

Outcomes Assessment Summary Report

With Assessment Examples
2008—2009



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Executive Summary

The purpose of assessment is to improve student learning, instructor effectiveness and to reaffirm institutional integrity. Assessment at Eastern Wyoming College refers to the efforts to obtain information about how and what students are learning, the quality of course instruction, and instructional programs. Eastern Wyoming College is committed to implementing a comprehensive plan of assessment activities that measures how well we meet these goals.

The Outcomes Assessment plan is comprehensive and includes students, teachers, staff and the processes and resources of the college. The plan produces clear evidence of student learning, instructor effectiveness and institutional integrity but does not guarantee favorable results. The plan is ongoing and integrated across the institution and is useful on a practical level because it is channeled back through the institution. The following report summarizes the outcomes of assessment activities for 2008-2009.

Foundations of Excellence

In the summer of 2008, Eastern Wyoming College began a process of self-study focusing on the first year of college. Guided by the Policy Center's Foundations of Excellence, an inquiry was organized which focused on the first year student experience. The areas of study were as follows: Philosophy, Organization, Learning, Campus Culture, Transition, All Students, Diversity, Roles and Purposes, and Improvement. The sources of evidence for the study came from surveys, professional knowledge, interviews, institutional records and other primary references. The Foundations of Excellence program final report has been completed and is available to the college community. The FoE program is not a static finding but has evolved into a continuous process of assessment and evaluations, recommendations and implementation. Seven strategic action plans were developed which focused on: First Year Communication Improvements, Advising Improvements, College Studies Improvements, Retention Initiatives, Diversity Improvements, and Assessment Tools and Institutional Data Usage. These action plans will be developed into projects and timelines over the next several years.

American Veterinary Medical Association Activity

In the summer of 2009, the Eastern Wyoming College Veterinary Technology Program completed a biennial report to the American Veterinary Medical Association and was granted continued accreditation. A report addressing centralized task reporting is due in September 2010.

Multiple Assessments

Assessment outcomes at Eastern Wyoming College were also measured at the classroom, course, program, distance delivery and institutional levels. For reliability and validity the measures included testing, surveys and interviews. These results are public and meant to highlight strengths, weaknesses, progress and shortcomings, if any.

Student Learning Outcomes Measures include:

General Education Requirements Assessments

The general education required assessment for graduating AA and AS degree students is the CAAP test. Seventy-six students participated in the Spring 2009 CAAP. Students were tested in the following areas including writing skills, math, reading, critical thinking, and science. Results showed that students scored above the national average. It is recommended that we continue to work on improvement in all areas and that the results be used as an ongoing longitudinal assessment for the institution's transfer programs.

Perkins Grant Evaluation and Assessment

The goal of the Perkins Grant was to provide increased opportunities for technical faculty to obtain professional development and provide students with experiences and equipment from all aspects of an industry or profession. Through individual program advisory groups, recommendations guide program updates, changes and enhancements based on community and industry requirements. Allocations to the following programs and goals are described within the report: Welding, Veterinary Technology, Agriculture, Construction Technology, and Early Childhood Development.

Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement was administered in the Spring of 2009 for the second time in the school's history. The results were received in early Fall 2009 and are being studied by the Outcomes Assessment Committee. A contingency of EWC staff attended a statewide meeting held in Casper to discuss statewide results and to learn how best to use CCSSE data at an institutional level. An accreditation crosswalk was provided that is being used by the self-study accreditation subcommittees as they explore how the HLC criteria is being met at the college.

University of Wyoming Transfer Students

The University of Wyoming provides a report on transferring students from Wyoming community colleges at the annual deans' meeting each fall. Results show that Eastern Wyoming College transfer students continue to do as well or better than UW native students. The Outcomes Assessment Committee is recommending that transfer data from other institutions, namely Black Hills State and Chadron State College, be requested.

Program Assessments

Program Assessments evaluate how students perform on the various required activities embedded in the overall Outcomes Assessment Plan. Goals and objectives are established for each college program. Then student achievement in skills, values and knowledge directed towards accomplishing those goals and objectives are measured through various required program activities as directed by the faculty members.

Recommendations and Findings:

- Veterinary Technology: No significant changes.
- Criminal Justice: Plan for ongoing assessment to remain current and relevant.
- Elementary and Secondary Education: Consider “grading weight” placed on assessment to benefit student skill. Successful “common core” classes identified and will remain. Concern expressed about qualified adjuncts and instructors tied into the strategic plan. Concern about inconsistent and inadequate technology in the classrooms as well as outdated visual aids. Concern expressed over student advising due to inconsistent and outdated requirements that impede the smooth transfer of students to other institutions.
- Cosmetology: Recognition of the value of closer collaboration with other college departments.
- Interdisciplinary Studies--Sophomore Research Project: Recognition of learning disparity between on-campus and distance learning students. Recommends class be offered only on-line so as to narrow the gap.
- Accounting: Closer collaboration between mathematics and accounting programs beginning with an experiment with a Statistics course. Investing in mathematics software.
- Welding and Joining Technology: Due to lower than expected test scores, implement a comprehensive review.
- Early Childhood: Reported no findings or recommendations.
- English: No results—student did not complete the assessment.
- Agriculture: More emphasis placed on student learning in Finances and Marketing.
- Beef Production: Pay closer attention to the five core competencies.
- Business Administration and Accounting: Program review planned for rubric assessment of core competencies, the program exam and the value of CAAP scores. Program revisions include changes in course placement. Specific student learning concerns addressed in mathematics, statistical and business law concepts. Interventions and reinforcement in these areas for identified students.
- Pre-Professional: No changes considered at this time.
- Physical Education, Health and Recreation: No recommendations.
- Farm and Ranch Management: Student survey suggested certain degree seeking students be allowed to complete a research paper instead of a business plan and this was instituted. A second student recommendation requesting a live faculty lecture in place of an on-line course or adjunct instruction, is being considered.
- History: Considering requiring a technology component such as use of PowerPoint.

Course Assessments

Course level assessments are analyzed for their role in meeting those goals and objectives within a program. Embodied in the courses are the five core competencies as defined by the faculty and staff of Eastern Wyoming College—communications skills, analytical and quantitative reasoning, technology skills, social awareness and information literacy.

Recommendations and Findings:

- Faculty, on a yearly basis, identify how the core competencies are being met for a selected course of their choice. Courses are reviewed on a rotating basis so all courses are reviewed on a three-year cycle. All new, re-designed and newly developed courses are approved or not approved by the Curriculum & Learning Council, whose members consist of faculty, staff, and administration, based in part on the course tie-in to the core competencies. A sampling of course assessments are included in this report.

Classroom Assessments

Classroom level assessments include results from instructors using instruments to assess student learning in the classroom, learner attitudes, values, and self-awareness, or learner reactions to instruction. The purpose of these various and defined techniques is to improve student learning opportunities.

Recommendations and Findings:

- According to the reports submitted, faculty are finding student learning occurs. The use of multiple classroom assessment techniques ties this learning to course objectives or core competencies. The report shows the variety of CATs being used by faculty members.

Conclusions and Accomplishments and Goals

The report demonstrates that assessment activities at EWC are an important part of the educational process. Assessment is tied to the institution's mission, vision and goals. Assessment consists of multiple measures including both direct and indirect activities. The assessment plan is updated annually by the Outcomes Assessment Committee and can be found online at <http://www.ewc.wy.edu/faculty/outcomes>.

Eastern Wyoming College's assessment program is a learning paradigm (measuring student learning). Success under this approach documents achievement of identified goals for learning and student success outcomes. Assessment activities are designed to measure such achievement. As such, assessment activities are conducted, results are reviewed and disseminated, and changes made in the classrooms, programs, the strategic planning and budgeting process, and in the overall college based on these assessment results.

The Assessment Cycle is a continuous process of analysis of mission, development of goals and objectives, identification of measures of learning outcomes, assessing, collecting and interpreting data, disseminating useful information, proposing changes, and instituting, monitoring, and evaluating those changes.

Accomplishments:

1. Completed a transition in committee membership and chairperson.
2. Tied Outcomes Assessment closer to Institutional Effectiveness for better institutional planning.
3. Held fall in-service meeting which included request for program goals and objectives review and updates by faculty program leaders.
4. Updated EWC Plan of Assessment with addition and removal of assessment components.
5. Linked the FoE self-study model of dimension interim committees to the NCA criterion related to assessment. These dimension committees are now an integral part of the institution's self-study.
6. Reviewed CCSSE results and attended state-wide meeting to review statewide results that incorporated the EWC CCSSE results.

Goals:

1. Incorporate EWC CCSSE results into Outcomes Assessment report and disseminate to college community at in-service and faculty meetings.
2. Post job aids and update the EWC Outcomes Assessment website.
3. Provide more information and training to distance educators and adjuncts about the CATs.
4. Explore creation of an Outcomes Assessment handbook.
5. Continue to find ways to close the assessment loop and communicate to constituents.
6. Request transfer data from other receiving institutions.
7. Research and explore adoption of CAAP/COMPASS/ACT linkage reports.
8. Continue to work on improvement in all CAAP areas and maintain levels above the national average.

Student Assessments

Results from each of the components listed below are distributed to:

- Outcomes Assessment Committee
- Leadership Team
- Faculty Council (Curriculum & Learning Council in coming years)
- Division Chairs—Division Members
- Board of Trustees
- EWC Website

Component	Responsibility	Time Schedule	Population/Program	Use of Results
COMPASS Placement Tests (Math, English, and Reading)	Academic Testing Center Coordinator, Janet Martindale and outreach coordinators	Prior to students' enrollment	All associate degree seeking students Certificate and non- degree seeking students enrolling in math and English Prior college credit or ACT scores may exempt testing	To appropriately place students in math, reading, and English courses, and to correlate with CAAP
Withdrawing Student Survey	Dean of Student Services, Rex Cogdill, tabulation of withdrawal cards	Yearly	Students who elect to withdraw from EWC	To determine number of students withdrawing and reasons for withdrawal from EWC
University of Wyoming Report on Transferring Students from Community Colleges	Vice President for Institutional Effectiveness, Dee Ludwig	Fall Deans' Meeting, September	All past EWC students transferring to Univ. of Wyoming and still in attendance	Cumulatively to be used as a part- measure of institutional effectiveness at preparing students for transfer

Component	Responsibility	Time Schedule	Population/Program	Use of Results
CAAP Exit Test for all AA and AS students	Dean of Student Services, Rex Cogdill: identifying and notifying students to be tested Academic Testing Center: Janet Martindale, Coordinator and outreach coordinators Vice President for Learning, Richard Holcomb; Division Chairs, Patti Sue Peterson, Rick Vonburg, Richard Patterson; faculty as assigned: assessment of data	Spring semester 3-4 weeks prior to graduation	AA & AS majors (graduates)	To assess effectiveness of student learning in the general education and core competency areas.
Graduate Survey	Director of Institutional Research, Kimberly Russell	Odd years in December	All EWC graduates from the previous year	Assess student satisfaction with EWC
Perkin's Grant Evaluation and Assessment	Workforce Development, Dru Rafferty, Director: disseminate results & prepare final report for WDE and WCC Vocational/Technical Program Faculty Members, Special Populations Coordinator: Dru Rafferty: coordinate assessment process. Vice President for Learning, Richard Holcomb; Division Chairs, Patti Sue Peterson, Richard Patterson, Rick Vonburg, and faculty: assessment of composite data	Spring semester	Students enrolled in all vocational programs	To assess vocational-technical program effectiveness for vocational programs-also fulfills U.S. and Wyoming Department of Education requirements
Community College Survey of Student Engagement (CCSSE)	Director of Institutional Research, Kimberly Russell	Odd Spring semesters	Random Sample of students and faculty	Measure student assessment against CCSSE benchmarks for successful engagement strategies

Component	Responsibility	Time Schedule	Population/Program	Use of Results	
Classroom Assessment Techniques (CATs)	EWC instructors, adjunct, and concurrent enrollment instructors		Each semester	Students taking classes from EWC or through concurrent enrollment	Examine how learning is taking place in the classroom and confirming current activities or encouraging a change in teaching strategies
Course Assessment	EWC instructors		Each year	One course chosen by instructor either semester	Examine how courses are fulfilling program goals and college goals
Program Assessment	EWC instructors		Each year	Graduates participation in designated program activity	Examine needed program changes based on results of activity

Program Assessment Components

The following assessment components are taken by all graduating majors during the semester of graduation. Results from each of the components listed below are distributed to:

- Outcomes Assessment Committee
- Faculty Council (Curriculum & Learning Council in coming years)
- Program advisory committees

Results are used for:

- Documentation of Student Learning
- Curriculum Improvement
- Program Review
- Strategic Planning

Program	Degree	Component	Responsibility
Accounting (ACCT)	AS	Departmental Exam	Melissa Meeboer
Agriculture: Beef Production (AGBP)	CD	Exit Interview/Oral Exam	Monte Stokes
Agriculture: Business (AGBUS)	AS	Capstone Course: AGECE 2395	Tim Walter
Agriculture: Farm/Ranch Mgt. (FRCH)	AAS		
Agriculture: General (GAGR)	AS		Tim Walter
Agriculture: Economics (AGECE)	AS		Rick Vonburg
Agriculture: Education (AGED)	AS	Student Portfolio	Tim Walter Rick Vonburg
Agriculture: Rangeland Ecology and Watershed Management (REWM)	AS	Capstone: HMDV 2000	Connie Woehl Chris Wenzel
Animal Science (ANSC)	AS	Capstone Course: AGECE 2395	Tim Walter
Art (ART)	AA	Exhibition/Demonstration	Daniel Fielder
Biology (BIOL) Environmental Science (ENVR)	AS	Departmental Exam	Chris Wenzel Tina Christinck
Business Administration (BADM)	AS	Departmental Exam	Melissa Meeboer Dennis Misurell
Business Administration (BSAD)	AAS	Electronic Portfolio	Melissa Meeboer
Business Education (BSED)	AA	Portfolio	
Business Office Technology (BOTK)	AAS	Electronic Portfolio	
Business Office Technology (BOFTK)	CD		
Communication (COMM)	AA	Capstone Course: CO/M 2395	Wayne Deahl

Program	Degree	Component	Responsibility
Computer Information Systems (CIS)	AAS	Capstone Project	Lee Myers
Information Support Specialist (ITSS)	CD	Comp TIA A+ Exam and Cisco Certified Entry Network Technician (CCENT) Exam	
Web Design (BWEB)	CD	Capstone Web Page	
Construction Technology (CNTK)	AAS	Construction Journal and CAAP Test	John Ely
Construction Technology (CNTK)	CD	Construction Journal	
Cosmetology (CSMO)	AAS	CSMO 1575 and State Board Exams	Donna Charron Kim Barker Pam Capron
Nail Technician (CSNT)	C	CSMO 1175 and State Board Exams	
Skin Technician (CSST)	C	CSMO 1275 and State Board Exams	
Hair Technician (CSHT)	CD	CSMO 1375 and State Board Exams	
Criminal Justice Law Enforcement Emphasis (CJLE)	AA	Capstone Course: CRMJ 2895	Richard Patterson Larry Curtis
Criminal Justice Corrections Emphasis (CJCR)	AA	Capstone Course: CRMJ 2895	
Criminal Justice Corrections (CJCC)	CD	Departmental Paper	
Criminal Justice (CMJT)	AAS	Capstone Course: CRMJ 2895	
Economics (ECON)	AS	Departmental Paper	Rick Vonburg Dennis Misurell
Education: Elementary Education (ELED)	AA	Student Portfolio	Janan McCreery
Education: Secondary Education (SCED)	AA	Student Portfolio	Janan McCreery
Early Childhood Education (EDEC)	AA	Student Portfolio	Catherine Steinbock
Early Childhood Education (EDCC)	CD	Student Portfolio	Catherine Steinbock
English (ENGL)	AA	Choice of Research Project, Journal, or Essay	Wayne Deahl Chris Hilton John Nesbitt
History (HIST)	AA	Choice of Research Project, Journal, or Essay	Anne Hilton
Interdisciplinary Studies (INST/INSTU)	AA/AS	Capstone Course: HMDV 2000 or Assessment Activity in Designated Area	Connie Woehl Instructor in Designated Assessment Area
Language (Foreign) (LANG)	AA	Choice of Research Project, Journal or Essay	John Nesbitt

Program	Degree	Component	Responsibility
Mathematics: Arts & Science (MATH)	AS	Departmental Oral Exam	Ray DeWitt Cheryl Raboin Bob Creagar
Mathematics: Secondary Education (MTED)			
Music: Applied Music (MUSC)	AA	Performance Recital with Outside Critique	Wayne Deahl
Music: Music Education (MUSED)		Performance Recital with Outside Critique and Portfolio	
Physical Education, Health & Recreation (PEAC)	AA	Capstone Course: PEPR 2395	Verl Petsch Jan Lilletvedt
Political Science (POLS)	AA	Choice of Research Project, Journal or Essay	Wayne Deahl
Preprofessional: Pre-Veterinary Medicine (PVET)	AS	Rubrics Analysis Based Assessment	Ed Bittner, Susan Walker, Monte Stokes
Preprofessional: Pre-Dentistry (PDEN)	AS	Portfolio/Rubrics Analysis Based Assessment	Peggy Knittel, Bob Creagar, Lorna Stickel, Chris Wenzel
Preprofessional: Pre-Medicine (PMED)			
Preprofessional: Pre-Medical Technology (MEDTK)			
Preprofessional: Pre-Nursing (PNSG)			
Preprofessional: Pre-Pharmacy (PHAR)			
Psychology (PSYC)	AA	Departmental Essays	Heidi Smith
Sociology (SOC)	AA	Departmental Essays	Diana Quealy-Berge
Statistics (STAT)	AS	Departmental Exam	Rick Vonburg
Veterinary Technology (VTTK)	AAS	Capstone Course: VTTK 2750 & Written and Oral Comprehensives	Susan Walker, Ed Bittner, Patti Sue Peterson, Viki Jansing, Peggy Knittel, Monte Stokes
Welding & Joining Technology (WJTK)	CD AAS	National Competency Test	Leland Vetter Lynn Bedient Grant Harpstreith
Machine Tool Technology (MTT)	CD	Project	Leland Vetter Lynn Bedient Grant Harpstreith
Wildlife & Fisheries Biology & Management (WILD)	AS	Departmental Exam	Chris Wenzel

Degree Codes

AA = Associate of Arts

C = Certificate, less than 1-year

AS = Associate of Science

CD = Certificate, 1-year

AAS = Associate of Applied Science

Distance Delivery Outcomes Assessment

Student Assessments that are completed on campus will also be completed for the Programs offered by Distance Delivery. These assessments include the following:

- COMPASS Placement Tests (Math, English, and Reading)
- Withdrawing Student Survey
- University of Wyoming Report on Transferring Students from Community Colleges
- CAAP Exit Test for all AA and AS students
- Graduate Survey
- Transfer Student Survey
- Classroom Assessment Techniques (CATs)
- Course Assessment
- Program Assessment

Summary of results from each of the components listed above are distributed to the following users:

- Outcomes Assessment Committee
- Faculty Council (Curriculum & Learning Council in coming years)
- Distance Learning Committee
- Program Advisory Committees
- Faculty

Results are used for:

- Documentation of Student Learning
- Curriculum Improvement
- Program Review
- Strategic Planning

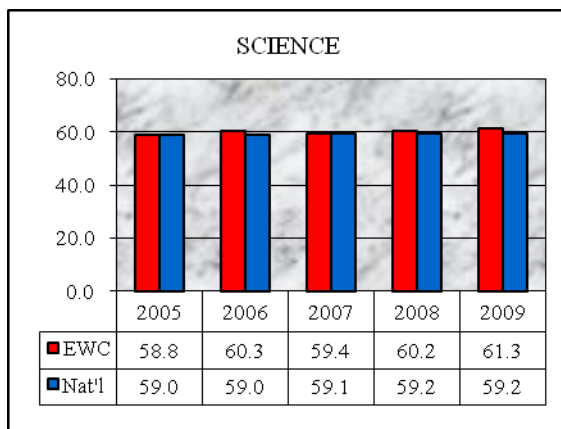
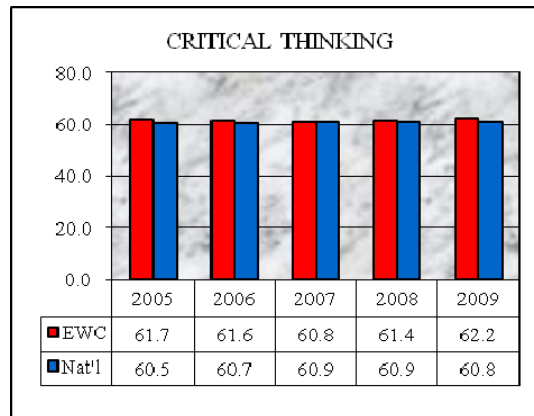
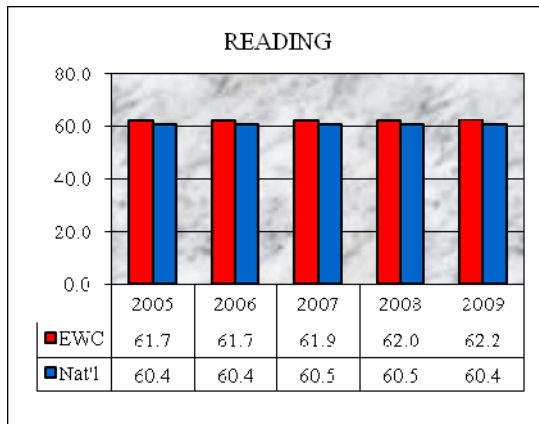
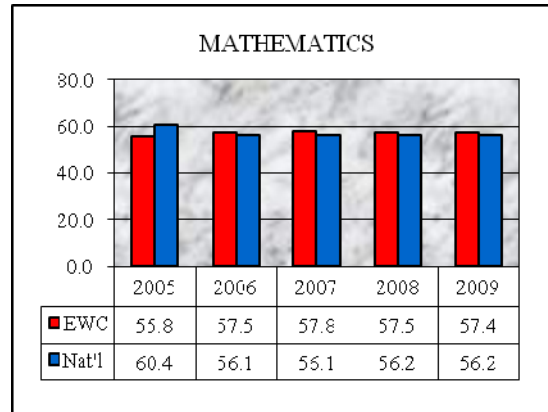
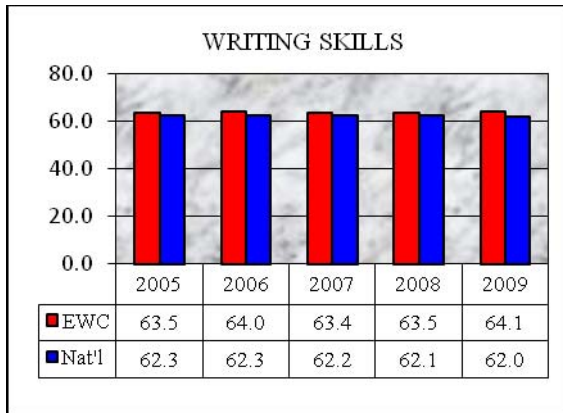
Program Assessment Activities for Distance Delivery

Individual program assessment components are taken by all graduating majors during the semester of graduation.

- Business Administration AAS—Portfolio Development in Capstone Course
- Criminal Justice AA—Capstone Course
- Interdisciplinary Studies, AA—Capstone Course
- Interdisciplinary Studies, AS—Capstone Course

Collegiate Assessment of Academic Proficiency (CAAP) Tests

The average of Eastern Wyoming College's 76 AA and AS Spring 2009 graduates was higher than the national average on the CAAP Test in all subject areas which includes: writing skills, mathematics, reading, science and critical thinking. There were 68 out of the 76 students (90% of those tested) from the Spring 2009 graduates who scored higher than the national mean in one or more of the above-named subject areas. In Spring of 2008, that percent was 88%, Spring of 2007 it was 91%, Spring 2006 it was 86%, and in the Spring of 2005 it was 89% of those tested who scored higher than the national mean in one or more of the subject areas.



Recommendations

It is recommended that we continue to work on improvement in all areas and maintain levels above the national average.

Surveys

The seven Wyoming community colleges distribute two common surveys to students including the Community College Survey of Student Engagement (CCSSE) and the graduate student survey. The transfer and graduate surveys are administered in the fall of odd years. The CCSSE is administered in the spring of odd years. The CCSSE survey was conducted in Spring 2009. Results of the survey included comparisons of EWC students with other consortium colleges within the following five benchmarks.

- **Active and Collaborative Learning** – EWC students were below the mean for “Worked with other students on projects during class.”
- **Student Effort** – EWC students were within the mean for all areas of this benchmark.
- **All Students** – EWC students were above the mean for “Worked harder than you thought you could to meet the instructor’s standards or expectations;” “Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college;” and “Encouraging you to spend significant amounts of time studying.”
- **Student-Faculty Interaction** – EWC students were above the mean for “Talked about career plans with an instructor or advisor” and “Received prompt feedback (written or oral) from instructors on your performance.”
- **Support for Learners** – EWC students were above the mean for “Frequency: Academic advising/planning.”

It should also be noted that the CCSSE benchmark scores were broken into results for part-time students and full-time students. Part-time students did not score overall as well as full-time students possibly indicating that part-time students are not as engaged as full-time students.

The college is applying for a TRiO Student Services Support (SSS) grant and conducted an SSS survey in Fall 2008. Although this survey was not specifically geared toward learning assessments, it did include a question that asked students what problems they anticipated that would prevent them from achieving their academic goals. Lack of finances was the top response; however, it was interesting to note that two of the other top responses included “Failure to schedule enough study time” and “Weak study skills.”

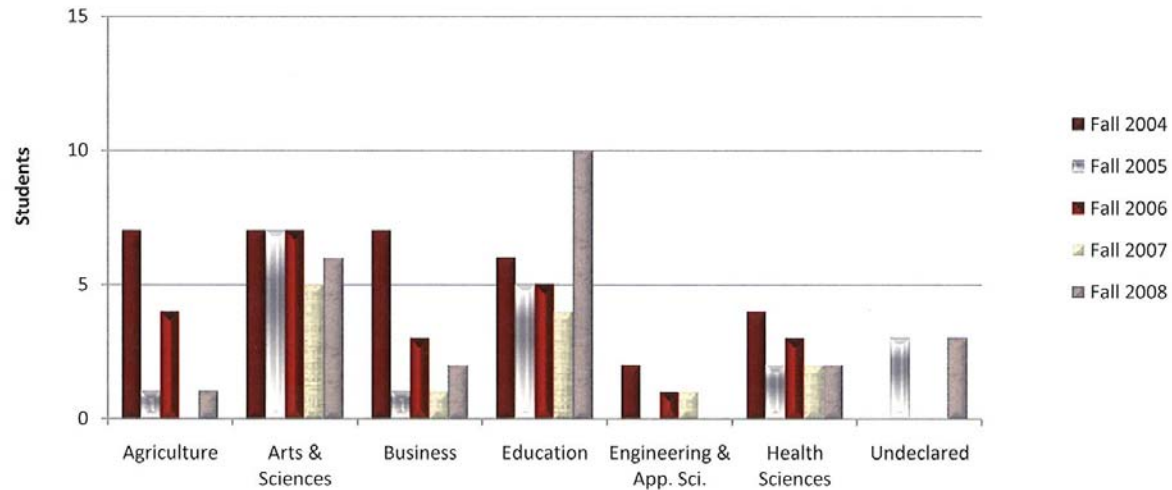
Another survey conducted in Fall 2008 was the FoE New Student Survey which was done as part of Foundations of Excellence in the First Year of College, a special emphasis self-study. Results of the survey questions which targeted quality of courses and instruction including writing skills, reading skills, library research skills, mathematical skills, and computing skills were average—meaning the students felt they had the right academic preparation for the courses they were taking. The next set of questions surveyed the students as to how well did the instructor help you learn the course material, provide individual attention, provide prompt feedback, encourage students to ask questions in class, organize the course material, communicate concepts clearly, use effective teaching methods, communicate academic expectations to you, encourage students to participate in course-related, out-of-class events, and make themselves available outside of class. The results for these questions showed students on average answered that their instructors performed these teaching components often or always.

University of Wyoming Transfer Student Assessment

Our students transferring to the University of Wyoming continue to perform as well or better than other UW students. The data from the University of Wyoming shows that 28 students from EWC attended UW as transfer students in 2008-2009. This is up 11 students from the year before and aligned with the five-year average of transfer students. Most of EWC's transfer students matriculated into the College of Education (10), followed by Arts & Sciences (6). EWC transfer students have an overall UW GPA of 2.95 on a 4-point scale compared to all UW undergraduates of 2.89, and all UW transfer students of 2.66. Therefore, EWC transfer students perform as well or better academically as other UW students.

One observation made by the Outcomes Assessment committee is that students who transfer to UW with more than 30 credit hours are better prepared to meet the rigorous demands of the university. The other recommendation from the Outcomes Assessment committee is to ask other receiving institutions to prepare the same type of information on our transferring students as UW—namely Black Hills State and Chadron State College.

Eastern Wyoming College Transfers to UW Colleges Fall Semesters* 2004 – 2008



UW College	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	5 Year % Change
Agriculture	7	1	4	0	1	-85.7%
Arts & Sciences	7	7	7	5	6	-14.3%
Business	7	1	3	1	2	-71.4%
Education	6	5	5	4	10	66.7%
Engineering & App. Sci.	2	0	1	1	0	-100.0%
Health Sciences	4	2	3	2	2	-50.0%
Undeclared	0	3	0	0	3	---
Total Transfers	33	19	23	13	24	-27.3%

*Fall includes students who began in the summer and continued in the fall at all UW Sites.

Twenty-four EWC students transferred to UW for Fall 2008. An additional 4 students transferred in the Spring 2009 semester. The majority of students transferred to the College of Arts & Sciences and the College of Education.

Source: Fall 2008 - 2009 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

**Academic Achievement of New Transfer Students* - Fall 2008
Grade Point Averages and Enrollments in University of Wyoming Colleges**

Eastern Wyoming College

UW College	Freshmen		Sophomores		Juniors		Seniors		Second Bachelors		Non-degree Undergrads		Total Eastern Wyoming College Transfer Students	
	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA
Agriculture	0	---	0	---	1	4.00	0	---	0	---	0	---	1	4.00
Arts & Sciences	1	0.90	1	3.36	4	2.45	0	---	0	---	0	---	6	2.41
Business	0	---	0	---	1	3.50	1	3.25	0	---	0	---	2	3.40
Education	0	---	2	3.36	7	3.23	1	3.75	0	---	0	---	10	3.32
Engineering & App. Sci.	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Health Sciences	0	---	0	---	1	1.17	1	3.44	0	---	0	---	2	2.46
Undeclared	1	3.00	0	---	2	1.71	0	---	0	---	0	---	3	2.50
Total Eastern Wyoming College Transfer Students	2	2.00	3	3.36	16	2.85	3	3.48	0	---	0	---	24	2.95

*Fall includes students who began in the summer and continued in the fall at all UW Sites.

EWC students who transfer to UW have been well prepared for the ensuing coursework. The first semester grade point average (GPA) of EWC transfer students is 2.95. Further, the later the student transfers in their academic career, the better their first semester GPA.

Source: Fall 2008 – 2009 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

**Academic Achievement of New Transfer Students by Hours Transferred - Fall 2008
Comparison of Community College and UW Grade Point Averages**

Eastern Wyoming College

Transferred Credit Hours*	Eastern Wyoming Transfer Students			All Wyoming Transfer Students			Out-of-State Transfer Students			All Transfer Students			All UW Undergraduates	
	#	Transfer GPA*	UW First Fall Semester GPA	#	Transfer GPA	UW First Fall Semester GPA	#	Transfer GPA	UW First Fall Semester GPA	#	Transfer GPA	UW First Fall Semester GPA	#	UW Fall Semester GPA
0 <= Hours < 30	2	3.13	2.00	76	3.07	2.38	112	3.00	2.49	188	3.03	2.45	3,659	2.69
30 <= Hours < 60	3	3.01	3.36	118	3.15	2.28	124	3.04	2.46	242	3.10	2.38	2,452	2.89
60 <= Hours < 90	16	3.30	2.85	295	3.33	2.86	104	3.10	2.74	399	3.27	2.83	1,647	3.00
90 <= Hours	3	3.51	3.48	94	3.35	3.13	61	3.27	2.98	155	3.31	3.08	1,845	3.12
Totals	24	3.32	2.95	583	3.30	2.71	401	3.13	2.61	984	3.24	2.66	9,603	2.89

*Transferred credit hours and community college GPA are totaled from all transfer work, not only transfer work from individual community college. Only hours for grade are included.

Students who transfer to UW with more than 30 credit hours are better prepared to meet the rigorous demands of the university. The overall GPA for EWC (2.95) is higher than all Wyoming Community College transfer students (2.71), all transfer students (2.66), and UW students (2.89).

Source: Fall 2008 – 2009 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Perkins Grant Program Assessment

Executive Summary

The Perkins grant funding at Eastern Wyoming College benefited students by improving, expanding, and modernizing our career and technical education programs including: Farm and Ranch Management, Veterinary Technology, Construction Technology, Welding, Certified Nursing Assistant and Early Childhood. Our goal was to provide increased opportunities for technical faculty to obtain professional development and provide students with experiences in all aspects of an industry. Some of our allocations included new equipment for our Veterinary Technology program, improving conditions for our Welding students, adding equipment to the Certified Nursing Assistant program and to deliver equipment for our Construction Technology program to enable hands on experience.

Activities of the Advisory Committee /Project Partners

The Perkins Advisory Group was active in setting the parameters of the 2009 allocative grant to align Perkins activities with institutional goals, industry needs, and curriculum changes. Members of the Perkins Advisory Group include all career and technical faculty members, division chairs, the Vice President for Institutional Effectiveness and the Perkins coordinator. The group meets throughout the year to discuss Perkins requirements and to direct the allocation of Perkins grant money in ways that are meaningful to the programs and in ways that continually advance and update program curriculum to stay in line with industry standards. The Perkins Coordinator, in cooperation with the advisory group members, monitored Perkins activities to ensure compliance with grant requirements.

In addition to the Perkins Advisory Group, individual program advisory groups meet regularly to discuss the specific needs of programs. Each Perkins program at EWC has an advisory group. Advisory groups include Agriculture, Welding/Machine Tooling, Veterinary Technology, Business and Technology, Cosmetology, Criminal Justice, Construction Technology, Health Technology, and Early Childhood Education. Advisory members consist of EWC faculty, EWC students, industry representatives, and experts in the field. Member recommendations guide program updates, changes, and enhancements based on community and industry requirements. The 2008 grant request reflected program and industry needs as communicated to the Perkins Coordinator from the program advisory groups and career and technical faculty members.

Project Results and Accomplishments

Throughout the year, technical program faculty members attended professional trainings, college courses, and professional conferences which focused on the use of technology and changing curriculum in their prospective fields. In addition, the college emphasized the use of technology in all of the technical program classrooms. This year the Perkins funds were used to update and improve curriculum and student access to relevant technologies in their fields. Below we have described the expenditures and improvements made to each technical program:

Welding – Funds were used to purchase additional equipment to keep the lab current with American Welding Society’s standards to insure our standing as a premier provider of Welding and Joining Technology curriculum.

Veterinary Technology – The EWC Veterinary Technology Department was able to purchase a Digital X-Ray Unit to use in the training of Veterinary Technicians. An increasing number of graduates have been using digital radiography in the practices that they work in or do their clinical experience rotations in and it had been determined that training students to use digital x-ray equipment would be valuable. The benefits of digital radiography include the reduction in the number of retakes of x-rays because of the capability of computer enhancement of images, the decrease in the per- study cost because there are no actual films or cassettes and no costs to maintain them, the ability to electronically send radiographs to veterinary radiologists for evaluation and have a much quicker turnaround time, improved radiograph quality and decreased radiation exposure to patients and personnel.

Additional Bair Hugger blankets were also purchased. These blankets are used to keep anesthetized patients, especially surgical patients warm during their recovery period. They are used to teach students the safest and currently the favored method of preventing the loss of body heat in small animal patients.

Dental tools were also purchased to enhance the dental components of the program. Students are trained to use ultrasonic dental equipment as well as hand equipment to clean the teeth of small animals. The hand tools that were purchased will be utilized in the increase of the small animal dental component of the Veterinary Technology Program.

Agriculture – The agriculture department used Perkins dollars to purchase a portable *Silencer* hydraulic squeeze chute from Moly Manufacturing Inc. The chute will enable us to perform breeding soundness exams on mature bulls as well as do cattle health work out in the country. The chute is much safer for students and animals than the old scissor style chutes we have used in the past. We hope to expand our program to allow for more hands on training for our students and this chute will be a key component of that goal.

Construction Technology – In order to expand our Green Construction program we purchased solar panels that will be modified into teaching aids for installation and maintenance programs. We are developing a Weatherization certification and the equipment will come in useful when we teach alternative means of heat and energy.

Early Childhood Development – The selected educational items that the Perkins grant provided for the Early Childhood Education program included anatomical models, laboratory materials, educational DVD's, informative posters, and real-life simulators. These products will assist in enhancing the learning experience of students in early childhood education courses. These resources will enable instructors to provide current and relevant information to students through a variety of methods. Anatomical models and real-life simulators will offer students the opportunity to learn concepts and skills in an interactive and engaging manner. The video resources will be beneficial in supplementing classroom instruction with the latest information from expert sources. Students will greatly benefit from the opportunities to learn early childhood education curriculum in a comprehensive and absorbing environment afforded by these resources.

Disparities and Gaps:

- Single Parent, Displaced Homemaker, ADA and Migrant status reporting was low.
- Post graduation or enrollment employment placement data did not exist

Action Steps:

- Develop a survey of CTE Concentrators to be completed between August and the end of September. (Completed)
- Merge self-reported data with students identified as single parents in FAFSA electronic financial aid application data. (In progress)
- Conduct employment survey including required apprenticeship and military sub indicators; obtain employment data from State and Federal databases (In progress)

Sustainability and Recommendations for the Future

A five year strategic plan for the project has been discussed and a plan has been adopted to continue to improve our CTE programs and offerings. In 2009-2010 there will be four areas of investment that we will focus on as part of the strategic plan for the program. First, the agriculture certifications courses will continue to receive teaching aid and materials that will benefit our students. Second, we identified using funds for our Criminal Justice program to supply equipment and to help workforce development in corrections. The new prison facility in Torrington will be completed in 2009, and we are preparing for an increase in Criminal Justice students. Third, we have identified a need for an Entrepreneurship program that will teach students the skills to start, manage and grow their business. It will allow them to take ideas to market and give them the skills to develop and succeed in business. The Entrepreneurship courses will be taught in the other technical programs both associate of applied science and certificate as well as culminate in a certificate program. Last, we are creating a Weatherization certificate as part of our green and sustainable construction technology program. We will be using funds to purchase equipment that will allow us to certify students as ENERGYSTAR RESNET Raters and Building Performance Institute (BPI) technicians as well as conduct workforce trainings on green construction skills throughout our service area.

Program Assessments 2008-2009

All programs are designed to meet the mission, goals, and objectives of Eastern Wyoming College. Faculty members, in consultation with the outcomes assessment committee, are responsible for designing program goals and objectives which will lead to the accomplishment of the college mission.

As students graduate from EWC, they complete an outcome assessment activity designed to measure achievement of the program goals and objectives, as well as defined student learning outcomes. These activities vary among the programs and include such items as written exams, capstone courses, portfolios, and interviews. All are an attempt to measure student learning. Faculty use the results add to, affirm, or alter their programs and courses based on those discoveries.

The program assessment report begins with results and comments relative to the 5 core competencies of communication skills, analytical and quantitative reasoning, technology skills, social awareness, and information literacy. These areas emphasize skills and knowledge reflective of a college education, regardless of the major area of study and are known as the colleges general education requirements.

The program assessment then reports results and comments relative to the program specific requirements.

Finally, program recommendations such as program changes, budget needs, indication of change in assessment activity, or implications for operational planning changes are presented.

This instrument is also used in the preparation of a program review every third year.

Reporting instrument

Faculty members are asked to respond to the following items.

1. Name of program
2. Names of EWC Faculty/Staff who participated
3. Name, Description, and Objective of Activity
4. Dates of Activity (please include the year)
5. Names of Students who participated
- 6 Results and comments relative to the 5 core competencies (Communication Skills, Analytical and Quantitative Reasoning, Technology Skills, Social Awareness, and Information Literacy)
7. Results and comments relative to program requirements.
8. Program recommendations (may include needed program changes, budget needs, indication of change in assessment activity, or implications for strategic plan changes).

Program assessments in 2008-2009 indicated recommendations including the following:

- Veterinary Technology: No significant changes.
- Criminal Justice: Plan for ongoing assessment to remain current and relevant.
- Elementary and Secondary Education: Consider “grading weight” placed on assessment to benefit student skill. Successful “common core” classes identified and will remain. Concern expressed about qualified adjuncts and instructors tied into the strategic plan. Concern about inconsistent and inadequate technology in the classrooms as well as outdated visual aids. Concern expressed over student advising due to inconsistent and outdated requirements that impede the smooth transfer of students to other institutions.
- Cosmetology: Recognition of the value of closer collaboration with other college departments.
- Interdisciplinary Studies--Sophomore Research Project: Recognition of learning disparity between on-campus and distance learning students. Recommends class be offered only on-line so as to narrow the gap.
- Accounting: Closer collaboration between mathematics and accounting programs beginning with an experiment with a Statistics course. Investing in mathematics software.
- Welding and Joining Technology: Due to lower than expected test scores, implement a comprehensive review.
- Early Childhood: No assessment.
- English: No assessment.
- Agriculture: More emphasis placed on student learning in Finances and Marketing.
- Beef Production: Pay closer attention to the five core competencies.
- Business Administration and Accounting: Program review planned for rubric assessment of core competencies, the program exam and the value of CAAP scores. Program revisions include changes in course placement. Specific student learning concerns addressed in mathematics, statistical and business law concepts. Interventions and reinforcement in these areas for identified students.
- Pre-Professional: No changes considered at this time.
- Physical Education, Health and Recreation: No assessment.
- Farm and Ranch Management: Student survey suggested certain degree seeking students be allowed to complete a research paper instead of a business plan and this was instituted. A second student recommendation requesting a live faculty lecture in place of an on-line course or adjunct instruction, is being considered.
- History: Considering requiring a technology component such as use of PowerPoint.

Program Assessments 2008-09

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Veterinary Technology Edwin Bittner, Susan Walker, Viqi Jansing, Peggy Knittel, Monte Stokes, Patti Sue Peterson	Veterinary Technology Comprehensive Examination, Clinical Problems (Capstone course) laboratory sessions, Veterinary Technician National Examination, the objective is to determine if each student has sufficient knowledge and skill to enter the workforce as a veterinary technician.	Through assigned laboratory exercises, classroom exercises, and the oral and written components of the comprehensive exam the 5 core competencies were evaluated. These 13 students met and, in many cases, exceeded the expectations in each of the core competency areas.	All 13 students completed the laboratory exercises and the oral and written comprehensive examinations successfully. Four of the five students who completed the program in December, 2008 took the Veterinary Technician Exam in January, three of the four passed the VTNE, the one who did not pass the VTNE re-took it in June of 2009. All eight of the students who complete their academic work in May of 2009 were registered to take the VTNE on June 19. Results from that exam should be available by mid to late August and those results will be forwarded.	At this time it is the consensus of the program faculty that the program should continue with significant rigor in all areas, utilizing classroom and laboratory as effectively as possible to teach students the skills and knowledge that they need to be successful in the workplace.
Criminal Justice Richard Patterson Lawrence Curtis	CRMJ 2895-Criminal Justice Capstone Project. A series of three papers demonstrating the student's understanding of the criminal justice system.	All students successfully completed both the course requirements and the capstone project. Combined they demonstrate each student's competency in the five core areas.	The current programs were fully revised in 2007. Since then modifications have been made to courses and content as the need became apparent.	Continuing assessment of program and course content is needed to insure they remain current and relevant to our student's occupational and academic goals.
Elementary and Secondary Education Connie Woehl	Student Portfolio	Communication Skills: All 10 of the portfolios need better proofreading skills in punctuation and grammar. Analytical and Quantitative Reasoning: Most of the students were not able to read the simple sheet of directions and then correctly apply the samples with rationales. Their reasoning skills fell short of the analytical level.	After checking these for two years in outreach, I am going to work with the instructors in the practicum class to make sure that these are completed correctly and in a timely manner. I shouldn't be working on them so late. I know that Janaan does not have this problem with the students in her class sections.	The outreach practicum teachers will receive a letter with directions on how to complete the portfolio along with a due date. I would like to see some grading weight placed on the assessment so that students see the importance of following the directions correctly.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		<p>Technology Skills: Very adept with computers and the software to help them make the portfolios.</p> <p>Social Awareness: All students directed attention to the relationship between the teacher and the students. They all seemed well aware of how important education is in the world.</p> <p>Information Literacy: I don't know if this is where the students fell short in the requirements or if it was their reasoning skills of what is required.</p>		
<p>Cosmetology Donna Charron, Pamela Capron, Kim Barker</p>	<p>National Cosmetology, Nail Technician, Hairstylist, Esthetician Examination. These tests are used to determine a candidate's level of competency for standards that have been established for ensuring safety and skill level of the applicant.</p>	<p>The instructors administer rubrics no less than 5 times a year, which are an evaluation of the core competencies within the program. Typically the areas of communication, quantitative reasoning and social awareness are areas where students tend to excel, which is important for their success in the industry. The Cosmetology students are enrolled in the program they are required to receive credit in the general education classes that fulfill the 5 core competencies.</p>	<p>Program requirements set fulfill the standards and laws set by the Wyoming State Board of Cosmetology. Applicants taking the National exam score higher than the national average by 5-10%.</p>	<p>There are always new challenges to be met each semester, usually finding ways to meet student's academic needs. We as a program have been very fortunate to work with other departments on campus to fill the areas of concern.</p>
<p>Sophomore Project Diane McQueen</p>	<p>I-Search Papers: All students were required to write two I-search papers. The first paper required that students investigate a field of interest to them, research that topic and write a well organized three page I-search paper. The second and main focus of this course was a</p>	<p>By the end of the course students were expected to successfully meet the following:</p> <p>Communication Skills: be able to understand and communicate ideas and information in written and Spoken English that reveal a mastery of terminology</p>	<p>I think that the students learned a great deal from this course, both academically and on a more personal level. Because students were able to chose a topic in which they were truly interested in (whether professionally or personally), they were able to write and research from their</p>	<p>I would strongly recommend that this course be only offered on Blackboard. This would give all students equal opportunities. My main reason for suggesting this is that this was the first term when I had relatively an equal number of on campus students and off campus students. The on-campus</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
	<p>three chapter (10-15 page) I-search paper where students utilized a variety of source material inclusive of face-to-face interviews and a minimum of seven published sources. All source materials had to be synthesized and correctly sourced throughout the body of the I-search paper. The topics that students chose to write about included topics of importance to the student, their future career(s) or interests. As students completed each chapter they were submitted for review and comments. Instructor comments included not only grammatical inaccuracies but suggestions on how each main point in the chapter could be improved upon/elaborated/clarified to make a well rounded research paper. Final papers included not only their three chapters, but also title pages, resource pages and transcriptions of each interview the student conducted.</p>	<p>appropriate to their disciplines.</p> <p>Results and comments: Students were successfully able to demonstrate this by conducting oral interviews in their quest for first-hand information relevant to their topic of study. Information gleaned from these interviews was also utilized in the content of their papers.</p> <p>Analytical and Quantitative Reasoning: be able to solve problems through critical thinking involving analytical and quantitative reasoning at a level appropriate to their disciplines.</p> <p>Results and comments: Students were able to successfully demonstrate a mastery of this competency by their ability to synthesize information gleaned from a variety of source material and produce a well organized and documented research paper.</p> <p>Technology Skills: be able to demonstrate competence using technology appropriate to their disciplines.</p> <p>Results and comments: Throughout this course students were required to properly format their assignments on the computer and submit all assignments using Blackboard technology for internet learning. In addition, students were</p>	<p>hearts. As such, they were able to produce very well written papers. For some, the results of their research helped them to realize that the career path that they believed to be on was not the right one for them. Others found just the opposite and were able to solidify their career choices.</p> <p>Perhaps the best way to show how program requirements were met is by this quote from one of my students;</p> <p>"This class, for me, served a purpose as far as me increasing my knowledge and me benefitting from the results. The experiences of the people that I had the pleasure of talking to will be with me forever and will only enhance my ability to do my job better."</p>	<p>students had a clear advantage over those off campus students in that they could come to see me at their convenience. Unfortunately, this did not occur despite multiple attempts on my part to encourage them to come in and seek personal assistance when I thought they might be struggling.</p> <p>I found that I was in constant (nearly every day) contact with the off campus students answering questions by email, phone and in some cases in person when I travelled to our Douglas campus. I sincerely believe that since the main focus of this course is on the student producing a well researched and documented I-search paper, the focus is on them.....not the instructor. It is the instructors' responsibility to guide, suggest and lead them in the right direction. BUT they have to be willing to accept that guidance in whatever format it is made available to them. It appears that our on campus students, despite having the advantage of having the instructor here, is not able (or willing) to seek out face to face interaction with the instructor. As a result, I would suggest that all students enrolled in this course be awarded the same opportunities to interact with the instructor and that could be by only offering this course through Blackboard.</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		<p>required to record and transcribe each interview they conducted for their I-search papers.</p> <p>Social Awareness: be able to demonstrate an awareness of the relationship between the individual and the world.</p> <p>Results and comments: Students were able to successfully demonstrate this competency in their ability to write more concisely for both work and school whereby they are able to express their own thoughts and feelings in a socially acceptable format.</p> <p>Information Literacy: be able to locate, evaluate and use information effectively.</p> <p>Results and comments: Throughout most assignments in this course students were required to demonstrate an ability to locate source material, read and understand the content, and then use the content gleamed from all sources to write a well documented I-search paper.</p>		
<p>ACCT Dennis Misurell</p>	<p>Review of mathematics requirements and teaching in relation to accounting major program.</p>	<p>Communication Skills - Students did not like some of the case/presentation work that was required in MATH 2350, STAT 2050, and MATH 2355, but recognized its value in forcing oral presentation skills (PowerPoint, concise and clear</p>	<p>Both felt that the amount, levels, and emphasis with respect to mathematics that are required to go through the EWC accounting program were appropriate. (This is important to note because not all BADM or ACCT programs at community colleges require</p>	<p>Both students were very satisfied with their mathematics instruction overall. They did not see any reason to change any of the overall requirements for the ACCT degree. I would agree--we need to keep all of the math courses required in</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		<p>description of data) Analytical and Quantitative Reasoning - Students believed that they received a fairly rigorous presentation of material throughout the program. Both felt that they had received good technical training (i.e. how to execute statistical and mathematical techniques-- regression, simplex, basic differentiation and integration) and good applied training. They particularly liked how problems with business applications were stressed in the program.</p> <p>Technology Skills - Students differed in their assessments. One Student thought that use of the computer, and in particular use of Excel was overemphasized; the other did not. Both appreciated how the TI-83 graphing calculator was used frequently, and how the instructor took class time to emphasize step-by-step key strokes for best use. One student particularly noted this with respect to MATH 1400 (Pre-Calculus).</p> <p>Social Awareness - Both appreciated the managerial and decision-making emphasis in the math courses. It was important to show how the "tools" would be used "under the gun" within a managerial context--that if one were to make an inference with numbers, one would have to "set it up" so that other managers would understand what was one</p>	<p>EWC's MATH 2350 and MATH 2355 sequence.) Both noted how the Waner/Constable text (used at Douglas, but not used at Torrington) used problems taken directly from GRE Economics and CPA examinations--that it immediately put an end to discussions of "why do I need this?"</p> <p>This is a major issue--EWC does not have many students who survive its BADM and ACCT programs because of its emphasis on mathematics. It may be that Douglas, because it has a mathematics instructor with substantial business experience and who teaches business courses, is able to integrate mathematics into the ACCT and BADM programs at a level that is not possible at Torrington.</p>	<p>the BADM and ACCT program in place. What EWC may need to do is particular emphasis on integration of its mathematical material into its business program. Having the same instructor for accounting, economics, marketing, statistics, business calculus, and finite math has advantages--interrelationships are emphasized, and integration is seamless. Douglas has this advantage; Torrington does not. I also would suggest that it is time for an experiment. We should try to develop STAT 2070 with its particular emphasis on applications in business. The course could cover topics such as statistical quality control that are not covered in STAT 2050, and could be used as a vehicle to introduce SPSS software to the campus.</p> <p>Students made two comments with respect to particular courses: One student took MATH 1400 over the summer semester and felt that it was very rushed. This individual wished there had been more time to integrate understanding of the material prior to taking MATH 2350. This student did not feel it was realistic to offer this class over summer semester and cover material effectively. I do not agree with her, but her comments should be noted.</p> <p>Both did not like the long case/lab approach to MATH 2350</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		<p>was doing, particularly in MATH 2350 and STAT 2050.</p> <p>Information Literacy - Both felt that their problem framing skills had significantly improved--that they could identify and extract information from a problem and organize it so that a mathematical technique could be used. One thought that it was particularly helpful to have taken business calculus and microeconomics simultaneously from the same teacher and that problems involving calculating elasticity and surpluses were understood immediately in mathematical terms.</p>		<p>and MATH 2355. (The Waner/Constable text has longer case problems that were assigned as team efforts and required Excel and lab time to complete them.) They felt as if the Waner/Constable text offered quite rigorous problems on an individual level that required very similar work, so that the labs became redundant and burdensome. I would agree. The applied aspects that a lab can teach, particularly in MATH 2355, can be covered with the individual problems in the Waner/Constable text--several are just as rigorous as the cases in the book, and often these problems require more work than Torrington's current assignments. With respect to budget requirements: We must bring students further along with respect to the software available for use MATH 2350 and STAT 2050. In particular, it is time for EWC to invest in SPSS and Maple 12 software for its mathematics courses. Several Wyoming community colleges have Maple 12 available for instructional purposes in all of their calculus and some pre-calculus classes, including our direct competitor at Douglas, Casper College. WNCC integrates SPSS into all of its statistics courses. These programs are rapidly becoming "industry standards." We are lagging behind.</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Welding and Joining Technology Leland Vetter, Grant Harpstreith, Lynn Bedient, Tim Anderson	AWS/Plate Test ASME/Pipe Test EWC Written Test	All students took and passed at least Technical Writing, Technical Math, a computer class, and Political Science 1050	Written Test Average- 69%. 19 Students tested 3 Failed AWS/Plate Test 3 Failed ASME 4 Inch Pipe Test	Written test scores would indicate that a comprehensive review of welding technology is needed.
Early Childhood Education Catherine Steinbock	Final Student Portfolio	The student presented the student portfolio for consideration. The student has successfully demonstrated the 5 Core Competencies via the student portfolio.		
English Wayne Deahl	Portfolio assessment	Student failed to complete the outcome assessment. No new results.	No results--student did not complete the assessment.	None based on this assessment.
Agriculture Tim Walter	AGEC 2395	AAS students are or did complete a Business Plan and prepared and presented their business concept to the class. AS students prepared a research paper and prepared and presented their information via PowerPoint.	Student evaluation of this outcomes assessment activity was positive.	More time spent on financial statements. Students still don't understand their importance. A secondary weakness of the business plans is in marketing. They are still under the impression that marketing is the same as advertising. The AAS program should consider the Marketing course as a required course.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Beef Production Certificate JD Sexton Tim Walter Monte Stokes	<p>Oral Interview of the graduates to evaluate the program (good and bad) and to ask questions regarding beef production and management to see what they learned and how they can react when put on the spot.</p>	<p>The students showed excellent communication and analytical/quantitative reasoning based on the interview. The assessment didn't address technology specifically but one student related to it as well as social awareness in the answering of the questions. Another student made references to how they now know how to research or locate answers to questions that they didn't know how to do before they came here</p>	<p>We all felt that we are heading in the right direction based on this assessment. The graduates did an excellent job and showed a wide range of knowledge based on their answers. Our program requirements seem to be where they need to be for now.</p>	<p>If we can remember to do it, we need to make sure the questions we ask cover all five competencies better. We also need to do a better job with scheduling the interview ahead of time.</p>
BADM/ACCT/INST business concentrator Ellen Creagar, Melissa Meeboer, Rick Vonburg	<p>Three components: 1. Program exam emphasizing areas of accounting, economics, statistics, computer information systems, and business law. 2. Rubric assessment of core competencies (assessing specified assignments in multiple courses) 3. CAAP in areas of Writing, Math, Reading, Critical Thinking, and Science</p> <p>Students are given feedback within one week in individual conferences</p>	<p>Students were rated in two of the five competency areas--communication skills (listening, speaking, and writing) and analytical and quantitative reasoning (basic operations, measurement, data representations, and advanced math). (4 = advanced; 3 = proficient; 2 = partially proficient; 1 = novice). In some cases, faculty members could not rank students in all areas, but at least two independent rankings were available for each student.</p> <p>All of the graduates scored 3 to 4 in all areas.</p> <p>Students also took the CAAP test as a direct assessment of core competency areas. Results were as follows: One Student: Above the national average in all five areas with a self-indication of "tried my best"</p>	<p>Number of students meeting the benchmark 70% in each area tested: Accounting 4/5 Economics 4/5 Statistics 2/5 Computer Information Systems 3/5 Business Law 0/5 Overall test scores ranged from 60 to 72. Each student received specific feedback addressing their areas of strength and weakness.</p>	<p>Regarding the assessment: The business team will meet in the summer to review the specific assignments chosen for rubric assessment of core competencies, the program exam, and to discuss the implications and usefulness of CAAP scores (this is the first report for which individual student results were available).</p> <p>Regarding the program: The business program has been revised in several aspects; accounting courses are taken in the first year, economics in the second year, and students will now only complete one lab science in their two year program. Identification of students who are not "at level" mathematically will be a prominent issue to completion of the program. Instructors will work closely with students who need interventions in math to succeed. Impacts</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		<p>on all areas.</p> <p>Second Student: Above the national average in all areas except reading with a self-indication of "gave moderate effort" in that area.</p> <p>Third Student: Above the national average in all five areas (varied indications of tried my best and gave moderate effort)</p> <p>Fourth Student: Above the national average in math and science (English is second language); indicated "gave moderate effort" on all areas with "tried my best" in math.</p> <p>Fifth Student: Above the national average in math only; indicated "gave moderate effort" for writing and math and "gave little effort" for other areas.</p>		<p>could be the need for more summer math offerings with related budget funding.</p> <p>Results of the program exam indicate weaknesses in retention of statistical concepts and business law concepts. Instructors will identify specific learning outcomes which are not being met in these areas and will reinforce those areas.</p>
<p>ELED, SCED, INST</p> <p>Janan McCreery Ellen Creagar</p>	<p>Outcomes Assessment of Education Majors. Students are required to complete the CAAP tests, present their portfolios and complete an individual interview with the advisor to check progress in the transfer process. Students also discuss perceived strengths and weaknesses in program. Students report GPA to determine if they qualify to enter the College of Education at their transfer school. Advisors evaluate each student's portfolio to determine that the student has documentation of coursework and other tangible evidence of competencies in their area.</p>	<p>Students reported that the Practicum was critical in preparing them for work in the field of teaching. The construction of a preprofessional portfolio allows students to demonstrate their written communication skills and certainly their computer skills as they format and produce the evidence for the portfolio. As far as computation, the elementary education majors all successfully completed math seminars, Math for the Elementary Teacher, and their math requirement (either MATH 1000 or MATH 1400). The secondary majors and interdisciplinary majors also</p>	<p>Students cited the Foundations of Education, Introduction to Special Education and Practicum as the most beneficial to their preparation as future teachers. It is interesting that students see the importance of applying the course concepts to the practicum experience they have while enrolled at Eastern. The time spent in the actual public school classrooms seems to allow students to internalize the information presented in class. The secondary ed majors all said the practicum helped them determine that the content of their concentration was appropriate to their interests. The SCED –</p>	<p>The “common core” required classes (Foundations of Education, Practicum and Introduction to Special Education) are cited by both elementary and secondary education majors as the most important or most beneficial and will remain in the program. An on-going concern is locating and retaining qualified adjuncts and instructors in the concentration areas for secondary education majors. This concern is noted in the departmental strategic plans annually. As far as technology concerns, the classrooms where these classes are held are inconsistent at</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		<p>completed their math gen ed requirement. As part of the transfer process, graduates are asked for their transfer plans and complete and checklist to determine where they are in the process. This activity seems to raise awareness of the requirements of becoming a certified teacher and as a result students are made aware of the function of state government in their potential career field. All students have successfully completed the constitution requirement of their gen ed program as well</p>	<p>History majors both cited the strength of the History coursework at Eastern.</p>	<p>best and inadequate in places. They are all different, some function and some do not and much time is spent struggling with technological issues where it should be spent on content. In our goal of incorporating the communication and computer competencies by requiring student presentations, we find many inconsistencies in software applications and an inability of some machines to run critical programs and to play DVDs. Another concern is frustration in advising students in their areas of concentration because some of the College's program requirements are not current and consistent with institutions to which our students most often transfer. A final concern is the need to continue to update the format of visual aids. Budget needs to be provided to purchase DVDs where we now only have VCR tapes.</p>
<p>Pre-Professional AS Degree Program Ms. Tina Christinck , Mr. Robert Creagar, Dr. Peggy Knittel, Dr. Lorna Stickel, Mr. Chris Wenzel (Pre-Professional Science Faculty)</p>	<p>Pre-Professional Outcomes Assessment Description: Rubrics based assessment -- evaluating each student individually in: 1) EWC's Core Competencies 2) Discipline-specific knowledge in the science course taken as a program requirements Scoring: Students are scored as Novice (1), Partially Proficient</p>	<p>Students scored proficient to advanced in the 5 core competency areas with the following exceptions: one pnsq student scored partially proficient (2.8) in Communication Skills, and one INST/pmed student scored partially proficient (2.9) in Analytical and Quantitative Reasoning. [NOTE: 1 = Novice, 2 = Partially Proficient, 3 =</p>	<p>Students scored proficient to advanced in content knowledge, with the following exceptions: one INST/pmed student scored partially proficient in Gen Chem 1 & 2 (2.2 & 2.0), one pnsq student scored partially proficient in Anatomy & Physiology (2.6 & 2.4), and one pnsq student scored partially proficient in Microbiology (2.9)</p>	<p>1) Concerning the Assessment: No changes were made. 2) Concerning Program Changes: Pre-professional faculty members continue to need to guide students in accessing, evaluating, and using information. Written papers and presentations in Biology 1010, Pathogenic Microbiology, & Physics 2 are the target assignments for</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
	<p>(2), Proficient (3), or Advanced (4)</p> <p>Students are given copies of their scores, the scoring rubrics, and a cover letter explaining the evaluation process.</p> <p>Objective: To identify areas of the pre-professional programs that need additional emphasis.</p>	Proficient, & 4 = Advanced]		<p>communications and information literacy.</p> <p>3) Concerning Student Success: Our pre-professional students do well in gaining acceptances to area professional programs. One of the 3 PNSG graduates has been accepted to the UNMC BSN program, & the one INST/pnsg graduate is currently an alternate to their program. The pnsg student who was only partially proficient in A & P and Micro was not accepted (nor given alternate status), likely because her overall GPA is a 2.70. The third applied to a Radiology Technology program, but was not accepted, likely due to his GPA, which is a 2.89.</p>
<p>PEAC Physical Education, Health and Recreation</p> <p>Verl Petsch Jan Lilletvedt</p>	Capstone class	none	Students met and surpassed the requirements for my section of the capstone class.	None
<p>Farm/Ranch Management, Agri-Business, Animal Science</p> <p>Tim Walter</p>	Ag. Capstone, AGE2395, is used as our outcomes assessment activity for all agriculture degree except Ag. Education. The objective is to objectively assess their learning through the preparation & presentation of a research paper or a business plan.	Spring semester students were asked to respond anonymously to either the AAS or AS program goals and objectives. Of the ten responses, most thought that the curriculum satisfied not only the core competencies, but also the degree related knowledge and skills.	Although comments were very positive a few ideas need further investigation: the quality of adjunct instruction in program required courses, the 'hardness' of the Ag. Finance curriculum, and more hands-on experiences in agricultural courses with labs.	<p>This outcomes assessment was 'tweaked' this past year to allow the A.S. degree seeking students to write a research paper instead of a business plan. The 08 student responses to the criteria promoted this change.</p> <p>The 09 students recommended that either on-campus faculty provide instruction in required classes, preferably as a lecture</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
				course rather than an on-line course; or adjunct instruction be carefully chosen and closely monitored.
History Ellen Creagar	History capstone project - The history majors reviewed the history program and their background in the subject	Students felt well prepared in communication skills - both oral and written, analytic reasoning and social awareness. They did not feel any more prepared after two years at EWC than when they arrived in either technology or information literacy.	Students felt the course in North American Indian History - HIST 2290 - was the most beneficial of the history courses. It is an elective but the students said they felt it gave not only factual acquisition but a very different perspective on viewing the content and history in general.	Students had none. We should perhaps consider a technology requirement such as PowerPoint for these students

Course Assessments 2008-2009

Courses are the building blocks of the programs. Program members continually examine the goals and objectives for the program. The courses offered within those programs are analyzed for their role in meeting those goals and objectives. It is critical to incorporate the 5 core competencies, as defined by the faculty and staff of EWC, into the courses. Those competencies include (1) communication skills (2) analytical and quantitative reasoning (3) technology skills, (4) social awareness and (5) information literacy. It is also important to define the competencies that are specific to that course.

Faculty members work on one course assessment per year. They work to define up to 5 learner outcomes for the course. Those outcomes are then linked to the competences (1 through 5) defined above. Methods which are used to evaluate the achievement of learner outcomes are listed, and any classroom assessment techniques (CATS) are also examined.

Since faculty often teach the same courses within their discipline, they will often repeat the course assessment for a given course, enabling them to once again examine the course and its relationship to meeting the goals and objectives of the program, as well as the faculty-defined core competencies.

Reporting Instrument

Faculty answer the following questions on the reporting instrument:

1. Name
2. Course department and number
3. Course name
4. List one of the major learner outcomes for this course.
5. For learner outcome #1, mark each of the competencies to which it is related (all competencies are listed in the instrument, as well as "other", which would include program specific outcomes.)
6. through 13. Identifies 4 more learner outcomes for the course and links them to the competencies which they address.
14. Indicate the methods that you use to evaluate student progress toward the learner outcomes.
15. Indicate the Classroom Assessment Techniques (CATS) that you use to evaluate the course.

The results of the course assessments are showing an increasing awareness by all faculty of the importance of linking student learning to a defined set of goals and objectives. Many courses have been re-designed based on these assessments and emphasis on the core competencies is playing an increasingly important role in courses across all programs.

The reports are reviewed by the assessment coordinator. Feedback is presented to the faculty members in an email. The email discusses the clarity and measurability of objectives. It reinforces to the faculty members that they need to share these course objectives with students so that they have a clear understanding of the outcomes for the course.

Faculty: Larry Curtis		Course: CRMJ 2550 Criminal Investigation I					
Outcomes	Description	Competencies					
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy	F Competencies that are specific to that course
1	Understand that criminal law statutes are divided into elements. Demonstrate ability to see the multiple elements in the various criminal law statutes.					X	
2	Understand the various criminal procedural laws and know when these procedural laws should be applied. For example when should Miranda Warnings be given before a police interview and when do police need a search warrant.	X	X			X	
3	Understand and demonstrate how to process an area for fingerprints and then make a fingerprint comparison.		X	X		X	
4	Understand the criminal interview and interrogation process.	X			X	X	
5	Responsibilities of a first responder to a crime scene followed by responsibilities of investigators.	X		X		X	

Assessments used to evaluate student progress in the course:	Minute Papers, Class Demonstration, In-Class Discussion, Research, Tests, In-Class Questions, Handouts, Videos, Audio Tape
CATS employed in this course:	Minute Paper

Faculty: Anne Hilton		Course: POLS 1000 01 American and Wyoming Government					
Outcomes	Description	Competencies					
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy	F Competencies that are specific to that course
1	Students will demonstrate knowledge of the relationship between understanding of the institutions by which they are governed and their roles as responsible citizens in a democratic system.		X		X		
2	Students will demonstrate knowledge of U.S. and Wyoming political systems and processes.		X			X	
3	Students will demonstrate the ability to analyze and evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions.		X			X	X

Assessments used to evaluate student progress in the course:	Weekly Discussion Papers, In-Class Quizzes Over Reading Materials, Tests, In-Class Writing Assignments,,
CATS employed in this course:	Empty Outlines

Faculty: Heidi Edmunds		Course: CO/M 1030 Interpersonal Communication				
Outcomes	Description	Competencies				
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy
1	Understand the theories, principles, and concepts associated with the study of interpersonal communications.	X			X	X
2	Be able to articulate the role and functions of language in the communication process, both from a speaking and listening perspective.	X			X	X
3	Understand and be able to apply concepts of non-verbal communications.	X			X	X
4	Have an understanding and the ability to apply communication principles to various types of relationships.	X			X	X
5						

Assessments used to evaluate student progress in the course:	Classroom Discussion, Exams, Application Exercises, Written Assignments, Student Presented Lecture,
CATS employed in this course:	Teacher Designed Feedback Form, Minute Papers

Faculty: Lynn Bedient		Course: WELD 1650 Print Reading & Welding Symbols					
Outcomes	Description	Competencies					
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy	F Competencies that are specific to that course
1	Students should be able to interpret and apply print information to visualize the part.		X	X		X	
2	Students should be able to interpret welding symbols to apply welds to the part.		X	X		X	
3	Students should be able to identify structural shapes in the print.		X	X			
4	Students should be able to break the part down to build a bill of material.		X	X		X	
5	Students should be able to develop a plan to build the part.	X	X	X			

Assessments used to evaluate student progress in the course:	Worksheets, Testing, Planning Sessions, Class Discussion, Homework Assignments
CATS employed in this course:	Muddiest Point, Minute Paper

Faculty: Catherine Steinbock		Course: ITEC 2360					
		Teaching with Microcomputers					
Outcomes	Description	Competencies					
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy	F Competencies that are specific to that course
1	Demonstrate ability to plan and design effective learning environments and experiences supported by technology.			X		X	
2	Demonstrate application of technology to facilitate effective learning and assessment.	X		X		X	
3	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology in K-12 schools.	X		X	X	X	
4	Learn to analyze a nontrivial problem, choose an appropriate tool for its solution and then interpret and communicate this solution to students, parent, teachers, or administrators using technology.	X	X	X		X	
5							

Assessments used to evaluate student progress in the course:	Student Presentation & Paper, Quizzes, Student Portfolio
CATS employed in this course:	Five Minute Writing

Classroom Assessment Techniques 2008-2009

All fulltime, benefited instructors are asked to complete and report at least one classroom assessment each semester. Forty-five faculty members completed the CAT report in Fall 2008 and 38 completed the CAT report in Spring 2009, for a high participation rate.

Instructors complete multiple classroom assessment techniques (CATS), but report just one per semester. The reporting instrument is available to faculty in a Blackboard format which can be accessed on the EWC website.

New faculty members are trained on the purpose, content, and reporting of CATS. Faculty members may contact the Outcomes Assessment Coordinator or members of the Outcomes Assessment committee if they have questions concerning this type of assessment. Multiple reminders are sent to faculty to encourage them to consider and use assessment techniques in the classroom.

The reporting instrument summarizes the results of the assessment and the learning process discoveries to the instructor and/or students. Instructors then describe additions, affirmations, or alterations in teaching practices based on those discoveries.

Reporting instrument

Faculty are asked to respond to the following items

1. Name
2. Division
3. Faculty Status
4. The CATS listing is drawn from “Classroom Assessment Techniques: A Handbook for College Teachers”, 2nd ed (Angelo & Cross). Copies of this handbook are available in the Learning office or the Library, from Division Chairs, or any Curriculum & Learning Council member. You are encouraged to consult the handbook for complete explanations of these and other CATS. Please select the CAT(s) you used: I used (a drop down list is provided to choose)
5. Other (Please list any other CATs used but not listed above)
6. Please describe what the results have led you and/or your students to discover about the learning process.
7. Please describe changes to or commitments to continue previous teaching practices you have made as a result of this or past use of CATS. (Note: The results of a CAT may lead you to add to, affirm, or alter current teaching practices).

According to the reports submitted, faculty, in general, are finding many implications for student learning as they assess course-related knowledge and skills; learner attitudes, values, and self-awareness; or learner reactions to instruction. The reports indicate clear changes needed in learner outcomes for courses, methodology of instruction, and/or affirmation of learning theory. It is also evident that many faculty members are working to develop assessments more closely tied to the defined outcomes of the course, program, and core competencies.

Sampling of Classroom Assessment Techniques (CATS) 2008-09

Name Division Status	Used	Other	Results	Changes
Robert T. Catchpole Science Part-time/Adjunct	Prior Knowledge Inventory (Pre-test)	Self Quiz	Just in time learning <u>or</u> as the Airforce Academy calls it preflight. This checks their prior learning forces them to be engaged in the concept before class. The warm-up enables students to ask questions about specific concepts if they have difficulty while answering warm-up assessment.	I will continue to use a modified prior knowledge because research shows the students are engaged in the lessons prior to class.
Chris Shoultz Arts, Humanities, Social & Behavioral Sciences Part-time/Adjunct	Assignment Assessments	None	Students' responses to the two questions I generated for this CAT indicated that they believe the research project required them to learn or hone skills that are of value to them both in their current roles as students and in their future roles as professionals. Of note was that different students valued different skills based on the profession they intend to pursue at this point (i.e. some said speaking was of most use while others identified research, writing, or citation, as what was most beneficial to them). So far as the learning process goes, the results of this CAT remind me that opportunities to practice numerous skills under the auspices of a single product best meet the needs of all students.	The results of this CAT have affirmed a number of practices I use within the research project assignment but have led me to take another look at how I approach teaching the purpose and the construction of an annotated bibliography as putting one together is a complex and necessary task that not all students fully value at this point.
Richard Patterson Arts, Humanities, Social & Behavioral Sciences Full-time Faculty	Directed Paraphrasing	None	Generally, the students appeared to understand the overall concepts of the topic covered. They had some difficulty with specifics such as terminology.	It reinforced the idea that repetition and review are necessary to insure command of the materials.
Heidi Edmunds Arts, Humanities, Social & Behavioral Sciences Full-time Faculty	Minute Paper, Teacher Designed Feedback Form	None	I review the evaluations of their own performance that students provide to modify assignments or activities that might be confusing or not engaging to students. I also use their feedback on my performance to continually adapt my teaching style to engage students.	I have continued to utilize a more casual and conversational lecture style as nearly all student feedback has been positive. I also continue to implement as many active learning and hands-on activities as applicable as students cite these as engaging and positive experiences.

Name Division Status	Used	Other	Results	Changes
Dennis Misurell Human Development Full-time Faculty	Teacher Designed Feedback Form	Survey from Publisher	<p>This is an evaluation of the HMDV 1500 - Empowerment class taught on the Douglas campus. The results confirm that the class contributes to improved student performance by developing traits known to be helpful for student success. A 64 item questionnaire was administered pre-post class. The questions probe student attitudes and behavior on eight dimensions important for student success. Results are then scaled from 0-100. Results follow below. (Pre-post mean differences significant at alpha = .05*, alpha = .01**) Taking personal responsibility: Pre (59.0) Post (65.1)* Developing self-motivation: Pre (52.3) Post (58.5) Mastering self-management: Pre (55.6) Post (60.0) Employing interdependence: Pre (44.5) Post (47.9) Gaining self-awareness: Pre (46.8) Post (59.1)** Adopting lifelong learning: Pre (46.8) Post (59.8)** Developing emotional intelligence Pre (49.0) Post (56.8)** Believing in one's self/Self esteem: Pre (57.8) Post (66.4)** All eight dimensions show directional improvement, and five are statistically significant.</p> <p>Discussion:</p> <ol style="list-style-type: none"> 1. Students who are trained in study skills and life (soft) skills are better prepared to meet the challenges of college learning than those who are not. 2. Student improvement is the result of much hard work--students are required to submit 16 directed journal entries, 4 quizzes, and 5 short papers to complete the course. 3. Empowerment requires a higher level of commitment from students than current College Studies and Study Skills classes. But that extra commitment leads to the character development and personal growth of the students who take the course. 4. Journal writing is an effective way to improve awareness of self. It helps students to build a vocabulary of emotion and makes them more capable of withstanding stressful or discouraging situations. 	<p>Commitments to continue:</p> <ol style="list-style-type: none"> 1. Continue the highly interactive pedagogy. Socratic method is essential for soft skill development. 2. Continue to develop structured in-class exercises that provoke students to share ideas from their journals. 3. Content filled, challenging readings (such as Kennedy's Inaugural, DeTocqueville's essay on democracy, Ibsen's play, A Doll's House) are essential for developing reading and extraction skills. 4. The "game show" oral final summarizes the major points of the class effectively with great student participation. <p>Changes to Next Class:</p> <p>Develop team assignments to foster greater student collaboration--interdependence continues to be the character trait that shows the least improvement.</p>