Outcomes Assessment at Eastern Wyoming College

2014-2015

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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 2014-2015.

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 2014-2015, program reviews were completed for Interdisciplinary Studies, Cosmetology, Agriculture cluster, Certified Nursing Assistant, Math cluster, English, Foreign Language, Education cluster, Art, Criminal Justice, and Veterinary Technology programs. These all received Board approval in the July 2015 meeting of the Board of Trustees.

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. 84 students participated in the Spring 2015 CAAP. Students were tested in the following areas including writing skills, math, reading, critical thinking, and science. Results showed that 73 of the 84 students scored slightly higher than the national mean in the different subject areas. 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.

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: Agriculture, Corrections, Early Childhood Education, Health 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.

University of Wyoming Transfer 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 most recent data indicates that Eastern Wyoming College transfer students to the University of Wyoming are performing almost as well as University of Wyoming students. The number of transfer students to the University of Wyoming is slightly down from previous years.

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:

- Welding and Joining Technology: Faculty in this program determined that low attendance is affecting the success of the students as they take their plate and pipe tests.
- Pre-Nursing: EWC's pre-professional program courses provide students with the necessary knowledge base and skills to proceed to their chosen professional programs.
- Social Science: The creation of the integrated Social Science degree program was a positive move. The program will therefore continue without significant revision at this time.
- Art: The art faculty is currently working on a digital design emphasis to fill in some gaps within the program.
- Business Administration/Accounting: The retention of core information is a challenge for students in these programs. A decline in retention has also been noted.

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. Beginning in the Fall of 2016, these

core competencies will change in keeping with recent changes in the General Education Requirements. The new competencies, which will appear in the catalog under the title "Expected Student Outcomes," will be as follows: Communication, Quantitative, Constitution, Lab Science, Arts and Humanities, Social and Cultural Awareness.

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.

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.

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.

Goals:

- Continue providing information and Classroom Assessment Techniques (CATs) training to distance educators, adjuncts, and new faculty.
- Continue finding ways to complete the assessment loop and communicating outcomes to constituents.
- Request transfer data from other receiving institutions.
- Continue working on improvement in all CAAP areas and maintaining levels above the national average.
- Work closely with faculty and the Curriculum & Learning Council in reviewing and analyzing general education recommendations for change.
-

Accomplishments:

- Outcomes Assessment has been included as an important aspect of EWC's recent involvement in the Higher Learning Commission's Persistence and Completion Academy. John Cline, Outcomes Assessment Coordinator, and Kim Russell, Director of Institutional Research, both served on the Persistence and Completion Academy team.
- There has been a smooth transition as Kate Steinbock has resigned from her position as Outcomes Assessment Coordinator.
- In response to results from the recent SENSE survey, faculty have discussed ways in which we can improve reading skills in the respective disciplines.

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	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
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 Kaitlyn Steben Georgia Younglove
Agriculture: Agri-Business and Sciences (AGBSS)	AS	Capstone Course: AGEC 2395	Rick Vonburg Kaitlyn Steben Georgia Younglove
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) (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	
Business Records (BSRC)	C	Final Project	Patricia Pulliam

Program	Degree	Component	Responsibility
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 Amanda Fear
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	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
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 Josh McDaniel Robert Schmalzried
Mathematics: Secondary Education (MTED)	AA	Departmental Exam	
Music: Applied Music (MUSC)	AA		Michael DeMers

Program	Degree	Component	Responsibility
Music Education (MUSED)	AA	Performance Recital with Outside Critique	
Physical Education, Health and Recreation (PEAC)	AA	Capstone Course: PEPR 2395	Jan Lilletvedt
Preprofessional: Pre-Dentistry (PDEN)	AS	Portfolio/Rubrics Analysis Based Assessment	Bob Creagar Peggy Knittel Lorna Pehl Chris Wenzel
Preprofessional: Pre-Medicine (PMED)	AS		
Preprofessional: Pre-Veterinary Medicine (PVET)	AS	Rubrics Analysis Based Assessment	Edwin Bittner Monte Stokes Susan Walker
Preprofessional: Pre-Medical Technology (MEDTK)	AS	Portfolio/Rubrics Analysis Based Assessment	Bob Creagar Peggy Knittel Lorna Pehl Chris Wenzel
Preprofessional: Pre-Nursing (PNSG)	AS		
Preprofessional: Pre-Pharmacy (PHAR)	AS		
Social Science (SOSC)	AA	Capstone Course: SOSC 2395	Ellen Creagar Heidi Edmunds Debbie Ochsner
Statistics (STAT)	AS	Departmental Exam	Rick Vonburg
Veterinary Technology (VTTK)	AAS	Capstone Course: VTTK 2750, Written and Oral Comprehensive Exams	Edwin Bittner Jamie Michael Colleen Mitchell Cristi Semmler Susan Walker
Veterinary Aide (VTAD)	CD	Written and Oral Comprehensive Exams	
Welding & Joining Technology (WJTK)	AAS CD	National Competency Test	Joel Alworth Tim Anderson Lynn Bedient Stan Nicolls
Welding & Joining Technology: Machine Tool Technology (MTT)	CD	Project	
Welding & Joining Technology: Plate Welding (WELD)	C	Departmental Exam	Lynn Bedient
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 2014-2015

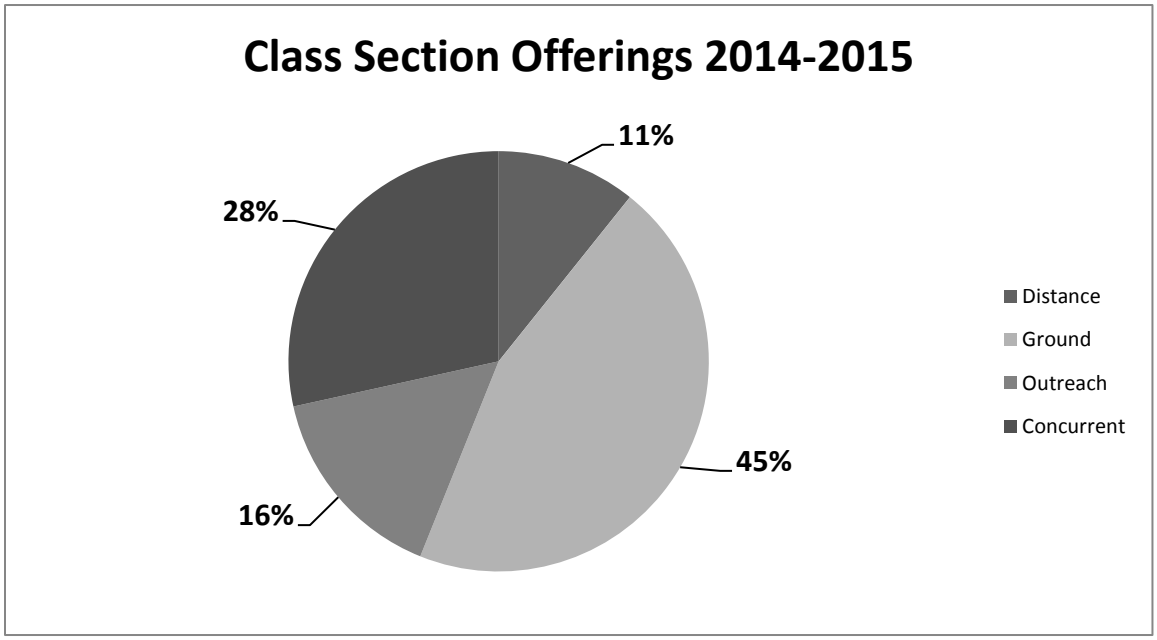
Number of students enrolled is actual, raw headcount per class (could be individual student duplications across multiple classes).

Classes Offered = 143 (defined by combining sections 40/90 as one class, and in some cases 40, 41, 42, 90, 91, 92 as one class)

- Fall 2014 65
- Spring 2015 61
- Summer 2015 17

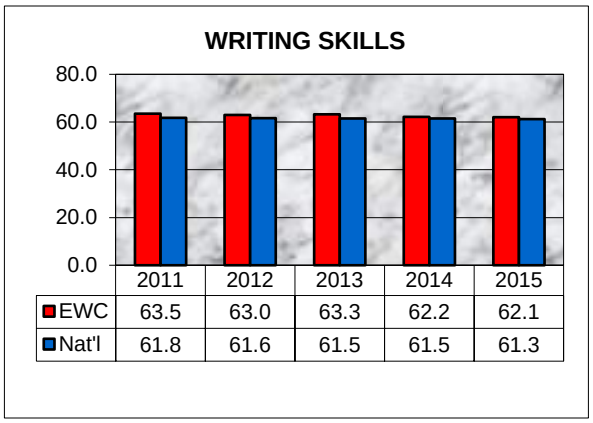
In the table below, "Retention" should be interpreted as the percentage of students who enrolled in the class and completed it. "Success" is the percentage of students completing the class who earned grades of A, B, C, or S.

Totals for Year 2014-2015	**1535**	**236**	**1299**	**84.63%**	**1128**	**86.84%**
Averages for Year 2014-2015	**10.8**	**1.3**	**9.5**	**89.38%**	**9.1**	**84.95%**
Total Campus Enrollment	**5,569**	**480**	**5,089**	**91.38%**	**4,012**	**78.84%**
Total Outreach Enrollment	**1,698**	**83**	**1,615**	**95.11%**	**1,497**	**92.69%**
Total Concurrent Enrollment	**3,291**	**61**	**3,230**	**98.15%**	**3,137**	**97.12%**
Total Enrollment	12,093	860	11,233		9,774	
Percentage via Distance	13%	27%	12%		12%	

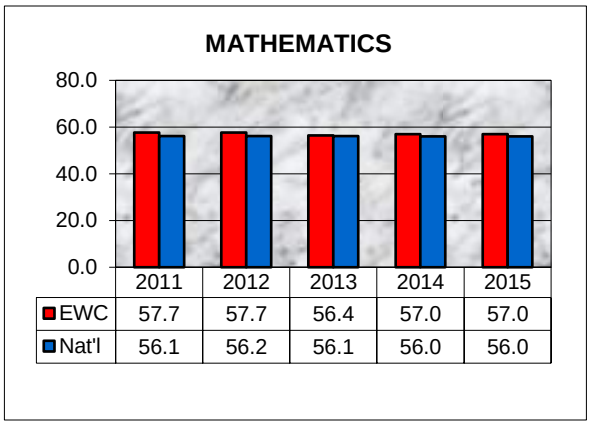


Collegiate Assessment of Academic Proficiency (CAAP) Tests

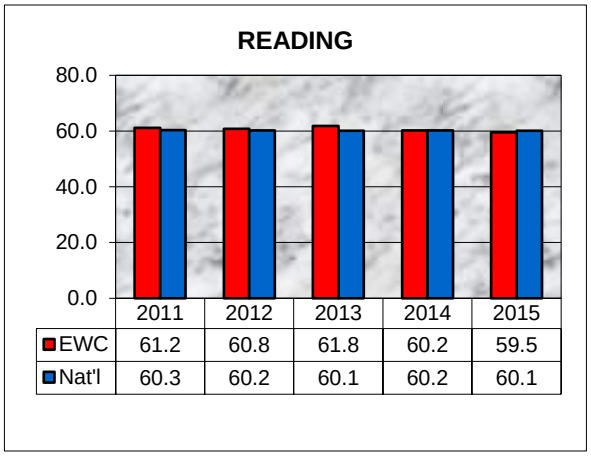
The average of Eastern Wyoming College's 84 AA and AS Spring 2015 graduates was higher than the national average on the CAAP Test in writing skills, mathematics, and science. They were lower than national average in reading and critical thinking. There were 73 out of the 84 students (87% of those tested) from the Spring 2015 graduates who scored higher than the national mean in one or more of the above-named subject areas. In Spring 2014, that percent was 87%, Spring of 2013 was 89%, Spring of 2012 was 91%, and Spring 2011 was 93% of those tested scoring higher than the national mean in one or more of the subject areas.



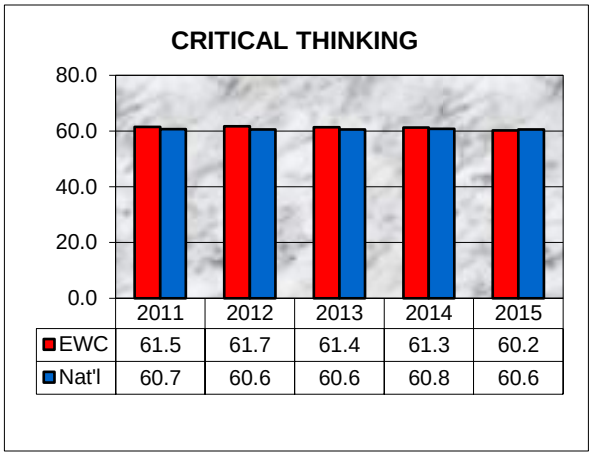
	2011	2012	2013	2014	2015
EWC	63.5	63.0	63.3	62.2	62.1
Nat'l	61.8	61.6	61.5	61.5	61.3



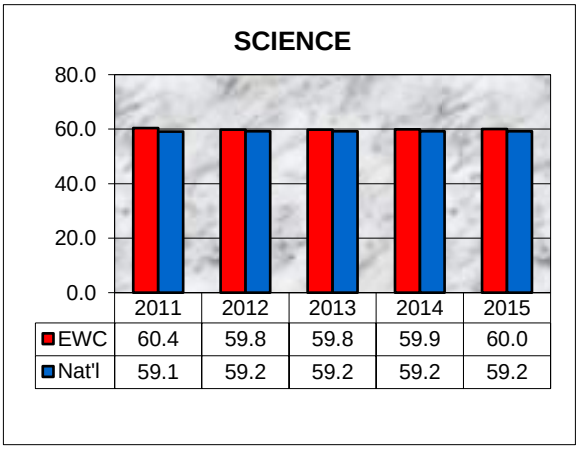
	2011	2012	2013	2014	2015
EWC	57.7	57.7	56.4	57.0	57.0
Nat'l	56.1	56.2	56.1	56.0	56.0



	2011	2012	2013	2014	2015
EWC	61.2	60.8	61.8	60.2	59.5
Nat'l	60.3	60.2	60.1	60.2	60.1



	2011	2012	2013	2014	2015
EWC	61.5	61.7	61.4	61.3	60.2
Nat'l	60.7	60.6	60.6	60.8	60.6



	2011	2012	2013	2014	2015
EWC	60.4	59.8	59.8	59.9	60.0
Nat'l	59.1	59.2	59.2	59.2	59.2

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 2015. 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 1.9% below the 2015 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

- ***Academic Challenge***
  - ↓ Synthesizing and organizing ideas, information, or experiences in new ways
  - ↓ Number of written papers and reports of any length

- ***Student-Faculty Interaction***
  - ↑ Talked about career plans with an instructor or advisor
  - ↑ Discussed ideas from your readings or classes with instructors outside of class ↑ Worked with instructors on activities other than coursework

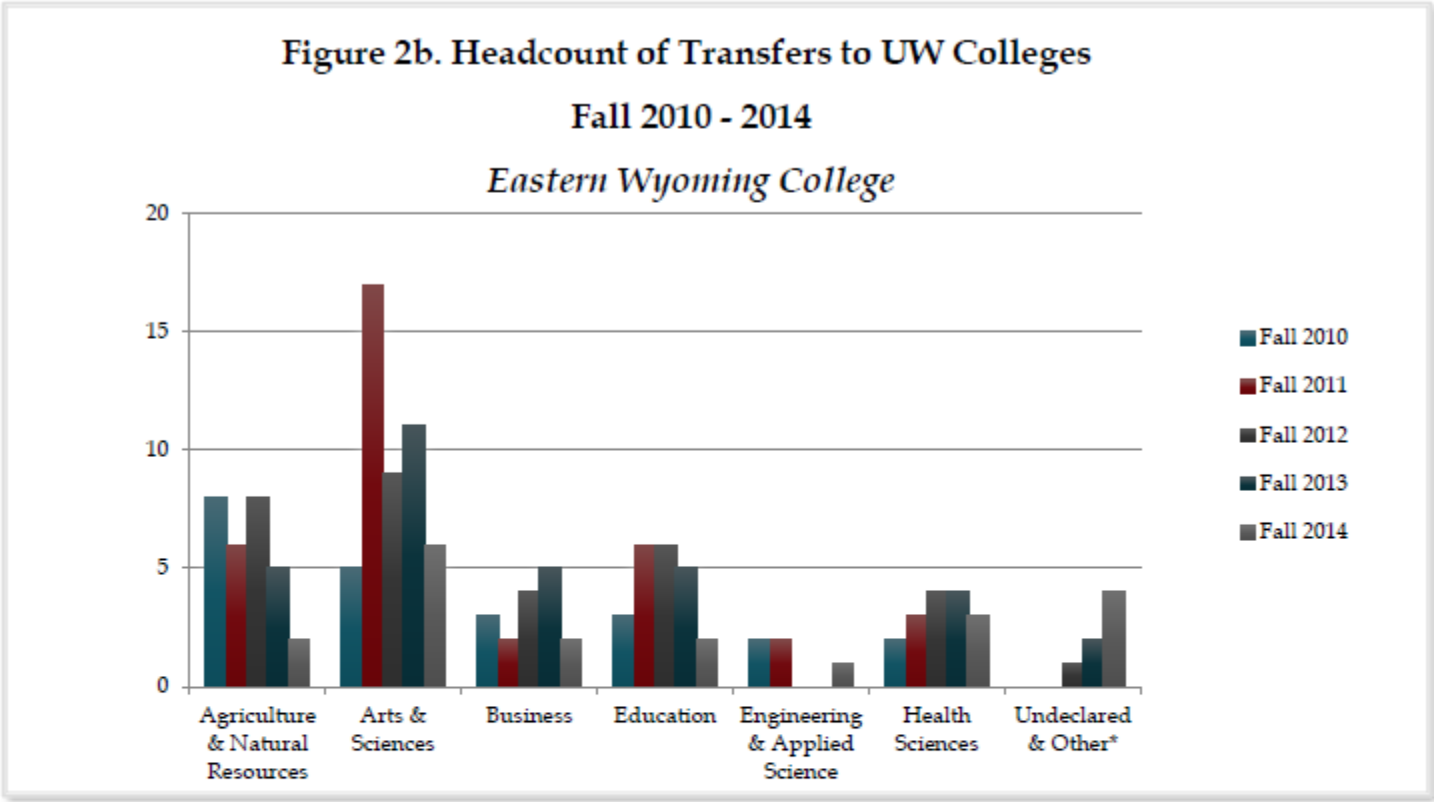
- ***Support for Learners***
  - ↑ Frequency: Academic advising/planning

In three of the five categories, EWC scored closely to the CCSSE Cohort mean. Student Effort scored 6.4% below the mean and Student Effort scored 4.9 below the mean.

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 32 students from EWC attended UW as transfer students in 2014-2015. This is down 5 students from the year before and below the five-year average of transfer students by 6 students. Most of EWC's transfer students matriculated into the College Arts and Sciences (11), followed by Undeclared &Other (6), Agriculture and Natural Sciences (4), Education (4), and Business (2). EWC transfer students have an overall UW GPA of 2.6 on a 4-point scale compared to all UW undergraduates of 2.94, and all UW transfer students of 2.72.

Eastern Wyoming College Transfers to UW Colleges
Fall Semesters* 2010 – 2014.



UW College	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year % Change
Agriculture & Natural Resources	8	6	8	5	2	-75%
Arts & Sciences	5	17	9	11	6	20%
Business	3	2	4	5	2	-33%
Education	3	6	6	5	2	-33%
Engineering & Applied Science	2	2	0	0	1	-50%
Health Sciences	2	3	4	4	3	50%
Undeclared & Other*	0	0	1	2	4	---
Total	23	36	32	32	20	-13%

*Other includes Energy Resource Science majors beginning in 2009.

Twenty EWC students transferred to UW for Fall 2014. An additional twelve students transferred in the Spring 2015 semester. The majority of students transferred to the Arts and Sciences. Source: Fall 2014 – 2015 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

Academic Achievement of New Transfer Students* - Fall 2014

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 '14 Sem GPA
Agriculture & Natural Resources	2	**	48	2.45	40	2.61	88	2.52	883	2.90
Arts & Sciences	6	2.37	225	2.83	89	2.72	314	2.79	3,295	2.95
Business	2	**	61	2.67	43	2.77	104	2.71	1,076	2.97
Education	2	**	67	3.36	19	3.29	86	3.34	730	3.48
Engineering & Applied Science	1	**	54	2.25	135	2.39	189	2.35	1,644	2.71
Health Sciences	3	3.47	136	3.10	64	2.79	200	3.00	1,483	3.21
Undeclared & Other*	4	2.85	44	1.93	28	2.50	72	2.21	799	2.45
Total	**20**	**2.60**	**635**	**2.80**	**418**	**2.62**	**1,053**	**2.72**	**9,910**	**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 2.60. Source: Fall 2014 – 2015 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Academic Achievement of New Transfer Students by Hours Transferred - Fall 2013?? Or Fall 2014
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 '14 Sem GPA
0 <= Hours < 30	4	3.07	2.64	51	3.05	2.25	111	3.02	2.63	162	3.03	2.51	3,514	2.73
30 <= Hours < 60	8	3.20	2.57	145	3.11	2.68	132	2.97	2.45	277	3.05	2.57	2,659	2.93
60 <= Hours < 90	5	2.80	2.29	325	3.26	2.88	113	3.08	2.70	438	3.21	2.83	1,778	3.04
90 <= Hours	3	3.51	3.29	114	3.24	2.97	62	2.94	2.82	176	3.13	2.91	1,959	3.19
Totals	**20**	**3.15**	**2.60**	**635**	**3.23**	**2.80**	**418**	**3.00**	**2.62**	**1,053**	**3.15**	**2.72**	**9,910**	**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.

The overall GPA for EWC (2.60) is lower than all Wyoming Community College transfer students (2.80) and all transfer students (2.72). Source: Fall 2014 – 2015 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

2014-2015 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. EWC received $72,668 for the 2014-2015 Perkins funding cycle. Career and Technical Educations programs at Eastern Wyoming College included: Agriculture, Business and Technology, Cosmetology, Criminal Justice, Child Development (formerly Early Childhood Education), Entrepreneurship, Health Technology, Machine Tooling, Welding, and Veterinary Technology. The EWC programs that benefited through program support with classroom assets and supply purchases included: Agriculture, Criminal Justice-Corrections, Child Development, Health Technology, and Veterinary Technology. Programs which benefitted from Perkins funding for Professional included: Agriculture, Business and Technology, Cosmetology, and Welding. The professional development activities included American Welding Society (AWS) training and certification for EWC's new welding instructor; Fabtech training for an additional welding instructor; Wyoming SkillsUSA Conference registrations for advisors and students; course training for a cosmetology instructor; and registration and travel expenses for EWC attendees to the Annual Wyoming Association for Career and Technical Education (WACTE) Conference in Cheyenne. Career and Technical Education Program concentrators and participants for the 2014-2015 Perkins funding cycle were surveyed for demographical and statistical purposes as well as to identify special populations.

Additional activities for CTE programs included a Technology Day in Fall 2014 and a Job Expo in Spring 2015. Technology Day involved high school students interested in CTE programs the chance to tour the facilities and get a hands-on sample of classroom activities. The Job Expo gave college students the opportunity to visit with business and industries looking to hire. Fifty-one businesses interviewed candidates including students and community members. The businesses include representatives from law enforcement, food service, mining, veterinarian clinics, health care, education, veteran services, communication, distribution, and trades. The expo attracted over 200 job seekers during the event. Perkins funding was utilized for postage associated with the Job Expo. 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. 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 Committee membership was expanded this year to include two members from each of the program Technical Advisory Committees including a program faculty member and a business/industry representative. In addition, committee members were identified from

other areas of interest including the local Department of Workforce Services, the EWC Adult Education Department, the EWC Testing and Career Center. The expansion of the committee members was in response to the audit finding in October 2014. The Perkins Advisory Committee reviewed the parameters of the 2014-2015 allocated Perkins funding to align Perkins activities with institutional goals, industry needs, and curriculum needs. The committee also developed the yearly business and industry survey which was conducted in the spring. Working with the local chamber of commerce, the survey was available on the Chamber Chat, the EWC website, and sent to all the Perkins Advisory and Technical Advisory business and industry committee members. The committee also discussed Perkins requirements and the direction of Perkins activities for the future that would be meaningful to the programs and 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 Committee, individual technical program advisory groups met to discuss specific needs of programs. All CTE programs at EWC have an advisory group. Advisory groups include Agriculture, Business and Technology, Cosmetology, Criminal Justice, Health Technology, Early Childhood Education, Welding/Machine Tooling, and Veterinary Technology. 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. The 2014-2015 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 2014-2015 Perkins funding cycle:

Agriculture – The Agriculture program (Farm/Ranch Management & Beef Production) purchased classroom assets including a water system meter and heaters to finish the lab setting in the high tunnels; a drying oven to utilize production from the Soils and Crop courses; and a storage unit, classroom supplies, and a Breedin' Betsy for beef production courses. These updates give students the opportunity to increase their skills by providing hands-on lab experiences.

Corrections – The Criminal Justice program used Perkins funding to purchase evidence collection kits to provide students with hands-on lab experiences in criminal justice courses.

Early Childhood Education – The Early Childhood Education program purchased an array of classroom manipulatives to give students hands-on access to educational materials used in the program.

Health Technology – The Health Technology programs (Nurse Assistant [CNA], Certified Nursing Assistant II, and Medication Assistant-Certified) were expanded to be taught at Douglas, Newcastle, Sundance, and Wheatland. In order to teach these courses at the sites, classroom assets including training manikins, patient lifts, and other classroom assets along with classroom supplies were purchased for each site to provide students with a hands-on learning environment in order to prepare them to take state exams for certification.

Veterinary Technology – The EWC Veterinary Technology program used Perkins dollars to purchase an updated surgical light, surgical supplies, a mobile chicken coop (Egg Cart'n), feed storage, and natural feeders. These purchases were used to provide students with hands-on experiences during labs and vet tech courses.

Professional Development – Perkins funding is used for a variety of professional development activities. Benefitted programs for the 2014-2015 Perkins funding cycle for professional development included: Agriculture, Business and Technology, Welding, and support staff for special populations.

One instructor from Agriculture and one instructor from Business and Technology attended the E-volution Conference in Laramie, WY. This conference helps instructors discover and share innovative ways of using technology to enhance teaching and learning. Perkins funding was used for travel expenses for this event.

The Cosmetology program used Perkins funds for travel expenses to send a cosmetology instructor for further training in a new coloring technique (greenwashing) which will enhance the program curriculum.

EWC's new welding instructor was sent to the Hobart school for training and AWS certification as a certified welding educator and inspector. Perkins funding was used for registration, exam fees, and travel expenses. These certifications will ensure students are being taught the most current industry standards for welding. An additional welding instructor attended the 2014 FabTech Expo conference and training. 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. Perkins funds were also used to pay registrations and hotel for two technical program student advisors to attend the National SkillsUSA Conference. Students and faculty benefitted from networking with their counterparts regionally and nationally.

Registration and travel expenses to the WACTE Conference in Cheyenne were provided using Perkins funding for five EWC 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 Local Target Level for Program Year 2014-2015	90% Threshold	Actual 2014-2015 (90% threshold) Performance Level
1P1 Technical Skill Attainment	45.00%	40.50%	39.31%
2P1 Credential, Certificate, or Degree	45.00%	40.50%	39.31%
3P1 Student Retention or Transfer	75.00%	67.50%	81.95%
4P1 Student Placement	85.00%	76.50%	81.82%
5P1 Nontraditional Participation	33.78%	30.40%	30.53%
5P2 Nontraditional Completion	12.50%	11.25%	11.24%

1P1: Technical Skill Attainment

EWC negotiated a local target level of 45.00% for the 1P1 core indicator. EWC did not meet the target level or the 90% threshold while performing at a 39.31%. EWC will continue 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 39.31%; therefore, EWC did not meet the local target level or the 90% threshold. 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 81.95% which met and exceeded the local target level of 75.00%. 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 81.82% for the 4P1 indicator which did not meet the local target level of 85.00%, but did exceed the 90% threshold of 76.50%. 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 30.53% which was above the 90% threshold of 30.40%. The negotiated target level for this performance indicator was 33.78%.

5P2: Nontraditional Completion

EWC's level of performance for indicator 5P2 was 11.24% which was just barely under the 90% threshold of 11.25%. The targeted percentage was negotiated at 12.50%. 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 continue improving the CTE programs and offerings utilizing the 2015-2016 program year goals which were determined by the Perkins Advisory Committee and the Technical Programs Advisory Groups including the following:

- Agriculture programs (Farm/Ranch Management and Beef Production) will have funding to provide classroom technology and materials for hands-on and skill building lab experiences.
- Criminal Justice programming will receive funding that will allow the programs to purchase teaching aids and materials.
- Child Development will have funding to obtain additional teaching aids and materials.
- The Health Technology courses including Certified Nursing Assistant, Certified Nursing Assistant II, and Medication Aide will have funding to purchase additional classroom technology and supplies 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.
- The Welding program will receive funding for classroom supplies and materials to expand the welding programs to the new Douglas Branch Campus. An industry survey will be developed and conducted in Converse County, WY to determine if an additional certificate in Pipe Welding should be pursued.
- 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. EWC will also utilize professional development funds to begin preparing for the addition of a barbering program by sending a cosmetology instructor to a barbering school for additional training and state certification in barbering instruction.

- Support for Special Populations will include funding for a support staff member for Perkins activities along with a modest amount for administration costs (copying surveys, stamps, and envelopes).
- All advisory groups will continue meeting a minimum of two times per year to provide guidance and recommendations for Perkins activities. The groups will provide documented evidence of advisory meetings including meeting agendas, minutes, and sign-in sheets to the Perkins Coordinator.
- EWC will submit the appropriate documentation for the EWC Perkins Coordinator activities including time and effort logs.

Program Assessments 2014-2015

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 college's 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 2014-2015

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Welding and Joining Technology – Degree Joel Alworth Lynn Bedient Tim Anderson Stan Nicolls	AWS-plate test, ASME-pipe test, EWC written test.	All students took and passes at least Tech Writing, Tech Math, a computer class and a Political Science course	All Students took and passed AWs Plate Test All students took ASME pipe test 3 students failed Eastern Wyoming College written test average was 70%.	Students with lower scores had poor attendance records Encourage test to be taken seriously Possible revision of test to shorten the length but keep relevant information Give students who pass test an AWS certification card.
Welding and Joining Technology – Certificate Lynn Bedient Joel Alworth Stan Nicolls Tim Anderson	Project	None certificate program	Written Average on Test was a 72% All students took the 3/8" limited thickness plate test and passed.	Low scores were related to lower attendance.
Pre-Nursing Peggy Knittel Bob Creagar Chris Wenzel Lorna Pehl	Portfolio/Rubrics Analysis-based Assessment	Three of the four students assessed scored "competent to excellent" in the General Education competency areas using our rubrics. The student who scored "competent to needs work" in Communication Skills and Social Awareness is the student with the lowest overall GPA of these four. Analysis of CAAP scores for last year's nine graduates showed our students generally scoring well above the national averages in the areas of	Students generally scored "excellent to competent" in Science Content and Skills using our rubrics.	1) Concerning the Assessment: This year we revised our General Education Competency rubrics, and found the revision to be a better format for scoring our students. We added the category "Preparedness for a Professional School Program" (based on overall GPA and willingness to work hard) to provide students feedback on whether we believe they are likely to gain admission to a Professional Program. We again included comments (such as "We believe you have the ability and knowledge base to succeed in a nursing program" or "We recommend that you work on improving your GPA before applying to Vet School") along with the score report letters to help our students better understand their level of preparedness/competitiveness for admission to professional programs . The Science instructors continue to hold that CAAP testing may not be providing us any better

		general education.		assessment of our students' competencies in the General Education areas than our rubrics scoring provides us. Students very much dislike taking the tests and resent putting in the four to five hours required for the testing at the busy end of their final semester. At the end of each individual test section, students are asked to indicate the amount of effort they put into each test (as "tried my best," "gave moderate effort," or "gave little effort."). One of our academically best students indicated she had given little effort on three of the tests (and still scored higher than most students nationally (78%, 75%, and 64%). Our students who scored the lowest in Science "trying their best" (36%, 36%) were among our academically less capable students. Overall, 7 of the 45 scores earned by last year's nine graduates were below the 50th percentile nationally, and not surprisingly, those seven scores were earned by the three students who were our academically least capable students. We don't believe the CAAP tests are showing us anything we aren't learning by our own assessment tools. We would recommend that the college stop using CAAP testing (or at least exempt the pre-professional students from taking the CAAP exam). The students' successful completion of EWC's general education courses coupled with the Pre-Professional faculty's rubrics assessment of these competencies provides an adequate picture of general education competencies.

				2) Concerning Program Changes: The revision of EWC's General Education Competencies and reduction of the Pre-professional degree to roughly 60 credit hours has changed our programs by decreasing overall hours. For some of the degrees that means fewer upper level science courses will be taken (e.g. requiring EITHER Organic Chemistry OR Physics in Sophomore year for Pre-Med). 3) Concerning Student Success: None of the four students graduating this year have applied to Professional Schools. The one pre-nursing major is aware that her low GPA will likely not get her admitted, and is now reconsidering her career goals. The Pre-Vet and Pre-Med majors will be transferring to 4-year institutions to complete upper-level courses before applying to Professional Programs. EWC's pre-professional program courses (both the general education requirements and the science content areas) provide students with the necessary knowledge base and skills to proceed to their chosen Professional programs. Anecdotal reports from two pre-nursing graduates last year (BH & MW) indicate that they are doing well in their nursing programs and feel that EWC courses prepared them for success. Feedback from the Dean of the UNMC BSN program in Scottsbluff continues to indicate that their College of Nursing likes getting EWC students (and want more of them) because they "do so well." Also, a Pre-Pharmacy major who attended EWC last year (but transferred to UW before

				completing her EWC degree) reports that she has earned acceptance into UW's School of Pharmacy for Fall 2015, and said she was glad that she had started her education at EWC and had been well-prepared for the UW courses she took. 4) Concerning Graduate Numbers: The number of pre-professional graduates was down this year (4 this year, compared to 9 last year), perhaps related to the overall decrease in "college-readiness" of Pre-Professional majors enrolling at EWC. Advisors will continue to encourage pre-professional students to complete EWC degrees before they transfer. We also hope that the changes in Developmental Math courses and the reduction of overall credits required will allow students to earn degrees in more timely fashion.
Social Science Heidi Edmunds Ellen Creagar	Social Science Capstone Course	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 Social Science 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. As recommended in previous years, the number of required credit hours was reduced to 60 hours to align with similar modifications at the University of Wyoming.

Art John Cline	Exhibition of Art.	The students demonstrated sufficient skills in each of the core competencies.	The graduating students demonstrated remarkable skill, technical proficiency, and conceptual rigor in the work they displayed. The goal of an A.A in Art is to provide the student with a variety of studio experiences in order to help him/her select a focus for their advanced studio work to follow in the junior year. These graduating students accomplished this goal.	Greater exposure to digital art applications is necessary. Faculty is currently working on creating a digital design emphasis to fill this gap.
Business Administration – Transfer Jennifer Minks	Program Exam Rubric Assessment of Core Competency CAAP	The course projects submitted by students included sample work from various courses in the program (ACCT 1020, ECON 1010, STAT 2050, IMGT 2400, and BADM 2010). The projects 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	The program exam provides the assessment relative to program specific requirements. Areas tested include Accounting, Economics, Statistics, Business Law, Marketing, and Information Management. Our benchmark is 70% in each area. Results are as follows: Only one student scored a 70% or above in 4 of the 6 areas tested. One student scored a 70% or above in only 1 of the 6 areas. One student scored below 70% in all areas. Overall scores were 71%, 51%, and 51%.	There appears to be a problem with retention of core information. We will evaluate the scores in the individual areas tested on the Program Exam to determine material that needs to be emphasized or further explained moving forward.

		2=partially proficient 1=novice Each student was evaluated by at least two faculty members. This year, there are three students graduating in the program. The students were proficient or advanced in all areas.		
Accounting Jennifer Minks	Departmental Exam	The course projects submitted by students included sample work from various courses in the program (ACCT 1020, ECON 1010, STAT 2050, IMGT 2400, and BADM 2010). The projects 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 Each student was evaluated by at least two faculty members. This year, there are two students graduating in the	The program exam provides the assessment relative to program specific requirements. Areas tested include Accounting, Economics, Statistics, Business Law, Marketing, and Information Management. Our benchmark is 70% in each area. Results are as follows: One student scored a 70% or above in all areas. One student scored a 70% or above in all areas except Information Management, which was 63%. Overall the students scored 80% and 89%.	There appears to be a slight loss of retention. We will continue to evaluate our Program Exam and update the projects required for the Course Projects as necessary.

		program. The students were proficient or advanced in all areas.		
Pre-Pharmacy Lorna Pehl	Portfolio/Rubrics Analysis-based Assessment	Rubric rates students as excellent, competent, needs work, or unacceptable. There are no pre-pharmacy graduates to assess this academic year.	(No information provided.)	Program has been updated to reflect the new core competencies introduced for 2015-2016.

Course Assessments 2014-2015

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: Catherine Steinbock	**Course:** ITEC 2360 Teaching with Technology

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	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	X					X
2	Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.	X					X
3	Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.	X					X
4	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	X					X
5	Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources	X					X

Assessments used to evaluate student progress in the course:	Electronic Portfolio, WebQuest, Technology Project, Quizzes
CATS employed in this course:	Background Knowledge Probe, Concept Maps, Classroom Opinion Polls

Faculty: Kelly Strampe	**Course:** ENGL 0630 Grammar and Writing Improvement

Outcomes	Description	Competencies					
		A Communication Skills	**B Analytical & Quantitative Reasoning**	**C Technology Skills**	**D Social Awareness**	**E Information Literacy**	**F Competencies that are specific to that course**
1	Students will demonstrate knowledge of common sentence structure and grammatical errors.	X				X	X
2	Students will recognize common writing errors in their own and others' writings.	X			X	X	X
3	Students will be able to revise errors for correctness according to academic writing standards.	X			X	X	X
4	Students will be able to plan and write effective paragraphs and short essays.	X		X	X	X	X

Assessments used to evaluate student progress in the course:	Daily work in class, and tests.
CATS employed in this course:	Punctuated lectures.

Faculty: Jamie Michael		**Course:** VTTK 1510 Clinical Techniques					
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	Clinical Techniques I and II are courses that provide the veterinary aide student with the skills to: o Assist the veterinary technician or veterinarians o Assist with general office procedures o Communicate appropriately with clients o Understand inventory management basics o Understand the importance of clinical sanitation and safety in a clinical setting o Understand basic pharmacology o Perform basic pharmaceutical calculations o Assist in restraint of animals o Perform standard equipment care						X
2	Students will work on proper medical terminology and client education.	X					
3	This is a team taught class and students will have the benefit of experience from each instructor. I believe that special attention to math and reading skills should be a core focus of this course, in addition to learning proper techniques. Various tools to develop better understanding of these concepts that are so important in creating an appropriate medical record will be integrated into this class.		X				
4	Students will be able to interact with clients and fellow co-workers on an appropriate and professional level				X		
5	This class integrates lecture, PowerPoints, computer labs, and hands-on laboratories. The information and resources utilized in this course will prepare students and give them tools to search for information on their own.					X	

Assessments used to evaluate student progress in the course:	I have recently restructured this class. The same topics will be covered in both classes but will be covered in different ways. This will reinforce learning the topics by utilizing repetition. I am also focusing on basic math and reading skills for the first part of my class. This will help them learn pharmaceutical calculations and also help me to recommend tutoring if needed. I have incorporated Khan Online Academy which is a math and science based website that allows me to view student progress. They can take short assessments on different math topics. This will also help me instruct them on ways to learn.
CATS employed in this course:	Other.

Faculty: Dr. Peggy Knittel	**Course:** BIOL 1050 Medical Terminology						
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	The student will be able to demonstrate knowledge of word parts that make up the majority of medical terms.						X
2	The student will be able to define, use, spell, and pronounce numerous medical terms built from word parts, as well as those not built from word parts.	X	X				X
3	The student will be able to build medical terms to fit a given definition.		X				X
4	The student will be able to recognize and use common medical abbreviations.						X
5	The student will be able to demonstrate an understanding of medical terms as they are used in medical records.		X				X

Assessments used to evaluate student progress in the course:	Written exams. Oral pronunciation tests. Medical record analysis in-class activities.
CATS employed in this course:	Directed Paraphrasing.

Faculty: Donna Charron	**Course:** CSMO 1025 Hair Fundamentals					
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 the hair structure and principles necessary for its structure.	X	X				X
2	Describe the basic techniques for hair design.	X	X				X

Assessments used to evaluate student progress in the course:	Written testing, Oral testing and demonstration, problem solving.
CATS employed in this course:	Misconception/Preconception Check, Muddiest Point.

Classroom Assessment Techniques 2014-2015

All full-time, benefited instructors are asked to complete and report at least one classroom assessment each semester. Thirty faculty members completed the CAT report for the Fall 2014 and thirty-four faculty completed CAT reports for the Spring 2015 reporting year.

Instructors complete multiple classroom assessment techniques (CATs), but report just one per semester. The reporting instrument is 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 edition (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) 2014-15

Name Division Status	Used	Other	Results	Changes
Lori Britton Sciences Part-time Faculty	Self-Assessment of Ways of Learning	None	Self-Assessment of Ways of Learning is an assessment technique I use as a discussion topic with the on-line courses. At midterm I ask the students in all current online courses to discuss what techniques they use to help them stay organized and learn the materials for the course. I ask specifically through the message board, "What techniques have helped you to learn the materials and keep organized to meet the due dates of the activities and most efficiently study for exams and quizzes?" I also ask them to respond to the suggestions and ideas of two other members of the class. They do an excellent job sharing their ideas, such as, talking about planners, alerts on their phones, flash cards, highlighting vocabulary words, using the end of the chapter review questions, tagging pages with sticky notes, and many other helpful ideas. I love this discussion, it gives the students who are having difficulties some helpful hints, techniques that are working for others for finding success.	I will continue to use this assessment as it seems to have more impact coming from other students in the course. Many of the techniques are ones the students have heard from me and from other instructors and they seem to glance over the suggestions and go on. I believe when it comes from classmates they internalize it more.
Christopher Wenzel Sciences Full-Time Faculty	Word Journal	None	Students in Principles of Range Management (REWM 2000) provided a word journal with their reflections on several critical concepts and controversial topics pertinent to the science of Range Management. Students and I were able to see problems from different perspectives and viewpoints and the activity helped to both broaden our minds and enhance our learning experience.	I will continue to use this assessment method and am committed to staying abreast of the most recent scientific research and topics which affect the management and ecology of Rangeland resources as a whole. The students have continued to benefit from these experiences.

Name Division Status	Used	Other	Results	Changes
Georgia Younglove Business and Technology Full-Time Faculty	Group Work Evaluations	None	Based on students' responses they found it very difficult to work effectively as a group in the fully online environment. One suggestion was to give more time for the assignment since they were working online.	I will continue to use group activities as when they enter the work force that is a fact of life. However, I plan to modify the assignment and the time allocated to complete the assignment.
Robert Creagar Sciences Full-Time Faculty	Exam Evaluations	None	The Business calculus class struggled on an exam with optimization topics and most defaulted to their calculators to answer questions. After the exam was corrected and students had a chance to review the corrections - we retook the examination with no calculators to help to emphasize paper and pencil solutions. The students agreed that this was a tough challenge and reflected on the growing dependence that they have on technology. They realized quite a bit more of the mathematics they were trying to learn - and understood through their answers, the limitations of technological solutions and exactness.	The use of technology in mathematics education is important and becoming more prevalent in secondary mathematics. It will remain that way for the near future at least, but understanding its limitation is important and even as written mathematics becomes less understood as a means to finding a "solution", the differentiation between answering methodologies is important for students working toward undergraduate degrees.
Timothy Anderson Business and Technology Full-Time Faculty	Classroom Opinion Polls	None	Majority of students felt that instruction in FCAW was enough, some students would like to see the introduction of larger filler metal and more carbon arc gouging.	Using larger electrode is in the workings for next semester for students planning on working in coal industry.