are expressed in various ways. Detailed expectations for student performance are defined in each course syllabus. For example this Math 1105 course [syllabus](#) includes standard disclosure, procedural, and responsibilities language common to all syllabi as well as specific information relevant to the course.

3.C.2 - All Casper College instructors are appropriately qualified, including all those in dual credit and contractual programs.

While most transfer program faculty members hold a master's degree (57%) or higher (23%) in the field in which they offer instruction, some of the applied and technical programs require their faculty members to have a bachelor's degree (16%), industry certification, or professional licenses and/or work related experience. Faculty members with a master's degree in a discipline other than what they teach must complete a minimum of 18 graduate credit hours in the discipline they are teaching. Full-time, part-time, dual credit partner (high school) instructors, and adjunct faculty members are required to adhere to the same standards as outlined in the [Faculty Credential Procedure](#).

Casper College adopted a formal [Faculty Qualifications Review](#) process in 2016. Under this process, Academic school Deans initiate a review of faculty members' qualifications at the point of hire, during regular reviews, or changes in assignment. Verification of qualification for individual faculty are forwarded by the Deans to the Vice President for Academic Affairs (VPAA) for review and recording.

Faculty credential requirements describing the degree, field, or alternative credential for each Casper College course prefix are listed in the [Faculty Credentials by Course](#) table. This collection of requirements developed by Deans and Department Chairs and Program Directors, is reviewed annually for currency and appropriateness. In some cases minimum requirements are set based on the program accreditation standards. For example the [Full-Time Nursing Faculty Minimum Qualifications](#) and [Standard Qualifications for Nursing Education Program](#) establish a higher threshold of faculty credential than the Casper College process requires.

As noted in section 1.D., in 1991, Casper College and the Natrona County School District (NCSD) formed the Board of Cooperative Educational Services ([BOCES](#)). Since that time BOCES has evolved to support several programs in Natrona County. Among them is the concurrent enrollment [program](#), which allows high school students from NCSD to take classes in their home high school and earn college credits from Casper College at the same time as well as tuition and textbook provision for high school students enrolling in Casper College courses on campus or online.

In the 2017-2018 academic year, Casper College offered a combined [38](#) concurrent enrollment courses in the NCSD high schools. Each concurrent enrollment course has a supervising Casper College instructor. High school instructors are required to have the proper credentials and follow the articulation guidelines in order to continue offering courses. For example, the Casper College English Department supports English 1010 offered at both large local high schools as a concurrent enrollment course provided the following conditions are met to ensure the quality of instruction and meet the department's outcomes. High school English instructors teaching an articulated Casper College English course are expected to:

- meet the minimum qualifications of the English Department to teach composition;
- attach the department course outcomes to their syllabi;
- submit their syllabi to the academic assistant of the School of Fine Arts and Humanities;
- participate in departmental assessments; and
- be evaluated annually by the English department chair.

In addition, the English Department also encourages all BOCES adjuncts to attend department meetings and to participate in departmental activities and committees. The 2017-2018 English Department [Report](#) addresses a comprehensive guidelines on articulation, dual, and concurrent enrollment.

This [Memorandum of Agreement](#) for Dual and Concurrent Enrollment highlights the procedures and regulations between Casper College and NCSD; while this [course listing](#) outlines the courses that articulates to Casper College as part of the articulation agreement.

3.C.3 - Casper College instructors are evaluated regularly in accordance with College policy.

Casper College is committed to teaching excellence, lifelong learning, and a culture of student success through a rigorous [tenure process](#). The process is collaborative, mentoring, and evaluative to help develop new faculty; and is designed to encourage a successful outcome which benefits faculty, students, and the institution. The tenure process is outlined in a Board of Trustees Faculty Tenure [policy](#) updated in 2013. As part of the tenure process, a committee completes peer observations and evaluations of the candidate faculty member. During year four (semester seven) of instruction, the committee submits a tenure recommendation form to the Vice President for Academic Affairs (VPAA). Probationary faculty members are also required to submit a written self-evaluation to the VPAA.

Casper College has a Board of Trustees Faculty Performance Evaluation [policy](#) for all faculty employees who teach credit bearing courses. The Academic School Dean schedules class observations and conducts teaching observations for tenured and non-tenured faculty employees who have taught at Casper College for four or more consecutive years once every three years. Faculty employees who have taught at the college for less than four consecutive years get evaluated at least once a year. Additionally, Casper College administration regularly evaluates courses. Each semester, anonymous student course evaluations, as outlined in the 2014 Board of Trustees [Course Evaluation policy](#), are conducted in all credit bearing courses with a minimum of five students. A summary of the course evaluations are provided to faculty members at the conclusion of the course after grades have been posted. Evaluations under this policy are conducted for all credit courses in every semester utilizing a digital platform for questionnaire and [reporting](#).

The Academic School Dean writes a report based on teaching observation, student evaluation, committee work, publications, etc. The report includes recommendations for improvement and training needs. Adjunct and part-time faculty members are subject to the same criteria as outlined in the [performance evaluation policy](#).

3.C.4 - Casper College has processes and resources to assure instructors remain current in their disciplines and teaching skills.

Casper College's commitment to providing professional development to faculty is evident by providing incentives such as, tuition waivers, tuition reimbursement for graduate coursework, professional development funds, and sabbaticals. Furthermore, faculty members can earn educational

advancement on the salary schedule by completing pre-approved conferences and seminars. Casper College allocates \$25,000-\$35,000 per year in professional development funds to the Faculty Senate to decide on \$500 stipends for faculty to defray professional development costs. Casper College also grants three to five sabbaticals each year under the Sabbatical Leave 3.0 [policy](#) revised in 2017. Selection, prioritization, and rationale is determined by individual faculty or Faculty Senate decision on approval are made by the Board of Trustees.

Additionally, the Digital Learning Center (DLC) developed a training course "Teaching with Moodle I" The first session commenced in the fall of 2016. The goal of this course is designed to help faculty members teaching online to stay current in the use of digital learning technology and pedagogy, increasing the quality of instruction offered to students. The DLC also holds two-day workshops for faculty each year, typically in the return week of spring semester in early January. These workshops may be in Learning Management System, technology used in online classes, pedagogy, or best practices in online learning.

3.C.5 - Casper College instructors are accessible for student inquiry.

To allow students individual meeting time with instructors, full-time faculty members are expected to meet minimal office hour requirements during the week as outlined in the Office Hours for Faculty Employees [policy](#). Faculty members teaching lecture courses maintain at least six office hours per week; those teaching a combination of lecture and lab maintain five office hours per week. Those teaching lab sections, which provide additional student contact time, hold four hours per week. Additionally, students have the option to contact the faculty either by phone or email as outlined in each course [syllabus](#).

An external indicator of faculty accessibility reported by students comes from the 2017 Community College Survey of Student Engagement (CCSSE) [report](#). Casper College student responses indicate benchmark scores for student-faculty interaction are higher at Casper College than for the 2017 CCSSE Cohort. For example, the report showed 19.8% of CC students responded they worked with instructors on activities other than coursework "often or very often" as compared to 11.9% of other students in the 2017 national CCSSE participant cohort.

3.C.6 - Casper College non instructional staff are appropriately qualified, trained, and supported in their professional development.

Staff members providing student support services have the relevant qualifications and appropriate experience for the respective positions. Staff in departments such as, Financial Aid, Student Success, Student Activities, as well as math and writing tutors all have training or documented experience relevant to the tasks they undertake. They also attend training and professional development opportunities on a regular basis to keep their qualifications current. For example, Financial Aid staff members attend seminars, training, and webinars provided by the U.S. Department of Education and national and regional associations. The Casper College Director of Financial Aid and staff attend four main conferences or trainings yearly—two national conferences (FSA Training Conference and NASFAA National Conference), one regional (Rocky Mountain Association of Student Financial Aid Administrators), one state (Wyoming Association of Student Financial Aid Administrators), and also a week long intensive training (Summer Institute from Rocky Mountain Association of Student Financial Aid Administrators).

Like Faculty development funds, staff and administrative alliances have allocations of professional development funds provided by the college to be administered by the alliance leadership each year. In

addition, most departments have funds set aside for conference attendance, training courses—both offsite and on-campus—intended to keep all employees growing as professionals as well as keeping as current as possible in the standards and practices of their field.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1 - Casper College provides student support services suited to the needs of its student populations.

Casper College is committed to the wellbeing of its students. The Student Success and Student Activities departments provide career counseling and planned activities throughout the academic year. These [activities](#) are open to all students and their families to give them a break from the pressures of student life and the opportunity to interact with other students. Activities range from intramural sports such as basketball, badminton, and volleyball to social events such as movie nights, tailgate parties, trivia nights, pep rallies, and many more. In spring 2014, a new Student Union opened, shared with the University of Wyoming-Casper, which has become the central location for student activities and gathering.

Dealing with depression, exploring relationship issues, adjusting to college life, working through life transitions, and developing study skills are common concerns among students. Casper College's professional counselors are trained to assist students, as well as faculty and staff, in examining and resolving these and other difficulties that might interfere with educational and personal success. The counselors offer individual, couples, family, and group counseling as well as consultations and crisis intervention. These services are free and confidential. The Casper College Student Health Service Office is part of the Campus Wellness Center and is housed in the Student Union, Room 202, where a registered nurse is in charge. [Services](#), most of which are free, are available for students and employees with current college-issued ID cards.

In order to best provide effective financial and academic advising to students, college financial aid personnel are required to go to the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA) [Summer Institute](#) for a week of training each year. All financial aid staff also participate in webinars provided by the Department of Education and by the National Association of Student Financial Aid Administrators (NASFAA). They also attend the annual conferences of NASFAA, RMASFAA, and Wyoming Association of Student Financial Aid Administrators (WyASFAA). Employees also attend the Federal Student Aid (FSA) conference.

3.D.2 - Casper College provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

The [World Languages Lab](#) supports the World Languages Department, equipped with computers for use in listening to audio files to complete homework, as well as workbook and lab manual exercises. Additionally, World Languages students may record oral activities, which are submitted to their instructor, as well as watch assigned video clips that accompany the textbook and then complete assignments based on the video. Rosetta Stone programs in German, French, and Spanish are loaded on three computers, which students and members of the community may use. The department also sponsors The World Languages Cafe where international students, German Club, French Club, and Spanish Club meet.

The [Math Learning Center](#) provides math tutoring for students in any course on a drop-in basis. In addition to one-on-one tutoring, current texts and solutions manuals are available for use on a limited basis and calculators can be rented for the semester. Videos and CDs that accompany some of the math texts are available for check out, and many resource texts and other materials are available for use. Computers with access to current math programs and the Internet are provided for student use.

The [Writing Center](#) is a free resource for students, faculty, and staff of Casper College and the University of Wyoming-Casper. Trained peer assistants work with writers and their coursework needs, regardless of discipline, as well as writers with personal projects such as resumes and cover letters, as well as scholarship and program application letters. Tutors use a variety of strategies to assist authors at any stage of the writing process, from generating ideas to drafting, revising, and editing strategies. Writing Center resources include textbooks; APA, MLA, and Chicago Manual of Style citation manuals; Internet resources; and handouts. The director of the writing center is certified as a Teacher of English as a Second Language (TESL) and attends conferences and trainings such as the College Reading and Learning Association (CRLA), National Association for Developmental English (NADE), Teachers of English as a Second Language (TESL), the National Writing Center Conference, College Reading and Language Association (CRLA), and Conference on College Composition and Communication (CCCC). The Writing Center Coordinator also attends regional workshops of the Colorado and Wyoming Writing Centers Association and Southwest Association for Developmental Education (SWADE).

In the Summer of 2017, Casper College replaced its online tutoring service and began utilizing an online tutoring service called [NetTutor](#) as noted in section 2.B. Embedded in Moodle, the tool provides tutoring services to the college's distance learners as well as traditional learners through the Casper College learning management system Moodle. This expanded service to all students on campus have given every student access to a tutoring service especially those students who cannot make the Math Learning Center and Writing Center because of work and other commitments.

The Placement Coordinators for math and English create a placement profile for each student enrolled in [English](#), [Math](#), Chemistry, Physics, and Statistics courses to ensure proper placement. This involves reviewing test scores, transcripts, and other measures for approximately 4,000 students annually. In addition, the coordinators review, record, and notify students of Tailwind (placement test) scores and placement levels. The coordinators work closely with department chairs and deans to monitor course enrollments and the need to add or delete sections. The coordinators also assist transcript evaluators with transfer credit decisions.

The primary purpose of the [Testing Center](#) is to support academic excellence through the diligent administration of exams for many digital learning classes and some makeup exams for campus classes. The Testing Center also supports the campus community by administering some testing with accommodations. Casper College Testing Center contracts with several professional testing companies to offer certification exams to help Casper College graduates and community members meet their professional goals or enhance employment opportunities. The Testing Center also provides proctored test administration for students of other institutions. The Casper College Testing Center is a National College Testing Association (NCTA) [certified](#) testing center. As a result of this certification, the center practices and policies are guided by the NCTA Professional Standards and Guidelines.

3.D.3 - Casper College provides academic advising suited to its programs and the needs of its students.

Casper College requires advising for degree-seeking students once each semester. Applicants are invited to meet with an adviser for their major when [admission](#) and advising requirements are met and registration for the intended semester has begun. During the initial advising each student is assigned an adviser appropriate for their program of study and career goals. Students are directed to meet with this adviser each semester continuously until graduation or transfer. Advising ensures that students are taking appropriate courses to make academic progress for their declared program of study, academic and career goals, and transfer needs. Advisers also serve to help students navigate institutional and instructional policies. One-on-one advising for students is also important to help identify student needs for additional personal, academic, and career support. Adviser and advisee roles and responsibilities are outlined in the [catalog](#).

3.D.4 - Casper College provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.

Casper College students and instructors are afforded appropriate facilities and resources to facilitate effective learning. Through partnership between the Casper College Information Technology department (IT) and the Digital Learning Center's (DLC) Audio Visual team, nearly every classroom on campus is equipped with a digital display system, embedded audio systems, and a standardized wall mounted interface for connecting any output device. The display systems include digital projectors, flat panel large monitors, interactive whiteboards, or subject or industry specific display devices. Audio systems include device mounted or ceiling mounted speakers and amplifiers appropriate to the displays and the space. Students and instructors also have access to a comprehensive set of wireless networks in all instructional and collaborative spaces. Wireless access includes an academic network requiring employee or student authentication using Casper College issued credentials, and a publicly available guest network.

3.D.5 - Casper College provides to students guidance in the effective use of research and information resources.

The Casper College [Goodstein Foundation Library](#) provides classroom instruction on information literacy competencies. Included is instruction on how to use print and electronic library resources to find, evaluate, and use source material for classroom assignments. On average the library gives 150 research methods and information literacy lectures annually. Students can also visit the library's reference desk for individualized research support. On average, reference desk personnel answer 1,073 research questions annually. The Casper College Goodstein Foundation Library has over

63,000 books in the collection available for faculty, staff, students, and community members. Of that number, 3,800 of those books are in the Juvenile Collection, 544 of them are in the Young Adult (YA) and Popular Reading Collections, and the remaining 61,656 are in the main collection. Along with the physical collection, the library provides access to over 620,000 e-books, 402 databases, 50 print periodicals and 72,000 online periodicals. The seven Wyoming community college libraries enjoy access to many of these databases that support student learning thanks to support from the Wyoming Community College Commission (WCCC) and the Wyoming Legislature. In 2014 the library completed a review of the book collection that identified subjects with title deficits in currency, relevancy, and accreditation support. A comprehensive collection improvement plan was developed to address these deficits using the Bowker Book Analysis System (BBAS) to compare the library's book collection to a core list of recommended titles for an exemplary college library. The Library team set a two-year goal of reaching 20% of BBAS core titles and in the last year the library purchased 2,435 new books for the collection and increased BBAS holdings by over 3% to 18%.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E1 - Co-curricular programs are suited to Casper College's mission and contribute to the educational experience of its students.

Casper College provides resources for instructors to develop programs which complement the academic curriculum for learning enrichment. [Policies](#) for facilities, funding, staffing, travel stipends, and support are established to provide these resources for students and instructors who seek to expand the educational experience beyond the classroom.

Casper College has well-established co-curricular programs which have proven to be essential to enriching students' experiences. Creativity is not absent, though, as new programs and ideas are encouraged and supported. The [Center for Learning through Service](#) was first established in 2006 to offer students and faculty support and opportunities in volunteerism, community engagement, and public service. The center has through the years facilitated training for faculty, coordinated community service opportunities for students to meet class requirements, and organized an annual alternative spring break service trip. The [Honors program](#) was created in 2007 to provide student opportunities to explore ideas and debate outside their majors. The program has offered honors sections of existing courses, created new courses, and supported 40-50 student members with semester by semester scholarships. The [International Education](#) program was initiated in 2006 to focus on the Academic Affairs side of international student opportunities. While inclusive of enrolled students from international locations, the International Education program has focused on course-based opportunities for students and staff to experience other nations and cultures for 7-14 day trips. The International Education program has also hosted Fulbright Scholars on campus. The program also coordinates an exchange program with the Education Ministry of the Netherlands through which faculty and other Casper College employees have hosted Dutch counterparts in the fall and then been hosted themselves by their Dutch partners in the spring. An additional co-curricular program—[Learning Communities](#)—launched in 2008. This program facilitates and provides resources to faculty and students participating in learning communities linking two or more courses in shared projects, integrated instruction, or other partnerships supportive of student collaboration. The program was placed on hiatus for the 2018-2019 academic year due to low participation. After review and feedback from Faculty Senate in the upcoming year, the future of Learning Communities at Casper College will be re-evaluated.

The Student Activities Program at Casper College is geared to the wants and needs of students,

faculty, and staff. It is the goal and mission of the Student Activities department to contribute to the holistic vision of Casper College by providing co-curricular and extra-curricular activities that help develop a more well-rounded student inside and outside of the classroom. The more a student is involved in his or her campus community, the better their campus experience will be, thus accentuating a better quality of life. The Student Activities office offers individual, dual, and team intramural sports for male, female and co-recreational participation. Intramural activities range from traditional sports such as flag football, basketball, and slow-pitch softball to non-traditional sports such as dodgeball, spikeball, and bubble soccer. Some activities are scheduled over an extended period (4-5 weeks) while others take place during one or two afternoon or evenings. Most teams play once a week, and contests are scheduled during the late afternoon and evening hours. Throughout the year, Student Activities also hosts special events such as performances by comedians and, hypnotists, BBQs, dances, T-Bird Nest Fridays (gatherings in the recreational area of the Student Union), and family fun events for non-traditional students.

3.E.2 - Casper College demonstrates claims it makes about the quality of students' educational experiences.

Casper College offers a variety of noncredit courses and workshops for students who are looking for professional development or personal enrichment. Community Education offers fun and interesting classes for personal development and growth. The Osher Lifelong Learning Institute (OLLI) at Casper College is a program created for adults age 50+ who wish to continue learning and exploring. OLLI provides a vibrant community offering a rich array of short courses, field trips, and lectures of particular interest to adult learners who are interested in taking short-term, noncredit classes. Casper College offers Continuing Education Units (CEU) based courses designed to keep an individual up-to-date on the latest practices, techniques and skills in a profession, hone knowledge in preparation for profession testing, support in preparing for career advancement or increase skills to improve success for the next job. Casper College also offers several career training programs through the Center for Training and Development that offer preparation for employment through such programs as career training, Certified Nursing Assistant (CNA), Mine Safety and Health Administration (MSHA), Occupational Safety and Health Administration (OSHA) and other industry safety courses. Through Adult Learning Center, students without a high school credential can take the Adult Basic Education courses, prepare for the High School Equivalency (HSE) test, receive English as a Second Language assessment and instruction, and learn the rights and responsibilities of U.S. citizenship.

Sources

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Casper College provides high quality education, wherever and however its offerings are delivered.

Casper College is committed to maintaining high quality relevant [courses](#) and programs. The college offers 120 associate degree programs and 43 certificate programs across five academic schools. Casper College's curriculum development policy demonstrates the College's dedication to best practices and faculty-lead curricular oversight. Casper College dedication to effective teaching is reflected in its commitment to relying primarily on full-time [faculty](#). In 2017-2018 Casper College full-time faculty numbered 140. For the same period, adjunct and dual credit instructors in local high schools were 120. Casper College students and instructors are afforded appropriate facilities and resources to facilitate effective learning, through partnership between the Casper College Information Technology department (IT) and the Digital Learning Center's (DLC). Casper College provides resources for instructors to develop programs which complement the academic curriculum for learning enrichment. Policies for facilities, funding, staffing, travel stipends, and support are established to provide these resources for students and instructors who seek to expand the classroom.

The Digital Learning Center ([DLC](#)) provides professional development which helps faculty learn new technology that they can incorporate in their classes, through training, webinars, and workshops. The DLC supports fourteen programs that are available 100% online with over 50 that are available 70% or more online. Casper College participates in the Quality Matters (QM) framework. In 2014 Casper College was an approved institution by the National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)) through the Wyoming Community College Commission's statewide shared agreement.

Through the financial support of a local Board of Cooperative Educational Services ([BOCES](#)) local high school students can meet requirements for high school graduation and college credit in specifically articulated courses. High school students are also able to enroll in on-campus or online courses funded by BOCES. All standards applied to Casper College faculty for training or experience are applied to BOCES partner teachers and adjunct instructors.

Sources

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4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1 - Casper College maintains a practice of regular program reviews.

Casper College conducts annual department reporting and tri-annual department reviews with the Vice President for Academic Affairs. The process includes a standard department report template reviewed and updated by departments each spring (February) to coordinate with the budget development process.

Reports include:

Department/Program Vision, Mission, Philosophy and Description
Vision Statement
Mission Statement
Philosophy
Articulation Agreements (if applicable)

- Advisory Committee – Membership and Function (if applicable)
- Special Events or Activities
- Personnel
- Enrollment Trends Data (Past 5 years)
- Program Strategic Planning Report Summary
 - Goals for 20xx-20xx
 - Strengths
 - Challenges
 - Resource Needs for Next Year
- Assessment Updates
 - Executive Summary (bullet points)
 - General Education Outcomes Assessment
 - Department/Program Name:
 - Student Learning Outcomes and Assessment by Degree/Certificate
 - Assessment Activities and Results (raw data reports)
 - Assessment Analysis – What changes have you made or do you plan to make in this degree or certificate based on your assessment data?
 - Department/Program Level Assessment Results & Analysis

This department reporting model has been in place at the college for many years and addresses aspects of program history and operation more than strategic planning. As a result, the decision was made in fall 2016 to explore a new, comprehensive academic program review. In December 2016 and January 2017, campus-wide meetings were held to review the data collected and the procedures used to complete the academic program review. Following these review meetings, a working group began in February 2017 to formalize the academic review process, develop a schedule for analyzing department reports, and complete program reviews. Starting in fall 2017, the newly formed Program Review Committee began to combine, modify, and supplement the current model to create a more detailed document, which culminated in the development of the [Comprehensive Program Review](#). The new Comprehensive Program Review will include items updated annually, items updated as needed, and items updated on a five-year rotation. This is a more strategic process with one cohesive template document and a recommendation for a supporting [policy](#). It is intended to generate discussion and planning about program change more effectively than the current version. The policy recommendation will be addressed by the Policy Committee allowing for maximum faculty input. The final version of the document template and schedule for review are scheduled to be implemented starting in the 2018-19 academic year.

4.A.2 - Casper College evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

Casper College accepts credit from other accredited institutions of higher education. Credits from an institution on the quarter system are converted to semester hours (a quarter hour is two-thirds of a semester hour). Fractions of hours are not rounded. The registrar determines academic status and credits accepted toward an associate's degree or certificate program at the time of admission. Guidelines for accepting transfer credit are provided to students in the [Academic Catalog](#).

Credit is accepted from accredited institutions listed in the American Council on Education's Accredited Institutions of Post-Secondary Education and follows the guidelines outlined in the Casper College Catalog.

Transcript evaluations are completed for admitted students and indicate which coursework is equivalent to Casper College courses. Equivalency questions are referred to the appropriate department for determination.

A grade of 'D' or better will transfer to Casper College, yet may not meet prerequisites or program requirements. GPA does not transfer or add into the Casper College cumulative GPA. Students may be required to submit course descriptions to prove equivalency if the content of any course is not readily apparent or a catalog is not available. Casper College does not accept religion specific courses. Prior completed coursework may be reviewed to determine if students meet current prerequisite or course requirements. Students may challenge or retake these courses.

Students transferring U.S. Government courses from out-of-state institutions will still be required to complete the U.S. and Wyoming Constitution requirements for graduation.

[Credit for prior learning](#) (CPL) is a process which enables students to demonstrate learning and translate that learning into college credit. Casper College offers students three ways to earn CPL: by exam, professional certification, or military training and experience. Academic departments *may* identify courses that students can earn credit by taking an exam and coordinating with the Registrar to develop exams. The college also grants credit for appropriate scores on commercially available examinations such as: [College Level Exam Program](#) (CLEP), College Entrance Exam Board Advanced Placement Exam (AP), or International Baccalaureate (IB).

4.A.3 - Casper College has policies that assure the quality of the credit it accepts in transfer.

Casper College does not limit the number of credits transferred from another institution. Petitions for transcription of credit are evaluated against standards by the Registrar and require detailed information about the course(s) for which credit is being sought and approval from the relevant department chair and dean. These policies ensure quality and follow guidelines established by the American Council on Education's Accredited Institutions of Postsecondary Education. It is also clarified to students in the [Academic Catalog](#) they must earn at least 24 of the semester credits applied toward graduation through the completion of Casper College coursework, including at least six hours within the desired major and they must complete at least 15 of the last 30 semester credits applied toward graduation as a degree-seeking student at Casper College. The Vice President for Academic Affairs may waive this requirement in certain cases.

4.A.4 - Casper College maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Casper College dual credit programs are evaluated by the appropriate Casper College course instructor, department chair, and dean under terms specified by the Natrona County Board of Cooperative Educational Services (BOCES). Collectively, these individuals verify the prerequisite requirements, syllabi, and expectations for student learning to meet equivalent standards of Casper College courses. BOCES [course information](#) is housed at the office of the Vice President for Academic Affairs and Records Office. The Vice President for Academic Affairs, deans, and Natrona County School District principals review concurrent enrollment classes twice each year. As noted in section 3.C., dual credit high school instructors are required to meet the same standards as all other Casper College faculty (full-time and adjunct) as outlined in the Faculty Credential Procedure.

Casper College also adopted a formal Faculty Qualifications Review process in 2016. Under this process, deans initiate a review of faculty members' qualifications at the point of hire, during regular reviews, or changes in assignment. Verification of qualification for individual faculty are forwarded by the deans to the Vice President for Academic Affairs for review and recording. Program and subject level minimum faculty credential are listed in the [Faculty Credentials by Course table](#). This collection of requirements developed by deans and department chairs is reviewed annually for currency and appropriateness.

4.A.5 - Casper College maintains specialized accreditation for its programs as appropriate to its educational purposes.

As noted in section 3.A., Casper College offers 120 associate degree programs and 43 certificate programs across five academic schools. Sixteen of those programs are accredited by [external agencies](#). Each department at Casper College submits regular program reviews that include results of student outcomes for each degree, such as [Accounting](#), [General Business](#), and [Nursing](#). At Casper College, students benefit from quality assurance in various programs that are accredited by specialized accrediting bodies as listed in table 1.

Table 1.

Date of Next Reaccreditation	Name of Program	Name of Program Accreditor
2018-2019	Art	National Association of Schools of Art and Design
2018-2019	Dance	National Association of Schools of Dance
2018-2019	Medical Lab Technology	National Accrediting Agency for Clinical Laboratory Science
2018-2019	Nursing	Accreditation Commission for Education in Nursing
2018-2019	Pharmacy Technology	American Society of Health System Pharmacists
2019-2020	Addictionology	National Addiction Studies Accreditation Commission
2019-2020	Business and Accounting	Association of Collegiate Business Schools and Programs
2019-2020	Music	National Association of Schools of Music
2020-2021	Health Science Simulation Center	Society for Simulation in Healthcare
2020-2021	Paramedic Technology	Commission on Accreditation of Allied Health Programs
2020-2021	Theatre	National Association of Schools of Theatre
2021-2022	Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education
2021-2022	Paralegal Studies	American Bar Association

Date of Next Reaccreditation	Name of Program	Name of Program Accreditor
2023-2024	Early Childhood Education	National Association for the Education of Young Children
2024-2025	Radiography	Joint Review Committee on Higher Education in Radiologic Technology
2024-2025	Respiratory Therapy	Commission on Accreditation for Respiratory Care

4.A.6 - Casper College evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs.

Casper College is working to better understand the successes and opportunities to improve with respect to its graduates. The college regularly reviews student transfer information on next step enrollments and reported graduation from the Student Data Clearing House. Additionally, Casper College reviews data shared by the college's largest transfer partner, the University of Wyoming in annual fall [summits](#). The Wyoming Community College Commission (WCCC) has been working with all seven state institutions and the single state university to develop the Wyoming State Data Warehouse. This system provides each institution with Casper College data and comparison data from the other institutions on enrollment, graduation, and—in partnership with the Wyoming Department of Workforce Services—in-state resident graduate [wage](#) data. The wage information allows some analysis of graduates or former students who left without graduating who are working in the state of Wyoming. The data set does not make a distinction between full-time or part-time employment.

Individual programs and departments do collect and report data on graduates. Specifically, many of the specialized accreditations listed above require the department or program at Casper College to report on the status of graduates to retain continued accreditation. For example, as noted in 3.A, the Casper College Occupational Therapy Assistant (OTA) program in 2016 had a 71% graduation rate and a 95% pass rate on the National Board of Certification of Occupational Therapy (NBCOT). The Radiography program class of 2015 had a 100% pass rate on the American Registry of Radiologic Technologists (ARRT) exam. The Medical Laboratory Technician had a 100% graduation rate in 2015 and a 75% pass rate on the American Society for Clinical Pathology Board of Certification (ASCP BOC) national examination while the Pharmacy Technology program had a 100% pass rate on the Pharmacy Technician Certification Exam (PTCE) and a 100% placement rate for 2016.

Sources

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1 - Casper College has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Casper College has eight clearly defined institutional Student Learning Outcomes (SLO) that were approved by Faculty Senate in the fall of 2012.

Casper College believes "As graduates of Casper College, students will be able to:

- Demonstrate effective oral and written communication
- Use the scientific method
- Solve problems using critical thinking and creativity
- Demonstrate knowledge of diverse cultures and historical perspectives
- Appreciate aesthetic and creative activities
- Use appropriate technology and information to conduct research
- Describe the value of personal, civic, and social responsibilities
- Use quantitative analytical skills to evaluate and process numerical data"

Through the implementation of the outcomes, each syllabus for every credit-bearing course identifies the outcome(s) the course meets and assignments which align with learning outcomes. Faculty submit assignments that align with specific learning outcomes each semester for two of the eight general education outcomes. The Assessment Department conducts scoring sessions twice a year involving 20 volunteer faculty members (10 faculty per institutional outcome) from various departments who review and score the assignments using American Association of Colleges & Universities (AAC&U) VALUE rubrics.

Faculty members collectively create a qualitative institutional feedback report for each outcome session. In addition, a quantitative metric is used by totaling the score mean on student proficiency aligning with the rubric criteria. This quantitative data is used to create benchmark proficiency to follow student trends. The data is used to determine if course assignments align with the SLO's as well as demonstrate student proficiency. The Assessment Committee provides [feedback](#) to students, staff, faculty, administrators, and executives for continuous improvement and to identify changes that need to be made as a result of findings. Some identified changes include changes to pedagogical

professional development, recommendation of new instructional tools, and uniformity of faculty expectations of students. Feedback reports and assessment information are available in the [assessment section](#) of the Casper College website.

4.B.2 - Casper College assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Work is carried out in the classroom to improve student knowledge and communication skills in a wide array of topics. The college's curricular and co-curricular programs are a vital method of teaching students social, political, and organizational skills that are better learned in club activities as opposed to the classroom setting. Casper College has 84 active [co-curricular organizations](#) with 1,709 participants. Casper College is in the beginning phases of assessing achievement of learning outcomes with co-curricular programs. The college defines [co-curricular](#) as programs, activities, and learning opportunities that are an extension of formal learning. Currently, an assessment framework has been developed that must be adapted to each individual co-curricular organization. The Student Activities Coordinator at Casper College received administrative support to implement a pilot assessment process beginning fall of 2017. Administrators, faculty, and staff at Casper College are committed to helping students become more successful and capable.

4.B.3 - Casper College uses the information gained from assessment to improve student learning.

Casper College has a standing [Assessment Committee](#) that works to develop reports and communicate findings in order to improve student learning. As a result of the information provided through [feedback reports](#), many departments and schools have begun the process of using one documentation style for all classes. For example, the Business Department chose to use the American Psychological Association (APA) documentation and citation style and the English Department has offered refresher courses on APA for interested faculty. Also, based on the assessment feedback, concerns about plagiarism were noted. As a result, Casper College adopted the anti-plagiarism tool, Turnitin.com, to help detect academic dishonesty. Assessment feedback was also instrumental in updating computer hardware and software in the college Writing Center.

A record of institutional changes called the [Assessment-Driven Changes](#) is posted on the Assessment webpage. The changes are collected in a [form](#) for faculty and staff feedback on assessment-driven changes made as a result of the institutional student learning outcome scoring feedback reports. This information is also collected, documented, and discussed with the President, Academic Vice President, deans, Faculty Senate, administrative and staff alliances, and Student Senate each semester to identify recommendations for course, department, and institutional changes.

4.B.4 - Casper College's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

As detailed in the Casper College assessment plan, reviewed and accepted by the HLC in 2014, an analysis of student artifacts evaluated by specific rubrics address each institutional learning outcome once every two academic years. The rubrics are modified from the Value Assessment of Learning for Undergraduate Education rubrics (VALUE), produced by the Association of American Colleges and Universities (AAC&U). For this process to be successful, student artifacts (i.e., individual pieces of coursework) are submitted to the Director of Assessment every fall and spring term by faculty from a variety of disciplines. Faculty complete a cover sheet identifying the outcome that the artifacts meet,

the number of artifacts submitted, and the specifics of the assignment. During the fall and spring semesters, other faculty volunteers score the randomized and anonymous artifacts (other than those from their own courses) using a VALUE rubric previously chosen by the Assessment Team as corresponding to the respective outcomes. The Assessment Office catalogs the artifacts under the outcome number, and they are filed by outcome number and placed in a locked cabinet.

To select student artifacts for review, the Assessment Office randomly selects twenty student artifacts from the assigned outcomes for that semester, anonymizes the artifacts, makes copies, and creates twenty identical binders that include an AAC&U VALUE rubric for each artifact. In the meantime, the Assessment Office schedules two scoring meetings for faculty volunteers. In the first meeting, the assessment facilitator gives an overview of the process, explains the expectations, and answers any questions. The facilitator calibrates the scoring results for inter-rater reliability by walking faculty through the rubric, and they assess at least one artifact together as a group. After an initial scoring session, the faculty score the rest of the artifact assessments individually. Approximately two weeks later, the group reconvenes to discuss their findings regarding the outcome assessed. The comments are documented and formatted into a feedback report. The scores from the rubrics are then calculated, and data are generated to demonstrate process findings. This process is duplicated twice yearly for two outcomes each time, and is on a continual cycle. Comments are documented and formatted into a feedback report. The feedback reports are shared across campus and also published on the Casper College [Assessment website](#).

This approach to assessment of student learning outcomes was developed by a small team of faculty and administrators as part of a HLC hosted Assessment Academy training event held in St. Charles, Illinois in fall 2012. While not full academy members, Casper College sent the team, learned a great deal about assessment plan approaches, and was able to build a successful framework from the experience. As noted in 5.D, the college was able to respond successfully to a 2009 request from HLC for an assessment plan by leveraging the ideas and learning available at the academy event.

Sources

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1 - Casper College has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Casper College graduated from the HLC facilitated Academy on Persistence & Completion in spring 2018. This completion meets the Quality Initiative requirements of HLC reaffirmation of accreditation in the Open pathway. The Academy process for Casper College began in 2014 with initial formation of a Persistence & Completion Academy (P&C) team. This group selected the data development track of the academy and set to work implementing a survey of student intent and developing a process for student focus groups on advising. For the 2014-2015 and 2015-2016 academic years the P&C team expanded the data collection available to the college by conducting an intent survey at the start of semesters and by conducting focus groups with students in on-campus classes with planned faculty absence (for professional development for example). Though the survey participation and logistics created barriers to complete data and focus group participation was smaller than desired the team did learn from the process. In the summer of 2015 Casper College seated a new president, a new Vice President for Academic Affairs, and in 2016 new Institutional Research staff. These changes and the President's desire to expand the focus on student enrollment led to a blending of the P&C efforts with a Strategic Enrollment Planning (SEP) process in 2016. These efforts culminated in a successful HLC Persistence & Completion Academy graduation in May 2018 and the submission of a Results Forum presentation [poster](#).

The Strategic Enrollment [Plan](#) released in spring 2018 was developed by several planning teams that worked with Ruffalo Noel-Levitz consultants to create and implement a comprehensive strategic enrollment plan (SEP). This plan aligns with the institution's vision, mission, values, and goals from emerging strategic initiatives and plans for Casper College.

The plan is predicated on:

- College-wide representation and engagement is imperative for success.
- The strategic enrollment planning process is dynamic and continuous.
- Recommendations are based on data and best practices.

Many constituents across campus worked to facilitate the institution's commitment to the SEP process and plan. This was done by analyzing available data, requesting and analyzing additional data, soliciting feedback, questioning current processes and practices to effect positive change, generating measurable performance indicators in an effort to serve students better, and respond to changing enrollment patterns at Casper College. The SEP identifies three Key Performance Indicators (KPIs), (1) Enrollment (semester and unduplicated annualized, overall headcount and FTE, BOCES, transfers, non-degree seeking, online), (2) Student Progress (new students first to second-year retention [IPEDS] and graduation rates [IPEDS], persistence rates, transfer rates, completers [IPEDS]), (3) Diversity Enrollment (numbers enrolling and percentage of students from diverse backgrounds or under-represented groups demonstrating success). In order to reach these KPIs more detailed planning goals were developed to offer structure and strategic support to improvement efforts:

(1) Increase overall enrollment through Review of Academic Programs.

In order to attract new students and retain current students, Casper College will provide academic programs that relate to student demand and lead to an educated workforce where employment opportunities are available.

(2) Increase retention, persistence, graduation, and completion of current and future students.

To attract and retain students, Casper College will strive to provide a supportive, responsive and collaborative environment focused on the success of students.

(3) GOAL: Improve efficiency and effectiveness through systems and process.

To retain students without additional physical and human resources, Casper College will strive to improve operations within the college. Improvement in process and efficiency will provide a more informed campus community and allow for resources to be realigned to work toward enrollment growth.

(4) Implement a comprehensive Marketing Plan that supports enrollment, campus climate, campus partners, and Casper College friends.

In order to realize consistency and recognition of the Casper College brand, a coordinated and collaborative marketing and recruiting plan should be developed. Casper College is already progressing toward significant brand identification, this should be coordinated through the recruitment process.

(5) Implement a comprehensive Recruiting Plan that supports enrollment, campus climate, campus partners, and Casper College friends.

Improve recruiting and increase the number of prospects. In order to address the concerns regarding fiscal health, Casper College will create and analyze an admissions flow. These data analysis will be used to create a metric used with funnel analytics. This is the starting point to further study potentially increasing efforts in additional markets, new markets, increase conversion and possibly yield.

Additional information about [SEP planning](#) is available on the Casper College website. The plan is in transition from a Strategic Enrollment Planning process to an institutional standard practice of Strategic Enrollment Management (SEM). To retain focus on the ever-changing needs of students and the institution in SEM, the plan will be updated quarterly as additional data and opportunities come to light. KPIs of the plan are established and will not change often. However, this regular review may lead to adjustments to goals and strategies as a result the SEM leadership will monitor and assess progress and revise the plan at a minimum of once per year.

While the SEP and SEM efforts are a Casper College specific initiative other statewide efforts have influenced retention, persistence, completion, goals. Wyoming joined the national Complete College America initiative in 2013 at the request of the governor. The statewide project was repackaged as Complete College Wyoming. In its work on the Complete College Wyoming initiative, the Casper College developed several measures to determine how students are learning. The statewide goals are to increase the number of degrees granted at state colleges and the university and to improve overall completion rates. Casper College collaborates with the other community colleges in the state to develop common metrics to monitor effectiveness. Those metrics are tied to retention rates, success in first-year courses, credit accumulation, transfer rates, graduation rates and successful remediation.

Goal One: Increase community college certificate and associate degree recipients by 5% annually, with the base year of 2011-2012 and a time period of 10 years to end in 2021-22.

Goal Two: Ensure that degree-seeking students complete their first college-level math and English during their first 30 credit hours.

Goal Three: Develop metrics to measure persistence and success.

Goal Four: Develop capability and support for Guided Pathways to Success. (e.g. Two-Year Plans, Four-Year Plans, Two + Two Plans. The University of Wyoming has developed a four-year plan for each academic program for a total of 135 plans. Community colleges have completed 119 Two + Two Plans to date and work continues).

Goal Five: Create statewide consensus for the persistence and completion effort.

4.C.2 - Casper College collects and analyzes information on student retention, persistence, and completion of its programs.

Casper College tracks and studies student success information which describes goals students set for themselves. As part of this practice the college submits data on student retention, persistence, and completion to the Wyoming Community College Commission (WCCC) annually for inclusion in a Performance Indicator [Report](#) in which Casper College and data and information from the other six in the WCCC group are compared and shared. In the most recent available report (2015-2016) Casper College first time student [rates of retention](#) were 62% for full time and 31 % for part time students (retention rates demonstrate the number of students who return to or graduate from the same college in a subsequent term or terms). These rates compare favorably with the WCCC data from the same time in which the aggregate full-time [retention](#) rate from fall 2015 to fall 2016 was 57%. Persistence rates in the same report similar range with 68% full time and 35% part time compared to WCCC rates of 67% and 33% (persistence rates demonstrate the percentage of students who return to or graduate from any institution in a subsequent term or terms). [Completion](#) rates were 32% (200 of 640 students completed a degree or certificate in 150% of normal time) in 2015 for Casper College compared to a 30% rate reported by WCCC colleges for the same cohort.

4.C.3 - Casper College uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Casper College has responded to student retention, persistence, and completion data by adjusting recruitment, advising, instructional support, and infrastructure to address reported or perceived opportunities for improvement. As a result of data gathered as part of the [Persistence & Completion Academy](#) and the [Strategic Enrollment Plan](#), development of recruiting materials, outreach practices, and enrollment pipeline requirements were improved. Rather than printing and mailing large quantities of material to potential students, more new media and digital outreach is taking place. Rather than attempting to have recruiting staff physically visit most of the high schools in the state, recruiters now spend their time at larger or historically high-return schools in more interactive settings. In the past, students applying for admission had to wait weeks for feedback and advising. Opportunities are now available for prospective student to apply online, receive rapid acceptance notification, and be advised within a ten-day time frame at four to five scheduled advising days over the summer.

4.C.4 - Casper College's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

Casper College values the confidence students place in the institution and its duty to protect privacy. Collection and analysis of all student data follows applicable law and internal departmental policy. Institutional policy development around data governance is underway. An institutional standing Data Governance Steering Committee reporting to the Vice President for Academic Affairs meets regularly to address issues involving data use, sharing, reporting, and security. This group resolves issues regarding operational working groups or a policy development subcommittee. For example, the Data Governance Steering committee resolved what elements of student data Casper College declares as directory information under The Family Educational Rights and Privacy Act of 1974 (FERPA) protections and approved the development of a directory information [statement](#) and student consent [form](#).

Casper College data is shared with the Wyoming Community College Commission (WCCC) as part of regular reporting requirements. The WCCC in turn has developed and implemented internal data use, security, and reporting procedures based on input from all the colleges in the system, legal requirements, and data use best practices. As data reporting and analysis grows at Casper College, end-users of reporting tools are protected from inappropriate access to secure data by the practice of filtering or suppressing the visibility of small cell numbers (5 or fewer student records).

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Casper College demonstrates responsibility for the quality of its educational programs, learning environments, and support services.

Casper College offers 120 associate degrees and 43 certificates, with sixteen specialized accreditations. Casper College conducts annual department [reporting](#) and tri-annual department reviews with the Vice President for Academic Affairs. The process includes a standard department report template reviewed and updated by departments each spring (February) to coordinate with the budget development process.

There are purposeful yearly meetings to review articulation agreements between institutions that provide viable options for students to transfer to regional institutions. Consistent policies and guidelines are used to evaluate transfer credit into Casper College which in turn provides for easy transitions into Casper College programs both from dual enrollment, concurrent enrollment, and transfer from other institutions.

Student transfer data and employment data of graduates is still an area for which Casper College can improve to track student success. Plans to gather information from newly formed data warehouses over the past year will allow community colleges from across the state to track this information more succinctly. There is also current coordination being developed between Casper College's Institutional Research Office, Records Office, Students Services, and Enrollment Services to track student data more specifically and streamline the collection process for more accurate and timely information.

Casper College evaluates its effectiveness for student learning.

Casper College has eight clearly defined institutional Student Learning Outcomes for general education. Every semester the faculty evaluates two of the Student Learning Outcomes and provides timely feedback of results to faculty so changes and modifications can be made to course outcomes.

Casper College is in a process of [Strategic Enrollment Planning](#) (SEP). Through the SEP plan the college has adopted three [Key Performance Indicators](#) and five primary goals to increase enrollment. The college has also adopted five goals from Complete College Wyoming that pertain to retention, persistence, and completion. Compiling data to track and measure goals related to retention, persistence and completion is a challenging task. Since the spring of 2016 the Wyoming Community College Commission (WCCC) has been working on a statewide data warehouse. The Institutional Research Department at Casper College generates reports of student retention, persistence, and completion.

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5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1 - Casper College has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Since opening in 1945, Casper College has enjoyed generous support from the Casper and Natrona County community, students, alumni, faculty, and staff. The State of Wyoming and Natrona County provide a great deal of funding for educational needs. The net position as of June 30th, 2017 for Casper College was 73.4 million. Net position is calculated by taking the total assets plus deferred outflows of resources less total liabilities and deferred inflows of resources. The figure is recorded in the [2017 Net Position Statement](#).

For the 2016-2017 Fiscal Year, Casper College spent approximately 51.7 million as shown in table 2.

Table 2.

Allocations	Millions of dollars	Percent
Instruction and research	19.4	38%
Institutional support	7.2	14%

Student aid	7.1	14%
Operation and maintenance	5.8	11%
Academic support	4.9	9%
Student services	3.8	7%
Auxiliary enterprises	2.9	6%
Public service	0.5	1%
Total	51.7	100%

In the [operating fund](#) approximately 77% of the budget is allocated to compensation (salary and benefits). Of the total [budget 2018](#), including all current [unrestricted](#) and [restricted](#) funds, the percentage is slightly more than 60%. Approximately 54.54% of the budget is spent toward serving students with 37.62% going to instruction, 7.42% going for student services and 9.5% going toward academic support. Casper College has an approximate 4.1 million carry over from the unrestricted operating fund based on the 2017-2018 budget.

Casper College receives funding from state aid appropriations and local tax revenues based on the Wyoming Community College Commission ([WCCC](#)) funding allocation. A portion equal to 60% of this support goes towards covering fixed costs. The other 40% of the allocation goes to cover variable costs and is dependent upon enrollment, successfully completed weighted credit hours, and successfully completed certificates and degrees. Fixed and variable costs are defined in WCCC Chapter 5 rules and the percentages are recalculated every four years. Actual percentages used in funding allocation vary among colleges, but the average fixed cost percentage is 60% and the average variable cost percentage is 40% among the Wyoming Community Colleges.

While financially stable, Casper College has experienced some changes to its fiscal resources since 2015 when the state and local economy slowed dramatically. As the majority of Wyoming's budget has historically been derived from energy industry revenues, the collapse of coal and oil prices in 2015 and 2016 created significant challenges, with respect to financial planning. As the local economy cooled, a large number of residents left the state in search of opportunities, further constraining resources as enrollment declined. Despite these challenges, Casper College remains financially healthy as indicated by the Composite Financial Index (CFI) 2017 score of 6.05 (excluding GASB68) as seen in table 3.

Table 3.

	FY 2017	FY 2016	FY 2015
Total Composite Financial Indicator Score	6.05	2.68	3.40

(Excluding GASB68)

As of the spring of 2018 Casper College had a total of 511 regular employees and another 161 student workers for a total of 672. This number included 86 administrative staff, 140 full-time faculty, 120 adjunct faculty, 126 full-time classified staff, 39 hourly staff, and as previously mentioned 161 students. Administrative positions are classified as professional, non-faculty roles

responsible for the management or operations of the college. They are exempt from the Fair Labor Standards Act (FLSA). Classified staff include all operational support positions. They are covered by the Fair Labor Standards Act. Current faculty contracts exempt instructors from the Fair Labor and Standards Act.

The Casper College Physical plant works to maintain, update, and clean all 28 Casper College buildings on [campus](#) and several more at the Casper College Ranch facility. Any staff member can submit a [work order](#) to the Physical Plant for maintenance, minor repairs, and upkeep. The Physical Plant employs a variety of skilled positions including several carpenters, vehicle mechanics, landscaping experts, and custodial supervisors. The Physical Plant also has retainers and contracts with other specialists such as electricians, plumbers, welders and masons which are called upon for specific projects. The Physical Plant employs an active grounds crew of 7 workers which is responsible for mowing, irrigation, and landscaping during the summer months and snow removal in the winter.

Casper College finished the last decade of improvements to the campus with a robust construction schedule. In August of 2011, Casper College opened new Residence Halls and the Walter H. Nolte Gateway Center. In August of 2012 Casper College opened the Early Childhood Learning Center which provides pre-school and childcare for children of students and employees. The new Music Building opened in August of 2013. The University Union, built in cooperation with the University of Wyoming, opened in January of 2014. These projects were paid for with a variety of funding sources including State of Wyoming capital construction dollars, general obligation bonds passed by the voters of Natrona County in 2008, revenue bonds, and contributions from the Casper College Foundation.

Casper College also employs a Department of Information Technology ([DoIT](#)) and a Digital Learning Center ([DLC](#)) to service and train faculty, staff and students on all technological needs. The Department of Information Technology maintains on-campus hardware and updates software on a regular basis. The Digital Learning Center assists the needs of both students and faculty engaged in on-line and hybrid learning modalities. The Digital Learning Center also trains instructors on new methods that may be incorporated into their instruction. Currently, there are 14 degrees and 4 certificates available entirely online. The college also offers more than 50 degrees or certificates that have 70% or more of their courses online.

5.A.2 - Casper College's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations.

Casper College spends more than 65% of its annual budget on educational needs, in the form of salaries for faculty members, equipment for classrooms, software for distance education courses and scholarships awarded to students. The college is also able to fund classroom renovations, technology updates, and necessary instructional tools each year. This part of the college's resource allocation process pays for new microscopes in biology labs, new Smart Boards in classrooms, or a new set of wrenches in the automotive department.

A majority of the instruction on campus is completed by full-time faculty, which allows students more access to teachers. In addition to granting faculty more time to focus on instruction, their employment status also allows them to be more involved with the workings of the college. For instance, most all of the college's [committees](#) include one or more faculty members. As an additional example, the accreditation teams (Steering Committee and Criterion Subcommittee chairs) include a full slate of more than 15 instructors who worked to complete this Assurance Argument. Full-time

instructors also complete most of the student advising on campus. Casper College currently has 140 full-time and 120 adjunct faculty members to assist with 120 associate degrees and 43 certificates.

As noted in 4.A, during the 2016-2017 year, the Vice-President of Academic Affairs conducted a pilot [Academic Program Review](#). The review is a process of evaluating academic programs against a set of criteria and measures related to Casper College's educational programs. The criteria and measures were developed to address the quality of education students receive, as well as the availability and demand for programs. The revised program review process has been submitted to the Policy Committee for development into a Board of Trustees policy in the fall of 2018. The intent is for this revised form of strategic program review to generate discussion and planning and better utilize shrinking resources in the most effective and student supportive ways.

5.A.3 - The goals incorporated into mission statements or elaborations of mission statements are realistic in light of Casper College's organization, resources, and opportunities.

Casper College's annual budget development process, regular review of facilities planning, and [organizational structure](#) attempt to balance the goals of the college with the realities of day-to-day operation. The budget development process in spring 2018, for example, addressed a projected shortfall in state funding and outlined expectations for all budget development participants to adjust accordingly. The [stated goal](#) of the Casper College Board of Trustees in their fall 2017 retreat was to avoid use of reserves in budget planning. To that end, the memo requesting budget planning in spring 2018 recognizes the resource limitation and stated planning "will require analysis, participation, and discussion to determine allocation of anticipated resources." While considering resource needs, the college also connects planning for future opportunities with the mission. In the ongoing Strategic Enrollment Planning ([SEP](#)) process the Casper College mission goals of "Increasing transferability of coursework and applicability of skills" and "Improving retention, completion, graduation, and student success rates" are connected intentionally to the Key Performance Indicators (KPI) of "Goal 1: increase overall enrollment through review of academic programs" and "Goal 2: increase retention, persistence, graduation, and completion of current and future students."

The [organization](#) of the college is always in flux, as is the case in most institutions. While fundamental structures and roles remain stable—a president reporting to a board, vice presidents and other executives reporting to a president—individual departments and roles are adjusted as needs change and circumstances dictate. These changes at Casper College, however, are always linked back to the mission, vision, values, or goal statements. For example, when changing demands for data driven by the SEP process necessitated re-organizing the Institutional Research department in spring 2018, the college value of "Forward Thinking – Intentional, innovative, and sustainable planning in the pursuit of excellence" was invoked to establish new roles and priorities for elements of the department within the organization.

As part of the college's commitment to responsible planning and insightful decision-making, in 2017 the President launched a new campus initiative and [committee](#) focused on data governance. The work of this group is in part a response to the wealth of data needed to successfully complete the SEP mentioned above, state level movement toward more data sharing among agencies and institutions, and the exponential growth in data collected and stored by the college. While in the early stages, the data governance efforts have generated a draft set of [principles](#) outlining the value of data both as an asset and a security responsibility.

5.A.4 - Casper College's staff in all areas are appropriately qualified and trained.

More than 76% of the college's total [budget](#) goes toward salaries, heightening the need to make sure that the college has the right people in the right positions. This begins with the hiring process, when the Human Resource department sets up the qualifications and training requirements needed for specific open [positions](#). The department then makes sure that candidates have the training and background for a position. Once hired, Human Resources regularly tracks new educational opportunities for employees including conferences attended as well as certificates and degrees earned.

To increase the knowledge base of college employees and to further enhance the leadership skills of personnel in leadership positions, Casper College instituted the Center of Excellence in 2010 to provide training sessions and educational courses. The center is the site for book club meetings, brown bag lunches, employee benefit seminars, job specific skill trainings such as machinery operation and safe vehicle operation and compliance trainings related to campus safety and national education research. The center also organizes Leadership Casper College, which allows 20 employees each year to take on leadership and professional development training sessions in order to either prepare them for a leadership position in the future or to increase their skill sets as existing leaders in the institution. The center will be expanding its training and professional development offerings in the future based on feedback from an annual needs assessment and collaboration with other stakeholders across various departments on campus.

In 2016, Casper College Academic Affairs finished a credential [review](#) of faculty qualifications per HLC guidelines. This review was completed at the direction of the Vice-President for Academic affairs, and carried out through respective deans and department chairs. Appropriate credentials were verified and documentation filed. In a few cases, faculty not meeting qualification were placed on [Academic Development Plans](#) to complete the appropriate credentials within a designated time frame.

Casper College provides ongoing professional development for new and tenured faculty. All new faculty members are required to be a part of the Mentoring Committee, which meets monthly in a group format, to cover an array of relevant topics and increase the likelihood of success. New faculty are also assigned to a tenured faculty mentor and they meet once per month to confidentially discuss concerns, the tenure process, and any other topics identified by the new faculty. Tenured faculty members also receive considerable support in their professional development. Examples of this include: [reimbursement waivers](#) for Casper College and University of Wyoming credit, faculty sabbaticals, access to institutional and school [faculty development funds](#), and salary incentives for educational advancement.

Finally, the college has demonstrated its dedication to learning by offering \$25,000 - \$30,000 each year in faculty development grants and by maintaining increase in the pay scale tied to educational advancement. For several years, the college provided innovation grants to employees who had ideas on how to improve the campus and student learning. Many of these grants involved monies spent on training sessions and learning opportunities.

5.A.5 - Casper College has a well-developed process in place for budgeting and for monitoring expense.

The best budgeting practices work to reduce budget complexity and simplify budgeting processes. Casper College does both. The college begins its budgeting process each January by [soliciting input](#) from key stakeholders. This allows Casper College to tie the budget to the institution's strategic goals while collecting information and making wise allocation decisions. In addition, by limiting the number of budgets required at the college and simplifying budgeting methods, Casper College is able

to spend more time deciding how to allocate those funds and more energy monitoring the progress of those decisions.

Another best practice is to create budgets that respond to changing environments. In reviewing budgets, administrators make notes about changes in the operation and environment of the college. Budgets are then revised as conditions change. This use of "rolling" forecasts rather than fixed traditional annual budgets allows the college to be more responsive to its students and the communities it serves. This is especially important currently, given the large drop in energy prices across the state, which has reduced [revenues](#) from the Wyoming legislature and decreased property values throughout Natrona County.

The strength of the monitoring of expenses is demonstrated each December when the college's Board of Trustees receives the [audit report](#) from a local accounting firm. For the past 25 years, the auditors have offered an [unqualified opinion](#) on the financial statements of Casper College. This includes no reportable conditions relating to the audit of the financial statements, no instances of noncompliance, and no audit findings relative to major Federal award programs.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1 - The Board of Trustees is knowledgeable about Casper College; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Casper College Board of Trustee meetings are held in the Walter H. Nolte Gateway Center, room 312, at 7pm, on the third Tuesday of each month unless otherwise noted on the college website. Student and faculty presentations are made at each of these board meetings to ensure that these stakeholders are able to share their experiences with the Board. This also provides Board members with opportunities to develop close ties to the internal workings of the college. The Board of Trustees hold less formal work session meetings on the same third Tuesday to hear standing reports of budget spending and discuss items as presented by the President or a Board member. Work sessions are public as are the official Board meetings, but are not used to make any decisions or take any votes. Work sessions are held at 4pm prior to the board meetings unless otherwise noted.

The Casper College Board of Trustees has primary responsibility for [approval and oversight](#) of the College operating budget. This is ensured by Wyoming [Statute 21-18-301](#), a mandated approval process which includes updates on development at monthly works sessions each spring, a formal preliminary hearing of the proposed budget in at the June work session, and a special July board meeting to formally approve the budget. In addition, the Casper College Board of Trustees authorizes, reviews, and accepts a full [audit](#) conducted by contracted third party auditors at the close of each fiscal year.

The Board of Trustees has [responsibility](#) for final approval of all policy academic and otherwise. The typical policy development process includes policy drafting—either original policy or update revisions—by the [policy committee](#), review by employee [alliances](#) (Faculty Senate and Administrative and staff alliance executives), and [College Council](#) review, discussion by the Board of Trustees at least one work session, before an official vote to adopt in a regular public Board of Trustees meeting. Policies, once adopted, are posted on the College [website](#).

5.B.2 - Casper College has and employs policies and procedures to engage its internal constituencies—including its Board of Trustees, administration, faculty, staff, and students—in

the institution's governance.

Casper College institutes policies and procedures using the process outlined below. The Board of Trustees, administration, faculty, staff, and students are able to participate and engage in this process through their [alliance](#) or association, public comment at meetings of the policy committee, [College Council](#), Board of Trustees work sessions, and regular Board of Trustees meetings. The [Policy committee](#) follows a standard policy change (creation or revision) process with specific steps to ensure consistency and transparency. When these steps are completed the appropriate form is submitted to the Policy Committee chairperson, who reviews the request. If the request is approved for further consideration, the committee writes a draft policy. The chair solicits information regarding the draft policy from internal and external sources, stakeholders, and people responsible for implementing and enforcing the policy. The committee submits the draft policy to College Council for feedback and review. Draft policies that College Council passes are sent to the alliance chairpersons for feedback. The President of the College submits draft policies that College Council passes on second reading to the Board of Trustees for their consideration and approval. The draft policy becomes an official institutional policy upon adoption by the Board of Trustees. The committee posts the approved policy on the college's [website](#).

Policies may have different purposes requiring different levels of development and approval. Institutional policies which provide direction for operations, administration, and programs generally share characteristics such as, broad application, management of institutional risk, enhancement the college's mission, assurance of compliance with applicable laws and regulations, or promotion of operational efficiency. Departmental policies are those which provide direction for employees or students within an office, department, or school.

5.B.3 - Casper College administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

All Casper College stakeholders play a role in guiding curricular decisions. Changes in Academic requirements are initiated by faculty. Then they are approved by the [curriculum committee](#) after a development path with a [comprehensive workflow](#) ensuring communication and collaborative approval at each step from an individual faculty member, through department and program heads, academic deans, Academic Affairs leaders, the Curriculum Committee, Deans Council, and in the case of degrees or certificates the Casper College [Board of Trustees](#) and the [Wyoming Community College Commission](#).

The Casper College administration collaborates with stakeholders when setting academic expectations by articulating goals and setting procedural guidance for operation of the learning environment. For example, the Vice President for Academic Affairs and Associate Vice President for Academic Affairs support the leadership of the Director of Assessment in facilitating the [General Education Outcomes Assessment Committee](#) and in organizing regular faculty scoring sessions of student assessment artifacts. Faculty collaborate with the administration represented by the Vice President for Academic Affairs and Associate Vice President for Academic Affairs, and Director of Assessment by participating as members of the General Education Outcomes Assessment Committee, collecting and submitting classroom sets of student assessment artifacts, and participating in collaborative sessions reviewing the student assessment artifacts using modified Value Assessment of Learning for Undergraduate Education (VALUE) [rubrics](#), produced by the Association of American Colleges and Universities (AAC&U). Staff collaborate with administrators and faculty by supporting

the communication, collection, organization, record keeping, and communication of the General Education Assessment process including supporting the meetings and scoring sessions conducted by the Director of Assessment and the General Education Outcomes Assessment Committee. Students collaborate with the administration, faculty, and staff in the General Education Outcomes Assessment process by producing assessment artifacts that can be submitted for review and by hearing the [findings](#) of the collaborative scoring sessions. This important step connects the work of the General Education Outcomes Assessment Committee, leadership with support from administration, coordination from faculty, and help of staff. After each iteration of student assessment artifact submission, review, and data collection, the General Education Outcomes Assessment Committee gathers specific [feedback](#) from faculty participants about how students, faculty, and the institution may improve based on the student assessment artifact review. This feedback is reported to all alliances, including student senate, executive leadership, and Academic Affairs leaders in schools and departments.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1 - Casper College allocates its resources in alignment with the College mission and priorities.

The Casper College campus master plan and the strategic plan guide allocation of resources. While the Board of Trustees approves the final budget, resources are allocated and prioritized by area in a decentralized manner. Each functional unit allocates its resources based on its mission which is also tied to the mission of the college.

Casper College [mission](#): "Casper College is a public, comprehensive two-year institution with a primary focus on student success that provides learning opportunities to enrich the lives of our students and community"

The existing Casper College mission statement is part of the current strategic plan. As reported in section 1.A., during the 2010-2011 academic year, faculty, administration, and staff members conducted a review of the vision, mission, values, goals, and strategic plan of Casper College. Their recommendations went to the College President, College Council, and ultimately, the Board of Trustees for approval in spring 2011. Over time, various college groups, departments, and programs changed slightly, and a review and update of the mission, vision, values, and goals was undertaken in 2015. These changes were minor and of an editorial nature. The changes were adopted by the Casper College Board of Trustees at their April 2015 meeting.

In July 2015, Darren Divine, Ph.D. took over as President of Casper College. Early in his tenure he requested volunteers to review the existing strategic plan last updated in 2011 with review of the existing mission, vision, values, and goals statements. A draft Strategic Plan 2016 was released to campus at start-of-the-year events in August 2016. In February 2017 the draft plan was presented to the Casper College Board of Trustees for consideration. Individual board members added commentary and asked for clarification in late April 2017. The President's Executive Council took up review of the draft document in fall 2017 with drafts regularly reviewed internally through April 2018. The Casper College Board of Trustees received the revised draft for consideration in early summer 2018. At the June 2018 regular meeting of the Board of Trustees the revised strategic plan

was adopted unanimously.

5.C.2 - Casper College links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Each semester, Casper College assesses two of its eight general education outcomes. Faculty from all disciplines submit student artifacts (e.g., individual pieces of coursework) to the Director of Assessment every fall, spring and summer term. As discussed in section 4.B., the artifacts are catalogued using one of the eight outcomes; once the artifacts are collected, a team faculty volunteers score 20 randomly selected artifacts using a Value Assessment of Learning for Undergraduate Education rubric (VALUE), produced by the Association of American Colleges and Universities (AAC&U).

Once the scores are turned in and tabulated, the faculty scorers meet to discuss what students did well and what the institution, schools, departments, and individual faculty could do to help improve student learning in that area. An assessment facilitator or faculty representative shares the feedback from the reporting sessions throughout campus at the faculty and student senates, all the alliances (representative employee bodies), Deans Council, College Council, school meetings, and department meetings. In addition, the Director of Assessment collects these data, and when a trend or commonality is identified, the director recommends institutional change to the Deans Council and the Vice President for Academic Affairs.

5.C.3 - Planning encompasses Casper College as a whole and considers the perspectives of internal and external constituent groups.

As an example of planning that considers the perspectives of internal and external constituents, the 2012 Master Plan refresh for Casper College is a model for many other processes. The Casper College 2012 Master Plan refresh provided a guide for near term building renovations (2013 – 2015 projects) and future development on the campus (2015 – 2030 projects). It integrated decisions from the 2006 Master Plan with current and future building projects on the campus. This Master Plan refresh was intended to inspire, guide and inform future decisions to allow the campus to develop with both a “campus sense of place” and a “collegial sense of place.” The 2012 refresh planning process was participatory and invited comment from the entire college community. The architectural planning team worked closely with the Steering Committee to assess problems and evaluate new ideas. Presentations were held at different points in the process to evaluate options and inform discussions. These presentations allowed participants to share ideas and concerns and to inform colleagues of proposed future development concepts. The 2012 Master Plan refresh followed this timeline:

- March 7, 2012 – A project kick-off meeting was held with the entire steering committee. General goals and expectations of the refresh process were expressed and documented.
- Last weeks of March 2012 – A questionnaire was distributed to all college deans and campus leadership to gather specific information concerning short term needs.
- April 4, 2012 – The architectural team met individually with each college dean and campus leadership to further define and coordinate the requests of the steering committee.
- April 18, 2012 – Preliminary findings and broad recommendations were presented to the steering committee for discussion.
- May 3, 2012 – A final set of recommendations was presented to the steering committee.
- May 16, 2012 – A supplemental day was held on campus to evaluate the Loftin Life Science building to further define the needs for laboratory space across various college curricula,

University of North Dakota, and University of Wyoming needs.

The plan was approved by the Steering Committee on June 2012 and recommended to Casper College Facility staff for scheduling of 2012 and 2013 renovation projects. Since the completion of the 2012 Master Plan refresh, much of the short term planned developments have been completed. As a result, an additional Master Plan refresh was commissioned in fall 2017 to be completed by summer 2018. This review and refresh is to expand upon the fundamental design decisions and campus community building principles developed in earlier plans. In January 2018 GSG Architecture and Robert Peccia & Associates were hired to analyze specific circulation items, general pedestrian, bicycle, and vehicle circulation, campus wayfinding, campus landscaping, and future facility growth needs. The “Refresh” planning process was participatory and invited comment from the entire college community. The planning team worked closely with the Executive Committee to assess prior problems and evaluate new ideas. The planning team took into account previous Master Plans from 2006, 2009, and 2012 and evaluated the work completed according to the plans as well as the concepts not yet been fully implemented. Work Sessions were held at different points in the process to evaluate options and inform decisions. Two different sessions were held in the Gateway Building with the Executive Committee, and breakout sessions for Krampert Theatre and the Greenhouses were held separately, with additional members of the faculty in attendance with more specific knowledge of programmatic needs. A survey was also distributed to all faculty and staff for comments and suggestions, the results of which were incorporated into the plan as they pertain to the scope. At the August 2018 work session of the Casper College Board of Trustees a 2018 plan was presented for discussion. The board will be asked to take official action on the plan at the September 2018 regularly scheduled meeting of the full board.

Planning for other institutional decisions follow similar patterns in an effort to be inclusive and considerate of varied perspectives. Budget, strategic enrollment, program development, and community event planning all are undertaken with the intent of meeting the same high standard of collaborative decision-making in the best interest of Casper College students, employees, and community.

5.C.4 - Casper College plans on the basis of a sound understanding of its current capacity.

Decreasing student enrollment and the risk of decreased funding from local county property taxes and state appropriations continue to affect the future of college funding. Additional factors include the ability of the college to meet the educational need of the community, recruiting and retaining students, and retaining qualified faculty and staff. Enrollment seems to be stabilizing across the Wyoming community colleges. The one year change in full-time equivalent (FTE) enrollment at Casper College increased slightly (.003%) for 2017 as compared to a negative .50% change for 2016. The one year change in FTE enrollment for all Wyoming community colleges was a negative 1.23% as compared to a negative 1.19% change in 2016. Enrollment projections at Casper College for fiscal year 2018 indicate that enrollment will likely be close to fiscal year 2017. Early projections for 2019 indicate enrollment will remain steady. Although the percentage decline in enrollments appears to be moderating, the trend has continued for the last six years. In response the Wyoming Community College Commission (WCCC) approved an increase of \$5 (5.62%) per credit hour for the in-state tuition rate for fiscal year 2018 (2017-2018 academic year). Casper College mandatory per credit fees were increased from \$29 to \$32 per credit hour for 2018. The increase was directed for the continuing support and technology improvements that are necessary for both students and staff. The college continues to plan for future construction and renovation projects.

Taking into account some of the fiscal challenges due to state funding and enrollment reductions, the

college has responded with planned steps to sustain the high quality of operations and student experience. The Casper College Board of Trustees, responding to the reduced financial contributions from the state in fall 2017, [requested](#) that college leaders be prepared to present the next budget in a fashion that protects all remaining reserves. The Casper College Foundation agreed to [assist](#) with some one-time support for the FY19 (2018-2019 academic year). The process to develop an operating budget for the next fiscal year started with a [request](#) from the Vice President for Administrative Services, tempered with an understanding that reductions in budgets would be required.

5.C.5 - Casper College planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Casper College encourages faculty and staff to attend regional, national, and international meetings, workshops, and conferences regarding emerging factors in higher education. Annual conferences for the college's distance education platform Moodle are regularly attended by faculty and staff. Areas of specialized accreditation also attend regional, national, and international conferences. A specific example in this area is the business degrees are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The business programs initially received specialized accreditation in 2010. Since that time, the school's Dean, faculty, and staff have attended each annual conference to stay abreast of emerging factors for business. Institutional support for this effort has been essential and demonstrates the college's commitment to anticipation of emerging issues in higher education.

The Department of Information Technology has been addressing several issues over past years. In 2011 there were many challenges with outdated equipment, multiple phone systems, and in some cases limited network coverage. The department remains focused on five general elements:

1. Build infrastructure capacity
2. Open source where appropriate
3. Invest in people
4. Automate
5. Identify efficiencies

Some improvements in information technology since 2011 include:

Upgrading the help-desk from a one part-time employee with limited hours to a partnership with the library to provide expanded service and work opportunities for student help-desk technicians

Building out full redundancy and failover for administrative computing systems with generator power backup onsite and remote backup offsite at another Wyoming college

Implementing a student technology fee to provide funding for network upgrades, computer refresh, and classroom instructional technology

Improving wireless access from 121 access points in 2011 to 631 in 2018 to expand coverage across campus and density in classrooms

Migrating email, calendar, and web-based document services to Google to provide a common platform for students, faculty and staff

Launching an access control project to include a smart or one-card solution for students, faculty and staff for building entry management and location check-in capabilities

In working toward achieving these projects, four core planning documents have guided the Department of Information Technology. These are the [Sungard Higher Education Implementing Success Report](#) for Casper College, the [Ellucian/Sungard Active Planning Summary](#), the [2011-2015](#)

[IT Strategic Planning Goals](#), and the [2016-2020 IT Strategic Planning Goals](#).

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1 - Casper College develops and documents evidence of performance in College operations.

Casper College uses multiple measures to track its progress on improvement and quality. Metrics include measurements tied to the operation of buildings, the delivery of student services, and the performance of students in the classroom. Audio visual, facilities, information technology, institutional research, and public relations needs are collected and reported through work order systems. The college can monitor the frequency, type, and organizational location of requests to improve service. Student services like the dining contractor, campus bookstore, Wellness Center, and Student Success Center regularly survey and collect comments from students and employees on ways to make these services better.

In its work on the Complete College Wyoming initiative, the college developed several measures to determine how students are learning. The goal is to increase the number of degrees granted at state colleges and the university and to improve overall completion rates. As part of this national and state initiative, Casper College collaborates with the other community colleges in the state to develop common metrics to monitor effectiveness. Those metrics are tied to retention rates, success in first-year courses, credit accumulation, transfer rates, graduation rates and successful remediation.

5.D.2 - Casper College learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

As an institution, Casper College learns and responds to feedback. An example is the institutional review and response to the [2009 HLC Continued Accreditation team report](#) on Casper College, which highlighted some opportunities for improvement in the college's policy collection, diversity initiatives, and assessment and accountability. The 2009 HLC site visit team concerns about assessment resulted in a progress report request with a commission staff approved [submission in 2014](#).

The college took these suggested areas for improvement seriously and put in place processes to address each one. The policy committee undertook a comprehensive [review and revision of all Casper College Board of Trustee policies](#). This process remains ongoing, but of nearly 110 policies only 15 remain to be reviewed or revised since 2010. The Diversity Committee continues to focus on inclusion and diversity of experience for students, employees and the community. The Diversity Committee was tasked with reviewing the state of diversity and developing a plan by the end of the 2016 academic year. The committee's work resulted in a [report](#), restructure of the committee and its tasks, and renewed efforts to offer diversity focused events and opportunities to the campus and

community in 2017. Finally, the 2009 site visit team noted that [General Education and Assessment practices](#) and policies at Casper College could be improved. As a result, significant changes in General Education curriculum, institutional outcomes, and assessment practices were made. The most significant changes were removal of 900 level remedial courses from degree plans, identification of 8 [institutional outcomes](#), and implementation of a faculty panel review process evaluating student work using Value Assessment of Learning for Undergraduate Education rubrics (VALUE), produced by the Association of American Colleges and Universities (AAC&U).

Casper College uses its strategic plan and the regular review of that document to improve how it serves its students. For example, the college implemented a [coaching](#) program through the Student Success Center. Coaching was implemented after a study was completed to look at why a noticeable number of students were dropping out of class early in the semester. One reason was these students were not completing their financial aid materials in a timely manner. By 2018, enrolling students are assigned a coach, who calls the student early on to help facilitate the enrollment process and help with the completion of all relevant forms. During the semester, students then meet with their coach whenever problems occur in class or life. The Vice President of Student Services related a story of meeting with classes in the fall of 2015. She recalled one class in which two students spoke of the dramatic impact on their lives that their coach had influenced. One was a non-traditional student who did not have any family support, but the coach was the one who supported and encouraged her. A second student offered the same story, stating, “Yeah, I have the same thing. I can call her whenever I need something.”

Casper College has sped up the time in communicating with students after they have applied for admission. In earlier years, a student might apply and not hear back from Enrollment Services immediately. After responding to concerns from students, by fall 2017, as soon as the application arrives, the prospective student receives an email within minutes telling them that the application has been received. In addition, the email outlines the remaining steps that the student needs to undertake. The college has also quickened its processing time so that a student file is completed sooner and a letter of acceptance is sent out within two days. During heavy traffic times, such as the start of the fall semester, letters go out within 10 days.

Casper College continues to review policies, procedures, and priorities as well as to study feedback from students, policymakers, and accreditors to learn from its experiences. The institution's response to the suggested areas of improvement demonstrate that Casper College learns from its operational experience and applies that learning to improve its institutional effectiveness.

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Casper College's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Casper College spends more than 65% of its annual [budget](#) on educational needs, whether in the form of salaries for faculty members, equipment for classrooms, software for distance education courses or scholarships awarded to students. The college is also able to fund classroom renovations, technology updates, and necessary instructional tools each year. This is part of the college's resource allocation process.

The mission of Casper College is fulfilled through collaboration with stakeholder groups, college leadership, and the Board of Trustees. The [governance](#) efforts of Casper College are demonstrated through the active participation of several committees, alliances, boards, councils, as well as the faculty and student senate. The [administrative structure](#) promotes effective leadership and collaboration through four main areas that include the Vice President for Academic Affairs, the Vice President for Administrative Services, the Vice President for Student Services, and the President's office staff.

Casper College plans for the future.

The Casper College [budget](#), [Campus Master Plan](#), and the [Strategic Plan](#) guide allocation of resources. While the Board of Trustees approves the final budget, resources are allocated and prioritized by area in a decentralized manner. Each functional area allocates its resources based on its mission which is also tied to the mission of the college.

Casper College uses its strategic plan and the regular review of that document to improve how it serves its students. Casper College the institution learns and responds to feedback. An example is the institutional review and response to the [2009 HLC Continued Accreditation team report](#).

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