

Eastern Wyoming College

Outcomes Assessment



Background

- **Higher Learning Commission**
- **Criterion Three: Teaching and Learning: Quality, Research, and Support**

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

Multiple measures

- COMPASS/CAAP tests
- Perkins Assessment
- Surveys
 - CCSSE (Community College Survey of Student Engagement)
 - Graduate survey
 - SENSE (Survey of Entering Student Engagement)
- UW Transfer Student Report
- Classroom, Course, Program Assessments

What are assessments used for?

- Documentation of Student Learning
- Curriculum Improvement
- Program Review
- Strategic Planning and Budgeting
- Future Directions

Evidence of Learning

- CAAP test results: All areas tested including writing skills, math, reading, critical thinking, and science resulted in scores above the national average.
- Goal: Maintain levels above the national average and improve all areas.

UW Transfer Student Findings

- 37 students from EWC attended UW as transfer students in 2013-2014. This is up from 32 students from the year before and continues to be above the five-year average of transfer students.
- The students that transfer with 60 to 90 credits have the most successful first semester UW GPA.

Program Assessments

- Findings relative to core competencies of communication, analytical and quantitative reasoning, technology, social awareness, and information literacy (learning related to general education requirements expected of all graduates)
- Findings relative to program requirements (learning related to the specific degree)
- Recommendations to improve teaching/learning (may be budget related and/or curriculum related)

Course Assessments

- Courses within each program are examined for their role in meeting the program goals.
- Faculty members devise outcomes for the course which tie to the core competencies and program-specific learning.
- The report also includes the measures used to assess outcome achievement.

Classroom Assessment Techniques

- Faculty perform many classroom assessment techniques (CATS) per semester.
- Faculty report one CAT per semester.
- Results lead to changes in teaching practices or affirmation that current practices are enhancing student learning.

What we have done well

- The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
- We have many examples of curriculum improvements from program, course, and classroom assessments, as well as testing and survey results.
- The examples provide evidence of student learning with respect to
 - Core competencies
 - Program specific learning