

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 Chairs, 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 |

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|--|---|----------------------|---|--|
| 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 |