

UW Board of Trustees Committee on Academic and Student Affairs
Agenda-11.19.2025

Closed Session: If necessary, a separate agenda and materials for the Closed Session.

Agenda #	Description	Page #
1.	Consideration and Action: Notices of Intent: (Hilaire/Pepper) • Master of Applied Science in Strategic Organizational Leadership • Graduate Certificate in Organizational Leadership • Graduate Certificate in Global Leadership for Future Generations • Graduate Certificate in Criminal Justice • Graduate Certificate in AI for Professional Learning Design and Development • Undergraduate Certificate in Constructive Dialogue	1 15 28 40 51 56
2.	Information and Discussion: Annual Topic Student Recruitment & Retention: Transfer Students • Office of Institutional Analysis - Transfer Student Report • Express Transfer Agreement (ETA) • Articulation Summit • National Transfer Week • Open Dialogue with Students	67
	<u>If time permits, the following items will be discussed.</u>	

Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: M.A.S. in Strategic Organizational Leadership,
Pepper, DeDiego, Green

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☐ Yes
☒ No

FOR FULL BOARD CONSIDERATION:

- ☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY: The University of Wyoming at Casper proposes a new Master of Applied Science program in Organizational Leadership. This M.A.S program consists of 33-36 credit hours that maximize flexibility by offering an array of stackable certificates, culminating in a capstone experience. The proposed program is designed to prepare skilled, ethical, and innovative leaders across multiple sectors, and will add to the University's portfolio of graduate credentials that serve the workforce needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. A Notice of Intent to the Board will allow the program proposers to complete review internally with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate), and Deans' Council. Academic Affairs and the School of Graduate Education support the degree proposal. The Request for Authorization will be submitted for the Board's consideration and approval in the 2025-2026 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Master of Applied Science in Organizational Leadership.

PROPOSED MOTION:

"I move to approve the Notice of Intent for the Master of Applied Science in Organizational Leadership."



UNIVERSITY
OF WYOMING

Casper

July 2025

Notice of Intent

Graduate Program

M.A.S. Strategic Organizational Leadership



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Overview

The proposed Master of Applied Science in Strategic Organizational Leadership is a 33-36 credit hour graduate program designed to meet the growing need for skilled, ethical, and innovative leaders across multiple sectors. The program is flexible, stackable, and designed for working professionals who seek advanced leadership capabilities aligned with real-world organizational needs.

The degree consists of five core courses (15 credits), including a culminating capstone experience. Four of the five courses will also constitute the requirements for a stand-alone Graduate Certificate in Organizational Leadership, which students will earn as part of their degree progress. *The stand-alone certificate will only require 12 credits, minus the capstone course.*

In addition to the core courses, and to personalize their learning in alignment with their professional goals, **students will select two additional graduate certificate programs (18-21 credits) from a curated list of interdisciplinary options offered across the university.** If students choose the 18-credit finance certificate, they will only choose one certificate instead of two. Upon graduation, students will hold a master's degree and three stackable graduate certificates, positioning them as well-rounded leaders. For students choosing the finance certificate, they will have two certificates instead of three.

Modern organizations require agile leaders capable of navigating change, leading diverse teams, and leveraging technology and data for strategic decisions. This program meets these demands by integrating traditional leadership theory with contemporary practices such as design thinking, digital transformation, and AI literacy.

The modular stackable certificate model increases accessibility, encourages lifelong learning, and strengthens the institution's ecosystem, aligning with national trends in workforce development and adult learning. We are currently working with Jayne Pearce on the Grey's Data, market analysis, and trends for the RFA submission, including the feasibility study.



Other Offerings

The University of Wyoming offers a range of high-quality graduate programs and certificates, including the Master of Business Administration (MBA), Master of Public Administration (MPA), and Master of Health Administration (MHA). Each of these programs is designed to prepare professionals within specific sectors, such as business, government, and healthcare, respectively.

In contrast, the Master of Applied Science in Strategic Organizational Leadership is intentionally designed with a broader, cross-sector focus. Recognizing the increasingly complex organizational landscape, this program prepares leaders who can adapt to various contexts, such as first response, military, nonprofit, governmental, or entrepreneurial. Its emphasis on flexible leadership competencies makes it ideal for professionals seeking to lead in dynamic, multi-faceted environments where innovation, strategic thinking, and emotional intelligence are necessary to be successful.



Learning Outcomes

ORGL MAS SLO 1: Students will demonstrate the ability to apply a variety of leadership and management theories relevant to organizational structures.

ORGL MAS SLO 2: Students will evaluate workplace dynamics and be able to apply management strategies to lead teams and foster a strong organizational culture.

ORGL MAS SLO 3: Students will develop the knowledge and skills to:

1. oversee organizational functions
2. direct projects
3. manage finances
4. analyze data
5. apply strategic management tools

to enhance efficiency and drive sustainable growth.

ORGL MAS SLO 4: Students will apply strategies for effective coaching, stress management, and workplace well-being to lead with integrity and impact.

ORGL MAS SLO 5: Students will demonstrate their ability to lead innovation by:

1. Fostering a culture of creativity through course structured activity or discussion.
2. Leveraging technology by identifying and implementing a digital tool or emerging technology to solve a specific organizational challenge.
3. Applying adaptive and design thinking by analyzing a real-world business problem, developing a prototype solution, and/or presenting a strategic implementation plan.

ORGL MAS SLO 6: Students will analyze international, national, regional, and community perspectives and policies to assess their impact on their organization.



Learning Outcomes Continued

ORGL MAS SLO 7: Students will, through a leadership lens, evaluate, select, and ethically implement AI tools to enhance decision-making, foster innovation, and lead digital transformation initiatives across diverse organizational contexts. This includes:

1. AI Fundamentals and Literacy
2. Organizational Impact Using AI Tools
3. Strategic Implementation of AI
4. Responsible AI Governance
5. Understanding Law & Policy on AI
6. AI Policy Creation
7. Awareness of the Constantly Changing Landscape of AI

ORGL MAS SLO 8: Students will demonstrate advanced communication skills to strategically influence and engage diverse audiences across virtual and in-person platforms.

This includes the ability to:

- a. Strategize and deliver communication tailored to organizational goals, change initiatives, and stakeholder needs using structured frameworks and data-informed messaging.
- b. Articulate ideas clearly in professional contexts using multiple formats (written, oral, visual), including AI-assisted communication tools.
- c. Navigate and resolve conflict by applying active listening, empathy, and culturally responsive dialogue techniques.
- d. Address contemporary communication challenges, such as misinformation and remote collaboration, with ethical and effective strategies.
- e. Apply active listening to foster collaboration, mutual understanding, and trust in interdisciplinary teams and virtual team dynamics.
- f. Communicate effectively across diverse, interdisciplinary, and cross-cultural contexts, demonstrating awareness of global leadership considerations.
- g. Lead structured virtual and in-person meetings, presentations, and discussions using digital platforms, and engagement techniques.
- h. Design and deliver communication using structured visualization platforms (e.g., Miro, Canva, PowerPoint, AI slide tools) to support understanding, decision-making, and action.



Curriculum Map & Evaluation

Course Number	Title	Overview
ORGL 5100	Organizational Leadership Dynamics	This course explores key leadership styles and theories, workplace culture, and organizational values. Students will learn to manage teams, navigate generational differences, and foster effective communication. Embedded topics include conflict management and interpersonal relationships, with a national or global perspective integrated into discussions and assignments.
ORGL 5200	Project, Operations, & Change Management	This course equips leaders with skills to oversee organizational functions, project management, budgeting, and financial planning. Students will explore grant acquisition, data-driven decision-making, and strategic management techniques like SWOT and PESTLE analysis. Effective communication is embedded throughout, ensuring leaders can drive change in various organizational settings.
ORGL 5300	Leading Innovation & Decision Making	This course examines innovation leadership, fostering a culture of creativity, and navigating digital transformation. Students will develop adaptive thinking, design thinking, and creative problem-solving skills. Effective communication, interpersonal relationships, and conflict management are embedded throughout, equipping leaders to drive innovation and strategic decision-making in dynamic organizational environments.



Curriculum Map & Evaluation Continued

Course Number	Title	Overview
ORGL 5400	Leading from Within: Identity, Values, and Authentic Leadership	This course examines leadership identity, personal values, and authentic leadership. Students will explore learning and leadership styles, workplace coaching, and ethical decision-making. Topics include stress management, toxicity prevention, and leading from the middle. Embedded themes of self-awareness and continuous improvement help leaders cultivate resilience and integrity in their roles.
ORGL 5900	Capstone: Strategic Leadership in Action	This capstone course serves as the culminating experience for students in the Organizational Leadership graduate program. It integrates theoretical knowledge and practical application in a real-world setting based on students' chosen certificate(s) and career track (Nonprofit Management, Public Administration, Corporate Leadership, etc.). Students will engage in a semester-long applied leadership project addressing a critical organizational challenge or opportunity.



Certificate Options

CERTIFICATE TITLE	CREDITS	COLLEGE OR DEPT HOME
NON-PROFIT LEADERSHIP	9	MPA
ENERGY BUSINESS	9	COB
FINANCIAL PLANNING	18* students who choose this certificate would only have one certificate instead of two.	COB
ADVANCED ACCOUNTING	12	COB
COLLABORATIVE PRACTICE AND NEGOTIATION	9	Haub
ENVIRONMENT AND NATURAL RESOURCES LAW AND POLICY	9	Haub
ADULT DISABILITIES	9	WIND
GLOBAL LEADERSHIP FOR FUTURE GENERATIONS	9	ORGL UW C & Cardiff University Partnership
CRIMINAL JUSTICE	9	Arts and Sciences
AI AND LEARNING	9	COE
ONLINE INSTRUCTION	12	COE



Preliminary Budget

REVENUE SOURCES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
TUITION REVENUE - BASED ON ENROLLMENT OF 20 STUDENTS TAKING 12 CR YR.	\$44,520*	Per Semester	\$89,040
DISTANCE DELIVERY FEES	\$1,680**	Per Semester	\$3,360
TOTAL			\$92,400

*Based on \$530 a credit hour
 20 students x 12 credit hours = 240x\$530x70%

**Based on \$14 per credit hour

EXPENSES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
POTENTIAL FACULTY - TEMP LECTURERS	\$12,000	Per Semester	\$24,000
STAFF - ADVISING & ADMIN SUPPORT	\$20,000	Annually	\$20,000
TOTAL			\$48,000



Rationale

The undergraduate Organizational Leadership program at the University of Wyoming currently enrolls an average of 110 students per academic year, with enrollment steadily increasing each semester. Demand for advanced study in this field remains consistently strong. According to Gray Associates data for CIP code 52.0213, Organizational Leadership is ranked as the top program in its category, reflecting sustained national interest.

Every semester, current students and alumni inquire about the availability of a master's degree in Strategic Organizational Leadership. Based on alumni interest alone, there is a strong existing market. National data supports this trend: Organizational Leadership ranks 7th among the top 20 post-baccalaureate certificate programs, with additional high rankings in related fields such as nonprofit management, general management, and administration. Among the top post-master's certificate programs nationally, Organizational Leadership ranks 12th.

In 2023, there were 6,786 completions of master's degrees in Organizational Leadership across the region, with 76% delivered online, signaling a growing preference for flexible, accessible graduate education. Trends also indicate that stackable graduate certificates—especially those aligned with a degree program—offer added value to learners, enhancing career mobility and credentialing. These certificates not only function as standalone qualifications but also serve as strategic entry points into full graduate programs.

The Bureau of Labor Statistics projects sustained 10-year growth in business-related fields, with particular strength in leadership roles. This data further underscores the relevance and timeliness of launching a master's program in Organizational Leadership.



Timeline

Year 1: Planning & Approvals

- Submit NOI and complete RFA.
- Develop and revise core ORGL MAS courses.
- Gather stakeholder feedback.
- Submit to Board of Trustees for preliminary review.
- Initiate marketing efforts.

Year 2: Program Launch

- Final RFA approval and program launch.
- Open applications and admit first cohort.
- Deliver four core courses (ORGL 5100, 5200, 5300, 5400).
- Continue recruitment and collect course-level feedback.

Year 3: Expansion & Assessment

- Launch Capstone (ORGL 5900).
- Conduct internal assessment and submit progress report.
- Review faculty needs for potential expansion.

Year 4: Improvement & Scaling

- Implement assessment-driven revisions.
- Expand partnerships and certificate options.
- Prepare for external program review.

Year 5: Integration & Review

- Conduct external review and analyze five-year data.
- Submit final report to Board and Academic Affairs.
- Plan for long-term sustainability and growth.



University's Mission

The proposed Master of Applied Science in Strategic Organizational Leadership aligns strongly with the University of Wyoming's mission and strategic priorities. By offering a flexible, stackable degree program that supports working professionals and adult learners, the program directly supports Strategic Direction 1, enhancing distance education opportunities and increasing student recruitment, retention, and graduation rates. Additionally, the program addresses Strategic Direction 4 by fostering academic excellence in a high-demand field, meeting the evolving needs of students and employers through interdisciplinary, career-relevant leadership education.



Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in Organizational Leadership, Pepper, DeDiego, Green

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☐ Yes
☒ No

FOR FULL BOARD CONSIDERATION:

- ☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY: The University of Wyoming at Casper proposes a new graduate certificate in Organizational Leadership. The certificate program consists of twelve credit hours and is designed to stand alone or stack into the proposed M.A.S. in Strategic Organizational Leadership graduate program. The proposed certificate is designed to prepare flexible leaders with competencies necessary to navigate change within dynamic environments, including military, nonprofit, and entrepreneurial sectors. This program will add to the University's portfolio of graduate credentials that serve the workforce needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. A Notice of Intent to the Board will allow the program proposers to complete review internally with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate), and Deans' Council. Academic Affairs and the School of Graduate Education support the degree proposal. The Request for Authorization will be submitted for the Board's consideration and approval in the 2025-2026 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Graduate Certificate in Organizational Leadership.

PROPOSED MOTION:

"I move to approve the Notice of Intent for the Graduate Certificate in Organizational Leadership."



UNIVERSITY
OF WYOMING

Casper

July 2025

Notice of Intent

Graduate Certificate
Organizational Leadership



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Overview

The proposed graduate certificate in Organizational Leadership is a 12 credit hour experience designed to meet the growing need for skilled, ethical, and innovative leaders across sectors. The program is flexible, stackable, and designed for working professionals who seek advanced leadership capabilities aligned with real-world organizational needs.

The certificate consists of four courses, totaling 12 hours. The certificate can stand alone as a micro credential, but also can stack into the proposed M.S. Organizational Leadership graduate program. This certificate positions our students to be agile leaders capable of navigating change, leading diverse teams, and leveraging technology and data for strategic decisions. This program meets these demands by integrating traditional leadership theory with contemporary practices such as design thinking, digital transformation, and AI literacy.

The modular stackable certificate model increases accessibility, encourages lifelong learning, and strengthens the institution's ecosystem, aligning with national trends in workforce development and adult learning. We are currently working with Jayne Pearce on the Grey's Data, market analysis, and trends for the RFA submission, including the feasibility study.



Other Offerings

The University of Wyoming offers a range of high-quality graduate programs and certificates, including the Master of Business Administration (MBA), Master of Public Administration (MPA), and Master of Health Administration (MHA). Each of these programs is designed to prepare professionals within specific sectors, such as business, government, and healthcare, respectively.

In contrast, the graduate certificate in Organizational Leadership is intentionally designed with a broader, cross-sector focus. Recognizing the increasingly complex organizational landscape, this program prepares leaders who can adapt to various contexts, such as first responders, military, nonprofit, governmental, or entrepreneurial. Its emphasis on flexible leadership competencies makes it ideal for professionals seeking to lead in dynamic, multi-faceted environments where innovation, strategic thinking, and emotional intelligence are necessary to be successful as a leader within their organization.



Learning Outcomes

ORGL MAS SLO 1: Students will demonstrate the ability to apply a variety of leadership and management theories relevant to organizational structures.

ORGL MAS SLO 2: Students will evaluate workplace dynamics and be able to apply management strategies to lead teams and foster a strong organizational culture.

ORGL MAS SLO 3: Students will develop the knowledge and skills to:

1. oversee organizational functions
2. direct projects
3. manage finances
4. analyze data
5. apply strategic management tools

to enhance efficiency and drive sustainable growth.

ORGL MAS SLO 4: Students will apply strategies for effective coaching, stress management, and workplace well-being to lead with integrity and impact.

ORGL MAS SLO 5: Students will demonstrate their ability to lead innovation by:

6. Fostering a culture of creativity through course structured activity or discussion.
7. Leveraging technology by identifying and implementing a digital tool or emerging technology to solve a specific organizational challenge.
8. Applying adaptive and design thinking by analyzing a real-world business problem, developing a prototype solution, and/or presenting a strategic implementation plan.

ORGL MAS SLO 6: Students will analyze international, national, regional, and community perspectives and policies to assess their impact on their organization.



Learning Outcomes

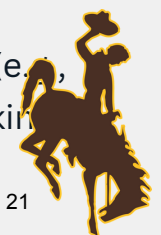
ORGL MAS SLO 7: Students will, through a leadership lens, evaluate, select, and ethically implement AI tools to enhance decision-making, foster innovation, and lead digital transformation initiatives across diverse organizational contexts. This includes:

1. AI Fundamentals and Literacy
2. Organizational Impact Using AI Tools
3. Strategic Implementation of AI
4. Responsible AI Governance
5. Understanding Law & Policy on AI
6. AI Policy Creation
7. Awareness of the Constantly Changing Landscape of AI

ORGL MAS SLO 8: Students will demonstrate advanced communication skills to strategically influence and engage diverse audiences across virtual and in-person platforms.

This includes the ability to:

- a. Strategize and deliver communication tailored to organizational goals, change initiatives, and stakeholder needs using structured frameworks and data-informed messaging.
- b. Articulate ideas clearly in professional contexts using multiple formats (written, oral, visual), including AI-assisted communication tools.
- c. Navigate and resolve conflict by applying active listening, empathy, and culturally responsive dialogue techniques.
- d. Address contemporary communication challenges, such as misinformation and remote collaboration, with ethical and effective strategies.
- e. Apply active listening to foster collaboration, mutual understanding, and trust in interdisciplinary teams and virtual team dynamics.
- f. Communicate effectively across diverse, interdisciplinary, and cross-cultural contexts, demonstrating awareness of global leadership considerations.
- g. Lead structured virtual and in-person meetings, presentations, and discussions using digital platforms, and engagement techniques.
- h. Design and deliver communication using structured visualization platforms (e.g., Miro, Canva, PowerPoint, AI slide tools) to support understanding, decision-making, and action.



Curriculum Map & Evaluation

Course Number	Title	Overview
ORGL 5100	Organizational Leadership Dynamics	This course explores key leadership styles and theories, workplace culture, and organizational values. Students will learn to manage teams, navigate generational differences, and foster effective communication. Embedded topics include conflict management and interpersonal relationships, with a national or global perspective integrated into discussions and assignments.
ORGL 5200	Project, Operations, & Change Management	This course equips leaders with skills to oversee organizational functions, project management, budgeting, and financial planning. Students will explore grant acquisition, data-driven decision-making, and strategic management techniques like SWOT and PESTLE analysis. Effective communication is embedded throughout, ensuring leaders can drive change in various organizational settings.
ORGL 5300	Leading Innovation & Decision Making	This course examines innovation leadership, fostering a culture of creativity, and navigating digital transformation. Students will develop adaptive thinking, design thinking, and creative problem-solving skills. Effective communication, interpersonal relationships, and conflict management are embedded throughout, equipping leaders to drive innovation and strategic decision-making in dynamic organizational environments.



Curriculum Map & Evaluation Continued

Course Number	Title	Overview
ORGL 5400	Leading from Within: Identity, Values, and Authentic Leadership	This course examines leadership identity, personal values, and authentic leadership. Students will explore learning and leadership styles, workplace coaching, and ethical decision-making. Topics include stress management, toxicity prevention, and leading from the middle. Embedded themes of self-awareness and continuous improvement help leaders cultivate resilience and integrity in their roles.



Preliminary Budget

REVENUE SOURCES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
TUITION REVENUE - BASED ON ENROLLMENT OF 20 TAKING 12 CR YR.	\$44,520*	Annually	\$89,040
DISTANCE DELIVERY FEES	\$1,680**	Per Semester	\$3,360
TOTAL			\$92,400

*Based on \$530 a credit hour
 20 students x 12 credit hours = 240x\$530x70%

**Based on \$14 per credit hour

EXPENSES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
POTENTIAL FACULTY - TEMP LECTURERS	\$12,000	Per Semester	\$24,000
STAFF - ADVISING & ADMIN SUPPORT	\$20,000	Annually	\$20,000
TOTAL			\$48,000



Rationale

The undergraduate Organizational Leadership program at the University of Wyoming currently enrolls an average of 110 students per academic year, with enrollment steadily increasing each semester. Demand for advanced study in this field remains consistently strong. According to Gray Associates data for CIP code 52.0213, Organizational Leadership is ranked as the top program in its category, reflecting sustained national interest.

Every semester, current students and alumni inquire about the availability of continuing graduate opportunities in Organizational Leadership. Based on alumni interest alone, there is a strong existing market. National data supports this trend: Organizational Leadership ranks 7th among the top 20 post-baccalaureate certificate programs, with additional high rankings in related fields such as nonprofit management, general management, and administration. Among the top 15 post-master's certificate programs nationally, Organizational Leadership ranks 12th.

In 2023, there were 6,786 completions of master's programs in Organizational Leadership across the region, with 76% delivered online, signaling a growing preference for flexible, accessible graduate education. Trends also indicate that stackable graduate certificates—especially those aligned with a degree program—offer added value to learners, enhancing career mobility and credentialing. These certificates not only function as standalone qualifications but also serve as strategic entry points into full graduate programs.

The Bureau of Labor Statistics projects sustained 10-year growth in business-related fields, with particular strength in leadership roles. This data further underscores the relevance and timeliness of launching graduate program opportunities in Organizational Leadership.



Timeline

Year 1: Planning & Approvals

- Submit NOI and complete RFA.
- Develop and revise core ORGL MAS courses.
- Gather stakeholder feedback.
- Submit to Board of Trustees for preliminary review.
- Initiate marketing efforts.

Year 2: Program Launch

- Final RFA approval and program launch.
- Open applications and admit first cohort.
- Deliver four core courses (ORGL 5100, 5200, 5300, 5400).
- Continue recruitment and collect course-level feedback.

Year 3: Expansion & Assessment

- Conduct internal assessment and submit progress report.
- Review faculty needs for potential expansion.

Year 4: Improvement & Scaling

- Implement assessment-driven revisions.
- Expand partnerships and certificate options.
- Prepare for external program review.

Year 5: Integration & Review

- Conduct external review and analyze five-year data.
- Submit final report to Board and Academic Affairs.
- Plan for long-term sustainability and growth.



University's Mission

The proposed graduate certificate in Organizational Leadership aligns strongly with the University of Wyoming's mission and strategic priorities. By offering a flexible, stackable degree program that supports working professionals and adult learners, the program directly supports Strategic Direction 1, enhancing distance education opportunities and increasing student recruitment, retention, and graduation rates. Additionally, the program addresses Strategic Direction 4 by fostering academic excellence in a high-demand field, meeting the evolving needs of students and employers through interdisciplinary, career-relevant leadership education.



Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in Global Leadership for Future Generations, Pepper, DeDiego, Green

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☐ Yes
☒ No

FOR FULL BOARD CONSIDERATION:

- ☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY: The University of Wyoming at Casper proposes a new graduate certificate in Global Leadership for Future Generations. The certificate program consists of nine credit hours and is designed to stand alone or stack into the proposed M.A.S. in Strategic Organizational Leadership graduate program. This flexible certificate aims to develop ethical leaders skilled in navigating a complex global landscape. The program features a one semester summer abroad experience in Wales in partnership with Cardiff University where students will gain hand-on international learning to prepare for roles in first responders, military, nonprofit, governmental, and entrepreneurial sectors.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. A Notice of Intent to the Board will allow the program proposers to complete review internally with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate), and Deans' Council. Academic Affairs and the School of Graduate Education support the degree proposal. The Request for Authorization will be submitted for the Board's consideration and approval in the 2025-2026 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Graduate Certificate in Global Leadership for Future Generations.

PROPOSED MOTION:

"I move to approve the Notice of Intent for the Graduate Certificate in Global Leadership for Future Generations."



UNIVERSITY
OF WYOMING

Casper

June 2025

Notice of Intent

Graduate Certificate
Global Leadership for Future Generations



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Overview

The proposed graduate certificate in Global Leadership for Future Generations is a 9 credit hour experience designed to meet the growing need for skilled, ethical, and innovative leaders across sectors. Students will have the opportunity to gain global perspective and networking learning about the Future Generations model Wales incorporates into all leadership decision. The program is flexible, stackable, and designed for working professionals who seek advanced leadership capabilities aligned with real-world organizational needs.

The certificate consists of three courses, totaling nine hours. The certificate can stand alone as a credential, but also can stack into the proposed M.A.S. in Strategic Organizational Leadership graduate program. This certificate positions our students to be agile leaders capable of navigating change and the future of leadership in their organization.

The modular stackable certificate model increases accessibility, encourages lifelong learning, and strengthens the institution's ecosystem, aligning with national trends in workforce development and adult learning. We are currently working with Jayne Pearce on the Grey's Data, market analysis, and trends for the RFA submission, including the feasibility study.



Other Offerings

The University of Wyoming offers a range of high-quality graduate programs and certificates, including the Master of Business Administration (MBA), Master of Public Administration (MPA), and Master of Health Administration (MHA), each preparing professionals for leadership within specific sectors such as business, government, and healthcare.

The Global Leadership for Future Generations graduate certificate, however, is intentionally designed to develop leaders who can apply perspective across sectors and borders. In today's increasingly interconnected and complex world, organizations require leaders who are adaptable, innovative, and globally minded. This certificate prepares professionals to lead effectively in diverse contexts—including first responders, military, nonprofit, governmental, and entrepreneurial sectors—while emphasizing cross-cultural communication, strategic thinking, emotional intelligence, and sustainable leadership practices. It equips students with the broad, flexible leadership competencies needed to drive change and success in dynamic, global environments.



Learning Outcomes

SLO 1 - Have an acute appreciation of the key global challenges of our time, their interconnection, and the resultant outcome of inaction.

SLO 2 - Assemble and lead teams from a range of national backgrounds, ensuring effective cross-cultural communication.

SLO 3 - Navigate complex international and global issues, including understanding how local issues can affect wider systems and vice-versa.

SLO 4 - Explore and understand different approaches to organizational forms (i.e. purpose driven businesses) decision making, including the role of moral values and extended time horizons.

SLO 5 - Exhibit self-awareness (including understanding one's own values and assumptions, and a willingness to question those), an ability to recognize and accept complexity, inquisitiveness, and an orientation towards lifelong learning.

SLO 6 - Build a network of emerging leaders who can share knowledge, collaborate on international projects, and support each other in their leadership journeys.

SLO 7 - Demonstrate an understanding and an awareness of how to practice the five ways of working set out in the Wales Future Generations (WFG) Act in a leadership role

SLO 8 - Gain an understanding of the UN's Sustainable Development Goals, how they intersect with the WFG Act and the role that these can play within successful business.



Curriculum Map & Evaluation

Course Number	Title	Overview
ORGL 5801	Global Leadership for Future Generations Pre- Abroad	This preparatory course equips students with the foundational knowledge and skills needed for a transformative international leadership experience abroad. Through guided discussions, research, and cultural exploration, students will examine global leadership frameworks, cross-cultural communication strategies, and the interconnected challenges of sustainable development, environmental stewardship, and social equity. In collaboration with Cardiff University and local partners, students will gain insights into Welsh culture, history, and systems to prepare for meaningful engagement abroad. Upon completion, students will be ready to apply culturally responsive leadership practices, collaborate across borders, and contribute to innovative solutions during their education abroad experience.
ORGL 5802	Global Leadership for Future Generations Summer Abroad	In <i>ORGL 4502/5502: Global Leadership for Future Generations Education Abroad</i>, students will take part in a hands-on international learning experience focused on developing leadership skills in a global context. The course emphasizes cultural competence and cross-cultural collaboration while addressing real-world challenges such as sustainable economic development, environmental responsibility, and social equity. In partnership with Cardiff University and other collaborators in Wales, students will explore how global teamwork can strengthen leadership and expand its impact. By the end of the course, students will be ready to lead with global awareness, communicate effectively across cultures, and drive change with an innovative mindset in their chosen fields.



ORGL 5803	Global Leadership for Future Generations Post-Abroad	Following their international experience, students will reflect on their deeper understanding of global leadership, cross-cultural collaboration, and the complexities of sustainability and equity. Through discussions and networking with their international abroad cohort, they apply what they've learned to their own organizations, using culturally responsive leadership to drive meaningful, globally informed change.
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Preliminary Budget

REVENUE SOURCES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
TUITION REVENUE - BASED ON ENROLLMENT OF 10 TAKING 9 CR YR.	\$33,390*	Annually	\$33,390
DISTANCE DELIVERY FEES	\$1,260**	Annually	\$1,290
GLOBAL ENGAGEMENT FACULTY SUPPORT	\$3,500	Annually	\$3,500
TOTAL			\$38,800

*Based on \$530 a credit hour
 20 students x 12 credit hours = 240x\$530x70%

**Based on \$14 per credit hour

EXPENSES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
POTENTIAL FACULTY - TEMP LECTURERS	\$18,000	Annually	\$18,000
TOTAL			\$18,000



Rationale

The undergraduate Organizational Leadership program at the University of Wyoming enrolls an average of 110 students annually, with steady growth each semester. Demand for advanced study is strong: Organizational Leadership ranks as the top program nationally in its CIP category (52.0213), and regularly, students and alumni inquire about graduate opportunities. National data shows Organizational Leadership ranks 7th among post-baccalaureate certificates and 12th among post-master's certificates, with strong outcomes in related fields like nonprofit management and administration. In 2023, there were 6,786 master's completions regionally, 76% online, reflecting a growing preference for flexible, stackable credentials. Bureau of Labor Statistics data further projects sustained growth in leadership roles, highlighting the timeliness of expanded graduate offerings.

To meet this need and enhance global learning, UW proposes the Global Leadership for Future Generations Certificate, including an immersive travel abroad component. This initiative directly supports UW's mission by providing experiential, real-world leadership development. The certificate aligns with Wales' Future Generations Act, a global model for integrating long-term sustainability and well-being into leadership practices. As Nikhil Seth, former Head of Sustainable Development at the United Nations, noted: "What Wales is doing today the world will do tomorrow." By embracing the Act's seven goals—including global responsibility—this certificate prepares students to lead ethically, sustainably, and with a future-focused mindset in an increasing globally complex environment.



Timeline

Year 1: Planning & Approvals

- Submit NOI and complete RFA.
- Develop and revise the three courses.
- Gather stakeholder feedback.
- Submit to Board of Trustees for preliminary review.
- Initiate marketing efforts.

Year 2: Program Launch

- Final RFA approval and program launch.
- Open applications and admit first cohort
- Deliver three courses (ORGL 5801, 5802, 5803).
- Continue recruitment and collect course-level feedback.

Year 3: Expansion & Assessment

- Conduct internal assessment and submit progress report.
- Review faculty needs for potential expansion.

Year 4: Improvement & Scaling

- Implement assessment-driven revisions.
- Expand partnerships and certificate options.
- Prepare for external program review.

Year 5: Integration & Review

- Conduct external review and analyze five-year data.
- Submit final report to Board and Academic Affairs.
- Plan for long-term sustainability and growth.



University's Mission

The proposed graduate certificate in Global Leadership for Future Generations aligns strongly with the University of Wyoming's mission and strategic priorities. By offering a flexible, stackable degree program that supports working professionals and adult learners, the program directly supports Strategic Direction 1, enhancing distance education opportunities and increasing student recruitment, retention, and graduation rates. Additionally, the program addresses Strategic Direction 4 by fostering academic excellence in a high-demand field, meeting the evolving needs of students and employers through interdisciplinary, career-relevant leadership education.

UW proudly maintains a strategic partnership with Cardiff University, and this certificate brings that collaboration to life through shared instruction and global engagement. Designed for lasting impact, the partnership ensures that both institutions will offer the certificate for years to come, creating a sustainable, innovative model for international leadership education.



Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in Criminal Justice, Pepper, Turpin, Snyder

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☐ Yes
☒ No

FOR FULL BOARD CONSIDERATION:

- ☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY: The College of Arts & Sciences proposes a new graduate certificate in Criminal Justice. The certificate program will comprise nine credit hours and will be delivered online. The certificate can either stand alone or will be ‘stackable’ to the proposed M.A.S. in Organizational Leadership. Open to all interested, qualified students, the certificate is particularly proposed to serve individuals interested in teaching at the community college level or in pursuing further graduate studies. The Criminal Justice certificate will add to the University’s portfolio of graduate credentials that serve the workforce needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. A Notice of Intent to the Board will allow the program proposers to complete review internally with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate), and Deans’ Council. Academic Affairs and the School of Graduate Education support the degree proposal. The Request for Authorization will be submitted for the Board’s consideration and approval in the 2025-2026 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Graduate Certificate in Criminal Justice.

PROPOSED MOTION:

“I move to approve the Notice of Intent for the Graduate Certificate in Criminal Justice.”

August 2025

Notice of Intent

University of Wyoming
Department of Criminal Justice & Sociology
Graduate Certificate in Criminal Justice



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Overview

The proposed graduate certificate in Criminal Justice consists of 9 credit hours of courses designed to meet the growing need for skilled, ethical, and innovative leaders across criminal justice and related sectors. The program is flexible, stackable, and designed for working professionals who are seeking skills and specialized knowledge to address the ever evolving landscape of criminal justice.

The certificate consists of three courses, totaling 9 hours. The certificate can stand alone as a micro credential, but also can stack into the proposed M.S. Organizational Leadership graduate program. Many criminal justice professionals aspire to leadership roles or desire to specialize in particular areas of the field. A graduate certificate can provide the focused expertise and credentials needed to advance their careers, increasing competitiveness for promotions and preparing them for positions with greater responsibility and higher earning potential. While most students will go on to leadership and management positions, the CJ certificate is also a good option for individuals interested in entering academia by providing the educational credentials to teach at the community college level or as an intermediary for those aiming to pursue further graduate studies.

The modular stackable certificate model increases accessibility, encourages lifelong learning, and strengthens the institution's ecosystem, aligning with national trends in workforce development and adult learning. We are currently working with Jayne Pearce on the Grey's Data, market analysis, and trends for the RFA submission, including the feasibility study.



Other Offerings

The University of Wyoming offers a range of high-quality graduate programs and certificates, including the Master of Business Administration (MBA), Master of Public Administration (MPA) with a Criminal Justice (CJ) concentration, and Master of Health Administration (MHA). Each of these programs is designed to prepare professionals within specific sectors, such as business, government, and healthcare, respectively.

In contrast, the graduate certificate in Criminal Justice is designed for individuals who aspire to take-on the challenges of Criminal Justice administration and policy reform in the 21st Century, but may not be able to commit to the two-year MPA with a CJ concentration. Courses are offered through a online education format, which allows students the flexibility to complete the certificate in their community while working full-time and still receiving a high-quality education.



Learning Outcomes

CJ Certificate Student Learning Outcomes:

SLO 1: Students will be able to discuss the complexities of policing, courts, corrections, and associated issues in criminal justice from various perspectives.

SLO 2: Students will be able to analyze and evaluate policy-relevant issues and trends in the criminal justice system.

SLO 3: Students will be able to apply theoretical frameworks and empirical research to develop evidence-based recommendations for improving practice and policy within professional criminal justice contexts.

SLO 4: Students will apply ethical principles and leadership concepts to complex decision-making within criminal justice settings.

SLO 5: Students will develop and utilize professional communication and analytical skills for researching and interpreting information about criminal justice functions, agencies, and research.



Curriculum

Course Number	Title
Required: CRMJ 5000	Survey of Criminal Justice
Required: CRMJ 5500	Crime & Public Policy
One Elective: CRMJ5150 CRMJ5280 CRMJ5860 CRMJ5590 CRMJ5540 Other electives may also be available	Crime Causation Comparative CJ Social Inequality, Crime, and Criminal Justice Green Criminology Gender & Crime



Preliminary Budget

REVENUE SOURCES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
TUITION REVENUE - BASED ON ENROLLMENT OF 10 TAKING 9 CR YR.	\$16,695*	Annually	\$33,390
DISTANCE DELIVERY FEES	\$630**	Per Semester	\$1,260
TOTAL			\$34,650

*Based on \$530 a credit hour
 10 students x 9 credit hours = 90x\$530x70%

**Based on \$14 per credit hour

EXPENSES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
POTENTIAL FACULTY - TEMP LECTURERS	\$4,500	Per Semester	\$9,000
MARKETING	\$2,000	Annually	\$2,000
TOTAL			11,000



Rationale

The Masters of Organizational Leadership (OL) program has asked to partner with the Criminal Justice program to create a Graduate Criminal Justice Certificate (9 CR) that students can stack with the OL Master's degree. This would be one of several optional stackable certificates within this program, allowing students to obtain micro credentialing and career marketability.

The potential market for this certificate would be students enrolled in the OL Master's program. These students are often part-time working professionals seeking to add credentials for their current or future careers. Students who are currently in the MPA program could also obtain the certificate. It is also possible that students from other programs could enroll in the certificate, and the certificate can be obtained on its own, not connected to any other programs, increasing flexibility for a wide range of students.

Every semester, current students and alumni inquire about the availability of continuing graduate opportunities in Criminal Justice to help them further their careers. We currently have a CJ concentration in the Master's of Public Administration program, but that requires a two-year commitment to the program. The CJ graduate certificate could be completed in a year or less, offering students additional flexibility to gain credentials in a shorter period of time while still working. Further, the courses for the certificate are already being taught through the CJ concentration in the MPA, so this would not require any new courses to be created.

The Criminal Justice landscape is constantly changing due to factors like technological advancements, new legislation, and shifting societal expectations. This necessitates continuous professional development for Criminal Justice professionals to stay current and effective. The CJ certificate program can equip professionals with the knowledge and skills needed to address challenges in Criminal Justice today.



Timeline

Year 1: Planning & Approvals

- Approval through the College of Arts & Sciences (completed).
- Submit NOI and complete RFA.
- Submit to Board of Trustees for preliminary review.
- Initiate marketing efforts.

Year 2: Program Launch

- Final RFA approval and program launch.
- Open applications and admit first cohort.
- Deliver core courses (CRMJ5000, CRMJ5500, along with electives already planned).
- Continue recruitment and collect course-level feedback.

Year 3: Expansion & Assessment

- Conduct assessment of feedback.
- Review resources for potential course expansion.

Year 4: Improvement & Scaling

- Implement assessment-driven revisions.
- Work with OL program on additional assessment.

Year 5: Integration & Review

- Assist OL program with any data needed for review.
- Plan for long-term sustainability and growth.



University's Mission

The proposed graduate certificate in Criminal Justice is directly aligned with the University of Wyoming's mission and strategic priorities. By offering a flexible, certificate that can be stacked with several programs, this supports working professionals, in line with UW Strategic Direction 1, which is enhancing distance education opportunities and increasing student recruitment, retention, and graduation rates. The certificate also aligns with Strategic Direction 4 by fostering academic excellence in the high-demand field of criminal justice, meeting the needs of students and employers through skill building for career development.



Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in AI for Professional Learning Design and Development, Pepper, Shim, Cain

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☐ Yes
☒ No

FOR FULL BOARD CONSIDERATION:

- ☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY: The College of Education proposes a new graduate certificate in AI for Professional Learning Design and Development. The certificate program will comprise nine credit hours and will be delivered online (asynchronous). This timely program is designed to prepare educators to lead responsible, effective AI adoption in schools, districts, and regional learning networks. The AI for Professional Learning Design and Development certificate will provide a graduate credential in an area of pressing demand for Wyoming educators who are increasingly navigating real world questions about the use of AI in education.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. A Notice of Intent to the Board will allow the program proposers to complete review internally with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate), and Deans' Council. Academic Affairs and the School of Graduate Education support the degree proposal. The Request for Authorization will be submitted for the Board's consideration and approval in the 2025-2026 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Graduate Certificate in AI for Professional Learning Design and Development..

PROPOSED MOTION:

"I move to approve the Notice of Intent for the Graduate Certificate in AI for Professional Learning Design and Development."

Notice of Intent – New Certificate Program Proposal

Proposed Academic Program: AI for Professional Learning Design and Development (Graduate Certificate)

Mode of Delivery: 100% Online (asynchronous)

Program Description, Curriculum Overview, and Student Learning Outcomes (SLO-AIs): The AI for Professional Learning Design and Development graduate certificate is a 9-credit, fully online program designed to equip educators, trainers, and learning experience designers with applied skills for using artificial intelligence in instructional, training, and professional development contexts. The program has strong potential to impact Wyoming's education landscape by preparing educators to lead responsible, effective AI adoption in schools, districts, and regional learning networks. It is designed to equip educators, trainers, and learning experience designers with applied skills for using artificial intelligence in instructional, training, and professional development contexts. It also supports teaching and learning by focusing on how AI can enhance instructional decision-making, deepen learner engagement, and support the thoughtful design of technology-enhanced experiences. The curriculum emphasizes real-world AI integration through the lenses of learning theory, content knowledge, critical thinking, and ethical design.

The program draws from three existing courses drawn from the MS in Learning, Design, and Technology (MS-LDTE) degree:

- **LDTE 5010 – Elements of Design** (Fall)
- **LDTE 5020 – Technology and the Mind** (Spring)
- **LDTE 5120 – Managing Design and Technology** (Summer)

These courses are designed to be completed in three consecutive semesters from any starting point. Each course maintains its standard learning outcomes while also embedding certificate-specific AI outcomes (SLO-AIs). Together, these outcomes focus on:

SLO-AI 1: Apply design thinking and learning experience design principles to create effective, human-centered AI-enhanced approaches to teaching and learning.

(Associated course: LDTE 5010 – *Elements of Design*)

- **SLO-AI 1.1:** *Identify and develop* human-centered design models that demonstrate meaningful, creative, productive, and ethical uses of AI for teaching and learning experience design. (Knowledge/Comprehension/Synthesis)
- **SLO-AI 1.2:** *Design and assess* innovative AI-supported solutions in educational and workplace contexts. (Synthesis/Creation/Evaluation)

SLO-AI 2: Analyze and apply theories of learning and cognition to the evaluation and use of artificial intelligence in teaching, learning, and training environments.

(Associated course: LDTE 5020 – *Technology and the Mind*)

- **SLO-AI 2.1:** *Explain* how theories of learning and cognition inform the design and evaluation of AI tools in instructional contexts. (Comprehension)

- **SLO-AI 2.2:** *Apply* relevant pedagogical knowledge to guide the selection and contextual use of AI tools and strategies. (Application)
- **SLO-AI 2.3:** *Design* effective person-to-AI interaction strategies that reflect critical thinking, ethical reasoning, and instructional alignment. (Application/Evaluation)

SLO-AI 3: Manage and implement AI-enhanced learning design projects using principles of project management and reflective practice.

(Associated course: LDTE 5120 – *Managing Design and Technology*)

- **SLO-AI 3.1:** *Analyze* project management strategies to plan and oversee AI-integrated learning design initiatives. (Analysis)
- **SLO-AI 3.2:** *Evaluate* the feasibility, risks, and impact of AI integration through case study analysis of real-world learning or organizational contexts. (Evaluation)

Relation to Other UW Offerings: No other certificate or graduate program at the University of Wyoming currently focuses specifically on how AI is *used* to support learning and instructional design. While technical programs in Computer Science and the School of Computing focus on AI development, this certificate addresses applied use within educational and training contexts. It complements, but does not duplicate, offerings in the MS-LDTE program and the Online Instruction Certificate.

Market and Employment Demand Plan:

Plan for Market Analysis of Anticipated Student Demand and Enrollment Student interest is already present, as indicated by recent inquiries from MS-LDTE and Online Instruction Certificate students. National demand is growing: LinkedIn's 2024 Workplace Learning Report states that 4 in 5 professionals want to learn how to use AI in their careers, and the World Economic Forum reports that 75% of companies are adopting or exploring AI for learning and workforce development.

Edutopia, a leading education innovation nonprofit, further reinforces this shift: K–12 teachers are moving from viewing AI as a shortcut to using it as a thought partner for planning and creativity. School districts that initially banned AI tools like ChatGPT are now developing structured policies and offering professional development to encourage responsible integration. These institutional shifts, along with classroom-focused frameworks that emphasize ethical reflection and instructional alignment, demonstrate an urgent need for educators and designers to be trained in thoughtful AI use. This demand is expected to grow within Wyoming as K–12 schools, higher education institutions, and workforce training providers increasingly seek guidance and support for integrating AI into their practices.

Plan for Evaluation and Analysis of Post-Graduation Employment Market Demand To assess long-term employment relevance and opportunities for program completers, we will track and analyze the following data sources:

- Post-graduation employment trends in the AI for Professional Learning Design and Development certificate program both stand-alone and in relation to similar graduate programs at UW;
- Analysis of trends in duties and skill requirements in prominent hiring platforms like LinkedIn and Higher Education Jobs

- Outreach to alumni and current graduate students;

Preliminary Budget and Resource Plan:

- **Startup Costs:** Minimal; all courses are existing and taught by current faculty.
- **Revenue (est.):** \$69,300 per cohort of 20 students (tuition + distance delivery fees at 70% return)
- **Estimated Net Revenue:** ~\$57,300 after instructional cost deduction
- **Faculty/Staff:** Existing faculty in the College of Education will deliver instruction. No new hires are required.
- **Marketing and Outreach:** Will utilize current channels through the College of Education and School of Computing.

Five-Year Implementation Timeline:

- **AY 2025–2026:** Internal campus approval process; submission to Academic Affairs; Board of Trustees review; HLC screening as needed; launch in Spring 2026
- **AY 2026–2027:** Full cycle delivery (all three courses); marketing and enrollment assessment
- **AY 2027–2028:** Refinement based on feedback; begin aligning with any updates in AI practice
- **AY 2028–2029:** External review and certificate assessment
- **AY 2029–2030:** Submit formal review and continuation report

Required Approvals: No specialized accreditation is required. The program will be submitted for HLC review as a new certificate (fully online). The proposal includes no new coursework.

University Mission and Strategic Alignment: This certificate supports UW’s Strategic Direction 1 by expanding access to graduate credentials for working professionals through online delivery. It also supports Strategic Direction 3 by developing talent aligned with workforce needs in AI-integrated education and training. It expands the academic degree array by offering a focused, applied pathway in a high-demand area.

Rationale and Need: This program addresses a clear and growing need for professionals who can meaningfully and effectively use AI tools and strategies to support learning. It is designed for teachers, learning experience designers, learning officers, and trainers who must navigate AI’s increasing presence in educational and professional settings. National workforce data and institutional trends indicate growing demand for applied AI fluency, particularly in education, training, and organizational learning roles. Likewise, Edutopia has documented a growing interest among educators in learning how to use AI tools effectively and ethically in classrooms. They highlight the increasing importance of frameworks that help students and teachers reflect on the ethical implications and pedagogical value of AI use. These findings align directly with the certificate’s emphasis on person-to-AI interaction, content knowledge, design, and critical thinking.

The *AI for Professional Learning Design and Development* Certificate program fills a unique gap in UW’s offerings, complements existing programs, and directly supports the advancement of AI-literate educators and trainers within Wyoming. It equips local professionals with the frameworks and strategies needed to adopt AI responsibly across rural, urban, and statewide education

settings, aligning with regional needs and UW's land-grant mission., and supports both student needs and institutional priorities without duplicating any current degree or certificate.

Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Undergraduate Certificate in Constructive Dialogue, Hilaire, DeDiego, Green

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☐ Yes
☒ No

FOR FULL BOARD CONSIDERATION:

- ☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY: UW-Casper proposes a new undergraduate certificate in Constructive Dialogue. The certificate program will comprise six credit hours and will have a mixed modalities delivery format. Students in the proposed program will develop enhanced essential communication and dialogue skills that are critical for effective leadership. This certificate equips students with the tools to foster open, respectful, and productive conversations, even in challenging situations. The Constructive Dialogue certificate will add to the University's portfolio of undergraduate credentials that serve the needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. A Notice of Intent to the Board will allow the program proposers to complete review internally with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate), and Deans' Council. Academic Affairs support the certificate proposal. The Request for Authorization will be submitted for the Board's consideration and approval in the 2025-2026 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Undergraduate Certificate in Constructive Dialogue.

PROPOSED MOTION:

"I move to approve the Notice of Intent for the Undergraduate Certificate in Constructive Dialogue."



UNIVERSITY
OF WYOMING

Casper

July 2025

Notice of Intent

Undergraduate Certificate
Constructive Dialogue



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Overview

The 6-credit Constructive Dialogue Certificate will stand alone or stack into the undergraduate degree in Organizational Leadership by enhancing essential communication and dialogue skills that are critical for effective leadership. In diverse settings, individuals must navigate complex interpersonal and cultural dynamics. This certificate equips students with the tools to foster open, respectful, and productive conversations, even in challenging situations.

By emphasizing empathy, active listening, and collaborative problem-solving, the program directly supports the core competencies of organizational leadership, such as team development, ethical decision-making, and strategic communication. As a result, students who earn this certificate are better prepared to lead inclusive teams and drive positive change within their organizations.



Other Offerings

- UW offers a Free Speech and Dialogue badge to all students, but this is non-credit bearing.
- The Haub school has a Negotiation graduate level certificate. We have met with Haub school and collectively agree this certificate is better suited at the undergraduate level, as to not create unnecessary competition or confusion.
- Public speaking is offered as a Comm 2 USP requirement but is not similar in nature.



Learning Outcomes

1. Engage Constructively Across Differences - Students develop the confidence and skills to participate in and facilitate constructive conversations across diverse perspectives, including in contexts of deep moral, political, or cultural disagreement.
2. Apply Deliberative and Collaborative Thinking - Students practice deliberative reasoning by weighing tradeoffs, justifying claims, and engaging in respectful disagreement to support collaborative decision-making in organizational and other settings.
3. Recognize and Navigate Constraints on Dialogue - Students understand and consider various constraints on expression and identify communication behaviors that hinder or support problem-solving dialogue.
4. Integrate Credible Knowledge and Evidence - Students effectively identify, evaluate, and use credible and relevant sources to inform discussions, solve complex problems, and guide inclusive decision-making processes.
5. Demonstrate Intellectual Humility and Resilience - Students exhibit intellectual humility, flexibility, and open-mindedness while managing discomfort in challenging discussions, demonstrating a capacity to engage others.



Curriculum Map & Evaluation

Course Number	Title	Overview
ORGL 4300	Constructive Dialogue	Students will focus on learning about and developing constructive dialogue skills essential for effective leadership and interpersonal skills. Students learn to foster respectful, inclusive conversations, even in conflict. Emphasizing empathy, active listening, and collaborative problem-solving, the course prepares leaders to navigate complex dynamics and promote open communication in unique organizational environments.
ORGL 4991	Independent Study - Constructive Dialogue Topics and Problems	Students will choose from a variety of asynchronous and in-person experiential learning opportunities designed to build skills in constructive dialogue. These options provide practical experience in fostering respectful, open communication, enhancing empathy, and navigating conflict, which are key abilities for effective leadership in organizational and interpersonal settings.



Preliminary Budget

REVENUE SOURCES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
TUITION REVENUE - BASED ON ENROLLMENT OF 20 TAKING 12 CR YR.	\$17,388	Annually	\$17,388
DISTANCE DELIVERY FEES	\$630	Per Semester	\$630
TOTAL			\$18,018

Estimated Total

*BASED ON \$207 A CREDIT HOUR

20 STUDENTS X 6 CREDIT HOURS = 120 X 207 = \$ 24,840 x 70% = \$17,388

** based on \$14 per credit hour

EXPENSES	ESTIMATE	FREQUENCY	ANNUAL TOTAL
POTENTIAL FACULTY - TEMP LECTURERS	\$5,200	Per Semester	\$10,400
STAFF - ADVISING & ADMIN SUPPORT	n/a	n/a	n/a
TOTAL			\$10,400

Rationale

The Constructive Dialogue Certificate is a fully asynchronous, online credential that serves as both a valuable enhancement to the University of Wyoming’s undergraduate Organizational Leadership (ORGL) program and a versatile, standalone opportunity for all UW students. Rooted in essential communication and conflict resolution skills, the certificate equips students to engage productively across differences—skills increasingly in demand in today’s professional, civic, and academic environments.

This certificate directly supports the ORGL program’s learning objective in professional communication, strengthening students’ ability to foster respectful dialogue, navigate conflict, and lead across unique organizational settings. It also responds to broader institutional and workforce trends. National data shows Organizational Leadership ranks as the top program in its CIP category, with strong completion rates in related fields like nonprofit and public sector management.

UW’s ORGL program enrolls an average of 110 students annually and continues to grow steadily. Interest in dialogue and free expression is clearly evident. Since April 2024, UW applicants have been able to select “free speech + dialogue” as a top extracurricular interest; as of May 2025, 198 students had identified this area—despite no current course of study directly tied to it. The Constructive Dialogue Certificate provides a structured academic pathway to meet this need across disciplines.



Rationale Cont.

Workforce data also shows growing demand for smaller credentials. A recent study found that 68% of employers would prefer to hire a college graduate who also holds a micro credential for entry-level positions. In fact, employers are nearly evenly split between preferring a high school graduate with a micro credential (14%) over a college graduate without one (13%). Offering this certificate strengthens the career readiness of UW graduates and aligns with national trends toward stackable, skills-focused learning.

The certificate also supports the University of Wyoming’s strategic mission. President Ed Seidel has made it a university priority to cultivate a culture of open inquiry and constructive dialogue. In September 2023, he called for UW to “undertake a serious and sustained effort to support a culture of free expression and respectful discourse on this campus—and to make us a model for the nation.” This certificate directly aligns with that vision, helping students become intellectually independent.

In sum, the Constructive Dialogue Certificate advances student success, employer alignment, and UW’s institutional mission, positioning the university at the forefront of leadership, dialogue, and innovation in higher education.



University's Mission

The proposed undergraduate certificate in Constructive Dialogue aligns strongly with the University of Wyoming's mission and strategic priorities. By offering a flexible, stackable degree program that supports working professionals and adult learners, the program directly supports Strategic Direction 1, enhancing distance education opportunities and increasing student recruitment, retention, and graduation rates. Additionally, the program addresses Strategic Direction 4 by fostering academic excellence in a high-demand field, meeting the evolving needs of students and employers through interdisciplinary, career-relevant leadership education.



Academic Affairs and Student Affairs **COMMITTEE MEETING MATERIALS**

AGENDA ITEM TITLE: Annual Topic Student Recruitment & Retention: Transfer Students
(Hilaire/Dodd/Courtney)

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☒ Yes
☐ No

FOR FULL BOARD CONSIDERATION:

- ☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:

Transfer students are a vital part of the University of Wyoming's mission to expand access to higher education and support degree completion for Wyoming learners. As part of this discussion, the Academic and Student Affairs Committee will review several initiatives and data points related to recruiting, supporting, and engaging transfer students.

Each fall, the Office of Institutional Analysis produces the New Transfer Student Report to track enrollment, academic performance, and graduation outcomes. The 2024–25 report shows that transfer students continue to comprise a significant share of UW's new undergraduate class. To further strengthen the transfer pipeline, Academic Affairs and Student Affairs are advancing a range of collaborative initiatives. The Express Transfer Agreement (ETA), developed in partnership with Laramie County Community College, aims to simplify credit transfer, create clearer pathways from associate to bachelor's degrees, and provide co-admission and co-advising. The annual Articulation Summit convenes UW and community college faculty to align curricula, streamline programs, and expand partnership opportunities. UW also celebrates and supports transfer students through National Transfer Student Week each October, highlighting their achievements and contributions across campus. The Academic and Student Affairs Committee will also engage in an open dialogue session that invites students to share their experiences and provide direct feedback to university leaders, helping to identify barriers, improve communication, and enhance the overall student experience.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

Continued discussion on student success and transfer students.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

Annual topic for the Committee on Academic and Student Affairs.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

University of Wyoming New Transfer Student Report

2024-25 Academic Year

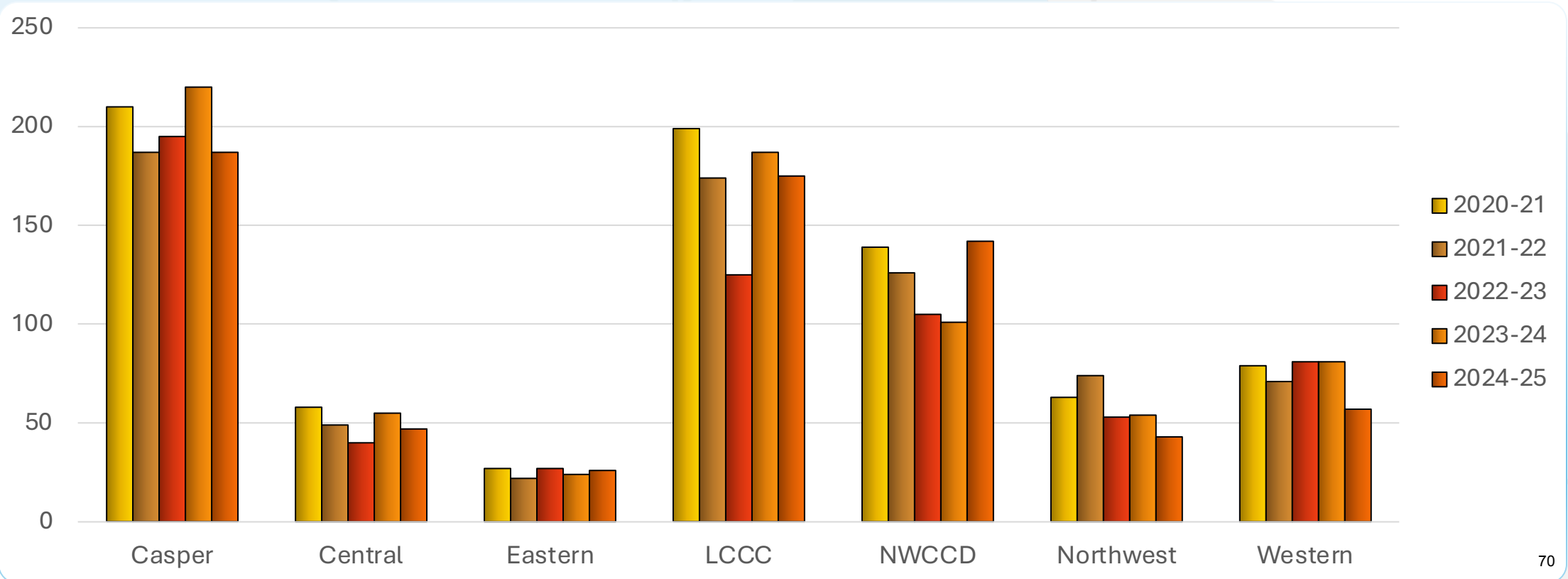
Office of Institutional Analysis
University of Wyoming

2024-25 New Transfer Student Report

- UW OIA creates a New Transfer Student report every fall to provide information about Wyoming community college transfer students who first entered UW in the prior academic year.
- An overview of this report is available at:
www.uwyo.edu/oia/new-students/transfer.html
- WY community college specific versions of the report are also shared with individuals at each of the colleges.

Headcount of Wyoming Community College Transfers

Figure 1 provides an enrollment overview at UW by Wyoming community college and by academic year or semester:



Headcount Summary of Wyoming Community College Transfers

Fall semester enrollment totals from Wyoming community colleges, updated to include the current Fall 2025 semester:

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Total WY Transfers	622	553	485	565	523	493

Headcount of Transfers to UW Colleges from the Wyoming Community Colleges

Figure 2a.

UW College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Agriculture, Life Sciences & Natural Resources	43	32	27	77	70
Arts & Sciences	199	207	151	122	110
Business	63	57	53	57	53
Education	73	43	58	50	55
Engineering & Physical Sciences	56	42	31	62	48
Health Sciences	150	135	125	151	138
UWC-BAS Program	10	21	18	19	30
Undeclared & Other*	28	16	22	27	19
Total	622	553	485	565	523

Headcount of Transfers to UW Majors from the Wyoming Community Colleges

Most common Fall 2024 majors from Figure 2c:

Major	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Psychology	53	67	55	50	56
Pre-Nursing ReNEW Track	38	47	36	56	47
Elementary Education	43	22	37	30	32
Organizational Leadership	10	21	18	19	30
Dental Hygiene	17	16	19	20	19
Accounting	11	20	14	20	18
Criminal Justice	29	21	16	21	17
Undeclared - Business	15	14	14	3	15
Biology	19	10	14	16	14
Social Work	24	12	19	13	13

Headcount of Transfers to UW Program Campus from the Wyoming Community Colleges

Program Campus totals from Figure 2d:

Program Campus	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Main	406	335	285	340	286
UW-Casper	67	46	79	73	94
Online/Distance	149	172	121	152	143
Total	622	553	485	565	523

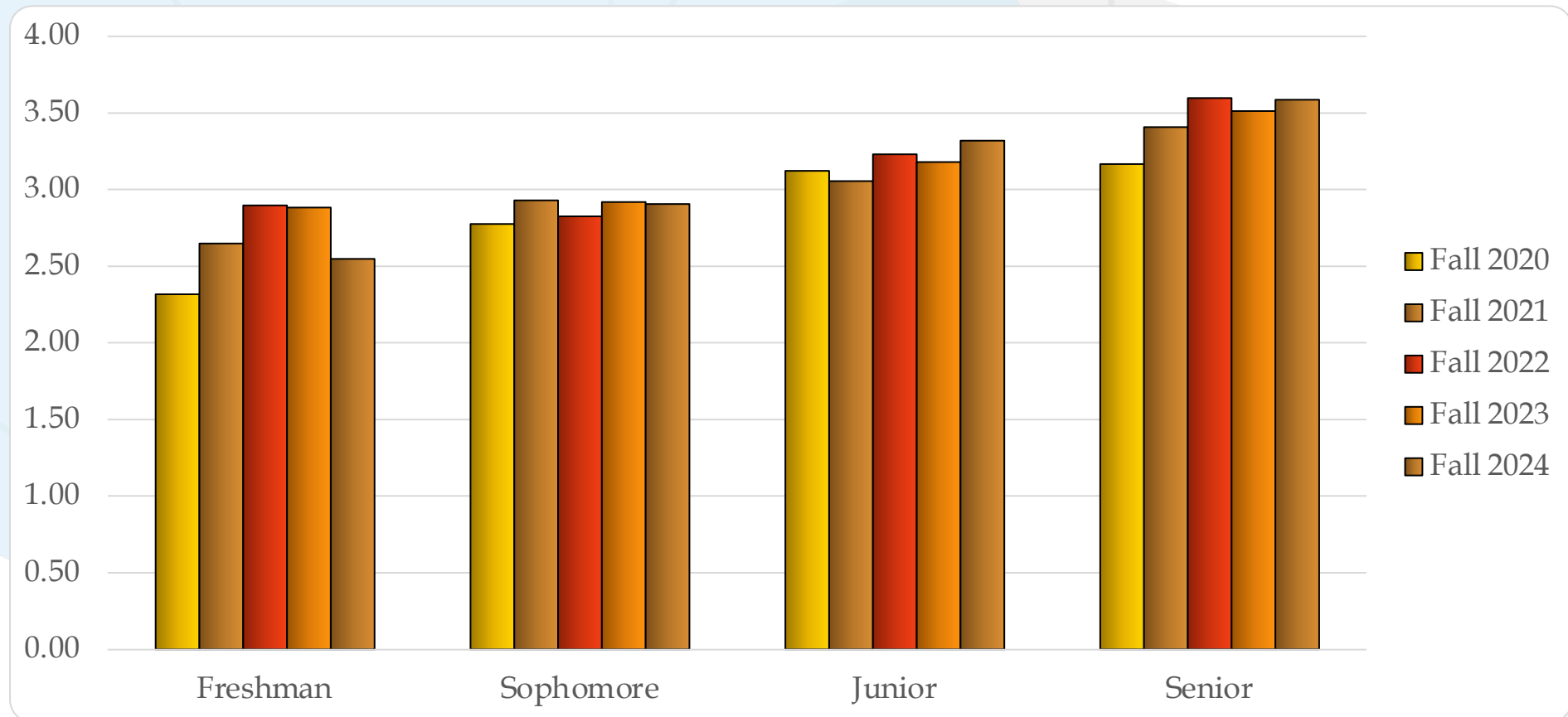
UW First Semester GPA by UW College for Fall 2024

Figure 3a.

UW College	Wyoming Transfers		Out-of-State Transfers		All Transfers		All UW Undergraduates	
	#	GPA	#	GPA	#	GPA	#	GPA
Agriculture, Life Sciences & Natural Resources	70	2.95	56	2.99	126	2.97	1,258	3.11
Arts & Sciences	110	3.33	55	3.15	165	3.27	1,612	3.27
Business	53	3.07	50	2.98	103	3.03	1,126	3.14
Education	55	3.45	21	3.70	76	3.53	607	3.47
Engineering & Physical Sciences	48	2.74	46	2.85	94	2.79	1,464	2.91
Health Sciences	138	3.43	45	2.91	183	3.29	1,203	3.32
UWC-BAS Program	30	3.56	10	3.44	40	3.53	107	3.46
Undeclared & Other*	19	2.71	20	3.32	39	3.02	567	3.06
Total	523	3.21	303	3.07	826	3.16	7,944	3.17

UW First Semester GPA by Class Standing for Fall 2020 - Fall 2024

Figure 3c.

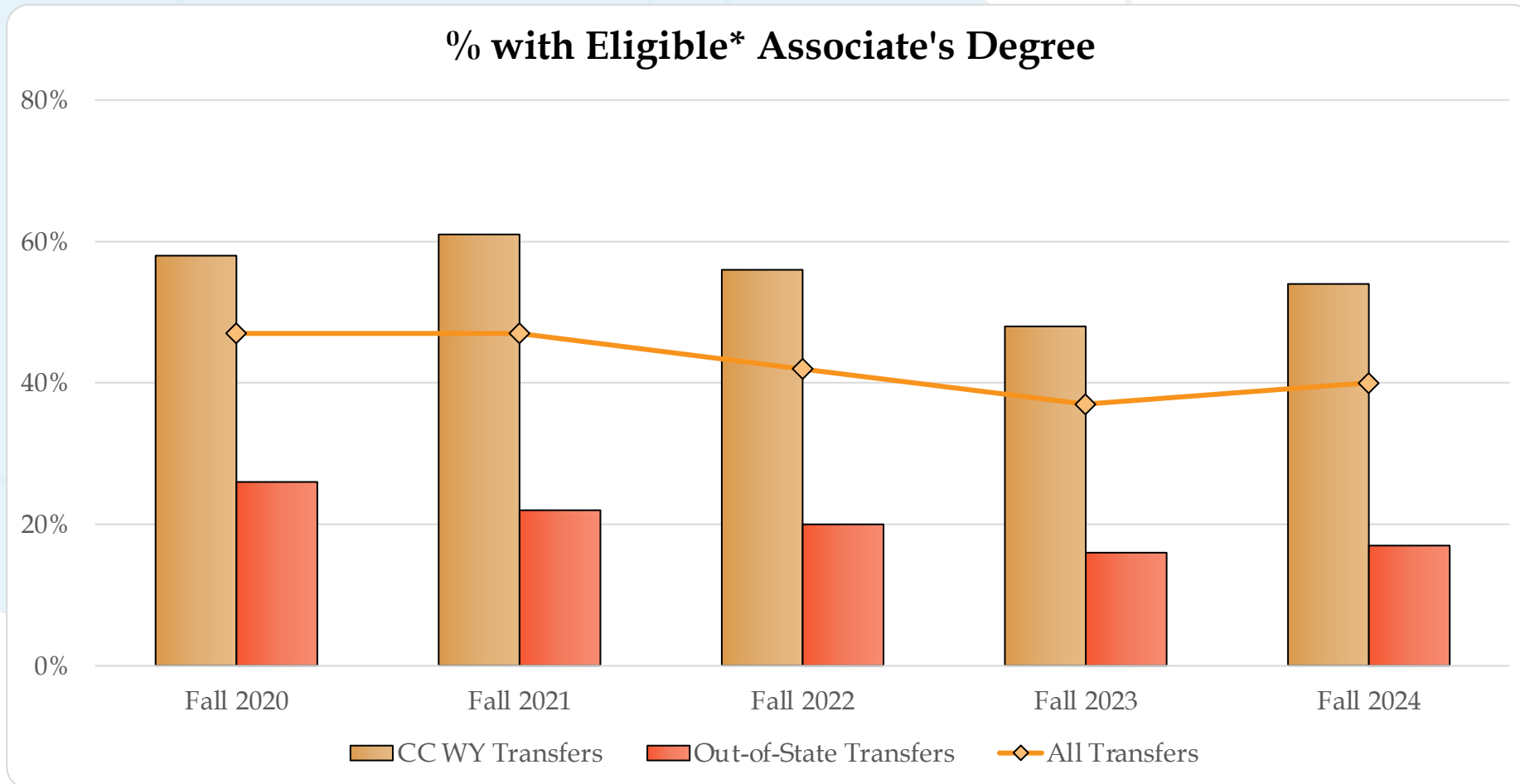


Retention & Graduation of Degree-Seeking Transfers from Community Colleges

- Figure 5a contains students who transferred to UW in a fall semester with **30 or more** credit hours.
 - The 2-year graduation rate for WY community college transfers increased from 29% for the Fall 2015 cohort to 39% for the Fall 2022 cohort.
- Figure 5b contains students who transferred to UW in a fall semester with **60 or more** credit hours.
 - The 2-year graduation rate for WY community college transfers increased from 35% for the Fall 2015 cohort to 50% for the Fall 2022 cohort.

Transfers to UW with an Associate's Degree

Figure 6a.



Top Transfer Institutions from Figure 8

Transferring Institution and State		Fall Semesters										10-Year Total
		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Casper College	WY	155	153	130	170	167	172	139	149	178	149	1,562
Laramie County Community College	WY	167	150	181	136	146	154	139	91	137	123	1,424
Northern Wyoming Community College District	WY	90	88	138	117	121	112	103	84	80	116	1,049
Western Wyoming Community College	WY	80	81	72	94	83	59	59	67	66	40	701
Northwest College	WY	49	72	71	89	81	55	62	40	42	38	599
Central Wyoming College	WY	50	56	50	62	59	45	34	32	43	37	468
Eastern Wyoming College	WY	28	29	23	31	29	25	17	22	19	20	243
Front Range Community College	CO	11	11	19	9	8	14	16	13	8	11	120
Southern Alberta Inst of Tech	Canada	9	30	33	19	10	6	1	2	0	1	111
Northeastern Junior College	CO	7	4	13	13	14	11	9	5	5	8	89
Colorado State University	CO	5	9	10	8	4	3	12	5	2	6	64
Black Hills State University	SD	6	7	14	6	4	2	3	6	4	5	57
Montana State University-Bozmn	MT	2	5	7	8	3	2	0	5	6	8	46
Arapahoe Community College	CO	8	2	3	4	4	6	3	5	2	5	42
Aims Community College	CO	0	4	0	9	3	4	3	3	3	7	36

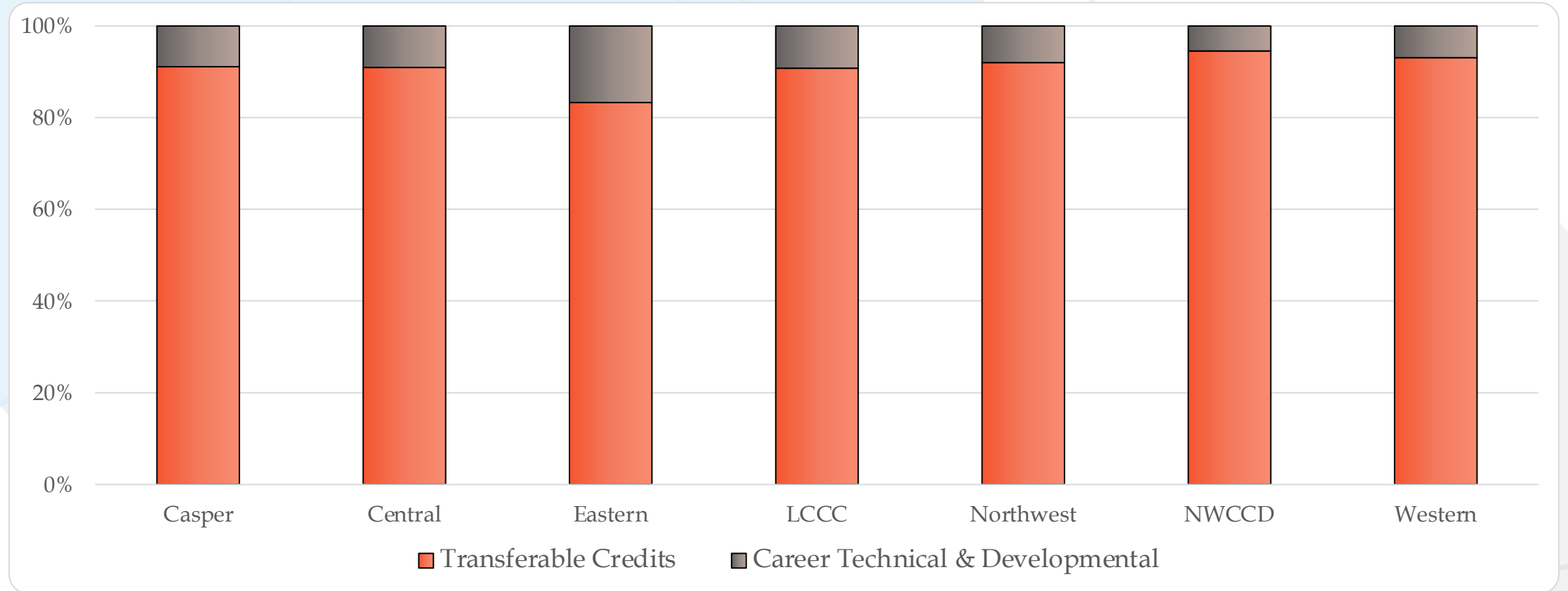
Enrollment at UW and the Wyoming Community Colleges

Figure 9.



Transfer Credit Equivalency of New Transfer Students at UW

Figure 11a. Fall 2024





New Transfer Students

2024-25



Overview



UW

Office of
Institutional
Analysis

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New Transfer Students 2024-25

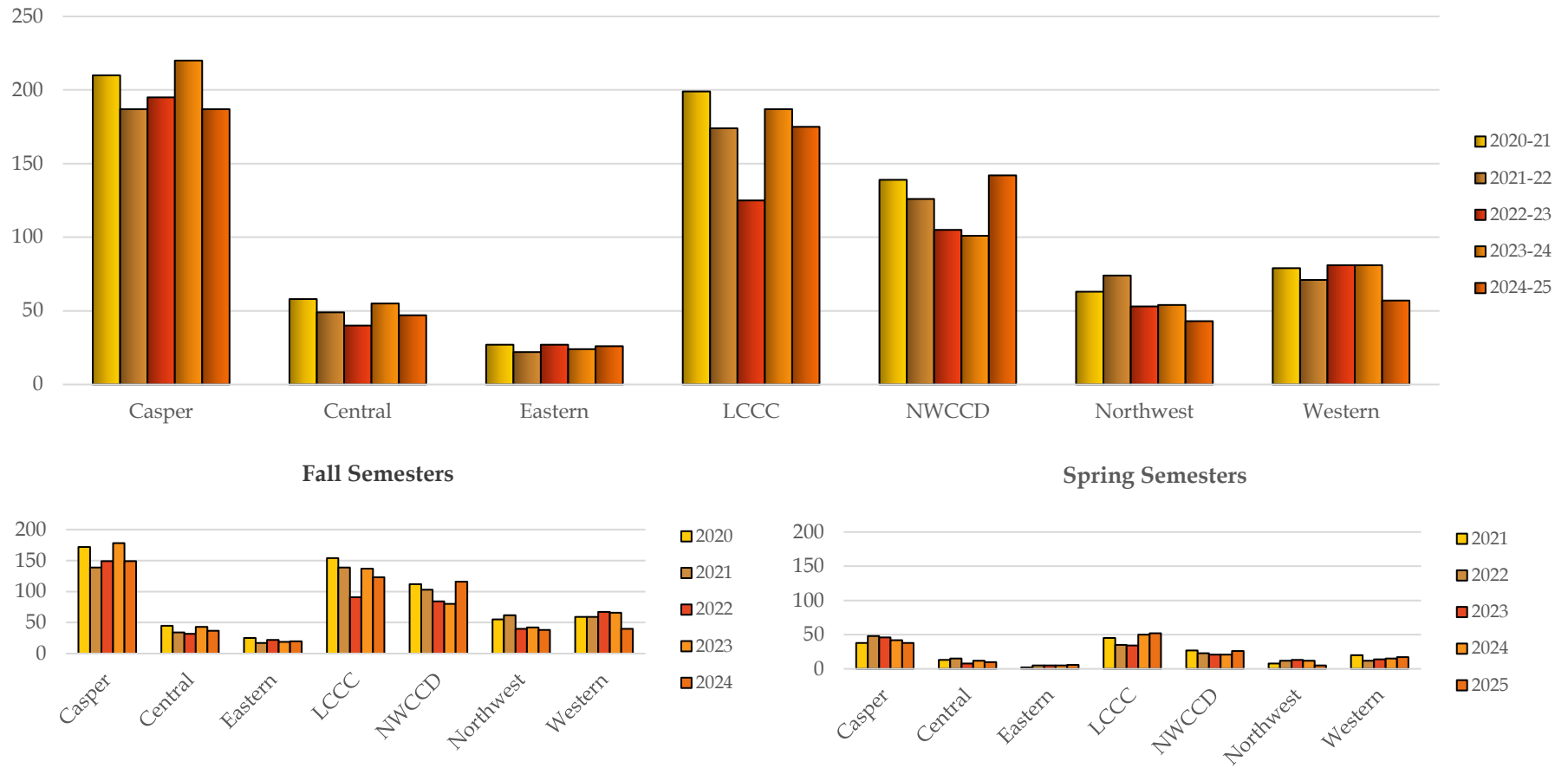
Figure

1. Headcount of Wyoming Community College Transfers, 2020-21 to 2024-25
2. Headcount of Transfers to UW Colleges, Fall 2020 to Fall 2024
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 - b. [Your] Community College
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 - d. (Supplemental) UW Colleges & Program Campus
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 - b. Spring 2025

Additional Items:

Definition of Terms Used in New Transfer Information

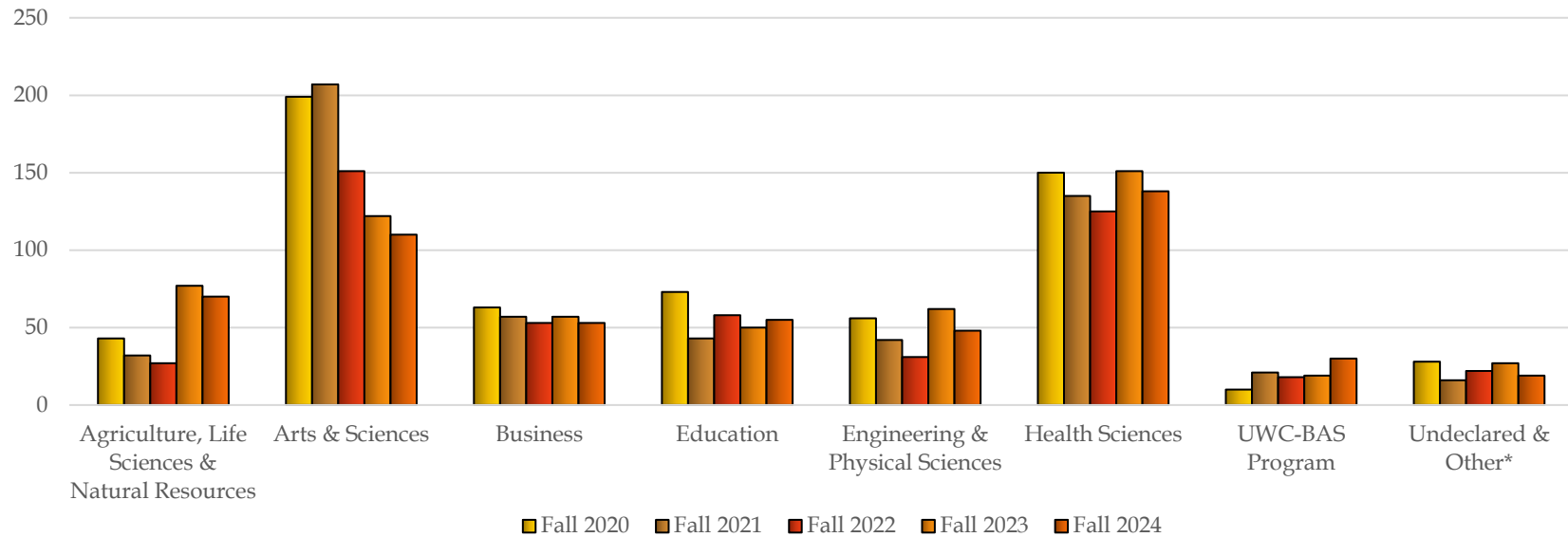
**Figure 1. Headcount of Wyoming Community College Transfers
Academic Years 2020-21 to 2024-25**



Institution	Fall 2020	Spring 2021	2020-21	Fall 2021	Spring 2022	2021-22	Fall 2022	Spring 2023	2022-23	Fall 2023	Spring 2024	2023-24	Fall 2024	Spring 2025	2024-25
Casper	172	38	210	139	48	187	149	46	195	178	42	220	149	38	187
Central	45	13	58	34	15	49	32	8	40	43	12	55	37	10	47
Eastern	25	2	27	17	5	22	22	5	27	19	5	24	20	6	26
LCCC	154	45	199	139	35	174	91	34	125	137	50	187	123	52	175
NWCCD	112	27	139	103	23	126	84	21	105	80	21	101	116	26	142
Northwest	55	8	63	62	12	74	40	13	53	42	12	54	38	5	43
Western	59	20	79	59	12	71	67	14	81	66	15	81	40	17	57
Total WY Transfers	622	153	775	553	150	703	485	141	626	565	157	722	523	154	677

Figure 2a. Headcount of Transfers to UW Colleges
Fall 2020 - Fall 2024

All Wyoming Community Colleges



UW College	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Agriculture, Life Sciences & Natural Resources	43	32	27	77	70
Arts & Sciences	199	207	151	122	110
Business	63	57	53	57	53
Education	73	43	58	50	55
Engineering & Physical Sciences	56	42	31	62	48
Health Sciences	150	135	125	151	138
UWC-BAS Program	10	21	18	19	30
Undeclared & Other*	28	16	22	27	19
Total	622	553	485	565	523

NOTE: In Fall 2023, the colleges went through a major reorganization. Most of the life sciences moved out of Arts & Sciences and into Agriculture, Life Sciences & Natural Resources, and most of the physical sciences moved out of Arts & Sciences and into Engineering & Physical Sciences.

* Other includes School of Energy Resources and Haub School of Environment & Natural Resources

**Figure 2c. (Supplemental) Headcount of Transfers to UW Colleges & Majors
Fall 2020 - Fall 2024**

All Wyoming Community Colleges

UW College, Majors	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Agriculture, Life Sciences & Natural Resources	43	32	27	77	70
Agricultural Business	11	6	7	11	8
Agricultural Communications	1	1	1	0	1
Agriculture Undeclared	1	0	0	2	0
Agroecology	1	2	0	0	0
Animal & Veterinary Science	15	11	4	9	12
Biology	0	0	0	16	14
Botany	0	0	0	2	0
Design/Merchandising/Textiles	0	0	0	2	2
Family and Consumer Sciences	3	4	9	1	0
Human Dev & Family Sciences	0	0	0	2	2
Human Nutrition and Food	0	0	0	1	3
Microbiology	2	3	2	2	2
Molecular Biology	2	0	1	1	3
Physiology	0	0	0	5	3
Plant Production & Protection	0	0	2	3	0
Rangeland Ecol & Watershed Mgt	7	5	1	4	6
Wildlife & Fish Biol & Mgmt	0	0	0	8	10
Zoology	0	0	0	8	4
Arts & Sciences	199	207	151	122	110
Anthropology	5	3	0	2	1
Art	3	11	0	0	0
Art Education	4	2	3	3	4
Art History	1	1	1	0	0
Astronomy and Astrophysics	1	0	0	0	0
Biology	19	10	14	0	0
Botany	0	2	1	0	0
Chemistry	1	5	1	0	0
Chemistry - BA	0	0	1	0	0
Chemistry (ACS Approved)	1	0	0	0	0
Communication	5	7	7	3	7
Criminal Justice	29	21	16	21	17
English	4	11	7	6	3

All Wyoming Community Colleges

UW College, Majors	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Environ Geology & Geohydrology	0	1	0	0	0
French	0	0	1	0	0
Gender and Women's Studies	1	0	0	0	0
Gender/Women's Stds	0	0	0	1	0
Geography	0	0	2	0	0
Geology	3	1	2	0	0
German	0	1	0	0	0
History	5	7	6	7	2
International Studies	7	2	3	2	0
Journalism	2	1	0	2	3
Mathematics	0	4	0	0	0
Music	3	0	0	1	0
Music Education	7	3	2	2	0
Music Performance	1	0	1	2	1
Philosophy	0	1	0	1	0
Physiology	15	18	7	0	0
Political Science	5	6	2	4	4
Psychology	53	67	55	50	56
Religious Studies	1	0	0	0	0
Sociology	1	3	2	5	3
Spanish	0	0	1	1	1
Statistics	0	2	0	0	0
Studio Art	0	0	7	5	6
Theatre and Dance	5	2	4	4	2
Wildlife & Fish Biol & Mgmt	12	6	2	0	0
Zoology	5	9	3	0	0
Business	63	57	53	57	53
Accounting	11	20	14	20	18
Business Administration	2	1	0	0	0
Business Economics	4	1	2	3	3
Economics	0	2	1	3	1
Entrepreneurship	0	1	0	1	0
Finance	8	7	8	8	5
Management	2	0	2	11	6
Marketing	8	2	11	8	5
Mgt of Human Resources	3	9	1	0	0
Pre-Accounting	2	0	0	0	0
Pre-Business Admin	8	0	0	0	0

All Wyoming Community Colleges

UW College, Majors	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Undeclared - Business	15	14	14	3	15
Education	73	43	58	50	55
Agricultural Education	4	2	2	2	2
Career & Technical Education	0	1	0	2	5
Earth Science Education	1	1	0	1	0
Education - Undecided	0	0	1	0	0
Elementary Education	43	22	37	30	32
Elementary/Special Education	3	4	6	4	7
Secondary Educ/Biol Science	0	2	2	0	1
Secondary Educ/English	7	4	2	3	2
Secondary Educ/Math	3	1	1	0	1
Secondary Educ/Social Studies	10	4	2	5	4
Secondary Educ/Spanish	2	1	4	1	1
Secondary Educ/Undecided	0	1	1	2	0
Engineering & Physical Sciences	56	42	31	62	48
Applied Software Development	0	0	0	0	1
Architectural Engineering	3	2	1	3	3
Astronomy and Astrophysics	0	0	0	1	0
Cadastral Surveying	0	1	1	0	0
Chemical Engineering	5	2	3	3	3
Chemistry	0	0	0	2	2
Chemistry - BA	0	0	0	1	0
Chemistry (ACS Approved)	0	0	0	2	0
Civil Engineering	4	4	2	7	6
Computer Engineering	2	3	0	2	0
Computer Science	14	13	7	12	6
Construction Management	5	3	3	6	6
Electrical Engineering	5	5	3	3	3
Energy Systems Engineering	0	1	0	0	0
Engineering - Undeclared	1	0	2	2	2
Geography	0	0	0	0	2
Geology	0	0	0	0	3
Geology and Earth Sciences	0	0	0	1	0
Mathematics	0	0	2	2	2
Mechanical Engineering	15	8	6	13	7
Petroleum Engineering	2	0	1	0	1
Physics	0	0	0	2	1

All Wyoming Community Colleges

UW College, Majors	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Health Sciences	150	135	125	151	138
Dental Hygiene	17	16	19	20	19
Health Science Undeclared	4	3	6	1	4
Kinesiology & Health Promotion	20	18	13	21	11
Medical Laboratory Science	5	2	4	9	10
Nursing - BRAND Track	1	0	0	2	0
Nursing - ReNEW Track	12	11	3	0	1
Nursing - RN-BSN Track	3	2	1	0	1
Physical Education Teaching	6	1	6	7	6
Pre-Nursing	5	7	4	3	6
Pre-Nursing - BRAND Track	2	2	3	3	2
Pre-Nursing - RN-BSN Track	6	2	0	5	2
Pre-Nursing ReNEW Track	38	47	36	56	47
Pre-Pharmacy	3	0	4	1	4
Social Work	24	12	19	13	13
Social Work: Pre-Admit	0	9	1	3	5
Speech Lang & Hearing Sciences	4	3	6	7	7
UWC-BAS Program	10	21	18	19	30
Organizational Leadership	10	21	18	19	30
Undeclared & Other*	28	16	22	27	19
Energy Resource Mgmt/Dev	1	0	1	1	2
Environment & Natural Res	1	1	0	2	1
Environmental Systems Science	0	2	1	2	2
Exploratory Studies	7	0	0	2	0
General Studies	5	1	10	12	3
Health Leadership	0	0	0	0	1
Outdoor Rec/Tourism Management	1	0	0	0	2
Undeclared	13	12	10	8	8
Total	622	553	485	565	523

* Other includes School of Energy Resources and Haub School of Environment & Natural Resources

**Figure 2d. (Supplemental) Headcount of Transfers to UW Colleges & Program Campus
Fall 2020 - Fall 2024**

All Wyoming Community Colleges

UW College, Program Campus	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Agriculture, Life Sciences & Natural Resources	43	32	27	77	70
Main	43	31	26	61	60
UW-Casper	0	1	0	14	9
Online/Distance	0	0	1	2	1
Arts & Sciences	199	207	151	122	110
Main	138	137	98	82	56
UW-Casper	28	30	28	16	25
Online/Distance	33	40	25	24	29
Business	63	57	53	57	53
Main	46	37	43	40	38
Online/Distance	17	20	10	17	15
Education	73	43	58	50	55
Main	58	37	40	33	29
UW-Casper	15	4	11	6	6
Online/Distance	0	2	7	11	20
Engineering & Physical Sciences	56	42	31	62	48
Main	56	41	30	62	47
Online/Distance	0	1	1	0	1
Health Sciences	150	135	125	151	138
Main	47	43	45	47	45
UW-Casper	24	11	18	17	20
Online/Distance	79	81	62	87	73
UWC-BAS Program	10	21	18	19	30
UW-Casper	0	0	18	19	30
Online/Distance	10	21	0	0	0
Undeclared & Other*	28	16	22	27	19
Main	18	9	3	15	11
UW-Casper	0	0	4	1	4
Online/Distance	10	7	15	11	4
Total	622	553	485	565	523
Main	406	335	285	340	286
UW-Casper	67	46	79	73	94
Online/Distance	149	172	121	152	143

* Other includes School of Energy Resources and Haub School of Environment & Natural Resources

Figure 3a. UW First Semester GPA by UW College - Fall 2024

**Degree-Seeking
Transfers and UW Undergraduates**

UW College	Wyoming Transfers		Out-of-State Transfers		All Transfers		All UW Undergraduates	
	#	GPA	#	GPA	#	GPA	#	GPA
Agriculture, Life Sciences & Natural Resources	70	2.95	56	2.99	126	2.97	1,258	3.11
Arts & Sciences	110	3.33	55	3.15	165	3.27	1,612	3.27
Business	53	3.07	50	2.98	103	3.03	1,126	3.14
Education	55	3.45	21	3.70	76	3.53	607	3.47
Engineering & Physical Sciences	48	2.74	46	2.85	94	2.79	1,464	2.91
Health Sciences	138	3.43	45	2.91	183	3.29	1,203	3.32
UWC-BAS Program	30	3.56	10	3.44	40	3.53	107	3.46
Undeclared & Other*	19	2.71	20	3.32	39	3.02	567	3.06
Total	523	3.21	303	3.07	826	3.16	7,944	3.17

* Other includes School of Energy Resources and Haub School of Environment & Natural Resources.

** GPA is not displayed for populations less than three.

Figure 3b. UW First Semester GPA by UW College and Class - Fall 2024

**Degree-Seeking
Transfers and UW Undergraduates**

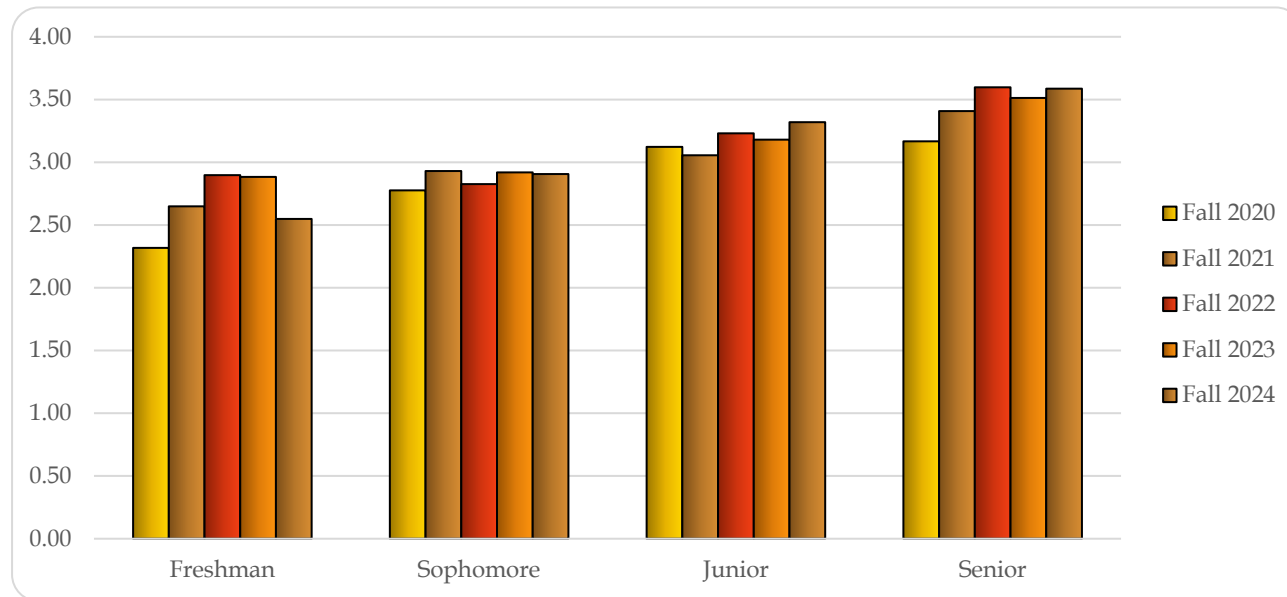
UW College	Freshman		Sophomore		Junior		Senior		Second Bachelors		Total	
	#	GPA	#	GPA	#	GPA	#	GPA	#	GPA	#	GPA
Agriculture, Life Sciences & Natural Resources	5	2.72	15	2.08	47	3.17	3	3.44	0	--	70	2.95
Arts & Sciences	3	2.38	29	3.11	70	3.43	8	3.55	0	--	110	3.33
Business	10	2.74	9	2.93	30	3.20	2	**	2	**	53	3.07
Education	3	2.80	12	3.32	31	3.45	9	3.71	0	--	55	3.45
Engineering & Physical Sciences	4	2.80	13	2.56	26	2.83	5	2.69	0	--	48	2.74
Health Sciences	4	2.50	26	2.97	69	3.55	34	3.66	5	3.72	138	3.43
UWC-BAS Program	2	**	6	3.76	14	3.60	8	3.85	0	--	30	3.56
Undeclared & Other*	3	1.75	6	2.68	8	2.85	2	**	0	--	19	2.71
Wyoming Transfers	34	2.55	116	2.91	295	3.32	71	3.59	7	3.77	523	3.21
Out-of-State Transfers	53	2.52	95	2.99	94	3.35	36	3.09	25	3.66	303	3.07
All Transfers	87	2.53	211	2.95	389	3.33	107	3.42	32	3.68	826	3.16
UW Undergrads (Fall 2024 Semester)	1,636	2.87	1,585	3.07	1,979	3.22	2,498	3.38	246	3.34	7,944	3.17

* Other includes School of Energy Resources and Haub School of Environment & Natural Resources.

** GPA is not displayed for populations less than three.

Figure 3c. UW First Semester GPA by Class, Fall 2020 - Fall 2024

**Degree-Seeking
Transfers and UW Undergraduates**
Wyoming Community College Transfers



Term	Freshman		Sophomore		Junior		Senior		Second Bachelors		Total	
	#	GPA	#	GPA	#	GPA	#	GPA	#	GPA	#	GPA
Fall 2020	53	2.32	147	2.78	336	3.12	75	3.17	11	3.65	622	2.98
Fall 2021	24	2.65	111	2.93	329	3.06	79	3.41	10	3.29	553	3.06
Fall 2022	37	2.90	115	2.83	260	3.23	68	3.60	5	2.53	485	3.16
Fall 2023	46	2.88	140	2.92	281	3.18	86	3.51	12	3.25	565	3.14
Fall 2024	34	2.55	116	2.91	295	3.32	71	3.59	7	3.77	523	3.21

** GPA is not displayed for populations less than three.

**Figure 4a. UW Semester GPA by Hours Transferred
Comparison of Community College and UW Grade Point Averages**

Fall 2024

**Degree-Seeking
Transfers and UW Undergraduates**

Transferred Credit Hours*	Wyoming Transfers			Out-of-State Transfers			All Transfers			UW Undergraduates	
	#	Transfer GPA*	UW Sem GPA	#	Transfer GPA*	UW Sem GPA	#	Transfer GPA*	UW Sem GPA	#	UW Sem GPA
0 <= Hours < 30	40	2.80	2.66	81	2.82	2.87	121	2.81	2.81	3,900	3.06
30 <= Hours < 60	114	3.24	3.04	99	3.20	3.03	213	3.23	3.03	1,874	3.20
60 <= Hours < 90	291	3.38	3.30	88	3.24	3.27	379	3.35	3.29	1,377	3.33
90 <= Hours	78	3.23	3.44	35	2.91	3.08	113	3.12	3.33	793	3.32
Total	523	3.31	3.21	303	3.12	3.07	826	3.25	3.16	7,944	3.17

*Transferred Credit Hours at time of admission and Transfer GPA are totaled from all transfer work, not only transfer work from individual community colleges.

**GPA is not displayed for populations less than three.

Only hours for grade are included.

Figure 4b. UW Semester GPA by Hours Transferred
Comparison of Community College and UW Grade Point Averages

Spring 2025
Degree-Seeking
Transfers and UW Undergraduates

Transferred Credit Hours*	Wyoming Transfers			Out-of-State Transfers			All Transfers			UW Undergraduates	
	#	Transfer GPA*	UW Sem GPA	#	Transfer GPA*	UW Sem GPA	#	Transfer GPA*	UW Sem GPA	#	UW Sem GPA
0 <= Hours < 30	15	3.22	3.00	36	2.97	3.19	51	3.03	3.15	2,991	3.09
30 <= Hours < 60	37	3.21	3.09	42	2.94	2.85	79	3.07	2.95	2,046	3.24
60 <= Hours < 90	76	3.20	3.21	39	3.08	3.02	115	3.16	3.14	1,461	3.32
90 <= Hours	26	3.12	3.41	14	2.97	3.30	40	3.07	3.37	1,028	3.43
Total	154	3.18	3.20	131	3.01	3.03	285	3.11	3.11	7,526	3.22

*Transferred Credit Hours at time of admission and Transfer GPA are totaled from all transfer work, not only transfer work from individual community colleges.

**GPA is not displayed for populations less than three.

Only hours for grade are included.

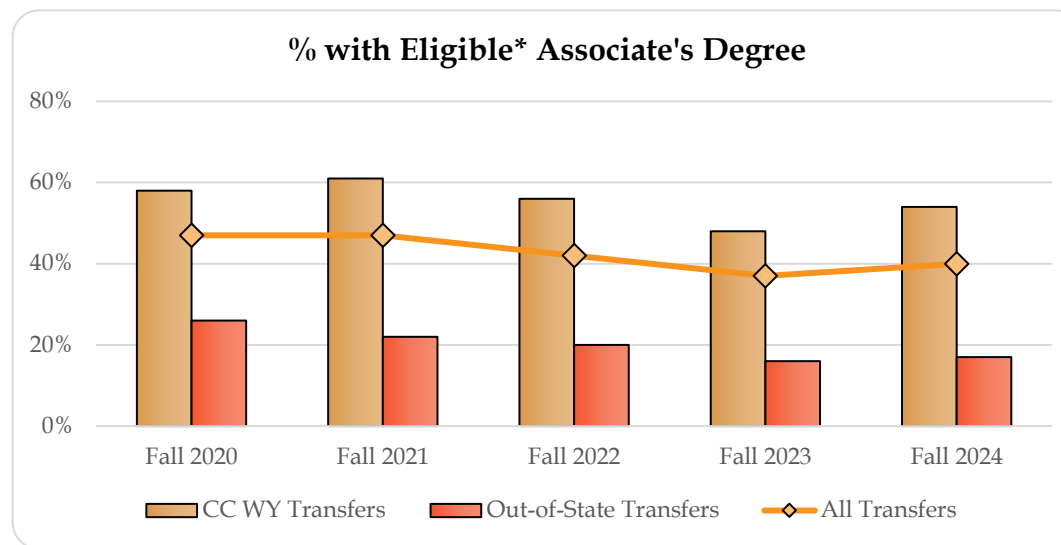
Figure 5a. Retention & Graduation of Degree-Seeking Transfers from Community Colleges
30 or More Incoming Credit Hours
Fall Cohort Years 2015 - 2023

Fall Cohort	Head Count	% Part-Time	----- Cumulative Retention and Graduation Rates -----										
			% Cont to 2nd Yr	% Grad in 2 Yrs	% Cont to 3rd Yr	% Grad in 3 Yrs	% Cont to 4th Yr	% Grad in 4 Yrs	% Cont to 5th Yr	% Grad in 5 Yrs	% Cont to 6th Yr	% Grad in 6 Yrs	% Cont to 7th Yr
Wyoming Community Colleges													
2015	569	29%	76%	29%	44%	58%	14%	67%	5%	70%	2%	71%	1%
2016	589	27%	79%	31%	43%	58%	16%	66%	7%	71%	2%	73%	2%
2017	624	24%	76%	34%	37%	56%	15%	67%	5%	69%	3%	71%	1%
2018	668	30%	79%	36%	39%	61%	11%	69%	4%	71%	2%	72%	1%
2019	653	28%	76%	34%	36%	59%	9%	65%	4%	67%	2%		
2020	568	26%	75%	39%	34%	62%	13%	68%	5%				
2021	528	30%	76%	35%	38%	60%	12%						
2022	448	28%	73%	39%	35%								
2023	516	29%	75%										
All Community Colleges													
2015	677	27%	74%	26%	45%	54%	16%	64%	6%	68%	2%	69%	1%
2016	727	24%	78%	28%	45%	56%	15%	64%	7%	69%	3%	70%	2%
2017	789	22%	76%	32%	40%	54%	17%	66%	5%	68%	3%	70%	2%
2018	823	26%	78%	35%	40%	61%	12%	68%	4%	71%	2%	72%	1%
2019	767	25%	75%	32%	38%	57%	11%	63%	5%	66%	2%		
2020	703	24%	74%	35%	37%	58%	15%	65%	6%				
2021	657	28%	75%	33%	39%	57%	13%						
2022	553	27%	74%	37%	37%								
2023	625	26%	76%										

Figure 5b. Retention & Graduation of Degree-Seeking Transfers from Community Colleges
60 or More Incoming Credit Hours
Fall Cohort Years 2015 - 2023

Fall Cohort	Head Count	% Part-Time	----- Cumulative Retention and Graduation Rates -----										
			% Cont to 2nd Yr	% Grad in 2 Yrs	% Cont to 3rd Yr	% Grad in 3 Yrs	% Cont to 4th Yr	% Grad in 4 Yrs	% Cont to 5th Yr	% Grad in 5 Yrs	% Cont to 6th Yr	% Grad in 6 Yrs	% Cont to 7th Yr
Wyoming Community Colleges													
2015	463	31%	76%	35%	39%	62%	13%	70%	5%	73%	1%	74%	1%
2016	477	29%	80%	37%	39%	64%	11%	70%	5%	74%	1%	75%	1%
2017	483	25%	77%	41%	33%	61%	13%	69%	5%	72%	3%	74%	1%
2018	520	30%	79%	43%	33%	67%	8%	73%	3%	74%	2%	75%	1%
2019	508	29%	77%	40%	32%	63%	7%	67%	3%	69%	2%		
2020	415	27%	75%	43%	32%	65%	12%	70%	5%				
2021	415	30%	77%	43%	31%	65%	9%						
2022	326	28%	76%	50%	29%								
2023	375	30%	74%										
All Community Colleges													
2015	533	30%	75%	32%	41%	59%	14%	67%	5%	70%	2%	72%	1%
2016	561	27%	80%	35%	41%	63%	12%	69%	6%	73%	2%	74%	2%
2017	579	23%	77%	39%	36%	60%	14%	69%	5%	72%	3%	73%	2%
2018	624	28%	79%	42%	34%	67%	8%	73%	3%	74%	1%	75%	1%
2019	587	27%	76%	38%	34%	62%	8%	66%	3%	68%	2%		
2020	497	26%	74%	41%	33%	63%	12%	69%	5%				
2021	499	29%	76%	40%	32%	62%	10%						
2022	392	27%	75%	47%	30%								
2023	436	29%	74%										

**Figure 6a. Transfers to UW with Eligible* Associate's Degree
Fall 2020 - Fall 2024**



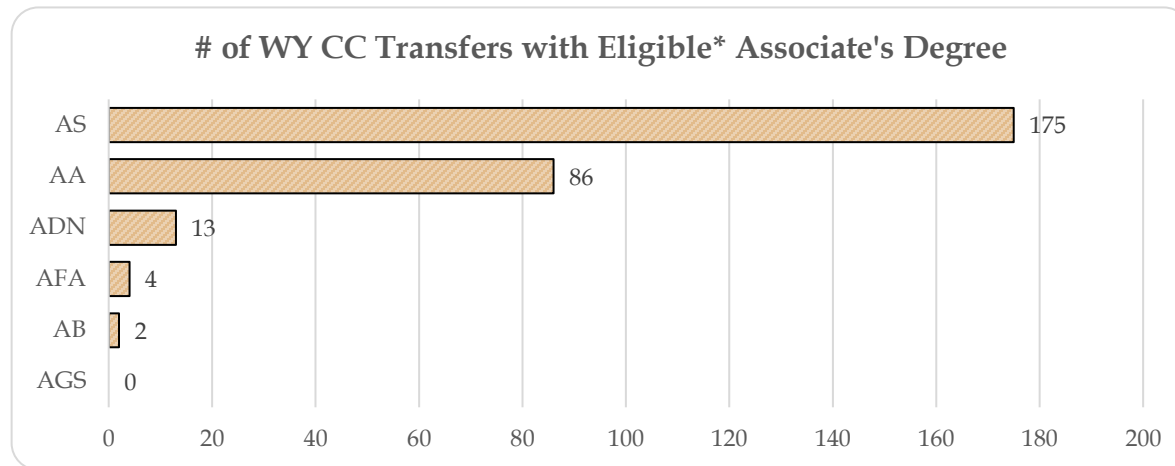
Institution	Fall 2020			Fall 2021			Fall 2022			Fall 2023			Fall 2024		
	# of Transfers	Eligible Assoc. Degree		# of Transfers	Eligible Assoc. Degree		# of Transfers	Eligible Assoc. Degree		# of Transfers	Eligible Assoc. Degree		# of Transfers	Eligible Assoc. Degree	
		#	%		#	%		#	%		#	%		#	%
Casper	172	99	58%	139	87	63%	149	90	60%	178	94	53%	149	91	61%
Central	45	24	53%	34	24	71%	32	21	66%	43	26	60%	37	16	43%
Eastern	25	18	72%	17	7	41%	22	7	32%	19	3	16%	20	6	30%
LCCC	154	74	48%	139	77	55%	91	42	46%	137	51	37%	123	46	37%
NWCCD	112	69	62%	103	66	64%	84	51	61%	80	43	54%	116	72	62%
Northwest	55	39	71%	62	41	66%	40	26	65%	42	22	52%	38	26	68%
Western	59	37	63%	59	34	58%	67	37	55%	66	31	47%	40	23	57%
All WY CC Transfers	622	360	58%	553	336	61%	485	274	56%	565	270	48%	523	280	54%
Out-of-State Transfers	313	80	26%	321	72	22%	305	60	20%	293	47	16%	303	53	17%
All Transfers	935	440	47%	874	408	47%	790	334	42%	858	317	37%	826	333	40%

*Students with an eligible associate's degree receive credit toward completion of the lower division general education requirements at UW.

Excludes Associate's of Applied Arts (AAA) and Science (AAS) degrees.

**Associate's degrees may have been granted from a different institution.

**Figure 6b. Transfers with Associate's Degree by Type
Fall 2024**



Institution**	Associate of...						Total Eligible* Associate's Degrees	Associate of...		Total All Associate's Degrees
	Arts	Business	Nursing	Fine Arts	General Studies	Science		Applied Arts	Applied Science	
	AA	AB	ADN	AFA	AGS	AS		AAA	AAS	
Casper	26	2	2	2	0	59	91	0	3	94
Central	9	0	1	0	0	6	16	0	2	18
Eastern	2	0	0	0	0	4	6	0	2	8
LCCC	16	0	3	0	0	27	46	0	7	53
NWCCD	8	0	5	2	0	57	72	0	1	73
Northwest	11	0	0	0	0	15	26	0	2	28
Western	14	0	2	0	0	7	23	0	0	23
All WY CC Transfers	86	2	13	4	0	175	280	0	17	297
Out-of-State Transfers	24	0	1	0	1	27	53	0	7	60
All Transfers	110	2	14	4	1	202	333	0	24	357

*Students with an eligible associate's degree receive credit toward completion of the lower division general education requirements at UW.

**Associate's degrees may have been granted from a different institution.

Figure 7. Demographics of Wyoming Community College Transfers at UW
Fall 2020 - Fall 2024

Gender

Institution	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Casper	67%	33%	63%	37%	74%	26%	62%	37%	67%	32%
Central	60%	40%	68%	32%	69%	31%	60%	37%	59%	41%
Eastern	56%	44%	71%	29%	77%	23%	47%	47%	65%	30%
LCCC	61%	39%	70%	30%	71%	29%	61%	37%	65%	34%
NWCCD	62%	38%	71%	29%	68%	32%	70%	30%	58%	40%
Northwest	49%	51%	52%	48%	55%	45%	62%	38%	68%	32%
Western	54%	46%	63%	37%	61%	39%	50%	48%	75%	25%
Total	61%	39%	65%	35%	69%	31%	61%	38%	65%	34%

*Students who did not provide their gender are not reflected in percentages.

Age: "Below 25" or "25 and Older"

Institution	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	< 25	25+	< 25	25+	< 25	25+	< 25	25+	< 25	25+
Casper	66%	34%	66%	34%	66%	34%	72%	28%	72%	28%
Central	73%	27%	56%	44%	72%	28%	70%	30%	70%	30%
Eastern	80%	20%	88%	12%	64%	36%	63%	37%	80%	20%
LCCC	71%	29%	65%	35%	75%	25%	73%	27%	73%	27%
NWCCD	84%	16%	77%	23%	73%	27%	75%	25%	83%	17%
Northwest	82%	18%	85%	15%	73%	28%	71%	29%	79%	21%
Western	81%	19%	71%	29%	87%	13%	83%	17%	55%	45%
Total	74%	26%	71%	29%	72%	28%	73%	27%	74%	26%

Average Age

Institution	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Casper	24.7	25.2	25.3	24.0	24.5
Central	24.5	26.3	24.6	25.1	25.4
Eastern	23.1	21.6	26.8	29.1	25.0
LCCC	24.0	25.1	24.2	24.9	24.2
NWCCD	22.3	24.0	24.3	24.3	23.3
Northwest	22.4	22.6	23.9	25.4	24.7
Western	23.3	24.7	21.8	22.7	27.8
Total	23.7	24.6	24.3	24.4	24.5

Demographics Continued

Ethnicity - Fall 2024

Institution	Minority						Minority Total	White	Inter-national	Ethnicity and Race Unknown
	Hispanics of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	Two or More Races				
Casper	12%	--	2%	--	--	5%	19%	79%	1%	2%
Central	11%	8%	--	--	--	5%	24%	76%	--	--
Eastern	10%	--	--	--	--	--	10%	85%	--	5%
LCCC	19%	2%	4%	1%	--	7%	33%	64%	1%	2%
NWCCD	6%	--	1%	--	--	3%	10%	86%	1%	3%
Northwest	11%	--	--	--	--	11%	21%	74%	3%	3%
Western	20%	--	--	--	--	5%	25%	75%	--	--
Total	13%	1%	2%	0%	0%	5%	21%	76%	1%	2%

Full-Time/Part-Time

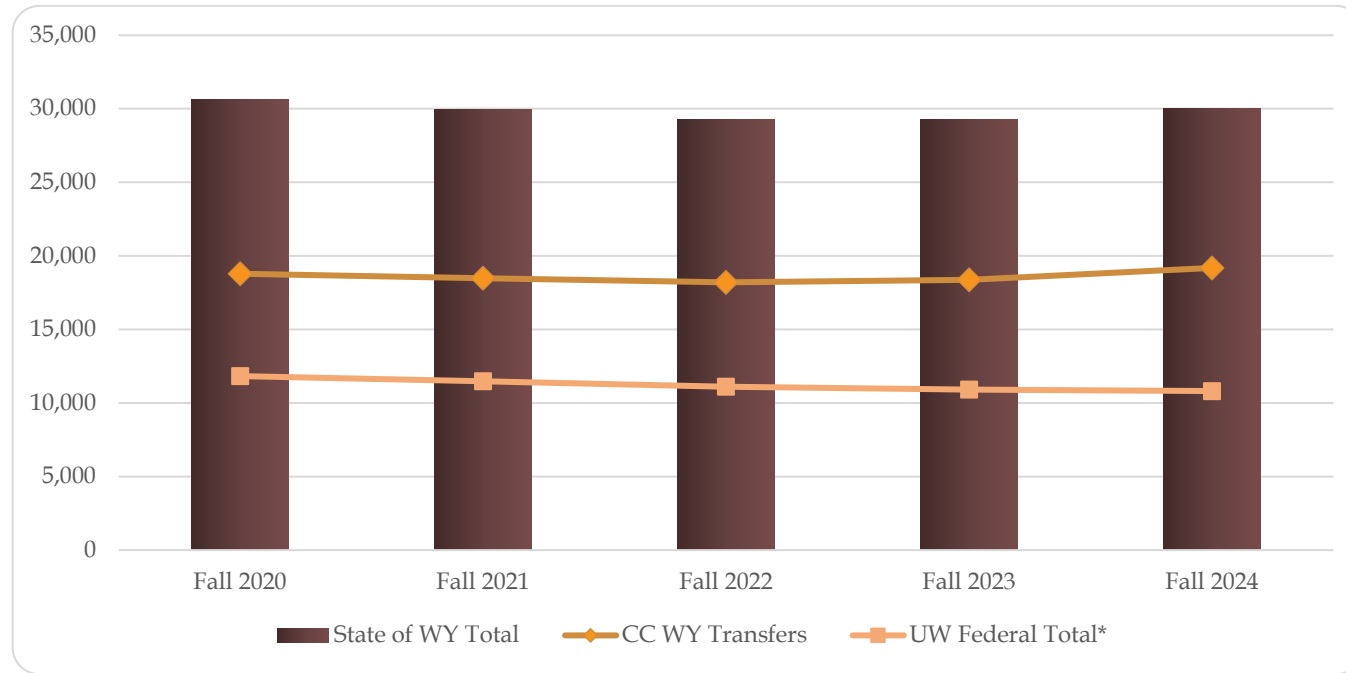
Fall 2020 - Fall 2024

Institution	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Casper	69%	31%	64%	36%	58%	42%	67%	33%	70%	30%
Central	76%	24%	74%	26%	78%	22%	79%	21%	68%	32%
Eastern	88%	12%	88%	12%	86%	14%	79%	21%	70%	30%
LCCC	69%	31%	69%	31%	69%	31%	72%	28%	75%	25%
NWCCD	79%	21%	75%	25%	83%	17%	78%	23%	80%	20%
Northwest	76%	24%	77%	23%	75%	25%	81%	19%	79%	21%
Western	92%	8%	69%	31%	85%	15%	74%	26%	70%	30%
Total	75%	25%	71%	29%	72%	28%	73%	27%	74%	26%

Figure 8. Institutions Most Frequently Transferring Students to UW
10-Year Headcount Fall 2015 - Fall 2024

Transferring Institution and State		Fall Semesters										10-Year Total
		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Casper College	WY	155	153	130	170	167	172	139	149	178	149	1,562
Laramie County Community College	WY	167	150	181	136	146	154	139	91	137	123	1,424
Northern Wyoming Community College District	WY	90	88	138	117	121	112	103	84	80	116	1,049
Western Wyoming Community College	WY	80	81	72	94	83	59	59	67	66	40	701
Northwest College	WY	49	72	71	89	81	55	62	40	42	38	599
Central Wyoming College	WY	50	56	50	62	59	45	34	32	43	37	468
Eastern Wyoming College	WY	28	29	23	31	29	25	17	22	19	20	243
Front Range Community College	CO	11	11	19	9	8	14	16	13	8	11	120
Southern Alberta Inst of Tech	Canada	9	30	33	19	10	6	1	2	0	1	111
Northeastern Junior College	CO	7	4	13	13	14	11	9	5	5	8	89
Colorado State University	CO	5	9	10	8	4	3	12	5	2	6	64
Black Hills State University	SD	6	7	14	6	4	2	3	6	4	5	57
Montana State University-Bozmn	MT	2	5	7	8	3	2	0	5	6	8	46
Arapahoe Community College	CO	8	2	3	4	4	6	3	5	2	5	42
Aims Community College	CO	0	4	0	9	3	4	3	3	3	7	36
Utah State University	UT	3	2	2	2	5	7	3	2	5	2	33
Chadron State College	NE	5	2	3	4	2	4	3	1	7	2	33
Western Nebraska Comm Coll	NE	6	6	3	2	1	0	2	2	4	4	30
Brigham Young University-ID	ID	2	2	2	4	5	2	2	5	4	2	30
Univ of Northern Colorado	CO	3	5	4	3	2	1	4	1	4	1	28
Pikes Peak Community College	CO	1	1	3	2	4	6	5	1	1	3	27
Colorado Mesa University	CO	4	3	2	1	5	2	0	4	3	2	26
Metropolitan State Univ/Denver	CO	2	2	8	0	2	4	4	1	1	1	25
University of Colorado-Co Sprg	CO	2	0	2	4	2	6	2	1	2	3	24
Red Rocks Community College	CO	2	3	6	2	1	3	0	2	3	2	24
Montana State University-Blngs	MT	4	0	4	0	0	5	2	1	2	3	21
Comm Coll of the Air Force	AL	0	2	2	2	2	2	1	4	3	1	19
University of Colorado-Boulder	CO	2	3	1	6	2	0	2	0	2	1	19
Arizona State University	AZ	2	2	2	1	1	3	2	1	2	3	19
Jakarta International College	Indonesia	0	0	0	0	0	0	0	0	14	5	19
Grand Canyon University	AZ	0	1	4	0	0	2	0	4	5	1	17
Salt Lake Community College	UT	1	2	2	2	2	2	1	1	2	1	16

**Figure 9. UW and Wyoming Community Colleges
Official Headcounts, Fall 2020 - Fall 2024**



Institution*	Fall 2020			Fall 2021			Fall 2022			Fall 2023			Fall 2024		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Casper	1,567	2,065	3,632	1,522	1,961	3,483	1,434	1,996	3,430	1,420	2,055	3,475	1,424	2,052	3,476
Central	592	1,219	1,811	587	1,226	1,813	615	1,362	1,977	629	1,525	2,154	665	1,629	2,294
Eastern	505	965	1,470	463	943	1,406	454	1,017	1,471	411	1,091	1,502	447	1,013	1,460
LCCC	1,404	2,464	3,868	1,344	2,588	3,932	1,373	2,421	3,794	1,477	2,571	4,048	1,625	2,601	4,226
NWCCD	1,245	2,520	3,765	1,216	2,716	3,932	1,255	2,407	3,662	1,237	2,082	3,319	1,261	2,282	3,543
Northwest	687	756	1,443	652	790	1,442	650	795	1,445	650	739	1,389	697	803	1,500
Western	918	1,871	2,789	885	1,588	2,473	799	1,624	2,423	764	1,728	2,492	804	1,880	2,684
WY CC Total	6,918	11,860	18,778	6,669	11,812	18,481	6,580	11,622	18,202	6,588	11,791	18,379	6,923	12,260	19,183
UW Federal Total*	9,347	2,482	11,829	8,986	2,493	11,479	8,643	2,457	11,100	8,447	2,466	10,913	8,430	2,383	10,813
State of WY Total	16,265	14,342	30,607	15,655	14,305	29,960	15,223	14,079	29,302	15,035	14,257	29,292	15,353	14,643	29,996

*Note: All semesters exclude professional development students

Figure 10ab. List of New Transfer Students at UW

Fall 2024 / Spring 2025

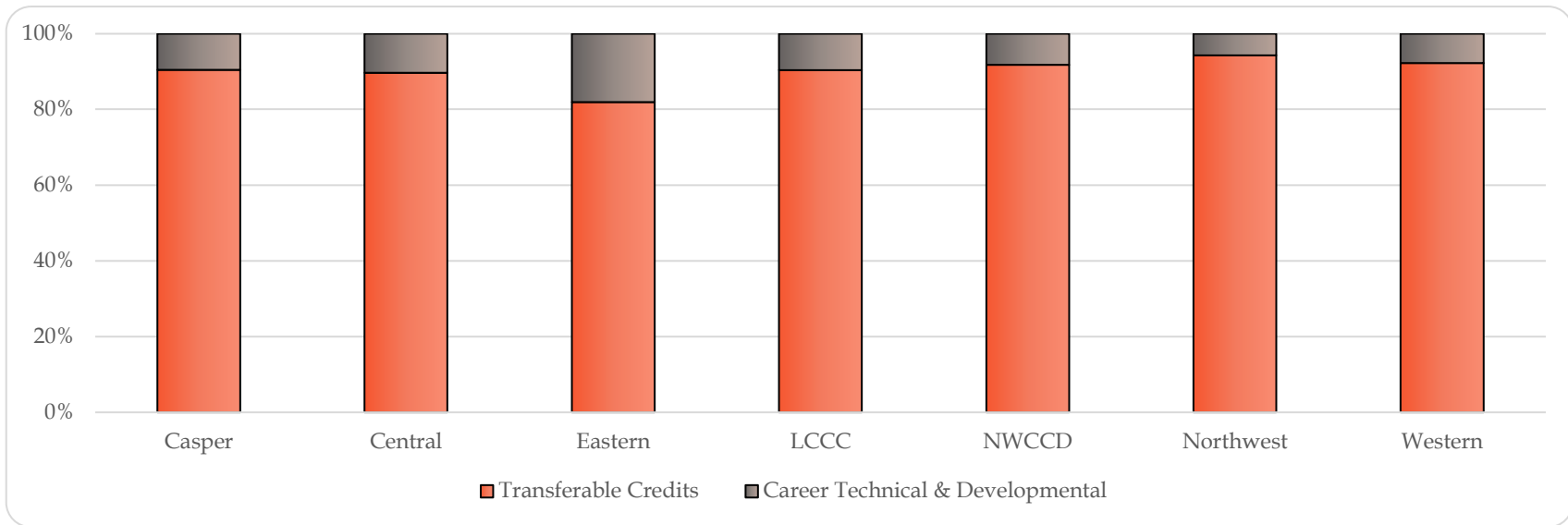
Sample Community College

Students	Transfer Credits*	Associates Degree	UW College	Class	UW Major	UW Program Campus
Campbell, John	18	AS**	AS	JR	Psychology	UW-Casper
Doe, Jane	16		AS	FR	Criminal Justice	Main
Doe, John	81.5	AAS	HS	JR	Nursing - RN-BSN Track	Online/Distance
Joe, Cowgirl	75	AS	AS	JR	Psychology	Main
Morris, Ester Hobart	52	AA	UC	SO	Organizational Leadership	UW-Casper
Post, Amalia	53	AS	CB	JR	Finance	Main
Sawin, Louisa	104	AA	ED	SR	Elementary Education	Main

Transfer credits include accepted credits from this community college only.

**Associate's degree is from a different institution.

Figure 11a. Transfer Credit Equivalency by New Transfer Students at UW
Fall 2024



Institution	Transferable Credits				Career Technical & Developmental***				Total Credit Hours
	Direct Equivalent*	Graduation Elective**	Total		CTE/Other	Developmental	Total		
			#	%			#	%	
Casper	7,019	2,977	9,996	90%	652	399	1,051	10%	11,047
Central	1,796	777	2,573	90%	215	82	297	10%	2,869
Eastern	1,084	343	1,427	82%	301	13	314	18%	1,741
LCCC	5,842	1,402	7,244	90%	594	175	769	10%	8,013
NWCCD	6,131	1,390	7,521	92%	551	124	675	8%	8,196
Northwest	2,180	646	2,826	94%	120	52	172	6%	2,998
Western	2,414	697	3,111	92%	149	113	262	8%	3,373
CC WY Transfers	26,466	8,231	34,697	91%	2,581	958	3,539	9%	38,235
Out-of-State Transfers	9,277	12,997	22,274	89%	2,748	--	2,748	11%	25,022
All Transfers	35,742	21,229	56,971	90%	5,328	958	6,286	10%	63,257

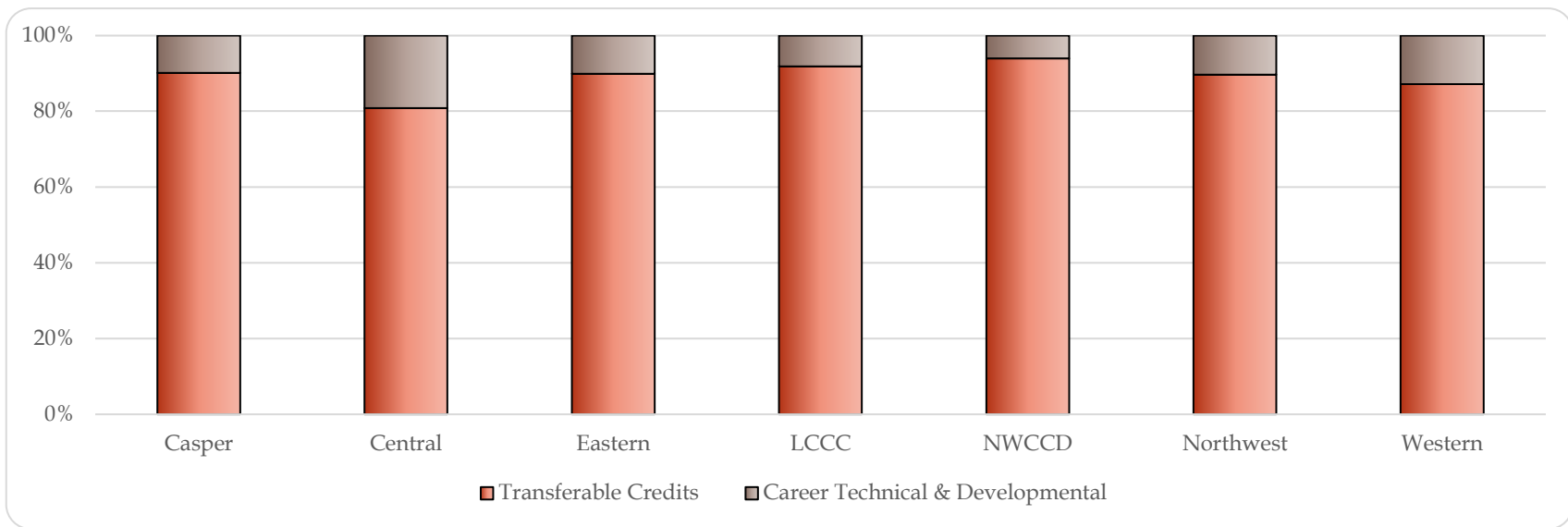
*Course is equivalent to an offered course at the University of Wyoming (e.g. ENGL 1010 or PSYC 1000).

**Courses are transferred to meet general education and/or graduation elective requirements (e.g. ENGL 1020 or HLTK 1200).

***These courses do not transfer into UW for credit (e.g. NRST 1510 is CTE and MATH 0930 is Developmental).

Notes: Transfer credit data is as of October 08, 2025. This report is under development as changes are being made to the methodology. Data is not comparable from year to year.

**Figure 11b. Transfer Credit Equivalency by New Transfer Students at UW
Spring 2025**



Institution	Transferable Credits				Career Technical & Developmental***				Total Credit Hours
	Direct Equivalent*	Graduation Elective**	Total		CTE/Other	Developmental	Total		
			#	%			#	%	
Casper	1,872	720	2,592	90%	206	78	284	10%	2,876
Central	426	174	600	81%	129	13	142	19%	742
Eastern	435	173	608	90%	67	1	68	10%	676
LCCC	2,507	404	2,911	92%	194	64	258	8%	3,169
NWCCD	1,297	281	1,578	94%	79	22	101	6%	1,679
Northwest	222	121	343	90%	26	14	40	10%	383
Western	861	255	1,116	87%	98	66	164	13%	1,280
CC WY Transfers	7,620	2,128	9,748	90%	798	258	1,056	10%	10,804
Out-of-State Transfers	3,491	6,333	9,825	89%	1,200	--	1,200	11%	11,025
All Transfers	11,111	8,461	19,572	90%	1,998	258	2,256	10%	21,829

*Course is equivalent to an offered course at the University of Wyoming (e.g. ENGL 1010 or PSYC 1000).

**Courses are transferred to meet general education and/or graduation elective requirements (e.g. ENGL 1020 or HLTK 1200).

***These courses do not transfer into UW for credit (e.g. NRST 1510 is CTE and MATH 0930 is Developmental).

Notes: Transfer credit data is as of October 08, 2025. This report is under development as changes are being made to the methodology. Data is not comparable from year to year.

Definition of Terms Used in New Transfer Information

Community College GPA:	Cumulative GPA prior to UW. This GPA may include work from more than one institution.
Fall Semester:	Fall includes students who began in the summer and continued in the fall.
Spring Semester:	Spring includes students who began in the spring.
New Transfer Students:	Undergraduate students who previously attended a higher education institution, have been officially admitted to the University of Wyoming (UW), and are attending UW as a degree-seeking student for the first time. This includes students at UW for the first time who are seeking a second bachelor's degree. Fall 2024 new transfers include those as defined above, who began taking classes during Summer 2024 or Fall 2024. Spring 2025 new transfers include those as defined above, who began taking classes during Spring 2025. These students are identified only with the most recent college they attended prior to attending UW. Re-enrollees at UW are not counted as new transfers.
Program Campus:	Main: The student's program is delivered through the main campus with primarily in-person instruction. UWC: The student's program is delivered through the UW-Casper campus with a mixture of in-person and online instruction. Online/Distance: The student's program is delivered primarily online.
Transferred Hours:	Total hours taken for a grade prior to UW. This total may include hours from more than one institution.
Transfers with Associate's Degrees:	Associate's degrees granted are captured as of the students' entry semester at UW. Eligible transfer degrees were updated to be consistent across years.
Degree-Seeking Undergraduate Students:	This group includes freshmen, sophomores, juniors, seniors, and second bachelors.
UW Fall 2024 & Spring 2025 Sem GPA:	UW GPAs are for Fall 2024 or Spring 2025. It is calculated by dividing the students' earned points by earned hours.
UW College Codes:	AG College of Agriculture, Life Sciences & Natural Resources AS College of Arts & Sciences CB College of Business ED College of Education EN College of Engineering & Physical Sciences ER School of Energy Resources HN Haub School of Environment & Natural Resources HS College of Health Sciences UC UWC-BAS Program UN Undeclared & Exploratory Studies
UW Student Class Codes:	FR Freshman SO Sophomore JR Junior SR Senior SB Second Bachelor



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