

**Assurance Argument**  
**Central Wyoming College - WY**

**9/4/2015**

# 1 - Mission

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

## 1.A - Core Component 1.A

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

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

## Argument

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The mission of Central Wyoming College (CWC) is articulated publicly on our [website](#), in the course [catalog](#) and student handbook. The mission is discussed in greater detail in the sections that follow. It is stated as:

*The mission of Central Wyoming College is to enhance the quality of life through innovation and excellence in education.*

The vision, values and goals statements are aligned with the mission as well.

### *1. Development and Adoption of Mission Statement*

As part of the College's strategic planning process, the College's values and mission were refined. The [mission, vision, goals](#) and values were [developed and adopted](#) in 1999. The mission was reviewed and approved by the Board of Trustees. It has been revisited during the [leadership planning retreats](#) as the annual strategic plan was developed to meet with the goals of the mission. The Board of Trustees reviews the [strategic plan](#) annually to ensure it meets with the mission and vision prior to adopting it for the next year. The mission at CWC is also aligned with that of the [Wyoming Community College Commission \(WCCC\)](#) which serves as the coordinating body between the college and the state.

### *2. Consistency with Mission*

As outlined in the strategic plan, Central Wyoming College's vision is to, "provide lifelong learning opportunities beyond time and place." We achieve this by ensuring academic excellence, providing an environment for economic and lifelong enrichment, serving as a proactive community leader, and using innovation to increase access to education. The college is committed to the following values as a means of achieving its goals: student centered, excellence, learning, mutual respect and civil discourse, diversity, access, innovation, integrity, and community building. The 2013-2014 strategic priorities were defined as:

- Expand student access and improve student success
- Improve recruitment and retention of staff
- Set the stage for the next 50 years.

#### Academic Programs:

Central Wyoming College currently operates with five academic divisions: Athletic Training and Co-curricular Learning; Commerce, Technology and Safety; Health and Science; Liberal Arts; Workforce and Community Education. Classes are developed by faculty and are reviewed by the departments, divisions, and the [curriculum committee](#) for consistency with the college mission and the needs of the students and to ensure academic integrity. Additionally, the [WCCC reviews](#) and approves all proposed degree programs for consistency with their mission. CWC offers 89 [degree options](#) in 37 associate level programs.

#### Student Services:

Students, regardless of degree program are provided with numerous support services that are available free of charge to all enrolled students. These services are provided to support students' social, emotional and academic needs, while maintaining a focus on the basic mission of *enhancing the quality of life through innovation and excellence in education*. The services are outlined in the [student handbook](#)

Samples of these include the following:

- Admissions advising and counseling is available through the [Admissions Office and Academic Advising Office](#)
- [Housing and dining plans](#) are available. These can be accessed in person through the Housing Office. In addition this information is found on the Central Wyoming College website under the “Resident Life” section.
- Freshman-year success education is supported through [new student orientation](#) and the courses, Freshman Seminar and, Orientation to College.
- [TRiO and the Student Success Center](#) provide tutoring, academic planning, writing support services, academic workshops, scholarship information, and transfer support.
- Personal counseling is provided through the [Counseling Center](#).
- Numerous other support services and activities are organized and managed through the The office of [Center for Student Involvement](#).
- [Disability Services](#) also provides students with support who have documented needs.

#### Enrollment Profile:

For the 2013-2014 academic year, semester, overall enrollment statistics are available as part of the [Academic Monitoring Report](#) and the [Wyoming Community College System Annual Enrollment Report](#). The [Student Profile Monitoring Report](#) demonstrates consistency with the college mission through open-access and serving its population.

### 3. Planning and Budget Priorities

The CWC budget is composed of revenues from unrestricted current funds, restricted private, local, state, and federal funds and scholarships from the college foundation. The [unrestricted revenue](#) is derived from four sources: state appropriations, local taxes, tuition, and fees. [Federal restricted funds](#) vary by year, but generally include TRiO grants, Title IX Federal College Work Study and other state

pass-through federal funds.

CWC's open communication concerning the state of our budget is maintained through regular budget manager meetings. These meetings drive the [budget development and monitoring process](#). When submitting budget requests, campus constituents are required to demonstrate how the requests correlate with the institution's strategic goals (i.e. funding for a new initiative) or demonstrate a critical need. All new funding requests are reviewed for consistency and alignment with the [Strategic Plan](#). The proposed budget is presented to the college community during a spring [open forum](#) and to the Board of Trustees in a [special work session](#). The [Policy Governance Manual](#) details the responsibilities of the President and Board of Trustees in all financial planning and budgeting processes. The Board of Trustees [formally adopts](#) the budget in July.

## Sources

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- 14-15-student-handbook
- 14-15-student-handbook (page number 5)
- 14-15-student-handbook (page number 10)
- 14-15-student-handbook (page number 11)
- 14-15-student-handbook (page number 15)
- 14-15-student-handbook (page number 18)
- 2014 Student Profile MR
- 2014-15 Program Options
- 2014-2015 Strategic Plan
- 2014-2015 Strategic Plan (page number 5)
- 2014-2015 Strategic Plan (page number 7)
- 2014-2015 Strategic Plan (page number 27)
- Academic Monitoring Report
- BOT Minutes July 2014
- BOT Minutes July 2014 (page number 7)
- Budget Monitoring Report 5-7-14
- Budget Monitoring Report 5-7-14 (page number 4)
- Budget Monitoring Report 5-7-14 (page number 12)
- Budget Monitoring Report 5-7-14 (page number 29)
- Catalog\_2014-2015
- Catalog\_2014-2015 (page number 5)
- Central Wyoming College Website Mission
- Counseling & Career Services
- Curriculum Procedures for 2013-2014
- Disability Handbook Approved
- FY15 Budget Schedule
- Housing handbook 2014
- Leadership team revisiting mission
- Mission Adoption

- New Program Approval through WCCC-GIST
- NSO Agenda & Syllabus
- Open Forum Agenda-FY15 budget
- Policy Governance Manual 6-20-13
- TRIO Information Brochure
- WCCC-annual-enrollment-report-13-14

## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Argument

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#### *1. Clear articulation of mission.*

The [Strategic Plan](#) clearly articulates the mission of the college and is available through our website as are the [catalog](#) and [annual report](#). The annual report includes the mission statement and financial and enrollment updates along with institutional priorities and academic highlights for the year. Students receive a copy of the [student handbook](#) each year which includes a variety of information including the mission and values of CWC, support services, policies and club information. The handbook is also an academic planning calendar which includes important dates throughout the academic year. The mission is also articulated on [KCWC-TV](#) and on [KCWC-FM](#).

As part of the strategic planning process, the college examines and defines the [institutional priorities](#) for the upcoming year. The college's vision, values and goals are discussed as part of the development of the strategic plan and are clarified as needed during that process. The strategic plan and goals are approved by the Board of Trustees at a [public meeting](#).

[Student attributes are](#) discussed by the curriculum committee and at the division and department levels. The college explores the effectiveness of classes and learning experiences on these outcomes and explores improvements as needed. These learning outcomes align with the mission of the college and are an important part of all [general education course requirements](#) at the college. In 2012 (effective fall of 2013) the college decided to [embed diversity](#) as a student attribute into the general education classes rather than leaving it as a separate requirement. This was in response to a need for more coverage of the topic to fulfill the college's values.

#### *2. The mission document or documents are current and clear.*

The college catalog and handbooks are updated annually to reflect changes in programs, program requirements and policy changes. Materials posted to the college homepage are reviewed and updated as needed under the coordination of the Office of Marketing and Public Relations. Academic departments and programs update curricular requirements through an annual process. Administrative offices (e.g., Finance and Operations, Admissions) regularly review existing materials and update as needed.

Employee [evaluations](#) include a statement about demonstrating the commitment to the mission of the

college through action and behavior exhibiting the values of the organization. The faculty evaluation also focuses on the adherence to the mission as instructors and when working with students.

*3. The mission document or documents identify intended constituents and services the institution provides.*

The constituents of CWC are the students and communities served by the college. The strategic plan identifies the key [stakeholders](#), including the K-12, local businesses and communities to enhance learning, job opportunities and community involvement. It describes the strategic planning process and identifies the purpose and reasons for making these decisions.

The college has several [advisory boards](#) and [partnerships](#). CWC meets with these groups and also conducts frequent [community dialogues](#) to understand and meet the needs of its constituents. The leadership also attends meetings with the WCCC, other Wyoming college administrators and legislative leaders to meet the needs on a larger scale.

## Sources

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- 14-15-student-handbook
- 14-15-student-handbook (page number 3)
- 14-15-student-handbook (page number 6)
- 2014-2015 Strategic Plan
- 2014-2015 Strategic Plan (page number 5)
- 2014-2015 Strategic Plan (page number 13)
- 2014-2015 Strategic Plan (page number 40)
- Annual Report - Central Wyoming College
- BOT Minutes July 2014
- BOT Minutes July 2014 (page number 11)
- Catalog\_2014-2015
- Catalog\_2014-2015 (page number 5)
- Co-Curricular & Diversity Process - Curriculum Meeting of February 27, 2012
- Community Dialogues
- CWC Advisory Committees
- Facilities Safety and Security Monitoring Report
- General Education Course Requirements - Forms G
- KCWC Mission
- NSO Agenda & Syllabus
- Rustler Radio 88.1 FM \_ Student Radio For Central Wyoming College
- Staff & Faculty Evaluation Forms
- Staff & Faculty Evaluation Forms (page number 2)
- WCCC 2014 Partnership Report
- WCCC 2014 Partnership Report (page number 9)

## 1.C - Core Component 1.C

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

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

### Argument

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#### *1. Addressing the role in a multicultural society.*

Central Wyoming College recognizes the relationship between the mission of the college and its engagement in a diverse and multicultural society. Uniquely situated on the Wind River Indian Reservation which is home to both the Eastern Shoshone and Northern Arapaho tribes, CWC serves a [varied student body](#). The college also serves a large Hispanic population on both the main campus and the Jackson outreach center and addresses the needs of their community as well. Central Wyoming College also recognizes that the diversity of our student body, staff and communities include not only ethnic variations, but age, socio-economic status and religious variations as well.

Reflecting the college's commitment to valuing diversity and multiculturalism, CWC has an [open admissions policy](#), a [non-discrimination policy](#), an [institutional diversity value](#), a [student attribute](#), and a [diversity governance committee](#). The college has also decided to hire a full time diversity coordinator beginning with the 2015-2016 academic year.

#### *2. Reflection of attention to human diversity.*

In consideration for our diverse communities, CWC decided to embed diversity into all [general education](#) classes and recognize it as an important student attribute. The college has a diversity committee which organizes [events and activities](#) on a variety of topics. This diversity committee is very engaged in supporting students of many different cultures.

The Jackson outreach center offers free English as a Second Language (ESL) courses. In addition there is a "Spanglish" student club to help prepare potential students for college level coursework. The ESL department provides many of its written [documents](#) in both English and Spanish.

Central Wyoming College recognizes that our population includes great diversity in college preparedness and a variety of challenges adapting to college life. The college offers both a [short new student orientation](#) and a longer, [more comprehensive option](#) for students who need more assistance as they transition to college life. CWC offers [developmental courses](#), [co-requisite](#) courses and intensive [boot camp](#) options in math and English to help students adjust and prepare for college level coursework

CWC has provided student support services through the [TRiO program](#). The long term success this program has helped to support the economic diversity of the student population and has been a valuable resource for first generation students as well.

CWC has in place policies on both equal opportunity in [employment](#) and [education](#). The college is

committed to providing equal access to educational courses and activities for students with disabilities in compliance with the ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973. The goal of the [Disability Services Office](#) is to provide students with special needs access to college courses, programs, and activities by providing reasonable accommodations for qualified students. Disability Services staff works with students to manage the impact of their disability on learning and living at CWC.

Central Wyoming College has a number of programs that specifically target, and then support, enrollment of under-represented groups. These include [GEAR Up, Upward Bound, Talent Search and the Second Wind Grant](#). There are also multiple [clubs and organizations](#) available to diverse students including: International Student Club, the Gay-Straight Alliance, Fellowship of College Christians, and United Tribes.

#### Enrollment Information:

In Fall, 2014, the [female enrollment](#) was 55%; [Native American](#) enrollment was 10%. [Hispanic](#) enrollment was 10%. The college enrolled 48% [students](#) between 17-24 years old. 85% of our students are [in-state](#) students and 34% are enrolled [full time](#). CWC is committed to increasing participation from under-represented populations. The college has targeted recruiting efforts to increase the Native American student population to better reflect the demographics of our service area. The [population](#) in the service area including Fremont, Teton and Hot Springs Counties is 13% Native American and 12% Hispanic.

#### Employment:

Despite formal institutional commitment to supporting and increasing diversity, the extent of racial diversity attained in the faculty and staff remains limited. The full time college [faculty and staff](#) includes: 55% female, 4% Native American and 4% Hispanic. Recruiting diverse faculty and staff has been identified as a [strategic priority](#). Central Wyoming College has a detailed, faculty and staff recruitment process that includes training for each search committee member on equal employment opportunity.

#### Diversity recruiting:

Central Wyoming College is an equal employment opportunity employer. The Board of Trustees for the college has established a Non Discrimination Statement which applies to all aspects of the college. The Non Discrimination Statement serves as the basis for the college Equal Employment Opportunity policy and procedure. As an equal employment opportunity employer the college actively recruits a diverse applicant pool by placing job announcements in a variety of local, regional and national recruitment sources including the college website, the local papers (Riverton Ranger, the Lander Journal, The Wind River News), online recruitment websites (jobing.com, LinkedIn, and monster.com). The college also uses the Chronicle of Higher Education, CUPA-HR, Community College Times and other targeted higher education sources. The college also periodically places job announcements in demographic, occupational or industry specific publications including dice.com, itjobs.com, Native American publications, etc. Job announcements all indicate that the college is an equal employment opportunity employer and the college also periodically includes the following statement in our job announcements, "Central Wyoming College is an equal employment opportunity employer and a drug-free workplace. Central Wyoming College is committed to building a culturally diverse workforce and strongly encourages applications from women, minorities, individuals with disabilities, and veterans." The college measures the effectiveness of its efforts to enhance the diversity efforts of its applicant pool, by measuring the representation of women, minorities, the

disabled, and veterans in its applicant pool and in its workforce. Annually a utilization analysis is conducted and reviewed to determine how the college workforce compares with the local workforce with regard to various demographic perspectives.

## Sources

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- 14-15-student-handbook (page number 6)
- 2014 Student Profile MR
- 2014 Student Profile MR (page number 36)
- 2014-15 Committees and Councils
- 2014-15 Committees and Councils (page number 8)
- 2014-2015 Strategic Plan
- 2014-2015 Strategic Plan (page number 18)
- 2014-2015 Strategic Plan (page number 30)
- 2014-2015 Strategic Plan (page number 31)
- Catalog\_2014-2015
- Catalog\_2014-2015 (page number 3)
- Catalog\_2014-2015 (page number 5)
- Catalog\_2014-2015 (page number 7)
- Co-Curricular & Diversity Process - Curriculum Meeting of February 27, 2012
- Co-Curricular & Diversity Process - Curriculum Meeting of February 27, 2012 (page number 3)
- Co-requisite Courses
- CWC Administrative Policies Chapters 1 - 6
- CWC Administrative Policies Chapters 1 - 6 (page number 8)
- Developmental Courses
- Disability Handbook Approved
- Disability Handbook Approved (page number 7)
- Diversity Events and Activities
- ESL flyers
- Grant program descriptions
- HR Monitoring Report March 2014
- HR Monitoring Report March 2014 (page number 5)
- NSO Agenda & Syllabus
- SERVICE AREA QUICKFACTS
- Summer Bridge - Central Wyoming College
- UNST 1000 2014FA
- WCCC fall-2014-enrollment-report
- WCCC fall-2014-enrollment-report (page number 4)
- WCCC fall-2014-enrollment-report (page number 5)
- WCCC fall-2014-enrollment-report (page number 7)
- WCCC fall-2014-enrollment-report (page number 10)
- WCCC-annual-enrollment-report-13-14
- WCCC-annual-enrollment-report-13-14 (page number 11)

## 1.D - Core Component 1.D

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

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

### Argument

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*1. The institution serves the public not just the institution and thus entails a public obligation.*

Central Wyoming College's [mission, vision and goals](#) explicitly include language such as, "to enhance the quality of life" and "to provide learning opportunities beyond the bounds of time and place", that are intended to convey the broad sense of commitment to public good that the college believes is consistent with an institution of higher learning. The college is a comprehensive community college and offers certificates and credentials in addition to transfer degrees. It serves the local workforce, the community and students seeking to transfer to a four-year institution.

Another means of assuring CWC's commitment to promoting the public good is indicated by the commitment to maintaining open records as relates to its strategic decision making, and operating policies. All meetings of the Board of Trustees are open and publicized ahead of time. The press often attends board meetings and reports on actions taken that are of public interest. Community feedback is also welcome at these meetings and the Board of Trustees often holds [community dialogue meetings](#) to receive feedback from the community. [Board Minutes](#) are also open records. Board policies are available through the [Policy Governance Manual](#) available to the public through the CWC website.

*2. Educational responsibilities take primacy over other purposes*

Central Wyoming College is a locally controlled non-profit, publicly funded institution serving three counties in northwest Wyoming. It is part of the larger Wyoming Community College [System](#) as defined in Wyoming [Statute](#). In 1966, Fremont County voters elected to form the Fremont County Community College District (from which CWC was formed) in accordance with W.S.-21-18-312. [State Statute W.S.21-16-721](#) further defines the role of the college and includes a statement about conflict of interest.

The [degrees, certificates, credentials and workforce training](#) opportunities speak to the commitment the college has to education as its central purpose and to the priority over generating financial returns. Many grants at the college provide opportunities for students to attend these programs at a reduced rate. The college also works closely with the foundation to create [scholarship](#) opportunities for the students at CWC.

*3. Engagement with and response to identified external constituencies and communities of interest.*

CWC provides many services to the community in addition to education. The college has a radio station, [Rustler Radio 88.1](#) which is popular in the community. The college is also home to [Wyoming Public Broadcasting Service](#) (Wyoming PBS) which is broadcast to the entire state and features educational programming about the community and state in addition to national programming. CWC also provides many [non-credit programs](#) to the communities it serves through the outreach centers and “R-Rec”. Riverton Recreation or “R-Rec” is the city of Riverton’s recreation program hosted by Central Wyoming College. It offers programs for all ages. There are a variety of training opportunities offered through [Workforce and Community Education](#) and the [Rural Justice Training Center](#). Many of the programs and course offerings are in response to the needs of the community. For example, in response to the area need for additional nurses and expanded technical space, CWC proposed expansion of the existing Health, Science, Automotive, Welding, and Workforce programs. The expansion required a significant addition and upgrade of academic space. CWC was successful in passing a [general obligation bond](#) by the Fremont County voters in November 2010. This bond funding was matched in spring 2011 by the Wyoming State Legislature. The new [Health & Science Center](#) was completed and began service in fall term 2013. The previous Health and Science spaces were re-purposed and expanded to meet additional space and technological needs. The college has several [advisory boards](#) and conducts community dialogues to learn of the needs of its constituency.

The Central Wyoming College campus features the [Intertribal Education and Community Center](#) (ITECC) which opened in Fall 2010. The ITECC has a multipurpose function. In addition to being an educational facility, it serves as a venue for conferences, workshops and meetings. It is also a highly visible landmark that celebrates the cultural diversity of the area. The facility houses a number of CWC academic programs, including Native American Studies, Western American Studies and International Studies. It also houses the college’s collection of Native American and Oregon Trail artifacts and artwork as well as the Outreach Center for the University of Wyoming. CWC developed the center in response to a need for a better connection between the college and the community.

The college provides the community with sporting events including [rodeo, basketball, volleyball, golf, and cross country running](#). It is also responsible for providing academic speakers and events and cultural events such as [music concerts, theatre productions and art exhibits](#). [The library](#), computer labs and testing center are open to the public and our [facilities are used](#) frequently for public events. The college also conducts community service as part of its co-curricular course offerings and has conducted Community Service Day and other community events on campus.

CWC has also responded to the community in Lander. The outreach center on Main Street in Lander is small and has very little parking which limits the offerings to the community. In response, the college is in the process of constructing a new [Lander Center](#) which will provide more opportunities for the community.

Central Wyoming College keeps the broader public informed of its activities through a variety of formats, including an extensive website and the local press. The local press includes: Rustler TV, print newspapers, online news services such as “County 10”, and local radio. Documents that are publicly available include:

- [Catalog](#)
- [Course Schedules](#)
- [Non Credit Offerings](#)
- [Board of Trustees meeting agendas and minutes](#)

## Sources

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- 2014-2015 Strategic Plan
- 2014-2015 Strategic Plan (page number 7)
- Athletics webpages
- Board of Trustees webpage
- Bond Doc-H&S Bldg
- BOT Minutes July 2014
- Catalog - webpage
- Community Dialogues
- COMMUNITY EDUCATION OFFERINGS
- Courses Schedules webpage
- Cultural Events Sample
- CWC Advisory Committees
- Degrees Certificates Credentials and Workforce Training
- Facilities Safety and Security Monitoring Report
- Facilities Safety and Security Monitoring Report (page number 9)
- Health & Science Center
- Intertribal Education and Community Center
- LANDER CENTER GROUNDBREAKING
- Library - Central Wyoming College
- Policy Governance Manual 6-20-13
- RJTC Training Opportunities
- Rustler Radio 88.1 FM \_ Student Radio For Central Wyoming College
- Scholarships webpage
- Workforce and Community Education Monitoring Report
- Wyoming Community College System Map
- Wyoming PBS - About
- Wyoming Statutes CHAPTER 16 Higher Education
- Wyoming Statutes CHAPTER 16 Higher Education (page number 44)
- Wyoming Statutes CHAPTER 18 Community Colleges
- Wyoming Statutes CHAPTER 18 Community Colleges (page number 5)

## 1.S - Criterion 1 - Summary

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

### Summary

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The mission of Central Wyoming College is to “enhance the quality of life through innovation and excellence in education.” It is articulated publicly on our website, in the course catalog and student handbook. It was developed and adopted in 1999 and is reviewed annually as part of the strategic planning process. The mission at CWC is also aligned with that of the Wyoming Community College Commission (WCCC) which serves as the coordinating body between the college and the state.

The mission guides the operations of the college. The strategic planning process for the college is grounded in the mission, vision and values of CWC. Academic programs are evaluated with consistency with the mission of CWC. Student services are provided to all students and driven by the mission of innovation and excellence in education. The budget and planning processes at the college are grounded firmly in the mission of the college and are at the heart of all decisions made at CWC.

CWC recognizes the relationship of the college and the diversity of society. The college strives to serve the communities in its service area which includes the Wind River Indian Reservation. It maintains an open admission policy and values diversity and multiculturalism both for students and employees. The college has added diversity as one of the student attributes for all CWC graduates and has several events celebrating diversity. It understands that diversity includes many factors including race and culture but also includes college preparedness and economic background.

The college embraces its obligation to the public good and responds to the needs of the community and external constituencies. This includes providing sporting events, workforce training and cultural opportunities. It is also home to both Rustler Radio and Wyoming Public Broadcasting which connect with the public in Fremont County and throughout Wyoming. The college keeps the public informed of its activities and news through a variety of formats.

Based on the evidence and analysis presented in this section, Central Wyoming College concludes that it satisfies each of the core components of Criterion One.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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

#### Argument

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Central Wyoming College has established fair and ethical policies and processes for all aspects of the college including the financial, personnel and academic operations of the campus. Many of these policies are articulated in the policy manual for the college. The Board of Trustees also has several policies and procedures in place to ensure ethical conduct.

The Board has final responsibility for the governance and operation of the college. The [Policy Governance Manual](#) articulates the responsibilities and processes of the Board and defines the institution's purpose. The Policy manual clearly states the [expectation](#) that all Board decisions be made on the basis of a desire to promote the best interests of the institution and the public good. In order to ensure transparency in their decisions, board members are required to disclose potential conflicts of interest and refrain from participating in transactions where the Board has determined a conflict of interest.

In addition to Board oversight, the Business Office, under the Director of Finance and Vice President for Administrative Services, employs generally accepted accounting principles to ensure consistent and transparent financial processes. The institution's financial statements are [audited](#) annually by McGee, Hearne & Paiz, LLP (MHP) to ensure compliance with these principles. The institution has consistently received an unqualified audit opinion which indicates the financial statements present fairly the financial position in accordance with accounting principles generally accepted in the USA. MHP also conducts the A-133 audit for federal funds, to which the college has also been issued an unqualified opinion. The annual audit process is conducted in accordance with auditing standards contained in *Government Auditing Standards* issued by the Comptroller General of the USA. The results of the audit are reported to the Board which then votes to accept the audit report.

The college is responding to recent statutory changes with regard to financial aid. This is essential, as the student population of CWC is highly dependent on federal, state and institutional financial aid. As a result of responding to these changes and to rising student loan default rates, the college has incorporated more financial literacy into the curriculum. Students receive information from the financial aid department when taking out loans, but they also take a [class in financial literacy](#), which became a general education requirement in 2014. These changes have reduced the three year default rate from 25.1% in the 2009 cohort to 19% in the 2012 cohort. The 2013 cohort report is still in draft form, but indicates a CDR of 7.07% compared to 2012's final rate of 20.26%. Details of the strategies employed are included in the [Default Loan Rate Update](#) presented to the Student Academic Council and in the Monitoring Report presented to the board of trustees.

CWC continues to work on professional development for the faculty and staff at the college and continue an environment of life-long learning. The [Professional Development](#) Committee is currently assessing the development needs of the employees on campus and is working to address those needs. Each year, a variety of trainings are offered at both fall and spring In-Service and additional opportunities are scheduled throughout the year. All CWC employees are required to receive annual training on [discrimination, harassment and sexual violence compliance](#), and FERPA policies. There is also required annual training on information technology use and all staff must sign an [agreement](#) complying with college policies. The CWC Registrar's office is also responsible for maintaining academic integrity through conducting transcript evaluations and maintaining records of course requirements and completion.

Students also receive FERPA information and training as part of new student orientation so they can better understand their rights. FERPA information is also available to students in the [catalog](#) and the [student handbook](#). Topics in freshman seminar and the handbook include: the ethical use of email and the internet, and the student code of conduct. The handbook also clearly defines policies and procedures for reporting [sexual harassment, assault and misconduct](#); filing a [student grievance](#); [alcohol and drug policies](#); and information about [campus safety and security](#). This includes Clery report data and information required under the Student-Right-To-Know-Act.

The college conducted an evaluation which resulted in modifications to the athletic department structures and policies to improve student eligibility compliance. CWC was notified by the NJCAA in 2012 that we had two volleyball players determined to be ineligible. These players had played professionally in Brazil. NJCAA also had unconfirmed suspicion of a third player. After the initial sanction, the college conducted its own investigation and self-imposed additional sanctions to address recruiting concerns. CWC proposed a plan including a ban on international recruiting until the 2014-2015 season and strengthening the recruiting processes with regard to student eligibility. The college was commended for addressing these concerns and the team was [reinstated](#) for the fall 2013 season.

The library staff at Central Wyoming College promotes ethical use of library resources. They conduct trainings on research methods and use of scholarly sources with students in the orientation classes and in several other courses throughout the year. The library provides [subject guides](#) on copyright on their web page. These guides provide information on copyright and fair use with links to additional resources. The library also offers a workshop, both in-person multiple times throughout the year and online, called "Information Ethics" that covers plagiarism, copyright, and the basics of citing sources. The college references [copyright](#) in the policy manual. The policy on [plagiarism](#) is included in the catalog, the handbook and syllabi.

The college has [policies](#) of equal employment opportunity and non-discrimination. All personnel policies are available to staff at all times and contain policies on recruiting and hiring, performance evaluation, disciplinary action, grievance procedures, promotional/transfer procedures, probationary periods, and termination of employment. Job descriptions for each job are available in the Human Resources folder in Public Docs. In addition, all job descriptions are available on line in the Human Resources folder in Public Docs. Such policies help to insure nondiscrimination in all decisions affecting employment.

New employees receive training on college policies during new employee orientation. The policies which include the high standards of ethics and integrity to which all employees should aspire are clearly outlined in chapter seven of the [Personnel Policies Manual](#). These policies are reviewed by the [Personnel Policies Committee](#) and are discussed at association meetings and in Open Forum as well.

Central Wyoming College has a long tradition of shared governance on campus that strives to bring the various areas of campus together to make decisions which support the college mission. Committee participation and representation provide an opportunity for input and feedback to the college's processes. The committee makeup and charges are available [here](#). Each employee group has an [association](#) and has the opportunity to provide feedback through representation at bi-weekly meetings with the college president and through monthly reports to the Board.

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- Default Loan Rate Improvement Plan Report
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- IT Statement of Compliance
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- Policy Governance Manual 6-20-13
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## 2.B - Core Component 2.B

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

### Argument

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Central Wyoming College strives to maintain clear and accurate information to communicate academic policies, costs, program requirements and course descriptions to current and prospective students and to provide information to the constituents of the college. The college presents this information through several documents including the catalog, course schedules, student handbooks, marketing materials, and admission materials. These documents are created with the mission in mind and each document is reviewed for accuracy as outlined below. This information is presented in both print and digital formats in an effort to keep the communication open and available to a variety of people.

#### Catalog

The [Catalog](#) is the primary document to communicate academic policies, costs, program requirements, and course requirements to current and prospective students. Careful annual review and editing at the department, division and institutional level ensure currency and accuracy of this important document. The assistant registrar oversees this process which begins in January when sections are distributed to the appropriate areas for review. The assistant registrar is a member of the Curriculum and Academic Policies Committee (CAP) and is present at all meetings. Minutes from these meetings are reviewed for accuracy as are the minutes from the Student & Academic Council and Board of Trustees for any changes. The catalog is published in July of each year in electronic format only. Important information in the catalog includes the mission statement, information about the college, admissions information, costs of attendance, policies such as FERPA, [program requirements](#), [course descriptions](#), [transfer and articulation information](#).

#### Website and Social Media

The Central Wyoming College website ([www.cwc.edu](http://www.cwc.edu)) is the primary medium for external audiences to gain access and information about the college. It is also widely used internally. The website links to campus resources such as the library and database access. It also has a portal giving access to email, the learning management system and document storage. The college uses Google and provides students with access to Google Drive and document, spreadsheet and presentation software through this portal. Because the website is the external gateway to the college and an important tool for communication with our constituency, the college has decided to embark on improvements to our system.

After several years of study and evaluation, a [recommendation](#) was put forth by the Office of Marketing and Public Relations. This recommendation discussed a potential re-design of Central Wyoming College's current website. The new and greatly improved website is scheduled to be in

place January 2016. It will be fully ADA compliant for both the user and for those who may be entering content. The website is managed by the Office of Marketing and Public Relations. This office is also responsible for maintaining the CWC Blog, Facebook page and Twitter accounts. Several other Facebook pages and Twitter feeds have been created by clubs and programs associated with the college. Those pages and feeds are managed by the departments and clubs.

[Rustler Alert](#) is a text, phone and email messaging system designed to keep students, faculty and staff informed during an emergency. Students can also choose to receive alerts from other groups including athletics, announcements and from Registration and Records through the Rustler Alert System

### Marketing and Public Relations

CWC's marketing materials, especially those that represent academic programs and policies are drafted by the Marketing office. Both proofreading and copy editing are conducted by more than one area for major publications. Information for publications is often sent from departments and divisions to the Marketing and Public Relations Office for design and production.

The Marketing and Public Relations Office has worked with departments and admissions to create "job sheets" for the programs. These are used to supply information to prospective students about specific programs at a variety of recruiting events. The office also contacts newspapers, radio stations and digital media in the area to publicize events including dates and times of upcoming board meetings. This information is also posted on the website.

### Student Handbook

The Student Handbook is updated yearly through the Office of Student Life. It provides students with clear guidance on the academic policies that concern their rights and responsibilities as students at CWC. Clery Act and Student-Right-To-Know information is also made available through the handbook. Policies are checked for accuracy, as are the data and other information supplied in the handbook. The handbook is available to students through the website and in print through the Office of Student Life.

The Nursing Department has also created a [Nursing Student Handbook](#) geared to the students in their programs. It contains information about CWC and also outlines policies and procedures specific to nursing students. The athletic department has also created a handbook for athletes at CWC.

### Institutional Research

An important campus resource is the Office of Institutional Effectiveness which includes instructional research, planning and assessment activities. This office supplies information to the Higher Learning Commission, the Wyoming Community College System, IPEDS, and other national initiative surveys. In addition, the office provides specialized internal reports to departments and administration to inform decision making and to evaluate programs and services.

### Accreditation Relationships

[Accreditation](#) status for Central Wyoming College is listed on our website and in the [Catalog](#). Individualized accreditation for nursing is posted on the website and in the program information in the catalog.

## Tuition and Fees

Tuition is set by the Wyoming Community College Commission in the fall for the following year as determined by [Wyoming Statute 21-18-202](#). Academic and Non-Academic Fees are developed and proposed by the college and approved by the Board of Trustees in the December meeting for the following fiscal year.

This information is posted on the website and schedule of classes. Students are also supplied with information on the bookstore web page of [books required](#) for classes at the college and their costs. A [Net Price Calculator](#) is available on the admissions page of the website to help students determine the total cost of attendance.

## Sources

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- Catalog\_2014-2015 (page number 34)
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- Net Price Calculator - Central Wyoming College
- NURSING STUDENT HANDBOOK 2014-2015 (Final)
- Website Redesign Proposal - February 2015
- Wyoming Statutes CHAPTER 18 Community Colleges
- Wyoming Statutes CHAPTER 18 Community Colleges (page number 6)

## 2.C - Core Component 2.C

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

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

### Argument

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The Board of Trustees has a long history of oversight and service to Central Wyoming College. The Board Policy Governance Manual clearly outlines [Board policies and practices](#). The Board has seven members with representation throughout the county. They conduct regular meetings and maintain records of these meetings in accordance with [open meeting laws](#) as outlined in Wyoming Statute.

A unique aspect of the CWC Board of Trustees is that by [Wyoming Statute 21-18-105b](#), they are responsible for oversight of both the college, and the Wyoming Public Broadcasting System.

#### *1. Governing Board Deliberations Reflect Priorities.*

The Central Wyoming College Board of Trustees is charged with maintaining an institution of higher education, conferring academic degrees upon worthy candidates and engaging in other appropriate educational, charitable and fiduciary responsibilities. The Board is charged with making specific decisions which reflect priorities to preserve and enhance the institution. They are also responsible for meeting the legal responsibilities as outlined in [Wyoming Statute 21-18-302 through 21-18-304](#).

The Board approves the mission, vision and goals for the college. As part of this process, the board sets specific [Ends](#) which guide their decisions and operations of the college. Each year, the Board approves the current strategic priorities of the institution designed to meet those Ends.

#### *2. Governing Board Decision Making Process.*

At each meeting, the Board receives reports directly from faculty, staff and student representatives. They also receive [monitoring reports](#) including updates of enrollment, finances, human resources, legislative activities and campus initiatives. They also interact with key external constituencies such as employers, donors, elected officials, and other professional organizations. Board members serve on a variety of local, state and national committees and work with board members from other colleges. They also engage in community dialogues to receive input. These relationships and dialogues provide insight into educational needs, career development, and emerging trends which help inform Board decisions.

### *3. Governing Board Preserves Independence*

The Policy Governance Manual clearly lays out the [expectations of independence](#) imparted upon the Board of Trustees. The Board has several fiduciary responsibilities to the college and all decisions are to be made on the basis of the best interests of the institution and the public good. The Board [Code of Conduct](#) includes statements on integrity and independence in their duties as members of the Board.

### *4. Governing Board Delegation of Management.*

It is the responsibility of the Board to hire and evaluate the president, who is the Board's sole employee. The Board recently completed a comprehensive and competitive [search](#) process which resulted in hiring of current president, Dr. Cristobol Valdez in 2014.

The president is responsible for the general and active management, control and direction of the business operations, educational activities and other affairs at Central Wyoming College. The employees of the college ultimately report to the president. The Policy Governance Manual outlines the [executive limitations](#) of the president.

## **Sources**

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- Policy Governance Manual 6-20-13 (page number 28)
- Policy Governance Manual 6-20-13 (page number 33)
- Policy Governance Manual 6-20-13 (page number 34)
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- Presidential Search Process
- Wyoming Statutes CHAPTER 18 Community Colleges
- Wyoming Statutes CHAPTER 18 Community Colleges (page number 4)
- Wyoming Statutes CHAPTER 18 Community Colleges (page number 27)

## 2.D - Core Component 2.D

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

### Argument

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Academic freedom is valued and protected at Central Wyoming College. [Policy 3.2](#) of the Personnel Policies Manual addresses the freedom of expression and its importance. Faculty members are entitled freedom in the classroom in discussing the subject matter and freedom in research and publication. While the faculty are free from censorship and discipline, faculty are expected to be accurate, exercise appropriate restraint and show respect for the rights and opinions of others.

Mutual Respect and Civil Discourse are among the institutional [values](#) at CWC. In the [non-discrimination statement](#) in the student handbook, the spirit of free inquiry and the value of civil discourse are emphasized. It is congruent with these values and with the belief in academic freedom and the freedom of speech that all reasonable views be allowed. The college Diversity Committee has hosted a series of talks called "[Hot Topics](#)". A theme or subject is chosen and members of the committee seek out members in the community or experts in the field who can speak on opposing views for topics. Each is given equal time to present their views and to answer questions from the audience. Topics in this series include: immigration, marijuana, fracking, and marriage equality. These discussions have been well attended and give an opportunity to present a variety of viewpoints in a respectful educational setting which values mutual respect and civil discourse.

Faculty scholarship is supported and encouraged at CWC. The college vision includes lifelong learning and the college believes in this value for students and employees alike. The college has opportunities for employees to present their research and educational projects. Research and scholarly pursuit are reported in the monthly report to the Board of Trustees. Several programs include opportunities for students to pursue scholarship and research which are included in student and faculty reports to the Board. Faculty members are eligible to apply for a [sabbatical](#) to focus solely on scholarship every seven years as funding allows. Each academic year, the college celebrates the goals and achievements of employees at the end of year luncheon. Recently completed degrees are celebrated at the "[Learning by Degrees](#)" event.

Faculty [evaluations](#) provide clear guidelines for review while allowing for individuality and teaching in scholarship. Faculty are evaluated by students [each semester](#) and are evaluated by peers and supervisors each year for the first three years of employment and then every three years after obtaining continuing contract status. Certain faculty positions are ineligible for continuing contract and are evaluated annually. Clear [policies](#) are in place to ensure fair treatment throughout the process.

### Sources

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- 2014-2015 Strategic Plan

- 2014-2015 Strategic Plan (page number 7)
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- CWC Administrative Policies Chapter 7
- CWC Administrative Policies Chapter 7 (page number 113)
- CWC Administrative Policies Chapter 7 (page number 129)
- CWC Administrative Policies Chapters 1 - 6
- CWC Administrative Policies Chapters 1 - 6 (page number 22)
- Faculty Evaluation Form
- Hot Topics

## 2.E - Core Component 2.E

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

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

### Argument

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#### *1. Institution provides oversight of the research and scholarly practices*

Central Wyoming College is not a research institution, although we do offer opportunities for undergraduate research projects through programs such as Western American Studies, Biological and Environmental Sciences. Students working on these projects are expected to conduct their work in an ethical manner and the college provides oversight in this process. Research conducted at CWC is funded by grants to CWC through the University of Wyoming (UW). CWC works through the University's IRB process to maintain compliance under policies and procedures within the [Office of Research and Economic Development](#).

#### *2. Students are guided in ethical use of information*

Library staff members at CWC are committed to educating students on the ethical use of information. They provide library instruction sessions during new student orientation and during several classes throughout the school year. They provide [presentations](#) and guidance on copyright laws, proper citation and fair use of materials. The library staff also places resources and guides for students on the Library page of the website. These trainings and information resources are available to both our local and distance students.

The writing course, [ENGL 1010](#) which is part of the core curriculum has an objective that includes using "primary and secondary sources to help complete a correctly documented research essay using the current MLA style". In addition, several individual disciplines introduce students to the appropriate citation format and types of scholarly resources for their courses. To reinforce the ethical use of information, faculty have access to Turnitin, an electronic plagiarism detection tool. Turnitin evaluates assignments comparing them to a database of papers, websites and articles, highlighting content that matches the information in their database and reporting it to the faculty and student.

Students in the nursing program receive instruction on HIPAA and patient confidentiality. These topics are covered in depth in the [Nursing Handbook](#). Students sign several documents agreeing to maintain confidentiality and behave in an ethical manner.

#### *3. Institution enforces policies on academic honesty and integrity*

Central Wyoming College has within the student handbook a section on [academic dishonesty](#). This statement includes information on plagiarism, cheating and other academic misconduct. Instructors also include statements on plagiarism and academic dishonesty in their [syllabi](#). When there is an incident of academic dishonesty the faculty reports the violation to their Dean, who guides the faculty member in a course of appropriate action. The Vice President for Student Affairs maintains the record of such incidents in the student's file. The policy explains the process and the right to appeal. Once the scope of the violation is understood, the administration will administer an appropriate sanction.

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- Course Syllabus Template
- ENGL 1010-08 English Composition I FA 14-Gray, David
- Library Managing references and citations
- NURSING STUDENT HANDBOOK 2014-2015 (Final)
- NURSING STUDENT HANDBOOK 2014-2015 (Final) (page number 25)
- Policies and Procedures \_ Office of Research and Economic Development \_ Univers

## **2.S - Criterion 2 - Summary**

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

### **Summary**

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Central Wyoming College acts with integrity; its conduct is ethical and responsible. The Board of Trustees has final responsibility for the governance and operation of the college. The Policy Governance Manual articulates the responsibilities and processes of the Board and defines the institution's purpose. In addition to oversight from the Board, the college employs generally accepted accounting principles to ensure consistent and transparent financial processes and receives annual audits. The college has significantly improved student loan default rates through a number of initiatives including a financial literacy component added to the curriculum.

Central Wyoming College is committed to freedom of expression and the pursuit of truth. The college also encourages ethical use of information and compliance with ethical policies and processes and ensures that faculty, students, and staff are responsible in the acquisition, discovery, and application of knowledge. The pursuit of truth is evident in its teaching and learning. Academic freedom is valued and protected at CWC. The college has policies of equal employment opportunity and non-discrimination and provides information to employees on all policies at the college. All CWC employees are required to receive annual training on discrimination, harassment and sexual violence compliance, and FERPA policies. There is also required annual training on information technology use and all staff must sign an agreement complying with college policies. CWC maintains records and makes information known to students including Clery report data and information required under the Student-Right-To-Know Act.

Central Wyoming College strives to maintain clear and accurate information to communicate academic policies, costs, program requirements and course descriptions to current and prospective students and to provide information to the constituents of the college. The college presents this information through several documents including the catalog, course schedules, student handbooks, marketing materials, and admission materials. These documents are created with the mission in mind and each document is reviewed for accuracy as outlined below. This information is presented in both print and digital formats in an effort to keep the communication open and available to all.

The CWC Board of Trustees is charged with maintaining an institution of higher education, conferring academic degrees upon worthy candidates and engaging in other appropriate educational, charitable and fiduciary responsibilities. The Board is charged with making specific decisions which reflect priorities to preserve and enhance the institution. They are also responsible for meeting the legal responsibilities as outlined in Wyoming Statute.

The Board approves the mission, vision and goals for the college. As part of this process, the board sets specific Ends which guide their decisions and operations of the college. Each year, the Board approves the current strategic priorities of the institution designed to meet those Ends. The Board is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Based on the evidence and analysis presented in this section, Central Wyoming College concludes that it satisfies each of the core components of Criterion Two.

## **Sources**

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*There are no sources.*

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

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

### **3.A - Core Component 3.A**

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

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

### **Argument**

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*1. Courses and programs are current and appropriate to the degree or certificate awarded.*

Several factors help assure that curriculum at Central Wyoming College will require students to perform at the college level. Many programs at CWC receive feedback from formal and informal advisory groups. Advisory boards often consist of employers and experts in the area of study. Professionals in the discipline are often consulted to give feedback to programs and coursework. Feedback from those in the field and future employers is valuable to ensure relevancy. Some have third party accreditations or work in partnership with other organizations for additional credentials. The Nursing program is accredited by the Accrediting Commission for Education in Nursing. Nursing students pursue the NCLEX-RN certification following graduation, and boast one of the highest pass rates in the nation. The Environment Health and Safety Program offers industry cards in Safeland and OSHA courses. Students in Outdoor Education take the Wilderness First Responder course and pass exams to certify them. Equine Science, Fire Science, and Computer Networking programs also offer courses leading to industry certifications. CWC maintains a [pass rate history](#) and the Wyoming Community College Commission (WCCC) includes this information in the [Annual Performance Indicator Report](#).

Faculty members participate in statewide articulation meetings to discuss curriculum changes at the University of Wyoming and throughout the state. CWC faculty often work with institutions nationwide to stay apprised of developments and trends in their disciplines. CWC strives to provide the best education possible to our students and staying current in program disciplines and academic trends in are part of achieving that goal. The Wyoming Community Colleges and the University of Wyoming (UW) have a common course numbering agreement to ensure transferability among the institutions. UW controls the assignment of numbers for new courses and maintains the online statewide [transfer guide](#). The numbering system provides distinction between transfer courses and applied or technical courses which are not intended to transfer to the baccalaureate level. CWC indicates in the [catalog](#) course descriptions which transfer courses are equivalent courses, which satisfy a general education requirement and which are transferred in as elective credit.

Currently, state articulation meetings are focusing on the time-to-completion goal. The legislature has encouraged the University of Wyoming and the seven Wyoming Community Colleges to work together to develop [2+2 plans](#). These plans are designed to create graduation pathways for students enabling them to complete their Bachelor's degree at UW in two years after completing an associate's degree in one of the transfer programs at each of the community colleges.

Faculty members are responsible for developing the curriculum in their programs. They are expected to work with other institutions and advisory boards and to stay current in their area to keep the curriculum current and relevant for the students. Faculty work together to make improvements to their courses and programs as needed. Changes to curriculum are initiated by faculty and then reviewed and approved at the department and division levels before going to the [Curriculum and Academic Policies](#) (CAP) committee for final review and approval. The CAP committee approves course objectives but the faculty still maintain academic freedom over the class specifics, as long as they meet the objectives.

Faculty assess student learning within individual courses and determine if changes are necessary to curriculum in order for students to meet the program outcomes. Annual program narratives are prepared by faculty to detail changes in programs, the reason for changes, and the anticipated outcomes related to those changes. CWC participated in the Third HLC Pioneer Pathways Cohort which evaluated the *Lumina Degree Qualifications Profile (DQP)* as our [Quality Initiative](#). The evaluation included mapping our general education requirements and student attribute objectives to those of the *DQP* to determine if our outcomes were consistent. Through this process, we also mapped our Criminal Justice program outcomes to determine the benefits of applying the *DQP* beyond the general education level. Since that time, an online implementation of the [updated DQP](#) called [Centralized Metrics](#) has been developed by CWC and is being implemented by several additional programs. This process takes the mapping much deeper into each course objective and ultimately to the assessment instrument for each objective.

Academic Deans review the annual program narratives in addition to program performance data related to enrollment, majors and graduates. Each year the Wyoming Community Colleges present five-year [program review data](#) to the Commission. Programs are presented on a five-year rotational basis.

## *2. Articulation of learning goals for its programs.*

Central Wyoming College offers undergraduate education at the Associate's Degree level. The college awards Associates of Applied Science, Associates of Arts, and Associates of Science degrees. CWC also awards Certificates and Credentials. The requirements for each are articulated in the [college catalog](#). Specific requirements for completion of each degree, certificate or credential option are detailed on the individual program pages within the catalog. These pages inform students of the requirements of the individual award, both in terms of general descriptions and specific credit hour requirements. Each program has developed and stated learning objectives. Each course further defines the objectives to obtain the desired outcomes. These outcomes are an integral part of the aforementioned program review process. Assessment methods are detailed in each course syllabus.

## *3. Quality consistency*

CWC adheres to a standard course outline for each course. Regardless of the instructor, location or manner of delivery, the objectives, major topics and additional requirements outlined in the course outline must be met. The college also uses a [syllabus template](#) to maintain consistency in stating learning goals, methodology, assessment, and other important college information such as accommodations, plagiarism policies and drop dates. Every class has a page on the learning management system, Moodle, and faculty are expected to post the syllabus for the class, office hours and contact information on the page regardless of delivery format. Examples of classes with multiple sections and formats include [English Composition I](#) and [Problem Solving](#).

Concurrent education classes are offered in partnership with area high schools. This program allows students to take college courses in the high school for college credit. These courses follow the same outlines and requirements as equivalent courses offered on the CWC Campus as noted in the [Assessor and Instructor Handbook](#). The instructors and course work are evaluated by CWC faculty to confirm course consistency and adherence to the course outline and objectives. High School students may also enroll in on-campus or online CWC courses for dual credit.

Online courses and instructors must meet the same requirements as on-campus classes as communicated in the course outline. In addition to online courses, the college offers hybrid courses, telecourses and classes via the Interactive Classroom Network (ICN). The Distance Education department and the assistant librarian work closely with faculty who are teaching these courses. Distance students have access to the same library and database resources as those on campus.

Central Wyoming College is committed to distance education. This commitment has resulted in resources and [trainings specific to online learning](#) being created and provided. ICN students have the same class meeting contact with the instructor and experience the same class activities as those on campus, but they experience it from a distance. Several CWC faculty have been recognized for their excellence in teaching distance courses. The WyDEC (Wyoming Distance Education Consortium) honors [Master Distance Educators](#) at its annual conference.

[Quality Matters](#) (QM) is a peer evaluation tool for online course offerings. QM is used to ensure that courses have an engaging and efficient online course shell and provide outcomes that are comparable to live courses. CWC originally started out with Quality Matters through the Wyoming Distance Education Consortium. The Wyoming Community Colleges belong to the Wyoming Distance Education Consortium (WyDEC). WyDEC maintains a website [WyCLASS](#) which lists all online courses each semester for all colleges and the University of Wyoming.

Due to the hiring of full time Director of Distance Education in June of 2014, the QM subscription was not renewed. Central Wyoming College believes that the Director of Distance Education will be able to provide methods beyond Quality Matters. Quality Matters was considered a foundation upon which improved distance education could be based. However, the QM review is quite expensive and the college felt that these principles could be applied from within the college and an external review is no longer necessary. Central Wyoming College still has the right to use the current QM Rubric.

The Director of Distance Education was hired to provide resources and training to faculty for the benefit of online students. The [job description](#) for this position requested very specific knowledge, skills and abilities that could be used to enhance the current distance offerings for the benefit of Central Wyoming College students.

A two credit [Online Course Design](#) course was developed and taught that included some QM principles and the rubric. This course was designed to assist Central Wyoming College faculty in becoming more effective and efficient online instructors. Eight Central Wyoming College faculty

have completed this course.

While only in his second year, this Director has already provided a number of training opportunities for faculty. These trainings include a roundtable discussion concerning online education during the [2014 Fall In Service](#); a distance education open house designed to improve online learning and demonstrating *Articulate*, a software that provided recorded narration and quiz interaction for power points. The director also created an on campus room for video recording and surveyed faculty to determine training needs which resulted in the Integrating Technology course developed for faculty.

Faculty have been invited to submit a proposal for the [Summer Teaching Institute](#) to be held in the summer of 2015. This is a two-day event which includes an expert Distance Education Director from Western Oregon University. Western Oregon University also uses Moodle as a learning management system. The commonality between Western Oregon University and Central Wyoming College in learning management systems makes this speaker extremely relevant. In addition a number of faculty will attend the [Mountain Moodle Moot in July of 2015](#) to enhance understanding of the learning management system, Moodle, at Central Wyoming College.

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- UW 2+2 UPDATES
- WCCC Annual Program Review Report
- WCCC Performance Indicator Report 2014
- WCCC Performance Indicator Report 2014 (page number 13)
- WY Transfer Guide site
- WyCLASS - DISTANCE COURSES

## 3.B - Core Component 3.B

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

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

### Argument

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*1. General education is appropriate to the mission and programs.*

The general education program focuses on core components for personal and professional success. Because Central Wyoming College offers a variety of programs, the specific requirements may vary by area of study. In some programs particular general education courses are needed and others allow students to choose from a list of options. Regardless of program, the various courses which fulfill the general education requirements combine to help students achieve the competencies known at CWC as "Student Attributes." These attributes are: critical and creative thinking; communication; diversity; self-directed learning; technological literacy. Classes meeting the general education requirements have been evaluated by the Curriculum committee to meet these attributes before they receive the [General Education](#) designation.

Student attributes, programs of study and general education requirements are listed in the [catalog](#). CWC students who complete their certificate or degree are required to complete a general education core of courses. The general education requirements range from 8 credit hours for certificates, to 19 for AAS and 34 for AA and AS degrees. The [general education competencies](#) are taught throughout general education courses and are reinforced across the curriculum in all courses. All student attributes are addressed and reinforced in every general education course.

As mentioned in Criterion 3A1, CWC is developing and implementing a program called Centralized Metrics to map course outcomes across the curriculum in each program and to tie all student attributes and Degree Qualifications Profile proficiencies to individual course objectives.

*2. General education requirements are articulated and grounded in a philosophy of broad knowledge*

*and concepts that the institution believes every college-educated person should possess.*

As noted in Criterion 3 B 1, Central Wyoming College articulates the purpose, content and intended learning outcomes of its undergraduate general education requirements in the college catalog. The college has developed its general education program through the Curriculum and Academic Policies (CAP) committee. This committee reports to the Vice President for Academics and is charged with evaluating the general education programs and courses presented to the committee. The strategic plan drives many conversations with regard to the needs of CWC students. The college has evaluated the course requirements and has made some changes to the requirements over the years. During the 2012-2013 academic year, the college [revised](#) the general education requirements. Diversity had been a separate general education requirement. It was embedded as a requirement in all general education courses. As part of the efforts to reduce the Default Loan Rate, CWC added a Financial Literacy general education requirement. A result of our Quality Initiative mapping the *Degree Qualifications Profile* to our student outcomes, we identified a need for community engagement and service learning. This led to the addition of Co-curricular Learning to the general education requirements. As part of the Complete College Wyoming (CCW) initiative, programs were encouraged to reduce the degree requirements to 60 from 64. These changes went into effect in fall of 2014. These changes were not taken lightly and were the subject of many discussions in the CAP committee and in faculty, department and division meetings. These meetings included the discussion of the philosophy of general education and the needs of the students.

The Complete College Wyoming initiative also led to the development of more focused General Studies programs called Meta-Majors which have now replaced General Studies. These programs provide undecided students with the opportunity to have a broad focus while focusing within the specific disciplines of Business, Health Science, Liberal Arts, Social Science, STEM, or Visual and Performing Arts. We found that students graduating with General Studies degrees were experiencing trouble transferring into specific programs at the baccalaureate level, because their coursework was unrelated. The focus of the Meta-Majors should allow more courses to transfer, thus shortening time to degree.

*3. Every degree program engages students in developing skills adaptable to changing environments.*

Central Wyoming College has several programs offering hands-on experience in addition to classroom methods for engaging with information and mastering modes of inquiry. Lab science classes ([LSCI](#) designator) required as part of the general education component include study in the lab or field as part of their educational experience. Courses with the [ART](#) general education designator also include experiential learning. Outdoor Education courses are offered primarily in the field and are driven by experiential learning. These courses allow the students the opportunity to explore arts and sciences in a safe and controlled manner. Several programs require more in depth experience in the field of study. The Western American Studies program includes a field study component. Nursing Students have clinical requirements in addition to their classroom and simulation lab experiences. Music, Auto, Welding and Art also have laboratory components as well. Human Services, Culinary Arts, Facilities Maintenance, and Construction Technology require practicums or cooperative work experiences.

In addition to experiential learning opportunities, students in all programs are required to analyze and communicate information as part of their general education experience. English and Communications classes include research, logical communication of information and ideas, and analysis of their findings. Students master modes of inquiry and develop skills adaptable to changing environments

through the general education requirements. All programs meet the general education requirements and achieve the learning outcomes as defined in the Student Attributes, but not all are balanced in these goals. CWC has begun mapping these areas through the Centralized Metrics system to better assess the balance of these components in all programs.

#### *4. Education offered recognizes the human and cultural diversity of the world*

Central Wyoming College is committed to diversity and is one of the values of the college as noted in the [Strategic Plan](#). As such, the college will “appreciate individual and cultural differences and respect human dignity in the service of diverse communities”. The college also recognizes diversity as an important attribute for CWC students and is embedded in all general education courses at CWC. The college offers courses in world religions, American Indian studies and women’s studies.

CWC supports diversity in a number of ways. The college has a diversity coordinator and a diversity committee. This committee coordinates events on campus to honor and celebrate diversity. The college hosts a [cedaring ceremony](#) each semester and a [Powwow](#) each spring. Staff participate in tours of the Wind River Indian Reservation each year. The college has scheduled student trips to the Heart Mountain internment camp to recognize diversity and important events in history. The diversity committee has hosted discussions of women’s rights and gay rights as part of their “lunch and learn” series and several other [events](#). The diversity committee, student services and the student senate worked together on an “[R Word campaign](#)” to encourage discussion over terminology which can be demeaning or offensive.

CWC has a TRiO program on campus which recognizes the diversity of our students. It is a program which supports educational opportunity for low-income and first generation college students. [TRiO Student Support Services \(SSS\)](#) assists with basic college requirements and serves to motivate students toward successful completion of their goals. Over 75% of degree seeking students enrolled at least half-time are eligible for TRiO. SSS at CWC currently serves over 400 students per year.

The college also has a [Disability Services Office](#) to foster an accessible environment designed to maximize independence and encourage integration into all areas of college life. Students with disabilities who meet the academic and technical standards for participation are eligible to request reasonable accommodations to achieve equal access. All [syllabi](#) include information about these services and the right to obtain accommodations as needed.

#### *5. Faculty and students contribute to scholarship, creative work, and the discovery of knowledge.*

Faculty at Central Wyoming College are not required to participate in research contributing to the greater body of knowledge, but several faculty are actively involved in such endeavors. Both the biology and geology departments participate in [undergraduate research projects](#). Western American Studies students have done several presentations at conferences based on their research. Outdoor Education Professor [Darran Wells](#) has written several books for the National Outdoor Leadership School (NOLS) and English Professor, [Buck Tilton](#) has published many books including the textbook for the Wilderness Outdoor First Responder course and is an ongoing contributor to Backpacker Magazine and several publications for the Boy Scouts.

Multiple departments worked together on a project to document glaciers. Faculty and staff from the

library, outdoor education, environmental health, and film programs hiked into the mountains to research the impacts of glacial ice mass recession in the high alpine reaches of the Wind River Range. The outcome of this wilderness foray - called the [Interdisciplinary Climate Change Expedition](#) – provides an important look at what is happening in Wyoming’s mountains.

Faculty and students also contribute to scholarship and creative work through projects such as open mic nights and poetry readings. The college applied for and was approved as a site for two independently organized [TEDx](#) events. The college has created an event celebrating arts in the college and community through the Celebration of Creativity. The college has a community band which plays several concerts in the summer called “[Hot Notes, Cool Nights](#)”. The college hosts several events for school age students including the [Wyoming Thespian](#) conference, [Men in Science](#) and [Women in Science](#) and has hosted the [Wind River Outdoor Writer’s Conference](#) which gives students the opportunity to meet with professional writers, editors and publishers and receive feedback on their work.

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- Wind River Outdoor Writers Conference scheduled at CWC this week - County 10™
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## 3.C - Core Component 3.C

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

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

### Argument

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*1. The institution has sufficient numbers and continuity of faculty members.*

Central Wyoming College employs adequate numbers of both full-time and part-time faculty as shown in the [HLC Institutional Update](#) and [IPEDS](#) reports. The [ratio](#) of faculty to students is 11:1 which allows the faculty the opportunity to work closely and effectively with students. [Policies](#) outline faculty responsibilities including: teaching, advising, office hours and opportunities for professional development. Faculty are involved in the development and oversight for curriculum in their program. Faculty are involved in the assessment of student learning. Syllabi developed by faculty articulate instructor expectations and outcomes for their courses including grading methods and policies. Several programs have capstone courses, requirements for internships or on the job training.

Faculty members are involved in several areas of the college outside of the classroom including committee work, faculty associations and leadership. CWC has a Curriculum and Academic Policies committee which oversees general education courses and the development of programs and courses. This committee has faculty representation from each division and from faculty association. This committee offers oversight on curriculum on a campus-wide scale. Faculty also serve on [committees](#) that overview campus technology needs, policies, student retention and advising. The president of the faculty association is part of the President's Cabinet and is involved in the strategic planning process. Faculty members are also involved in screening committees for hiring new faculty members.

*2. All instructors are appropriately credentialed.*

CWC has established academic credential requirements for all instructional staff. These requirements are included in the job postings and in the position descriptions found in Human Resources. Generally, academic transfer programs require a Master's Degree and prior teaching experience. Technical or developmental programs require a bachelor's degree, certification and/or work experience. The credentials for part time instructors are the same as their full time colleagues. As a result of recent leadership changes, the need for further clarification was discovered. The deans are currently in the process of developing a rubric to clearly articulate the faculty credentials needed on a course by course basis. This will provide clear guidelines when assigning instructional responsibilities for full time faculty as well as adjunct instructors. A list of full time CWC faculty and their qualifications is available [here](#). The records of qualifications for adjunct faculty are revised each semester. The current list is still being updated for the Fall 2015 semester and is available [here](#)

All instructors are properly credentialed including those in the dual credit program. For CWC, dual credit is defined as high school students earning college credit through one of two alternatives: concurrent enrollment is when the high school student is enrolled in the college course taught by the high school concurrent enrollment instructor, and dual enrollment is when the high school student is taught by CWC faculty. Concurrent enrollment instructors meet the [state guidelines](#) for minimum requirements for adjunct and concurrent enrollment instructors. All concurrent instructors work under the guidance of a CWC faculty assessor who serves as the instructor of record for the course and reviews coursework for academic rigor and quality. A list of concurrent faculty and their qualifications is available [here](#).

Many CWC faculty, both full and part time also have work experience in addition to their academic credentials and experience. For example, business Professor Beth Gray has 24 years of experience in business office and management prior to coming to CWC. English Professor Buck Tilton has had 43 books published. He has written more than 1,300 magazine articles, and his column has appeared in Backpacker magazine for 24 years. Associate Professor of Outdoor Education, Darran Wells has competed internationally in multi-day adventure races, competing in 14 races over a four year period. He taught leadership skills to NASA astronauts, bankers, executives and firefighters. He also serves on the Fremont County Search and Rescue. Criminal Justice Professor Jeff Hosking was a Special Agent for the FBI for 10 years and has served as a Prosecuting Attorney. Many faculty at CWC have similar professional and life experiences adding to their breadth of teaching.

*3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

CWC faculty performance evaluation process as outlined in policy [7.6.3 IIIc](#) includes student course evaluations, supervisor evaluation and a self-reflection component. During the first two years of employment, full-time faculty are classified as provisional. Provisional faculty are evaluated annually. After the third year, the faculty member has an opportunity to go on a continuing contract and is evaluated less frequently, although annual goal setting is still expected.

Students complete [evaluations](#) for each course taught annually. These evaluations have questions about both the instructor and course content. Results from these evaluations are compiled and sent to the instructor and their dean after grades are posted. These results are used by faculty in evaluating their courses and teaching effectiveness and are discussed with the dean during faculty evaluations.

*4. The institution has processes and resources for assuring that instructors are current in their disciplines supports professional development.*

The college has many tools in place for faculty to stay current in their disciplines and to be skilled in their teaching roles. The college has established a [Professional Development Committee](#) which works to assess the needs of faculty and staff and to develop training opportunities to meet their needs. The committee helps to develop sessions for in-service and staff development day. [In-service](#) trainings help faculty and staff stay current in technology and in educational issues and methods.

Faculty and staff can submit educational plans to the college which outline plans for additional training and credentials. Depending on the position and the credentials received, these plans can result in advancement on the pay scale. Faculty also have the opportunity to apply for a sabbatical every seven years. The eligibility requirements and processes are included in policy [7.8.8](#). It is also possible for faculty and staff to attend various conferences or conventions to learn about advancements in their discipline and to improve their skills. Funds may be available in department budgets and through the academic Vice President's office on a case by case basis. The college has a procedure for all travel for college business including travel to conferences and is outlined in [business office procedures manual](#). The employee must submit a [travel requisition](#) prior to registration for the conference and a [travel voucher](#) is completed after the conference.

The college sends faculty and staff to annual conferences including the [WyDEC](#) and [Moodle Mountain Moot](#) to develop their distance Education skills. The college has also brought people to the college to do trainings on leadership and education including [Partners in Leadership](#) and [Heart of a Leader](#). Among the benefits offered to faculty and staff at CWC is a [3 credit tuition waiver](#) per semester, available for classes at CWC and another 3 credit waiver per semester, available through the University of Wyoming. Through these waivers, faculty and staff have the opportunity to advance academically and to continue their lifelong learning at a reduced cost.

*5. Instructors are accessible for student inquiry.*

One of the requirements for full-time faculty is to hold regularly scheduled office hours. These are scheduled every semester and are posted in the [syllabus](#) and course shell in the learning management system (LMS) for each course. The [schedule of class times](#) and office hours is posted on the office door for each instructor. Contact information including email address and office phone number are posted on the schedule, syllabus and in the LMS. Faculty also include expected response times in their syllabi letting students know how quickly they can expect a response from the instructor including holidays and weekends. Faculty also serve as academic advisors and are assigned advisees by the academic advising department under the direction of the academic deans. Each semester, the college has a dedicated advising day and a full week for advising scheduled. Faculty post schedules and set aside specific times to meet with students for advising during advising day and advising week.

*6. Staff members providing student support services are appropriately qualified, trained, and supported in their professional development.*

At CWC, every position has a specific job description which provide the duties, expectations and qualifications for the position. These qualifications vary by the type of work performed in the position. For example, the [Counselors](#) are required to have state licensure in counseling. Other staff

who provide student support include the [Director of Library Services](#), [Disability Services Coordinator](#) and [Financial Aid Technician II](#). Members of the Financial Aid Office attend annual conferences and many staff receive training in Datatel to stay current.

Applications for both faculty and staff positions are completed on-line and then made available to the screening committee to review qualifications. Members of the committee, under the supervision of the Executive Director of Human Resources ensure that candidates meet minimum qualifications. The committee meets and reviews applicants, holds interviews and then forwards hiring recommendations to the supervisor and administration.

Many of the same professional development opportunities are available to both faculty and staff. The one exception to this is the opportunity for sabbatical which is only available to faculty members. All staff are encouraged to take advantage of trainings offered at in-service. They are also encouraged to continue their education through educational plans, tuition waivers and conference attendance. Leadership trainings are also offered to both faculty and staff at all levels of employment.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

## Argument

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*1. The institution provides students support services suited to the needs of its student population.*

Central Wyoming College Student Services offers a variety of assistance to students. CWC Student Services develops and implements retention strategies to assist students in reaching their educational and/ or career goals. This includes [engagement reporting](#) from faculty for each class to make it possible to intervene early and throughout the semester with students who are not fully engaged in their classes. Student Services provides convenient and personalized services for all students. Student Services works with prospective and current students to ensure that they are knowledgeable about programs, services and college resources; that students are accurately assessed and advised; and that systems are student-friendly and easy to access. The college connects with students and provides support in:

- Admissions
- Academic advising
- Cashiering services
- Financial aid
- Counseling
- Disability support services
- Student retention
- Tutoring

CWC is committed to understanding and meeting students' needs. Services are adjusted based on their needs. As discussed in 3.B.1, Central Wyoming College has a TRiO Student Support Services program which serves a significant population at CWC. The TRiO program helps students who are low-income and/or first generation college students succeed. The program offers a variety of services and support to these students. The Student Success Center (SSC) on campus is the location for offices providing student support including counseling, Disability Services, TRiO services and tutoring services. Faculty members are often available in the SSC serving as tutors or as an additional resource for students. The SSC is open to all students and is located at the central hub of the campus.

The college has a variety of computer labs available on campus and internet access throughout. The Information Technology [Help Desk](#) is open 24/7 and a person is available in the library to answer questions whenever the library is open. The library houses a computer lab and testing center in addition to providing standard library services of book and database access. The Library is open 7 days a week during the Fall and Spring semesters and 5 days a week throughout the summer and during winter and spring breaks.

*2. The institution provides for learning support has a process for placing entering students.*

In an effort to improve the student experience and to better serve incoming students CWC developed the “One Stop” concept which includes a remodel of the administration wing and student services areas to make the initial contact better for incoming students.

The [One Stop Project](#) was identified as a project in the June 2012 [master plan](#) Central Wyoming College will open our new One Stop in Fall of 2016 in the renovated Administrative Wing of Main Hall. The goal of this project is to provide holistic enrollment services to students. Instead of orienting our services according to expertise silos and asking students to maneuver through the processes, we will have generalists (which we will call Concierges) who will conduct a student through the enrollment process. The Concierge will visit with students to understand their situation, review their records and assist them along in their path to registration. Expert advice will be provided by financial aid and advising personnel as needed after the student has met with the concierge.

The physical remodel will bring together the current Registration and Records, Admissions, Financial Aid, Advising departments, Student life and counseling into a One Stop center. The business office and cashier will be adjacent. Central Wyoming College believes this flow will optimize student engagement from their very first visit.

Central Wyoming College works closely with incoming students. They meet with an academic advisor and are [placed](#) in Math and English classes based on ACT, SAT or the ACT Compass scores. CWC evaluates transcripts from other institutions and recognizes Advanced Placement classes as part of helping students place into classes appropriate to their educational needs. Student Services works with students through registration and financial aid processes. Incoming students are also registered in New Student Orientation and the Orientation to College course to help them assimilate into college life.

Both Math and English offer a [Summer Bridge Boot Camp](#) designed as a means to help students refresh their knowledge and prepare for the compass test if they are under-prepared for college. CWC has also instituted improvements for students who are underprepared for college math and/or English. Previously, students were enrolled in a developmental level course which would prepare them for college level courses. The first phase of improvement was developed in the English Department. In reviewing the student performance data, the English faculty were discouraged with the lack of student success. The faculty designed a one credit [co-requisite English](#) course for students testing at the developmental level. Rather than enroll in 3 or 6 pre-college credits, the student registers for a 1 credit course while also registering for the college level course during the same semester. The co-requisite course is a writing lab in which the student and professor work together to improve the student’s writing skills and get them up to college writing levels while working on the college level course. This model was very successful in improving completion rates.

The Math department recently added the [co-requisite](#) model to replace some of their developmental

course offerings. These courses were added to the curriculum in the 2014-2015 academic year. Although the data is incomplete, the college anticipates that the co-requisite model will have similar benefits for the students at CWC.

### *3. The institution provides academic advising.*

Academic advisors provide students with information about the programs and services available at CWC. [Academic advisors](#) meet with incoming students to assist students with their educational and career planning, including selection of classes. Students begin with a general academic advisor and are then assigned a faculty advisor following the initial degree seeking meeting. Faculty advisors work with students in their programs or associated areas. They meet with students during advising week and as part of freshman seminar to help them establish goals and stay on track toward academic success through course selection and semester planning. Advisors are available to students throughout the year and often help students transfer successfully to other colleges and universities.

Student services maintains and updates information internally to best serve students. Faculty report on the engagement levels of students throughout the semester. Student services takes this information to identify students who are at risk of not completing and develop methods for helping the student persevere. CWC has a [Student Success Committee](#) which works together to identify student needs and improve student retention and success.

### *4. The institution provides the infrastructure and resources necessary to support effective teaching and learning.*

The [facilities](#), resources and technological infrastructure at Central Wyoming College provide an effective environment for learning. Some examples include:

#### Technological Infrastructure

The Chief Information Officer and Information Technology (IT) department provide support services for the College. Their mission is to “support the college’s educational mission through innovative at-a-distance pedagogies, effective, well-supported technologies with a high rate of adoption, and excellent library services and research resources for all learners.” This includes providing information for sales and warranty of select hardware and software, information on computer security and systems for sharing information. The IT department supports the computers on campus and in the outreach areas and maintains internet and intranet services for these areas.

#### Scientific Laboratories

CWC has well equipped science laboratories. The college has a newly built [Health and Science](#) building which houses the science laboratories. Lab spaces include: anatomy; biology; geology / earth sciences; chemistry / microbiology; and physics / environmental health. The Health and Science building also has nursing simulation labs and dedicated areas for laboratory prep. These labs are scheduled to support all lab courses offered at CWC.

CWC offers multiple sections of lab science courses each semester. The lab resources are provided by the college to enhance the learning experiences by providing hands-on activities including chemical experiments, dissecting animals and human cadavers, work with microorganisms, etc. Having

multiple lab spaces allow for scheduling several lab courses at the same time and each class has its own lab to use. In a few instances, two classes need to share the same lab and their classes are scheduled accordingly.

### Library

The campus [library](#) at CWC is a college library and also open to the public. The library is open 7 days a week during fall and spring semesters and 5 days a week in the summer and while classes are on break. The library offers a variety of print, audiovisual and online materials including books, e-books, DVD's, streaming videos, magazines, newspapers, academic journals and more than 50 online databases. Computers are provided within the library for on-campus use of online resources and off-campus access is available to all current students, faculty and staff. Library materials are selected with the College's curriculum in mind and faculty input is strongly encouraged. Materials not owned by the campus library can be requested through free interlibrary loan and students, faculty and staff have borrowing privileges at Wyoming public libraries.

Library staff provide one-on-one assistance to students, faculty and staff. Faculty may also arrange for an instructional session either in their classroom or the library. These sessions are tailored to the needs of the class. Library instruction and resources are also provided through tutorials and videos for off campus students.

### Performance Spaces

CWC has three dedicated performance spaces on campus. ARTS 138, known as "The Dance Studio" is a small flexible black-box space. Little Theatre located in the Student Center is a small proscenium stage seating 84 and the primary performance space is the [Robert A Peck Arts Center Theatre](#) which is a modified proscenium seating 940. This performance space is used for theatre productions, music concerts, commencement and also serves as the cultural center for the region. A box office is located in the Robert A Peck Arts center and manages the events in the theatre.

### Clinical Practice Sites

The CWC nursing program uses various clinical practice sites throughout the service area. Clinical practice sites include hospitals, clinics, and long-term care facilities. Clinical affiliated agreements are secured with each site identifying the practice area that will best meet the needs of the students while in the clinical rotation. Faculty and students have full access to facility resources and personnel while engaged in a clinical rotation.

Nursing program administrators visit each clinical practice site annually to determine if they continue to meet the needs of our students. In addition, students complete a clinical site evaluation reviewing their experience while at the affiliated clinical site. This data is shared with the clinical practice sites and adjustments are made in clinical affiliated agreements as needed. All affiliated clinical practice sites have been approved by the professional accrediting bodies of each discipline during their most recent site visit.

The nursing program also has an on-site technologically advanced [simulation laboratory](#) which provides practical experience with situations nurses encounter, but would not necessarily be exposed to in their clinical practice sites. The simulation lab includes two acute care patient rooms, a labor/delivery/newborn nursery space, and an ICU/ER space. Complete with a medication preparation room and bedside charting capabilities, this laboratory significantly enhances the achievement of program outcomes.

## Museum Collections and Exhibits

Central Wyoming College has an [outdoor sculpture exhibit](#). This is a collection of abstract sculpture and includes both permanent installations and exhibits on loan. This exhibit is open to the public 24-7, 365 days a year and a brochure is available for those who want to take a self-guided tour.

CWC also houses the [Stewart Collection](#) of Native American Artifacts. The Stewart Collection was loaned to Central Wyoming College by the Gordan and Pat Stewart family and it was officially donated to the college in 1996. More items have been added to the collection since. This exhibit is housed in the Intertribal Center.

The gallery at the Robert A Peck Arts Center serves as a non-traditional, educational teaching gallery. The 6,000 square foot gallery displays a wide array of contemporary artwork in all media. There are approximately 8-10 exhibitions a year from local, national, and international artists. The college also has several paintings and photographs owned by the Foundation which are exhibited throughout the campus.

## The Sinks Canyon Center

The [Sinks Canyon Center \(SCC\)](#) located at the base of the Wind River Mountains in Lander provides both housing and field study opportunities for students in the Outdoor Education program. Students have access to mountains, streams and climbing options from the SCC. Courses in trail building, mountain biking and wilderness medicine are a few of the classes taught at the SCC. This space provides a unique setting for learning the skills necessary in this program.

## Jackson Center

Central Wyoming College has been working with the staff and students at the Jackson Outreach center to better understand the needs of the programs in that area. The college faces three main challenges in this community. The culinary arts program requires a commercial kitchen as a classroom and lab space for students. CWC has solved this problem in the past by renting space and using facilities available at area restaurants. The college has found this arrangement to be less than satisfactory. The college has similar challenges with the science classes required for the nursing program. CWC has been using lab space at the high school in Jackson, but faces challenges when the school district schedules classes that conflict with CWC classes. Both of these issues cause problems for course scheduling and planning. The third issue is a lack of housing available to students in Jackson. This community has a shortage of affordable housing and this poses many challenges for students in that area.

To address these concerns, has included these needs in the strategic planning process and in the [Master Plan for Jackson](#). CWC is exploring the possibility of having our own building in Jackson. The college is in the process of meeting with architects to assess the needs of the college and develop a funding proposal. This process includes planning and approval by both the Board of Trustees and the state.

## Auto and Welding Laboratories

Central Wyoming College has a Professional and Technical center which includes a welding lab and an automotive lab. These lab spaces were remodeled in 2012-2013. The [automotive lab](#) includes project vehicles, testing equipment and tools necessary for automotive maintenance and repair. The lab features several bays so students can work on multiple cars simultaneously. The Welding lab

provides the space and [equipment](#) needed for students to learn hand-on techniques for cutting and welding including mig welding, arc welding and plasma cutting.

*5. The institution provides guidance in the effective use of research and information resources.*

Central Wyoming College has identified attributes that every student graduating from the college should possess. Among these are: Critical and Creative Thinking, Self-Directed Learning and Technological Literacy. Most courses use some research and or information resources as a component in achieving these ends.

The writing course, ENGL 1010 which is part of the core curriculum has an objective that includes using “primary and secondary sources to help complete a correctly documented research essay using the current MLA style”. In addition, several individual disciplines include research and use of scholarly resources for their courses. Another course required by all students attending CWC is [POLS 1000](#), American and Wyoming Government. One of the objectives for this course is to “utilize state and federal government electronic resources, particularly resources detailing the legislative process, and those facilitating communication with legislators and other elected officials”. To do this students must access electronic resources to gain information.

Library staff members at CWC are committed to educating students on the use of information. They provide library instruction sessions during new student orientation and during several classes throughout the school year. The library staff conducts trainings on research and also places resources and guides for students on the Library page of the website. These trainings and information resources are available to both our local and distance students.

## Sources

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- Sinks Canyon Outdoor Education
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- Welding Equipment Inventory With Serial Numbers and Processes (3)

## 3.E - Core Component 3.E

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

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

### Argument

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*1. Co-curricular programs are suited to the mission and contribute to the educational experience of students.*

Central Wyoming College has included co-curricular courses in the curriculum and several opportunities are made available for students to enhance their education outside of the classroom. Every student at CWC who is in an associates program must complete two of three co-curricular options. These options are: Cultural Appreciation, Community Engagement and Professional Experience. Through these courses, students participate in an activity and then work through the Co-curricular learning department to complete assignments related to that experience for college credit. These opportunities give students valuable experiences that supplement their education but may not be accessible in the classroom. They also provide opportunities to see things in other parts of the county, state or region.

Some of the co-curricular activities available in the past include: a field trip to [Yellowstone](#) to explore the geology of that region and a cultural trip is scheduled to allow students the opportunity to see a production and go to a museum in [Denver](#). Students have participated in service learning and community engagement projects such as [cleaning up historic sites](#), [moving a bridge to a museum](#). Students attend conferences and gain professional experience through internships, clinicals and practicums.

In addition to co-curricular opportunities for credit, students participate in many activities which enhance their education as part of being in a club, athletic team or student senate. Discipline related clubs include the Music Club, Forensics Club, Criminal Justice Club, Student Nurses' Association, Outdoor Education Club, the Great Art Group and . Several other clubs, while not discipline specific, engage in service to the college and community. United Tribes, Gay Straight Alliance, Campus Activities and Student Senate are a few examples of clubs that sponsor activities for the college and community, participate in community service projects and provide information to the community on important topics.

*2. Demonstrates claims it makes about contributions to its students' educational experience*

Central Wyoming College is involved in providing service learning and educational opportunities for its stakeholders. Faculty members are encouraged to participate in service learning projects. In 2014, the college dedicated one of the staff development days as a [Community Service day](#) intended to give

back to our community.

CWC has a strong economic impact on the regional economy. A [study](#) determined a positive impact upon: regional economic benefits (contributions to local job and income); earnings for graduates; a broad collection of social benefits (improved health, reduced crime, lower welfare and unemployment); and the return to taxpayers for their college support. The President of the seven Wyoming Community Colleges are moving forward with another EMSI study to be conducted in fiscal year 2016.

Many CWC staff members serve on boards and committees throughout the service area and on state, regional and national organizations. Film instructor, [Jeremy Nielsen](#) serves on the Wyoming Film Industry Incentive Review Committee, Outdoor Education Instructor, [Jacob Urban](#) is on the Education Review Committee for the American Avalanche Association and Advisory Board Member and Program Assistant for AIARE. (American Institute for Avalanche Research and Education). Counselor, [Lance Goede](#), is the chair of the Wyoming Mental Health Professions Licensing Board, appointed by the Governor of Wyoming. English Professor [David Gray](#) serves as a faculty representative on the Complete College Wyoming Committee.

## Sources

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- CWC science course gets glimpse of Yellowstone in the winter - County 10™
- David Gray-Complete College Wyoming
- Day of service - Central Wyoming College
- Denver Cultural trips
- EMSI Overview
- Jacob Urban - Central Wyoming College
- Jeremy Nielsen - Central Wyoming College
- Lance Goede - Central Wyoming College
- Outdoor Club Cleans Historical Site
- Students Move Frontier Bridge to Museum

## **3.S - Criterion 3 - Summary**

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

### **Summary**

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Central Wyoming College provides high quality education, wherever and however its offerings are delivered. Several factors help assure that curriculum at Central Wyoming College will require students to perform at the college level. Faculty members are responsible for developing the curriculum in their programs. They are expected to work with other institutions and advisory boards and to stay current in their area to keep the curriculum current and relevant for the students. Faculty work together to make improvements to their courses and programs as needed.

CWC adheres to a standard course outline for each course. Regardless of the instructor, location or manner of delivery, the objectives, major topics and additional requirements outlined in the course outline must be met. Faculty receive training and support for distance education and the college helps to ensure that distance and concurrent courses have outcomes that are comparable to courses offered on campus.

The curriculum includes general education courses that are articulated clearly and grounded in a philosophy of broad knowledge and concepts that the institution believes every college-educated person should possess. These courses combine to help students achieve the CWC “Student Attributes.” of: critical and creative thinking; communication; diversity; self-directed learning; technological literacy. The college has also made changes to the curriculum to include financial literacy and community engagement. CWC programs engage students in developing skills to prepare them for the future and many programs have experiential learning as a component.

Faculty, staff and students participate and contribute to scholarship, creative work and discovery. Students have many opportunities to participate in undergraduate research and artistic and cultural events. The college offers a variety of programs and has qualified faculty and staff guiding these programs. Central Wyoming College employs adequate numbers of both full-time and part-time faculty as shown in the HLC Institutional Update and IPEDS reports. The ratio of faculty to students is 11:1 which allows the faculty the opportunity to work closely and effectively with students, and helps keep instructors accessible for inquiry. Faculty and staff are appropriately qualified, trained, and supported in their professional development and are evaluated frequently.

CWC provides support for student support and effective teaching. CWC Student Services offers a variety of assistance to students and develops and implements retention strategies to assist students in reaching their educational and/ or career goals. The college has a variety of computer labs available on campus and internet access throughout and a 24/7 help desk to provide technology support. CWC has a complete library providing books and electronic resources to students.

CWC’s support also includes placement testing, advising and orientation to new students. It offers guidance for programs and connects each student with a faculty advisor to help them achieve their academic goals. CWC maintains records on students and provides support for engagement and perseverance toward graduation. The college has also worked to reduce time to graduation in an effort to help more students graduate in a timely fashion.

In addition to adequate faculty and staff, the college has facilities, resources and infrastructure to support effective teaching and learning. The college has new lab spaces for nursing, science, auto and welding. There are labs and performance spaces on campus and excellent library and computer resources available to students. The library supplies tutorials and training sessions on collecting and the ethical use of information and informs students about the variety of resources available to them at CWC.

CWC has a rich educational environment. The campus and outreach centers are well maintained and offer many co-curricular opportunities to enhance the students' experiences. These opportunities include a variety of clubs, cultural trips and on campus sporting and cultural events. CWC employees and students both participate in outreach and service to scholarship and the community.

Based on the evidence and analysis presented in this section, Central Wyoming College concludes that it satisfies each of the core components of Criterion Three.

## **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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

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

### Argument

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*1. The institution maintains a practice of regular program reviews.*

Central Wyoming College has had program review processes in place throughout. Every academic program undergoes a formal program review approximately once every five years with additional annual reports. The Wyoming Community College Commission (WCCC) has developed a required reporting system for all programs. Selected programs are reported to the [WCCC](#) each year with each program reporting at least once every five years.

The Central Wyoming College program review process includes self-study. The program review process is established by the Academic Council and updated periodically in consultation with relevant faculty, staff, and administration. The Associate Vice President of Academic Affairs is tasked with providing annual data reports to individual departments and programs. This data includes information about faculty FTE, course offerings, enrollments, number of majors, and other program level data. This allows departments and programs time to review and reflect on the information in their annual reports.

The college also evaluates the general education curriculum as part of the review process. The Curriculum and Academic Policies (CAP) committee evaluates courses requesting the general education designator.

### ***Student Learning Assessment and Program Review***

#### General Education program outcomes for each academic program:

- All students graduating with an Associate degree will complete general education requirements in a combination of written and oral communication, American and Wyoming government, arts, co-curricular learning, financial literacy, humanities, lab science, mathematics, physical education, social science, university studies, and wellness.
- Every general education course contains objectives designed to meet the five Student Attributes required for students completing degrees at CWC. These attributes are critical and creative thinking, communication, diversity, self-directed learning, and technological literacy.
- Each required objective is identified on the course outline.
- The course syllabus will include the objectives and the details related to assessment within the course.
- All general education course objectives are mapped to the student attributes as required in the approval process of the Curriculum and Academic Policies (CAP) Committee.
- General education courses were mapped to the Lumina Degree Qualifications Profile (DQP) as part of the HLC Pathways Pioneer Cohort and served as [CWC's Quality Initiative](#).
- The mapping to the DQP has served as the impetus to create Centralized Metrics which is a platform for mapping all course objectives to student attributes, program outcomes, and the DQP components. This platform is in its initial stages, but as it is populated and matures, it will provide valuable performance data at the individual assessment item level of student learning as it ties to each attribute, outcome and DQP component.
- General education requirements are reviewed regularly by the faculty, academic divisions, and the CAP Committee. The most recent [changes to the general education](#) requirements occurred as a result of DQP quality initiative and other current campus wide efforts.
  - The mapping project revealed that CWC had very few outcomes tied to service learning and community engagement.
  - At the same time the Faculty began discussions related to the Diversity general education requirement. The Faculty felt that the three-credit Diversity course requirement was not preparing our students to learn and work in a globally diverse environment. The recommendation of faculty was to eliminate the course requirement and to add a student attribute which would require every general education course to provide a diversity component.
  - Also, CWC was experiencing a high student loan default rate and was considering action that might reduce the rate.
- These three efforts resulted in the moving of diversity from a general education course requirement to an across-the-curriculum student attribute and the addition of Financial Literacy and Co-curricular Learning general education requirements. Co-curricular learning is a combination of cultural appreciation, community engagement, and professional experience and addresses our need for students to value service learning and community involvement.

#### Program Outcomes

- Each program contains program required courses that must be taken to satisfy the discipline specific outcomes. Each course is required to detail the course objectives on a Course Outline at

time of curriculum approval. Each section taught is required to have a syllabus that includes the course objectives and the assessment details related to the course. Faculty experts design the assessments to insure that program outcomes are evaluated and that students obtain the necessary skills within their program courses to meet the outcomes.

- Once a student has met all of the General Education and program requirements for a degree, certificate, or credential the student will apply for graduation. The faculty advisor will prepare a degree audit, submit it to the division dean for approval, and then to the registrar for the awarding of the degree.
- [Criminal Justice](#) served as program that completed the mapping of the DQP for the Quality Initiative. The faculty mapped each course required in the program to the components of the DQP. This process contributed to the development of the [Centralized Metrics](#) at the program level.

### Program Narrative Updates

- Faculty complete program narrative updates and submit these reports to their Dean. The reports include a discussion regarding the relevancy of the current program requirements, whether any changes have been made, the reasons for those changes, and the anticipated results. Faculty also include any recommendations, observations, or feedback from program advisory committees.

Additional sources of data related to student progress, course, and program reports and feedback are used as part of the ongoing program review process. These include:

- [Graduation Interviews](#) – provides an opportunity for graduates to tell us what helped to make them successful in reaching their educational goals – also provides a service comparator to the CCSSE
- Faculty reporting engagement ratings and mid-term grades – Faculty report the level of student engagement in their courses at the end of week 2, mid-term grades at the end of weeks 6 & 11. Student Services staff contact students that are not engaged or passing courses. Financial Aid is delayed for students that are not meeting standards of progress.
- [Community College Survey of Student Engagement](#) (CCSSE) – survey is conducted in the spring of each odd-numbered year since 2007 provides national comparison
- [National Community College Benchmark Project](#) – provides comparative data to other community college is retention, completion, and success rates on an overall basis and within subgroups (developmental, college-level, gateway courses, etc.)
- Integrated Postsecondary Education Data System (IPEDS) Annual Surveys provide annual [data feedback reports](#) with national and comparable institution data comparators.
  - 12 month enrollment
  - Completions
  - Crime statistics
  - Fall Enrollment
  - Equity in Athletics
  - Finance
  - Financial Aid
  - Graduation Rates
  - Human Resources
  - Library
- Wyoming Community College Annual reports- data for each college and overall state totals
  - [Enrollment](#)

- [Performance Indicator](#)
- [Accreditation Reports](#)
- [Workforce Development](#)
- [Program Review](#)
- [Cost of Attendance](#)
- [Postsecondary Options](#)
- [Student Course and Instructor Evaluations](#)-provide faculty and deans with the feedback necessary to make courses effective
- [Maximizing Resources](#) – began 2015 spring and is anticipated to provide a benchmark for the academic and student services cost per student and to compare nationally. Incorporates NCCBP data into report.
- Wyoming Department of Education
  - Provides enrollment data by K-12 school district
  - Requires submission of previous year high school graduates remedial placement and first year GPA – WDE 679 Report.

Samples of program review data and reports are included for the following programs:

- [Accounting](#)
- [Automotive Technology](#)
- [Biological Sciences](#)
- [Criminal Justice](#)
- [Education](#)
- [English](#)
- [Nursing](#)
- [Outdoor Education](#)
- [Theatre](#)

Through the self-study process, Central Wyoming College has identified that we have room for improvement in our documentation of our assessment of student learning. Each department and division has maintained its own records on assessment of individual courses and programs and were following a variety of formats to do so. To that end, the college has begun a process of unifying the format and methods for assessment and documentation. The Curriculum and Academic Policies committee has formed a subcommittee charged with studying and identifying an assessment tool to better document the assessment of learning and provide better documentation for faculty to use when reflecting on their courses and programs.

## *2. The institution evaluates all the credit that it transcripts*

Central Wyoming College evaluates credits offered from CWC through the curriculum development process. Credits are assigned to courses using Carnegie Units. The credits offered for each program are clearly outlined in the college catalog. CWC sets high standards for transfer of pre-college credits; stringent requirements concerning the minimum length of study, credit-hour equivalency, and institutional accreditation for coursework completed at other institutions. The catalog includes clear parameters for the number and types of graduation requirements that can be satisfied by work completed outside of Central Wyoming College.

CWC offers course credit for Advanced Placement (AP), International Baccalaureate (IB) examinations, and (in limited circumstances) to military veterans. AP and IB scores are used by the

Registrar to place students in appropriate freshman courses. In some cases, departmental approval is required before credit is granted. Credit is shown as transfer credit on the CWC transcript; however, no grade is associated with the credits.

*Advanced Placement:*

Most coursework completed under the [Advanced Placement](#) Program in a high school is accepted for college credit provided that the Advanced Placement Program Test grade has a minimum score of 3 for most exams and a minimum of 4 for English exams.

*International Baccalaureate:*

The International Baccalaureate Diploma Program (IB) is designed as an academically challenging and balanced program of education with final examinations that prepare students, normally aged 16 to 19, for success at college and life beyond. The program is normally taught over two years and has gained recognition and respect from the world's leading universities. Credit for the International Baccalaureate program is granted if students score above the minimum scores established by CWC as listed in the [IB Policy](#).

*Military Veterans:*

Honorably or generally discharged military veterans providing a copy of their DD214 are awarded two credit hours to meet the physical education requirement at CWC. Additionally, CWC accepts ten of the DANTES (Defense Activity for the Nontraditional Education Support) examinations. Students may earn credit through these examinations by scoring at or above the minimum scores established by CWC and listed in the [DANTES Policy](#).

*3. The institution has policies that assure the quality of the credit it accepts in transfer.*

Central Wyoming College has procedures governing the transcription of credit for prior learning and transfer courses are described in detail in the [college catalog](#). They include clear limits on the number of credits that can be transferred in, standards for transfer of pre-college work such as AP, IB and DANTES; stringent requirements concerning the minimum length of study, credit-hour equivalency, and institutional accreditation for course work completed at other institutions. CWC has clear parameters for the number and types of graduation requirements that can (and cannot) be satisfied by work completed outside of CWC.

Requests for transcription of credit are evaluated against these standards by the Assistant Registrar, and require detailed information about the course for which credit is being sought and approval of the relevant department chair. A maximum of 48 transfer credits may be applied toward Central Wyoming College degree requirements. At least 15 credits of the final 30 credits earned for an Associate's degree must be completed through CWC. A transfer of credit evaluation is required by all CWC transfer students applying for financial aid. Once a transfer evaluation is complete, the student receives a copy and it becomes part of the student's permanent record.

*4. The institution maintains and exercises authority over courses, expectations, access to learning resources, and faculty qualifications. It assures that all dual credit classes are equivalent.*

If a course has prerequisites, they must be specified in the initial course approval process. The appropriateness of each prerequisite is considered in the CAP Committee prior to approval. All prerequisites are stated in the course description published in the college catalog, and courses with prerequisites are identified during the registration process as well. Any changes in course prerequisites must be approved by the CAP Committee.

Rigor of courses and expectations for student learning are set and maintained by Central Wyoming College faculty. The rigor and appropriateness of courses is assured through department and division approval and the oversight provided by CAP committee. Each course has a detailed [course outline](#) containing 1) course objectives; 2) major topics; 3) general education designation; if any 4) transfer status.

Faculty create syllabi for each class from the course outline. These syllabi follow a [template](#) and include faculty expectations for successful completion of the course. Syllabi also include information about policies and available resources. All sections of the same course follow the same course outline and the objectives must be met wherever and however the course is taught.

Courses, such as nursing have additional admission requirements and rigors. [The Nursing Student Handbook](#) articulates these requirements, standards and expectations for the program. It contains information about CWC and also outlines policies and procedures specific to nursing students.

As noted in Criteria 3.C, CWC has established academic credential requirements for all instructional staff. These requirements are included in the job postings and in the position descriptions found in Human Resources. Generally, academic transfer programs require a Master's Degree and prior teaching experience. Technical or developmental programs require a bachelor's degree, certification and/or work experience. The credentials for part time instructors are the same as their full time colleagues. As a result of recent leadership changes, the need for further clarification was discovered. The deans are currently in the process of developing a rubric to clearly articulate the faculty credentials needed on a course by course basis. This will provide clear guidelines when assigning instructional responsibilities for full time faculty as well as adjunct instructors. Central Wyoming College is looking forward to the HLC guidelines on faculty credentialing, expected fall 2015. The records of qualifications for adjunct faculty are revised each semester. The current list is still being updated for the Fall 2015 semester and is available [here](#). A list of CWC faculty and their qualifications is available [here](#).

All instructors are properly credentialed including those in the dual credit program. For CWC, dual credit is defined as high school students earning college credit through one of two alternatives: concurrent enrollment is when the high school student is enrolled in the college course taught by the high school concurrent enrollment instructor, and dual enrollment is when the high school student is taught by CWC faculty. Concurrent instructors work under the guidance of a CWC faculty assessor who serves as the instructor of record for the course and reviews coursework for academic rigor and quality. Concurrent enrollment instructors meet the state guidelines for minimum requirements for adjunct and concurrent enrollment instructors. A list of concurrent faculty and their qualifications is available [here](#).

*5. The institution maintains specialized accreditation for programs as appropriate.*

Nursing is the only program requiring specialized accreditation for licensure purposes. Accreditation status for Central Wyoming College is listed on our website and in the Catalog. Individualized

accreditation for nursing is posted on the website and in the program information in the catalog. The documentation of their accreditation is available [here](#).

*6. The institution evaluates the success of its graduates.*

Tracking student success after graduation from Central Wyoming College has been somewhat problematic in the past. The college has participated in the opportunities that are available for tracking student success. Licensure and certification pass rates are reported annually by the Wyoming Community Colleges and these results are available in the [Performance Indicator Report](#). Students who transfer are tracked in the National Student Clearinghouse. This system provides information that a student has transferred, but not on their progress. The University of Wyoming provides the college with an annual report of students who have transferred from CWC and their progress. This information has been very useful in evaluating the success of CWC graduates. Most of the information on student success has been anecdotal in nature. Graduates are asked to complete surveys and faculty members often maintain contact with alumni. An alumni association has been created to help maintain contact with alumni as well. Even though the majority of the feedback to date has been anecdotal, it has still been useful. Faculty talk with alumni about their experience and find out what the strengths and weaknesses of the program are from these discussions and often make changes to enhance the program based on this feedback.

This year, a [MOU](#) was signed between Wyoming Department of Workforce Services, the WCCC and Wyoming's seven community colleges. One of the purposes of this MOU is to promote the development of a State Longitudinal Data System designed to create an effective means for tracking students in the workforce which is valuable for assessing student success.

## Sources

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- Co-Curricular & Diversity Process - Curriculum Meeting of February 27, 2012
- Concurrent Enrollment Instructor Credentials FY14 (3)
- Course Evaluations 2013SP through 2014FA
- Course Outline Template of May 2007
- Course Syllabus Template
- CRIMINAL JUSTICE PROGRAM INFORMATION
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- CWC AP Policy
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- WCCC-annual-enrollment-report-13-14
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## 4.B - Core Component 4.B

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

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

### Argument

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*1. Goals for student learning and effective processes for assessment of learning and achievement of goals.*

Central Wyoming College has articulated intended outcomes for student learning at multiple levels - course, program, and institutional. The General Education intended learning outcomes have been established by action of the Curriculum and Academic Policies (CAP) Committee, consistent with the five CWC student attributes: Critical/Creative Thinking, Communication, Diversity, Self-directed Learning and Technological Literacy. Each course with a General Education designator designed to achieve the outcomes specified for the area it satisfies. These courses combine to ensure that students achieve all five student attributes.

Intended outcomes for majors, concentrations, and other academic programs have been established by the faculty and staff members responsible for each program, and are also posted in the catalog description of each program.

Intended learning outcomes at the institutional level were established through collaboration among faculty, staff, and students. For example, the co-curricular course goals for student learning are intended to embrace the entirety of a student's college experience, reflecting the scholarship that occurs not only in the classroom but also in residence halls, athletic arenas, rehearsal spaces, student employment, off campus, and other settings.

*2. Assessment of achievement of learning outcomes*

Every course at Central Wyoming College has measurable objectives which are assessed within the course. These course objectives are tied to the outcomes of each program. In general education courses the outcomes must meet the student attributes. Therefore, each student attribute is represented in general education courses. Central Wyoming College desires that every student completing course work possess particular and measurable student attributes. The objectives for each attribute are detailed on CAP [form G](#), which is used for every course carrying the General Education designator. The CAP committee must approve each course.

General education courses were mapped to the Lumina Degree Qualifications Profile (DQP) as part of the HLC Pathways Pioneer Cohort and served as CWC's Quality Initiative. The mapping to the DQP has served as the impetus to create [Centralized Metrics](#) which is a platform for mapping all outcomes for courses within each program. *Centralized Metrics* ties each course objective to the specific DQP outcomes and to each of the CWC Student Attributes, creating two maps showing the extent to which each objective is achieved within the program. This process is in its initial implementation and as it matures will provide data related to individual objective assessments. The sole purpose of this significant process is to strengthen student learning assessment. Continuous reports from this platform will contribute to the current department and division level program review process. It will also give the college a better view of the learning outcomes achieved across the curriculum.

As noted in 4.A.1, Central Wyoming College is in the process of improving documentation and tracking of assessment activities at the department and division levels. The CAP committee has a subcommittee in place for the 2015-2016 academic year which is charged with studying and recommending an assessment tool to help with this process. It is possible that this tool will work in tandem with or as a component of the Centralized Metrics platform. The college is excited about this opportunity for developing methods of tracking and improving student learning.

### *3. Assessment information is used to improve student learning.*

The CAP Committee frequently discusses the General Education curriculum and the assessment results to determine whether the findings suggest any changes in the substance of the college's General Education curriculum or to the CWC identified Student Attributes. As mentioned in 3.B, the college [revised the general education](#) requirements during the 2012-2013 academic year. The CAP committee decided to embed diversity into the objectives of general education courses elevating diversity from a single courses requirement to a Student Attribute. The committee also responded to the default loan rate by adding a financial literacy component to the general education curriculum.

Assessment and changes at the academic program level are more varied than at the general education level. The CAP committee consists of several faculty and staff, while many of our programs feature only one or two faculty members. All programs responded to the changes in the general education curriculum and the efforts to reduce time to completion. Additionally, for each program, assessment use depends on many factors, among them the confidence that department/program faculty have in the validity, reliability, and representativeness of the evidence they gather. Other factors influence changes which are outside the department/program's control such as the state push toward [2+2 agreements](#) and further articulation with the University of Wyoming.

Consequently, CWC has had a mixed record of assessment documented at the department/program level. The college is in the process of making assessment more uniform and consistent in the future as it implements the tools and structures recommended by the CAP Subcommittee on Assessment. Currently, each program is asked to address their assessment and the changes they have made in response to this information as part of their annual review. Some programs have made significant changes grounded in hard data while others have used qualitative information to inspire changes at the program level. For example:

- The Music program added a piano requirement as a result of alumni feedback. Piano proficiency is a national requirement at the bachelor's level and CWC students need to be prepared for this.
- The Math program added both Differential Equations and Linear Algebra to the curriculum. Students need these courses to be prepared to enter bachelor's math programs at the junior level.

- The Earth, Energy and Environmental Science program responded to input from advisory committees and industry changes by adding a Geospatial Information Systems (GIS) component to their curriculum. GIS is a widely used tool in the information age and students graduating from CWC need this information whether they intent to join the workforce or transfer to a bachelor's program.
- The Automotive program added a broader range of training opportunities in response to changes in the automotive industry. This includes a Hybrid vehicle course to prepare students for new and different vehicle technology.
- The Theatre program added an OSHA 10-Hour General Industry Safety requirement for all theatre majors. This is in response to a need for more education in safety and in response to changes and awareness within the industry.

The addition of Centralized Metrics will also become a useful tool for programs in their assessment process. Because it is a standardized system, it makes it possible for programs to maintain better records and assess their programs on a broader and more holistic level.

#### *4. Processes and methodologies to assess student learning reflect good practice*

As noted in the [Curriculum and Academic Policies, and Procedures](#), Central Wyoming College uses best practices in its processes and methodologies to assess student learning. There is substantial participation by faculty and staff in the development and assessment of curriculum. Priority of student learning is at the core of the Central Wyoming College ethos. This is reflected in the very language of the mission, vision and goals of Central Wyoming College. However, broad faculty and staff engagement in assessment has made the focus on student learning even more visible. This focus has provided more opportunities for student learning improvement.

Central Wyoming College assessment program is characterized by broad participation including faculty, staff and students. Nearly every academic department has gathered and considered assessment evidence for each program of study it offers. Staff has also engaged in both gathering and interpreting assessment evidence. There was broad engagement of staff in multiple offices in shaping CWC's Student Attributes.

In addition to CCSSE and graduate surveys, students have given feedback to the college and to individual programs through [surveys](#). Central Wyoming College values this information from students and alumni. Through these surveys, students comment on their experience and education at CWC.

Assessment results have led to faculty collaborations that have resulted in substantial curriculum revisions to the general education curriculum and individual programs. It has also resulted in the creation of [meta-majors](#) in lieu of the basic general studies degree. Through the assessment of success and completion of students seeking a general education degree both at CWC and in national studies, it was becoming apparent that students are more likely to complete a program if they have fewer choices within the program itself and have a more focused vision toward a goal. CWC didn't want to prevent students from exploring options as they decide on a career path, but they wanted to provide the student with more guidance. The meta-major is designed to guide the student toward an area of interest. These meta-majors include: Business, Health Science, Liberal Arts, Social Science, STEM and Visual and Performing Arts.

Understanding that assessment is essential to evaluating and improving its classes and programs, Central Wyoming College is continuing to improve its approach to assessment. The curriculum and

academic policies committee will be exploring additional methods for improvement in the upcoming academic year.

## Sources

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- Catalog\_2014-2015
- Catalog\_2014-2015 (page number 36)
- Centralized Metrics
- Co-Curricular & Diversity Process - Curriculum Meeting of February 27, 2012
- Curriculum Procedures for 2013-2014
- General Education Course Requirements - Forms G
- Student Surveys
- UW 2+2 UPDATES

## 4.C - Core Component 4.C

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

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

### Argument

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#### *1. Student retention, persistence, and completion goals are ambitious but attainable and appropriate*

The Current Strategic Plan has very specific goals with regard to retention, persistence, and completion. For instance in the [2014 – 2015 Strategic Plan](#) under the first section entitled “Expand student access and improve student success” the priority is to “grow and strengthen access to education, student learning and completion”. To achieve this important goal, Central Wyoming College has listed eight specific goals. These goals are to:

- Identify access gaps through the Persistence and Completion Academy process, analyze needs, and implement strategies to increase enrollment and strengthen learning
- Provide resources to increase access for underserved populations.
- Develop and implement a student recruitment and retention plan(s) that involve(s) all employees.
- Develop a “one-stop” process prior to establishing a “one-stop” facility.
- Work with K-12 partners to align instructional practices and educational pathways.
- Develop one competency based learning program, Simulation Technology, and incorporate the principles of direct assessment and experiential learning opportunities into appropriate programs.
- Strengthen undergraduate research.
- Formalize development and assessment of student independence, capability, confidence, and responsibility through non-academic interactions.

Central Wyoming College joined [Complete College Wyoming](#) (CCW) which is involved with Complete College America and has worked with them in establishing persistence and completion goals for the state. These goals were established in reflection of the Complete College America initiative. The goals set by CCW are to:

- Increase completion at the community colleges significantly by 2022. The Community College

goal, established by CCW in October 2013, is to increase community college certificate and associate degree recipients by 5% annually, with a base year of 2011-12 and a time period of 10 years to end in 2021-22. This goal was approved by the Wyoming Community College Commission in October 2013.

- Ensure that every degree-seeking student completes gateway courses in English and in Math within their first 30 credit hours at the Wyoming Community Colleges.
- Create statewide stakeholder buy-in for achieving Wyoming's completion goals.
- Develop capacity and support for Guided Pathways to Success strategies
- To be accountable and measure success

## *2. Collecting and analyzing information on student retention, persistence, and completion*

Central Wyoming College collects and reports information on retention, persistence and graduation rates to Integrated Postsecondary Education Data System ([IPEDS](#)). CWC also submits several reports to the Wyoming Community College Commission including the [Performance Indicator Report](#). The college also sends reports to Complete College America. It will also report data to Complete College Wyoming. The college refers to this information to analyze trends and understand how CWC compares on a regional and national level. As noted in 4.A.1, Central Wyoming College also uses this data as part of its program review process.

In addition Central Wyoming College has student success committee. This committee is focused on such things as student retention, persistence, completion. The college collects information from faculty on [student engagement](#) and tracks retention and completion rates. This information is analyzed and discussed frequently as the college works to understand trends and develop further plans to enhance persistence and completion.

## *3. Retention, persistence, and completion information is used to make improvements as warranted*

Central Wyoming College uses information on student retention, persistence, and completion of programs to make improvements where needed. In December of 2013 Central Wyoming College joined the first cohort in the HLC persistence and completion academy. The college conducts an analysis of all incoming students to identify [factors](#) indicative of completion. If a student exhibits certain factors, they are considered "at risk". These students are closely monitored and early intervention is conducted to help them become more engaged. The college instituted this pre-engagement report intervention in fall 2014. The data from this four year project is still premature, but the results point toward a dramatic improvement of student course completion and persistence from the fall to spring semesters.

CWC has used information from Complete College America (CCA) in its efforts to reduce time to completion. CCA notes that the longer a student takes, the less chance they will complete their degree. With this in mind, CWC has reduced the credits necessary for graduation from 64-60 in most programs. CCA also encourages the creation of better pathways to completion and CWC responded to both this recommendation and to assessment of the general studies degree by creating a series of meta-majors as discussed in 4.B.4.

CWC has also been working with the University of Wyoming (UW) and the other college in Wyoming to reduce time to degree completion in an effort to help students persist and complete. The

college reduced many of its programs to 60 credits and is working with UW to ensure that students graduating with an Associate's degree from CWC are able to complete their bachelors in a timely fashion through what is commonly referred to as the [2+2 plan](#).

*4. Processes and methodologies for collecting and analyzing information on student retention, persistence, and completion reflect good practice.*

Several retention, persistence and completion reports are created annually. The definitions and practices that are used in the development of these reports are consistent with standard reporting practices. Central Wyoming College files annual reports to [IPEDS](#) and annual [performance indicator reports](#) to the state. The annual reporting to the Wyoming Community College Commission must include, but is not limited to, the following measures:

- 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; and
- Number and rate of students who transfer.

Further documentation and reporting of performance in all areas are done through the monitoring reports presented to the Board of Trustees on a different area each month and [reports](#) are submitted to the Higher Learning Commission for the Persistence and Completion academy. CWC also submits data to Complete College America and will submit data to Complete College Wyoming for its first report in the summer of 2015.

As discussed in previous criteria, the information acquired from these efforts is used to inform the refinement of CWC policies, practices and programs. The use of standard definitions as well as using the information acquired from these reports to improve programs is consistent with best practices with respect to improving retention, persistence and completion. Additionally, the information provided in these reports are consistent across years, allowing for the formal evaluation of advancement toward our retention and graduation goals.

## Sources

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- 2014-2015 Strategic Plan
- 2014-2015 Strategic Plan (page number 13)
- CCW Metrics Measures
- Engagement Reporting Email
- IPEDS Data Feedback Report 2014\_240514 (1)
- Six Month Persistence and Completion Project Update 2014FA
- Six Month Persistence and Completion Project Update 2014FA (page number 2)
- UW 2+2 UPDATES
- WCCC Performance Indicator Report 2014



## 4.S - Criterion 4 - Summary

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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

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Central Wyoming College demonstrates responsibility for the quality of its educational programs. The college conducts regular reviews of its programs done at several levels - within the courses, in each program and at the division level. Each course is evaluated, and programs evaluate their programs formally every five years with annual reports submitted in the interim.

General education courses are evaluated by the Curriculum committee and are tied to the mission and the CWC Student Attributes. The college evaluates these attributes and conducts ongoing assessments to ensure that students achieve the learning outcomes necessary. Several programs have mapped their programs to CWC Student Attributes and the Degree Qualifications Profile using Centralized Metrics, a mapping program developed in-house which has great potential for mapping all programs and giving each program another way of conducting evaluations.

Additional sources of data related to student progress, course, and program reports and feedback are used as part of the ongoing program review process. These include Student Course and Instructor Evaluations, Graduation Interviews, Integrated Postsecondary Education Data System (IPEDS), National Community College Benchmark Project and Community College Survey of Student Engagement (CCSSE). The college submits data on these surveys and annual reports to the Wyoming Community College Commission.

CWC evaluates all credit that it transcripts. The college evaluates courses through the curriculum development process and evaluates all credit given for CWC course and exams such as Advanced Placement and International Baccalaureate. It evaluates credit accepted from other institutions as well to ensure quality and consistency. Many of the policies for these courses are available to the public through the college catalog.

CWC maintains and exercises authority over all of its courses including those taught through dual credit or at a distance. The college develops its own curriculum and faculty are responsible for maintaining consistent syllabi and course objectives whenever and wherever the course is taught. All instructors are properly credentialed and frequently evaluated.

Nursing is the only program at CWC requiring specialized accreditation for licensure purposes. Their accreditation status is posted in the catalog and on the website.

CWC evaluates the success of its graduates through reports available from the Wyoming performance indicator report and National student clearinghouse and from the University of Wyoming. The college along with the other colleges in the state will be working with the Wyoming Department of Workforce Services which is in the process of developing a data system to track students in the workplace. Additional evaluations of alumni have been done through faculty contact and surveys.

Assessment information is used to improve student learning. The college evaluates the strengths of its

offerings and looks for areas to improve. It has made changes to the general education requirements over the past few years in an effort to help students develop specific skills and attributes. CWC has also made changes as part of ongoing attention to retention, persistence, and completion rates in its degree and certificate programs including reduction of required credits for many programs in an effort to help students graduate in a timely fashion. CWC has a commitment to student persistence and completion. It is a member of Complete College Wyoming and a participant in the HLC Persistence and Completion Academy

Based on the evidence and analysis presented in this section, Central Wyoming College concludes that it satisfies each of the core components of Criterion Four.

## Sources

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

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

### Argument

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*1. The fiscal and human resources and physical and technological infrastructure are sufficient.*

Central Wyoming College is committed to maintaining and strengthening the quality of its educational programs and building institutional effectiveness through continuous quality improvement. This is reflected in all aspects of planning and resource allocation, from fiscal priorities to physical and technological infrastructure necessary to support effective student learning. CWC has maintained sufficient personnel, physical resources, and technological infrastructure to support its operations and offers high quality programs.

#### Fiscal resources

CWC's overall fiscal picture is summarized in the [Annual Financial Report](#), which indicates that the institution has a fundamentally sound financial base. As noted in Criterion 1.A.3 the CWC budget is composed of revenues from unrestricted current funds, restricted private, local, state, and federal funds in addition to scholarships from the college foundation. Federal restricted funds vary by year, but generally include TRiO grants, Federal College Work Study and other state pass-through federal funds. State appropriation is not dependent on the amount of local revenues a college district receives from the four Mill levy. However the funds received by Central Wyoming College from its mill levies might result in a possible adjustment to the state appropriation. Further Central Wyoming College receives four institutional mills and one optional mil. In addition to these mills the Board of Cooperative Higher Education (BOCHES) receives one half mil. The unrestricted revenue is derived from four sources: state appropriations, local taxes, tuition, and fees.

In the [Board Study Packet for FY15](#), the Vice President for Administrative Services noted that, consistent with the board policy to take into account multi-year projections of revenues and expenses, CWC has adopted the practice of projecting expenses and revenues for budgeting over a three-year period. CWC decided to add an additional year to create a two biennial (four-year) budget projection. For example, although the board technically only approved the FY 15 Budget for the upcoming year, the proposed resource allocation period covers the next four years-- or FY 15, FY16, FY 17, and FY18.

In FY 12 and FY 13, state aid was cut 6.84% which resulted in a budget outlook that was challenging when projected over the next four years. Fortunately, the 2014 Legislature again approved one-time enrollment funding for FY15 and FY16, in the amount of \$659,571 for FY15. This funding was based on the legislative stipulation that funding be based upon course completion volumes, rather than on FTE. This new application of "performance based" funding is in addition to distribution of 15% of state fixed funding based on both course completion rates and course completion volumes. Performance - based funding is expected to continue and ratchet up in coming years as additional metrics are added. Other new legislative funding included a 1.6% salary adjustment for FY15; 21% state funding match for the Student Success Center; \$1.25 million for endowed scholarships to promote the state's economy; and funding for summer camps.

Because of the changing environment of state funding and enrollment, the college has decided to budget conservatively. The FY15 budget used the most conservative projections (or planning for the "worst case" future scenarios) in order that the college has ample time to make course corrections to impact future outcomes. Some of these proactive measures include restructuring or eliminating some positions while adding others in high priority areas, as well as increasing effectiveness and efficiency

Instruction and academic support services are CWC's fiscal priority. For the current fiscal year, 59% of the institution's operating budget is allocated to educational programs (instruction, academic and student support, etc.). The amount of CWC's operating budget spent directly on academics totals more than \$13 million

#### Human resources

[The HR Monitoring Report of March 2014](#) reports that as of fiscal year end 2013, the College employed 259 benefited employees; however, it issued 821 W-2's for calendar year 2013. Therefore, more than fifty percent (50%) of the college's workforce is part-time, non-benefited including adjunct faculty, community education instructors and student employees. Of the benefited employees, thirty percent (30%) of the College's workforce is instructional staff. Nearly twenty-eight percent (28%) are professional staff and fifteen percent (15%) are clerical staff. Service maintenance, skilled craft and technical occupations comprise about twenty-one percent (21%) of the college workforce. Executive and management staff makes up only about six percent (6%) of the workforce.

#### Facilities

The college's physical plant is managed by an experienced Director of Physical Plant and a facilities management staff that includes skilled technicians and craftsmen, groundskeepers and custodians. The facilities director reports to the Vice President for Administrative Services and collaborates closely with the administration and board of trustees in annual and long-range planning.

The college's board of trustees approved a major capital improvement [master plan](#) with supportive planning processes and endorsed a strategic goal to develop guidelines and an implementation plan for creating engaging, state-of-the-art learning spaces with any future construction or remodeling. The current master plan was completed in July 2012 include strategic improvement objectives to be implemented over the next 10 years. The master plan contains a catalog of existing facilities, a comprehensive roof replacement schedule, and a list of existing facilities and their histories. Some of the major new components of the master plan include the remodel for the [One Stop](#) area for student services which begins construction in early 2016 and the construction of new facilities in Lander which are currently in process. CWC is also working to address capital improvements in its Master Plan for the [Jackson](#) Outreach Center, as addressed in Criterion 3.D.4.

Many of the programs and course offerings are in response to the needs of the community. For example, in response to the area need for additional nurses and expanded technical space, CWC proposed expansion of the existing Health, Science, Automotive, Welding, and Workforce programs. The expansion required a significant addition and upgrade of academic space. The new [Health & Science Center](#) was completed and began service in fall term 2013. The previous Health and Science spaces were repurposed and expanded to meet additional space and technological needs.

CWC has also responded to the community in Lander. The outreach center on Main Street in Lander is small and has very little parking which limits the offerings to the community. In response, the college is in the process of constructing a new [Lander Center](#) which will provide more opportunities for the community. The Lander Center will be open for classes in the fall of 2015.

## Technology

The college's chief information officer manages the Information Technology department. The department provides a wide range of services, including computer and network support, enterprise applications and portal management, web services, multimedia services, telephony and technical support.

The college has upgraded its technology infrastructure to support improved learning and working environments. The fundamental information system in use is Ellucian's Colleague for the transactional functions of student services, financial aid, finance, and human resources. As noted in criterion 2.B, CWC is in the process of a major renovation of its web presence and will implement these improvements in 2016. The public web and internal portal will have connectivity with each other and will provide multiple communication tools for the college. The marketing and information services units are collaborating on this project.

The institution has a four-year computer replacement plan and a three-year server replacement plan for mission-critical hardware. Compliance, regulatory and security issues are requiring more human and financial resources and will continually compete for a higher percentage of the technology budget.

The Instructional Technology Department provides virtual learning opportunities for traditional and non-traditional students. In response to student needs the IT Department has:

Installed new high speed wireless network access in the housing area in response to slow connection speeds and frequent network outages

- Moved the physical location of the CWC help desk into the library to provide a more centralized location for information access services and to extend the staffing hours to times when the library is open
- Implemented a 24 hour helpdesk solution to assist students with eServices login issues and other CWC service complaints
- Implemented a financial disbursement process which provides students instant access to their funds via a prepaid Discover debit card
- Began upgrade of CWC's ICN video conferencing systems in response to reliability and quality issues
- Migrated all students and staff to GAFE (Google Apps for Education) which gives them a CWC Gmail account for life, unlimited storage space on Google Drive, and access to Google's word processing, spreadsheet, and presentation, applications
- Upgraded the student login portal page to reflect a more modern and cleaner look providing easier navigation and access to eServices
- Implemented a password synchronization program allowing student to access their Gmail applications on their own mobile devices
- Installed new wireless network at the Sinks Canyon Center.
- Deployed Library Easy Proxy allowing students to access online Library databases and other services from home (2008).
- Configured an off-site AD (active directory) instance to allow off campus log in to eServices even if the CWC network is unavailable due to maintenance or service outage

*2. Educational purposes do not suffer as a result of elective resource allocations too the rare as or disbursement of revenue to any superordinate entity.*

The institution's budget planning process ensures that academics remain its core purpose. Central Wyoming College is a locally-controlled non-profit, publicly funded institution. The college is governed by a non-compensated volunteer board of trustees.

*3. Goals are realistic in light of the institution's organization, resources, and opportunities*

Central Wyoming College is focused on meeting the strategic goals and mission identified in Criterion 1.A. The Strategic Planning Process begins with asking the Leadership team to do a SWOT (strengths, weaknesses, opportunities and threats) analysis. The Team discusses the current priorities and decides if they are still applicable and if there are areas in need of refocused attention. In order to fulfill its mission, the institution evaluated previous priorities and accomplishments and revised them for the 2014-2015 year. [The 2014-2015 Strategic Plan](#) was approved by the Board of Trustees in July 2014. From this plan, team developed three strategic priorities that remain the cornerstone of organizational and funding decisions. Examples of steps to implement these initiatives demonstrate the feasibility of accomplishing the goals set for CWC:

1. Expand student access and improve student success

*CWC will grow and strengthen access to education, student learning and completion.*

The college will:

- Identify access gaps through the Persistence and Completion Academy process, analyze needs, and implement strategies to increase enrollment and strengthen learning
- Provide resources to increase access for underserved populations.
- Develop and implement student recruitment and retention plan(s) that involve (s) all employees.
- Develop a “one-stop” process prior to establishing a “one-stop” facility.
- Work with K-12 partners to align instructional practices and educational pathways.
- Develop one competency based learning program, Simulation Technology, and incorporate the principles of direct assessment and experiential learning opportunities into appropriate programs.
- Strengthen undergraduate research.
- Formalize development and assessment of student independence, capability, confidence, and responsibility through non-academic interactions.

## 2. Improve recruitment and retention of staff

*CWC will develop and implement a strategy to enable the college to recruit qualified applicants in a timely manner from a diverse applicant pool, develop and retain existing employees by enhancing total compensation, provide professional development, and engage employees in the culture and values of the college.*

The college will:

- Implement recruitment strategies to expand the pool of qualified candidates to include those with the diversity and talent necessary to lead the college through significant change, continue a tradition of excellence, and embrace the college culture.
- Improve retention of current employees by effectively rewarding them with a compensation and recognition package that is fair and competitive with the market.
- c. Strengthen employee advancement opportunities by implementing an internal professional development and succession planning program.

## 3. Set the stage for the next 50 years

*CWC will advance the communities served by engaging all internal and external stakeholders to increase capacity, promote excellence, and expand educational opportunities.*

The college will:

- Engage students, staff, alumni, and community to celebrate our past 50 years of success.
- Engage students, staff, alumni, and community to prepare for the next 50 years of innovation and excellence by raising \$50 million dollars in five years.
- Align CWC and the CWC Foundation by implementing the MOU.
- Continue to remove barriers to growth and expansion of educational opportunities in Teton County.

## 4. *The institution's staff in all areas are appropriately qualified and trained*

(Faculty and Staff credentials and training are also addressed in Core Component 3.C.)

CWC has established academic credential requirements for all instructional staff. Specific education and experience requirements are established for all positions. These requirements are included in the

job postings and in the position descriptions found in Human Resources. Generally, academic transfer programs require a Master's Degree and prior teaching experience. Technical or developmental programs require a baccalaureate degree, certification and/or work experience. The credentials for part time instructors are the same as their full time colleagues. As a result of recent leadership changes, the need for further clarification was discovered. The deans are in the process of developing a rubric to articulate required faculty credentials on a course by course basis. The rubric will provide clear guidelines for assigning instructional responsibilities for full time faculty as well as adjunct instructors. The rubric will also address the new HLC guidelines that will go into effect in 2017. The records of qualifications for adjunct faculty are revised each semester. The current list is still being updated for the Fall 2015 semester and is available [here](#). A list of full time CWC faculty and their qualifications is available [here](#).

All instructors are properly credentialed including those in the dual credit program. For CWC, dual credit is defined as high school students earning college credit through one of two alternatives: concurrent enrollment is when the high school student is enrolled in the college course taught by the high school concurrent enrollment instructor, and dual enrollment is when the high school student is taught by CWC faculty. Concurrent enrollment instructors meet the [state guidelines](#) for minimum requirements for adjunct and concurrent enrollment instructors. Concurrent instructors work under the guidance of a Central Wyoming College faculty assessor who serves as the instructor of record for the course and reviews coursework for academic rigor and quality. A list of concurrent faculty and their qualifications is available [here](#).

The college has many tools in place for faculty and staff to stay current in their disciplines and to be skilled in their field and in their teaching roles. The college has established a [Professional Development Committee](#) which works to assess the needs of faculty and staff and to develop training opportunities to meet identified needs. The committee helps to develop sessions for in-service and staff development day. [In-service](#) trainings help faculty and staff stay current in technology and in educational issues and methods.

The college sends faculty and staff to annual conferences to develop their skills. The college has also brought people on site to conduct trainings on leadership and education. Among the benefits offered to faculty and staff at CWC is a 3 credit per semester [tuition waiver](#) available for classes at CWC and another 3 credit per semester waiver available through the University of Wyoming. Through these waivers, faculty and staff have the opportunity to advance academically and to continue lifelong learning at a reduced cost. The college also offers pay increase based on completion of approved educational plans.

*5. The institution has a well-developed process in place for budgeting and monitoring expense.*

Central Wyoming College's annual [budget development](#) is an open and comprehensive process that includes the entire college staff in discussions and review. In preparation for the fiscal year beginning July 1, formal budget retreats begin in December, while departmental budgets are developed in February and early March. In late March, as funding is finalized, open forums and department meetings are held specifically to discuss budgets, so when the preliminary budget is presented to the Board in May, it is nearly complete. This process allows all staff to participate in the creation of the budget and then help fully implement the strategies in anticipation of the next academic year. The budget is amended as needed and approved at the July Board Meeting.

Central Wyoming College is poised to change significantly in the next several years. Enrollment has

leveled off or declined over the last three years, which is the trend in most community colleges. The college is adding, expanding, and streamlining educational programs to meet student and industry needs along with expanded student life and activities on campus and in the service area. Increasing the facilities in Lander and Jackson and improving the Riverton facilities will provide more up-to-date learning space and additional space to add and grow programs. These initiatives will lead to the growth of the college.

A major challenge facing the college is managing past growth with existing and projected funds. Wyoming and Fremont County are in a good financial climate due to the mineral wealth. The projections for FY 2015 anticipate an increase in assessed valuation ranging from 5% to 12%. State funding through the formula is not predictable, nor flexible to meet community colleges' needs. The new performance based funding formula that begins in FY 2015 will have an impact on all colleges. However, CWC's strength will continue to be in its ability to plan strategically and allocate resources to meet defined objectives.

Central Wyoming College faces three major challenges in the next four fiscal years. First we must identify sources of funding for the CWC match for any new construction projects approved by the legislature; second, we face a very possible decrease in state revenue in FY 2017 and 2018; and third, performance funding will comprise a larger part of the state formula annually for the next five years.

When CWC develops the budget for the following year, the goal is to align human and financial resources to carry out strategic priorities to meet our board-designated mission and ends. CWC strives to make linkages between strategic priorities and allocation of resources very clear. In so doing, the board's attention to the "big picture" has been emphasized, rather than on individual line items, in keeping with board policy governance.

As noted in Criterion 2A – The Business Office under the Vice President for Administrative Services employs generally accepted accounting principles to ensure consistent and transparent financial processes. The institution's financial statements are audited annually by McGee, Hearne & Paiz, LLP (MHP) to ensure compliance with these principles. The institution has consistently received an unqualified audit opinion which indicates the financial statements present fairly the financial position in accordance with accounting principles generally accepted in the USA. MHP also conducts the A-133 audit for federal funds for which the college has also been issued an unqualified opinion. The annual audit process is conducted in accordance with auditing standards contained in Government Auditing Standards issued by the Comptroller General of the USA. The results of the audit are reported to the Board which then votes to accept the audit report.

## Sources

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- 2014 CWC Audit Rpt
- 2014-15 Committees and Councils
- 2014-15 Committees and Councils (page number 11)
- 2014-2015 Strategic Plan
- Adjunct Faculty Qualifications
- Board Study Session Packet - May 7, 2014 corrected
- Concurrent Enrollment Instructor Credentials FY14 (3)
- Concurrent Enrollment manualofprocedures
- CWC-Master Plan-FINAL
- CWC-Master Plan-JACKSON-FINAL

- Faculty Qualifications
- FY15 Budget Schedule
- Health & Science Center
- HR Monitoring Report March 2014
- In-Service Offerings
- LANDER CENTER GROUNDBREAKING
- One Stop Project
- Tuition waivers

## 5.B - Core Component 5.B

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

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

### Argument

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#### *1. Engaging internal constituencies in the institution's governance.*

Central Wyoming College has created an institutional culture grounded in the principles of involvement and shared governance. Students, faculty, staff, and members of the public have many opportunities to participate in defining the college's strategic direction and in shaping decisions. Our culture is formalized through a well-defined organizational structure and through a series of policies and procedures that provide sustainable avenues for communication and collaboration.

#### Internal Organization

The college has established a well-defined [organizational structure](#) that establishes clear lines of authority and formal relationships between individual employees and across units. This structure also encourages less formal communication to occur across organizational lines, especially through the college's long-established practice of engaging in collaborative planning and decision making through cross functional teams. The college has several ongoing [committees](#), but other task forces and committees are formed to address specific matters and then disbanded when their work is finished. For example, an Academic Advising Task Force was created and charged with planning and organizing a dedicated advising day and to address improvements to advising quality. The committee evaluated the challenges for faculty advisors and the need for a designated day without classes to facilitate advising and registration. They compiled documents and conducted trainings during in-service to assist advisors understand best practices and to improve the advising experience for both student and advisor. After the college completed two successful advising days, the committee's charges were complete and was no longer needed.

Employees from across the college are engaged in two formal [in-service](#) opportunities every year. Prior to the start of each semester, full-time faculty, staff and adjunct instructors are brought together for several days. This week-long in-service is designed to provide opportunities to review new policies, receive training, conduct department meetings and to otherwise prepare for the start of the semester. In-service also includes time to engage faculty and staff in discussions about major events like the Higher Learning Commission comprehensive visit and in ongoing work on committees. The

college also conducts monthly division meetings and open forums to enhance communication and involvement at the college.

In addition to these formal approaches to internal communication and involvement, the administration periodically circulates email updates on current events from across the college. These messages provide updates on such matters as the institution's progress via enrollment updates or work being done in various areas which might be of interest to the college community. All committees send email updates and post their minutes in the Public Documents Folder which is accessible to all full-time employees

### Faculty and Staff Involvement

The college has established formal processes to enable faculty and staff to take part in governance. The Policies and Procedures Manual and faculty job descriptions outline the expectations for faculty participation in the life of the college. The Manual has a section on [Principles for Employee Representation](#) which explains the importance of shared governance to Central Wyoming College. Committee, department and open forum discussions as noted above, are an important part of keeping the faculty and staff involved with the decisions made at CWC. The college has three employee associations: Faculty, Classified and Professional Staff. Each employee association meets regularly, has representation on committees and representatives who meet with the board and the college president monthly.

### Student Involvement

Central Wyoming College students have many opportunities to get involved in the life of the college, through formal groups and organizations, including those that promote their academic interests and those that are more focused on shaping the culture of the college. The Gay-Straight Alliance, for example, works to create a positive environment across the campus. Other groups, like Phi Theta Kappa, have a strong community service component. Students also enjoy a robust, well-organized [Student Senate](#). The association is headed by a student body president who works with an executive committee. The committee includes a vice president, a secretary-treasurer, and representatives from each college club. The Student Senate meets a few times each month and plans activities on campus. The Student Senate President represents the student body at monthly Board Meetings and meets with the college president monthly. Students are also invited to several [community dialog](#) opportunities with the Board.

*2.The governing board is knowledgeable about the institution, provides oversight and meets its legal and fiduciary responsibility.*

The CWC Board of Trustees conducts regular monthly meetings with a [standing agenda](#). The agenda regularly includes reports from administration, faculty, staff, students and Wyoming PBS. It also includes discussion and action on strategic issues institutional policies, staff changes and institutional expenditures. The [board packet](#) for each meeting is published a week before the meeting and contains the agenda and supporting documents, including the minutes from the prior month's meeting.

Monthly reports are made by the presidents of: the student senate, faculty, classified and professional staff associations. Reports are also made by the college president, administrators, Director of the CWC Foundation and the General Manager of Wyoming PBS. These monthly reports provide opportunities from administration and staff to inform the board on recent activities, emerging issues that may impact the college's future, or policy matters that the board may need to address. The faculty representative, for example, keeps the board current on faculty perspectives and professional development. The president provides the board updates on discussions happening at the state capitol or in Washington that affect education policy and on college celebrations and concerns. The board also meets periodically in work sessions to have in-depth, non-actionable discussions with senior administration on matters relating to the college budget, strategic planning and policy issues. Board members are also active in state and national trustee organizations and meet regularly with state and federal lawmakers from the region the college serves. The board has established policies, based on its authority granted by Wyoming statute, that define its legal and fiduciary responsibilities and establish its authority to oversee the college's financial and academic operations.

*3. Involvement of its administration, faculty, staff, and students in contribution and collaborative effort.*

Central Wyoming College values the involvement of the administration, faculty, staff and students working collaboratively and being involved with the governance of the college. Policies and procedures exist which enable involvement and the college maintains communication with its internal constituency through several means discussed above.

## Sources

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- 2014-15 Committees and Councils
- Board Packet - January 2015
- BOT Agenda 2015 01 21
- Community Dialogue Dinner Notes 1-21-15
- CWC Administrative Policies Chapters 1 - 6
- CWC Administrative Policies Chapters 1 - 6 (page number 10)
- In-Service Offerings
- Organizational Charts
- STUDENT SENATE

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Argument

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#### *1. Allocation of resources in alignment with its mission and priorities*

As outlined in the budget process (discussed in Criterion 5.A.5), Central Wyoming College allocates resources for discretionary or departmental requests for new initiatives and programs that align with the strategic plan or those that demonstrate critical needs.

New requests may be provided by the Cabinet or submitted by individual departments. The Cabinet participates in strategic meetings as well as weekly meetings to discuss various institutional issues which may include new strategic initiatives. Once a new program or initiative is finalized, the activity is incorporated into the budget request. Individual departments make budget requests through their respective dean or budget manager. These requests are maintained on the operating budget form as part of the budget planning process. Requests to [add or change positions](#) are also part of this planning process. Personnel changes are submitted to the Human Resources Director along with the job description and cost calculation. The New Position Request Form includes a section explaining the need for the new position or for changes to the existing position. The HR Director compiles the list and these positions are discussed during budget planning meetings. The budget managers and Leadership Team discuss personnel and budgetary changes and align requests to strategic initiatives if applicable. This process requires collaboration and general approval of new requests across all functions of the institution providing assurances that new funding initiatives support CWC's mission and goals.

#### *2. Processes for assessment of student learning, evaluation of operations, planning and budgeting are linked.*

As described above, the budget managers and Leadership Team members are responsible for proposing and discussing the budget. These discussions include proposed development plans and alignment with the CWC's strategic priorities. All areas of the institution are represented as part of the budget and planning processes.

The assessment of student learning is directly tied to our planning and budgeting through the variable funding from the state of Wyoming which is tied to the [enrolled student success rate](#) on a course by course basis. This rate is defined in the National Community College Benchmark Project (NCCBP). This success rate determines the college's share of 10% of all variable state funding. The Wyoming Community College Commission (WCCC) will be implementing [additional completion metrics](#) from Complete College Wyoming through the next few years to determine all variable funding. Pass rates for certification exams are another assessment of student learning.

### *3. The planning process encompasses the institution as a whole*

The planning processes used by the institution are informed by broad institutional objectives and are broadly inclusive of appropriate internal and external constituencies. Examples of campus planning processes are provided in this section.

#### *Budget Planning:*

As described in response to Criteria 1.A.2, 5.A.5 and 5.C.1, the Budget Planning process is directly linked to the institution's Strategic Plan, through the [budget development process](#), which is informed by input from a variety of internal constituencies.

#### *Master Planning:*

As described in Criterion 5.A.1, Central Wyoming College has in place a campus Master Plan that has been updated most recently in 2012. The Master Plan is directly informed by the Strategic Plan, and is developed and updated through a process managed by the Vice President for Administrative Services. This process includes internal and external constituencies.

#### *Strategic Planning:*

As described in response to numerous other Criteria (e.g., 1.A.2, 5.A.3, and 5.C.1). The process by which the plan was developed was broadly inclusive and included internal constituencies such as faculty, staff, and administration and external constituencies such as alumni and employers.

### *4. Planning based on a sound understanding of its current capacity and potential future changes.*

The Budget Office collaborates with other administrative departments to prepare multi-year projections using various revenue and expense scenarios. These scenarios are used to analyze the financial impact of institutional decisions as well as external fluctuations. Projections utilize data provided in various budget models. Descriptions for some of the modeling are listed below:

- [Enrollment Model](#) – provides a historical trend analysis for enrollment and analyzes K-12 enrollment by grade level state wide and in our service area. Due to level enrollment projections, for budgeting purposes, CWC projects enrollment for the next year at a conservative rate of 95% of the current enrollment.
- [Tuition Revenue Model](#) – applies the current enrollment modeling trends to various tuition increases and calculates the compounding financial impact from year to year.
- [Financial Aid Allocation Model](#) – provides the estimated level of award required for resident and nonresident students.

- Utility projections – provide a trend analysis used in estimating future increases based on usage by building.
- Salary projections – uses calculated fringe benefit increases and various salary increase scenarios and new hires to project future costs and the compounding financial impact from year to year.

The projections also provide mandated cost increases which include estimates for health benefits, operations for new buildings, and debt payments. Revenue projections include anticipated cuts to state support, and student tuition increases when applicable.

The projection model is flexible and can be updated as new information becomes available. When a strategic decision is under consideration and potential costs have been calculated, it can be added to the model and the financial impact may be assessed. All prioritized budget requests (outlined in Criterion 5.A.5) are incorporated into the projection model. This becomes the basis for the campus wide budget for the next fiscal year.

#### *5. Anticipation of emerging actors.*

As described in response to Criterion 5.D.1 the institution engages in systematic and integrated planning. The [strategic plan](#) provides evidence that this planning anticipates emerging factors, such as technology, demographic shifts and globalization. Further evidence is provided by the following examples:

As part of the national “Complete College America” agenda, which is dedicated to “...student success and completion.” And as an invited participant in the Higher Learning Commission’s “[Persistence and Completion Academy](#),” Central Wyoming College is working to expand student access (enrollment), while also increasing student success(completion) without sacrificing rigor, especially for its large “at risk” student population.

With performance funding based on completion now a reality, the stakes are high. In a calculated move, CWC has effectively eliminated developmental / remedial coursework (and the associated FTEs and funding) in college level English, with a similar model in college level math intended to reduce the “time to degree.”

CWC has already shortened “time to completion” by reducing over 50% of its programs to 60 credits. CWC is also committed to further reducing its federal student aid Title IV student loan default rate so that students will not be graduated with a heavy debt load. The college has made several steps including adding a financial literacy component to the curriculum which has already had positive results.

CWC is developing pathways to completion for its students, especially its large non-traditional student population. Many non-traditional students come to CWC with a wealth of experience, but little formal academic recognition of that experience. This past year, CWC developed exciting new programs in [Interdisciplinary Studies](#) and in [Meta Majors](#), which provide clearer student pathways to completion, along with more intensive advising.

CWC is the most diverse college in Wyoming. A recent EPA ruling that has triggered possible jurisdictional disputes between Fremont County and the tribes encourages more attention on the part of the college toward creating an environment that welcomes tribal members and encourages civil

discourse. To be competitive, CWC must be able to define and create more experiences that value diversity and that are student-centered and individualized, contributing to both student access and success.

Recent changes in the state's energy sector offer both challenges and opportunities. Currently, CWC's biggest competitors are the energy sector and the job market, which attract would-be students who defer college for current attractive wages. CWC needs to create more entry points for those currently employed. Two major recent developments inform CWC's competitive positioning vis-à-vis the state's energy sector:

- The recent proposed Environmental Protection Agency proposed rules that mandate substantially reduced carbon dioxide emissions by 2030 will have a significant effect on Wyoming, which is the largest producer of coal in the U.S. Coal production taxes account for \$1 billion in state funding for the state, including funding for Wyoming's community colleges. CWC can capture a competitive edge by exploring training that takes advantage of technology to reduce carbon emissions and by exploring alternative energy sources.
- Wyoming Governor Matt Mead has launched an initiative to establish "[Centers of Energy Excellence](#)," including those at community colleges. Because Wyoming community colleges play a critical role in developing a stable, skilled, and well-paid workforce for Wyoming's energy related industry, CWC must take advantage of its energy related programs including the [Environment, Health and Safety Program](#) that trains students in the fields of environmental compliance and worker safety; the new [Geospatial Information Science and Technology](#) Program which addresses the need for workers trained in the use of global positioning systems (GPS), geographic information systems (GIS), remote sensing (RS), and cartography; and CWC's Earth, Energy and Environment Program that offers students an interdisciplinary foundation in geology, geographic information systems (GIS), energy resources, and environmental science and that is designed to transfer to a variety of baccalaureate programs.

## Sources

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- 2014-2015 Strategic Plan
- Catalog\_2014-2015
- Catalog\_2014-2015 (page number 32)
- Catalog\_2014-2015 (page number 36)
- CCW Metrics Measures
- ENROLLEE SUCCESS RATE 2013-14
- Environment, Health and Safety - Central Wyoming College
- FY15 Budget Schedule
- Geospatial Information Science and Technology - Central Wyoming College
- Leading-the-Charge-Gov.-Meads-Energy-Strategy
- Leading-the-Charge-Gov.-Meads-Energy-Strategy (page number 28)
- New Employee Request forms
- Six Month Persistence and Completion Project Update 2014FA

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Argument

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#### *1. Development and documentation of performance in its operations.*

Central Wyoming College files annual [performance indicator reports](#) to the state. Wyoming Statute W.S.21-18-202 (h)(iii) mandates that the Wyoming Community College Commission (WCCC) develop performance benchmarks, outcome measures and other performance indicators which serve as the basis for annual reporting to the legislature and the governor. The annual reporting must include, but is not limited to, the following measures:

- 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; and
- Number and rate of students who transfer.

The Wyoming Community College Commission (WCCC) Statewide Strategic Plan: Planning for the Future of Wyoming's Community Colleges, identified five primary state interests that will drive investment in community college programs and services. These state interests as defined by the 2010 Wyoming Community College Commission Statewide Strategic Plan are:

- Educated Citizenry
- Diversified Economy
- Workforce Development
- Effective and Efficient Systems.
- Accountability and Improvement

On-going development and adaptation of the WCCC Strategic Plan in 2013-14 identified four derivatives of these five primary state interests. Referred to as the "4 P's of success" by the WCCC, they are:

- Participation (Access)
- Progress
- Performance
- Placement

This Performance Indicator Report aligns the performance indicators required by statute with the

objectives contained in the [WCCC Statewide Strategic Plan 2.0](#). Commission staff have matched the eight Wyoming statutorily required performance indicators with the new Strategic Plan's 4 P's of success. Progress and performance are key to many of the components of the eight requirements.

Further documentation and reporting of performance in all areas are done through the monitoring reports presented to the Board of Trustees on a different area each month

## *2. Learning from operational experience to improve.*

As mentioned above, a monitoring report is presented to the Board of Trustees at their monthly meetings. Each month, a different area is presented based on a [schedule](#) set at the January meeting. These reports include: institutional effectiveness, student profiles, physical plant, financial planning and audit results, academic profile and enrollment, community partnerships, staff profiles and the proposed budget. Each of these reports includes performance information and includes reflection on challenges and opportunities for improvement. The reports illustrate the changes that have been made and proposed changes to enhance and support college wide improvement.

Following are examples of organizational and operational changes that are in progress or have been made over the past several years; each aiming at improving the overall effectiveness and sustainability of the organization:

### Persistence and Completion

Recognizing problems with retention and graduation rates, CWC participated in the HLC Persistence and Completion Academy and identified areas that could be improved to increase student success. The college conducted an analysis of students over a five year period and identified the traditional age group as needing the most attention. [Fifteen factors](#) were identified which suggest that a student is at risk for not completing. Upon enrollment, students were assessed and if they had at least 5 of the 15 factors, they were considered "at risk". These students were monitored closely - faculty and advisors were encouraged to let the student services area know if students were not attending or lacked engagement in the first week of class. This allowed the college staff to intervene early on behalf of these students and find out what support the student needed to become more fully engaged. Additional [engagement reports](#) are done several times each semester which provide additional opportunities to intervene with students before it is too late for them to pass classes.

The college instituted this pre-engagement report intervention in fall 2014. The data from this four year project is still premature, but the results point toward a dramatic improvement of student course completion and persistence from the fall to spring semesters.

### Website Redesign

As noted in Criteria 2.B. The website is the primary medium for external audiences to gain access and information about Central Wyoming College. It is also widely used internally. The website links to campus resources such as the library and database access. It also has a portal giving students and employees access to email, the learning management system, and document storage. Because the website is the external gateway to the college and an important tool for communication with our

constituency, the college has decided to embark on improvements to our system.

After several years of study and evaluation, a [recommendation](#) was put forth by the Office of Marketing and Public Relations. This recommendation discussed a potential redesign of Central Wyoming College's current website. The college is working with designers on the creation and implementation of a new CWC website. The new and greatly improved website is scheduled to be in place January 2016. The website is managed by the Office of Marketing and Public Relations. This office is also responsible for maintaining the CWC Blog, Facebook page and Twitter accounts

### Health and Science Center

As noted in Criteria 1.D.3, Central Wyoming College responded to the community need for additional nurses and expanded technical space. The college decided to expand the existing Health, Science, Automotive, Welding, and Workforce programs. This expansion required a significant addition and upgrade of academic space. CWC was successful in passing a general obligation bond by the Fremont County voters in November 2010. The bond funding was matched in spring 2011 by the Wyoming State Legislature. The new [Health & Science Center](#) was completed and began service in fall term 2013. The previous Health and Science spaces were repurposed and expanded to meet additional space and technological needs.

### Financial Aid Disbursement

Also noted in Criteria 2.A, the college is responding to concerns over student loan default rates and recent statutory changes with regard to financial aid. These changes reflect trends CWC had been observing as well. The increasing default rates were threatening the future of financial aid for students and their long term financial outlook. The college was concerned because the student population of CWC is highly dependent on federal, state and institutional financial aid. As a result of responding to these changes and a need to reduce student loan default rates, the college developed a [plan](#) which incorporated more financial literacy into the curriculum. Students receive information from the financial aid department when taking out loans, but they also take a class in financial literacy. These changes have reduced the three year default rate from 25.1% in the 2009 cohort to 19% in the 2012 cohort.

### Moving into the future

Central Wyoming College is in a period of transition and development. The college has had several retirements in recent years and has a new President for the first time in twenty-five years. The changes in personnel have given the college the opportunity to see itself through new eyes. The college has been a solid and stable institution for many years but is still exploring areas to improve in order to enhance student success. This self-study in preparation for the October site visit and HLC re-accreditation has also given the college the opportunity to examine and improve some of its processes. It is an exciting time for CWC and one full of hope for the future of the college and its students.

## Sources

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- Board Packet - January 2015
- Board Packet - January 2015 (page number 46)
- Default Loan Rate Improvement Plan Report
- Engagement Reporting Email
- Health & Science Center
- Six Month Persistence and Completion Project Update 2014FA
- WCCC Performance Indicator Report 2014
- wccstrategicplan2.0\_16x10brochure
- Website Redesign Proposal - February 2015

## 5.S - Criterion 5 - Summary

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

### Summary

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Central Wyoming College is committed to maintaining and strengthening the quality of its educational programs and building institutional effectiveness through continuous quality improvement. This is reflected in all aspects of planning and resource allocation, from fiscal priorities to the physical and technological infrastructure necessary to support effective student learning. CWC has maintained sufficient personnel, physical resources, and technological infrastructure to support its operations and offers high quality programs.

The college evaluates its resources and develops a strategic plan to address the goals of the college and allocates resources accordingly. The strategic planning process ensures that the goals of the college are ambitious, but realistic. CWC has a well-developed budget planning process and monitors spending closely to ensure that resources are allocated in alignment with the mission and priorities of the college.

Central Wyoming College maintains the facilities and technological structures necessary to support the needs of the college and to support teaching and learning. The planning process encompasses the institution as a whole and is broadly inclusive of appropriate internal and external constituencies. The planning process addresses current trends and concerns and works to plan for future changes both in financial resources and the needs of the college.

CWC has qualified faculty and staff and has many tools in place for them to stay current in their disciplines and to be skilled in their teaching roles. The college conducts trainings at in-service and throughout the academic year. It also provides many opportunities for employees to attend conferences and to pursue further education.

Central Wyoming College has a shared governance structure so employees can be involved with decisions through committee and employee associations. The organizational structure establishes clear lines of authority and formal relationships between individual employees and across units. Faculty and staff are actively involved in discussions about the future of the college as are students and community members. The board of trustees allows for feedback from both internal and external constituents. The college maintains a collaborative atmosphere.

CWC works systematically to evaluate the current state of the college and plan for the future. The college assesses its performance as a college and within the Wyoming Community College Commission (WCCC) performance benchmarks, outcome measures and other performance indicators. The college uses evaluations and feedback opportunities to improve the overall effectiveness and sustainability of the organization. CWC is participating in the Persistence and Completion academy and strives to improve student retention and completion rates. It has responded to community needs in the outreach centers and develops plans for future improvements and is in the process of improving the website to improve access to information about CWC.

Central Wyoming College is in a period of transition and development. The college has had several retirements in recent years and has a new President for the first time in twenty-five years. The changes in personnel have given the college the opportunity to see itself through new eyes. The college has been a solid and stable institution for many years but is still exploring areas to improve in order to enhance student success. This self-study in preparation for the October site visit and HLC re-accreditation has also given the college the opportunity to examine and improve some of its processes. It is an exciting time for CWC and one full of hope for the future of the college and its students.

The college has the resources necessary and processes in place to respond to future challenges and opportunities to plan for the future of Central Wyoming College.

Based on the evidence and analysis presented in this section, Central Wyoming College concludes that it satisfies each of the core components of Criterion Five.

## **Sources**

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*There are no sources.*