

University of Wyoming - WY

HLC ID 1726

OPEN PATHWAY: Reaffirmation Review

Review Date: 11/18/2019

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Context and Nature of Review

Review Date

11/18/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

- Casper College

Institutional Context

The University of Wyoming was established as the State's Morrill Act land-grant university in 1886 and serves as Wyoming's only public university. UW had a fall 2018 enrollment of 12,450 students from all 50 states and 88 countries around the world. Students can choose from 195 majors, including 22 certificate programs, 81 bachelor's programs, 56 master's programs, and 36 doctorate/professional programs. The University of Wyoming also offers courses at various off-campus sites as well as offering programs online.

Members of the Wyoming Legislature and the Board of Trustees, and citizens of Wyoming, all feel invested in, and engaged with, the University. Outstanding funding support by the State of Wyoming allows the University to remain one of the most affordable and accessible land-grant universities in the nation. The State has also invested heavily in the infrastructure of the institution, providing a beautiful and well-maintained campus for students, faculty, and staff.

A seven-member team of HLC peer reviews visited the main campus in Laramie, WY from November 17-20, 2019. This comprehensive visit included a one-person trip to the University's Casper campus, a joint venture with Casper College. A Federal Compliance Review was also conducted. The Team had access to a well-written assurance argument and were provided with additional documents as requested both prior to, and during, the visit. However, the Team had the resources needed to make a fair assessment of the institution's compliance with the standards of

accreditation.

Interactions with Constituencies

Academic Scheduler (2)

Administrative Assistant, Diversity, Equity and Inclusion

Advising Manager, Agriculture and Natural Resources

Advising Manager, Education

Advising Manager, Engineering and Applied Sciences

Advising Manager, Haub School of Environment and Natural Resources

Advising Manager, Health Sciences

Advising Manager, School of Energy Resources

Assessment Coordinator, Student Affairs

Assistant Dean of Libraries

Assistant Director, Operations of Campus Recreation

Assistant Director of the Wellness Center

Associate Dean for Academic Programs, College of Engineering and Applied Sciences

Associate Dean Education

Associate Director, ACES

Associate Director, Center for Student Involvement and Leadership

Associate Director, Residence Life, Dining and Union Facilities

Associate Director, Scholarships

Associate Director, UCC

Associate Director, Wyoming Union

Associate Vice President for Enrollment Management

Associate Vice President for Marketing and Communications

Associate Vice President for Research

Associate Vice Provost for Graduate Education

Associated Students of the University of Wyoming (ASUW) President

ASUW Director of Finance

ASUW Director of Government Affairs

Board of Trustees (6)

Chair, Digital Collections

Chair, Institutional Biosafety Committee

Chief Diversity Officer

Chief of Legislative Affairs

Compliance and Review Specialist

Coordinator, Ellbogen Center for Teaching and Learning

Coordinator Marketing, Office of the Registrar

Dean, Arts and Sciences

Dean, Business

Dean, Health Sciences

Dean, Honors

Dean, Law

Dean of Libraries

Dean of Students

Department Head, Criminal Justice and Sociology

Department Head, Culture, Gender and Social Justice

Department Head, Modern and Classical Languages

Department Head, Theater and Dance

Director, ACES

Director, Alumni Relations

Director, Budget and Institutional Planning

Director, Business Operations (2)

Director, Comm Across the Curriculum

Director, Dining

Director, Disability Support Services

Director, International Students and Scholars

Director, LeaRN

Director, Research Products Center

Director, Residence Life

Director, Scholarships and Financial Aid

Director, Science Initiative

Director, Transfer Relations

Diversity Analyst

Employment Unit Supervisor, Human Resources

Executive Director, Residence Life and Dining

Executive Director, SER

Faculty Members (8)

Faculty Senators (4)

Information Specialist

Instructional Designer (2)

Interim President

Manager, Institutional Analysis

Manager, LeaRN

Manager, Outreach Credit Programs

Manager, Research Services

Managing Editor, Institutional Marketing

Nursing Supervisor, Student Health Services

Program Coordinator, Dean of Students

Project Manager, Student Educational Opportunity (2)

Provost and Vice President for Academic Affairs

Research Compliance Coordinator (2)

Residence Coordinator

Safety Officer Manager

Senior Associate Athletic Director

Senior Associate Registrar

Senior Project Coordinator, Multicultural Affairs (2)

Senior Project Coordinator, Veterans Services Center

Special Assistant to the Provost

Staff Assistant

Staff Senators (6)

Systems Specialist/IT

Training Specialist, Human Resources

University Registrar

Vice President for Research and Economic Development

Additional Documents

An Assessment of Economic Development Units at the University of Wyoming, and the Elements of a System to Maximize Their Impact. Submitted by the University of Wyoming Innovation Task Force to President Theobald, October 1, 2019.

Online Education at the University of Wyoming. Print copy of a presentation authored by the Provost.

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Rationale

The University's mission statement was developed through an inclusive process that involved campus listening sessions, unit meetings, statewide listening sessions, town-hall meetings and follow-up with key stakeholders (e.g., UW Foundation Board, UW Alumni Association, UW Faculty Senate and UW Staff Senate) who received drafts of the plan and were invited to provide feedback. In addition, clearly defined goals, and metrics for assessing whether these goals have been met, were developed and reviewed on a regular basis.

In meetings with faculty, administrators and staff, it was clear that they have embraced the University's mission, especially in light of it being the only public institution in the state, which has resulted in a strong sense of responsibility to both the state and its citizens. University leaders are aware that UW serves a broad constituency and respond accordingly. For example, its enrollment profile reflects a commitment to meeting the needs of Wyoming citizens, especially at the undergraduate level where almost 64% of the students were Wyoming residents (Fall 2018). In order to meet its goal to "nurture an environment that values and manifests diversity...", the University has attempted to increase the diversity of its students, faculty, and staff through programs such as the 2+2+3 Law Diversity Pipeline Program and the creation of both an Office for Diversity, Equity and Inclusion and Global Engagement Office.

The University receives extraordinary financial support from the state, which reflects a strong belief in the value of the institution and its importance in ensuring an educated citizenry. Resources appear to be allocated appropriately and align well with the University's mission and goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Rationale

The University's mission appears to be broadly articulated through a wide variety of forms, such as websites, posters, signs, and university-specific materials typically used by students (e.g., first-year composition textbook). It is unclear the extent to which the University mission has been disseminated throughout the greater Wyoming community.

In order to operationalize its mission, the University identified four key goals that define the nature, scope, and intended constituents of the mission. The goals include "fostering and rewarding excellence in teaching, scholarship, innovation, and creative endeavor", preparing students to "succeed in a sustainable global economy", improving and enhancing the "health and well-being of our communities and environments through outreach programs", and assuring the "long-term strength and stability of the University by preserving, caring for, and developing human, intellectual, financial, structural, and marketing resources". Additionally, the University has developed "Breaking Through: 2017-2022, A Strategic Plan for the University of Wyoming", which includes twenty-seven performance indicators designed to ensure that the mission and goals are being met. The indicators directly address the four goals outlined above and include both existing metrics and new metrics. For existing metrics, targets based on previous performance have been set; for new metrics, baselines will be established based on this year's performance.

Interim Monitoring (if applicable)

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

The University has demonstrated a commitment to multiculturalism and diversity, equity and inclusion (DEI). The review team met with many staff, administrators and faculty who were passionate about working to make UW a welcoming environment for all.

There are support services for persons of color, persons with disabilities, veterans, and other groups. The University holds a wide variety of events such as the Shepard Symposium on Social Justice, Holocaust Memorial Week and the MLK, Jr. Days of Dialogue. The University should be commended for developing a campus climate survey in Spring 2019. The results of the survey indicate there is work to be done, but University officials were candid in discussing their concerns with the survey results and seem ready to address the identified issues and opportunities for improvement.

The review team noted that the Office for Diversity, Equity and Inclusion (ODEI) was only established in 2017, with the university's first Chief Diversity Officer serving as its head. It is important that this office move quickly to take the lead in establishing a welcoming, diverse, and equitable environment at UW. Additionally, there was a widely held belief among those working in multicultural/DEI that there is not enough funding and allocation of resources for DEI initiatives and programs. The review team recommends this be investigated by the UW administration.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Rationale

There is a strong link between the University of Wyoming's mission and its position as the state's only public institution. Faculty, staff, and administrators understand the importance of this unique situation and clearly embrace it. During the visit, University officials discussed the role UW plays throughout the state, whether involved in enhancing research that can help the state address identified issues, planning and implementing programs throughout the state, or providing service-learning opportunities to students.

In addition, UW is committed to maintaining access and affordability by keeping tuition at reasonable levels. The University is financially sound and is appropriately managing its resources to meet its educational responsibilities.

The University attempts to meet the needs of external constituencies by having UW extension offices in every county, health outreach, and the hosting of state-wide events. The University has partnered with the state's community colleges to improve educational opportunities for Wyomingites and facilitate a smooth transition for students coming to UW from these community colleges.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

The University of Wyoming has developed a sustainable and viable mission statement that is widely known and supported by faculty, staff, and administrators. The "Breaking Through: 2017-2022" strategic plan provides a clear pathway for the University's future. The plan's closely aligned performance indicators help ensure that the mission impacts unit level strategic plans and everyday operations.

The University has demonstrated a commitment to diversity, although some components are only recently implemented, such as the Office for Diversity, Equity and Inclusion and the creation of the Chief Diversity Officer position. It is important for UW to provide adequate support for DEI initiatives and programs.

University faculty, staff and administrators are acutely aware of the University's importance to the state as the only public four-year institution. This was a theme mentioned repeatedly and seen as both a point of pride and as an obligation to meet the needs of the state.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Rationale

UW's established policies and procedures ensure the institution operates with integrity in its financial, academic, personnel and auxiliary functions. There are numerous UW regulations (1-1, 2-7, 2-106, 2-120, 4-1, 4-2, 4-3, 4-4, 5-1, 5-2, 5-3, 6-1, 6-4, 6-7, 6-8, 6-9, 7-7, and 12-1) and other internal policies and processes that demonstrate fair and ethical behavior. The UW Regulations and Standard Administrative Policies & Procedures webpage contains links to the various groupings: governance and structure, academic affairs, athletics, diversity and equal opportunity, employment and ethics, facilities, finance and business, information technology, research and economic development, safety and security, student affairs, and university relations. This webpage also provides information regarding the approval process for new and revised UW regulations and standard administrative policies and procedures. In 2017, the University began review and revision of its regulations. The approval process seeks input from students, staff, and faculty before being presented to the Board of Trustees for final approval. The approval process was confirmed by faculty and administrators during meetings with the team. In addition, the team was also told that after a round of review and revisions are completed for all of the regulations and policies, the University plans to establish a future review schedule.

The Consumer Information webpage is UW's public demonstration of compliance with Higher Education Opportunity Act disclosure requirements, and is an extensive resource page.

UW recognized the need to change their budgeting system for the benefit of their students, staff, faculty and administration regarding budget transparency and allocation decisions. This change to WyoCloud was made in 2016. The institution is training staff and faculty to become more knowledgeable in the use of the system.

In 2009, the university dissolved the Graduate School. The recent administration recognized that this change resulted in gaps in the operation and administration of the graduate programs and the university sought assistance from the Council of Graduate Schools (CGS). A team was assembled by CGS and a site visit occurred which resulted in a 2018 document: "The University of Wyoming CGS

Strategic Consultation Report." The re-establishment of the Office of Graduate Education and the university's careful review of the report for implementation of recommendations attests to UW's commitment to serve their students and faculty with integrity and enhance graduate education.

The institution also has numerous training programs on various topics (FERPA, responsible conduct of research, animal care, human subjects, biosafety and biosecurity, laboratory safety, hazardous chemicals, pesticide safety, radiation safety, freedom of expression, diversity, equity and inclusion, universal design for accessibility, etc.) to assist faculty, staff, and students with understanding, recognizing, and acting in an ethical, responsible, and safe way.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Rationale

The University of Wyoming has undergone numerous changes in the last five years to present the institution more fully to its students and the public regarding its academic programs, requirements, cost to students and accreditation relationships. This is primarily accomplished through its Consumer Information website with the listing of links to resources, policies, accreditation relationships, and other information.

The control structure of the University is dictated by being the state's only public university. The mission statement and strategic plan document the institution's intent to meet its responsibilities as a land-grant institution with research-intensive priorities.

The Tuition and Fee Rates website lists the details of student fees in a seven or eight page document. This is then followed by a link to a more extensive fee book which is over 100 pages. The sheer quantity of information may be confusing to students and may result in student complaints about an unclear cost of their education and perhaps not understanding fees that appear on their bills (as noted in student comments on surveys). Some additional transparency regarding the use or purpose of the fees would also be helpful when the purpose is not intuitive based upon the label of the fee.

The university's catalog lists the degree programs and requirements; the departmental websites usually list the program learning objectives. The team found inconsistencies with the content in the catalog by program, where only some programs listed program objectives. Some departmental websites listed no program objectives for each of their degree programs or only for the undergraduate degree programs. The assessment page listing of degree programs does not always link to the correct degree program.

Correction of these inconsistencies that would aid clear and complete representation of the university to its students and the public.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Rationale

The Board of Trustees for the University of Wyoming is autonomous and makes decisions in the best interest of the university and to assure its integrity.

As noted in the Bylaws of the Board of Trustees, the appointment, term and authority of the board is derived from the laws of the State of Wyoming (Wyo. Stat. §§21-17-201 et seq). The board is composed of twelve trustees appointed by the governor, with the advice and consent of the Wyoming senate, for a six-year term, with terms to be staggered. In addition, there are ex officio members of the Trustees who have the right to speak but not vote. They are the Governor of the State of Wyoming, the President of the University of Wyoming, the State Superintendent of Public Instruction, the Director of the Wyoming Community College Commission, and the President of the Associated Students of the University of Wyoming. This statute also has a specific formula regarding the composition of the twelve voting trustees appointed by the governor with the intent to balance political and geographic interests among board members so as to protect UW from such pressure within Wyoming.

The board's independence is also addressed by the review and affirmation of the board's Conflict of Interest Policy; the management of donor relations is handled by the UW Foundation, not the Board.

In the past, the state legislature reviewed budgets at the level of the colleges; this has been changed and the university is provided a block grant rather than awards to each college. This change helped to provide some distance between the legislature and the university so as to assure removal of potential pressure by the legislature.

Therefore the board has policies and processes in place to preserve 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.

The board's bylaws do not require the trustees to seek input from internal and external constituencies on relevant interests during its decision making deliberations. Although it is not a requirement, the board has, in practice, sought feedback in some situations, including the choice of an Acting President, and public input related to the strategic plan. In some situations when feedback was not sought prior to a decision and it raised concerns across campus, such as the sweeping of departmental reserve accounts, the trustees then listened to the concerns, reevaluated their actions, and sought to rectify them.

Therefore, because there is no requirement in the bylaws for the board to seek input from internal and external constituencies on relevant interests, the input sought is a function of the goodwill of the current individual members of the board. Depending upon the future individuals serving on the board, this attitude could change regarding internal and external input to the decision deliberations and there is no requirement for the board to seek such input.

In addition to the lack of this requirement in the Board's bylaws, there appears to be over-reach by the board into the day-to-day management of the university. This is demonstrated by carefully reviewing the governance and structure of the university, which is briefly described below.

The authority of the Board of Trustees is documented in Article 7, section 17 of the Constitution of the State of Wyoming, which states that the "legislature shall provide by law for the management of the university, its land and other property by a board of trustees." Wyoming Statute 21-17-204 states, "The board of trustees shall prescribe rules for the government of the university and all its branches."

In addition to the Board of Trustees appointing the president, UW Regulation 1-1 states "The following Officers shall be appointed by the Trustees upon the recommendation of the President following consultation with the appropriate University Officers and faculty: Vice Presidents, the Chief Diversity Officer, General Counsel, the Director of Government Relations, the Director of Intercollegiate Athletics, Deans, and the Executive Director of the School of Energy Resources. All appointments under this paragraph shall be on such terms with respect to salary, terms of employment and like matters as the Trustees may determine." Therefore, all appointments of university officers are through the Board of Trustees, not the university president or provost.

UW Regulation 1-1, Organization of the University, also describes the roles and responsibilities of the president and university officers. In essence they are responsible for the day to day operations of the university.

The Bylaws of the University Faculty (UW Regulation 2-300) establishes that the faculty powers are conferred upon the University Faculty by the Board of Trustees, and that the University Faculty "is responsible for the establishment of educational and academic policies for the University as a whole and the promotion of the general welfare of the University, its students and the faculty." This regulation denotes the purpose of the Faculty Senate as the body that "shall act for and on behalf of the University Faculty".

UW Regulation 2-300 also details the authority and delegated powers of the Faculty Senate as conferred by the Board of Trustees. The Bylaw states "...the Faculty Senate shall seek to determine and establish educational and academic policies which promote and protect the interests and welfare of the University community and further the full and free development and preservation of scholarly learning, teaching and research, including the following:

a. To establish and review policies relating to undergraduate and graduate curricula and courses of

study.

- b. To establish and recommend policies relating to general requirements for degrees, diplomas and certificates, and honorary degrees.
- c. To establish policies and standards regarding the admission, registration and dismissal of students, and other matters which relate to the education of students.
- d. To participate in the formulation and implementation of policy governing the status of faculty, including such matters as appointment, promotion, tenure, academic freedom, dismissal, sabbatical and other leaves of absence, travel allowance, and general economic benefits.
- e. To participate in planning for the development, allocation and utilization of the University's human, fiscal and physical plant resources, including the formulation of policies and procedures governing budgetary priorities.
- f. To consult with the Board of Trustees regarding the selection of a President of the University whenever that office shall become vacant.
- g. To propose amendments or additions to the Bylaws of the Trustees and UW Regulations.
- h. To provide the means through which any matter of interest to the faculty or pertaining to the University and its purposes may be brought to the Faculty Senate for discussion and appropriate action.”

As noted in the bylaws, the objectives shall not be construed as being in limitation of powers or objectives, nor as limiting the authority of any academic or administrative officer, or any college, department or division, to discharge responsibilities imposed by law or the Bylaws of the Trustees or UW Regulations.”

Although these bylaws establish that the day to day management of the university is delegated to the administration and the faculty are empowered to oversee academic matters, there has been a weakening of shared governance at UW. The revised UW Regulation 1-1 provides the board with the authority to appoint and hire the administrative officers, while the president serves at the pleasure of the board. Therefore, the board has leverage over university management. The lack of the requirement for the board to seek internal and external input on relevant interests before major decisions has resulted in some decisions being made without input. This contributes to a weak shared governance at the university. This concern is discussed in the assurance argument and was also expressed in meetings with the review team.

The team recommends that shared governance be carefully reviewed by UW. The university already recognizes the importance of this and recently formed a task force to define shared governance and its implementation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

The assurance argument discusses the University of Wyoming commitment to freedom of expression and the pursuit of truth in teaching and learning, and provided numerous examples. Embedded within the mission are “free expression”, and “academic freedom”. Many campus policies emphasize this commitment, such as the Statement of Principles of Academic Freedom and Tenure, the UW Student Code of Conduct, and the impending completion of a new regulation (2-15) on Academic Freedom.

The university is to be commended for the "Matthew Shepard 20th Memorial: A Legacy of Compassion, Community, and Hope." This remembrance upon the 20th anniversary of the murder of Matthew Shepard reinforced the importance of diversity and inclusion, as well as freedom of expression. This two-month series of events included the Shepard Symposium on Social Justice. As noted on UW's website, the "purpose of the Symposium is to provide those throughout the University and in the larger Laramie and Wyoming communities who do research, scholarly work, and creative activity related to culture, gender and social justice the opportunity to come together as a scholarly community."

There are numerous other events, programs, and training held on campus that exercise freedom of speech and the pursuit of truth in teaching and learning. This was confirmed in meetings with faculty and administrators.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Rationale

The University of Wyoming regulations and policies ensure responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. This is demonstrated by their policies and procedures related to student academic dishonesty, Student Code of Conduct, research misconduct, and portions of the tenure and promotions guidelines. These policies clearly delineate the expectation of ethical behavior.

The expectation of ethical behavior is conveyed to students, at all levels, through the academic dishonesty statement on their syllabi. Four of the required general education courses include learning outcomes related to evaluation, integration, and documentation of secondary research. The library also has modules for students that are intended to aid their development with information literacy.

With respect to research and scholarship, the Office of Research and Economic Development offers oversight, training, and assistance related to compliance policies (IRB, IACUC, Biosafety, and Radiation Safety), and policies for Responsible Conduct of Research and Conflict of Interest.

The assurance argument provides evidence that appropriate processes and policies are implemented and enforced related to responsible acquisition and application of knowledge at the University of Wyoming. This was confirmed in meetings with faculty and administrators.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

The University of Wyoming's established policies and procedures ensure the institution operates with integrity in its financial, academic, personnel and auxiliary functions. The institution has undergone numerous changes in the last five years to present the institution more fully to its students and the public regarding its academic programs, requirements, costs to students and accreditation relationships.

The sheer quantity of information on the Tuition and Fee Rate website may be confusing to students and may result in student complaints about an unclear cost of their education and perhaps not understanding fees that appear on their bills (as noted in student comments on surveys). Some additional transparency regarding the use or purpose of the fees would also be helpful when the purpose is not intuitive based upon the label of the fee. Correction of inconsistencies in the University Catalog, academic program websites and the assessment website would aid clear and complete representation of the university to its students and the public.

The team recommends that shared governance be carefully reviewed by UW. The university already recognizes the importance of this and recently formed a task force to define shared governance and its implementation.

The University of Wyoming regulations and policies ensure responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. This is demonstrated by their policies and procedures related to student academic dishonesty, Student Code of Conduct, research misconduct, and portions of the tenure and promotions guidelines. These policies clearly delineate the expectation of ethical behavior.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Rationale

The institution is moving in the right direction with the implementation of a set process to vet new programs and to review existing programs. The new processes have already allowed the institution to sunset programs that were no longer current or of interest to students.

UW has worked diligently in recent years to develop learning objectives for all graduate and undergraduate degree programs. While the undergraduate program learning objectives seem to be adequate, some of the graduate programs have objectives that may be at a lower level than expected, or not to be well-differentiated between masters and Ph.D. program (for example: Botany; Geology B.S. and Ph.D. have some of the same goals, but different objectives ; English, outcomes are the same for B.A. and M.A., with a few additional outcomes for the M.A.). As assessment processes mature at UW, learning outcomes should be regularly reviewed and revised to ensure that they are appropriate for each program.

Program objectives are available on the Student Learning Outcomes page and departmental pages. However, there is inconsistency in the University Catalog: some programs do list their Learning Outcomes, whereas others such as degrees offered through Plant Sciences, do not. As the new University Registrar is seeking to implement a new catalog system, this would be a good opportunity to engage faculty, administrators, advising staff and students in the discussion of the role of the catalog as a central repository of all academic information.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Rationale

Four years ago, the institution put in place a new general education program, University Studies Program 2015 (USP 2015), with three parts: Knowledge of Human Culture, the Physical & Natural World, and the U.S. & Wyoming Constitutions; Intellectual and Practical Skills; Personal & Social Responsibility. The general education program is appropriate to the university's mission and its offerings.

The intended learning outcomes for each component of the USP 2015 are clearly defined and provide broad knowledge, with a strong emphasis on communication skills that will be invaluable to all students regardless of their career paths.

The learning outcomes for most programs include higher level research or creative skills. At the undergraduate level, all students are required to complete a minimum of 42 credit hours at the upper-division level. The USP 2015's third component, "Personal and Social Responsibility" provides an opportunity for all undergraduate students to be engaged in their community. The SOAR platform will allow the institution to track students' participation in research, internships, leadership opportunities, etc.

The review team suggests putting more emphasis on diversity and inclusion in USP 2015. The current definition of the Human Culture component "Students will understand human behaviors, activities, ideas, and values in different situations and contexts" could be strengthened.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Rationale

The student to faculty ratio of 15:1 indicates that the university is sufficiently staffed for course delivery. Currently, 82% of the faculty hold a terminal degree in their field. Faculty in most units are engaged in curriculum development and assessment, as exemplified by the new process of program review which requires faculty involvement. While students frequently complain about course availability, the institution has taken several steps to address such complaints and will continue to explore solutions such as revised plan of study, monitoring of waiting lists, as well as enforcing scheduling best practices developed in recent years. The new Registrar is currently studying all underlying issues and will develop a solid plan. The review team is satisfied that the problems outlined by students will continue to be addressed.

Academic Affairs maintains a data base of faculty credentials at both locations. The institution also has clear standards for faculty evaluation, both at the institution level and at the program level, and faculty are evaluated in the area of teaching, service, and research. These three areas provide an opportunity for an assessment of professional development. The institution at several levels provides and funds many opportunities for instructors to participate in professional development.

University regulations, as cited in the Assurance Argument 3B4, requires that "lecturer positions at UW include a professional development expectation of at least 1/8th of the job description. This policy helps ensure that lecturers, whose positions focus primarily on the teaching mission of the University, are able to participate in larger conversations about best practices for teaching in their

fields.” During one of the Open Faculty Forum, faculty present expressed concern that current revisions to university regulations had taken the professional development piece out of lecturers’ duties, and that this could lead to a weakening of their teaching.

By university regulations, instructors are expected to hold three hours of office hours. For distance learning, these contact hours may be offered through a conferencing system.

Individuals who provide student support services are fully credentialed, and are also provided with internal and external opportunities for professional development. Staff members indicated concern in their ever-expanding job responsibilities. The reviewing team encourages allocation of adequate resources to ensure continuing professional development for those staff members.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Rationale

The institution has developed several programs to address the needs of its student population. For example, an Honors College was established in 2018, and increased funding was allocated to the new unit, which previously had a program status. In a parallel fashion, the university has also implemented the UW Bridge Program to serve students admitted conditionally. The Bridge program has grown, and is now able to serve over 400 students.

Student surveys indicated many concerns in the area of student advisement, and in 2018, a new advising structure was implemented across campus. In this new model, each college now has professional advisers who expertly guide students in the various processes and options that they face when making decisions about their degree program. Individual colleges should continue to explore ways in which they can engage faculty members, now relieved of their advising duties, to play a strong mentoring role with their majors, as they are best placed to provide a field-specific guidance to their future graduates.

Beginning with USP 2015 course requirements which educate students in the area of information literacy, students are encouraged to be active in research (annual undergraduate research day). The University Library is also very engaged with faculty and students in this area.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Rationale

The University of Wyoming offers many co-curricular opportunities for students, with a multitude of student organizations and freshmen interest groups (FIG). The implementation of Live and Learn Communities (LLC) in 2017 has already met with great success, with 25% of first time freshmen participating in either the FIGs or an LLC. UW also offers many multicultural events and artistic opportunities for students. The campus also has beautiful facilities to enhance students' health and wellness.

The institution facilitates opportunities for students to be engaged in research and to contribute to community life through community engagement and UW's Institute for Innovation and Entrepreneurship. UW has set a goal to achieve the Carnegie Community Engagement by 2024.

The Assurance Argument noted two areas of concern. The first was a lack of student participation in career and job placement services. This concern might best be addressed through the ACES structure, as many universities are now fusing advising and basic career services functions. The second area of concern came through the student surveys, where only 50% of seniors reported that their university experience "greatly increased their 'understanding of people of other backgrounds.'" These findings were similar to those resulting from the Diversity Campus Climate Survey. The review team encourages the administration to firm its support of diversity through coursework and through co-curricular programming for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The institution provided evidence of the quality of its academic programs. Learning objectives have been developed for all degree programs, although the institution is encouraged to review student learning outcomes for graduate programs to ensure that they are appropriate for the degree level.

In 2015, the institution developed a new general education curriculum (University Studies Program 2015) which is appropriate to the University's mission and offerings. The assurance argument provided numerous examples of services provided to support students, particularly at risk students, which were verified during the site visit. In 2018 a new advisement system was established which should address student concerns.

The institution has the qualified faculty and staff needed to effectively carry out the mission of the University. The student to faculty ratio of 15:1 indicates that the university is sufficiently staffed for course delivery. Currently, 82% of the faculty hold a terminal degree in their field. While students frequently complain about course availability, the institution has taken steps to address these concerns. Faculty and support staff are provided with opportunities for professional development.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Rationale

The University of Wyoming has several policies and practices in place to ensure centralized responsibility for high quality academic programs. For example, in 2018, a formal policy was adopted that guides all academic program reviews and requires that reviews occur every seven years. Academic program reviews include an external peer review process and an assessment of program outcomes. Low graduate producing programs are reviewed every five years. Several outcomes are possible based upon these reviews: A report to the Provost from the department head and dean that recognizes both strengths and weaknesses and offers opportunities for expansion (a November 2019 Executive Summary regarding a 2018 academic review of Anthropology was provided as an example); based upon reviews of programs with low student numbers and graduates,

the Provost may make recommendations to the President regarding elimination or restructuring of programs. A 2017 memorandum from the Provost is provided as an example. Twelve low enrolled programs were reviewed. The recommendations ranged from elimination (and reflected input from the Dean and Faculty Senate) to restructuring, to placing admissions on hold. In the Open Forum in Criterion 3 and 4, the head of Theatre and Dance discussed the recent completion of the external academic program review process. The department had three external reviewers and one internal reviewer. The head discussed two positive outcomes of the process: (1) it facilitated discussions among faculty on ways to improve the programs and (2) it prepared the department for a specialized accreditation process.

The university hired a central assessment coordinator in fall 2019. That individual is meeting with each dean to prepare an assessment plan for the college. This individual will help programs understand how to better assess program outcomes; in fact, this is an important reason for the hiring of this person. While the institution had made some efforts to assess program outcomes, both the report and the heads with whom we met recognized a need for guidance and consistency.

The University of Wyoming has a centralized curriculum committee structure in place to review all transcribed course credits; this structure is complimented by college-level curriculum committees which review experiential learning courses. In some colleges, all internship credits must be sponsored by a faculty member. To ensure quality for transfer courses, an equivalency catalog for in-state transfer is maintained. In cases where coursework does not match the catalog, faculty reviewers are involved to determine transfer equivalency.

The rigor of coursework is guided by a university regulation that differentiates expectations for courses at various levels. The regulation was provided in the evidence file. All new courses are initiated at the departmental level and reviewed at both the college and university level to ensure quality. Course syllabi are expected to include course objectives, course prerequisites, and a course description. A new course syllabi template has been developed that includes all of these elements.

All faculty are requested to use the template and the staff in this area reported a very high rate of compliance—98 per cent. A publicly accessible website is maintained that provides learning objectives for many programs. The university maintains standards for individuals appointed within each faculty rank and category, supplementary instructional appointments, and research appointment categories in the university. A credential database is maintained to ensure that appropriately qualified faculty (typically with terminal degrees) are appointed for instructional responsibilities. The University of Wyoming does not offer dual credit coursework.

Specialized accreditations have been or are being pursued for the appropriate programs such as Engineering, Nursing, and Business. Programs in these areas utilize the academic review process to prepare for the accreditation process. A staff member in the College of Business discussed how helpful the external academic review process is for preparation for the accreditation process.

University of Wyoming specialized accreditation processes have all been successful with the College of Business and College of Law accreditation renewals coming in 2020.

Data to evaluate the success of graduates is drawn from multiple sources including centralized data about graduation rates and survey data reporting a high level of student satisfaction. Post-graduation employment data is provided at the college or department level. The assurance review notes that an objective is to have more employment data tracked over time at the program level or collected if it is already being tracked. This data will be important to the marketing efforts of the university.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Rationale

The commitment to educational achievement and improvement at the University of Wyoming is reflected in several ways. Most programs post learning objectives for majors, minors, and graduate degrees prominently on their websites; a centralized website that reflects these objectives is also publicly available. The assessment of program learning objectives was initially conducted centrally; however, since 2016, programs have been asked to provide their own assessment processes. To strengthen the program-level assessment requirement, assessment is now required as part of the external academic review process. A central assessment coordinator has been hired to assist with this process. Additionally, a crosswalk has been developed that matches goals of the external academic review process and the specialized accreditation processes.

The University Studies Program (USP 2015) also reflects attention to assessment and utilization of feedback for improvement. The core has six learning outcomes associated with it. The first year seminar courses were assessed last year with faculty involvement. The assessment of the communication-intensive course has just begun and will take 3-4 years. The starting point is for faculty who teach these course is to identify which learning outcome they wish to assess and how they plan to assess the outcomes. Their plan is reviewed by a staff member who oversees this process.

Once the plan is approved and implemented, the feedback will be provided to the faculty member. Each of the six learning outcomes for the core will be assessed in the same way.

Most areas have an assessment staff member assigned to work with them including Student Affairs. During the site visit, this staff member stated that while assessment processes are just beginning, the various areas in Student Affairs have conveyed enthusiasm for working on these processes. This past summer, new learning outcomes for co-curricular activities were developed that will be the basis for assessment. The university has purchased SOAR, a platform for tracking students' experiential learning, cultural competence, and career readiness. The institution has the fundamentals in place and is working on implementation.

The university should be commended for hiring assessment staff throughout the university. These individuals will standardize processes and collect data. They will also take some of the burden off of faculty. However, faculty are clearly involved in the assessment processes, especially at the level of core courses and program outcomes. Faculty are involved in writing reports to senior leadership.

While many assessment processes are just beginning and the details have yet to be determined, the institution has woven assessment throughout the institution. At the site visit meeting on assessment, the faculty and staff reported a “culture of assessment.”

While the University has established a solid infrastructure for the assessment of student learning, there are a number of areas for improvement: (1) It is not clear how the assessment of online coursework and programs will be assimilated into the assessment processes, especially as the number of online offerings expands (a presidential goal); (2) at the UW Casper campus, coursework that originates from Laramie is assessed; however, coursework that originates with faculty members whose academic home is Casper appear not to be included in assessment processes; (3) due diligence should be paid to the assessment of the success of students at the Casper campus; (4) all programs should be encouraged to establish program learning outcomes as the basis for assessment; and (5) NSSE and FSSE data should be shared with the campus as a basis for campus-wide understanding and involvement in assessment and improvements.

The university demonstrates a commitment to assessment and continuous improvement of student learning, has the fundamentals in place for strong processes, and is taking steps—like hiring a central coordinator—to improve processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Rationale

The University of Wyoming is committed to the success of its students and makes available in the Strategic Plan and subsequent annual reports, a number of metrics related to student success. All goals are set for 2022. These goals include: enrollment goals for transfer students, underrepresented minority students, retention for first-time, full-time students, 4 and 6 year graduation rates, and placement admission to graduate studies rates. Goals established are modest, but fit the institution. For example a baseline for 4 and 6 year graduation rates of 25.8/54.4, the first year report reports progress at 26 percent and 58.20 percent, with the goal of 33 percent and 60%.

While the university does a good job of establishing broad undergraduate metrics, the institution should begin working on metrics and tracking student data in other areas. These areas include tracking and monitoring retention rates for distinctive student populations like underrepresented minority students and graduate students. The graduation rates did not seem to be available for either of these student groups. As online programs expand, the success rates of these students should be tracked as well. Metrics for each college should be tracked and utilized to assess programs in each college.

The undergraduate, institutional goals established are appropriate to the mission and population base for the state of Wyoming and the surrounding area; the population in the state is small compared to other states, has a small minority population, and includes many rural areas. The university does attract a significant number of students from Colorado because of the proximity and low cost. However, moving the needle in many areas is challenging and will continue to require commitment and attention, especially in today's higher education, highly competitive context. An

annual report on progress toward the metrics established for the Strategic Plan is provided to senior leadership and progress is being made. For example, enrollment in the third year of the plan is up to 12,450 (from 12,386) with the enrollment goal in 2022 of 13,500. The University of Wyoming understands the student populations that it serves and is dedicated to improving the success of these students.

In addition to tracking metrics toward established goals, three Strategic Enrollment Management committees have been created. Among the topic focus areas are Advising Redesign Action, Student Success, and Transfer Success. Specific offices to support targeted populations of students such as veterans and first-generation students have been created. The organization structure reflects an awareness of the data and is using the data as a guide for actions to improve the success of students at the institution.

To ensure best practices in the collection of data, the University of Wyoming was a participant in the Consortium of Student Retention Data Exchange and is a current participant in the Student Achievement Measure program as well as Complete College Wyoming. These organizations allow the university to share data collection and tracking practices, to utilize shared definitions for data, and to keep abreast of current best data practices. The university utilizes IPEDS data and definitions

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

The University of Wyoming is committed to regularized reviews of academic programs and the support services that facilitate student success. The institution has formalized processes for academic program review and assessment of the University Studies Program. A Coordinator of Assessment has been hired to provide direction and connections for program assessments in each college.

Transfer credits are reviewed and a database for students is maintained. Formal guidelines have been established for course levels and expectations for the information about a course that should be publicly available to students. Efforts are made either centrally or at the college/department level to track the employment rates of students. The appropriate programs are accredited or are preparing for specialized accreditation. Goals and metrics are established and tracked for enrollment, retention, and graduation rates. Gaps in current practices that should be undertaken have been noted in criteria 4B and 4C.

The University of Wyoming works to understand its student population and the challenges the institution faces in the next few years; based upon this understanding, the university evaluates the quality and effectiveness of its educational programs and works to improve them.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

The University of Wyoming has sufficient resources in order to carry out its mission. As evidenced by the latest comment document from Moody's Investor Service, the University maintains excellent financial measures when compared to peers. Fiscal 2018 spendable cash and investments totaled \$927M against an annual operating budget of \$520M. A steady and stable enrollment pattern over the past five years has allowed the institution to increase net tuition and fee revenue annually by 77% to \$68M in fiscal 2018 compared with \$39M in fiscal 2014. Spendable cash and investments cover debt by a solid 5.1x ratio, while peers cover at a ratio of 1.2x.

University of Wyoming has made many investments in its facilities, physical plant and infrastructure over the past ten years. While benefiting greatly from an excellent relationship with the Wyoming Legislature in order to receive funding, the University has also been very successful in cultivating relationships with external donors for building projects. At times these projects are solely funded by private donations and others are utilized with a match from the State of Wyoming.

New or renovated facilities in the last ten years include:

Enzi STEM Learning Center (New Construction)

Engineering Education and Research Facility (New Construction)

Active Learning Science Facility (New Construction)

Performing Arts Building (Renovation)

Visual Arts Facility (New Construction)

High Bay Research Facility (New Construction)

Literacy Research Center and Clinic (New Construction)

McMurray High Altitude Performance Center (New Construction)

Arena Auditorium (Renovation)

War Memorial Stadium (Renovation)

Marian H. Rochelle Gateway Center (New Construction)

During 2019, the University has undertaken a Facilities Master Plan study. This study, slated for Board of Trustees approval in January of 2020, shall provide the guideposts for the next round of major campus improvements in the next ten years. The master planning process was inclusive of all constituency groups on campus from the Board of Trustees to the students.

The University of Wyoming has regulations in place that ensure adequate resource allocation and monitoring are in place. The University is a non-profit, public institution, therefore does not disburse revenue to a superordinate entity.

Job descriptions for staff demonstrate appropriate qualifications for each position. Staff are qualified and offered continuing training and professional development opportunities each year. Conversations with staff showed that they are all very enthusiastic members of the University of Wyoming family and highly invested in the success of every student.

University of Wyoming employs a quarterly financial reporting management report that monitors the revenues and expenses of the University. This report is shared with senior level leadership as well others at the University. The University has recently adopted a new financial information management system WyoCloud that will help with budget monitoring. The University should devote time and resources to ensure the WyoCloud system is fully embraced and implemented at the college and department level.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Rationale

The University of Wyoming Board of Trustees is very knowledgeable about the operations of the institution. The Board of Trustees also plays an important role as the main contact point to the Wyoming Legislature. Given the University's high percentage of state support for its operating budget and capital projects, this linkage to the Legislature is key to the success of the institution. This balancing act of responding to campus needs and legislative interests can at times put the Board in a difficult position. To this point, the Board has navigated that position very well and should continue into the future.

There are various University regulations that establish the roles of governance at the institution. There are many examples of recent planning activities where the Board has engaged the various campus stakeholders in governance activities. Examples include the recent strategic planning process, current campus master facilities plan process and the upcoming Presidential search process. While through these regulations, examples of evidence exist involving collaboration and shared governance, the institution should continue to work with the Board and various campus stakeholders to ensure this is happening on an ongoing, systematic basis. During the site visit, the review team was made aware of instances when the collaboration and shared governance input did not always happen.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Rationale

The University of Wyoming maintains internal processes that allocate resources consistent with its mission. The University went through a large reduction (about \$41M) in state appropriation during the 2016-17 timeframe and managed to keep the institution moving ahead, keep enrollment stable, and meet goals during this time. Senior financial leadership is involved with the Provost to ensure that faculty lines are funded and authorized consistent with University priorities.

The University is continuing to work on its connection of assessment to planning and budgeting. Using surveys and other collection instruments, the University has assessed results on various initiatives such as the Science Initiative that resulted in a new facility for STEM learning, participating in the Great Colleges to Work For survey to improve job satisfaction, and the Bridge program which provides additional assistance to students in need. The University must ensure they are providing the correct resources and support for these assessment activities.

The University undertook a new strategic plan in 2017. The plan title "Breaking Through: 2017-2022, A Strategic Plan for the University of Wyoming" was developed using a collaborative process that involved development of a leadership committee, statewide listening sessions, unit meetings, as well as input from constituent groups. The University provides feedback to the campus on progress of the plan through periodic communications from the President as well as annual report updates. Even though the University has undergone a presidential leadership transition, they have remained on course with their strategic plan.

Following approval by the senior leadership of the institution, the deans of the various colleges make budget presentations directly to the Board of Trustees. While this process gives the deans an opportunity to make face to face presentations to the Board, it allows the Board to know exactly what is happening in the colleges and departments and provide their feedback directly to the deans. This

process also had an unintended positive outcome in that it allowed not only the Board, but senior leadership and other administrators to see how all the parts of the University fit together and execute the strategic plan. While this may sound as an intrusion into campus administration and governance, it in fact has been a welcome addition to the budgeting process.

Through the strategic plan, the University has established goals that reaffirm their commitment to innovation and respond to changing trends and demographics. In 2018, the University undertook an institutional capacity study that highlighted many issues that the University faced moving forward. Chief among them were changing the mix of the student body, a review of traditional tuition pricing, academic capacity and seat utilization as well as recommendations for online education pricing. The University's information technology area is well resourced and positioned to respond to technological changes. A stated goal of the institution is to expand distance education outreach to the rest of the State of Wyoming. In order to reach this goal, careful consideration must be given to building an adequate infrastructure both in terms of technology and other required support to make the venture successful.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Rationale

The University of Wyoming has a robust system of measuring performance at the institution. Enrollment data is reviewed at weekly, monthly and semester intervals. This data, provided by the Office of Institutional Analysis, is used in decision making for future marketing, recruiting and student retention efforts.

Implementation of the WyoCloud system will also allow departments to update and redesign departmental-level data reviews. Information will include students, faculty, salaries, credit hours, class size, type of faculty, etc in order to provide the best data in order to make decisions. The University also has a Standard Administrative Policy and Procedure for Academic Program Review process that ensures the University is offering programs it can adequately staff and resource.

Further examples of how the University improves its effectiveness comes from the use of pro forma budgets and market data on student and employer demand for new program development. Once again, the WyoCloud system shall help with the generation of this data and reports needed to review. The annual reviews of progress on strategic plan goals also show how the University is measuring performance and making course corrections as needed based upon the outcomes generated.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

The University of Wyoming enjoys an enviable position in the higher education landscape. Through its tremendous support from the Wyoming Legislature, it enjoys a high percentage of state support compared to peer institutions and other states. The University benefits not only through the biennial appropriations from the state, but also in terms of capital projects for the campus. This level of state support has allowed the University to keep tuition levels very low compared to peers. While the University should be very thankful for this support, they need to remain ever vigilant for any changes in the state economy or political climate that may result in decreased appropriations. The University has successfully navigated these fiscal challenges in the past and with good financial stewardship will continue to into the future.

The University of Wyoming Board of Trustees plays a key role in not only the long-term governance of the University, but in its annual operations. The Board is a strong advocate for the University in terms of resource generation at the Legislature and through private support. The Board and senior leadership should continue to seek methods to improve the shared governance at the institution.

Through its recent planning efforts, the University is well positioned to continue its success into the future. The University is very aware of their place in the higher education marketplace within Wyoming and the region. Continued investments into their key initiatives such as expansion of the distance education programs to the State of Wyoming, further implementation and training of the WyoCloud system, and attracting and retaining great faculty will be important to their success.

FC - Federal Compliance

INSTITUTIONS

Download the Federal Compliance Filing Form and Federal Compliance Overview at hlcommission.org/federal-compliance. After completing the form, combine it with all required appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to locking the Assurance Argument.

PEER REVIEWERS

Download the Federal Compliance Overview and Instructions for Peer Reviewers at hlcommission.org/federal-compliance. The institution's Federal Compliance Filing and supporting documentation are provided below.

Federal Compliance reviewer: Use the template provided in the Rationale section to enter the preliminary findings for each component of Federal Compliance. The findings should include one of the following conclusions for each component as well as a rationale that fully supports the conclusion:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that information in the Interim Monitoring section. Describe what improvement is needed as well as how HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's on-site visit.

Evaluation team: While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale provided by the Federal Compliance reviewer. All information in the rationale should explain the findings ultimately selected. Specific instructions addressed directly to the evaluation team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria for Accreditation, address those issues within the appropriate Core Component sections of the Review tab.

Rating

Does not require monitoring

Federal Compliance Filing Form

- combo_UW_FedCompFiling_2019

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion:

The institution meets HLC's requirements.

Rationale:

As noted in the Federal Compliance report, credit hour definitions are provided under the accreditation link for the website (<http://www.uwyo.edu/accreditation/info/credit-hour.html>) as a matter of compliance. A web search for the course catalog led to the other link provided in the report, but this site had two inactive links during the time of the review: Start to Finish Guide to Registration and A How-To Video of the Registration Process (<https://www.uwyo.edu/uw/current-students/index.html>). The course catalog does make credit hour information available to students as well, and the schedule and syllabi reviewed indicate that UW follows a traditional formula with one credit hour earned per course meeting per week for a standard 15-16 weeks (http://www.uwyo.edu/registrar/university_catalog/courses.html).

The Federal Compliance Reviewer requested 30 syllabi with 15 courses specified to review similarities between location and course delivery format and the remainder requested to reflect traditional vs. hybrid vs. online offering when applicable, as well as multiple locations.. 27 syllabi were provided but with an additional note that the English composition course uses a common text with learning outcomes embedded. A review of the syllabi indicated that course descriptions and syllabi reflected similar content overall but rarely standardized language (e.g. AAST, EDEL). A few examples reflected less similarity among course description and objectives (WMST, ECON, FIN) or courses where objectives were listed on some syllabi but not all sections (ASTR, POLS).

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion:

The institution meets HLC's requirements.

Rationale:

Links for reporting harassment and discrimination issues are available at the bottom of the home page and on all web pages on the UW website (<http://www.uwyo.edu/>). Typing in "complaints" into the search engine yields a page on student complaint resolutions with distinct categories for institutional complaints, academic complaints, student life, and student employees. Under each of these links there are additional links to the separate policies for each College (Academic Affairs, Arts & Sciences, Business, Health, Engineering, and Law). The Complaint webpage is a comprehensive resource for students, however, the institution may wish to provide a more visible link to this page. There are also distinct links for emergencies or reporting a crime and sexual harassment and

discrimination. It's unclear how many clicks it would take to track down this information intuitively under Students->Current Students, as headings on these first two pages do not suggest a reporting structure. The Student Affairs/Student Resources link has additional information on Sexual Misconduct.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

Students are able to access information on transfer policies in two clicks from the home page of the website, from Office of Admissions to Student Types: Transfer (<http://www.uwyo.edu/admissions/index.html>). Under the transfer page, students have access to the internal transfer guide link, showing how each course will transfer into UW from colleges all across the United States. Another link on the transfer page answers common questions about how credits will transfer and how transcripts are evaluated (through the Office of the Registrar), including a reference to the common course numbering for most freshman and sophomore courses across the state of Wyoming. Students also have access to policies on transfer under the course catalog link (<http://www.uwyo.edu/registrar/students/credit.html>).

UW publishes an extensive list of articulation agreements with 2 + 2 plans listed by community college and also by major so that students can see at a glance where degree articulations have been established for their field of interest (<http://www.uwyo.edu/acadaffairs/degree-plans/wy-2-plus-2/index.html>). However, it may not be student-intuitive how to get to the link for these articulations.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion:

The institution meets HLC's requirements.

Rationale:

The University of Wyoming assigns unique log-ins to students at application and enrollment time. The institution has also purchased HonorLock Proctoring technology to verify identity for exams. Per the Federal Compliance Report, the institution requires students to use these log-ins for subsequent inquiries into account information as well as when taking proctored exams. UW reports that there are no additional fees for test proctoring, and a review of the webpage on proctored exams supports this with the following statement: "We will do our very best to accommodate your testing needs at no charge to you" (http://www.uwyo.edu/distance/_files/misc/de_proctoredexams.html). The webpage also notes that when proctored exams are scheduled, students are contacted through their UW email; this would be one other measure of requiring the log-in information to be used.

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

UW reports it is in good standing with Title IV programs with the last audit in 2003 and no fines or heightened monitoring required. In the last three audited financial statements, there were no findings in 2017, and the three items noted in 2016 (notification regarding student loan disbursements within required timeframe to every student, failure to send in-school deferment notification to one borrower, and failure to report student status change for a graduate as of the effective date) were all resolved as of the 2017 audit. 2015 audit items were similarly resolved by the 2016 audit with one item similar in 2016--reporting status change by the effective date. There were no findings related to composite ratios and financial audits.

Documentation was provided to support UW's standing, including the 2015 approval from the US Dept. of Ed noting UW as an eligible school for federal financial aid, the 2015 eligibility and certification approval report, the program participation agreement noting a December 2020 expiration date, and the 2015 UW Compliance Report, which confirms the independent auditors found no material weaknesses or significant deficiencies in financial statements, but did find the mentioned significant deficiency in federal award for which corrective actions were submitted to change processes. No questioned costs were listed in relation to these findings. Findings with questioned costs included items purchased with a purchasing card in excess of the procurement threshold. The corrective action for these findings was fully staffing the Property Office to ensure equipment purchased with Federal funds was tagged and tracked for compliance. Auditors determined that UW implemented these procedures. Similarly, auditors determined that expenditures that exceeded \$25,000 and were subject to suspension and debarment requirements had not been certified. The auditors noted that UW put in place a new procedure to address this concern with a data entry employee flagging payments over \$25,000. 2016 findings called for a control process to ensure data backup and ability to document that notifications are provided to students on time and collaboration between the Office of Sponsored Programs, SNAP Program Manager, and the Agricultural Business Office. The auditor considered procedures implemented and findings resolved for 2016 items.

Campus safety records are disclosed on the website under scholarships/financial aid->consumer information (<http://www.uwyo.edu/sfa/consumer-information/>), but it is also the first link made available under Current Students (<http://www.uwyo.edu/uw/campus-safety/index.html>).

Under the Consumer Information link to "Information about Our Students," there are clear categories of reporting for Athletic Participation Rates and Financial Information, Completion and Graduation Rates, and the Student Learning Outcomes (<http://www.uwyo.edu/sfa/consumer-information/>). Ease of access here does rely on the user knowing to type in "consumer information" in the search engine as the information is not identified in the UW Navigation tab.

On the same Consumer Information web page, there is a link to Financial Information with a clear heading for "Criteria for Maintaining Satisfactory Academic Progress." This information is also

linked under the Scholarships and Financial Aid web page (<http://www.uwyo.edu/sfa/>).

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion:

The institution meets HLC's requirements.

Rationale:

Student outcome information can be accessed through several paths on the website: Prospective students trying to intuitively find information may follow Students->Current Students->Scholarships and Financial Aid->Consumer Information->Information About Our Students->Student Learning Outcomes; however, typing "student outcomes" in the search engine yields a much faster link to the assessment page, where most programs are hyperlinked to departmental learner outcomes but not results of measurements. The link under "Consumer Information" provides fuller institutional data, such as six-year graduation rates, time-to-degree by program, licensure rates, and first-time student grades in most popular classes (this is based on high school students taking classes at UW). In "licensure rates", UW lists which programs are above and below the national results; in only one area were they below (College of Engineering-Fundamentals of Engineering exam) and only by one percentage point.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

"Accreditation" is a link at the bottom of every web page on the UW site so it is easier to access than some other links. The accreditation webpage (<https://www.uwyo.edu/accreditation/>) provides information about HLC accreditation, including the assurance argument, names of those participating in the HLC Reaccreditation Project Teams, and how to provide feedback. An additional link on the accreditation page lists other accreditation agencies with letters confirming accreditation for the nursing program at bachelor, master, and doctorate levels (<https://www.uwyo.edu/accreditation/info/other-accreditation.html>), and a list of 11 categories of program accreditation in addition to institutional accreditation. A timeline is also provided for the next cycle of accreditation in each. Accreditation information is further linked in the university catalog (http://www.uwyo.edu/registrar/university_catalog/accred.html).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Conclusion

The Peer Review Team commends the University of Wyoming on a well-written and well-documented Assurance Argument. Based on a review of this Assurance Argument, and interaction with various campus constituencies, the Team finds that the University of Wyoming remains in compliance with all criteria for accreditation, and that it meets HLC's criteria for Federal Compliance. This visit included a multi-campus review of the University of Wyoming-Casper. The Team report indicates that the institution fulfills the expectations set forth by the HLC for additional campuses. The Team also recommends that the University remains eligible to choose its Pathway for Accreditation.

It is clear that the University of Wyoming is a mission-driven institution with tremendous financial support from the State, allowing it to remain accessible and affordable. Its Board is a strong advocate for the institution; however, the Board and University Senior Leadership are encouraged to find ways to improve shared governance and strengthen the role of faculty in overseeing academic quality.

While the University has established an infrastructure for assessment of student learning, there continue to be areas for improvement. Finally, the University is to be commended for establishing an Office for Diversity, Equity and Inclusion, and encouraged to make this a priority for the institution and provide adequate support for this Office.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Does not require monitoring

No Interim Monitoring Recommended.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: University of Wyoming

Name and Address of Branch Campus: University of Wyoming -Casper 125 College Dr. Casper WY 82601

Date and Duration of Visit: November 18, 2019

Reviewer: Dr. Curtis C. Coonrod

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

In 1976, the University of Wyoming (UW) established a partnership with Casper College to create the University of Wyoming/Casper College Center. Over time, this Center grew to become the only branch campus of the University of Wyoming and was officially named University of Wyoming Casper (UW-C) by the Board of Trustees. On January 28, 2014, a new \$32 million shared facility with Casper College was dedicated. This new facility includes state of the art classrooms, faculty offices, and office space for student support services and administrative personnel. The presence of this new facility suggests a strong commitment to offering quality four year degrees to central Wyoming.

While UW-C is governed by the University's Board of Trustees, a detailed Memorandum of Understanding with Casper College documents administrative procedures which guide the operation of UW-C. This MOU is reviewed on a regular basis and an updated version was approved by the Board of Trustees on November 15, 2019.

Currently 16 undergraduate degree programs and 1 Master's degree program are offered at UW-C. Of the 16 current undergraduate programs, four programs are in the process of being phased out.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

UW-C has a set of bylaws which articulates the branch campus' mission, which is aligned with and contributes to UW's overall institutional mission. The bylaws further clarify that the faculty have voting rights, reinforce the governance structure which calls for a Dean to lead the branch campus and that University Regulations take precedence, and state that the MoU between UW and CC shapes how UW-Casper operates.

UW-C has a Dean that has administrative oversight of the branch campus. This Dean reports to the UW Provost and works closely with the academic deans who have programs offered in Casper. The budget for the UW-C campus is housed within the Provost's budget and is reviewed and appropriated annually. The Dean, in consultation with the UW-C faculty and Deans at UW who have programs offered in Casper, submits an operating budget for UW-C to the Provost. The current budget is approximately \$1.4 million with an earmark of \$200,000 for the Medical Lab Sciences program.

The branch campus' fiscal, human resources, and purchasing processes are integrated into the UW WyoCloud system. Oversight and spending decisions are made by the Casper campus administration with oversight from budget personnel in Academic Affairs at the main campus.

The current Dean of UW-C began his duties on July 1, 2019 and has a substantial history with the branch campus. UW-C has a strategic plan that is aligned with the UW plan, *Breaking Through:2017-2022*. This plan was the result of a planning retreat involving the President, Provost, several Deans and Casper community stakeholders. The University plans to expand and sustain program offerings in Casper that are aligned with the needs of Central Wyoming.

The University of Wyoming is committed to providing access to the citizens of Wyoming and has made it part of its strategic plan to do so. Distance education is also a critical part of this plan. Having a branch campus in Casper demonstrates further evidence of its commitment, especially to the central region of the state.

The administrative structure has changed for the branch campus which was formerly part of the Outreach School. There is a great deal of confidence in the new Dean both at Casper and UW and there is an expectation of positive changes and attention to the branch campus.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

UW-C operates out of a state of the art facility dedicated in 2014. The facility is equipped with appropriately sized classrooms equipped with technology that greatly enhances classroom instruction. These classrooms also offer faculty members the capability to teach students all over the state which enhances UW enrollment.

Enhanced and flexible technology is critical for students and faculty to engage with the main campus in Laramie. The facility in Casper includes the latest technology such as document cameras, wired and wireless microphones, smartboards, projectors and Zoom capability. In addition to classrooms with enhanced technology, some meeting spaces have been equipped with Zoom capability. UW-C is dependent on this capability not only for classroom instruction but also for student access to advising sessions and student support services on the main campus. Faculty are able to participate in departmental and other committee meetings through Zoom and other platforms.

UW-C students also have access to all the student support services offered by Casper College such as health and counseling services, dining services, campus recreation, etc. The UW-C Dean indicated that approximately 90% of their students come directly from Casper College so there is a very transparent and seamless transition for students. This continuation of quality service is enhanced through cooperation between the staff at the two institutions. This collaboration was quite evident during the site visit and was validated during the session with students.

There were some issues raised with departmental inconsistencies in the effective use of technology at UW which made it challenging for engagement with faculty at UW-C. The review team encourages the University to explore these concerns.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Faculty at the branch campus are full members of their academic departments in Laramie and to ensure quality they are vetted through the same hiring process as all other faculty. Once hired, the UW-C faculty are under the same expectations as their colleagues in Laramie. University policy requires that all courses are evaluated by Casper students, and that department chairpersons conduct annual faculty evaluations with input from the UW-C Dean.

UW-C provides student support through its One Stop Shop. A small but dedicated and highly skilled staff provide critical support for Casper students, who are satisfied with the service they receive. This staff often intervene with staff in Laramie to assist students in navigating various aspects of the University.

Student services are greatly enhanced by staff support from Casper College that is covered through the MOU. The collaboration between UW-C and Casper College is significant in many ways but especially regarding the staff support needed to assist students. The Peer Reviewer had the opportunity to meet with staff from both UW-Casper and Casper College and the respect for each other and dedication to the student experience was evident.

During the visit, there was considerable discussion about support provided UW-C students by offices on the main campus. There is significant work being done at UW in student support services, and the reviewer suggests that the University look for ways to ensure students at UW-C are provided the same level of support as those on the main campus.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

UW-C faculty are encouraged to use Zoom and videoconferencing to engage with their faculty colleagues at UW. This technology affords UW-C faculty the opportunity to participate in faculty meetings, committee meetings, workshops, and support sessions. Additionally, funds are available to travel to Laramie to participate in person.

Students have access to many support services at UW-C, Casper College, and UW via Zoom and other platforms. At UW-C, a One Stop Shop is staffed with knowledgeable staff who work diligently with students and colleagues at Casper College and UW to ensure that they are getting the appropriate academic advising, registration for classes, and financial aid.

The MOU with Casper College supplements the services provided by UW-C. These include but are not limited to Veteran Services, Math and Writing Center, Statistics Lab, Career Services, Counseling and Health Services and the Fitness Center.

Although there was evidence of limited use, important resources are available remotely from UW. Library services at UW have more databases which expands research capabilities for students at the branch campus and are offered readily for UW-C students. Additionally, the STEP Center offers online tutoring services for UW-C students which include the eWriting Lab providing a response within 48 hours on such things as citations and grammar. The Advising, Career, and Exploratory Studies (ACES) Center provides academic coaching to UW-C students.

The Peer Reviewer recommends a more deliberate outreach to the students in Casper to encourage the use of resources available in Laramie. Additionally, there might be some value in

periodic face to face meetings between the staff at the branch campus and the staff in Laramie to share resources and programs.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The academic structure at UW-C is fully integrated into UW since there is no separate curriculum specific to the branch campus with the exception of the Medical Lab Sciences and Technical Education degree programs on the undergraduate level. Therefore, all academic degree requirements are consistent with the main campus with all established policies applicable to the branch campus.

Faculty expectations are similar to the main campus and are monitored by the Dean at UW-C in conjunction with the respective academic department in Laramie including the department chairperson and appropriate college dean. Program review, course evaluations, tenure and promotion are the same for the branch campus.

Courses are offered in a variety of formats including in person, videoconferencing, and online. Course availability for Casper students is sometimes challenging which causes some concern with their pathway to graduation. Students expressed concern with the somewhat limited availability for courses in Laramie through videoconferencing. During the visit, academic deans acknowledged this limited availability and indicated there were plans to address this issue where possible and appropriate.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The overall UW assessment process is the same for ensuring educational quality for UW-C course offerings. Faculty at the branch campus participate in their respective academic departments' assessment processes which allows for consistency with evaluating programs, course offerings, and student performance. Policies and procedures at UW that govern assessment and program review, course evaluation, and faculty evaluations are the same at the branch campus which ensures uniformity across the institution. While the assessment process is the same for UW-Casper, the Review Team recommends paying close attention to the performance of the Casper students to ensure learning outcomes are being achieved.

An exception to the assessment process described above is the process for the Medical Lab Sciences program which is exclusive to the branch campus. Assessment tools used for the MLS program modification and improvement include student evaluation of courses and instructors, graduate evaluations, post graduate employer satisfaction surveys, student evaluation of clinical preceptors, clinical preceptor evaluation of students and documenting outcome measures.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

While the branch campus predominately serves a different population, the mission and goals are consistent with UW. The programs at the branch campus are incorporated into the curriculum at UW with faculty at both institutions providing the instruction for the courses.

The University, in an effort to continue to support the branch campus, held a two day planning retreat in Casper involving the UW President, Provost, several Deans, and important Casper community stakeholders. A series of core goals and commitments were arrived at through those discussions. The UW-C faculty were given those as a baseline and then held two days of meetings themselves and added to the vision that had previously been outlined. The final form of the plan came out of a collaborative drafting process involving the Provost, the Dean of UW-C, and an interim Associate Dean of UW-C (this position no longer exists) who was serving as the faculty's representative in the process.

Another example of continuous evaluation and improvement concerns the Technical Education program. The College of Education, in collaboration with the Technical Education faculty member and Dean at UW-Casper, is leading an effort to reconfigure the curriculum of that program. Currently the plan is to seek specialized accreditation beyond NCATE once the new configuration is in place.

The Peer Reviewer conducting the site visit to the branch campus along with the entire review team see great potential in UW-C. The Dean, faculty, staff and students express a deep commitment to the institution. Colleagues at Casper College are equally committed and engaged and want to see the campus prosper. This collaboration and support for the UW-C campus, faculty, staff and students were quite impressive. However, the review team did not hear this same commitment to the branch campus in conversation on the main campus.

The UW-C website or lack thereof was often expressed as a concern. There is an understanding that UW-C is closely aligned with UW, however, a better website that is specific to the branch campus would make it more transparent and easier to access information.

It was difficult to understand how the branch campus fits into the overall institutional recruitment and marketing strategy. It is recommended that this strategy be reviewed and properly communicated throughout the institution especially with colleagues at the branch campus. Communicating recruitment expectations and support to the faculty and staff in Casper is critical.

Finally, there seems to be an opportunity for greater communication between UW and the branch campus and vice versa. The campus communities at both UW and UW-C are very proud to be a part of the institution. Better communication would minimize some of the concerns raised at the branch campus and would enhance a sense of belonging to the UW brand.



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	University of Wyoming, WY
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	A multi-campus visit to University of Wyoming/Casper College, 125 College Drive, Casper, Wyoming 82601 will take place in conjunction with the comprehensive visit. Visit to include a Federal Compliance Reviewer: Dr. Pamela Stinson
DATES OF REVIEW:	11/18/2019 - 11/19/2019
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Bachelors, Masters, Doctors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-30

Accreditation Stipulations

General:

The University may not add a School of Medicine unless this addition is preceded by a comprehensive evaluation.

Recommended Change: No change

Institutional Status and Requirements Worksheet

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. Approval for correspondence education is limited to courses.

Recommended Change: No change

Accreditation Events

Accreditation Pathway Open Pathway

Recommended Change: Eligible to choose

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: No change

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	22	_____
Associate Degrees	0	_____
Baccalaureate Degrees	93	_____
Graduate		
Master's Degrees	69	_____
Specialist Degrees	0	_____
Doctoral Degrees	37	_____

Extended Operations

Branch Campuses



Institutional Status and Requirements Worksheet

University of Wyoming/Casper College, 125 College Drive, Casper, WY, 82601

Recommended Change:

Additional Locations

Albany County, 1000 E. University Ave, Laramie, WY, 82071 - Active

Cody UW Outreach, Park Co Bldg, 1501 Stampede Ave, Ste 2011, Cody, WY, 82414 - Inactive

Gillette UW Outreach, Northeast Regional Center, Gillette Branch, 300 W Sinclair St, Gillette, WY, 82718 - Inactive

Natrona County Regional Outreach Center, 125 College Drive, Casper, WY, 82601 - Active

Northwest Regional Outreach Center-Northwest College, 231 West 6th Street, Powell, WY, 82435 - Inactive

Riverton UW Outreach, 2660 Peck Avenue, Riverton, WY, 82501 - Inactive

Sheridan UW Outreach, 3401 Coffeen Avenue, Sheridan, WY, 82801 - Inactive

Southeast Regional Outreach Center-Enterprise Center, 1400 East College Drive, Cheyenne, WY, 82007 - Inactive

Southwest Regional Outreach Center-Western Wyoming Community College, 2500 College Drive, Rock Springs, WY, 82901 - Inactive

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

01.0308 - Agroecology and Sustainable Agriculture, Bachelor, Bachelor of Science, Agroecology

01.0308 - Agroecology and Sustainable Agriculture, Bachelor, Bachelor of Science, Agroecology

13.0101 - Education, General, Master, Master of Arts in Education, Adult and Postsecondary Education

13.0101 - Education, General, Master, Master of Arts in Education, Curriculum and Instruction

13.0101 - Education, General, Master, Master of Arts in Education, Educational Leadership

13.0101 - Education, General, Master, Master of Science in Education, Instructional Technology

13.0203 - Indian/Native American Education, Certificate, Teachers of American Indian Children Certificate/Endorsement

13.0401 - Educational Leadership and Administration, General, Certificate, Principal Certificate/Endorsement

13.0401 - Educational Leadership and Administration, General, Doctor, Doctor of Education, Educational Leadership

13.0411 - Superintendency and Educational System Administration, Certificate, School District Superintendent Certificate/Endorsement

13.1001 - Special Education and Teaching, General, Certificate, Special Education



Institutional Status and Requirements Worksheet

Certificate/Endorsement

- 13.1001 - Special Education and Teaching, General, Master, Master of Arts in Education, Special Education
- 13.1202 - Elementary Education and Teaching, Bachelor, Bachelor of Arts in Elementary Education
- 13.1210 - Early Childhood Education and Teaching, Certificate, Early Childhood Mental Health
- 13.1299 - Teacher Education and Professional Development, Specific Levels and Methods, Other, Certificate, Online Instruction, Graduate
- 13.9999 - Education, Other, Certificate, Literacy Certificate/Endorsement
- 15.1102 - Surveying Technology/Surveying, Certificate, Land Surveying Certificate
- 19.0101 - Family and Consumer Sciences/Human Sciences, General, Bachelor, Bachelor of Science in Family and Consumer Science, Professional Child Development Option
- 19.0708 - Child Care and Support Services Management, Certificate, Early Childhood Program Director Certificate
- 23.0101 - English Language and Literature, General, Master, Master of Arts in English
- 31.0505 - Kinesiology and Exercise Science, Master, Master of Science Kinesiology and Health
- 42.0101 - Psychology, General, Bachelor, Bachelor of Arts in Psychology
- 43.0104 - Criminal Justice/Safety Studies, Bachelor, Bachelor of Arts Criminal Justice
- 44.0401 - Public Administration, Master, Master in Public Administration
- 44.0701 - Social Work, Master, Master in Social Work
- 44.0799 - Social Work, Other, Certificate, Social Work, School Social Work Graduate Preparatory
- 45.0101 - Social Sciences, General, Bachelor, Bachelor of Science or Arts Social Science
- 51.0204 - Audiology/Audiologist and Speech-Language Pathology/Pathologist, Master, Master of Science Speech-Language Pathology
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, Bachelor of Science in Nursing (BRAND)
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, Bachelor of Science in Nursing, RN/BSN Completion
- 51.3801 - Registered Nursing/Registered Nurse, Master, Master of Science in Nursing, Nurse Educator Option
- 51.3818 - Nursing Practice, Doctor, Doctor of Nursing Practice
- 52.0201 - Business Administration and Management, General, Bachelor, Bachelor of Science Business Administration
- 52.0201 - Business Administration and Management, General, Master, Executive MBA, Business Administration
- 52.0299 - Business Administration, Management and Operations, Other, Bachelor, Bachelor of Applied Science

Contractual Arrangements

03.0103 Environmental Studies - Master - Dual Graduate Major in Environment and Natural Resources - Teton Science Schools

30.1801 Natural Sciences - Master - Master of Science (Degree), Natural Science (Major), Natural Science

Institutional Status and Requirements Worksheet

Education (Concentration) - Teton Science Schools

52.0201 Business Administration and Management, General - Master - Masters of Business Administration - Hochschule Pforzheim University

None

Recommended Change:

Consortial Arrangements

30.1801 - Natural Sciences - Master - Master - 30.1801 Natural Sciences (Master's of Science in Teaching in Natural Sciences - Secondary Mathematics Education) - NSF Mathematics and Science Partnership Project: Mathematics Teacher Leader Cent

51.0602 - Dental Hygiene/Hygienist - Bachelor - Bachelor - 51.0602 Dental Hygiene/Hygienist (Dental Hygiene) - Integrated Cooperative Dental Hygiene Program Agreement

Recommended Change:
