Eastern Wyoming College
Outcomes Assessment
Summary Report

With Assessment Examples
2012–2013

Outcomes Assessment Coordinator:
Kate Steinbock 2013-2014

2012–2013 Committee	2013–2014 Committee
Pam Capron	Pam Capron
Rex Cogdill	John Cline
Rick Darnell	Rex Cogdill
Casey Debus	Rick Darnell
Coventry Dougherty-Woodin	Casey Debus
John Hansen	John Hansen
Dee Ludwig	Dee Ludwig
Kimberly Russell	Kimberly Russell
Kate Steinbock - Chair	Kate Steinbock - Chair

Lynn Wamboldt – Clerical Support

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Executive Summary

The purpose of assessment is to improve student learning, instructor effectiveness and to reaffirm institutional integrity. Success in higher learning and teaching is measurable through assessment and is required for accreditation.

Assessment at Eastern Wyoming College is critical for completing the college mission and refers to the efforts to obtain information about how and what students are learning, the quality of faculty and their programs.

In order to fulfill the College's vision, Eastern Wyoming College is committed to implementing a comprehensive assessment plan of activities that measures institutional data and can produce clear evidence, instructor effectiveness, and institutional integrity. The following report summarizes the outcomes of those activities for 2012-2013.

Program Reviews

Program reviews are conducted on a rotating three-year basis. These reports are written by faculty members with recommendations from the appropriate division chair and the Vice President for Learning. During 2012-2013, program reviews were completed for Pre-Professional, Social Science, and the Science programs and received Board approval on September 10, 2013.

Multiple Assessments

Assessment outcomes at Eastern Wyoming College are measured at the classroom, course, program, distance delivery and institutional levels. For reliability and validity the measures included both qualitative and quantitative measures in the form of testing, surveys, and interviews. These results are public and meant to highlight strengths, weaknesses, progress, shortcomings, if any, and to provide feedback which leads to program improvement.

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. Sixty-two students participated in the Spring 2013 CAAP. Students were tested in the following areas including writing skills, math, reading, critical thinking, and science. Results showed that students scored slightly (.8%) above the national average. It is recommended that EWC 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. Additionally, it is recommended that EWC focus more attention on Mathematics and Science skills in academic transfer courses.

Perkins Grant Evaluation and Assessment

The goal of the Perkins Grant is to provide students with experiences and educational equipment from all aspects of an industry or profession, and make opportunities available for technical faculty to obtain professional development. Recommendations from individual program advisory groups guide program updates, changes and enhancements based on community and industry requirements. Allocations to the following programs are described within the report: Entrepreneurship, Machine Tool Technology, Veterinary Technology, and Professional Development activities for CTE students and instructors. The Perkins Report also includes core indicator performance levels for CTE program students and participants. EWC met statewide performance levels for all the core indicators except for one—Nontraditional Completion. Steps will be taken to improve completion rates for students enrolled in nontraditional (gender-equity) programs.

Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement was administered in the Spring of 2013 for the fourth time in the school's history. The results were received in early Fall 2013 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.

University of Wyoming Transfer Students

Each fall, at the annual Dean's meeting, the University of Wyoming provides a report on transferring students from Wyoming community colleges. Results show that Eastern Wyoming College transfer students continue to do as well as other UW students. Traditionally, statistics show that students who complete their AA or AS degree at a community college are much more likely to be successful at the University of Wyoming compared to those who transfer prior to earning a degree. The Outcomes Assessment Committee has requested transfer information from Chadron State College and they are currently in the process of determining whether or not their student information system can extrapolate the specific information.

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. Student achievement is measured through various required program activities as directed by the faculty members.

Recommendations and Findings:

- **Pre-Professional Programs:** Professional health careers are popular areas of study for traditional as well as non-traditional students. EWC offers A.S. degrees in Pre-Medicine, Pre-Dentistry, Pre-Veterinary Medicine, Pre-Pharmacy, Pre-Medical Technology, and Pre-Nursing. The number of Pre-professional majors has stayed steady the past three years with 101-102 students declaring those major per year.

The Pre-Professional outcomes assessment is rubric based and evaluates each graduating student individually in core competencies (communication skills, analytical and quantitative reasoning, technology skills, social awareness, and information literacy), as well as discipline-specific knowledge in science courses specific to the major.

- **Science**: The major role of the Science Department is to provide science instruction for students who plan careers in health care fields, agriculture, science education, engineering, veterinary medicine, and animal science. Science department courses also serve to meet the "lab science" science requirement for graduation from EWC and four-year transfer institutions. Assessment of Student Learning in Science courses is conducted through Classroom Assessment Tools (CATs), Course Assessments, student grades, and as part of the Outcomes Assessment of our Pre-Professional graduates.

- **Social Sciences**: In the spring of 2012, a new degree, SOSC (Social Science) replaced four existing degrees (HIST, POLS, PSYC, SOC). The goal of this new degree was to offer a more broad-based program that could lead to a variety of careers in government, law, education, business, social or counseling work, or international relations and offer students a broader degree for transfer purposes. The program assessment for SOSC is a capstone project. Students complete an online portfolio containing their transcript, a resume, a goals statement, samples of completed coursework, and a reflection on their educational experience in the program at EWC.

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

- On a yearly basis, faculty members identify the way 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:

- The use of multiple classroom assessment techniques (CAT) ties learning to course objectives or core competencies. The report shows the variety of CATs being used by faculty members. The report shows the variety of CATs being used by faculty members. The outcome on student learning has been positive.

Conclusions, 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 circuit (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. The Chair offered several opportunities for faculty to attend workshops and one on one assessment trainings to complete CAT's, Course Assessments and Program Assessments throughout the year.
2. The Outcomes Assessment Chair continues to work with transferring institutions to maintain articulation agreements which directly impact assessment at EWC.
3. Researched and administered the SENSE assessment for the first time at EWC.
4. Continued to find ways to close the assessment loop and communicated to constituents. Faculty reported that student awareness of assessment is increasing.
5. Linkage reports were received and evaluated and continues to be a valuable tool to compare the learning growth for entering students.
6. LancerNet is continuing to be a useful tool for compiling and analyzing assessment information.
7. Provided training to concurrent and adjunct instructors on CAT completion and submission.

Goals:

1. Increase completion of Classroom Assessment Techniques (CATs) by 10% for adjuncts and 90-95% for full-time faculty by encouraging all instructors to complete CATs; and, continuing to provide information and CAT training to distance educators, adjuncts, and new faculty.
2. Continue finding ways to complete the assessment loop and communicating outcomes to constituents.
3. Request transfer data from other receiving institutions, in particular Chadron State College.
4. Continue to work on improvement in all CAAP areas and maintain levels above the national average. Focus will be on the areas of Mathematics and Science.
5. Develop an assessment tutorial video that can be placed on LancerNet.
6. Work closely with faculty and the Curriculum & Learning Council in reviewing and analyzing general education recommendations for change.

Plan of Assessment

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

- Outcomes Assessment Committee
- Leadership Team
- Curriculum & Learning Council
- Division Chairs—Division Members
- Board of Trustees
- EWC Web Site

Component	Responsibility	Time Schedule	Population/Program	Use of Results
COMPASS Placement Tests (Math, English, and Reading)	Academic Testing Center: Coordinator 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
University of Wyoming Report on Transferring Students from Community Colleges	Vice President for Learning	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
CAAP Exit Test for all AA and AS students	Vice President for Student Services: identifying and notifying students to be tested Academic Testing Center: Coordinator and Outreach Coordinators Vice President for Learning, Division Chairs, and 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	Odd years in December	All EWC graduates from the previous year	Assess student satisfaction with EWC
Perkin's Grant Evaluation and Assessment	Workforce Development Associate Director: disseminate results & prepare final report for WDE and WCC. Vocational/Technical Program Faculty Members, Special Populations Coordinator: coordinate assessment process. Vice President for Learning, Division	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

	Chairs, and faculty: assessment of data			
Component	**Responsibility**	**Time Schedule**	**Population/Program**	**Use of Results**
Community College Survey of Student Engagement (CCSSE)	Director of Institutional Research	Odd Spring semesters	Random Sample of students and faculty	Measure student assessment against CCSSE benchmarks for successful engagement strategies
Survey of Entering Student Engagement (SENSE)	Director of Institutional Research	Odd Fall semesters	Students enrolled in first year courses (i.e. ENGL 1010, MATH)	Review results and improve practices for retaining students
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
- Curriculum & Learning Council
- 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	Jennifer Minks
Agri-Business: Beef Production (AGBP)	CD	Exit Interview/Oral Exam	Monte Stokes
Agri-Business: Farm/Ranch Mgt. (FRCH)	AAS	Capstone Course: AGEC 2395	Rick Vonburg Rob Eirich
Agriculture: Agri-Business & Sciences (AGBSS)	AS	Capstone Course: AGEC 2395	Rick Vonburg Rob Eirich Kaitlyn Steben
Agriculture: Rangeland Ecology and Watershed Management (REWM)	AS	Capstone Course: AGEC 2395	Chris Wenzel
Aquaculture Technician (AQTK)	C	Departmental Exam	Heidi Atwood
Art (ART)	AA	Exhibition and/or Portfolio	John Cline
Biology (BIOL)	AS	Portfolio	Chris Wenzel Peggy Knittel
Biology: Environmental Science (ENVR)	AS		
Business Administration (BADM)	AS	Departmental Exam and Core Competency Evaluation	Jennifer Minks
Business Administration (BSAD)	AAS	Electronic Portfolio	Jennifer Minks Patricia Pulliam
Business Education (BSED)	AA	Portfolio	
Business Office Technology (BOTK)	AAS	Capstone Course: BADM 2395	
Business Office Technology (BOFTK)	CD	Web Page Design	Patricia Pulliam
Business Records (BSRC)	C	Final Project	Patricia Pulliam

Program	Degree	Component	Responsibility
Computer Applications (CMAP)	C	Portfolio	Rick Vonburg
Communication (COMM)	AA	Capstone Course: CO/M 2395	John Hansen
Cosmetology (CSMO)	AAS	CSMO 1575 and State Board Exam	Donna Charron Pam Capron Nancy Landers
Cosmetology: Hair Technician (CSHT)	CD	CSMO 1375 and State Board Exam	
Cosmetology: Nail Technician (CSNT)	C	CSMO 1175 and State Board Exam	
Cosmetology: Skin Technician (CSST)	C	CSMO 1275 and State Board Exam	
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 Certificate (CJCC)	CD	Departmental Paper	
Criminal Justice (CMJT)	AAS	Capstone Course: CRMJ 2895	
Economics (ECON)	AS	Departmental Paper	Rick Vonburg
Education: Child Development Certificate (ECC)	CD	Capstone Course: EDUC 2800 including Portfolio	Catherine Steinbock
Education: Early Childhood Education (EDEC)	AA	Capstone Course: EDUC 2800	
Education: Early Childhood Education (EDCC)	CD	Student Portfolio	
Education: Elementary Education (ELED)	AA	Capstone Course: EDUC 2800	Muriel de Ganahl
Education: Secondary Education (SCED)	AA	Capstone Course: EDUC 2800	
English (ENGL)	AA	Choice of Research Project, Journal, or Essay	John Nesbitt Kelly Strampe
Entrepreneurship (ENTR)	C	Business Plan Project	Rick Vonburg
Interdisciplinary Studies (INST)	AA/AS	Capstone Course: HMDV 2000	Instructor in Designated Assessment Area
Language (Foreign) (LANG)	AA	Choice of Research Project, Journal or Essay	John Nesbitt
Mathematics: Arts and Science (MATH)	AS	Departmental Exam	Bob Creagar Ray DeWitt Rick Darnell
Mathematics: Secondary Education (MTED)	AA	Departmental Exam	
Music: Applied Music (MUSC)	AA	Performance Recital with Outside Critique	Michael DeMers
Music Education (MUSED)	AA		

Program	Degree	Component	Responsibility
Physical Education, Health & Recreation (PEAC)	AA	Capstone Course: PEPR 2395	Verl Petsch Jan Lilletvedt
Preprofessional: Pre-Denistry (PDEN)	AS	Portfolio/Rubrics Analysis Based Assessment	Peggy Knittel Bob Creagar Lorna Stickel Chris Wenzel
Preprofessional: Pre-Medicine (PMED)	AS		
Preprofessional: Pre-Veterinary Medicine (PVET)	AS	Rubrics Analysis Based Assessment	Ed Bittner Susan Walker Monte Stokes Michelle Lett
Preprofessional: Pre-Medical Technology (MEDTK)	AS	Portfolio/Rubrics Analysis Based Assessment	Peggy Knittel Bob Creagar Lorna Stickel Chris Wenzel
Preprofessional: Pre-Nursing (PNSG)	AS		
Preprofessional: Pre-Pharmacy (PHAR)	AS		
Social Science (SOSC)	AA	Capstone Course: SOSC 2395	Heidi Edmunds Anne Hilton Jennifer Hart Ellen Creagar
Statistics (STAT)	AS	Departmental Exam	Rick Vonburg
Veterinary Technology (VTTK)	AAS	Capstone Course: VTTK 2750, Written and Oral Comprehensives	Ed Bittner Susan Walker Michelle Lett Monte Stokes Viqi Garcia
Welding & Joining Technology (WJTK)	AAS CD	National Competency Test	Leland Vetter Lynn Bedient Tim Anderson Stan Nicolls
Welding & Joining Technology: Machine Tool Technology (MTT)	CD	Project	
Welding & Joining Technology: Plate Welding (WELD)	C	Departmental Exam	Leland Vetter
Wildlife & Fisheries Biology & Management (WILD)	AS	Departmental Exam	Chris Wenzel

Degree Codes

AA = Associate of Arts AS = Associate of Science AAS = Associate of Applied Science
C = Certificate, less than 1-year CD = Certificate, 1-year

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
- 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
- Curriculum & Learning Council
- 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 & Corrections Certificate - Capstone Course
- Interdisciplinary Studies, AA - Capstone Course
- Interdisciplinary Studies, AS - Capstone Course
- Early Childhood, Certificate & AA – Portfolio and Capstone Course

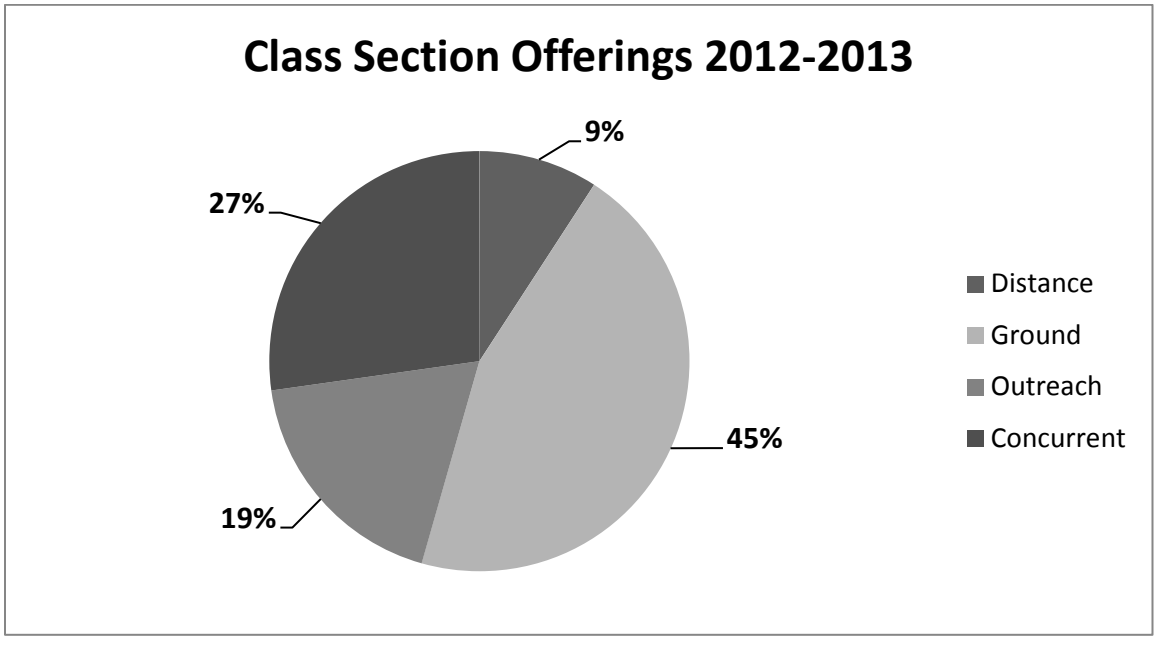
Distance Learning for 2012-2013

Number of students enrolled is actual, raw headcount per class (could be individual student duplications across multiple classes).

Classes Offered = 124 (defined by combining sections 40/90 as one class, and in some cases 40, 41, 42, 90, 91, 92 as one class)
Fall 2012 53
Spring 2013 59
Summer 2013 12

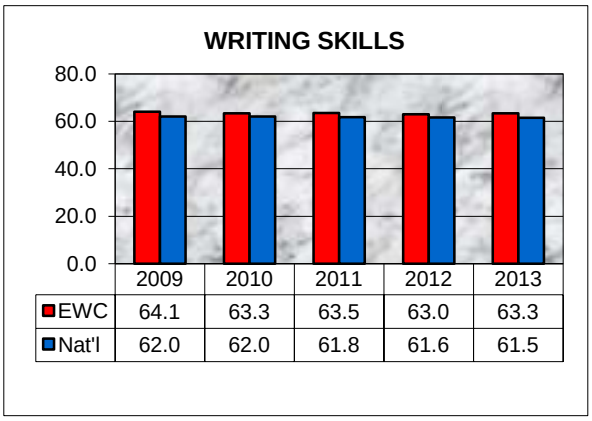
In the table below, "Retention" should be interpreted as the percentage of students who enrolled in the class and completed it. "Success" is the percentage of students completing the class who earned grades of A, B, C, or S.

	# Enrolled	# Dropped	# Completed	Retention	# Passing	Success
Totals for Year 2012-2013	**1689**	**321**	**1368**	**80.99%**	**1131**	**82.68%**
Averages for Year 2012-2013	**13.6**	**2.6**	**11**	**83.82%**	**9.6**	**85.62%**
Total Campus Enrollment	**6,120**	**630**	**5,490**	**89.71%**	**3,972**	**72.35%**
Total Outreach Enrollment	**1,979**	**72**	**1,907**	**96.36%**	**1,684**	**88.31%**
Total Concurrent Enrollment	**2,921**	**26**	**2,895**	**99.11%**	**2,816**	**97.27%**
Total Enrollment	12,709	1,049	11,660		9,603	
Percentage via Distance	13%	31%	12%		12%	

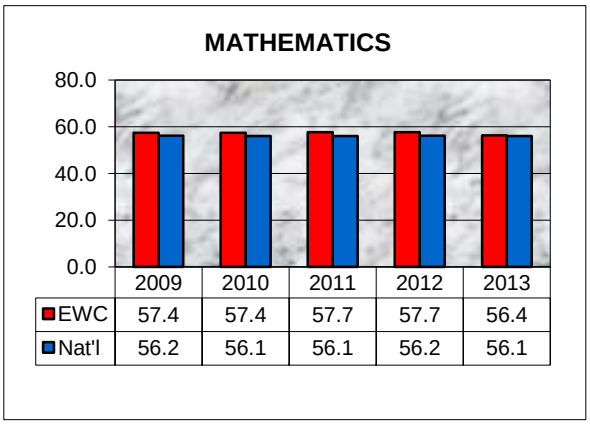


Collegiate Assessment of Academic Proficiency (CAAP) Tests

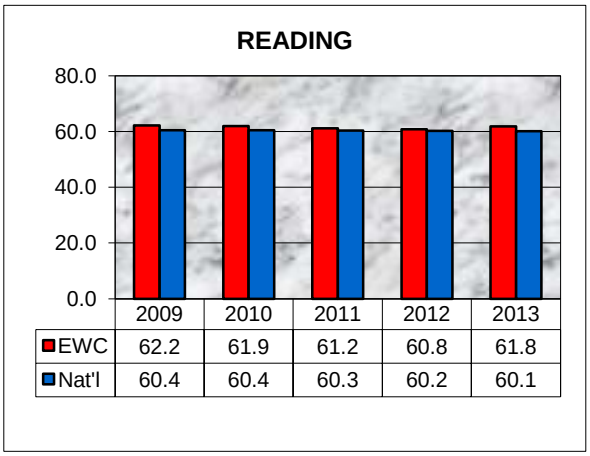
The average of Eastern Wyoming College's 62 AA and AS Spring 2013 graduates was higher than the national average on the CAAP Test in all subject areas which includes: writing skills, mathematics, reading, science, and critical thinking. There were 55 out of the 62 students (89% of those tested) from the Spring 2013 graduates who scored higher than the national mean in one or more of the above-names subject areas. In Spring of 2012 that percent was 91%, Spring of 2011 it was 93%, Spring 2010 it was 90%, and in Spring 2009 in was 90% of those tested who scored higher than the national mean in one or more of the subject areas.



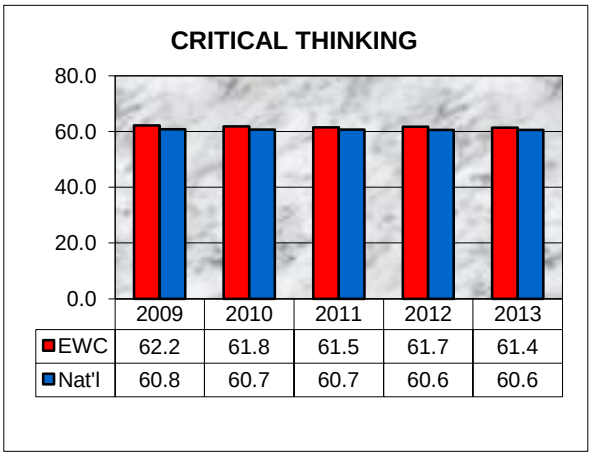
	2009	2010	2011	2012	2013
EWC	64.1	63.3	63.5	63.0	63.3
Nat'l	62.0	62.0	61.8	61.6	61.5



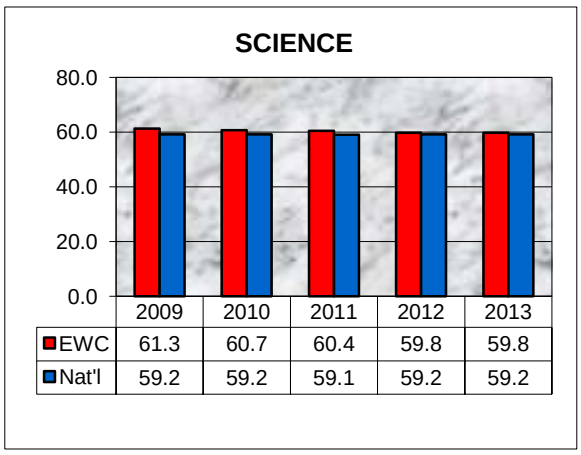
	2009	2010	2011	2012	2013
EWC	57.4	57.4	57.7	57.7	56.4
Nat'l	56.2	56.1	56.1	56.2	56.1



	2009	2010	2011	2012	2013
EWC	62.2	61.9	61.2	60.8	61.8
Nat'l	60.4	60.4	60.3	60.2	60.1



	2009	2010	2011	2012	2013
EWC	62.2	61.8	61.5	61.7	61.4
Nat'l	60.8	60.7	60.7	60.6	60.6



	2009	2010	2011	2012	2013
EWC	61.3	60.7	60.4	59.8	59.8
Nat'l	59.2	59.2	59.1	59.2	59.2

Recommendations

Implications from these results indicate that a majority of EWC's AA and AS graduates typically perform equal to or slightly better than the national mean in all the subject areas. It is recommended that Mathematics, Science, and Critical Thinking skills be emphasized more heavily in the academic transfer courses because they are less than 1% above the national mean.

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 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 2013. Results of the survey included comparisons of EWC students with the national average and small colleges within the following five benchmarks. Eastern Wyoming College is on average 2.66% below the 2013 CCSSE Cohort. The items below marked with ↑ are items that the college scored highest on. The items marked with ↓ are items that the college scored lowest on.

- ***Active and Collaborative Learning***
  - ↑ Asked questions in class or contributed to class discussions
  - ↓ Made a class presentation

- ***Student Effort***
  - ↓ Prepared two or more drafts of a paper or assignment before turning it in
  - ↓ Worked on a paper or project that required integrating ideas or information from various sources
  - ↓ Frequency: Computer lab

- ***Academic Challenge***
  - ↑ Number of assigned textbooks, manuals, books, or book-length packs of course readings

- ***Student-Faculty Interaction***
  - ↑ Talked about career plans with an instructor or advisor
  - ↓ Used email to communicate with an instructor

- ***Support for Learners***
  - ↑ Providing the support you need to help you succeed at this college
  - ↑ Frequency: Academic advising/planning

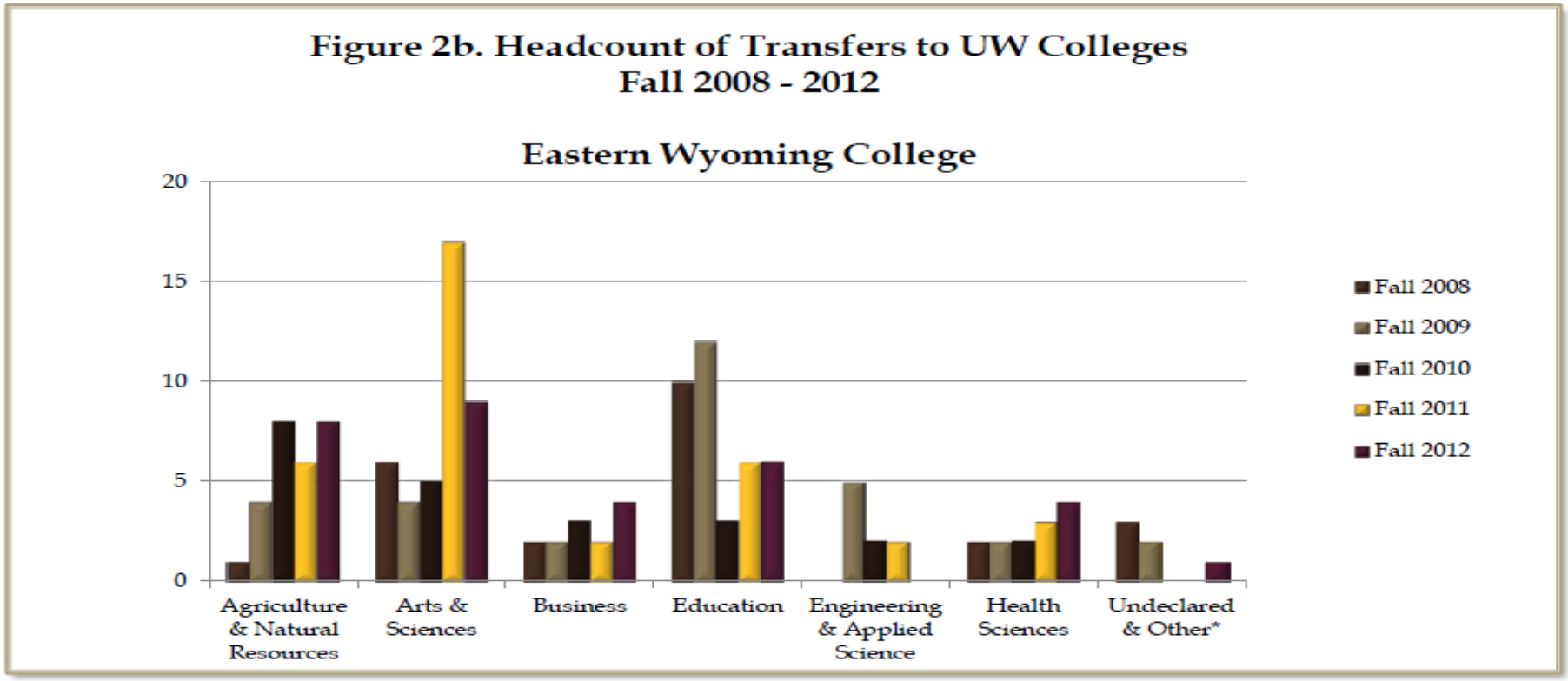
In four of the five categories, EWC scored closely to the CCSSE Cohort mean and in Student Effort scored about 8% below the mean.

University of Wyoming Transfer Student Assessment

Our students transferring to the University of Wyoming continue to perform almost as well as other UW students. The data from the University of Wyoming shows that 43 students from EWC attended UW as transfer students in 2012-2013. This is down 3 students from the year before and above the five-year average of transfer students by 14 students. Most of EWC's transfer students matriculated into the College Arts and Sciences (9), followed by Agriculture and Natural Sciences (8) and Education (6). EWC transfer students have an overall UW GPA of 2.50 on a 4-point scale compared to all UW undergraduates of 2.93, and all UW transfer students of 2.74. Therefore, EWC transfer students perform almost as well academically as other UW students.

One observation made by the Outcomes Assessment committee is that students who transfer to UW with more than 60 credit hours are better prepared to meet the rigorous demands of the university. As a result of and Outcomes Assessment recommendation, Chadron State College has been asked to prepare the same type of information on our transferring students as UW.

Eastern Wyoming College Transfers to UW Colleges
Fall Semesters* 2008 – 2012



UW College	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year % Change
Agriculture & Natural Resources	1	4	8	6	8	700%
Arts & Sciences	6	4	5	17	9	50%
Business	2	2	3	2	4	100%
Education	10	12	3	6	6	-40%
Engineering & Applied Science	0	5	2	2	0	---
Health Sciences	2	2	2	3	4	100%
Undeclared & Other*	3	2	0	0	1	-67%
Total	24	31	23	36	32	33%

*Other includes Energy Resource Science majors beginning in 2009.

Thirty-two EWC students transferred to UW for Fall 2012. An additional eleven students transferred in the Spring 2013 semester. The majority of students transferred to the Arts and Sciences. -- Source: Fall 2012 – 2013 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

Academic Achievement of New Transfer Students* - Fall 2012

Grade Point Averages and Enrollments in University of Wyoming Colleges

Eastern Wyoming College

UW College	Eastern Wyoming College Transfers		Wyoming Transfers		Out-of-State Transfers		All Transfers		UW Undergrads	
	#	UW 1st Sem GPA	#	UW 1st Sem GPA	#	UW 1st Sem GPA	#	UW 1st Sem GPA	#	UW Fall '12 Sem GPA
Agriculture & Natural Resources	8	2.91	58	2.72	34	2.49	92	2.63	846	2.86
Arts & Sciences	9	2.59	235	2.69	147	2.73	382	2.71	3,429	2.93
Business	4	2.58	62	2.66	36	2.64	98	2.65	988	2.86
Education	6	2.55	87	3.00	22	3.16	109	3.04	966	3.30
Engineering & Applied Science	0	---	48	2.25	81	2.51	129	2.41	1,476	2.75
Health Sciences	4	1.33	156	2.96	105	3.17	261	3.03	1,591	3.16
Undeclared & Other*	1	**	31	2.27	17	2.81	48	2.46	733	2.47
Total	32	2.50	677	2.73	442	2.76	1,119	2.74	10,029	2.93

*Other includes Energy Resource Science majors.

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

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 2.50. Further, the later the student transfers in their academic career, the better their first semester GPA. -- Source: Fall 2012 – 2013 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Academic Achievement of New Transfer Students by Hours Transferred - Fall 2012
Comparison of Community College and UW Grade Point Averages

Eastern Wyoming College

Transferred Credit Hours*	Eastern Wyoming College Transfers			Wyoming Transfers			Out-of-State Transfers			All Transfers			All UW Undergraduates	
	#	Transfer GPA*	UW 1st Sem GPA	#	Transfer GPA*	UW 1st Sem GPA	#	Transfer GPA*	UW 1st Sem GPA	#	Transfer GPA*	UW 1st Sem GPA	#	UW Fall '12 Sem GPA
0 <= Hours < 30	3	3.18	1.38	55	3.07	2.29	134	2.90	2.82	189	2.96	2.68	3,630	2.71
30 <= Hours < 60	8	2.81	2.30	126	3.02	2.22	118	3.02	2.57	244	3.02	2.39	2,575	2.91
60 <= Hours < 90	17	3.31	2.71	361	3.25	2.88	119	3.11	2.78	480	3.21	2.86	1,728	3.01
90 <= Hours	4	2.99	2.58	135	3.13	3.03	71	2.97	2.99	206	3.07	3.02	2,096	3.18
Totals	32	3.16	2.50	677	3.18	2.73	442	3.03	2.76	1,119	3.13	2.74	10,029	2.93

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

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

Only hours for grade are included.

Students who transfer to UW with more than 60 credit hours are better prepared to meet the rigorous demands of the university. The overall GPA for EWC (2.50) is slightly lower than all Wyoming Community College transfer students (2.73) and all transfer students (2.74). Source: Fall 2012 – 2013 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

2012-2013 Perkins Grant Program Assessment

Executive Summary

Perkins grant funding for Eastern Wyoming College is an integral part of sustaining, modernizing, and expanding our Career and Technical Education programs. For the 2012-2013 Perkins funding cycle the Career and Technical Educations programs at Eastern Wyoming College included: Entrepreneurship, Agriculture, Business and Technology, Cosmetology, Early Childhood Education, Health Technology, Machine Tooling, Welding, Veterinary Technology, and Criminal Justice. Programs benefited through program support or equipment purchases for the 2012-2013 Perkins funding cycle included: Machine Tooling, Welding, Criminal Justice, and Veterinary Technology. Programs which benefitted from Professional Development provided by Perkins Funds for the 2012-2013 funding cycle included: Agriculture, Welding, Business and Technology, and Perkins funds were used to have professional development for special populations support staff. Career and Technical Education Program concentrators and participants for the 2012-2013 Perkins funding cycle were surveyed for demographical and statistical purposes as well as to identify special populations. These expenditures and activities reflect Eastern Wyoming College's commitment to the continuing improvement of Career and Technical Education Programs, and to providing equitable access to all students, including special populations and non-traditional students.

Activities of the Advisory Committee /Project Partners

The Perkins Advisory Group was active in setting the parameters of the 2012-2013 allocated Perkins funding to align Perkins activities with institutional goals, industry needs, and curriculum needs. Members of the Perkins Advisory Group included all career and technical faculty members, Division Chairs, the Vice President for Learning and the Perkins Coordinator. The group met to discuss Perkins requirements and to direct the allocation of Perkins grant money in ways that were meaningful to the programs and that continually advanced and updated 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 met 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, Health Technology, and Early Childhood Education. Advisory members consist of EWC faculty, EWC students, business and industry representatives, and experts in the field. Member recommendations guide program updates, changes, and enhancements based on community and industry requirements. Based on these recommendations Eastern Wyoming College is offering a new certificate in the Veterinary Aide program effective for the 2013-2014 academic year. The 2012-2013 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 and students are encouraged to attend professional trainings, college courses, and professional conferences which will improve themselves in their prospective fields. Below we have described the expenditures and improvements made to each technical program benefitted for the 2012-2013 Perkins funding cycle:

Machine Tool Technology – The Machine Tool Technology program benefited in the 2012-2013 funding cycle with equipment purchases to supplement the current equipment. Items included drawing board kits with T-squares and triangles, torches, a lathe, and a storage cabinet.

Welding – The Welding program used Perkins funds to continually improve their program by purchasing Instructional DVD's (Pipe Layout for Pipefitters, Destructive and Non-Destructive Methods, SMAW, GMAW, FLUX Cored), 10 pieces of welding equipment, as well as various hoses, Mig guns, check valves, roller carts, foot controls, pulse controls, drive roll kits, and wire guides.

Veterinary Technology – The EWC Veterinary Technology program used Perkins dollars to purchase an ultrasonic cleaner and parts, portable pediatric scale, digital radiology plates, fax machine, canister standard head, trinocular infinity labscope, omnivid camera, imaging cassettes, and various lab supplies. All equipment will be used to better educate our Veterinary Technology students in their field.

Professional Development – Perkins funding is used for a variety of professional development activities. Benefitted programs for the 2012-2013 Perkins funding cycle for professional development included: Agriculture, Business and Technology, Welding, and support staff for special populations.

Staff from Business and Technology, and Welding accessed Perkins funds to SkillsUSA conferences which were open to all students.

Registration and travel to the WACTE Conference in Casper was provided for two of our career and technical education program faculty members, as well as a member of special populations support staff. Activities such as WACTE provide EWC faculty members training in program specific areas and networking with other career and technical education program faculty for ideas and innovative ways to improve their teaching skills. The WACTE Conference also provides a chance for college faculty to network with middle and high school instructors since these people have influence on high school students' directions.

Indicator	Negotiated Target for Year 3 (2011-2012)	Actual 2011-2012(90% threshold)
1P1 Technical Skill Attainment	33.00%	44.59%
2P1 Credential, Certificate, or Degree	32.41%	44.59%
3P1 Student Retention or Transfer	72.00%	61.64%
4P1 Student Placement	77.00%	89.47%
5P1 Nontraditional Participation	27.00%	31.54%
5P2 Nontraditional Completion	10.00%	8.33%

1P1: Technical Skill Attainment

EWC exceeded the statewide target level of 30.50% and the local target level of 33.00% with a 44.59% level of performance. The Unknown Race/Ethnic and Single Parent categories were the only groups that did not meet the target levels. We continue working to improve graduation rates for all EWC students.

2P1: Credential, Certificate, or Degree

This core indicator reported the same data information as the 1P1 core indicator with EWC performing at 44.59%; therefore, EWC exceeded both the local and state target percentages. We continue working on initiatives to improve graduation rates for all EWC students.

3P1: Student Retention or Transfer

EWC's performance level for 3P1 was 61.64% which did not meet the state target level of 69.00% or the local target level of 72.00%. The Hispanic/Latino category surpassed the state and local target levels with a 75.00% performance level, and the Single Parent category group performance level of 70.59% was over the state target level. Faculty and advisors continue to work closely with all EWC students on retention initiatives including courses such as College Studies and Studies Skills along with programs for at-risk students such as the Bridge Program. Peer tutoring is also available to all students.

4P1: Student Placement

EWC achieved a performance level of 89.47% for the 4P1 indicator which exceeded the statewide target level of 88.00% and the local target level of 77.00%. One special population category did not meet the local target; however, numbers in this category are very small.

5P1: Nontraditional Participation

EWC's level of performance for the 5P1 indicator was 31.54% which exceeded both the statewide target level of 28.00% and the local target level of 27.00%. Although EWC was above

the statewide target, there is still an imbalance between males and females as females outperformed males. This core indicator will need further study.

5P2: Nontraditional Completion

EWC's level of performance for Nontraditional Completion was 8.33% which was an increase of 6.64% over the previous year; however, EWC did not meet the statewide level of performance of 14.00% or the local target level of 10.00% for this indicator. It should be noted that we are talking very small numbers here. EWC offers many education workshops, presentations, and cultural events to all EWC students throughout the semester. Our special populations coordinator makes a special effort to encourage our nontraditional students to attend these special workshops. Strategies to continue increasing this number will include the special populations coordinator meeting with nontraditional students on a regular basis to determine which other EWC support services can be utilized to help these students be successful in their programs. Developing cohorts of students in these program areas may also help improve completion rates.

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 2013-2014 there will be six areas of investment that we will focus on as part of the strategic plan for the program.

- Criminal Justice will receive funding that will allow the program to purchase equipment or teaching aids and materials.
- The Welding program will be benefitting from the ability to purchase new equipment that will replace or supplement current equipment.
- Early Childhood Education will have funding to obtain teaching aids and materials.
- The Cosmetology program will receive funding to help update and improve their programs.
- Veterinary Technology will be benefitted by being able to continue to supply their program with newer technology and updated equipment to provide an outstanding program.
- Funding for Professional Development for the 2013-2014 funding cycle will be available. These funds will be used to benefit as many CTE instructors and students as possible. Anticipated expenses in the Professional Development area will be for conferences, trainings, certification testing, and skills testing and improvement.

Program Assessments 2012-2013

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 to add, 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 2012-2013 indicated recommendations and findings including the following:

- **Pre-Professional**: Recommendations include the need for EWC to continue to offer a wide range of courses for students in Pre-Professional programs to facilitate our students' entry to, and success in, professional programs. Additionally, recruitment of quality "math & science ready" students continues to be an important goal. Additional numbers of academically well prepared pre-professional students at EWC would benefit the college in a variety of ways. Furthermore, labs for the Science courses which make up the core of the Pre-professional program need to have regular equipment/technology upgrades. Supply budgets need to increase to keep up with rising costs of materials and shipping.

- **Science**: Like the Pre-Professional programs, the recommendations of the program include the need to continue to offer a wide range of courses for students in science majors to facilitate our students' entry to, and success in, transfer and professional programs as well as improve recruiting practices that attract quality "math & science ready" students. Additionally, the faculty will encourage students to participate in science activities (both curricular and non-curricular) such as the research methods class or the INBRE project which is now headed by Chris Wenzel.

- **Social Science**: Recommendations include the need to for EWC to have updated laptops and access to those for students for work with distance courses and access to budgets for conferences and teaching tools such as DVDs, I-Pads and professional development. Also the department will continue to work as a team to develop distance learning and course rotation schedules to help ensure the likelihood of courses making with more than minimal enrollments and the college will continue to work closely with recruiters and others to encourage more majors in these areas. As we build the numbers by increasing majors, the likelihood of the sophomore level courses making on-campus will increase.

Program Assessments 2012-13

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
ART.AA - Art **John Cline**	Exhibition of Art work.	Students demonstrated an appropriate level of proficiency in the core competencies, and were prepared for transfer to a 4-year institution.	Weaknesses of the program are in the 3-D art disciplines. On the other hand, the 2-D disciplines of Drawing and Painting, and the Foundation classes are strong.	An improvement in facilities designed for 3-D art work. Space is needed for large woodworking tools, such as electric saws, etc, used in Sculpture classes. More room for Ceramics is necessary, too. Ceramics is currently functioning better than Sculpture, though. In terms of classes being taught, the curriculum is in keeping the first two-years of a Bachelor's Degree in Studio Arts. Students are successfully transferring to UW and Chadron.
Agriculture Cluster **Monte Stokes**	We give the students 7 comprehensive exams over the Ag material in the program.	The core competencies are addressed in the 7 different exams, some more than others. 2 of the 3 students averaged over 70% on these exams which we feel is acceptable level of knowledge for these type of exams. One student didn't attempt 2 of the exams for whatever reason.	The program requirements are also addressed in these exams.	As a group, we need to look at the exams and see if they are indeed a good measure of the core competencies and program requirements. We also need to look at the low scores especially and see if the exams are fair. We have also discussed changing this certificate program some in the future.
BSAD.AS - Business Administration Transfer **Melissa Meeboer, Rick Vonburg, Cheryl Raboin, Ellen Creagar**	1. Program Exam and 2. Rubric Assessment of Core Competency 3. CAAP	Students were rated in the 5 core competency areas: Communication, Quantitative and Analytical Reasoning, Technology, Social Awareness, and Information Literacy. A carefully defined rubric system is used (4 = advanced; 3 = proficient; 2 = partially proficient; 1 = novice). Course assignments and projects are the basis for the assessment. In all cases, students are evaluated by at least two faculty members. This year, 2 of 4 students scored either proficient or advanced for Communication, 3 of 4 for Quantitative and Analytical Reasoning, 3 of 4 for Information Literacy, 4 of 4 for Technology, and 1 of 4 for Social Awareness.Students also took the CAAP test as a direct assessment of core competency areas. Our benchmark is a score above the national average. Results were as follows (indicates number of areas	The program exam provides the assessment relative to program specific requirements. Areas tested include Accounting, Economics, Statistics, and Business Law. Our benchmark is 70% in each area. Results are as follows: (number of students meeting the benchmark in each area) Accounting: 3/4 Economics: 3/4 Statistics: 3/4 Business Law: 3/4 Overall test scores ranged from 64 to 88. Students received specific feedback addressing their areas of strength and weakness. Two students were above the benchmark in all four areas.	Regarding the assessment: Once again, the business team has developed a strategic action plan to meet in the summer and review the assessment process. Last year, funding was not approved for the action plan, and we are currently awaiting approval of the action plan funding for this summer. Regarding the program: Again, the identification of students who are not "at level" mathematically will be a prominent issue to completion of the program. Instructors and advisors will work closely with students who need intervention in math to success in this rigorous program. Results of the program exam indicate weakness in retention of basic business concepts. Each year, we seem to see a weakness in different areas, but statistics has consistently been identified as a weakness area for our students. Average scores in the four areas this year were: Accounting 73%, Economics 78%, Statistics 68%, and Business Law 73%. Instructors will identify specific learning outcomes not met in the weakness areas and will reinforce those areas through new and/or reinforced methods. Further, the rubric assessment this year indicated a weakness in the social awareness competency. This area includes cooperation/interpersonal skills (evidenced in

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		above the national average in writing, math, reading, critical thinking, and science): Two students were above the national average in all five areas; One student was above the national average in 3 of the five areas; one student did not complete the assessment.		group efforts in classroom); professionalism/work ethic; and awareness of contemporary issues in business. As part of the summer meeting, the business team will meet to discuss efforts to improve this competency area. We will continue to request time and funding for collaborative efforts to improve student learning.
BSAD.AAS - Business Administration Non-Transfer **Melissa Meeboer, Andy Espinoza**	Student Response: Program assessment activity is a web site portfolio demonstrating competencies in program specific areas and core competencies.	Students chose 4 areas to highlight in their web site portfolios. They were evaluated based on a detailed e-portfolio rubric in skills including creative use of technology, thoroughness, personal reflection, written reflection, layout and text elements, writing mechanics, typography, images, hyperlinks, and navigation relative to their 4 chosen areas. Their scores were broken down into levels of expert, journeyman, apprentice, and novice. Both students scored at the journeyman and expert level for all skill areas. Portfolio areas chosen by both students included communication skills and technology (computer) skills. One student (AAS BSAD) included Excel spreadsheets which demonstrated analytical and quantitative reasoning skills. The other student demonstrated numerous projects she created in her employment at the college based on her course learning. (Certificate BOFTK)	The two students demonstrated a level of learning higher than the benchmark 80%. Scores were 91% and 97% on the project as assessed by the rubric analysis.	Regarding the assessment: The web site portfolio project is providing us with a valid, effective assessment of student learning. It will be continued in future semesters. It is recommended that when a student enters the program, they set up a repository in the learning management system for their artifacts. This was a recommendation from current students and discussed at our advisory board meeting. Regarding program recommendations: The program is effective in preparing students for entry-level business positions as evidenced by the level of achievement on the program assessment and grades of the students. We have no recommendations for change to the program at this time.
WJTK.AAS - Welding & Joining – Degree **Leland Vetter, Stan Nicolls, Tim Anderson, Lynn Bedient**	AWS-plate test, ,ASME-pipe test, ,EWC written test	All students took and passed at least Tech Writing, Tech Math, a Computer class, and Political Science 1050	written test average 68% 20 students tested 3 failed AWS D1.1-1"plate test 5 failed ASME 4" pipe test	All is going as planned

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
SOC.AA – Social Science **Ellen Creagar**	Social Science Capstone course in which the students evaluate their course work at EWC and discuss their plans for the future.	Graduates are all able to communicate their findings articulately. Graduates are able to pass a college level math, therefore indicating quantitative reasoning. Graduates are able to navigate lancernet and submit writings via this platform. Graduates successfully completed courses in which they demonstrated social awareness. Graduates are able to locate and use information.	The graduates successfully completed their program requirements.	Students universally said they wanted more face to face classes (or at least that option). They did not appreciate being forced to take on-line classes as their only option (especially for upper level courses). Students also wanted more offerings in History.
Education – Transfer **Catherine Steinbock,** **Muriel deGanahl**	Students are required to complete the CAAP test, present their portfolios and complete an individual interview with the advisor to check progress in the transfer process.. Students report GPA to determine if they qualify to enter the College of Education at their transfer institution. Advisors evaluate each student's portfolio to determine that the student has documentation of coursework and other tangible evidence of competencies in their area.	Students reported that the practicum experience was critical to the learning process and one of the most beneficial aspects in preparing them for work in the field of teaching. The construction of the electronic professional portfolio allowed students to demonstrate written communication skills and certainly their computer skills as they formatted and produced the archived evidence for the portfolio. Elementary education majors all successfully completed math for the elementary teacher sequence which is an excellent example of their analytical and quantitative reasoning skills. Secondary, early childhood and interdisciplinary majors completed their general education math requirement. In order to earn an associate of arts degree, students must successfully complete coursework in the core competency areas.	Students cited LifeSpan, Foundations, Practicum and Teaching with Technology as most beneficial to their preparation as future teachers across the disciplines (Early childhood, elementary and secondary). Additionally, Early Childhood Education majors reported Observation and Curriculum courses as being most beneficial courses. Most students noted that the practical experiences they received as a result of the time spent in the public school and pre-school classrooms helped them feel prepared to transfer.	The Elementary Education program has had some sequencing changes which will allow students more flexibility in scheduling and we will be working on developing a new online Elementary Education program. Additionally, as we continue to evaluate articulation with four year transferring institutions we will continue to update the "common core" requirements. As always we have an ongoing concern of recruiting and retaining Early Childhood Education majors. This concern is noted in the departmental strategic plans annually. While the college has made some progress in updating classroom technology there still seems to be deficits in access there are too many barriers to obtain support in a timely manner. This concern will be addressed in our upcoming strategic plan. We will continue to monitor curriculum changes and adjust appropriately.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
ELED.AA: Elementary Education **Connie Woehl**	Educational Portfolio for Jessica Cross, Robin Hilbird, and Heather Dryden	In written communication, students need to be careful in editing their writing thoroughly. The students all used technology to prepare their portfolios and used the internet for the 5-day lesson plan. The students demonstrated an awareness of the relationship between the individual and the world in their teaching philosophies. They all related how important reaching their students will be for the future. Throughout their portfolios, the students located and evaluated information for their artifacts.	All transfer programs require two semesters of English; the students need to see the connection between the English classes (proper writing) and the importance of demonstrating correct writing skills for their students.	Students need to read the directions thoroughly so that rationals are written for items.

Course Assessments 2012-2013

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 are asked to respond to 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: Dr, Lorna Pehl	**Course:** CHEM 1000 Introductory Chemistry

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	General Concepts, Measurement, Electron Configurations	X	X	X			X
2	Chemical bonding, Nomenclature, Chemical Formulas	X	X				X
3	Stoichiometry, Solutions	X	X				X
4	Gas Laws, Colligative Properties, Acids and Bases	X	X				X
5	Lab Experience	X	X	X		X	X

Assessments used to evaluate student progress in the course:	Chapter homework, exams, lab reports, cumulative final exam
CATS employed in this course:	Documented Problem Solutions, Group-Work Evaluations, Assignment Assessments, Exam Evaluations, Other

Faculty: John Cline	**Course:** ART 2145 Digital Photography

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 the basic workings of a digital camera.			X			X
2	Be able to compose a successful photographic image by selecting, editing, and cropping.		X				X
3	Be familiar with many of the leading photographers, both historical and contemporary.				X		
4	Understand the various roles that photographers fill in our contemporary society.				X		

Assessments used to evaluate student progress in the course:	Studio Assignments, Exam, Written Assignments
CATS employed in this course:	Annotated Portfolios

Faculty: Pamela Capron		**Course:** CSMO 1400 Cosmetology Lab 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	Student will be able to identify disorders of the scalp and hair.	X	X				X
2	Student will be able to apply pH theory to application of client's hair, skin and nails.		X	X			X
3	Student will be able to identify the hair structure and how it pertains to services such as styling, coloring and perming.		X	X		X	X

Assessments used to evaluate student progress in the course:	Tests and observation of student's application when on clinic floor.
CATS employed in this course:	Other

Faculty: Dr. Michelle Lett	**Course:** VTTK 2700 Laboratory and Exotic Animals

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	Identify common exotic and laboratory animal species and their unique characteristics.					X	X
2	Know routine husbandry and handling/restraint techniques of common exotic and laboratory animal species.	X	X		X	X	X
3	Have a working knowledge of common diseases of exotic and laboratory animal species.		X		X	X	X
4	Demonstrate an understanding of practical knowledge of routine procedures including basic grooming techniques, injection techniques, blood collection techniques, oral dosing, sex determination, and anesthesia of selected exotic and laboratory animals.			X			X

Assessments used to evaluate student progress in the course:	Exams; quizzes; tasks involving routine, hands-on procedures; written assignments (short paper or client education brochure regarding husbandry, nutrition, or enrichment of a particular exotic species).
CATS employed in this course:	Muddiest Point

Faculty: Diane McQueen	**Course:** EDUC 2225 Introduction to Teaching English as a Second or Foreign Language

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	Learners will be able to locate, evaluate, and use information gathered from multiple internet sources to create specialized lesson plans for ESL/EFL students.		X	X	X	X	
2	Learners will be able to select appropriately leveled and culturally acceptable materials to use in an ESL/EFL classroom.		X		X	X	
3	Learners will demonstrate competencies in developing lesson plans for reading, writing, listening, and speaking for ESL/EFL students.		X				
4	Learners will be able to understand and communicate ideas and information in written and spoken English that reveal a mastery of terminology appropriate to the field of instruction for ESL and EFL.	X				X	

Assessments used to evaluate student progress in the course:	Midterm and final examination, weekly discussions, and lesson plans
CATS employed in this course:	Background Knowledge Probe, Misconception/Preconception Check, and Empty Outlines.

Classroom Assessment Techniques 2012-2013

All full-time, benefited instructors are asked to complete and report at least one classroom assessment each semester. Thirty-three faculty members completed the CAT report for the Fall 2012/ Spring 2013 reporting year.

Instructors complete multiple classroom assessment techniques (CATs), but report just one per semester. The reporting instrument was available to faculty in a LancerNet format which was accessed on the EWC web site.

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 CAT 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, the Library, Division Chairs, or any Curriculum & Learning Council member. You are encouraged to consult the handbook for complete explanations of these and other CAT. 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 CAT. (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) 2012-13

Name Division Status	Used	Other	Results	Changes
Dr. John Nesbitt English Full-time Faculty	Directed Paraphrasing	None	Paraphrasing helps a person identify those parts of a text or source that the person does not comprehend.	I remain committed to the practice of paraphrasing as I continue to see its value in improving reading comprehension as well as in enhancing a student's linguistic sensibility.
Jennifer Minks Business Full-time Faculty	Exam Evaluations	None	The students learned that just one hour of studying was not enough. They also learned what methods of studying worked and what really didn't work in preparing them for the exam. I learned that having more examples in my lectures would be beneficial to the students. It was also suggested that I not only provide a review sheet with study points but also set up a review practice set with problems.	I have already added more examples in my lectures. So far, the students have said it helps. For the second exam, I created a review problem set with problems for the students to work through while studying. After that exam, the student feedback was they liked the review problems.
Kaitlyn Steben Agriculture Full-Time Faculty	Muddiest Point	None	This semester after grading an assignment that did not go very well for the students, I asked them all to write down the concept I have not explained well enough for them to understand. It's easy for me to get caught up in the way I learned topics and to think everyone must understand based on this explanation and in fact, it took 3 or 4 different ways of explaining to get the point across to everyone in the class.	I do my best to guess which topics are going to be the challenging topics for most students and before class I try to come up with multiple explanations so I'm ready for the students who learn differently than I do..

Name Division Status	Used	Other	Results	Changes
Bob Creagar Mathematics Full-time Faculty	Student-Generated Test Questions	None	At the end of the semester after the snow schedule and fractured calendar had distracted the class quite a bit, it came time to put it all together for a comprehensive final exam. At the end of the second to last week we used a little bit of class time to reflect on what had been difficult and what was important to restudy for the final. I presented the class with several pages of review material and we went through it together to design the final exam. Topics like line graphing and word problems were included for comprehensive review without general approval of the class but in a few short minutes those in attendance came to understand and agree that the topics we selected together were the material that should be selected for the final exam.	The class, in general, understood the important issues and ideas associated with their semester long class and highlighting those by choosing the final exam questions is a good way for the individual student to understand why and what we should restudy for our final exam.
Annie Hilton Government/History Full-time Faculty	Application Cards	none	Students in a non-transfer American and Wyoming Government course were required to make a connection between a governmental principle and their chosen career path or major. As part of this assessment, students had to select a concept from the course and make connections between what they learned in their major-specific courses with the new knowledge learned in the American Government course. Students were able to explore a variety of issues through this assessment and made real-world connections between the material and their lives.	This was the first time I have used this assessment technique. I will continue to use this particular technique in this course because it allows students to make meaningful connections with the material and apply it to their own lives. Students reported that they learned more about both their own careers and the role of government within those careers. They enjoyed this assessment technique because it was meaningful and allowed them to focus on what they were interested in pursuing as a career path.