

Assurance Argument

Casper College - WY

Review date: 4/3/2023

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 – The Casper College mission statement is developed through a rigorous process that includes faculty, administration, and staff, then approved and adopted by the Board of Trustees.

The Casper College [vision, mission, values, and goals](#) are understood throughout the institution, and serve to guide its operations.

Casper College states its aspirations in a Vision Statement:

Casper College strives to provide an education for a lifetime that will prepare individuals to thrive and adapt in an ever-changing world.

Mission Statement:

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.

A Values Statement, developed to coincide with the mission, serves to emphasize the college's commitment 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 stated values are embedded in daily operations, planning and projections, recruitment of students and employees, and student matriculation. They also inform decision-making by all employees and stewards of Casper College as reflected in the current organizational structure and shared decision-making processes.

The mission statement is at the forefront of the institution's [Strategic Plan](#). In 2015, the president convened a 33-member Strategic Planning Committee, with representation from all employee classifications. Using the [Strategic Planning in Higher Education](#) model, the committee was charged with revising the mission, vision, values, and goals statements and to further develop recommendations for continuous improvement. The resulting Strategic Plan was shared with all alliances, the Faculty Senate, and other advisory bodies with the goal of gathering feedback and suggestions. In October 2016, the committee delivered a draft to the president, then presented to the Board of Trustees in February 2017. The Board assumed an active role in the plan, requesting clarification and contributing to the final draft. Following the President's Executive Council review of the Strategic Plan, the Board unanimously approved and adopted it at the [June 2018 meeting of the Trustees](#). (Minutes, June 19, 2018, Item 17, bullet 4.)

In 2023, the Strategic Plan—now five years old—has been evaluated for its effectiveness (available in 5.C.4), and the Trustees reviewed it in their [March Work Session](#). Currently, the president is launching an initiative to begin a new strategic plan, which will commence with a review of the current mission statement. At the same time, the institution has published an RFP to embark on a new Campus Master Plan. While the RFP in August 2022 did not result in a successful hire, a revised RFP is out for bid currently (see 5.C.3, ¶2), allowing the institution to move forward with its planning.

1.A.2 – The Casper College mission and related statements are current and reference 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.

The current mission statement demonstrates the college's commitment to education. Casper College provides opportunities to enrich the lives of students and members of the community through its various educational programs and services. The [2022-23 Catalog](#) lists 118 associate degrees (AA, AAS, AB, ADN, AFA, and AS) and 34 certificate programs, of which 15 degrees and 3 certificates can be completed solely online. Various instructional deliveries for students to conveniently participate in college programs include traditional face-to-face classes, a number of 120-minute day or evening classes, online classes, and hybrid classes combining online and face-to-face elements throughout the three academic semesters.

Academic programs each develop discipline-specific mission statements that further support the institutional mission statement. These individual statements clarify the relationship and purpose between the institutional mission and specific department, program, or pathway objectives. These goals are maintained online through periodic program review and departmental reporting. Examples from the [Music](#) and [World Languages](#) units serve as examples.

1.A.3 - The Casper College mission and related statements identify the nature, scope, and intended constituents of the higher education offerings and services the institution provides.

The current Casper College mission and vision are supported by [institutional values and goals](#). While the values explain how the college achieves its mission and vision, the goals help to establish who the mission serves. The following goals address a wide scope 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 considering these goals in the decision-making process, Casper College maintains its commitment to whom the college is intended to serve, the nature of that service, and the scope of operations for which the institution has responsibility.

Casper College is a public, not-for-profit, state-supported community college that operates under the auspices, guidance, and regulations of the Wyoming Community College Commission (WCCC), whose duties and responsibilities are specified by [Wyoming State Statutes 21-18-101 through 21-18-317](#).

Statute 21-18-202(h)(ii) codifies the powers and duties of the WCCC toward the establishment of the community college system, and serves to provide fundamental parameters surrounding the institutions' educational mission:

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, including applied baccalaureate degree 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.

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. Staff reviews the budget 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](#), with operating funds and staffing needs for the upcoming budget year. Requests are submitted to the vice presidents (except in the case of Academic Affairs, where school deans receive initial requests) for blending and negotiation with review and input from the President's Executive Council before presentation to the Board of Trustees for final approval at the regular July meeting.

1.A.4 – Casper College’s academic offerings, student support services, and enrollment profile are consistent with its stated mission.

Academic programs develop discipline-specific mission statements that are consistent, reflect, and further distill the spirit of the overarching mission. These statements of purpose are iterated in the annual [Academic Program Review](#) (APR) for each area. APRs for the [Accounting Department](#) and the [Theatre and Dance Department](#) serve as examples. The APRs provide departments with a mechanism for continuous improvement.

The recent pandemic reinforced the value and practicality of varied and creative instructional methods. The [Digital Learning Center](#) (DLC) offers support to both students and instructors for innovative use of technology-enhanced teaching and learning. DLC staff provide on-demand training for instructors, as well as open hours for students and faculty alike. The Center provides a wide array of online tools to support an effective learning environment, including online tutoring, remote access to the [Goodstein Foundation Library](#)’s digital databases, connections to the institution's [Writing Center](#), [STEM Learning Center](#), and the college's [National College Testing Association](#)-certified [Test Center](#).

The Casper College [Castellow Adult Learning Center](#) (CALC) provides educational services for adult literacy, high school equivalency preparation, citizenship, and English Language Acquisition (ELA). The CALC offers free assistance to out-of-school students 16 years old and older, who are interested in improving their basic reading, writing, and math skills in order to attain their education and employment goals. In addition, the CALC offers ELA services to speakers of other languages, and citizenship information for those interested in becoming U.S. citizens.

To incentivize lifelong learning in the community, the college offers community education through the [Osher Lifelong Learning Institute](#) (OLLI). OLLI is a program primarily for adults age 50 and over with more than 635 registered members who wish to continue learning and exploring. Supported by the [Bernard Osher Foundation](#), OLLI is a vibrant learning community offering a rich array of [short-term, non-credit bearing courses](#) that include field trips, lectures, and workshops relevant to adult learners.

The college's [Community Education](#) program is designed for community members 16 years or older who wish to enrich their own personal interests and lifelong learning through noncredit courses and workshops. Short-term classes include a wide range of subjects, such as: arts, technology, health and

fitness, cooking, and dance. Instructors are knowledgeable in their disciplines and passionate about sharing their skills.

The [Knowledge Enrichment for Youth \(KEY\)](#) Camp is a six-day summer resident program for gifted and academically-minded students entering the seventh or eighth grade. KEY offers unique [enrichment opportunities and experiences](#) in a variety of academic areas. Students investigate innovative ideas, participate in hands-on challenges, engage in creative activities, explore careers, and work collaboratively while acquiring 21st century skills. Qualified instructors and counselors facilitate the college campus experience and extracurricular activities.

Casper College's [Workforce Training and Professional Development](#) department provides quality lifelong learning opportunities to meet the needs of the community. Under the auspices of the School of Business and Industry, the department offers a wide range of non-credit training and educational opportunities to serve local employers and individuals seeking to expand their career-related skills. Services include customized training for organizations and businesses; career and technical workforce training programs; health and safety training; leadership, business, and professional development; and conference services. In the ever-changing world, training and education offerings are tailored to assess, pinpoint, and adapt to the current and emerging workforce needs of businesses and organizations in the community.

The Casper College district area serves primarily Natrona County. Its professional recruiters, however, expand their efforts to include the remaining 22 counties in Wyoming, surrounding states, and even several foreign countries. Recruiters attend college career fairs and other venues to meet and communicate with prospective students. Faculty often recruit through their own disciplinary networks as well, and participate in the college's [Student Orientation-Academics-Resources \(SOAR\)](#) events.

The size and scope of the academic programs and student support services as described above combine to allow the institution to fulfill its mission in serving students of all ages as they seek to enrich their lives through education.

1.A.5- Casper College clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

As an indispensable acclamation of the college's purpose, the college mission statement appears to the public on the [website](#), in the [Annual Report](#), [College Catalog](#), [Student Handbook](#), and the [Strategic Plan](#). These resources serve to demonstrate to various constituencies that the fundamental purpose of the college is educational, and that the institution understands its role as a two-year, non-profit, public college, committed to lifelong learning.

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1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1 - Casper College's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

The Casper College mission, in accordance with the mission of the [Wyoming Community College Commission](#) (WCCC), appropriately centers on its educational purpose as a public, open-door, not-for-profit, comprehensive two-year institution "with a primary focus on student success that provides learning opportunities to enrich the lives of our students and community." WCCC's stated aspirations include: Educated Residents, Diversified Economy, Workforce Development, Effective and Efficient Systems, Accountability, and Improvement.

Founded in 1945, [Casper College](#) has grown from a small number of initial offerings at the Natrona County High School building to a 200-acre campus with a full array of offerings that serve approximately 4800 students in business and industry, arts and humanities, physical sciences, social sciences, and health sciences. Recognizing its responsibility to its students and the public, the college opens its performance venues, lecture halls, and general facilities to the public for community engagement. This includes music, art, theater productions, athletic events, guest speakers and lecturers, and other department-sponsored public events. Facilities Use Reports are provided here as an example of the many organizations that contribute to the life of the community and the campus: [Fall 2022](#); [Spring 2023](#).

The administration, faculty, and staff also demonstrate their commitment to "the needs of the community and state through curricula, program offerings, and partnerships." ([Institutional Goal 1](#)). The breadth of campus offerings displays Casper College's commitment to the public good and is articulated in its Goals, which explicitly encourage accountability, trust, respect, inclusiveness, individuality, and varied points of view.

1.B.2 - Casper College'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.

Casper College reflects its concern for the public good through its commitment to education,

adopting the belief that education benefits the society as a whole. The administration, faculty, and staff have ratified Goals in the [Strategic Plan](#) that reflect this commitment and belief, including lifelong development, critical thought and reflection, and an intentional culture of diversity.

Casper College recognizes its responsibility to the citizens of Wyoming, not special interests or donors. The Board of Trustees has the [authority](#) to monitor the operations of the institution. Other campus entities, such as the Central Administration; the alliances for Administrative, Faculty, and Staff; Student Senate; and various campus committees, further ensure that the student-centered mission is at the forefront of operations and decision-making.

1.B.3 - Casper College engages with its external constituencies and responds to their needs as its mission and capacity allow.

Casper College offers a variety of experiences to students and community members that span educational goals, cultural events, and personal growth opportunities. The college's external constituents include prospective students from the region, the nation, and the international community; alumni; veterans; citizens of the city of Casper, Natrona County, and the State of Wyoming. The college's services for prospective and external constituents are designed to be caring and empowering as reflected in the institutional [Goal](#): "Create a supportive environment encouraging lifelong development rooted in critical thought and reflection."

The Casper College Student Success Center provides many services, including: [Visit Day Program](#), [Photo Tours](#), [Academic Coaching](#), [Career Services](#), [Placement Testing](#), [Successful Transition and Academic Retention](#) (STAR), [Disability Support Services](#), [High School Equivalency Testing](#) (HiSET and the High School Equivalency Certificate), information for students on [Academic Probation or Suspension](#), [Single Parent Support Services](#), [Transfer Information](#), and [Tutoring/Study Resources](#).

Among the many opportunities for the college to engage with the community include the following activities:

- The School of Business and Industry provides services to the greater business community through program advisory board meetings, [workforce training and development](#), and community partnerships. Examples of these partnerships include the hosting of activities during [Manufacturing Day and National Apprenticeship Week](#), and the [Casper Start-Up Challenge](#) in collaboration with the Natrona County School District, Wyoming Department of Workforce Services, Advance Casper, and [Impact 307](#). The school also sponsors Casper College students in the annual [SkillsUSA Wyoming](#) competition and hosts the event on campus.
- The School of Fine Arts and Humanities plays a vital leadership role in the community by hosting cultural events, conferences, music concerts, art exhibitions, festivals, theater, and dance concerts on the campus. Annual events include the Humanities Festival and Demorest Lectures, [Kinser Jazz Festival](#), a full season of [Theater and Dance](#) productions, the [Literary Conference](#), American Sign Language Sign Fest, and the redStone Recital and Gallery Series. In addition, the Casper College Writing Center is open to community members as well as students. To widen the impact of these events and services, many facilitate online options through Zoom, being streamed live, or archived on the college website.

- The School of Health Science has several active student organizations and faculty advisors that engage with external constituencies in a variety of ways. These clubs include:
 - The Student Radiography Association conducts community service projects such as Coats for Kids (partnered with the Kiwanis Club) and Fun Run for Cancer Awareness (partnered with WY Breast Cancer Initiative),
 - The Student Nurses Association collects food for Thanksgiving baskets for local families in need and for the Casper College Food pantry, and
 - The Occupational Therapy Assistant Club (OTA) designed and developed a sensory room on campus for individuals on the autism spectrum.
 - The Health Science programs also have advisory boards which meet at least annually to discuss program outcomes, challenges, successes, and needs within the community. Members of these boards include faculty, local employers, professionals working in the community, auxiliary organizations, and interested community members. Information on advisory boards is included in 3.A.1, ¶6.
- The School of Science is actively engaged within Casper College and regional communities in the promotion of scientific education, critical thinking, and problem solving. A variety of events directed at a broad community are developed and presented annually. Examples of these functions include First Robotics, [Science Olympiad](#), Fourth Grade Math Day, [STEM Day](#), Math Events at the Science Zone, 4-H events, FFA events, Mousetrap Cars, [Doornbos Topics](#), and the LEGO League.
- The School of Social and Behavioral Sciences has developed partnerships with various entities. Environmental Sociology students participate in a multi-day experience in the Teton Mountains through partnerships with Teton National Park, the [Teton Science School](#), and others. Also, students in the Issues in Foreign Relations seminar participate in the annual conference of the [American Committees on Foreign Relations](#) in Washington, D.C.
- The Casper College Community Education Department engages the community with programs that include the [Osher Lifelong Learning Institute](#) (OLLI), the [Knowledge Enrichment for Youth](#) (KEY) summer camp program, and the [Continuing Education Program](#).
- The [Casper College Foundation](#) operates in tandem with the Casper College Alumni Association, which is governed by its own [Board of Directors](#). The organization recognizes extraordinary achievement by alumni in sponsoring an annual Outstanding Alumnus Award and Commitment to Excellence Award, and through its quarterly alumni magazine, [Footprints](#).
- The Casper College Foundation sponsors the [T-Bird Trek](#), an annual event that provides two half-marathon options: 10k and 5k. Proceeds from the Trek support scholarships for Casper College students, institutional grants, and alumni programs.
- The [Board of Cooperative Educational Services](#) (BOCES) program is an educational 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, allowing students to earn tuition-free college credit while still enrolled in high school. In addition to funding many innovative grants, the Board also supports the Casper College Castello Adult Learning Center, the Casper College Testing Center, The Kinser Jazz Festival, and the graduate stipend program for instructors who are working to achieve threshold qualifications. Casper College also partners with BOCES and the Boys and Girls Club of Central Wyoming in the Club to College program.

- Casper College partners with the [United Way](#) campaign to raise funds for charities and events within Natrona County.
- Casper College has representation in each of the three [Casper Rotary Clubs](#), which support various projects beneficial to the local, state, national, and international communities.
- Campus venues such as the Wheeler Concert Hall, Krampert Theatre, Empey Black Box Theatre, [Goodstein Foundation Library](#), [Western History Center](#), [Tate Geological Museum](#), and the Erickson Thunderbird Gymnasium serve the community while offering a full schedule of cultural, academic, athletic, and entertainment resources. (See 1.B.1, ¶2 above.)
- Casper College maintains fruitful partnerships with local institutions such as the [Nicolaysen Art Museum](#), [Wyoming Symphony Orchestra](#), historic [Fort Caspar](#), and the [National Historic Trails Center](#) through regular collaborations and mentorships with its faculty and students. Among opportunities for college personnel to engage in the community include service on various boards, planning events, lecturing, performing, or exhibiting work.

Finally, to demonstrate that the college values and promotes community involvement, faculty report their community activities in Item F on the [annual load form](#) under the heading of Personal and Professional Development, which is the document that serves to show compliance with the faculty contract.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1 - Casper College encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Specific examples of Casper College encouraging activities that prepare students for informed citizenship and workplace success include:

- The [Office of Student Life](#), which oversees campus housing, utilizes its housing assignment software to ask students to self-identify (if they choose) their gender identity and preferred pronouns. The housing application provides an opportunity for students to self-identify as a member of the LGBTQIA+ community and communicate with Student Life their specific needs for safe, supportive, and affirming roommate assignments.
- A diverse student population is served by over 35 active [student clubs and organizations](#), many of which engage in community service. Students may join clubs that emphasize academics, community service, honors, faith-based groups, veterans, and others. Clubs in good standing operate under the guidance and policies of the [Student Senate](#), which provides generous financial support through its student fee-based budget.
- In 2020, the Casper College [Student Senate](#) opened a permanent food pantry to address the food insecurity needs of students. The pantry is stocked through donations from student clubs, employee and community gifts, and charitable contributions.
- 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 support services, including academic coaching, placement tests, disability services, and tutoring/study resources.
- The Office of Student Success has multiple programs to support single parents or students with children who need financial support. The [Single Parent Program](#) provides tuition assistance and a dedicated success coach for single parent students. The Casper College Emergency Childcare Assistance Grant provides financial assistance for student parents (who do not need to be single parents) to pay for childcare while the student is pursuing their education.

- In Spring 2020, Casper College created a grant-funded program called “[STAR](#)” (Student Transition and Academic Retention), which provides financial support and wraparound services for Natrona County youth experiencing homelessness or who have aged out from the foster care system.
- The Casper College [Veterans Resource Center](#) provides a space committed to serving all military affiliated students. The goal of the Veteran Resource Center is to foster an atmosphere where students can create a connection, and through that connection be academically successful. The Veteran Center is split into two sections. A social side where there is a kitchen, a TV area, wobble chairs, and bean bags. The other side is specific to promoting academic excellence. There is an area where students can sit, study, and do homework with noise-canceling headphones and laptops.
- A [Multicultural Film Festival](#), coordinated and hosted by the Political, Historical, and Legal Studies Department, has been supported through various resources since 1998. Decisions surrounding the program content are shared between the Department and the Diversity and Inclusion Committee. Screenings are free and open to the public, and conclude with discussions hosted by faculty and students.
- The Casper College [Humanities Festival](#) was established as a supplement to the curricular offerings at Casper College and encourages conversation from diverse humanistic perspectives. Invited presenters explore a particular theme and encourage a dialogue with attendees. Past themes have included: "Identity," "Around the World," "Power," "Storytelling," and “[CommUNITY](#).”

1.C.2 - Casper College’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.

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." Many efforts implemented since the adoption of the Strategic Plan are noted in the following sections. The College is in the process of closing out the current Strategic Plan and creating a new plan, which will continue to explore ways in which the institution can advance and grow in this area.

Specific examples of Casper College’s processes and activities which reflect attention to human diversity include:

- The Casper College [Wellness Center](#) hosts a “[Queer Space](#)” group therapy option, which provides a safe and confidential space for LGBTQIA+ students to receive support, build community, and navigate challenges. The Wellness Center also hosts a “[Body Positive](#)” group, which provides education and clinical support for students interested in exploring issues of body image, body positivity, and overcoming body and size shame. Finally, the Wellness

Center also purchased and has promoted the app “Nod,” which assists students in developing social skills. This app, though useful for all students, is particularly helpful for those struggling with anxiety, as well as students on the autism spectrum.

- Casper College welcomes students from abroad. They add richness and diversity to a geographically-isolated community. International student enrollment has steadily increased, with an institution record number of 56 international students for the 2022-2023 academic year. The College employs an [International Student Coordinator](#) to assist in visa and logistical support. Students also have the opportunity to join the International Students Club, which is sponsored by a member of the political science and international studies faculty.
- Recognizing that efforts surrounding equity, diversity and inclusion require a continued, cross-functional institutional approach, Casper College has a standing [Diversity and Inclusion Committee](#). The committee has representation from faculty, classified and administrative staff, students, and receives executive-level guidance and support from the Vice President for Academic Affairs. The mission of the committee is “to create a safe, welcoming and inclusive community that supports individuals from diverse cultures, abilities and ideas.” To cultivate an understanding of the emerging culture, the committee publishes monthly newsletters (e.g., [November 2022](#) and [January 2023](#)), provides broad [inclusion training](#) for student and employee groups, as well as gender identify and [pronoun training](#) to faculty and student-facing staff employee groups.
- Recognizing the unique needs of gender diverse students on campus, Enrollment Services in Fall 2021 implemented a “[chosen name form](#)” process, which allows students (for any reason, which may include reasons related to gender identity) to change their first name on class rosters, on their institutional email address, and other non-official records.
- The Diversity and Inclusion Committee conducted an audit of all restroom and changing facilities on campus, and collaborated with Physical Plant to change the signage of all single-stall restrooms to be gender-neutral. A list of all gender neutral bathrooms and lactation stations was also added to the [Diversity & Inclusion website](#).

1.C.3 - Casper College fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Specific examples of Casper College’s efforts to foster a climate of respect among all populations and perspectives include:

- Casper College has a [non-discrimination policy](#), which is printed on every official College communication. The policy articulates the College’s commitment to fostering a diverse and respectful environment among individuals from diverse backgrounds. The policy states: “Casper College is an equal opportunity institution and as such, does not discriminate on the basis of 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 a climate of respect among faculty and administrators, the vice president for academic

affairs asked the Faculty Senate to develop a robust [Communication Plan](#) that contributes to the process of information gathering, disseminating, and feedback loops. The Senate researched preferred faculty communication styles and crafted a strategic plan, which was ratified and implemented in the spring of 2023. The plan includes the aggregate results of the [Communications Survey](#), supporting the Senate's strategy for improving communication.

- Casper College uses grievance procedures outlined in the [Sexual Misconduct and Discrimination Policy](#) to investigate and appropriately remedy complaints related to discrimination based on sex or other class protected in the College's nondiscrimination policy. Students are made aware of the grievance process and their associated rights in new student orientation online modules; employees are provided this information in new employee orientation.
- In 2019, Casper College completed an Office of Civil Rights audit and an onsite review as a requirement of the Wyoming Department of Education. The goal of the audit was to "ensure equal access to a high quality education for all students through the vigorous enforcement of civil rights." All Casper College divisions (Academic Affairs, Student Services, and Administrative Services) were involved in collecting documents, completing interviews and campus inspections with the auditor, and making changes to bring the institution into full compliance. A full list of artifacts collected for this process is found in the "[Methods of Administration Onsite Civil Rights Compliance Checklist](#)." In 2020, the institution received a [Civil Rights Review Letter of Closure](#), affirming compliance with all civil rights requirements.
- In 2021 Casper College implemented [Green Dot](#), a national bystander education program that focuses on the prevention of sexual assault, stalking, and domestic and dating violence. At present, four CC employees have attended the Green Dot Institute to become certified instructors in the program. Green Dot bystander trainings have been presented to multiple student, faculty, and staff groups since the program launched in 2021.
- A discussion of the institution's commitment to Title IX is found in 2.A.2.

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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; it guides the institution's planning and operations.

Casper College is a state-supported, public, comprehensive, non-profit two-year institution whose [vision, mission, and values statements](#) guide its operations while focusing on student success and serving the public good. The institution's statements are developed through a rigorous process that includes input from faculty, administration, and staff, is approved and adopted by the Board of Trustees, and aligns with the mission of the Wyoming Community College Commission. The mission statement is at the forefront of the institution's [Strategic Plan](#), reviewed for effectiveness every five years, and is readily available to the public through its website. The institution embraces the spirit of the community college by opening its doors to all qualified students, through its efforts to engage in community education, and through fruitful partnerships in the community. As the college prepares students to transfer to baccalaureate institutions, it simultaneously provides degree and certificate programs designed to lead to the workforce.

The college offers a variety of [degree and certificate programs](#), delivered through face-to-face classes, online offerings, and hybrid formats. Each academic program also maintains its own mission statement, in support of the institutional mission.

The college offers a wide range of educational programs and services, and opens its performance venues, lecture halls, and facilities to the public for community engagement.

The administration, faculty, and staff are committed to serving the needs of the community and state through curricula, programs, and partnerships. The college's primary responsibility and purpose is education, and it engages with its external constituents, and responds to their needs as its mission and capacity allow.

The college offers a variety of [services to students and community members](#), including academic coaching, career services, placement testing, and tutoring/study resources. Casper College encourages curricular and co-curricular activities that prepare students for informed citizenship and workplace success. The college values diversity and has initiatives in place to promote inclusion.

Casper College is currently in the process of creating a new strategic plan and campus master plan that will continue to explore ways in which it can advance, grow, and fulfill its educational mission.

Sources

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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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1 - Casper College develops and the Board of Trustees adopts the mission.

The [mission](#) is developed through shared governance drawing from faculty, staff, and administration and adopted by the Board of Trustees. The [values statement](#) reinforces the institution's commitment to integrity and ethical behavior.

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

Casper College conducts its operations with a high standard of integrity, guided by board-approved [policies](#), developed through the work of a policy committee, and based on the principles of shared campus governance. College policy is established to guide ethical employee conduct that complies with federal, state, and local laws, while also adhering to standards set throughout the college's [strategic plan](#).

The Accounting and Financial Management (AFM) office, under the direction of the Vice President for Administrative Services, applies best practices in accounting principles to its procedures and reporting, adhering to the institution's [Financial Code of Conduct](#). The AFM office operates under a set of internal control documents detailing appropriate [cash handling](#), documentation, processing, and reporting of all financial processes. The Casper College Board of Trustees approves policies that address handling of college assets and [investments](#), [purchasing](#), [contracts](#), and [student accounts](#).

The Board of Trustees chooses an independent certified public accounting firm to conduct an [annual audit](#). 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 made public on the college 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, 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.

The seven elected members of the college's Board of Trustees and the college president oversee the business and affairs of the college, and are required to read and acknowledge the college's [conflict of interest](#) policy to ensure they adhere to the established set of fair and ethical governing policies and procedures. In addition, members are charged with adhering to the Association of Community College Trustees' [Guide to Ethical Governance](#), while representing the citizens of Natrona County, students, and the State of Wyoming. Monthly board meetings are open to the public, and meeting [minutes](#) are posted on the Casper College website, providing transparency. The college president informs the board of any issues and concerns the college is facing at monthly meetings.

The [policy review and approval](#) process involves the Board of Trustees and representatives of faculty, staff, and administration. Faculty members are involved in the development of policies related to Academic Affairs. The administration then reviews these policies and submits them to the board, where trustees approve or reject them. The process includes departmental proposals for new degrees, certificate programs, and courses. Proposals go through the comprehensive curriculum development procedure involving approval by academic chairs, school deans, Curriculum Committee, Faculty Senate, Deans Council, and the Vice-President of Academic Affairs. Approved degrees or certificates are then presented during board meetings for final review and approval by the trustees.

Casper College Academic Affairs operates according to board-approved policies. The Casper College Catalog and corresponding webpages list all current degree and certificate offerings. A full listing of all instructional faculty is posted on the website in the Directory. Academic Policies and Procedures are reviewed and updated regularly. Policies that govern [academic freedom](#), [nepotism](#), [program review](#), [course evaluations](#), [curriculum approvals](#), [faculty tenure](#) and [workload](#), [ethical research](#), are codified in board-approved policy. The faculty workload policy, adopted in 2018, more clearly defines the faculty teaching load, while providing equity, consistency, efficiency, and responsible use of instructional resources.

[Policies](#) pertaining to student life and the college's academic environment are expressed in the [Student Handbook](#). Furthermore, the college operates under Title IX of the Education Amendment of 1972, including subsequent changes. Casper College is committed to providing a workplace and educational environment, and other benefits, programs, and activities that are free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, Casper College has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. The Title IX Coordinator oversees a team of trained individuals that serve as investigators, decision makers, and advisors. If a formal complaint arises, the Coordinator facilitates the grievance process according to Policy. Because early intervention is encouraged, concerns that a student is struggling psychologically or academically are also reviewed. All are encouraged to report any other crimes or safety issues. An individual reporting an alleged incident may do so anonymously by completing the [CC Care Team](#) form as posted on the Casper College website. The Care Team, led by the Vice President for Student Services, also reviews any concerns regarding students who may be at risk of harming themselves or others, or are posing a significant disruption to the campus environment. The Vice President for Student Services is responsible for compliance with the student code of conduct and oversees sanctions when violations occur.

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, and complies with federal, state, and local laws that govern employment practices. When determining compensation, Human Resources is responsible for assigning 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. A [comprehensive job analysis](#) that includes duties, responsibilities, and salary for employees will be conducted by an external firm in 2023.

Prior to the beginning of the school year, new faculty and adjuncts complete an [on-line training program](#) that introduces them to college services and programs, including the Digital Learning Center (DLC), Information Technology (IT), Human Resources, Academic Affairs, and Security. Subsequently, new instructors are assigned a faculty mentor during their first year. The pair meets several times each semester to discuss teaching, campus culture, and faculty issues. In addition, the college hosts a monthly [mentoring committee](#) meeting, in which different representatives from the campus present topics deemed crucial to new faculty members. These include the tenure process, effective teaching strategies, assessment, shared governance, financial aid processes, advising, and curriculum development.

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

The college expects students to perform with academic honesty and integrity. To communicate expectations, guidelines on the ethical use of research and information are embedded in all course syllabi as well as the [Student Code of Conduct for Academic Code Violations](#) as expressed in the Student Handbook.

Students and their academic information are protected under the [Family Educational Rights and Privacy Act](#) (FERPA). 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 previously afforded to a parent transfer to the student. Casper College maintains these standards and requires written consent before disclosing any student's personally identifiable information to anyone, including parents. Signed consent forms are kept in electronic student files in Enrollment Services.

Because employees of the institution's auxiliary units are a part of the Casper College culture, they are expected to abide by the same set of policies and procedures for all college employees, and 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. Auxiliary units include the [McCann College Store](#), [Wellness Center](#), the [Tobin Dining Hall](#), the [Residence Complex and Apartments](#), and the [Early Childhood Learning Center](#). While these units are self-sustaining, the Early Childhood Learning Center is partially funded by Casper College operating funds and by resources from the Casper College Foundation.

Faculty, administration and staff 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, administration, 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 fairness and integrity are upheld.

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- SS.Policy.Student Policies 2023
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- SS.Students Rights and Responsibilities 2023

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1 - Casper College ensures the accuracy of any representation it makes regarding its academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

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 find tools and information to aid them in their application for admission, enrollment in classes, track degree progress, or manage their individual accounts. Employees and students can access policies, a directory, and a variety of resources online. Alumni and friends use the website to remain engaged with the College.

The [Public Relations](#) department has primary responsibility for the website. To ensure accuracy and currency, all content is updated on an as-needed basis by employees with specific access rights to update content within a predetermined set of parameters, including brand and style standards. The website backend is managed and updated to ensure it remains secure, available, and accessible.

Casper College displays its current accreditation status with the Higher Learning Commission on its website page, [Institutional Accreditation](#), where the HLC Mark of Affiliation is featured. Links to the 2019 Reaffirmation of Accreditation notification, the 2018 Comprehensive Campus Visit Team Report, the 2018 Assurance Argument Introduction, and the 2018 Assurance Argument are included as a matter of public record. A link to institutional and specialized accreditations is provided on the same page. Program-specific accreditations are also included in the following areas: Addictionology, Art and Design, 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 each case, the accrediting agency is identified by name, contact information, and the year of the last accreditation affirmation.

The online [Catalog](#) includes the current [academic calendar](#), [academic offerings](#), [admissions](#), [withdrawals](#), [academic policies](#), [degree and certificate requirements](#), [course descriptions](#), and other pertinent information. A listing of the college's current [institutional](#) and [specialized accreditation](#) agencies and their contact information is included in the catalog. Current [tuition, fees, housing, meal plan rates](#), [billing and refund information](#) are presented clearly to the public in the catalog. In addition, the Enrollment Services Office is staffed to provide information in person during business

hours.

The [Student Handbook](#), now published in tandem with the Catalog, contains policies and procedures that relate to student life, rights, responsibilities, and academic expectations at Casper College. 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, Curriculog, and passed through appropriate approvals by the academic deans, registrar, and Curriculum Committee before being updated. Casper College maintains a static non-published catalog and student handbook throughout the year, while changes are made public at the beginning of April for use in enrollment, advising, and registration.

Transparency is achieved by open, monthly Board of Trustees meetings, with time set aside on each [agenda](#) for public comment. Along with the Agenda, approved Minutes are published on the website. The governance structure is posted on the website, including the [Organization Chart](#) and a [Shared Governance Organization](#) chart.

Students manage their college career through the multi-purpose [MyCCinfo](#) portal. 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 outlines the required courses for their program. Included is the ability to track completed courses, courses in progress, and courses still needed to graduate. The myCCinfo portal also allows advisors to see a four-semester plan for every degree, ensuring that students are correctly advised for their specific academic goal. The system keeps a record of the courses the advisor approved, and a record of the courses the students select, thereby ensuring accountability and transparency for both the advisor and the student.

Several college departments and programs regularly publish informative newsletters about their programs. The Community Education Course Catalog ([Fall](#) and [Spring](#)) is mailed to every household in Natrona County twice each academic year. Brochures are also available for most of the programs and services of the college. Alumni receive the bi-annual alumni magazine, [Footprints](#). 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.

Casper College maintains an online [Employee Directory \(portion\)](#). For full- and part-time and concurrent instructional faculty, information includes the teaching discipline, school, campus location, and contact information. Staff and Administration is included. The general public may access this information through the college's website.

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

The [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 significant achievements, 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.

Prospective students utilize the college website to garner much of the information they seek. However, students have available to them a [Campus Preview](#) (brochure) that includes: admission process, acceptance next steps, costs, financial aid options, and a list of programs offered at Casper College. High school seniors in Natrona County receive a [Viewbook](#) 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. Additionally, prospective students are provided various campus visit programming options throughout the year. Campus visitors receive the same literature as other prospective students. Once students apply for admission to the college, they are placed on an email communication plan that provides key information regarding admission, financial aid, advising, registration, and additional services. Casper College admission staff send follow-up emails, calls, and texts regarding the status of the student's application. Admissions notifies students of their enrollment status and tuition classification decision once those have been determined. All students at any point in the admissions process have the opportunity to schedule and meet with admission staff.

Accepted students are placed on an email communication plan that provides them with their next steps regarding advising, placement, and registration. They also receive an additional resource, T-Bird Takeoff, which is an online platform that allows students to become aware of their next steps, financial aid and payment plan information, program information, and other campus resources. At the student's advising appointment in the office of Student Success, students discuss the program map for the student's major/degree, the number of hours the student works per week, and any other obligations outside of school to assist with class planning, financial aid impacts, placement needs and options, advising, how to locate their classes, how to login into Casper College systems, and how to register for a [Student Orientation Academics and Resources](#) (SOAR) event.

Prior to the start of the semester, students and their parents are encouraged to attend a SOAR event where they are greeted by faculty and staff, engage with other students, are informed about resources on campus, financial aid, obtain a student ID, tour the library, and are given the opportunity to ask questions. Students also receive information on college policies, campus resources, and take a walking tour of the campus.

2.B.2 - Casper College ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

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

The Casper College Honors Program is a well-established co-curricular program designed to enrich students' experiences. The Honors Program provides opportunities for students to explore ideas and debate outside the major. In addition to offering honors sections of new and existing courses, the program has added new experiences such as hikes, wild horse viewings, and service learning opportunities. A [Memorandum of Understanding](#) was signed with the University of Wyoming's

Honors Program to accept a seamless transfer of CC honors students to the honors program at the university, and to encourage students to continue their honors experiences.

[Student Activities](#) 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 their 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 basketball and volleyball to non-traditional sports such as dodgeball and pool. Some intramurals are scheduled over 4-5 weeks while others take place during one or two afternoons 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 BBQs, performances by comedians and hypnotists, and dances. In the T-Bird Nest, the recreational gathering area for students, recurring events like Board Game, Karaoke, and Bingo Nights occur. The T-Bird Nest is home to many more Student Activities, but is also open to other clubs and departments on campus for use.

Casper College offers a variety of noncredit courses and workshops for students who are looking for professional development or personal enrichment. Community Education and Lifelong Learning 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](#). As part of the School of Business and Industry, the [Workforce Training and Professional Development](#) department offers a wide range of career training programs and educational opportunities to serve local employers and individuals seeking to expand their professional and personal skills. Continuing education units (CEUs) are also offered to keep an individual up-to-date on the latest practices, techniques and skills in a profession, hone knowledge in preparation for professional testing, support in preparing for career advancement or increasing skills to improve success with employment opportunities. Through the [Castellow Adult Learning Center](#), students without a high school credential can take the Adult Basic Education courses, prepare for the High School Equivalency (HSE) exam, receive English as a Second Language assessment and instruction, and learn the rights and responsibilities of U.S. citizenship.

Casper College provides experiential learning through cross-discipline exercises. For example, six health science programs engage in a simulated health emergency that mirrors a real-world experience. Later, participating students are unsuspectingly “subpoenaed” by the political science program, and are required to testify about their involvement in a mock courtroom on campus. The goals of the collaboration between the two disciplines are to provide experiences that students may well encounter in their profession, and to underscore the importance of recall, documentation, and professionalism.

Casper College [athletics](#) and traveling teams provide diverse competitive opportunities for students. Casper College offers competitive athletics programs in men's and women's basketball and rodeo, and women's volleyball. The athletics program abides by the rules and regulations adopted by the [National Junior College Athletic Association](#) as a Division I school, and the [National Intercollegiate Rodeo Association](#). Additionally, Casper College offers competitive traveling teams in [Forensics](#) and

[Livestock Judging](#). Traveling teams compete across the country with other community college and university-sponsored teams.

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- BOT.Board Agenda December 2022
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- PRES.Complete Withdrawal Procedures.9.28.17
- PRES.F.Footprints Summer 2022
- PRES.PR.Accreditations 2022-23
- PRES.PR.Casper College Home 2023
- PRES.PR.Employee Directory 2023
- PRES.PR.Institutional Accreditation 2023
- PRES.PR.Institutional Accreditation HLC 2022-23

- PRES.PR.Public Relations 2023
- PRES.Public Relations 2023
- SL.NIRA.National Intercollegiate Rodeo Association College Rodeo 2023
- SL.NJCAA 2023
- SL.T-Bird Athletics 2023
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- SS.ES.MyCCInfo.Fall.2017 3.13.18
- SS.MyCCInfo Registration Instructions 2023
- SS.SL.Student Activities 2023
- SS.SL.Student Orientation Academics and Resources 2023
- SS.SSC.Campus Preview 2023
- SS.SSC.Retention Alert.10.25.17
- SS.SSC.Viewbook 2022

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1 - The Board of Trustees is trained and knowledgeable about Casper College so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

[Casper College District Board of Trustees](#) meetings are held monthly in the Walter H. Nolte Gateway Center and are open to the public. In the public work session that precedes the Board Meeting, trustees hear standing reports, review budget spending, discuss pertinent items, and formalize the actionable agenda in preparation for the Board Meeting. In addition to the Board's business agenda, students and faculty are scheduled to share their experiences, often touting special opportunities, programs, awards, and successes. These presentations serve to cultivate stronger relationships with the board, keep them informed, and demonstrate how the college supports students and faculty in their endeavors.

The Casper College Board of Trustees assumes primary responsibility for approval and oversight of the College operating budget. This is ensured by [Wyoming Statute 21-18-203](#), a mandated approval process that includes updates on development at monthly work sessions each spring, a formal preliminary hearing of the proposed budget 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 bears the responsibility for reviewing and ratifying all college policies. Typically, policies are developed or revised by a rigorous and transparent process beginning with the [Policy Committee](#), a review by employee Alliances (Faculty Senate, Administrative, and Staff Alliance executives), College Council, a discussion by the Board of Trustees in at least one work session, then ultimately an official vote to adopt the policy in a public Board of Trustees meeting. Once adopted, [policies are posted](#) on the college website.

Casper College board members are encouraged to engage in professional development activities.

Newly elected members receive a full day of [New Orientation](#) with the president, followed by a tour the entire campus. Members are active on the [Wyoming Association of Community College Trustees](#) (WACCT) Board, the [Board of Cooperative Educational Services](#) (BOCES) (dual and concurrent enrollment), and may attend the [Association of Community College Trustees](#) (ACCT) National Conference. Trustees and upper administrators noticeably support campus endeavors by attending sporting events, festivals, concerts, plays, exhibitions, and lectures.

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

Community colleges in Wyoming are established under [Wyoming Statute 21-18-301](#). Casper College Board of Trustees adheres to a set of bylaws that govern membership, operation, responsibilities, and practices of the board and its members. The Trustees consist of seven elected members from the local Community College District, specifically 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 [Association 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. All 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. The [Conflict of Interest](#) policy codifies a process to avoid all possible conflicts in decisions taken by the board and the president. Moreover, a set of appendices included in the Casper College Board of Trustees Bylaws address general behavior and shared understandings of board members. For example, [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.3 - The Board of Trustees reviews the reasonable and relevant interests of Casper College's internal and external constituencies during its decision-making deliberations.

The Board of Trustees holds regular, [public work sessions](#) to discuss issues that require informed decisions. Meetings may include discussions from internal or external constituencies, and deliberations concerning policy development and planning. These meetings follow an [Agenda](#) that typically includes Bills for Approval submitted in the prior month, fiscal reports for the previous month that include investment updates, policy proposals, and other pertinent topics. Executive sessions for closed-door discussions that address legal, personnel, or real estate matters may follow the work session. In executive session, discussion and debate occurs, 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,

where [Minutes](#) are approved and subsequently made available to the public on the website. Each July, the dates and times of the [board meetings for the academic year](#) are posted on the college website. If there is a change to any scheduled board meeting, or if an additional meeting is called, the public is notified via the local newspaper.

2.C.4 - The Board of Trustees preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

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

To ensure that the college upholds the public trust and operates with integrity, the president and the board adhere to the college's [Conflict of Interest](#) policy, distributed to all members annually by the Board's Executive Assistant. By doing so, trustees and the president are obliged to disclose potential conflicts for themselves and their immediate family members. When such conflicts arise, individuals must recuse themselves during the discussion of—and voting on—the potential conflict of interest.

2.C.5 - The Board of Trustees delegates day-to-day management of Casper College to the administration and expects the institution's 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. While the Board is responsible for approving programs and budgets, they also are charged with providing advice and consent to authorities delegated to the president. Embedded in the [Board Authority Policy](#), Section 2.14.10 affirms that the "Board will exercise its leadership to establish and maintain rules and regulations governing the policies and procedures of the college. The Board will adopt all policies of the college in regular or special public meetings following appropriate opportunity for public review." 2.14.20: "The Board will revise its procedures and provide for exceptions to existing procedures as needed." Finally, 2.14.30: "The Board may not delegate any powers which only the Board is given by statute."

The mission of the Casper College [Curriculum Committee](#) is to assure the continuing excellence of curricular offerings at Casper College, including general education requirements, student learning outcomes, degree, and certification requirements. Members of the Curriculum Committee are appointed by Deans in consultation with the faculty representing their school. Ex officio representatives from the Registrar's Office and the Office of Academic Affairs serve as valuable resources during committee deliberations.

Sources

- AA.Board of Cooperative Educational Services BOCES 2023
- BOT.Association of Community College Trustees. 2022
- BOT.Board Agenda December 2022
- BOT.Board Meeting Minutes July 2022
- BOT.Board Meeting Minutes Nov 2022
- BOT.Board of Trustees 2022
- BOT.Board of Trustees 2022(2)
- BOT.Board Of Trustees Meetings Schedule 2023
- BOT.Bylaws Appendix A. 2022
- BOT.Bylaws.Regular Meeting.4.12.18
- BOT.Conflict of Interest Policy 2022
- BOT.New Trustee Orientation 2023
- BOT.Policies and Procedures Processes. 2022
- BOT.Policies.Board and President Governing 2023
- BOT.Policy Manual Master List .2022
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- BOT.WY State Statute 21-18-203. 2022
- BOT.WY State Statute 21-18-301. 2022
- BOT.Wyoming Association of Community College Trustees. 2022
- PRES.PR.Committees 2022

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in 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 discussion both within the classroom and across campus. Students are encouraged to express ideas 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.

While course outcomes are well-established by the faculty, the institution grants instructors the autonomy to teach using the methods they deem appropriate, thereby entrusting instructors to educate students as effectively as possible. Since freedom also requires 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 and enhanced 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 its representative alliances.

Freedom of expression and the interchange of ideas occur regularly via annual lecture series, festivals, community forums, and conferences. In addition to the listing in 1.C.1, an example of this is the recent [Social and Behavioral Sciences Seminar with Constitution Day](#) that incorporated Living Room Conversations. These are conversations about difficult topics where the goal is to listen to one another's stories instead of debating or mounting an argument. These endeavors draw community members, faculty, administration and students together to express viewpoints and learn from varied perspectives.

Sources

- AA.FS.Prof Development Application 2023
- AA.Policy.Academic Freedom 2023
- AA.SBS.Influence Program 2022
- SS.SSC.Student Code of Conduct 2023

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1 - Casper College maintains professional standards and provides oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Casper College provides effective oversight and support services to ensure the integrity and safety of research. The [Institutional Review Board](#) (IRB) operates under college [policy](#), which is based upon the Code of Federal Regulations for Protection of Human Subjects, The Belmont Report, and the Casper College Exemption Categories and Informed Consent Process. When the Casper College Grants Office receives a proposal that involves research, it consults with the IRB to assist in determining whether the research proposal meets the threshold that defines “research” and “human subjects,” and oversees the financial integrity of the project. The IRB, consisting of no fewer than five or more than eight individuals as defined in college policy, reviews and approves research and grant proposals to ensure the protection of rights and welfare of human subjects or animals. The IRB is granted the authority to approve, modify, or reject proposals. The vice president for academic affairs is responsible for ensuring that the IRB operates according to policy, and is required to meet with the IRB each spring.

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

Through its [Institutional Review Board](#) (IRB), Casper College provides guidance and support to faculty and students regarding the integrity of research and scholarly practice. The IRB review process ensures the ethics of scholarly activity, protection of human subjects, and proper storage and retention of data and records. The IRB provides [templates](#) that may assist researchers in developing robust informed consent and/or assent forms. Additional support is available to students from faculty in course-specific research projects. Additionally, the following courses specifically address discipline-specific research methods and processes:

- LEGL 1710 - Legal Research and Writing I
- LEGL 1720 - Legal Research and Writing II
- PSYC 2000 - Research Psychological Methods

- ENR 2465 - Research Problems in Environmental Sciences
- CHEM 2465 - Research Problems in Chemistry
- BIOL 2120 - Biomedical and Environmental Ethics
- BIOL 2465 - Research Problems in Biology

2.E.3 - Casper College provides students guidance in the ethics of research and use of information resources.

As codified in the [Student Code of Conduct](#), students are expected to use information ethically by refraining from plagiarizing in the research, writing of papers, and 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 resources that include English composition courses:

- ENGL 850 – Accelerated Writing/Reading
- ENGL 900 – Intro to College Reading and Writing
- ENGL 1010 – English Composition I
- ENGL 1020 – English Composition II
- ENGL 2005 – Writing in Technology and the Sciences

The Casper College Goodstein Foundation Library teaches over 100 classes per year. Library instruction follows the Association of College and Research Libraries Information [Literacy Framework](#). Librarians regularly teach information literacy and research best practices including guidance on how to ethically use source material. Additionally, the Library offers [Research Guides](#) created to assist faculty, students, and other researchers.

The Digital Learning Center (DLC) manages access and trains students and faculty on using the anti-plagiarism tool [Turnitin.com](#), which is embedded within Moodle. This system assists students and faculty in ensuring ethical use of source materials by highlighting if writing includes known sources without citation. In a two-year period from August 2020 to August 2022, the DLC reports that 49,395 documents were submitted for review via the Turnitin.com tool. In addition, the DLC makes available test cheating prevention tools: [Respondus Monitor](#), and [ProctorU](#) (ProctorU is Live online proctors). These tools are available to all online, hybrid, digital, and face-to-face course instructors.

The Writing Center also advises students on how to correctly cite source material in their work, and provides access to tutors and other resources to assist with writing assignments. The [MLA](#), [APSA](#), [APA](#), and [Chicago](#) style guides are available to the public on the Writing Center webpage and on its Moodle page.

2.E.4 - Casper College enforces its policies on academic honesty and integrity.

Casper College enforces its [Student Code of Conduct](#) that defines academic code violations, provides the disciplinary procedures for code violations, and details the procedures for student appeal. Faculty collaborate with their academic dean, the Vice President of Academic Affairs, and the Dean of Students in 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 can report a violation of the student code of conduct by a student, student group, or organization to the Vice President of Student Services or the Dean of Students. Reported instances of suspected academic dishonesty are recorded by the office of the Dean of Students by student identity so patterns or trends in individual behavior may be identified and addressed appropriately with due process.

Sources

- AA.DLC.ProctorU ExamInsights 2022
- AA.DLC.Respondus Report 2023
- AA.DLC.Respondus Turnitin 2.14.17
- AA.DLC.Turnitin Submissions 2023
- AA.Institutional Review Board 2023
- AA.IRB.Full Review Form
- AA.LI.ACRL p16-17 2023
- AA.LI.Research Guides 2023
- AA.Policy.Institutional Review Board 2023
- AA.Writing Center APA 2023
- AA.Writing Center APSA 2023
- AA.Writing Center MLA 2023
- AA.Writing Center re Chicago Style
- BOT.Policy.Using Copyright Works 2023
- SS.SSC.Academic Dishonesty Reporting Form 2023
- SS.SSC.Student Code of Conduct 2023
- SS.Student Handbook 2023

2.S - Criterion 2 - Summary

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

Summary

Casper College's mission statement is adopted by the Board of Trustees through shared governance with faculty, staff, and administration. The college operates with integrity in all functions and is guided by board-approved policies, including a financial code of conduct. An annual audit is conducted by an independent certified public accounting firm, and the results are made public on the college website. The Board of Trustees and the college president oversee the business and affairs of the college and follow ethical governance policies. The policy review process involves the board and representatives of faculty, staff, and administration. Academic Affairs operates according to board-approved policies, including policies related to academic freedom, nepotism, program review, course evaluations, and curriculum approvals. All students, faculty, staff, and public members are entitled to a safe academic and work environment governed by Title IX of the Education Amendment of 1972, and the college has a Title IX Coordinator to handle any formal complaints. The Vice President for Student Services is responsible for student safety and wellbeing.

Casper College is transparent in its presentation to students, the public, and stakeholders about its programs, requirements, faculty and staff, costs, governance and accreditation. The college website is the main source of information and serves various audiences, including prospective students, employees, alumni, and the public. The website features the current accreditation status, academic calendar, policies, costs, and a student handbook, which are regularly updated. Students can manage their college career through the myCCinfo portal, while departments publish newsletters and advertise events in local media. The college holds open monthly Board of Trustees meetings, and sponsors events for community engagement.

The Casper College District Board of Trustees is responsible for overseeing the college's financial and academic policies and practices. The board holds public work sessions and monthly board meetings, where they also hear from students and faculty and make informed decisions about policy and budgeting. The board also reviews and adopts policies and conducts audits at the end of each fiscal year. The seven elected members of the board serve four-year terms and follow guidelines set by the Wyoming Association of Community College Trustees and the institution's Board Code of Ethics. The board considers internal and external constituencies during its decision-making process and holds closed-door executive sessions for legal, personnel, or real estate matters.

Casper College values freedom of expression and the pursuit of truth. This is reflected in the Academic Freedom policy, curricular autonomy, and Student Code of Conduct. The college trusts instructors to teach as they deem effective, but encourages professionalism, fairness, respect, and accuracy. Freedom of expression is promoted through various means, such as lecture series, festivals, community forums, and conferences. The college also supports professional development for faculty and encourages representation of ideas and concerns through alliances.

Casper College is dedicated to maintaining professional standards and ensuring compliance with regulations, ethics and fiscal accountability. The college uses an Institutional Review Board (IRB) for the effective review and oversight of research proposals and protocols. The IRB supports research

integrity and ethics and provides guidance and support to faculty and students. The college also provides students guidance in ethical research and use of information resources through courses and resources like Turnitin.com, the Writing Center, and English Composition courses. Casper College enforces its policies on academic integrity and honesty through its Student Code of Conduct and provides support to faculty in addressing any academic code violations.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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 levels of student performance appropriate to the credential awarded.

Casper College is committed to maintaining high-quality current and relevant [courses](#) and [programs](#). The college offers 118 associate degree programs and 34 certificate programs across five academic schools. The broad [mission](#) statement, "with a primary focus on student success that provides learning opportunities to enrich the lives of our students...", provides a framework for the institution's academic offerings: students may choose from general studies options in [arts](#) or [sciences](#), or the curricula in their target discipline that prepares them for transfer to the baccalaureate institution, or a degree or certificate that is designed to lead to the workforce.

Also, the [Workforce Training and Professional Development Center](#) offers a wide variety of pertinent workforce training, safety, and continuing education courses and programs.

Appropriate levels of student performance are embedded in the sequencing of courses, particularly those that require a prerequisite. For example, the general education course, [English 1010 Composition 1](#), requires an appropriate placement score, ensuring that the student is prepared for the demands of the course. Marginal scoring on the placement exam allows the student to enroll in a corequisite course, [English 0910, Enhancement for Comp 1](#). To advance to [English 1020 Composition 2](#), the student must earn a "C" or better in English 1010. Appropriate, advancing levels are clearly stated in the syllabus, and serve to lead to student success.

In accordance with the U. S. Department of Education, the awarding of credit is defined in the Catalog ([Academic Credit](#)), where lecture, laboratory, and music studio hours are codified, ensuring that credit is assigned uniformly across the curriculum. Other credit-bearing academic work, such as internships, practicums, studio work, clinical, independent study, and so forth is awarded according to an expectation of equivalent time on task. These criteria ensure that time on task is consistent

within the categories, and lead to the achievement required for each course.

Casper College values its 15 programs that have achieved [specialized accreditation](#), underscoring the quality and currency of the educational programs and assuring students and the public that the college meets or exceeds standards for quality of faculty, curriculum, facilities, student services, and fiscal stability. Accredited disciplines include Addictionology, Art and Design, 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. (See a full listing in Item 4.A.5.)

In addition to these accredited programs, Casper College maintains numerous local and regional partnerships and advisory boards 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. The School of Business and Industry provides advisory board agendas for: [Accounting](#), [Autobody Repair Technology](#), [Aviation](#), [Business Administration](#), [Business Information Systems](#), [Construction](#), [Diesel Power](#), [Electrical Apprenticeship](#), [Electronics Technology](#), [Fire Science](#), [Manufacturing Technology](#), [Machine Tool Technology](#), and [Welding](#). The School of Health Science provides advisory board agendas for: [Nursing](#) (includes an Annual Report), [Respiratory Therapy](#), and [Pharmacy Technology](#).

The college maintains [transfer agreements](#) with the University of Wyoming as well as other baccalaureate institutions. Individual departments articulate with these institutions on a cyclical basis. To facilitate the state's ongoing commitment to seamlessly transfer from community colleges to the University, an annual Wyoming Articulation Summit is held each fall at the university to 1) negotiate and maintain 2+2 articulation agreements, 2) provide updates germane to the university's curriculum, including state-wide common course numbering, and 3) share commonalities that occur within the higher education system in the state.

Casper College graduates perform well upon [transfer to the University of Wyoming](#). In fall 2021, Casper College transfer students earned on average a 3.22 GPA during their first semester compared with a 3.06 average GPA among all Wyoming transfer students and a 3.09 GPA among students who began their studies at the university. The data also show that the retention and graduation rates for students transferring 30 or 60 credit hours to the University of Wyoming are favorable 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. The [2022 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) exam, scoring consistently above 80% which is the threshold mandated by the Wyoming State Board of Nursing. The overall pass rate for 2022 was 93.10%. In addition, approximately 90% or greater of Casper College nursing graduates find employment in the nursing profession.

The H.E. Stuckenhoff Department of Nursing 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 the Associate Degree in Nursing (ADN), complete the NCLEX-RN, and begin working as registered nurses. The benefit of the ReNEW curriculum is the ability for ADN graduates to matriculate

seamlessly to the University of Wyoming's Bachelor of Science in Nursing (BSN) through online classes in two additional semesters, provided the BSN prerequisites have been met. The curriculum, launched in 2016, is evaluated annually by the Wyoming Nurse Educators, who monitor the program for any possible curricular improvements, keeping current with the healthcare profession. The Casper College nursing program tracks their graduates who continue their education and receive the BSN. Since the start of the ADN program, there have been 151 BSN graduates.

The Casper College Occupational Therapy Assistant (OTA) program from 2017 through 2021 has had a 100% pass rate on the [National Board of Certification of Occupational Therapy](#) (NBCOT). The Radiography program class of 2021 had an 82% pass rate on the [American Registry of Radiologic Technologists](#) (ARRT) exam. The [Medical Laboratory Technician](#) had a 100% graduation rate in 2021 and a three year rolling average of 87% 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 2021.

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

Learning goals that develop essential learning objectives for each program are well defined and can be found in syllabi (at the course level), in the Catalog with the introductory information for each degree, and in departmental student handbooks. Learning outcomes may be program-specific or—in the case of general education—institutional outcomes.

In 2020, the Wyoming Community College Commission (WCCC), tasked by the State Legislature, required a comprehensive realignment of course numbers and titles across the eight institutions of higher education. While common course numbering had been mandated for nearly 30 years, there had been inconsistencies. With representation from the community colleges, the university, and the WCCC, stakeholders from each discipline met and worked with a facilitator to align course numbers and titles to provide a more seamless transfer to the university. This process provided a framework for departments to have discussions about learning goals for their courses, and adjustments were made to more closely align outcomes. A synopsis of a [meeting](#) with state-wide dance programs is provided as an example, along with a spreadsheet illustrating the [alignment of dance courses](#).

As discussed in 3.A.1 above, the annual [Articulation Summit with the University of Wyoming](#) provides opportunities to collaborate to identify course outcomes that prepare students for transfer. At the same time, specialized accreditation standards inform the college of discipline-specific expected outcomes, so in some instances national standards might supersede in developing associate programs.

The curricular requirements for each degree or certificate are articulated in the [Catalog](#). Each program includes a program map, designed to recommend a four-semester pathway that illustrates how the student can complete the curriculum in two years (e.g. Associate in Business Accounting. Certificate programs follow a similar pattern (e.g., [Diesel Power Technology](#)). Students and advisors track and monitor the student's progress through the advising platform, MyCCInfo, where built-in program maps that mirror the catalog are followed to ensure that degree or certificate requirements are approached in a logical sequence.

3.A.3 - Casper College's program quality and learning goals are consistent across all modes of delivery and all locations.

Distance education and concurrent credit courses have the same learning outcomes and goals as those offered on campus, and several checks and balances are in place to ensure compliance.

Casper College adheres to a standard [syllabus template](#). Informational boilerplates such as class policies, student rights and responsibilities, chain of command, academic code violations, means of communication, and so forth, ensure that the learning environment is consistent across the curriculum.

The [Digital Learning Center](#)'s (DLC) [mission](#) is to support online learning, offering opportunities for students to reach their academic goals while balancing other personal and professional commitments. In collaboration with students, faculty, staff, academic schools, the Goodstein Foundation Library, the Academic Testing Center, and Information Technology, the DLC plays a significant role in ensuring program quality and consistency between face-to-face and online course deliveries. The DLC advisory committee, the [Instructional Technology Committee](#) (ITC), is composed of faculty representing all five academic schools as well as administrators and staff. The ITC meets monthly and reviews online courses for consistency with their face-to-face counterparts, as shown in meeting minutes from [December 2022](#) and [March 2023](#). As such, the DLC adopted a framework, [Five Key Components of a Digital Course](#), and a [Digital Course Review](#) as a systematic approach to evaluating digital courses for best practices and quality. The DLC also monitors all videos used online to ensure that captions and transcripts are in compliance with the [Americans with Disabilities Act](#) (ADA). Additionally, the DLC promotes best practices in online pedagogy by offering workshops, trainings, webinars, and other technology support. The DLC developed an online instructional course to enable faculty to better utilize Moodle and develop quality online courses. Casper College participates in the Quality Matters framework for its online learning platform. Since 2006, the college has been 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 the local [Board of Cooperative Educational Services](#) (BOCES), high school students may take courses in the district that meet requirements for high school graduation while also counting towards a college degree or certificate (concurrent). High school students are also able to enroll in on-campus or online courses, taking advantage of tuition funding by BOCES (dual). Dual and concurrent credit courses are articulated formally with the school district on an annual basis. Deans and academic chairs ensure that instructors possess the threshold credentials and that stipulated course outcomes are met. In accordance with HLC standards for faculty qualifications, standards applied to full- and part-time Casper College faculty for appropriate academic credentials, training, and experience necessary to be an effective instructor, are also applied to the BOCES partner teachers in the high schools.

Casper College ensures that learning goals are consistent between college courses and any concurrent counterpart at the high schools. Articulation agreements for each course are signed once the concurrent syllabus is reviewed by the college instructor and deemed equivalent to the college course. Furthermore, the supervising college course instructor formally observes and evaluates a class at the high school at least once per year to ensure consistency and quality. The director of dual and concurrent enrollment from the Board of Cooperative Educational Services along with the vice president for academic affairs and the school district superintendent leads a mandatory in-service

meeting with the college and concurrent instructors annually with the goal of maintaining communication and quality. A representative [Concurrent Enrollment Meeting Agenda](#) is provided.

At this writing, the college is preparing to seek accreditation with the [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP). The goal is to systematically maintain course quality through rigorous standards that apply to courses offered for college credit at the high school. This initiative is planned to strengthen the BOCES program, and to further ensure equivalency in course content and outcomes.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1 - The general education program at Casper College is appropriate to the college mission, educational offerings, and degree levels of the institution. Casper College articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The 2022-2023 Catalog articulates the rationale for [General Education](#): "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 core abilities, commonly termed Institutional Learning Outcomes." These core abilities are consistent with the mission, vision, and goals of Casper College.

Recently, Casper College aligned its general education outcomes with the [Western Interstate Commission for Higher Education](#) (WICHE), and became an [Interstate Passport member](#). Membership ensures that students transfer the block of lower-division general education package "based on an agreed upon set of learning outcomes rather than on specific courses and credits." This new alignment with WICHE demonstrates the college's commitment to educating students with appropriate general education offerings and assuring that students may experience ease in transfer.

3.B.2 - The program of general education at Casper College 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.

As part of [general education core](#) at Casper College, students are required to demonstrate proficiency in the eight Institutional Student Learning Outcomes (ISLOs) and show competency in reasoning and inquiry in science, math computation, communications, human behavior, cultural environment, and physical education. Currently, students seeking an Associate of Arts (AA), Associate of Business (AB), Associate Degree of Nursing (ADN), or Associate of Science (AS) are required to complete 32 credit hours of general education courses. Currently and continuing in Fall 2023, students seeking the Associate of Fine Arts (AFA) or Associate of Applied Science (AAS) must complete a minimum of 17 credit hours of general education courses, including a minimum of one credit in physical education activity and a course in the American and Wyoming Constitutions. Starting in Fall 2023, students seeking an Associate of Arts (AA), Associate of Business (AB), Associate Degree of Nursing (ADN), or Associate of Science (AS) will be required to complete 29 credit hours of general education courses. These general education changes align the college with the [Western Interstate Commission for Higher Education](#) (WICHE) Passport for student transfer credits. The eight ISLOs apply to all students regardless of major or program. These outcomes set expectations for all graduates, and are used in the assessment of individual courses.

In its belief that all college-educated students should possess broad knowledge and intellectual concepts, Casper College has identified the following eight general education outcomes. They are posted in syllabi, listed in the [Catalog](#), appear on the college [website](#) and on [posters](#) in all classroom buildings:

1. Demonstrate effective communication
2. Apply scientific methods
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appraise creative and/or aesthetic activities
6. Use information to conduct research
7. Analyze the importance of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process data

Casper College is committed to an assessment plan that provides evidence of student learning while demonstrating how students are meeting the eight ISLOs. These ISLOs are regularly evaluated by the Assessment Committee. Each semester a faculty team assesses and scores artifacts related to two ISLOs, thereby completing a full cycle of assessment every four semesters. Student artifacts are evaluated using the Association of American Colleges & Universities (AAC&U) [Valid Assessment of Learning in Undergraduate Education](#) (VALUE) rubrics to assess each student assignment.

3.B.3 - The education offered by Casper College recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

The Casper College Board of Trustees adopted an [Equal Opportunity and Non-Discrimination](#) policy in 2015, and reaffirmed in it 2018. The 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 [Values](#) statement.

The [Diversity and Inclusion Committee](#) works to ensure that the college community understands, values, and promotes diversity. In collaboration with Social and Behavioral Sciences, Diversity and Inclusion is hosting two additional multicultural films on the topic of "[Dimensions of Poverty](#)." See 1.C.2 for a listing of additional, recent activities.

Casper College encourages diversity and inclusion through many events and support services. support of the [Humanities Festival and Demorest Lectures](#), and the [Multicultural Film Festival](#). Started in 1985 with the assistance of the Casper College Foundation, an annual Humanities Festival and Demorest Lecture series has provided expanded opportunities for Humanities discussions, presentations, and explorations outside the classroom. The festival is an annual three-day event held on campus, and typically features several presentations related to human diversity. The Demorest Lectures have three purposes: 1) to encourage scholarly research in the humanities which can be shared with the college and the community; 2) to encourage vitality in the teaching of humanities; and 3) to recognize the value that the humanities have in every life. Beginning in 1994, the annual Multicultural Film Festival uses films and discussions to explore issues tied to diversity.

Social and Behavioral Sciences hosts other events to connect diverse audiences, informing them about significant topics such as the [Social and Behavioral Sciences Seminar](#), the [Constitution Day Seminar](#), [Holocaust Remembrance Day](#), and the hosting of Wyoming's Supreme Court on campus for the "You Be the Judge" program.

Out of respect for diversity of ability, Casper College follows the [Americans 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 include 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, and laptop computers.). Additionally, the Student Success Center 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 valued resource in support of inclusion is the [Single Parent Program](#), founded in 2008. The program 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.

Recognized as the [Most Military-Friendly Small Community College for 2022-2023](#), Casper College is committed to supporting veterans. The college has established 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 year to engage local and student veterans, as well as the local community and non-military-affiliated students.

In 2022 Casper College established a Veterans Center in the Gateway Center. The [Veteran 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 is a place for Casper College veterans to access library resources and support, study, socialize, and build comradery.

3.B.4 - The faculty and students at Casper College contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Since the principal mission of the college is to educate its students, faculty are contractually obligated to remain current in their discipline and are encouraged and supported to engage in professional development. The culture of professional learning is reported to the Board of Trustees meetings, where faculty and students present on their endeavors at national conferences, tout awards for excellence in presentations and research projects, report on the initiation of community outreach programs, and expand on existing course-based research projects and activities. In addition to the live presentations to the board, the vice president for academic affairs provides a listing of exceptional [faculty and staff accomplishments](#) each month. The goal is to celebrate academic excellence, professional development, creative initiatives, and collective successes to advance the culture of teaching and learning.

Additional research opportunities of a more hands-on nature are also available at Casper College. The [Tate Geological Museum](#), founded in 1980, remains a valuable resource to the community, hosting local schools and groups to enhance students' learning experience. The Tate curates a collection of more than 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. These endeavors have resulted in important finds like the oldest and most complete Columbian mammoth fossils found in North America—Dee the Mammoth. 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. The [Werner Wildlife Museum](#) provides students with specimens and habitat knowledge from North America and beyond and promotes the “learning and appreciation of the Earth’s natural history through preservation of collections, exhibits and outreach as consistent with the mission and goals of Casper College. The museum regularly schedules lectures from Casper College faculty and other experts.

Numerous opportunities for faculty and especially students to contribute scholarly and creative works include publication and presentation opportunities such as the [Literary Conference](#), rotating exhibitions in the Zahradnicek Gallery and the Alumni Association Art Gallery, and contributing to the student-driven annual arts and humanities magazine, [Expression](#). Students write and publish a

campus newspaper, [Chinook](#); [March 2023 edition](#), Career-Technical students participate in [Skills USA](#) by hosting an annual [Wyoming Association of Skills USA State Leadership and Skills Conference](#). The School of Business and Industry hosts the [Casper Manufacturing and Industry Day](#), where students tour local businesses.

Finally, faculty and students host the [Kinser Jazz Festival](#), multiple [performances](#), including [music](#), [theatre and dance](#), and [student art exhibitions](#).

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1 - The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Though Casper College is located in an isolated, rural area, nonetheless it strives to support diversity and inclusion.

The non-discrimination statement mirrors what is protected under [Title VII of the Civil Rights Act](#), the legal standard for which employers are held accountable:

“Casper College is an Equal Opportunity Employer and does not discriminate based on race, sex, color, national origin, religion, age, veteran status, political affiliation, disability, sexual orientation, or 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.” [Quote from [2021-22 CC Annual Report](#), page 16]

This statement is found throughout the college website and is included on the job descriptions as well as on the [Human Resources](#) webpage, assuring job applicants that the institution upholds Title VII and values a diverse campus population. The results of an institutional audit from the Office of Civil Rights is summarized in 1.C.3, bullet 3.

With its subscription to [Higher Ed Jobs](#), the college receives two to three diversity and inclusion postings on that platform, which helps to reach a wider, more diverse pool of applicants. Human Resources has worked to broaden its outreach to job applicants, and has expanded its hiring processes

to improve diversity and inclusion. While the institution advertises its vacancies on targeted platforms, it also participates in job fairs that serve underrepresented populations that may not otherwise look to the college as an employer (e.g., Workforce Services). Hiring committees receive bias training and design fair and identical interview processes for all candidates. For example, interview questions are uniform, and identical interview platforms such as Zoom are scheduled for the candidate pool, even when there is an internal candidate who could participate in person. Finally, search committees are formulated to reflect a microcosm of the academic community, with consideration given to gender, age, discipline, job classification, and so forth.

The [Diversity and Inclusion](#) committee has a dedicated webpage that discusses the commitment to diversity and inclusion on campus along with a listing of resources. Although the page focuses primarily on students, the same resources apply to employees.

The office of Human Resources has added a [training module](#) on the culture of diversity and inclusion into the new employee orientation.

In addition, the college has a highly recognized [Veterans Club](#) on campus. Although the club is tailored to the student population, the coordinator of the program exposes the participants to the workings of the college, and provides a valuable referral service for veterans seeking employment opportunities.

3.C.2 - 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, assessment of student learning, and establishment of academic credentials for instructional staff.

Casper College's dedication to effective teaching is reflected in its commitment to rely primarily on full-time faculty. In 2022-2023, full-time faculty numbered 120, while part-time faculty numbered 68. The ratio, nearly 2:1, favors full-time, continuing faculty and demonstrates the institution's commitment to providing consistent, quality education to its students. As reported to the Integrated Postsecondary Education Data System (IPEDS), the [fall 2022 student-to-faculty ratio](#) was 11.7:1.

While the Human Resources Director is responsible for ensuring compliance with college [policy](#) and federal, state, and local laws pertaining to hiring, the vice president for academic affairs is responsible for verifying the qualifications needed to hire faculty.

Subsequently, the vice president monitors annual faculty loads to determine equity in the [faculty workload](#). In cases where faculty report consistent overloads coupled with growing enrollments, this may be an indicator for additional part- or full-time instruction. Conversely, consistently underloaded faculty and diminishing programs may require an adjustment in personnel to balance educational needs with fiscal resources. The deans and the vice president review loads annually to plan and make projections for the future of the programs.

By policy, faculty teach the equivalent of 30 lecture instructional units per year, or 15 per semester. As a teaching institution, this requirement ensures that students receive instruction from qualified, dedicated, and professional faculty. The [Faculty Contract](#) also stipulates that faculty maintain student attendance records for each class, maintain student records for student performance, file mid-term and final grades, advise students, maintain five weekly office hours in person, participate in assigned

committees, assist with recruiting students, keep current in the discipline, and conform to college policies and procedures, including participation in the assessment process.

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

A formal [Faculty Qualifications Review](#) process was initiated in 2016, and a [Faculty Qualifications policy](#) adopted in 2019. 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 qualifications for individual faculty are forwarded by the dean to the vice president for academic affairs for review and recording.

While most transfer program faculty members hold a master's degree (57%) or higher (23%) in the field in which they provide instruction, some of the applied and technical programs require their faculty members to hold 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.

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, academic chairs, and program directors is reviewed annually for accuracy, currency and appropriateness. In some cases, minimum requirements are based on 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.

In the 2022-2023 academic year, Casper College articulated 38 [concurrent enrollment courses](#) in the district high schools. Each concurrent enrollment course has a supervising Casper College instructor. High school instructors teaching concurrent college courses in the school district are required to hold the applicable credentials and follow the articulation guidelines in order to offer equivalent courses. For example, the Casper College English Department supports ENGL 1010 (Composition I) offered at both 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 syllabus;
- submit their syllabus 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 concurrent adjuncts to attend department meetings and to participate in departmental activities and committees. The [2021-2022 English Academic Program Review](#) addresses a comprehensive guidelines on articulation, dual, and

concurrent enrollment.

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

3.C.4 - Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Throughout their employment at Casper College, faculty are evaluated in a number of ways in accordance with the [Performance Evaluation for Faculty Employees](#) policy. The goal is to promote excellence in teaching while demonstrating a commitment to the mission of lifelong learning.

Full-time, tenured faculty are evaluated by the academic dean within their designated school. The dean schedules the class observation and conducts teaching observations for faculty who have taught at the college for four or more consecutive years, at least once every three years. The dean writes a [Performance Evaluation for Faculty Employees](#), including areas of apparent strengths and areas for improvement, then shares it with the faculty in a meeting where both individuals acknowledge the remarks with their signatures. A repository of completed faculty evaluations is held on file in the office of Academic Affairs.

Additionally, the administration conducts regular course evaluations in accordance with the [Course Evaluation policy](#). Each semester, students anonymously submit course evaluations utilizing a digital platform for all credit-bearing courses with a minimum of five students enrolled. A customized summary of the course evaluations is provided to faculty members and their deans at the conclusion of the course once grades have been posted. The regular evaluation of courses provides feedback to deans and faculty, and may be useful in identifying areas for improvement in pedagogy or course content.

Faculty employees who have taught at the college for less than four consecutive years are evaluated annually during their [tenure process](#). The process is collaborative, mentoring, and evaluative to help orient and develop new faculty, and is designed to encourage a successful outcome that benefits students, faculty, and the institution. The tenure process is outlined in a Faculty Tenure policy. As part of the tenure process, a committee completes peer observations and evaluations of the faculty candidate. Candidates hold two meetings with their committee, presenting their tenure portfolio for review and feedback. During year four (semester seven) of instruction, the committee submits a tenure recommendation to the vice president for academic affairs, who ultimately makes a recommendation to the president. In a spirit of celebration, successful candidates are introduced to the Board of Trustees in their January meeting.

Adjunct and part-time faculty members are evaluated annually by their supervising academic chairs, utilizing the same criteria as outlined in the performance evaluation policy.

3.C.5 - Casper College has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

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 for [travel](#), and sabbaticals. The Faculty Senate is allocated \$25,000 in professional development funds to encourage, discern, and award \$500 stipends for faculty to defray professional development expenses. Department operational budgets may also be used to provide assistance for transportation, per diem, registration fees, and other such expenses associated with development opportunities. The Board of Trustees has the authority to grant sabbaticals each year under the [Sabbatical Leave Policy](#). While the college does not specify how many sabbaticals are funded from year to year, a rigorous process is followed to ensure the integrity of the application process. Sabbatical applications are submitted to the Faculty Senate, which weighs each proposal, makes a recommendation to the appropriate executive, then the president presents the proposal to the Board for final approval.

The Casper College [Center for Excellence](#) provides numerous opportunities for employee development, including a library of books and resources as well as workshops and webinars. Since Covid, the on-campus center has shifted many of its offerings to allow for virtual participants.

For many faculty, particularly during the pandemic, teaching online is sometimes required. Since 2016, the [Digital Learning Center](#) (DLC) has maintained a training course for faculty, "Teaching with Moodle I." The goal is to assist online instructors to remain current in the use of digital learning technology and pedagogy, thereby increasing the quality of instruction offered to students. Also, the DLC holds two-day workshops for faculty each year, typically in the return week of the spring semester. These workshops may focus on the Learning Management System, technology used in online classes, pedagogy, or current best practices in online learning.

3.C.6 - Casper College instructors are accessible for student inquiry.

To facilitate accessibility for students to meet with their instructors, full-time faculty are contracted to schedule five office hours during the week as outlined in the [Faculty Workload](#) policy. Additionally, students have the option to contact the faculty either by phone or email as outlined in each course syllabus.

One [Advising Day](#) is scheduled each semester for concentrated and focused one-on-one meetings with advisors and students. No daytime classes are held on that day for the sole purpose of students connecting with their advisors to plan their next semester. This endeavor ensures that students maintain a working relationship with their advisor, and serves to enhance retention.

An external indicator of faculty accessibility reported by students comes from the [2019 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 the CCSSE Cohort. For example, the report showed 17.3% of [CC students](#) responded they worked with instructors on activities other than coursework "often or very often" as compared to 12.2% of other students in the 2019 national CCSSE participant cohort.

3.C.7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Staff members providing student support services have the relevant qualifications and appropriate experience for their respective positions. Staff in areas such as Financial Aid, Student Success, Student Activities, as well as math and writing tutors all have training or documented experience relevant to the duties for which they are responsible. Program coordinators and advisors within the Student Success Center are required to hold a minimum of a bachelor's degree with two years of related experience. In Career Services, professionals who are not currently Licensed Professional Counselors or hold a career certification, are required to do so when hired. They also attend training and professional development opportunities on a regular basis to keep their skills current. For example, the Financial Aid staff members attend seminars, training, and webinars provided by the U.S. Department of Education and national and regional associations. The Director of Financial Aid and staff attend four conferences or trainings annually—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 institute ([Summer Institute from Rocky Mountain Association of Student Financial Aid Administrators](#)).

Just as the institution supports faculty development, staff and administrators may apply for professional development funds, awarded by the respective alliance leadership. In addition, most departments have funds for attending conferences and applicable training courses that promote professional growth and foster best practices in their respective fields.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

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 relieve them 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 more.

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 has [Counseling Services](#) with professional counselors 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, where a registered nurse is readily available. Services, most of which are free, are available for students and employees with current college-issued ID cards.

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 [STEM Learning Center](#) (Science Technology Engineering and Math) is primarily a peer tutor environment for students in STEM classes to walk in for assistance regarding questions in their current STEM classes. This is a free service to students and the community at large. Students check in to track the usage of this center. Students use these rooms located in the Physical Science building for a myriad of reasons that include quiet study, group study, computer work, and printing.

The mission of the STEM Center is to provide a wide variety of tutorial assistance that includes math, chemistry, engineering, and computer science. Depending on students' recommendations from faculty, tutors may also be available to assist with GIS, geology, and the teacher preparation sequence. Calculators are available to be checked out for exams, or can be rented for the semester.

The [Writing Center](#), directed by a qualified English faculty member, has been serving students for 37 years, and—in the last five years alone—has served nearly 5,000 clients. Accessible for 37 regular hours per week, as well as additional hours in the evening and expanded services through Zoom appointments, it is a free resource for students, faculty, and staff of Casper College and the University of Wyoming-Casper, and is also free and open to the Casper community. Trained tutors work with writers both in-person and through Zoom to assist in improving their written communication skills. Projects may include academic, technical, or creative writing, résumés and job application letters, or scholarship applications. Assistance is available at any stage of a writing project, from generating ideas, outlining, drafting, formatting, revising, and editing. Tutors also guide students through [APA](#), [APSA](#), Chicago, and [MLA](#) style citations and make use of sources detailing technical and professional writing styles, essay writing, and creative writing. The Writing Center has resources that include a computer lab, writing manuals, online tools, citation and punctuation handouts.

The Writing Center is a great resource for students as well as the community. In addition to tutoring services, it hosts a [Writing Center Series](#) throughout the year, with presenters focusing on relevant topics germane to writers, scholars, and enthusiasts.

The World Languages Café provides students a place to meet to work on their language goals with peers, instructors and community members. The Café includes a study area, a small library with target-language books that students may borrow, coffee and tea options, as well as snacks. The space is also where Casper College's Spanish Club meets weekly to practice spoken Spanish, play board games and watch films. The Café is open weekdays between 10:00 am and 5:00 pm. World Languages faculty are often in the building to answer questions and drop by for a game or two.

Casper College utilizes the online tutoring service, NetTutor. NetTutor provides supplemental instructional services to distance learners as well as face-to-face learners through the Moodle learning management system. This enhanced service is available to all students and is especially useful for those students who cannot attend the STEM Center or Writing Center because of work or other life commitments. The Digital Learning Center staff maintain a [NetTutor Usage Report](#).

The [Math and English Placement](#) Coordinators create a placement profile for college and concurrent students enrolled in English, Math, Chemistry, Physics, and Statistics courses to ensure proper placement into those courses. This involves reviewing test scores, majors, transcripts, and other measures for approximately 4,000 students annually. In addition, the coordinators review, record, and notify students of Tailwind (placement exam) results. The coordinators communicate viable options to students who may need more foundational work to be successful. For many students, an online placement module, [EdReady Placement Pathways](#), serves to pinpoint areas that require improvement, and leads the student through a tailored course. Once successfully completed, students are eligible to enroll in college-level coursework. If necessary, developmental courses are available to those who need more rigorous preparation. Coordinators also consult with academic chairs and deans to monitor course enrollments and communicate the need to add or delete class sections. Additionally, the coordinators assist transcript evaluators with transfer credit decisions.

The Casper College [Testing Center](#) (CCTC) supports academic excellence and academic integrity by the diligent administration of exams for Casper College students. This includes testing for class

placement purposes, testing for online or in-person course learning, testing to establish high school equivalency, testing to demonstrate prior learning, testing for college readiness, and testing with approved accommodations. The CCTC also is a testing site for several professional testing companies. This gives graduates of Casper College programs and community members the opportunity to meet professional goals or enhance employment opportunities. The CCTC, a [National College Testing Association](#) (NCTA) certified testing center, employs policies and procedures in accord with the NCTA Professional Standards and Guidelines.

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

Student advising is one of the most important activities for guiding and retaining students as they progress through their chosen curriculum. Once a student is admitted to the institution, the student has access to Student Services advisors, who utilize the program map in MyCCinfo to prepare the student for the first semester. Once the student declares a specific major, a faculty member in that discipline is assigned as the official advisor, and the student will meet each semester with the faculty member. The MyCCinfo tool accurately maps the student's academic progress. The advisor's role is to keep the student on track while assisting in identifying career goals and transfer needs. Typically, advisors also help students navigate institutional and instructional policies. Finally, advisor and advisee roles and responsibilities are outlined in the Catalog [[Academic Information: Advising](#)].

3.D.4 - Casper College 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 and museum collections, as appropriate to the institution's offerings).

Casper College students and instructors are afforded appropriate facilities and resources to facilitate effective learning. Through partnership between the [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.

The Casper College [Goodstein Foundation Library](#) provides classroom instruction on information literacy competencies, including the institutional policy regarding [protected copyright works](#). 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 presents 105 [research methods](#) and information literacy seminars annually. Students can also visit the library's reference desk for research questions. The Casper College Goodstein Foundation Library's collection serves faculty, staff, students, and community members. It currently holds over 71,000 books: 65,386 in the Main Collection, 3367 in the Juvenile Collection, 712 in the Graphic Novel Collection, 420 in Young

Adult, and 296 in Popular Reading. Along with the physical collection, the library provides access to over 528,959 Unique e-book titles, 115,229 online periodicals, 212 databases, more than 46,372 streaming music and videos, and 20 print periodicals. The Wyoming Community College Commission and the Wyoming State Legislature support cohort access to many of these databases in their commitment to serving Wyoming's community colleges.

Originally funded with a TAACCT grant, the [Health Science Simulation Center](#) is a state-of-the-art resource that provides simulation experiences for all of our accredited Health Science programs. There are ten high fidelity and two medium fidelity mannequins that are used in four "hospital" rooms to simulate a wide variety of illnesses and injuries. The Center also utilizes standardized patients, some of whom are actors from the college theater program. Simulation is a vital part of the educational process where learning is facilitated in a controlled environment that teaches effective communication, critical thinking, and where mistakes can be made as part of the learning process. The Sim Center is the only accredited facility in Wyoming.

The accreditation of the Health Science programs is dependent on the college's ability to provide excellent clinical education experiences for students. The directors have worked to develop excellent working relationships with multiple clinical partners in the immediate vicinity and throughout the state. [Banner Wyoming Medical Center](#) is a primary partner, where students from Nursing, Radiography, Respiratory Therapy, Pharmacy Technician, Emergency Medical Services, and Medical Laboratory Technician program do rotations. There are dozens of other sites in Casper that are also vital to the programs' success.

The School of Health Science is also supported by gifts that have been made to the Casper College Foundation. Dr. H. Stuckenhoff made a substantial donation that was earmarked specifically for the Nursing program, and those funds provide needed equipment, professional development for faculty and students, and anything else that will benefit the program. Dr. C. Grosz funded a [health science lecture series](#) that brings nationally known speakers to our campus and community to speak on science and health care. Other funds exist that are specific to the EMS Education program, the Occupational Therapy Assistant program, and a general Health Science that can be used for any programmatic needs.

The [Western History Center](#), located in the Goodstein Foundation Library, serves as an institutional archives and special collections that preserves and provides access to materials that document the life and mission of Casper College as well as unique records related to Natrona County. The majority of the holdings document historic Wyoming and are readily available to students as well as the public.

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3.S - Criterion 3 - Summary

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

Summary

Casper College is committed to providing current, high-quality, and relevant courses and programs. The college offers 118 associate degree programs and 34 certificate programs across five academic schools, and the Center for Training and Workforce Development provides workforce training, safety, and continuing education courses. Courses within degree curricula are strategic and competency-building, and students enrolled in sequential courses are required to earn a "C" or better to advance to the next level or course as specified by the syllabus.

In addition to its institutional accreditation with the Higher Learning Commission, Casper College has 15 programs that have achieved specialized accreditation, and the college maintains articulation agreements with the University of Wyoming and other baccalaureate institutions to facilitate ease in transfer from the two-year college. The college also maintains partnerships for the development and provision of academic, occupational, technical, and workforce development and enrichment programs. Casper College students perform successfully upon transfer to the University of Wyoming and have strong results in licensure examinations in the health care professions. The nursing, occupational therapy assistant, radiography, medical laboratory technician, and pharmacy technology programs have consistently achieved high pass rates on their national certification exams.

Casper College's general education program aligns with the institution's mission, offerings, associate degree-granting status, and the Western Interstate Commission for Higher Education's Passport program. The program's rationale is to provide students with the skills necessary to be educated members of society. The Curriculum Approval Policy allows faculty to participate in the oversight and development of the curriculum. The program's philosophy is to impart broad knowledge and intellectual concepts to students and help them develop skills and attitudes that college-educated persons should possess. The program requires students to demonstrate proficiency in eight Institutional Student Learning Outcomes (ISLOs). The college expects its students to have growth opportunities and lifelong skills to live and work in a multicultural world. It encourages diversity and inclusion through various events and support services. The college is an equal opportunity institution that does not discriminate.

Casper College is committed to promoting diversity and inclusion on campus, and it has a non-discrimination policy that mirrors the Title VII standards. The college strives to ensure that the overall composition of its faculty and staff reflects human diversity. To reach a wider, more diverse pool of applicants, the college uses targeted platforms and participates in job fairs that serve underrepresented populations. Search committees are formulated to reflect a microcosm of the academic community, and hiring committees receive bias training. The Diversity and Inclusion committee has a dedicated webpage that discusses the commitment to diversity and inclusion on campus along with a listing of resources. The college's commitment to effective teaching is reflected in its commitment to rely primarily on full-time faculty. The faculty has oversight in proposing and approving curriculum and student expectations, and detailed expectations for student performance are defined in each course syllabus. The college also has a formal Faculty Qualifications Review

process to ensure that all instructors are appropriately qualified. Casper College regularly evaluates its faculty to promote excellence in teaching while demonstrating a commitment to the mission of lifelong learning. Full-time, tenured faculty are evaluated by the academic dean, and regular course evaluations are conducted anonymously by students. The institution also supports the professional development of instructors through tuition waivers, reimbursement for graduate coursework, and professional development funds, and it offers training for online instruction. Faculty accessibility is facilitated through office hours and email communication, and staff members providing student support services are appropriately qualified and trained.

Casper College provides a range of student support services to meet the needs of its students. The Student Success and Student Activities departments organize career counseling and extracurricular activities, including intramural sports and social events. Professional counselors are available for individual, couples, family, and group counseling, crisis intervention, and consultations. The college also provides learning support and preparatory instruction through the World Languages Café, STEM Learning Center, Writing Center, and online tutoring service, NetTutor. The Math and English Placement Coordinators assist students in identifying and enrolling in courses that match their academic abilities, while the Casper College Testing Center administers exams for academic placement and online or in-person course learning.

Sources

There are no sources.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1 - Casper College maintains a practice of regular program reviews and acts upon the findings.

According to [Policy](#), Casper College ensures that its programs are reviewed regularly and systematically, and the collected data within the review (supplied by Institutional Research) are used to inform decision-making, while providing academic programs with a mechanism for continuous improvement. Furthermore, administrators receive aggregated data to use in planning.

The annual [Academic Program Review](#) (APR), reported by department faculty and their academic chairs, is submitted to the deans and academic affairs for review. A standard set of criteria is updated by stakeholders each February to coincide with the budget development process. The APR combines, modifies, and supplements information to create a detailed and useful document. The APR includes data that are refreshed annually (e.g., personnel changes, operational budget needs), items updated as needed (e.g., curricular), and an ongoing review of strategic planning items. This document, then, serves to provide a school-wide synthesis for operational and curricular planning, and can be referenced on the website's [Institutional Research](#) page.

Representative APRs, also known as Comprehensive Departmental Reviews, are provided:

- [Department of Business 2021-22](#)
- [Department of Mathematics 2021-22](#)
- [Department of Physics, Engineering, and Computer Science 2021-22](#)
- [Department of World Languages 2021-22](#)

The following is a list of the information required in each discipline-specific report:

- Department Mission, Vision, Goals Statements
- Review of Prior Departmental Goals
- Listing of Full- and Part-time Faculty Members
- Faculty Awards, Publications, and Recognition
- Academic Program Goals (non ISLO)
- Program Assessment Findings
- Program changes in response to assessment or course evaluation results
- Institutional Student Learning Outcomes – Artifact Submissions
- History of Departmental Development
- Program Awards
- How Departmental Philosophy and Pedagogy affect student learning
- Concurrent Enrollment Offerings, Management
- Articulation Agreements with Other Institutions
- Special Departmental Events or Activities
- Student Recruitment Activities
- Program Growth Opportunities and Constraints
- Operational Budget and Special Considerations

4.A.2 - Casper College evaluates all the credits that are recorded in 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 using the formula: one 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 degree or certificate program at the time of admission. Guidelines for accepting transfer credit are provided to the general public in the [Catalog: Credit Transfer](#).

- 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.
- The registrar evaluates transcript credits for admitted students and determines which courses are deemed equivalent to Casper College courses. Questions concerning equivalency are referred to the appropriate department for determination.
- A grade of "D" or better will transfer to Casper College, yet may not meet prerequisites, program requirements, or graduation requirements. The Grade Point Average does not transfer or factor into the Casper College cumulative GPA.
- If the content of any course submitted for transfer to Casper College is not readily apparent or a

catalog is not available, students may be required to submit course descriptions to prove equivalency. Casper College does not accept denominational non-theory 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 seeking to transfer a political science or related course on the United States Constitution with a “C” or better from out-of-state institutions may request to enroll in POLS 1100 – Wyoming Government, a one-credit course that satisfies the [statutory requirement for instruction in the Wyoming Constitution](#). The political science faculty will determine if any course in the U.S. Constitution is equivalent and deemed transferable. Otherwise, the student must take POLS 1000, the three-credit American and Wyoming Government course, to fulfill the statutory requirement in U.S. and Wyoming constitutions needed for graduation.
- [Credit for Prior Learning](#) (CPL) is a process that 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, but it does have policies in place to assure quality. 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 appropriate academic chair and dean. To ensure quality and fairness, Casper College follows the guidelines established by the [American Council on Education](#)’s Accredited Institutions of Postsecondary Education. It is also clarified in the [Catalog](#) that students must “earn at least 15 of the semester credits applied toward graduation through the completion of Casper College coursework, including at least six hours within the desired major.”

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.

The [Curriculum Committee](#) is charged with the authority and responsibility to maintain the prerequisites for courses, rigor of courses, and expectations for student learning. It’s published mission is “to assure the continuing excellence of curricular offerings at Casper College, including course offerings, degree requirements, certification requirements, and general education requirements. The academic deans appoint two faculty members from their respective schools (Business and Industry, Fine Arts and Humanities, Health Science, Science, and Social and Behavioral Sciences), plus an advisory, non-voting member from Academic Affairs and one from the Registrar’s office. The [Curriculum Approval policy](#) provides a means for faculty to participate substantially in the oversight and development of the academic curriculum. As such, faculty identify

curricular changes and submit an online curriculum change form via [Curriculog](#), explaining the rationale for prerequisites, adding, removing, or updating a course or set of courses, or proposing a new degree program or alterations to an existing degree. The curriculum change is entered into a transparent digital workflow tool designed to monitor the progress of the request as it moves through all constituents. Once the faculty member proposes the change, the chain of approval includes the academic chair, the appropriate dean, a formal meeting of the Faculty Senate's standing Curriculum Committee, the Faculty Senate, and the Deans Council, led by the vice president for academic affairs. The procedure provides any entity the ability to express concern, note any unintended consequences to the change, ensure the rigor of the course, and request more detail from the originator. Once fully approved, the change is valid once it is published in the next annual Catalog. In the case of a new degree or certificate proposal, the results of the process proceed first to the Board of Trustees and then to the Wyoming Community College Commission for ultimate approval.

Casper College dual credit programs are evaluated by the appropriate Casper College faculty, academic chair, and dean under terms specified by the [Natrona County Board of Cooperative Educational Services](#) (BOCES) and the [Memo of Understanding](#) between the Natrona County School District and Casper College. 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 on file in the office of the Vice President for Academic Affairs and the Records Office. The vice president for academic affairs, deans, and Natrona County School District principals review dual enrollment classes twice each year. As noted in section 3.C.3, dual and concurrent credit high school instructors are required to meet the same standards as Casper College faculty (full-time and adjunct) as outlined in the [Faculty Qualifications Policy](#). Casper College maintains a formal [Faculty Qualifications Review](#) process. 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 further review and recording. Program and subject level minimum faculty credentials are listed in the [Faculty Credentials by Course Table](#). This collection of threshold requirements developed by the deans and academic chairs is reviewed annually for currency and appropriateness.

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

Students benefit from quality assurance in various programs that are accredited by accrediting agencies as listed in the following table. 15 disciplines are accredited by specialized, external agencies.

Date of Next Accreditation Renewal	Discipline	Agency
2028-2029	Art	National Association of Schools of Art and Design
2023-2024	Dance	National Association of Schools of Dance
2028-2029	Medical Lab Technology	National Accrediting Agency for Clinical Laboratory Sciences

2027-2028	Nursing	Accreditation Commission for Education in Nursing
2027-2028	Pharmacy Technology	American Society of Health System Pharmacists
2027	Addiction Studies	National Addiction Studies Accreditation Commission
2029-30	Music	National Association of Schools of Music
2026-2027	Health Science Simulation Center	Society for Simulation in Healthcare
2023	Paramedic Technology	Commission on Accreditation of Allied Health Programs
2020-2021*	Theatre	National Association of Schools of Theatre
2031-2032	Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education
2028-2029	Paralegal Studies	American Bar Association
2023-2024	Early Childhood Education	National Association for the Education of Young Children
2024	Radiography	Joint Review Committee on Higher Education in Radiologic Technology
2024-2025	Respiratory Therapy	Commission on Accreditation for Respiratory Care

*Due to the pandemic, the NAST site visit to Casper College was delayed by one academic year. While the site visit occurred in April, 2022, the NAST Commission on Accreditation is not scheduled to deliberate and notify the institution until after its annual meeting in March 2023.

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. It conducts surveys of its graduates just prior to Commencement, and solicits information from its various advisory boards (see 3.A.1). The college regularly reviews student transfer information on next step enrollments and reported graduation from the Student Data Clearing House. The Office of Institutional Analysis at the University of Wyoming supplies Casper College with a set of data each fall at the statewide Articulation Summit. This document, "[New Transfer Students](#)," demonstrates how Casper College transfer students are performing at the University. The Wyoming Community College Commission (WCCC) has been working with all seven state institutions and the sole 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- or part-time employment.

Individual programs and departments 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 on obtaining employment to retain continued accreditation. For example, as noted in supporting evidence in 3.A, the Casper College Occupational Therapy Assistant (OTA) program reported 100% job placement within 6 months of graduation in 2021. Also in 2021, the Nursing program graduates had a 91.6 % job placement rate and the Pharmacy Technology program had a 100% job placement rate.

Sources

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- AA.APR Mathematics 2021-22
- AA.APR Physics 2021-22
- AA.APR World Languages 2021-22
- AA.BOCES 2023
- AA.CAT.Advanced Placement 2023
- AA.CAT.CLEP Course Equivalencies 2023
- AA.CAT.College and University Transfer Policies 2023
- AA.CAT.Credit for Prior Learning 2023
- AA.CAT.Credit Transfer 2023
- AA.CAT.Institutional Requirements for Graduation 2023
- AA.CAT.International Baccalaureate Course Equiv 2023
- AA.Curriculog Proposal 2023
- AA.Curriculum Committee 2023
- AA.Faculty Qualifications Review 2022
- AA.Faculty Qualifications Table 2019-20
- AA.IR.Institutional Research APR 2023
- AA.Policy.Curriculum Approval 2023
- AA.Policy.Faculty Qualifications 2023
- AA.UW CC Transfer Packet 21-22
- AA.Wyoming Department of Workforce Services 2023
- BOT.Wyoming State Statute Title 21 (2022)
- BOT.Wyoming State Statute Title 21 (2022) (page number 168)

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1 - Casper College has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

Casper College has established and implemented an effective process for assessing student learning. At its foundation are eight expressly-defined Institutional Student Learning Outcomes (ISLO), which are displayed in a [poster](#) that highlights the ISLOs in every campus classroom building, serving as a constant reminder to students and faculty of the lifelong value of general education.

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

1. Demonstrate effective communication
2. Apply scientific methods
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appraise creative and/or aesthetic activities
6. Use information to conduct research
7. Analyze the importance of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process data"

The [syllabus](#) identifies the ISLO specific to the course outcomes, such as ENGL 1010 - English Composition I (highlighted). Faculty tailor assignments that demonstrate how the outcome can be achieved in the course, and submit applicable student artifacts for assessment. The assessment coordinator facilitates two scoring sessions per year, assessing two ISLOs each, for an analysis of four outcomes per year. All eight ISLOs are assessed and accomplished in a two-year cycle.

The assessment coordinator aggregates the data collected in the scoring process and creates an institutional feedback report for each ISLO [[Fall 2021](#); [Spring 2022](#)]. In addition, a quantitative metric is calculated by totaling the score mean on the student proficiency aligning with the [VALUE rubric](#), tailored from the Value Assessment of Learning for Undergraduate Education, published by the Association of American Colleges and Universities (AAC&U). These quantitative data are used to create benchmark proficiencies to track trends in student performance. The data are used to determine if course assignments align with the ISLOs as well as demonstrate student proficiency. The [Assessment Committee](#) provides feedback, which is available to the college and the public

online. Feedback reports and assessment information are available on the [Assessment](#) page of the Casper College website.

Casper College is currently seeking to fill a new position: [associate vice president for academic affairs](#). This position will collaborate with the institutional researcher to renew, refocus, and improve assessment activities on campus. This team of individuals will coalesce assessment, course evaluations, academic program review, and other matters of institutional accreditation, and will establish a new impetus for continually evaluating and demonstrating student success. These evaluation and assessment activities will be conducted for both academic and cocurricular initiatives.

4.B.2 - Casper College uses the information gained from assessment to improve student learning.

Casper College has a standing [Assessment Committee](#) that works with the assessment coordinator to develop reports and communicate across campus findings on the assessment of general education outcomes in order to improve student learning.

As additional examples, the Mathematics, Statistics, and Computer Science department consistently analyzes modes of teaching delivery and how effective they are compared to each other. Looking at their “redesigned courses,” where students complete short, self-paced modules, compared to lecture or online modality, initial data showed that the pass rate for students in the modules was lower than students learning in a traditional classroom, but higher than those enrolled in the online sections. With the capability of students possibly completing two math courses in one semester in a redesigned section, the department continued to offer the module-type course. With continued assessment, the instructors found that fewer students were completing multiple courses in one semester when they used the redesign mode. In 2022, the [collected data](#) showed students who took a redesign section were not as successful in their subsequent college-level math class as those who took the traditional lecture section. As a result of a lengthy study and data analysis, the department will phase out the redesigned modality by fall of 2023.

As a result of the information provided through feedback reports (see Fall 2021 and Spring 2022 in 4.B.1, ¶3 above), many departments and schools have begun the process of using one documentation style for all classes. Some results of the feedback process include the Business Department choosing to use the American Psychological Association (APA) documentation and citation style and the English Department offering refresher courses on APA for interested faculty. Also, based on the assessment feedback, concerns about plagiarism were addressed. 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.

4.B.3 – Casper College's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

The assessment process at Casper College is accomplished by a substantial number of faculty, the Assessment Committee, and staff from Institutional Research, the Digital Learning Center, and

Academic Affairs. Faculty are required to submit student artifacts at least once per year. Assessment scoring exercises are facilitated by 20 faculty representing all five schools each semester. The deans rotate their faculty through this process, providing opportunities for all faculty to participate and learn from the experience.

As detailed in the Casper College assessment plan, an analysis of [student artifacts](#) (sample) evaluated against specific [rubrics](#) address each institutional learning outcome once every two academic years. 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 that corresponds to the respective outcomes. Academic Affairs maintains the artifacts to serve in future assessment and planning projects.

To select student artifacts for review, the assessment coordinator randomly selects twenty artifacts from the assigned outcomes for that semester, anonymizes the artifacts, uploads electronic copies, and creates a digital file that includes the artifacts and an AAC&U VALUE rubric for each artifact. The volunteer faculty have approximately 30 days to analyze and score the artifacts. When completed, the volunteer scorers meet to discuss their findings and identify any trends in the exercise. The scores from the rubrics are then calculated, and data are generated to demonstrate process [findings](#), which are documented and formatted into a feedback report. This continuous process targets two outcomes each semester. The feedback reports are shared across campus and also published on the Casper College Assessment webpage.

Sources

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- AA.CAT.Institutional Requirements for Graduation 2023
- AA.DLC.5 Key Components of Digital Course 2022
- AA.FAH.ENGL 1010 SP 2022
- AA.HR.Position Description AVPP 2023
- AA.ISLO 1 Review and Feedback
- AA.ISLO 4 Reviewer Feedback
- AA.ISLO 7 Review and Feedback
- AA.ISLO3 Solve Problem VALUE Rubric
- AA.ISLO3 Writing Project Artifact 01
- AA.PR.Assessment 2023
- AA.PR.Gen Ed InstitutionalPoster2019
- AA.SI.Math Course Format Pass Rate Analysis 2023

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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-affiliated Academy on Persistence and Completion in 2018, which ultimately resulted in a new [Strategic Enrollment Plan](#) (SEP). Ruffalo Noel-Levitz Consultants were hired to assist in facilitating, creating and implementing the comprehensive [Strategic Enrollment Plan](#). The plan aligns with the institution's vision, mission, values, and goals from emerging strategic initiatives. The [Integrated Postsecondary Education Data System](#) (IPEDS) as well as the college's databases are consulted to track student performance as defined below.

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

The SEP identifies three [Key Performance Indicators](#) (KPIs):

1. Enrollment (semester and unduplicated annualized, overall headcount and FTE, concurrent students, 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 the KPIs, more detailed planning goals were developed:

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. Improve efficiency and effectiveness through systems and processes.
 - 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, increased conversion and possibly yield.

After the plan was drafted in 2018, the impetus shifted from planning to managing the process in which the goals would be reviewed and updated annually as additional data and opportunities became available. While implementation of the plan continued through 2018-19, the 2020 pandemic created multiple challenges in moving forward. Strategic Enrollment Management was paused to concentrate on the more pressing requirements presented by Covid-19. In the summer of 2022, the president called for a refocus of these efforts to address declining enrollment. During the planning and implementation phases, 24 strategies and 89 tactics were achieved, and the results are presented in the [SEP Summary](#).

The Strategic Enrollment Management (SEM) Core Team is currently examining and reworking the SEM plan [[Minutes, February 2023](#)], which includes vision and mission statements and a four-phase action plan. Efforts are underway to collect data to more clearly define the college's student demographics, to develop a committee structure for robust, campus-wide involvement, and to formulate a consistent, transparent, and effective communication system.

While the SEP and SEM efforts are a Casper College-specific initiative, other statewide efforts have influenced retention, persistence, and completion goals. 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.

completion of its programs.

Student Services is intentional in tracking student retention and persistence, and has programs in place to assist students to achieve academic success. Coordinators in the [Student Success Center](#) (SSC) track students who appear to be at risk, and offer resources to mitigate some of the barriers that halt progress. Coordinators in these areas are equipped to assist students, and use attendance and grades data as an opportunity for positive intervention.

- Probation and Suspension. SSC invites students to meet with the coordinator, identify any barriers, and make a plan to provide a path to success, utilizing campus and community resources as needed.
- Single Parent Program. SSC provides financial and academic support for a parent who has primary custody of dependents. The program can assist with tuition costs, fuel, groceries, textbooks, and funds for emergencies.
- Successful Transition and Academic Retention (STAR) Program. SSC supports homeless students, students who have experienced foster care, or are the first to attend college in their family by providing academic and financial support. Eligible students can receive tuition and room and board assistance, fuel, funds for groceries and emergencies.
- Disability Support Services. SCC facilitates classroom and testing accommodations for students with a documented disability. The coordinator serves as an advocate and liaison for students and faculty in setting reasonable and appropriate accommodations that may lessen the barriers to learning.
- Academic Coaching. SCC works with students who struggle academically by identifying learning barriers and working through those to plan for success. Staff works with students to develop effective study skills, time management, and organizational skills.

Faculty may be the first to identify at-risk students. Tracking students' attendance and evaluating their academic performance may result in a need for intervention. When this occurs, faculty submit a retention alert to the [CC Care Team](#). The team contacts the student and identifies how best to assist, often referring the student directly to the Student Success Center for help in one or more of the programs mentioned above.

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) for inclusion in its Annual Performance Report: Performance Indicators, in which Casper College and data from the other six in the WCCC group are compared and shared. In the most recent available report ([Wyoming Community Colleges Annual Performance Report 2020-2021](#)), Casper College first time student rates of retention were 62 percent for full-time and 30 percent 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 was 60 percent. The aggregate part-time retention rate was 36 percent, demonstrating an opportunity for the institution to explore this population's decline in retention. Persistence rates in the same report similar range with 69 percent full-time and 35 percent part time compared to WCCC rates of 67 and 40 percent. (Persistence rates demonstrate the percentage of students who return to or graduate from any institution in a subsequent term or terms). Completion rates were 40 percent (213 of 537 students in the Casper College cohort completed a degree or certificate in 150 percent of normal time) in 2020 for Casper College compared to a 34 percent 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 improve its service to students. As a result of data gathered as part of the Persistence and Completion Academy and the Strategic Enrollment Plan, development of recruiting materials, outreach practices, and enrollment pipeline requirements were improved. Digital media and electronic communication is replacing large mailings and print material to potential students [[Campus Preview](#), [Photo Tour](#), [Viewbook](#)]. Recruiting staff are focusing their interactive efforts on high schools that typically net large numbers of students. Recently, Student Services has streamlined the admission process, allowing students to apply online, receive rapid acceptance notification, and to schedule an advising appointment within a short time frame. The goal is to retain students throughout the admissions process.

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 the institutional [Data Governance Policy](#). An institutional [Data Governance Committee](#) reporting to the vice president for academic affairs, addresses issues involving data use, sharing, reporting, and security. This group resolves issues regarding operational working groups or a policy development subcommittee.

By State Statute [[W.S. 21-18-202 \(h\)\(iii\)](#)], Casper College data is submitted to the Wyoming Community College Commission (WCCC) to develop performance benchmarks, outcome measures and other performance indicators that serve as the basis for annual reporting to the legislature and the governor. Annual reporting includes:

- Student goal attainment and retention
- Student persistence
- Degree and certificate completion rates
- Placement rate of graduates in the workforce
- Licensure and certification pass rates
- Demonstration of critical literacy skills
- Success in subsequent, related coursework
- Number and rate of students who transfer

The WCCC 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.

Sources

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- AA.IR.Integrated Postsecondary Education Data System 2023
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- BOT.WY State Statute 21-18-202 h iii 2023
- SS.SEM Phases 2018
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- SS.Strategic Enrollment Plan Update July 2018.pdf
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- SS.Strategic Enrollment Plan Update July 2018.pdf (page number 10)
- SSC.CC Care Team 2023
- WCCC.Performance Indicator Report 2021-2022
- WCCC.Performance Indicator Report 2021-2022 (page number 7)

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 has several policies in place to ensure academic quality. First, the college has an annual Academic Program Review (APR) for all departments, which includes faculty input and data from Institutional Research. The APR is used to improve academic programs continuously. Secondly, Casper College evaluates all credits recorded in transcripts from accredited institutions. The college follows the guidelines established by the American Council on Education's Accredited Institutions of Postsecondary Education. Casper College also allows credit for prior learning and offers several ways for students to earn credit, such as exams or military training. Lastly, the institution exercises authority over prerequisites, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs, to ensure equivalent learning outcomes and levels of achievement.

Casper College has clearly stated institutional student learning outcomes (ISLOs) and a process for assessing student achievement of these outcomes. An assessment coordinator conducts scoring sessions twice a year for two chosen outcomes each semester, with 20 volunteer faculty members using AAC&U VALUE rubrics to review and score assignment artifacts. The Assessment Committee provides feedback online which is available to the college and the public. Casper College uses the information gained from assessment to improve student learning. The assessment process involves faculty and administrators, and student artifacts evaluated against specific rubrics address each ISLO once every two academic years. Feedback reports are shared across campus and published on the Casper College Assessment website.

Casper College has defined ambitious yet achievable goals for student retention, persistence, and completion appropriate to its mission, student populations, and educational offerings. The college participated in the HLC facilitated Academy on Persistence & Completion and implemented a Strategic Enrollment Plan that aligns with the institution's vision, mission, values, and goals. The plan is predicated on college-wide representation and engagement, is dynamic and continuous, and based on data and best practices. The plan identifies three Key Performance Indicators (KPIs): enrollment, student progress, and diversity enrollment.

Sources

- SS.Strategic Enrollment Plan Update July 2018.pdf
- SS.Strategic Enrollment Plan Update July 2018.pdf (page number 2)

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1 - Shared governance at Casper College engages its internal constituencies—including the Board of Trustees, administration, faculty, staff, and students--through planning, policies and procedures.

[Shared governance](#) at Casper College is embedded in its structures and policies, which allows the Board of Trustees, administration, faculty, staff, and sometimes students to participate in the decisions that shape the institution. At the heart of shared governance is the role of the three alliances: [administrative](#), [faculty](#), which includes the [Faculty Senate](#), and [staff](#). Representatives from these entities as well as the president, vice presidents, and student senate president come together in the [College Council](#), where policies are systematically deliberated and other pertinent college business is conducted before appearing on the Trustees' agenda for consideration. It is noted that the general public is also invited to provide comment at meetings, including the Policy and Procedure Committee, Trustees work sessions, and regular Board meetings, thus ensuring transparency and opportunities to engage in impactful decision-making.

The [Policy and Procedure Committee](#) is responsible for researching, drafting, distributing, and managing the policy process for new and revised institutional policies and procedures. This committee consists of representation from each employee alliance group, and is chaired by an individual appointed by the president. This committee also conducts an annual review of the Academic Catalog and Student Handbook.

The Policy and Procedure Committee follows a standard [policy review and approval](#) (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 and Procedure 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 approved by College Council are sent to each of the [three employee alliances](#) for employee feedback. Policies are also sent to the [Student Senate](#) for review. The president submits draft policies that the 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 public relations department posts the approved policy on the college's website.

5.A.2 - The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The Casper College administration relies on data to reach informed decisions. As such, CC employs a full-time institutional researcher who reports to Academic Affairs. [Institutional Research](#) collects, monitors, utilizes, and analyzes data to assist departments, schools, and administrators. Through state-wide data standardization, the college has the ability to connect with a larger database, which allows for broader opportunities to evaluate data in comparing and contrasting student success.

The scope of data use includes:

- Identifying opportunities for pedagogical improvement through regular assessment activities
- Monitoring enrollment trends that
 - help ensure learners are provided the requisite amount of quality instruction (including student to instructor ratios)
 - assist in discerning budgetary implications
 - substantiate continued program viability
- Monitoring course and program data to
 - assist in identifying the frequency of course offerings
 - reveal best scheduling practices (day and time)
 - reveal recruitment and retention opportunities
 - help ascertain demand for workforce services
 - monitor financial assistance to students
- With access to national databases, the college has the ability to
 - track its graduates
 - determine transfer rates
 - review program demand
- National databases provide
 - longitudinal data to students and parents through the [National Center for Education Statistics](#) (NCES)
 - retention and persistence rates via [National Student Clearinghouse](#) (NSC)
- Student success is tracked for
 - recognition opportunities (e.g., Honors Society)
 - appropriate placement in English and math
 - identifying potential student resources (i.e., tutoring, food pantry, student health services)
 - transferring to a baccalaureate institution

As part of the college's commitment to responsible planning and insightful decision-making, a [Data Governance Committee](#) develops and maintains college-wide policies and procedures to ensure and support effective data management. The committee's work is in part a response to the wealth of data needed to successfully 1) analyze the Strategic Enrollment Plan, 2) maintain the state's commitment to sharing data among its agencies and institutions, and 3) manage the exponential growth in data collected and stored by the college. The committee operates according to [Policy](#), where a set of principles govern the acquisition and handling of data, both as an asset and a security responsibility.

5.A.3 - Casper College's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

According to the [Curriculum Approval](#) Policy, all Casper College stakeholders play a significant role in guiding curricular decisions. Changes in academic requirements are initiated by faculty, approved through a development path with a comprehensive workflow, ensuring transparency, communication, and a collaborative approval process at each step. Once submitted by the faculty, the curricular change is approved by the academic chairs or program director, the academic dean, academic affairs leaders, the Curriculum Committee, Faculty Senate, Deans Council, and—in the case of new degrees or certificates—the Board of Trustees and the Wyoming Community College Commission.

Staff collaborate with administrators and faculty to support the communication, collection, organization, and record keeping that is necessary to support academic requirements.

The administration supports the educational process through collaboration with faculty, staff, and students that encourages excellence and supports academic requirements. For example, academic affairs facilitates the assessment of the [Institutional Student Learning Outcomes](#) through a cyclical and collaborative process. To demonstrate general education effectiveness, the assessment coordinator randomly selects student artifacts to be scored by faculty volunteers. Scores are aggregated and the data are provided to the Assessment Committee, which in turn communicates its findings to stakeholders. The collaboration between students, faculty, and administrators is necessary to understand how the institution meets its educational goals. Other examples of cooperation among college entities include the curriculum change process, and shared governance as exemplified by the [College Council](#).

The president launches each semester with an all-college convocation, which includes administrators, faculty, staff, and student residence hall assistants. In that setting, the president updates everyone on specific initiatives, legislative issues that affect institutional effectiveness, new employees, and other pertinent issues. Although it is not an open forum, the president often opens the floor for questions.

Each semester, the vice president for academic affairs schedules separate open forums with the five academic schools for the purpose of sharing updates, fielding concerns, providing rationale for change, and maintaining a flow of communication. Dialogues with each school allow for opportunities for greater understanding of the unique challenges and successes of each discipline. In a separate forum, the VP also presents Academic Affairs Initiatives to the entire campus in both in-person and multiple Zoom meetings to net as many participants as possible. As a follow-up, the initiative updates are presented at the pre-semester in-service [Academic Chairs Development Training](#) sessions, keeping campus leadership engaged and knowledgeable about the progress. [[AC Spring 2022 Updates](#)]. The initiatives are shared with the Academic Affairs Leadership Council as

described in 5.B.2, ¶1.

Sources

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- AA.Policy.Curriculum Approval 2023
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- PRES.COM.Policy Procedures 2023
- SS.Student Senate 2023

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1 - Casper College has qualified and trained operational staff and 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, alumni, faculty, staff, and students. The State of Wyoming and Natrona County provide funding for educational needs. The net position as of June 30, 2022 for Casper College was 78.1 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 [2022 Statements of Net Position](#) in the Annual Report.

For the 2021-2022 Fiscal Year, Casper College spent approximately 55.3 million as shown in the following Table.

Allocations	Millions of Dollars	Precent
Instruction and research	16.9	30%
Institutional support	8.1	15%
Student aid	10.7	19%
Operation and maintenance	7.3	13%
Academic support	4.3	8%
Student services	4.5	8%
Auxiliary enterprises	3.1	6%
Public service	0.4	1%
Total	55.3	100%

In the operating fund approximately 75 percent of the budget is allocated to compensation (salaries and benefits). Of the total budget for 2023, including all current unrestricted and restricted funds, the

percentage is approximately 58 percent. Approximately 60 percent of the operating fund budget is directed toward serving students with 41 percent going to instruction, 10 percent going for student services and 9 percent going toward academic support. Casper College has an approximate \$11.7 million reserve from the unrestricted operating fund at the close of fiscal year 2022.

Casper College receives funding from state aid appropriations and local tax revenues based on the Wyoming Community College Commission (WCCC) funding allocation. An allocation equal to 60 percent of this funding is directed to covering fixed costs. The other 40 percent of the allocation covers variable costs and depends upon enrollment, completed weighted credit hours, and 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 percent, and the average variable cost percentage is 40 percent among the Wyoming community colleges.

While financially stable, Casper College has experienced changes to its financial resources over the last five years. The global pandemic impacted the state of Wyoming because of the economic shutdown and its effect on the mineral industry. As most of Wyoming's budget has historically been derived from energy industry revenues, the collapse of coal and oil prices created significant challenges for financial planning. In addition, the economic impact caused by the reduction in business activity was significant. As the state economy cooled, many residents left for better opportunities, further constraining resources as enrollment declined. The infusion of funds through [CARES Act](#) funding via the State of Wyoming followed by the influx of federal support from the [HEERF](#) assisted with support to students as well as technology infrastructure and replacement of equipment in programmatic areas. Over two years, Casper College was awarded approximately \$14.5 million in Wyoming CARES through the State of Wyoming and the U.S. Department of Education.

Casper College remains financially healthy as indicated by the [Composite Financial Index](#) (CFI) 2022 score of 9.56 (excluding GASB68) as seen in the following table.

	FY 2023	FY 2022	FY 2021	FY 2020
Total Composite Financial Indicator Score	7.08	9.56	5.81	5.93

According to the Spring 2023 [Integrated Postsecondary Education Data System](#) (IPEDS) survey, the college reported employed 650 employees for the fall of 2022: including 124 administrative staff, 121 full-time faculty, 98 adjunct faculty (which includes both 68 teaching adjunct faculty and hourly clinical adjunct faculty who oversee skill checkoffs and clinical site rotations), 95 full-time classified staff, 12 hourly staff, and 200 student workers. (Not counted in this tally: community education instructors.) 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 covered by the FLSA, while faculty contracts exempt instructors from the FLSA.

With a staff of 59, the Casper College Physical Department works to maintain, improve, construct, and clean over one million square feet of building space located on approximately 300 acres. The department is responsible for 30 [campus buildings](#), plus six facilities located remotely at the [Casper College Ranch](#). The physical department employs a variety of skilled staff, including carpenters,

electricians, plumbers, a painter, landscapers, grounds workers, bus drivers, equipment operators, custodians, custodial supervisors, and campus events, mail, and shipping personnel.

College staff submit work orders to prompt routine maintenance, moving equipment, repairs, alterations, and building access (cards and keys). The department accomplishes most requests, including small remodeling projects, with its internal staff. In some cases, staff have performed specific portions of large, outsourced projects to maximize budgets. Major renovations requests are submitted annually by college personnel and are completed as funding becomes available, often with major maintenance funding from the state. Specialists such as architects, engineers, and contractors are employed according to college policy to complete large remodels, renovations, and other specialized endeavors.

As a result of the 2018 Casper College Master Plan Refresh, a new 32,045-square-foot [Tobin Visual Arts Center](#) was completed in the fall of 2022 and the aging Goodstein Visual Arts Building was razed. The \$15,850,000 capital project was funded by the State of Wyoming, private donors, and the Casper College Foundation. The visual arts faculty were actively involved with [HGA Architects](#) to design a facility that met program requirements and [NASAD facilities standards](#).

The college employs a [Department of Information Technology](#) (DoIT) and a [Digital Learning Center](#) (DLC) to service and train faculty, staff, and students to meet its technological needs. Information Technology regularly maintains campus hardware and software updates. The DLC assists the needs of students and faculty engaged in online and hybrid modalities, training instructors on methods that reflect best practices.

With more than 75 percent of the college's total budget going toward salaries, it is important that the college employs 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 prescreens applicants to ensure that they have the training and background for the position.

Casper College Academic Affairs maintains a [Faculty Qualification Review](#) to ensure integrity in hiring faculty and in compliance with HLC standards. A comprehensive review of faculty qualifications was completed at the direction of the vice president for academic affairs prior to the HLC site visit in 2018, and currently is reviewed and updated routinely each semester by the academic chairs and deans with every new hire or when faculty achieve new credentials. Documentation, such as official transcripts and the [Review](#) form, is on file in the Academic Affairs Office, and serves to verify the appropriate qualifications of a faculty member.

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 meet once per month to confidentially discuss concerns, the tenure process, and any other topics identified by the new faculty. The five academic deans oversee the Mentoring Committee and rotate chairing annually with two deans serving as co-chairs. Tenured faculty members also receive considerable support in their professional development. Examples include: reimbursement waivers for Casper College and University of Wyoming tuition credit, faculty sabbaticals, access to institutional and school faculty development funds, and salary incentives for educational advancement.

To facilitate its goal to encourage and promote faculty development, Academic Affairs allocates

\$25,000 each year in [faculty development grants](#) that are awarded through the [Faculty Senate](#). Individuals may be awarded up to \$500 to defray a portion of their expenses. Additional funds may be available from the school deans and departments. Faculty pursuing educational advancement may receive an increase in the pay scale.

The [Staff Alliance](#) (SA) encourages classified staff to engage in development opportunities. SA awards grants to its members for up to \$300 each fiscal year to assist with tuition, books or supplies, conference travel and registration fees, or other aspects of professional development.

The [Administrative Alliance](#) supports administrative personnel through professional development grants up to \$325 annually.

5.B.2 – The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and opportunities.

Academic Affairs establishes expectations, realistic, ambitious but attainable goals each academic year. These are communicated to the administration, faculty and staff each semester, and an assessment of the goals are shared. The Academic Affairs Council, consisting of the vice president, academic deans, and the three directors for digital learning, community education, and the library, review the goals and assist in the process of achieving them. The vice president's presentations of goals for [2022](#) and [2023](#) are provided.

Casper College's annual budget development process, regular review of facilities planning, and [organizational structure](#) strive to balance the goals of the college with the realities of day-to-day operation. As the budget development process began in January of 2023, the preliminary focus was on the impact of the continued decline in enrollment on tuition revenue, the possibility of funding for an increase in compensation, any potential increase in state funding to address the impact of inflation, and whether how assessed valuation might change, not only because of changes local and state categories but the potential of legislation to impact the calculation of those values. An important budget principle remains in place as budget development proceeds for fiscal year 2024; the strategic use of any reserves to fund the budget.

While considering resource needs, the college also connects planning for future opportunities with the mission. In the Strategic Enrollment Management (SEM) process, Casper College teams are returning to address the lessons learned from Phase I of the Strategic Enrollment Plan (SEP) completed in 2018. The mission of the SEM states, "Through collaboration, we seek to capture the expertise and experience of all faculty and staff to make Casper College a dynamic, student-centered campus where students and a culture of learning thrive." The health and viability of Casper College require a focus on transforming student educational experiences and eliminating barriers.

The fundamental organization of the college remains stable—a president reporting to a board, vice presidents and other executives reporting to a president, and so forth. When a resignation or retirement occurs, the administration evaluates the viability of the position before launching a search for a replacement. The vacancy, then, becomes an opportunity to reevaluate and determine institutional need and how to be good stewards of college resources. Any changes, however, are considered within the framework of the mission, vision, values, and goal statements.

5.B.3 - Casper College has a well-developed process in place for budgeting and for monitoring its finances.

The vice president for administrative services provides a thorough and clear budget overview to the Board of Trustees each fiscal year. The [Community College District Annual Budget](#) includes detailed information about the institution's revenue, local tax revenue, student payments, expenditures, debt service, restricted and unrestricted funds, to name a few. The Board adopts and monitors the annual budget.

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 and simplifying budgeting methods, the 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 because Wyoming's energy revenues fluctuate due to market forces.

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. Links to several recent college [budgets and audits](#) are available to the public via the website.

5.B.4 - Casper College's fiscal allocations ensure that its educational purposes are achieved.

Casper College expends more than 65 percent of its annual budget on educational needs, including faculty salaries, classroom equipment upgrades, software for distance education, and scholarships awarded to students. The college also funds classroom renovations, technology infrastructure updates, and other instructional tools. This portion of the college's resource allocation funds specialized and essential classroom equipment such as microscopes, classroom media projection, and much more.

This budgetary focus enables a majority of the instruction on campus to be facilitated by full-time faculty, which allows students greater access to instructors. In addition, these faculty are involved with other workings of the college and in the community. For example, most of the college's committees include one or more faculty members. Furthermore, the Steering Committee that worked to produce this Assurance Review includes five instructors from a cross-section of disciplines and schools. Full-time instructors also engage in most of the student advising on campus and serve as advisors for student organizations.

The Academic Program Review (APR) is a process of regularly evaluating academic programs

against a set of criteria and measures related to Casper College's educational programs (see 4.A.1). The criteria and measures were developed to address the quality of education students receive, as well as the availability and demand for programs. The intent is for this revised form of strategic program review to generate discussion and planning and better utilize resources in the most effective and student supportive ways. At this writing, the deans are revising the APR, focusing on the following objectives:

- Bring course assessment into the departmental review process. Previous to this revision, course assessment and the APR were two separate pieces and processes that rarely aligned in order to inform common departmental goals.
- The new review process encourages departments to consider their goals in coordination with other departments in their respective schools, thereby bringing the process into a more holistic view, mitigating conflicting goals, and providing for a conduit that communicates more clearly across departmental lines.

The APR is submitted annually to align assessment with the program review, promote quality instruction in each discipline, report the number of majors for each discipline (trends in enrollment), and to report any curricular changes that would prompt a Substantive Change with the Higher Learning Commission and any specialized accreditation agencies. Academic Chairs submit a more comprehensive APR every three years. The three-year review prompts departments to engage in a more in-depth assessment of current pedagogical practices that synthesize trends in departmental objectives, faculty development, best practices, discipline advancements, and a critical view of online or hybrid course delivery.

Sources

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- AA.Faculty Qualification Review 2022
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- AA.FS.Prof Development Application 2023
- AA.IR.IPEDS HR Summary 2023
- AA.Mentoring Committee 2023
- AA.Policy.Faculty Qualifications 2023
- AS.Audits And Budgets 2022
- BOT.Budget Binder FY2023
- BOT.Casper College Financial Stmt Final 2022
- BOT.WY.Ch21.5.3.18
- CC Org Chart 2023
- CC.Administrative Alliance 2023
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- CC.Annual Report FY 2023 (page number 6)
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- CC.AS.Financial Ratios excluding GASB 2023
- CC.GOV.29 USC Ch 8 Fair Labor Standards 2023
- CC.GOV.CARES Act Higher Education Emergency Relief Fund 2023
- CC.HEERF expenditures through 12-31-22
- CC.PR.Agriculture CC Ranch 2023
- CC.PR.Campus Map 2023
- CC.Staff Alliance 2023
- PRES.Data Governance Charge.5.2.18
- PRES.Data Governance Guiding Principles.5.2.18
- PRES.F.HGA Architects 2023
- PRES.Information Technology Dept 2023
- SS.Strategic Enrollment Plan.8.0.4.25.18
- SS.Strategic Enrollment Plan.8.0.4.25.18 (page number 3)
- WCCC.Chapter 5 Admin Rules 2021

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1 - Casper College allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

As a comprehensive, two-year institution, Casper College is guided by its educational mission to serve students and the community at large, which remains at the forefront of resource allocation. The strategic plan and campus master plan are instrumental in focusing resources to achieve stated goals, in spite of the unforeseen pandemic. Now that these two plans have reached the end of their lifecycle, new plans are underway that will address goals for at least the next five years and beyond. The vision and mission have served and defined the college's educational purposes well. These will be reviewed for future viability, and reaffirmed or altered to reflect how Casper College will proceed.

Through generous support from donors, and in keeping with the mission of the institution, the Casper College Foundation awards scholarships to Casper College students, faculty projects, as well as facility construction and program support. Casper College seeks to promote lifelong learning through the use of data-informed decisions based on the success of students. From July of 2020 through March of 2023, the Casper College Foundation has funded more than \$15,000,000 for innovative programming in Health Sciences, construction of the new Tobin Visual Arts Center, Athletic Booster support, funding for the Tate Museum, support for the Osher Lifelong Learning Institute (OLLI) (supporting community learning for residents over 50 years of age) as well as support for the theatre program.

Federal, state, and local grants awarded to Casper College support the purchase of industry-standard equipment for Career and Technical education programs of study, workforce training funds, as well as arts and humanities programming. From July 2020 through March 2023, the Grants Office has serviced over \$8,000,000 in awards to support student services, adult basic education, instruction, and programs of study. In the college's [Annual Report](#), examples of federal, state, and private grants are illustrated.

Casper College employees seeking grants begin by submitting a [Grants Office Concept Form](#) that details preliminary information and requires the approval of the appropriate stakeholders in the chain of command before the grant can be written and submitted. This ensures awareness and appropriateness for projects that serve students, the institution, and the community.

The [Thorson Early Childhood Learning Center](#) (ECLC) provides early childhood education, childcare services, and parenting education programs for the Casper College campus community members. The staff, in partnerships with the children's parents, nurture and encourage the physical, emotional, social, and educational development of the children. The ECLC also serves as an educational laboratory site for education students. The Center is accredited by the [National Association for the Education of Young Children](#) (NAEYC) and licensed by the [Wyoming Department of Family Services](#).

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 Institutional Student Learning Outcomes (ISLOs). Faculty from all disciplines submit student artifacts (e.g., individual pieces of coursework) to the Assessment Coordinator every fall, spring and summer term. As discussed in section 4.B., the artifacts are cataloged using one of the eight outcomes. Once the artifacts are collected, a team of 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. The assessment coordinator shares the feedback from the reporting sessions and an analysis of the data is uploaded to the [Assessment webpage](#) for anyone to review. Various stakeholders, then, have the opportunity to identify trends in student outcomes and make adjustments to improve student learning.

5.C.3 - The 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 [2018 Master Plan Refresh](#) serves as a model for many other processes. The Refresh provided an informed guide for near-term building renovations and future development on the campus through 2030 [pages [1-20](#); [21-35](#); [36-50](#); [51-62](#)]. 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 refresh planning process was participatory and invited comments from the entire college community. The architectural planning team worked closely with the steering committee to assess challenges and evaluate new ideas. Presentations were held at pivotal 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.

Currently, the president is launching a [new Campus Master Plan](#). An RFP was published in August 2022, and resulted in one bid, which was not awarded. A revised RFP is now in the bidding process. Once the RFP is awarded, a process similar to the 2018 Refresh will be implemented.

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, including fluctuations in the institution's sources of revenue and enrollment.

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 college's ability to meet the community's educational needs, recruit and retain students, and retain qualified faculty and staff. An additional consideration is the impact of inflation on funding sources. Enrollment continues to decline across the Wyoming community colleges. The one-year change in full-time equivalent (FTE) enrollment at Casper College from Fall 21 compared to Fall 22 was a negative 4.3% compared to a negative 2.62% from Fall 20 compared to Fall 21. The one-year change in FTE enrollment for all Wyoming community colleges was negative .8% compared to a negative 2.63% change in 2021. Enrollment projections at Casper College for fiscal year 2023 indicate that enrollment will be less than fiscal year 2022. Early forecasts for 2024 indicate enrollment will decline. Projections for budget planning will incorporate scenarios for flat and declining enrollments.

Over the last few years, the Wyoming Community College Commission (WCCC) adjusted the cap on tuition from 12 to 15 hours. Most recently, the tuition cap was removed, and tuition and mandatory fees are assessed for each credit hour. The Commission has an adopted tuition policy in which the Commission reviews tuition rates annually. This process includes consultation with the community college presidents and recommendations developed by the WCCC staff. Fees are set individually across the colleges and approved by the Board of Trustees.

The tuition cap was raised from 12 to 15 credits per semester and became effective in Fall 2019. The Commissioners voted to remove the 15-credit tuition cap and increase tuition from \$99/CH to \$105/CH for in-state students, effective in the fall of 2020. The combination of these actions led to a higher-than-normal net cost increase as calculated by the United States Department of Education (USDE) formula. Recognizing that tuition should remain competitive within regional boundaries to facilitate recruiting and access, there was a recommendation for no increase to tuition rates for the 2024 academic year. Casper College's mandatory fees are \$42 per credit hour for 2023 and will remain at \$42 for 2024. After analyzing current use and estimated future demands, the Board of Trustees approved a reallocation of fees to direct support into areas of student needs.

In collaboration with the Wyoming Community College Commission, data and information from other state and local agencies, the CC office of Financial Services monitors and evaluates enrollment trends, state revenue, and what is happening at the other community colleges regarding assessed valuation. In coordination with the Wyoming Association of Community College Trustees (WACCT), the Commission is instrumental in advocating for the mission and initiatives of Wyoming community colleges.

In the spring of 2023, the [2018 Strategic Plan](#) was analyzed and updated with a narrative regarding each goal, and whether it has been met or not. The analysis, which includes Campus-Wide goals, Academic Affairs, Student Services, Administrative Services, Continuing Education, Public Relations, and Information Technology, provides information for futures planning, and will be instrumental in crafting the new institutional strategic plan. Progress designations in the plan include: Fully Met, Partially Met, Ongoing, and Not Met. Of the 181 collective goals, 140 have been met, 16 partially met, 12 are ongoing, and 13 have not been met. 87 percent of the goals, then, have been accomplished or nearly accomplished within the five year period.

5.C.5 - Casper College planning anticipates evolving external factors, such as technology, advancements, demographic shifts, globalization, the economy, and state support.

The [Department of Information Technology](#) (I.T.) enables Casper College to operate efficiently and effectively. I.T. systems manage a wide range of activities, from administrative tasks such as record-keeping, to business processes like sales and marketing. It plays a critical role in the delivery of online and distance education, which requires planning and ever-evolving cyber security to protect student data. While these aspects of I.T. are deemed effective, the institution is aware of security risks and works to protect networks, systems, and data from unauthorized access and cyber attacks. I.T. is responsible for controlling physical access to systems, and employs surveillance cameras, biometric authentication, and security personnel.

I.T. has been addressing several issues over past years. The Covid-19 pandemic caused a rapid shift in priorities to enable students and employees to learn and work virtually. CARES funding enabled the institution to purchase needed equipment and replace aging equipment, as well as bolster the broadband and wifi capabilities.

Notable I.T. accomplishments include:

- Implemented SoftDocs (Etrieve) campus-wide and moved multiple forms into an electronic format, which streamlined processes for students and enhanced security via secure form submission
- Implemented Slate as the Student Services CRM, providing a better student experience for incoming and prospective students
- Implemented FA Link/Trim Data to automate bookstore charges for students, allowing them to utilize their financial aid to acquire their books
- Implemented Campus Logic to digitize the acquisition of Federal Aid Verification and Appeals which increased security and streamlined processes.
- Implemented Mongoose as a texting platform to better communicate with students, integrated the product with the CRM (Slate) to document those communications.
- Completed the install of a new access control system to address security concerns. Through the access control system, we have implemented a duress system for security that allows employees in certain areas to push a panic button under the desk that will text the Security department, email and then turn on a light and a buzzer in the Security office.
- Migrated fire panels to cellular throughout campus.
- Purchased and installed nimble storage. The college purchased 45-drive hardware with CARES funds, which replicate other aged storage and replicate data to an alternate location on campus and to a sister institution.

I.T. continues to focus diligently on security and upgrading technology to better serve students.

Future initiatives include:

- Continue to improve network design and security
- Enhance disaster recovery protocols
- Expand system reporting and analytics
- Refresh existing storage equipment
- Automate and modernize existing software
- Expand wireless capacity
- Focus on security training for campus, as well as improving communications with students and employees
- Institute security scans and encrypting the database
- Name standardization and account decommissioning
- Update all Windows servers

Collaborate with a security consultant hired by the Wyoming Community College Commission to ensure compliance with NIST Standards

5.C.6 - Casper College implements its plans to systematically improve its operations and student outcomes.

Casper College works to continually improve college operations and student outcomes. A culture for continued improvement is inherent in its commitment to the Strategic Plan, Campus Master Plan, General Education assessment, Strategic Enrollment Plan, surveys such as SSCCE, and reviews for institutional and specialized accreditation. The 2018 HLC Reviewers reported concerns about faculty qualifications, and—in its 2019 Interim Report—the institution responded with a full review of the qualifications for its full-, part-time, and concurrent faculty. A [Faculty Qualifications Policy](#) was drafted and approved by the Board of Trustees. As a result, a [Faculty Qualifications Table](#) was adopted and updated annually, codifying the required credentials for each discipline. Academic chairs and deans review faculty qualifications annually, and new hires are vetted for threshold qualifications prior to employment.

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 academic performance of students. 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.

The Policy and Procedure Committee continues a systematic review and update of board-approved policies. Roughly 74 percent of the college policies have been reviewed, updated, or newly implemented in the past ten years. The implementation of new or revised policies demonstrates the institution's commitment to improvement, often clarifying operations that ensure fairness, equity, and compliance with local, state and federal regulations.

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.

With its student-centered mission at the forefront, this Assurance Review has prompted the institution to address broad issues pertaining to planning, particularly 1) launching a new strategic plan, 2) launching a new campus master plan, 3) re-evaluating the synergies of the Annual Program Reviews, and 4) exploring new ways to conduct assessment of student learning outcomes that can lead to greater improvements.

Sources

- AA.Faculty Qualification Review 2022
- AA.Faculty Qualification Table 2019-20
- AA.FS.Faculty Senate Webpage 2023
- AA.Policy.Faculty Qualifications 2023
- AA.PR.Assessment 2023
- BOT.Casper College Strategic Plan 2018
- BOT.Casper College Strategic Plan 2018 (page number 2)
- BOT.Casper College Strategic Plan Update 2023
- BOT.Master Plan Overview 2018
- BOT.Master Plan Refresh 2018 p1-20
- BOT.Master Plan Refresh 2018 p21-35
- BOT.Master Plan Refresh 2018 p36-50
- BOT.Master Plan Refresh 2018 p51-62
- CC.Annual Report FY 2023
- CC.Annual Report FY 2023 (page number 7)
- CC.AUX.Dept Fam Serv
- CC.AUX.Early Childhood Learning Center 2023
- CC.AUX.NAEYE Cert Accred
- CC.PRES.Campus Master Plan RFP 2023
- PRES.diversity-committee-final-report.spring.17
- PRES.Grants Office Concept Form 2023
- PRES.Information Technology Dept 2023

5.S - Criterion 5 - Summary

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

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.

With Appropriate Resources, Structures, and Processes, the Institution Fulfills its Mission

At the heart of shared governance is the role of the three alliances: administrative, faculty, and staff. Representatives from these entities as well as the president, vice presidents, and student senate come together in the College Council, where policies are systematically deliberated. The Board of Trustees, administration, faculty and staff participate in the decisions that shape the institution. It is noted that the general public is invited to provide comment at meetings, including the Policy and Procedure Committee, Trustees work sessions, and regular Board meetings. The Policy and Procedure Committee is responsible for researching, drafting, distributing, and managing the policy process for new and revised institutional policies and procedures as well as conducting an annual review of the Academic Catalog and Student Handbook. The committee follows a standard policy review and approval (creation or revision) process with specific steps to ensure consistency and transparency. The president submits draft policies that the 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.

Through state-wide data standardization, the college has the ability to connect with a larger database. The scope of data use includes identifying opportunities for pedagogical improvement through regular assessment activities. The college monitors enrollment trends that help ensure learners are provided the requisite amount of quality instruction (including student to instructor ratios), course, program data, financial assistance to students, and student success. This is tracked for recognition opportunities (e.g., Honors Society) and appropriate placement in English and math.

All Casper College stakeholders play a significant role in guiding curricular decisions. Changes in academic requirements are initiated by faculty and are approved through a development path with a comprehensive workflow. Administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements and policy and processes through effective collaborative structures. The committee operates according to Policy, where a set of principles govern the acquisition and handling of data, both as an asset and a security responsibility. The administration collaborates with stakeholders when setting academic expectations by articulating goals and setting procedural guidance. Administration, faculty, and staff collaborate in the General Education Outcomes Assessment process. After each iteration of student assessment artifact submission, review, and data collection, the committee gathers specific feedback from faculty participants about how students, faculty and institution may improve based on the student assessment artifacts. This feedback is available on the Assessment portion of the college's website.

The institution's resource base supports its educational offerings and its plans for maintaining and

strengthening their quality in the future. The net position as of June 30, 2022, for Casper College was 78.1 million. Approximately 75 percent of the operating fund budget is allocated to compensation (salaries and benefits). The institution has an approximate \$11.7 million reserve from the unrestricted operating fund at the close of fiscal year 2022. Casper receives funding from state aid appropriations and local tax revenues based on the Wyoming Community College Commission (WCCC) funding allocation. The State of Wyoming and Natrona County provide funding for educational needs.

Casper College has experienced changes to its financial resources over the last five years. Most of Wyoming's budget has historically been derived from energy industry revenues. The collapse of coal and oil prices created significant challenges for financial planning. As the state economy cooled, many residents left for better opportunities, further constraining resources as enrollment declined. The infusion of funds through CARES funding via the State of Wyoming followed by the influx of federal support from HEERF assisted with support to students as well as technology infrastructure.

The Physical Department is responsible for 36 buildings, including six facilities located remotely at the Casper College Ranch. The Facilities Department employs a variety of skilled staff, including carpenters, electricians, plumbers, a painter, landscapers, grounds workers, bus drivers, equipment operators, custodians, custodial supervisors, and campus events, mail, and shipping personnel. The college employs a Department of Information Technology (DoIT) and a Digital Learning Center (DLC) to service and train faculty, staff, and students. Casper College Academic Affairs maintains a Faculty Qualification Review to ensure compliance with HLC standards. 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. Tenured faculty members also receive considerable support in their professional development for new and tenured faculty.

Casper College begins its budgeting process each January by soliciting input from key stakeholders. Any changes are considered within the framework of the mission, vision, values, and goal statements. The 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.

Casper College expends more than 65 percent of its annual budget on educational needs, including faculty salaries, classroom equipment upgrades, software for distance education, and scholarships awarded to students. This budgetary focus enables a majority of the instruction on campus to be facilitated by fulltime faculty, which allows students greater access to instructors. The institution's fiscal allocations ensure that its educational purposes are achieved. The college includes no reportable conditions relating to audit of the financial statements, no instances of noncompliance, and no audit findings relative to major Federal award programs.

The Academic Program Review (APR) is a process of regularly evaluating academic programs against a set of criteria and measures related to Casper College's educational programs. The intent is for this form of strategic program review to generate discussion and planning. The review process encourages departments to consider their goals in coordination with other departments in their respective schools, thereby bringing the process into a more holistic view, mitigating conflicting goals, and providing for a conduit that communicates more clearly across departmental lines. The three-year review prompts departments to engage in a more in-depth assessment of current pedagogical practices that synthesize trends in departmental objectives, faculty development, best practices, discipline advancements, and a critical view of online or hybrid course delivery.

Resource Base Supports Offerings

Casper College is guided by its educational mission to serve students and the community at large, which remains at the forefront of resource allocation. The strategic plan and campus master plan are instrumental in focusing resources to achieve stated goals, in spite of the unforeseen pandemic. The 2018 Master Plan Refresh serves as an example of planning that considers the perspectives of internal and external constituents. The refresh planning process was participatory and invited comments from the entire college community. A new Refresh will provide an informed guide for near-term building renovations and future development on the campus through 2030. The process is intended to inspire, guide and inform future decisions. Planning for other institutional decisions follow similar patterns in an effort to be inclusive and considerate of varied perspectives. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

The Department of Information Technology (I.T.) enables Casper College to operate efficiently and effectively. I.T. systems manage a wide range of activities, from administrative tasks such as record-keeping, to business processes like sales and marketing. The institution is aware of security risks and works to protect networks, systems, and data from unauthorized access and cyberattacks.

The DLC assists the needs of students and faculty engaged in online and hybrid modalities, training instructors on methods that reflect best practices. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities. Casper College's annual budget development process, regular review of facilities planning, and organizational structure, strive to balance the goals of the college with the realities of day-to-day operation.

The college demonstrates its dedication to pedagogical improvement by allocating \$25,000 each year in faculty development grants that are awarded by Faculty Senate. The institution has a well-developed process in place for budgeting and for monitoring its finances. The best budgeting practices work to reduce budget complexity and simplify budgeting processes. The Covid-19 pandemic caused a rapid shift in priorities to enable students and employees to learn and work virtually. I.T. continues to focus diligently on security and upgrading technology to better serve students. The college purchased 45-drive hardware with CARES funds, which replicate other aged storage and replicate data to an alternate location on campus and to a sister institution. The college has implemented a duress system for security that allows employees in certain areas to push a panic button under the desk that will text the Security department. The institution implements its plans to systematically improve its operations and student outcomes.

Planning and Improvement

Casper College uses multiple measures to track its progress on improvement and quality. A culture for continued improvement is inherent in I.T.'s commitment to the Strategic Plan, Campus Master Plan, General Education assessment, Strategic Enrollment Plan, surveys such as SSCCE, and reviews for institutional and specialized accreditation. Future initiatives include: Continue to improve network design and security, enhance disaster recovery protocols, expand system reporting and analytics, and refresh existing storage equipment. Casper College continues to review policies, procedures, and priorities. About 74 percent of the college policies have been reviewed, updated, or newly implemented in the past ten years. The implementation of new or revised policies demonstrates the institution's commitment to improvement, often clarifying operations that ensure fairness, equity, and compliance with local, state and federal regulations.

Sources

- BOT.Casper College Strategic Plan 2018