

Eastern Wyoming College Outcomes Assessment Summary Report

With Assessment Examples
2013–2014



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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 2013-2014.

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 2013-2014, program reviews were completed for Physical Education, Business Cluster, Welding & Machine Tooling, and Music and Music Education programs and received Board approval on September 9, 2014.

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. Fifty-three students participated in the Spring 2014 CAAP. Students were tested in the following areas including writing skills, math, reading, critical thinking, and science. Results showed that students scored slightly (.58%) 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 Reading 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: Cosmetology, Criminal Justice, Early Childhood Education, Welding 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 targeted performance levels for all the core indicators. An additional Perkins activity included a Perkins Monitoring Visit which was conducted in October 2014 for the 2013-2014 year. Three areas were identified for improvement. Corrective Action plans were written and submitted to the Wyoming Department of Education. The expenditures and activities described in this report reflect EWC's commitment to the continuing improvement of Career and Technical Education programs, and to providing equitable access to all students.

Survey of Entering Student Engagement (SENSE)

The Survey for Entering Student Engagement was administered in the Fall 2013 for the first time in the school's history. The results were received in early Spring 2014 and have been reviewed by the Outcomes Assessment Committee. It is anticipated that the results will be used to compare with the results of the Community College Survey of Student Engagement (CCSSE) to gain better understanding of how EWC is doing with student engagement and support. Additionally, the committee anticipates that in the near future we will be provided a linkage report that compares the two assessments more appropriately.

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, however, Chadron officials have reported that due to the constraints of their student information system they are unable to provide that type of report for us at this time.

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 Based on Assessment:

- Accounting: Results of the program exam indicate a slight weakness in retention of basic business concepts. The program exam will be revised to include questions from other areas. The rubric assessment will also be revised to include course work from all applicable courses in order to better evaluate student success in the program.
- Cosmetology: AAS & Certificate Programs: There are no recommendations at this time.
- Mathematics: Considering implementing a portfolio component to the capstone experience. Additional recommendations include discussion surrounding the secondary math education program and possible updates/changes.
- Pre-Professional: 1) The faculty suggest that the department designed rubric provides more useful information regarding general education competencies than the CAAP test and recommend that all Pre-Professional student exempt from taking the CAAP assessment. 2) EWC Pre-Professional graduates continue to readily earn admission to our area Professional Programs. 3) Pre-professional faculty are considering implementing an oral exam component to the capstone experience as well.
- Social Science: It is the recommendation of the Social Science program faculty that the program continue without significant revision at this time. It is anticipated that in the near future, the number of required credit hours will be reduced to 60 hours to align with similar modifications at the University of Wyoming.
- Education: 1) Continue to evaluate and monitor transfer articulation requirements. 2) A critical change that needs to occur involves the educational setting. The faculty would like to see a classroom dedicated primarily to the education program and equipped with the most up-to-date technology, (i.e., SmartBoard technology).
- Welding & Joining Technology: No recommendations at this time.

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 continues to offer 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. Administered the SENSE assessment for the first time at EWC.
4. Attended CCSSE workshop.
5. Continued to find ways to close the assessment loop and communicated to constituents. Faculty reported that student awareness of assessment is increasing.
6. Linkage reports were received and evaluated and continues to be a valuable tool to compare the learning growth for entering students.
7. Faculty and administrators attended the SENSE statewide meeting.
8. CAT Assessment completion rates increased but not at the rate expected. This goal will be reevaluated and considered for next year.
9. Provided training to concurrent and adjunct instructors on CAT completion and submission for the second year.

Goals:

1. Increase completion of Classroom Assessment Techniques (CATs) by 10% for adjuncts and to 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. Continue to work on improvement in all CAAP areas and maintain levels above the national average. Focus will be on the area of Reading.
4. Develop an assessment tutorial video that can be placed on LancerNet.
5. 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
- Division Chairs—Division Members
- Leadership Team
- Board of Trustees
- Curriculum & Learning Council
- 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	Perkins Coordinator: 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 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

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: AGECE 2395	Rick Vonburg Kaitlyn Steben Georgia Younglove
Agriculture: Agri-Business & Sciences (AGBSS)	AS	Capstone Course: AGECE 2395	Rick Vonburg Kaitlyn Steben Georgia Younglove
Agriculture: Rangeland Ecology and Watershed Management (REWM)	AS	Capstone Course: AGECE 2395	Chris Wenzel
Aquaculture Technician (AQT)	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) (BSDL-online)	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

Program	Degree	Component	Responsibility
Business Records (BSRC)	C	Final Project	Patricia Pulliam
Computer Applications (CAPS)	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
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)	CD	CSMO 1275 and State Board Exam	
Criminal Justice: Law Enforcement Emphasis (CJLE) (CJDL-online)	AA	Capstone Course: CRMJ 2895	Richard Patterson Larry Curtis
Criminal Justice: Corrections Emphasis (CJCR)	AA	Capstone Course: CRMJ 2895	
Criminal Justice: Corrections Certificate (CJCC) (CJCDL-online)	CD	Departmental Paper	
Criminal Justice (CMJT)	AAS	Capstone Course: CRMJ 2895	
Economics (ECON)	AS	Departmental Paper	Rick Vonburg
Education: Child Development Certificate (ECC) (ECDL-online)	C	Capstone Course: EDUC 2800 including Portfolio	Catherine Steinbock
Education: Early Childhood Education (EDEC) (EDL-online)	AA	Capstone Course: EDUC 2800	
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
ESL/EFL Teaching Certificate Program (ESFL)	C	Portfolio	Diane McQueen
Entrepreneurship (ENTR)	CD	Business Plan Project	Rick Vonburg
Interdisciplinary Studies (INST) (INDL-online)	AA/AS	Capstone Course: HMDV 2000	Instructor in Designated Assessment Area

Program	Degree	Component	Responsibility
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
Mathematics: Secondary Education (MTED)	AA	Departmental Exam	Rick Darnell Robert Schmalzried
Music: Applied Music (MUSC)	AA	Performance Recital with Outside Critique	Michael DeMers
Music Education (MUSED)	AA		
Physical Education, Health & Recreation (PEAC)	AA	Capstone Course: PEPR 2395	Verl Petsch Jan Lilletvedt
Preprofessional: Pre-Dentistry (PDEN)	AS	Portfolio/Rubrics Analysis Based Assessment	Peggy Knittel Bob Creagar Lorna Pehl 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 Pehl Chris Wenzel
Preprofessional: Pre-Nursing (PNSG)	AS		
Preprofessional: Pre-Pharmacy (PHAR)	AS		
Social Science (SOSC)	AA	Capstone Course: SOSC 2395	Heidi Edmunds 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
Welding & Joining Technology: Machine Tool Technology (MTT)	CD	Project	Tim Anderson Stan Nicolls
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

CD = Certificate, 1-year

C = Certificate, less than 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.

- Agriculture Business & Science AS – Capstone Course
- Art AA – Portfolio and Exhibition
- 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 AA & Child Development Certificate – Portfolio and Capstone Course
- Math & Science – Portfolio with Rubrics Based Assessment
- Welding & Joining Technology AAS, Certificate - AWS

Distance Learning for 2013-2014

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

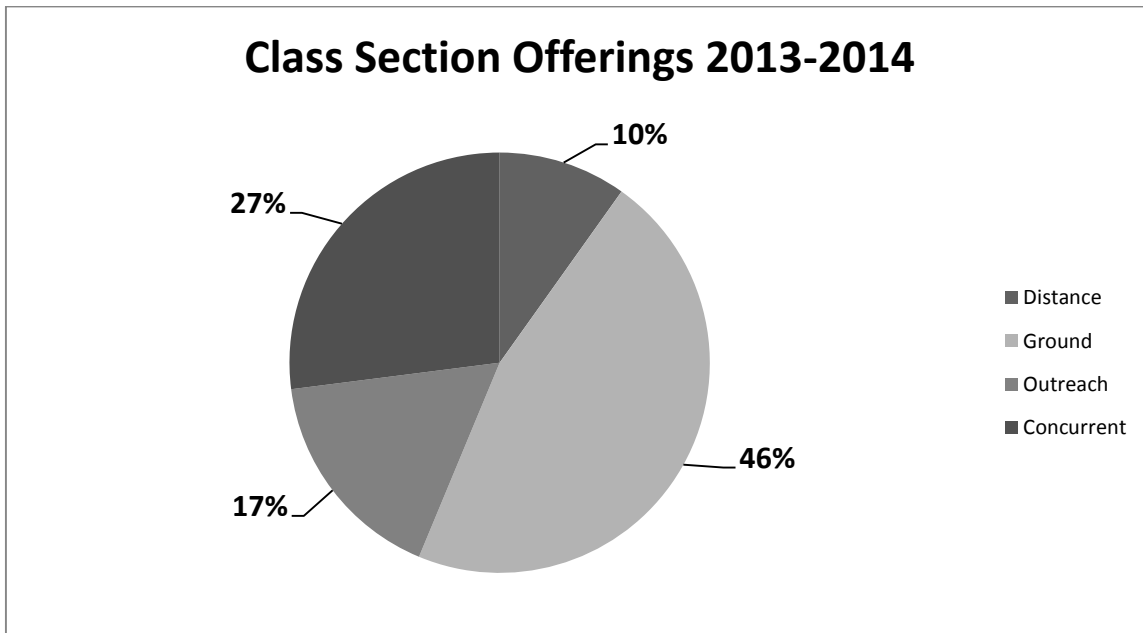
Classes Offered = 132 (defined by combining sections 40/90 as one class, and in some cases 40, 41, 42, 90, 91, 92 as one class)

Fall 2013 61
 Spring 2014 57
 Summer 2014 14

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.

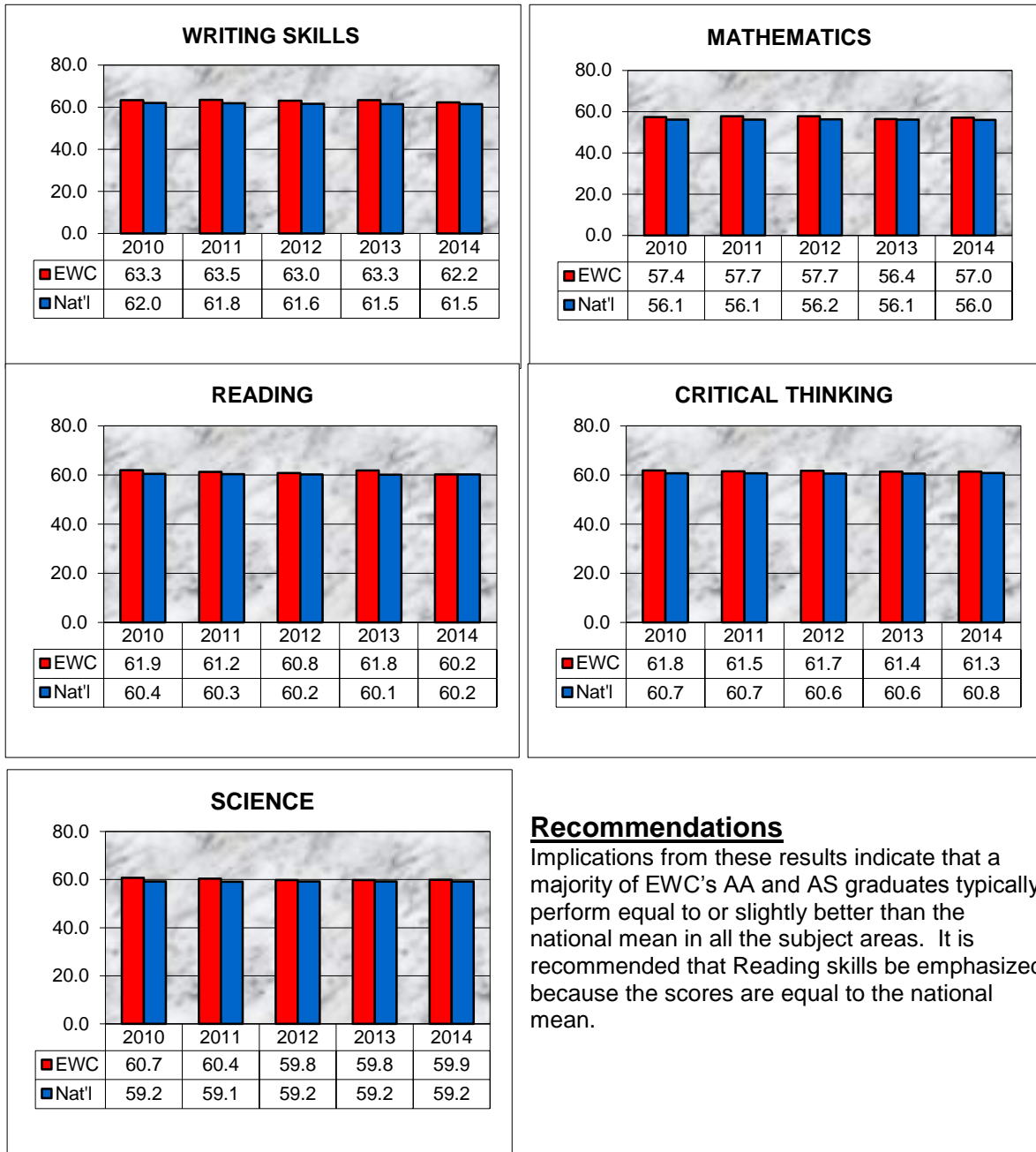
Course Enrollments 2013-2015

	# Enrolled	# Dropped	# Completed	Retention	# Passing	Success
Totals for Year 2013-2014	1505	299	1206	80.13%	1004	83.25%
Averages for Year 2013-2014	11.4	2.3	9.1	83.19%	8.3	86.01%
Total Campus Enrollment	6,481	568	5,913	91.24%	4,540	76.78%
Total Outreach Enrollment	1,665	109	1,556	93.45%	1,641	86.18%
Total Concurrent Enrollment	3,400	67	3,333	98.03%	3,257	97.72%
Total Enrollment	13,051	1,043	12,008		10,142	
Percentage via Distance	12%	29%	10%		10%	



Collegiate Assessment of Academic Proficiency (CAAP) Tests

The average of Eastern Wyoming College's 53 AA and AS Spring 2014 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 46 out of the 53 students (87% of those tested) from the Spring 2014 graduates who scored higher than the national mean in one or more of the above-named subject areas. In Spring 2013, that percent was 89%, Spring of 2012 was 91%, Spring of 2011 was 93%, and Spring 2010 was 90% of those tested scoring higher than the national mean in one or more of the subject areas.



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 Reading skills be emphasized because the scores are equal to 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 graduate survey was conducted in Fall 2013. A summary of the results is included in the following paragraphs.

The 2012-2013 Graduate Survey was mailed to 120 graduates in Fall 2013. The college received 24 survey responses (response rate of 20%). Graduate respondents indicated that EWC did an excellent job of preparing them for further study at a four-year institution; 10 said strongly agree and 8 said agree.

As a whole, the graduates indicated they experienced the most improvement in oral communication skills; seeing things from multiple perspectives; synthesizing, analyzing and evaluating information; recognizing, accessing and retrieving information from a variety of sources; and general knowledge and intellectual curiosity. The highest ratings for the importance of skills/abilities were oral communication skills; written communication skills; seeing things from multiple perspectives; recognizing, accessing and retrieving information from a variety of sources; and reading comprehension.

Survey of Entering Student Engagement (SENSE)

In addition, Eastern Wyoming College administers the SENSE survey in odd falls and it was conducted for the first time in Fall 2013. Results of the survey included comparisons of EWC students with the national average and small colleges within the following six benchmarks. Eastern Wyoming College on average was 4.92% above the 2013 SENSE 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.

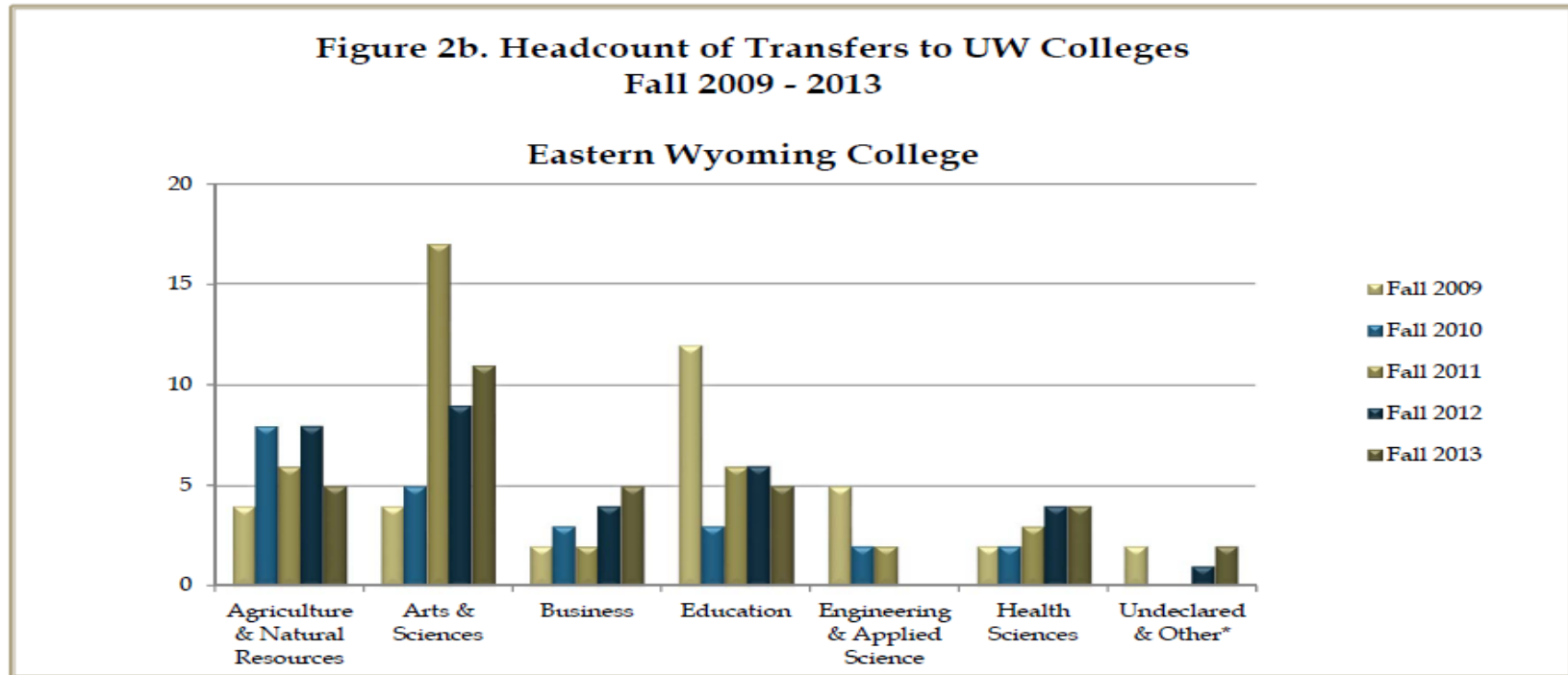
- **Early Connections**
 - ↑ A college staff member helped me determine whether I qualified for financial assistance
 - ↑ At least one college staff member (other than an instructor) learned my name
- **High Expectations and Aspirations**
 - ↓ I have the motivation to do what it takes to succeed in college
 - ↓ Frequency: Turned in an assignment late
- **Clear Academic Plan and Pathway**
- **Effective Trace to College Readiness**
- **Engaged Learning**
 - ↑ Frequency: Worked with classmates outside of class on class project or assignment
 - ↑ Frequency: Used an electronic tool to communicate with an instructor about coursework
 - ↑ Frequency: Used face-to-face tutoring
 - ↓ Frequency: Prepared at least two drafts of a paper or assignment before turning it in
- **Academic and Social Support Network**
 - ↓ All instructors clearly explained course grading policies
 - ↓ All instructors clearly explained course syllabi

University of Wyoming Transfer Student Assessment

Our students transferring to the University of Wyoming continue to perform almost as well as UW Undergrads and better than all Transfers. The data from the University of Wyoming shows that 37 students from EWC attended UW as transfer students in 2013-2014. This is down 6 students from the year before and below the five-year average of transfer students by 2 students. Most of EWC's transfer students matriculated into the College Arts and Sciences (11), followed by Agriculture and Natural Sciences (5), Business (5), and Education (5). EWC transfer students have an overall UW GPA of 2.88 on a 4-point scale compared to all UW undergraduates of 2.94, and all UW transfer students of 2.80.

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.

**Eastern Wyoming College Transfers to UW Colleges
Fall Semesters* 2009 – 2013**



UW College	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year % Change
Agriculture & Natural Resources	4	8	6	8	5	25%
Arts & Sciences	4	5	17	9	11	175%
Business	2	3	2	4	5	150%
Education	12	3	6	6	5	-58%
Engineering & Applied Science	5	2	2	0	0	-100%
Health Sciences	2	2	3	4	4	100%
Undeclared & Other*	2	0	0	1	2	0%
Total	31	23	36	32	32	3%

*Other includes Energy Resource Science majors beginning in 2009.

Thirty-two EWC students transferred to UW for Fall 2013. An additional five students transferred in the Spring 2014 semester. The majority of students transferred to the Arts and Sciences. -- Source: Fall 2013 – 2014 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

Academic Achievement of New Transfer Students* - Fall 2013
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 '13 Sem GPA
Agriculture & Natural Resources	5	2.78	63	2.80	36	2.53	99	2.69	880	2.92
Arts & Sciences	11	3.32	221	2.80	130	2.93	351	2.85	3,402	2.93
Business	5	1.86	51	2.42	41	2.78	92	2.60	1,020	2.92
Education	5	3.49	78	3.25	20	3.31	98	3.26	821	3.39
Engineering & Applied Science	0	---	61	2.32	81	2.55	142	2.45	1,552	2.74
Health Sciences	4	3.12	144	3.06	84	3.09	228	3.07	1,548	3.20
Undeclared & Other*	2	**	45	2.25	27	2.47	72	2.36	746	2.43
Total	32	2.88	663	2.80	419	2.80	1,082	2.80	9,969	2.94

*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 2.88. Further, the later the student transfers in their academic career, the better their first semester GPA. -- Source: Fall 2013 – 2014 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

**Academic Achievement of New Transfer Students by Hours Transferred - Fall 2013
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 '13 Sem GPA
0 <= Hours < 30	1	**	**	56	2.81	2.50	122	2.65	2.82	178	2.71	2.72	3,601	2.77
30 <= Hours < 60	8	3.32	2.22	139	3.05	2.59	118	3.05	2.72	257	3.05	2.66	2,632	2.89
60 <= Hours < 90	20	3.52	3.05	350	3.24	2.85	109	3.02	2.73	459	3.19	2.82	1,784	3.02
90 <= Hours	3	2.83	3.58	118	3.07	3.10	70	3.06	3.11	188	3.07	3.10	1,952	3.19
Totals	32	3.39	2.88	663	3.16	2.80	419	3.02	2.80	1,082	3.11	2.80	9,969	2.94

*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 (2.88) is slightly higher than all Wyoming Community College transfer students (2.80) and all transfer students (2.80). Source: Fall 2013 – 2014 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

2013-2014 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 2013-2014 Perkins funding cycle the Career and Technical Education programs at Eastern Wyoming College included: Agriculture, Business and Technology, Cosmetology, Criminal Justice, Early Childhood Education, Entrepreneurship, Health Technology, Machine Tooling, Welding, and Veterinary Technology. The EWC programs that benefited through program support with materials and supplies purchases for the 2013-2014 Perkins funding cycle included: Cosmetology, Criminal Justice, Early Childhood Education, Welding, and Veterinary Technology. Programs which benefited from Professional Development provided by Perkins Funds for the 2013-2014 funding cycle included: Agriculture, Welding, Business and Technology. The professional development activities included American Welding Society (AWS) Conference and training, SkillsUSA Conference, the Wyoming Veterinary Medical Association (AVMA) Conference and meeting, and the Wyoming Association for Career and Technical Education (WACTE) Conference. Career and Technical Education Program concentrators and participants for the 2013-2014 Perkins funding cycle were surveyed for demographical and statistical purposes as well as to identify special populations. An additional activity this year included a Perkins Monitoring Visit which was conducted in October 2014 for the 2013-2014 year. Three areas were identified for improvement including the formation of an overall Perkins Advisory Committee; agendas, minutes, and sign-in sheets recording at least two meetings per year for both the overall Perkins Advisory Committee and the Technical Program Advisory Committee meetings; and appropriate documentation for the Perkins Coordinator. Improvement plans for these three areas were written and submitted to the Wyoming Department of Education. 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 2013-2014 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 technical program advisory groups met to discuss specific needs of programs. Each CTE 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 offered a new certificate in the Veterinary Aide program effective for the 2013-2014 academic year. The 2013-2014 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 benefitting from the 2013-2014 Perkins funding cycle:

Cosmetology – The Cosmetology program used Perkins funds to purchase updated shampoo bowls, training manikins, magnifying lamps, a hot cabinet, and an e-file. These purchases allowed the cosmetology students to utilize current technology used in the industry.

Corrections – The Criminal Justice program used Perkins funding to purchase innovative technology used for the study of finger prints.

Early Childhood Education – The Early Childhood Education program purchased an array of children's books, a book cart, videos, and streaming videos to give students hands-on access to educational materials used in the program.

Welding – The Welding program used Perkins funds to update classroom technology and supplies including welders, lathes, drill press, grinder, and drafting kits. These purchases gave the welding program students the opportunity to train and hone their skills on the current tools used in the welding industry.

Veterinary Technology – The EWC Veterinary Technology program used Perkins dollars to purchase training manikins and various lab supplies. All equipment is used to better educate the Veterinary Technology students in their field.

Professional Development – Perkins funding is used for a variety of professional development activities. Benefitted programs for the 2013-2014 Perkins funding cycle for professional development included: Agriculture, Business and Technology, Welding, and support staff for special populations.

A welding instructor attended the FabTech 2013 Expo conference and training in Chicago, IL. Attendance at the expo provided the instructor with the opportunity to see and train on the latest technology used in the welding industry, and to network with suppliers and fellow welding instructors from across the country. Perkins funding was used for registration and travel expenses.

Perkins funds were used for the registration costs for EWC students and technical program student advisors to attend the Wyoming SkillsUSA conference which was open to all students. Students and faculty benefit from networking with their counterparts throughout the state.

A member of the EWC Veterinary Technology faculty traveled to Lander, WY for the American Veterinary Medical Association Conference and Meeting. These conferences and meetings provide informational updates within the Veterinary Medical field which can then be incorporated into coursework to keep the Veterinary Technology programs current with industry expectations. Perkins funding was used for the conference registration.

Registration and travel expenses to the WACTE Conference in Sheridan were provided using Perkins funding for an EWC career and technical education program faculty member, 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 Local Target Level for Program Year 2013-2014	Actual 2013-2014 (90% threshold) Performance Level
1P1 Technical Skill Attainment	40.00%	51.15%
2P1 Credential, Certificate, or Degree	40.00%	51.15%
3P1 Student Retention or Transfer	64.72%	83.22%
4P1 Student Placement	90.00%	83.78%
5P1 Nontraditional Participation	28.00%	32.17%
5P2 Nontraditional Completion	8.75%	15.29%

1P1: Technical Skill Attainment

EWC negotiated a local target level of 40.00% for the 1P1 core indicator and exceeded that with a 51.15% actual level of performance. One special populations' category met 90% of the local target level while all other categories performed above the local target level. EWC continues working to improve graduation rates for all EWC students.

2P1: Credential, Certificate, or Degree

The 2P1 core indicator reported the same data information as the 1P1 core indicator with EWC performing at 51.15%; therefore, EWC exceeded the local target percentages. EWC will continue working on initiatives to improve graduation rates for all EWC students.

3P1: Student Retention or Transfer

EWC's performance level for 3P1 was 83.22% which met and exceeded the local target level of 64.72%. One category under Race/Ethnicity did not meet the target level for this indicator; however, it did meet the 90% threshold with a 60.00% performance level. Faculty and advisors work closely with all EWC students on retention initiatives which include 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 83.78% for the 4P1 indicator which did not meet the local target level of 90.00%, but did exceed the 90% threshold of 81.00%. Five categories did not make the 81.00% threshold for this performance indicator; however, the numbers for this indicator are very small. EWC has added a career component to the EWC Testing Center which will not only provide career guidance but also sponsor a job listing bulletin board on campus along with an electronic job posting web page for outreach students.

5P1: Nontraditional Participation

EWC's level of performance for the 5P1 indicator was 32.17% which exceeded the local target level of 28.00%. Although EWC's overall performance met the target, several groups under Race/Ethnicity along with males did not. This core indicator will need further study.

5P2: Nontraditional Completion

EWC's level of performance for indicator 5P2 was 15.29% which exceeded the local target level of 8.75% for this indicator. EWC offers many education workshops, presentations, and cultural events to all EWC students throughout the semester. The EWC special populations' coordinator makes a special effort to encourage nontraditional students to attend these special workshops.

Sustainability and Recommendations for the Future

EWC will improve our CTE programs and offerings by continuing with the five-year strategic plan for the project which has been discussed and reviewed by the EWC Perkins Advisory Group. Goals for the program year 2014-2015 will include the following 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 teaching aids and materials.
- Early Childhood Education will have funding to obtain teaching aids and materials.
- The Ag programs (Farm/Ranch Management and Beef Production) will receive funding to provide classroom technology and materials for hands-on learning experiences.
- The Health Technology courses including Certified Nursing Assistant, Certified Nursing Assistant II, and Medication Aide will have funding to purchase additional classroom technology in order to expand these courses throughout the EWC service area.

- 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 2014-2015 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. Specifically, funding will be used to obtain American Welding Society training and certifications for the new EWC welding instructor.
- Support for Special Populations will include funding for a support staff member at 11 hours per month for Perkins activities along with a modest amount for administration costs (copying surveys, stamps, and envelopes).

In response to the results of the October 2014 Perkins Monitoring Visit, the following goals will also be included in the strategic plan for 2014-2015.

- EWC will conduct a yearly Business & Industry Survey to determine direction and plans for CTE programing.
- EWC will expand the Perkins Advisory Group to include business and industry partners from the EWC Program Advisory Committees. This Perkins Super Advisory Committee will meet at least twice a year to plan for future grant activities, plan business and industry surveys, review curriculum, determine workforce needs, and share program advisory committees information.
- The EWC Perkins Super Advisory Committee along with the EWC Program Advisory Committees will provide documented evidence for advisory meetings including agendas, minutes, and sign-in sheets.
- EWC will submit the appropriate documentation for the EWC Perkins Coordinator activities.

Program Assessments 2013-2014

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 reviews in 2013-2014 indicated recommendations and findings including the following:

- **Welding and Machine Tooling:** The Welding and Joining Technology program is one of EWC's shining stars. The growth of the program sometimes surprises us and has been enhanced in the last three years with the addition of the Department Of Correction sites located in Torrington, Newcastle, and Lusk. The Plate Welding Certificate program is offered at these locations and numerous students have completed and graduated with this valued workforce credential. The DOC instructors have equally fine credentials and do an outstanding job with their students. Additionally, the welding courses are more frequently being offered as concurrent enrollment courses with our service area high schools. The Welding Advisory Council has been instrumental in guiding curriculum changes as needed and supporting the direction of the master plan with the proposed Career and Technical Education Center. Recommendations include maintain articulation with other community colleges as well as participate in meetings with concurrent instructors to maintain the integrity of the program. Further, it will be important to recruit and support qualified faculty.
- **Music Education & Music:** Reinvigorating and growing the music department and program continues to be one of our primary instructional goals. Some additional recommendations include continuous work with advisory council and encourage and recruit student participation in the EWC music club. Additionally, the music faculty will work closely with the division chair and instructional technology department to continue to improve instruction.
- **Physical Education:** The Physical Education department continues to offer courses that satisfy the general education requirements of the college. The challenge for the department will be in forming a new team, a reflection of some different assignments and new hires for the upcoming year. The actual program has not had any majors for a few years now. This leads us to the need to reexamine the program as it currently sits in catalog. Some recommendations for the program include working with the entire faculty group to consider changing the general education requirement of two physical education courses from two categories. Some discussion has included dropping the requirement to one course and adding other wellness course options into a "wellness" category. Additionally, faculty have been encouraged to evaluate the need and feasibility of adding a female athletic program. This would involve research and recommendations that would need to include the department, coaches, faculty, and administration.
- **Business Cluster:** The programs represented in this cluster contribute significantly to the College's overall FTE and overall student numbers. Some of the recommendations include review of the assessment process for these programs per the department strategic plan. Additionally, the program would benefit from emphasizing ways to connect with students to further strengthen the concepts of connectedness and cohort building.

Program Assessments 2012-13

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
<p>ACCT.AS - Accounting</p> <p>Jennifer Minks Patricia Pulliam Rick Vonburg Ellen Creagar Rick Darnell</p>	<p>1. Program Exam - The program exam covers the areas of Accounting, Business Law, Statistics, and Economics.</p> <p>2. Portfolio - The business faculty also assesses the development of general education competencies necessary for participation in society. These competencies include communication skills, analytical and quantitative reasoning, technology skills, social awareness, and information literacy</p> <p>3. CAAP Exam</p>	<p>The portfolio submitted by students included sample work from various courses in the program (ACCT 1020, ECON 1010, MATH 2355, STAT 2050, MRK 2100, BADM 2100). The portfolio was 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). Each student was evaluated by at least two faculty members. This year, there was only 1 student graduating in the program. The student was proficient or advanced in all areas.</p>	<p>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: Accounting 70%, Economics 90%, Statistics 70%, and Business Law 56%. Overall average was 70%.</p>	<p>Results of the program exam indicate a slight weakness in retention of basic business concepts. The program exam is going to be revised to include questions from other areas. The areas already represented will be revised also for content and question format. The rubric assessment will also be revised to include course work from all applicable courses in order to better evaluate student success in the program.</p>
<p>CSMO.AAS, CSHT.CD, CSNT.C, - Cosmetology</p> <p>Donna Charron Pam Capron</p>	<p>National Cosmetology Examination administered by the Wyoming State Board of Cosmetology</p>	<p>Rubrics are administered 5 times per academic year which are relevant to the core competencies. Each student has areas of strength within the competencies and it is very important for the instructors to work with students individually to practice them. (core competencies)</p> <p>Students enrolled in the degree program also take general education classes which help to build adequate skills in the communication, quantitative, technical, social awareness and information literacy</p>	<p>1 of 1 student enrolled in the hair technician program took the national examination and passed receiving their Wyoming Hair Stylist license.</p> <p>5 of the 5 students enrolled in the cosmetology program took the national examination and passed with above average</p>	<p>No changes recommended at this time.</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		<p>areas. We have found that the students are better equipped to communicate using written and oral methods; that they recognize what tools need to be implemented when critical thinking skills are necessary in the discipline; that they have a better understanding of the relationship between the individual and those around them. General education classes and regular practice of the cosmetology skills help to develop these competencies.</p>	<p>results and received their license.</p> <p>All 13 of the students that took the National Examination passed with average to above average scores and received their Wyoming Cosmetology License.</p> <p>1 student started the program but did not complete the program due to inability to achieve/maintain the minimum requirement criteria.</p>	
<p>BSAD.AS - Business Administration Transfer</p> <p>Jennifer Minks Rick Vonburg, Cheryl Raboin, Ellen Creagar Patricia Pulliam</p>	<p>1. Program Exam 2. Portfolio 3. CAAP</p>	<p>The portfolio submitted by students included sample work from various courses in the program (ACCT 1020, ECON 1010, MATH 2355, STAT 2050, MRK 2100, BADM 2010). The portfolio was 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). Each student was evaluated by at least two faculty members. This year, 2 of 4 students were advanced for Communication; 3 of 4 were either advanced or proficient for Analytical and Quantitative Reasoning; all 4 students were advanced or proficient for Information Literacy; all 4 students were advanced or proficient for Technology; and all 4 students were advanced or proficient for Social Awareness.</p>	<p>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 2/4, Economics 1/4, Statistics 1/4, and Business Law 2/4. Two students were above the benchmark in at least 3 of the 4 areas. Average scores in the four areas are as follows: Accounting 70%, Economics 55%, Statistics 50%, and Business Law 69%.</p>	<p>Results of the program exam indicate weakness in retention of basic business concepts. The program exam is going to be revised to include questions from other areas. The areas already represented will be revised also for content and question format. The rubric assessment will also be revised to include course work from all applicable courses in order to better evaluate student success in the program.</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
<p>Math.AS – Mathematics</p> <p>Bob Creagar, Bob Schmalzried, Richard Darnell, Ray DeWitt</p>	<p>Students were given twenty questions during the early part of April 2014 and then compiled by the mathematics department. Discussion from the mathematics department members and the graduates followed and additional clarification of the problems were sought from the graduates as needed.</p>	<p>The core competencies are being met by the requirements of the mathematics program.</p>	<p>The two students that will graduate from Eastern Wyoming College with an A.S. in Mathematics we feel that they are well prepared for their future endeavors. Mark is planning on transferring to a four-year institution with a degree in Architecture. Cameron is planning on transferring to the University of Wyoming but is not decided on a major. Both have learned skills that will help them be “successful” in future classes</p>	<p>The mathematics department struggled to make any program changes because of the infrequent graduates we have from our program. The mathematics department’s role at Eastern Wyoming College is more of a support department for other programs. However, we do have some thoughts for future discussion including maybe incorporating a portfolio aspect to the capstone experience, but this would require that we identify math graduates their first semester at Eastern Wyoming College and this is not always possible. Also we would suggest additional communication, both verbal and written, in individual classes to make students better prepared to give formal explanations of mathematics. Also, the mathematics and education department will be talking in the near future to either remove the A.S. in Mathematics Education or make a suggestion that all departments have a “secondary education” program in their area to prepare students for transfer to four-year schools. The mathematics department believes that the program is strong and provides students with an adequate foundation to transfer to a four-year school to continue their post-secondary education.</p>
<p>PNSG.AS – Pre-Nursing</p> <p>Bob Creagar, Peggy Knittel, Lorna Pehl, Chris Wenzel</p>	<p>1). Rubrics</p>	<p>All nine students scored “proficient to advanced” in the five General Education competency areas using our rubrics. Analysis of CAAP scores for last year’s six graduates showed our students generally scoring well above the national averages in these areas of general education: Our academically strongest students scored in the highest percentiles. The student who scored the lowest in Science, Math, Reading, and Writing on the CAAP test all areas was the student we had assessed as only partially proficient in three areas of science content knowledge, and who was academically the weakest student of the group.</p>	<p>Students all scored “proficient to advanced” in Science Content Knowledge and Skills using our rubrics, with very few exceptions.</p>	<p>The faculty suggest that the department designed rubric provides more useful information regarding general education competencies than the CAAP test and recommend that all Pre-Professional student exempt from taking the CAAP assessment. 2) EWC Pre-Professional graduates continue to readily earn admission to our area Professional Programs. 3) Pre-professional faculty are considering implementing an oral exam component to the capstone experience as well.</p>

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
SOC.AA – Social Science Heidi Edmunds, Jenifer Hart, Ellen Creagar	Students enroll in and complete SOSC 2395, Social Science Capstone Experience. In this course, 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 Social Science program at EWC. Students also take the CAAP test.	The instructor monitors progress and reviews the electronic portfolio at the conclusion of the semester. The construction of this portfolio demonstrates written communication skills, use of technology, as well analytic thinking skills as they evaluate their progress through the Social Science program. Students link past educational experience to future goals.	In the required written portion of the electronic portfolio, students discuss their experience with the Psychology program, specifically identifying courses, assignments, and instructors that impacted them academically. Additionally, students successfully completed all required coursework in the Social Science program with a grade of “C” or better	The creation of the integrated Social Science degree program appears to be a positive move. It is the recommendation of the Social Science program faculty that the program continue without significant revision at this time. It is anticipated that in the near future, the number of required credit hours will be reduced to 60 hours to align with similar modifications at the University of Wyoming.
WJTK.AAS – Welding & Joining Leland Vetter, Stan Nicolls, Tim Anderson, Lynn Bedient	AWS-plate test, ASME-pipe test, and 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%, 19 students tested, 2 students failed AWS D1.1, 1" plate test, 6 students failed ASME 5" pipe test.	The failed welding tests were due to attendance.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
<p>Education – Transfer</p> <p>Catherine Steinbock, Muriel deGanahl</p>	<p>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. 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 continue to report 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. Additionally, students consistently conveyed their approval for the applicable, hands on learning activities that are embedded throughout the program. Further, the construction of the electronic professional portfolio allows 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.</p>	<p>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.</p>	<p>The faculty have designed and added an Online Elementary Education program which will allow more students the opportunity to pursue an AA degree in elementary education. 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 obtaining technology that will allow us to train students to be prepared to go into technologically advanced district classrooms. This is a concern that we will continue to address in our upcoming strategic plan. To conclude, we will continue to monitor curriculum changes and adjust appropriately.</p>

Course Assessments 2013-2014

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: Jennifer Minks		Course: ACCT 1010 Principles of Accounting 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	Describe the purpose of accounting and understand the basics of accounting including: GAAP, business ownership forms, accounting methods, accounting cycle, and accounting equation.		X				X
2	Prepare journal entries to record business transactions, including adjusting entries and closing entries.		X	X			X
3	Construct/analyze/interpret basic financial statements.		X	X	X	X	X
4	Demonstrate knowledge and application of receivables, fixed assets, payroll, and inventory.		X	X			X

Assessments used to evaluate student progress in the course:	Chapter homework, comprehensive problem and exams.
CATS employed in this course:	Classroom Opinion Polls, Process Analysis, E-mail Feedback

Faculty: Kaitlyn Steben		Course: AGEC 2010 Farm-Ranch Business Records					
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 the correct format, use and entries of the various financial statements using MS Excel software and Quick Books.			X			X
2	Demonstrate proper entries into general ledger, general journal, and T-accounts.		X				X
3	Identify the major tax forms and their entries.		X			X	
4	Discuss the various accounting methods, systems, and terms.		X			X	X
5.	Understand the chart of accounts.					X	X

Assessments used to evaluate student progress in the course:	Weekly journal entries, chapter assignments, chapter quizzes, tests
CATS employed in this course:	Background Knowledge Probe, Muddiest Point, Double-Entry Journals

Faculty: Dr. Monte Stokes		Course: ANSC 1100 Management of Reproduction					
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 Successfully artificially inseminate a cow			X			X
2	Student will demonstrate an understanding of major reproductive diseases of cattle, sheep, and horses and how to prevent them				X	X	
3	Student will have the opportunity to observe cattle calving and management techniques	X					X
4	Students will correctly calculate a stallion's booking		X	X			
5	Students will demonstrate an understanding of estrus synchronization practices		X			X	X

Assessments used to evaluate student progress in the course:	In- class discussion groups, labs, and exams.
CATS employed in this course:	Background Knowledge Probe, Empty Outlines, Application Cards, Classroom Opinion Polls, Course-Related Self-Confidence Surveys, Group Instructional Feedback Techniques, Exam Evaluations

Faculty: Dr. Peggy Knittel		Course: BIOL 1010 General Biology					
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 knowledge of: 1) the steps in the scientific method and the significance of a scientific theory, 2) the unity and diversity of life, 3) classification of living organisms, and 4) basic biochemistry.						X
2	Demonstrate knowledge of: 1) cell structure and function, and 2) the bioenergetics of plants and animals (photosynthesis and cellular respiration). Identify and describe phases of the cell cycle, compare and contrast mitosis and meiosis, and determine basic inheritance patterns.						X
3	Demonstrate knowledge of DNA & RNA, and the processes of transcription, translation, and protein synthesis.						X
4	Discuss the biological change of organisms over time and demonstrate knowledge of the geologic timeline relative to the emergence of various life forms.						X
5	Utilize basic Biology Lab equipment and techniques, perform metric conversions, and work effectively in teams in a lab setting.	X	X	X			X

Assessments used to evaluate student progress in the course:	Written examinations and instructor evaluation of students' lab performance.
CATS employed in this course:	Misconception/Preconception Check, Empty Outlines, Muddiest Point, Productive Study-Time Logs

Faculty: Andy Espinoza		Course: CMAP 1900					
		Integrated Application 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	Students are introduced to concepts of professional communication, appropriate presentation and mature attitude in the workplace.	X				X	
2	Students develop their own mock-company, making decisions about employee staffing, product and equipment purchasing, and service offerings.	X	X			X	X
3	Students will use Microsoft Word, Excel, Power Point and Publisher to create various documents needed for their mock-company.	X		X			X
4	Students learn to create, edit and manage a database encompassing the details of their mock-business.	X	X	X			X

Assessments used to evaluate student progress in the course:	Student progress was measured on their participation in class activities, their ability to learn and use computer software, and the effort demonstrated in planning of their mock-business.
CATS employed in this course:	Focused Listing, Minute Paper

Classroom Assessment Techniques 2013-2014

All full-time, benefited instructors are asked to complete and report at least one classroom assessment each semester. Thirty-eight faculty members completed the CAT report for the Fall 2013 and thirty-nine faculty completed CAT reports for the Spring 2014 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) 2013-14

Name Division Status	Used	Other	Results	Changes
Dr. John Nesbitt English Full-time Faculty	Focused Autobiographical Sketches	None	Whether it is writing or one of the other expressive arts, one learns the validity of two related bits of wisdom: If you can't talk about yourself (in your work), you can't talk about anything. If you can't talk about anything but yourself, you can't talk about anything, either.	I continue to use focused autobiographical sketches as a beginning point for writers who than journey outward in their topics. Developing writers write about themselves, about things, about events, and eventually about ideas.
John Hansen Communications Full-time Faculty	Muddiest Point	None	<p>Purpose: The Muddiest Point technique provides information on what students find least clear or most confusing about a particular lesson or topic, which can tell faculty which points are most difficult for students to learn and to guide their teaching decisions about which topics to emphasize. This technique underscores the instructor's effort to help students master the course content and produces a powerful positive effect on their attendance and learning. Procedure: Ask the question and have students explain their answer. Ensure students have enough time to respond with quality feedback. Time spent on this technique will be compensated later in the course when you will not have to waste time responding to misconceptions stemming from an inadequate understanding of material. By clarifying basic concepts and misunderstandings now, faculty can ensure students' successful performance later in the course when these concepts were applied. What Was Discovered: One of the challenges present in Communication 1010 is having students grasp theoretical concepts and apply them to their own lives. I have given considerable thought in the best methods to use in teaching the communication model. By asking students which method or step is the most unclear, I was able systematically trouble-shoot areas of confusion.</p>	<p>Reaction to Discovery: I will continue to utilize the Muddiest Gap to determine the level of mastery students possess in understanding and applying the communication model to their lives. As part of a teaching plan, I will continue to develop and advance (1). Multimedia content that helps illustrate the model and concepts (2). I will split the midterm into two distinct groups to allow for a greater focus upon each elemental part of the communication process.</p>

Name Division Status	Used	Other	Results	Changes
Dr. Muriel deGanahl Education Full-Time Faculty	Pro and Con Grid	None	I used a pro and con grid at the beginning of class to activate prior knowledge and provide a jumping off point for a class discussion. The use of the pros and cons CAT helped me to identify student misconceptions and provided me with a good formative assessment to guide my instruction.	This CAT was a good reminder about the importance of establishing my teaching objective as well as providing students with an anticipatory set before I begin teaching.
Rick Darnell Mathematics Full-time Faculty	Analytic Memos	None	Students became more aware of their understanding of multiple methods of solving problems in both differentiation and integration. I directed the focus of the paper on evaluating at least two methods for each problem analyzed, including the pros and cons of each approach, which also reinforced specific mathematical skills.	For more complex types of problems in mathematics, this was an effective technique to use to check for understanding. This was especially true for problems which are solvable with more than one technique or approach.
Dr. Susan Walker Vet-Tech Full-time Faculty	Student-Generated Test Questions	none	Students struggle to pick out the big concepts. They seem to be focusing on some of the fun but less important concepts.	I performed this CAT early in the semester and it helped me in lab to emphasize concepts from lecture I felt students had not yet grasped. In the future, I would like to have students complete this exercise or something similar to help them better prepare for exams. Making the big concepts more entertaining or interesting helps students process and remember the information. That is a big challenge considering the amount of material to which the students should be exposed. Thankfully there are a number of quality resources on line which also helps me continue to progress in this area.