

# Outcomes Assessment Report

2015-2016

Eastern Wyoming College

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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 2015-2016.

### **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 Academics. During 2015-2016, program reviews were completed for the Pre-Professional, Science, and Social Sciences Programs. These all received Board approval in the July 2016 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 CAAP test, taken by graduating AA and AS degree students, is the tool that is used to assess EWC's general education requirements. 61 students participated in the Spring 2016 CAAP. Students were tested in the following areas: writing skills, math, reading, critical thinking, and science. Results showed that 93% of students scored slightly higher than the national mean in the different subject areas. Of particular interest is the increase in reading scores. In Spring 2015, EWC students scored slightly lower than the national average. Once again, however, our students scored above the national average.

#### **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. EWC received a total of \$67,689 for the 2015-2016 Perkins

Funding Cycle. 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/Child Development, Health Technology, Veterinary Technology, Welding and Machine Tool 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 up by eight students from last year, but still below the five-year average by 1.6 students.

### **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.

### **Course Assessments**

Course level assessments are analyzed for their role in meeting those goals and objectives within a program. On account of changes in the University of Wyoming's University Studies Program (USP), a committee was formed prior to the Fall of 2015 to reconsider EWC's General Education program. This resulted in the implementation of a new set of competencies: 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 a variety of CATs being used by faculty members.

## **Conclusions, Accomplishments, and Goals**

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.
- Re-evaluate the manner in which courses are currently assessed. The writing of Student Learning Outcomes for each course will assist faculty to determine if Course Objectives are being met.
- Request transfer data from other receiving institutions.
- Work closely with faculty and the Curriculum & Learning Council in reviewing and analyzing general education recommendations for change.

### **Accomplishments:**

- Outcomes Assessment continues to play a role in EWC's involvement in the Higher Learning Commission's Persistence and Completion Academy, particularly in area of student advising.
- The Outcomes Assessment Committee has been able to get faculty thinking about the need for developing Student Learning Outcomes by which courses can be properly and effectively assessed. An initiative has been started to have SLO's created for all classes taught at EWC within five years.

## 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 Academic Service	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

<b>Component</b>	<b>Responsibility</b>	<b>Time Schedule</b>	<b>Population/Program</b>	<b>Use of Results</b>
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

<b>Program</b>	<b>Degree</b>	<b>Component</b>	<b>Responsibility</b>
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
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
Computer Applications (CAPS)	C	Portfolio	Rick Vonburg

<b>Program</b>	<b>Degree</b>	<b>Component</b>	<b>Responsibility</b>
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	
Education: Secondary Education, Agriculture (AGED)	AA	Capstone Course: AGECE 2395	
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
Mathematics: Secondary Education (MTED)	AA	Departmental Exam	Josh McDaniel Robert Schmalzried

<b>Program</b>	<b>Degree</b>	<b>Component</b>	<b>Responsibility</b>
Music: Applied Music (MUSC)	AA	Performance Recital with Outside Critique	Michael DeMers
Music Education (MUSED)	AA		
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-Allied Health	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 (DL) for 2015-2016

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

Courses Offered = 140 (defined by combining sections 40/90 as one course, and in some cases 40, 41, 42, 90, 91, 92 as one course)

Fall 2015 60  
 Spring 2016 64  
 Summer 2016 16

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.

(Retention= #completed / #enrolled; Success= #passing / #completed)

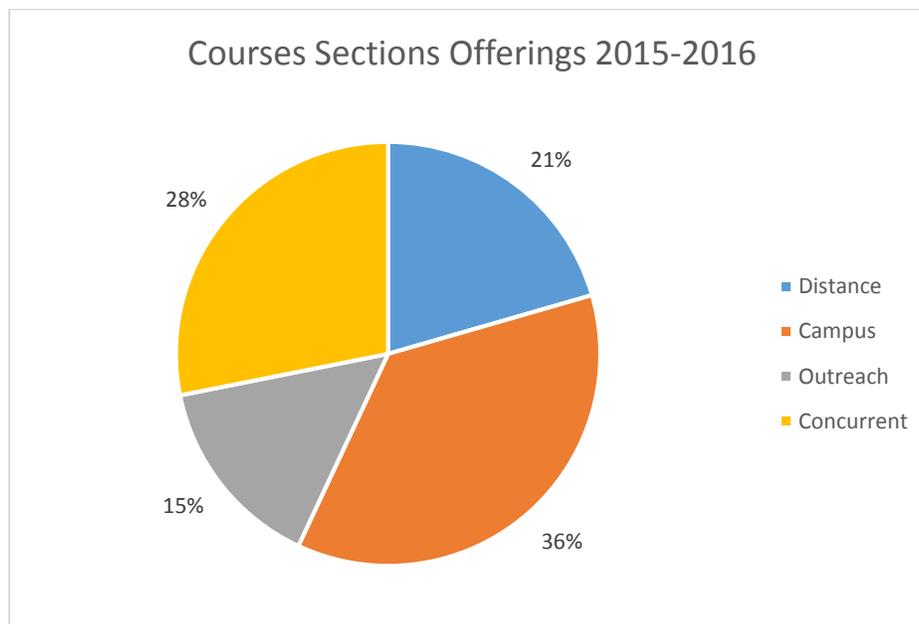
	#enrolled	#dropped	#completed	Retention	#passing	Success
<b>DL Totals for Year 2015-16</b>	1644	269	1375	83.6%	1181	85.9%
<b>DL avg. for Year 2015-16</b>	11.7	1.9	9.8		8.4	
<b>Total Campus Enrollment</b>	4953	416	4537	91.6%	3588	79.1%
<b>Total Outreach Enrollment</b>	1696	64	1632	96.2%	1502	92.0%
<b>Total Concurrent Enrollment</b>	3174	56	3118	98.2%	3046	97.7%
<b>Total Enrollment</b>	11502	802	10700		9352	
<b>Percentage via Distance</b>	14%	34%	13%		13%	

\*WMC is included in total enrollment but not included in any other categories.

\*DOG, LEA are included in the outreach enrollment category.

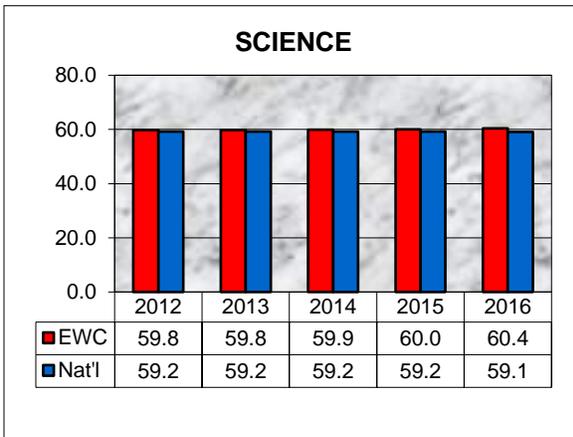
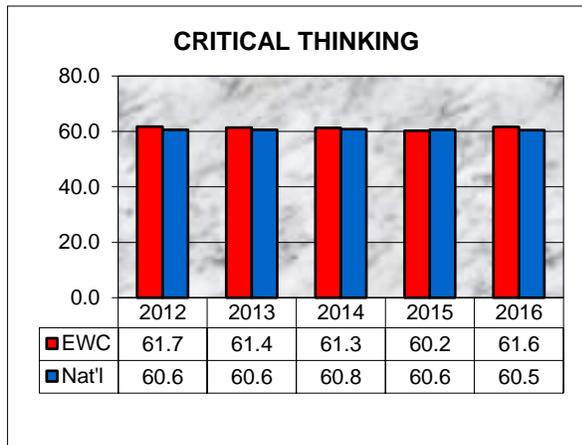
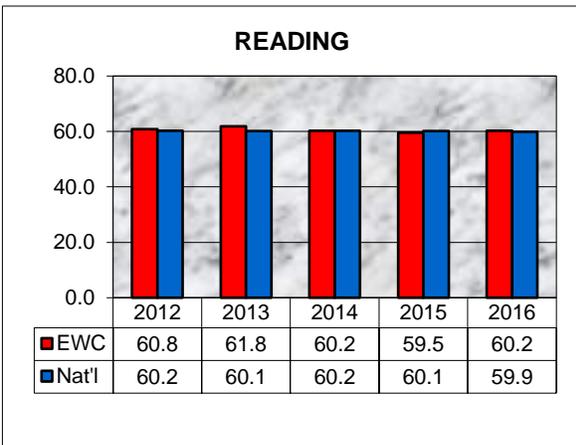
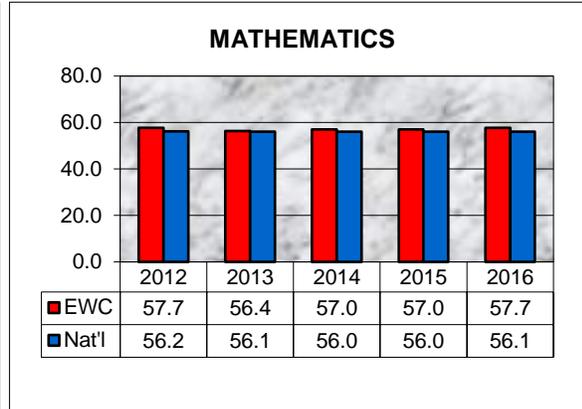
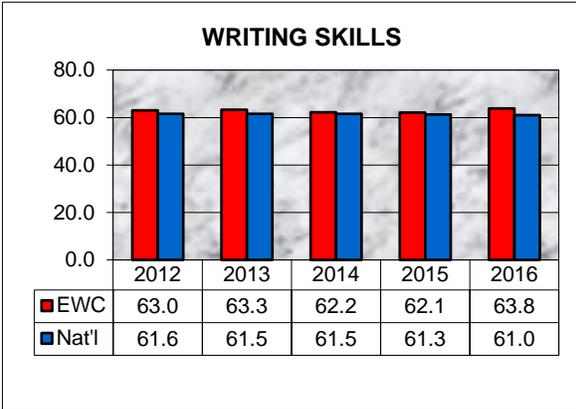
\*Lab sections are not considered here.

\*Audit enrollment, if any, is included in each category.



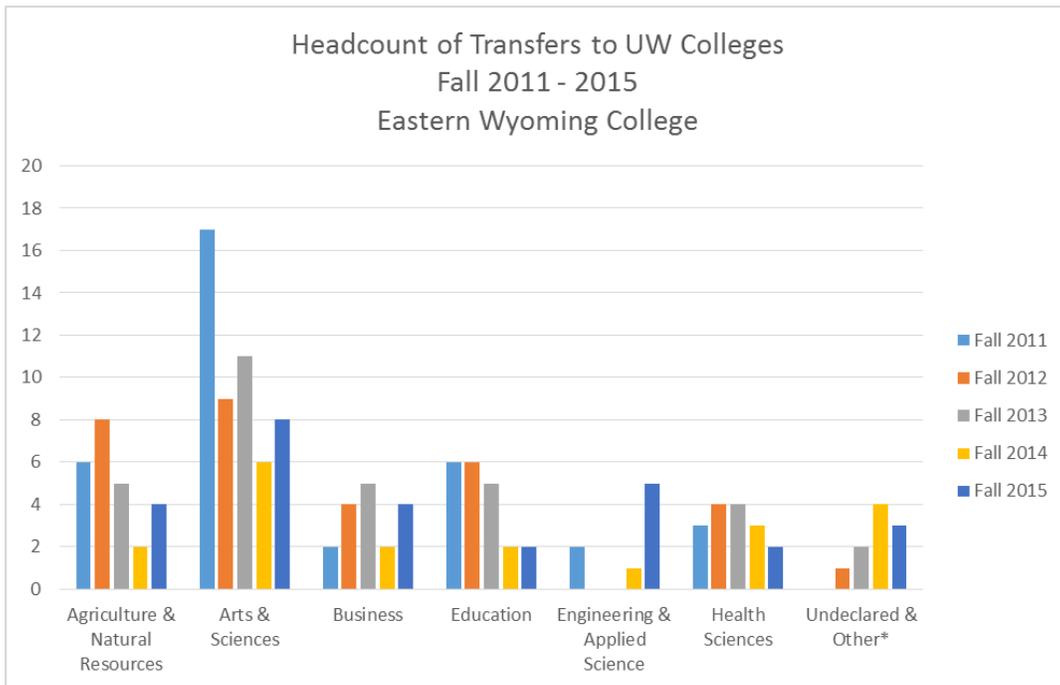
## Collegiate Assessment of Academic Proficiency (CAAP) Tests

The average of Eastern Wyoming College's 61 AA and AS Spring 2016 graduates was higher than the national average on the CAAP Test in writing skills, mathematics, reading, critical thinking and science. There were 57 out of the 61 students (93% of those tested) from the Spring 2016 graduates who scored higher than the national mean in one or more of the above-named subject areas. In Spring 2015, that percent was 87%, Spring 2014 was 87%, Spring 2013 was 89%, and Spring 2012 was 91% of those tested scoring higher than the national mean in one or more of the subject areas.



## 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 28 students from EWC attended UW as transfer students in 2015-2016. This is up 8 students from the year before and below the five-year average of transfer students by 1.6 students. Most of EWC's transfer students matriculated into the College Arts and Sciences (8), followed by Engineering & Applied Science (5), Agriculture and Natural Resources (4) and Business (4). EWC transfer students have an overall UW GPA of 2.65 on a 4-point scale compared to all UW undergraduates of 3.00, and all UW transfer students of 2.82.



UW College	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change 2011 to 2015
Agriculture & Natural Resources	6	8	5	2	4	-33%
Arts & Sciences	17	9	11	6	8	-53%
Business	2	4	5	2	4	100%
Education	6	6	5	2	2	-67%
Engineering & Applied Science	2	0	0	1	5	150%
Health Sciences	3	4	4	3	2	-33%
Undeclared & Other*	0	1	2	4	3	---
<b>Total</b>	<b>36</b>	<b>32</b>	<b>32</b>	<b>20</b>	<b>28</b>	<b>-22%</b>

\*Other includes Energy Resource Science majors

Source: Figure 2b. in 2015-16 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

Academic Achievement of New Transfer Students - Fall 2015  
GPA 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 1st Sem GPA
Agriculture & Natural Resources	4	2.36	64	2.89	27	2.77	91	2.85	859	2.95
Arts & Sciences	8	2.84	204	2.89	86	2.65	290	2.81	3,188	3.02
Business	4	2.80	70	2.76	43	2.79	113	2.77	1,107	3.04
Education	2	**	61	3.22	13	3.39	74	3.25	700	3.48
Engineering & Applied Science	5	2.95	56	2.46	79	2.55	135	2.51	1,791	2.80
Health Sciences	2	**	127	3.17	36	2.75	163	3.08	1,351	3.21
Undeclared & Other*	3	1.55	37	2.12	28	2.36	65	2.24	846	2.58
<b>Total</b>	<b>28</b>	<b>2.65</b>	<b>619</b>	<b>2.90</b>	<b>312</b>	<b>2.68</b>	<b>931</b>	<b>2.82</b>	<b>9,842</b>	<b>3.00</b>

\*Other includes Energy Resource Science majors

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

Source: Figure 3a. in 2015-16 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

Academic Achievement of New Transfer Students by Hours Transferred - Fall 2015  
Comparison of Community College and UW GPA

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 '15 Sem GPA
0 <= Hours < 30	2	**	2.59	57	2.91	2.44	81	2.96	2.78	138	2.93	2.65	3,367	2.83
30 <= Hours < 60	6	3.35	2.40	106	3.20	2.67	97	2.94	2.64	203	3.08	2.65	2,680	2.97
60 <= Hours < 90	18	3.38	2.64	344	3.26	3.01	98	2.95	2.65	442	3.19	2.92	1,857	3.07
90 <= Hours	2	**	3.76	112	3.22	3.03	36	2.96	2.65	148	3.16	2.93	1,938	3.23
<b>Totals</b>	<b>28</b>	<b>3.34</b>	<b>2.65</b>	<b>619</b>	<b>3.23</b>	<b>2.90</b>	<b>312</b>	<b>2.95</b>	<b>2.68</b>	<b>931</b>	<b>3.15</b>	<b>2.82</b>	<b>9,842</b>	<b>3.00</b>

\*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.

Source: Figure 4. in 2015-16 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

## **2015-2016 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 \$67,689 for the 2015-2016 Perkins funding cycle. Career and Technical Education 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, Welding/Machine Tooling and Veterinary Technology. Programs which benefited from Perkins funding for Professional Development included: Agriculture, Cosmetology, Veterinary Technology and Welding. The professional development activities included tuition/fees for welding instructors' training; Wyoming SkillsUSA Conference and National SkillsUSA Conference registrations for advisors and students; registrations for Vet Tech instructors to attend the Center for Preparedness Education Symposium; tuition/fees and travel expenses for a cosmetology instructor to obtain her barbering instructor certification; registration and travel expenses for an agriculture/vet tech instructor to attend the Wyoming Veterinary Medical Association Conference and registration for an agriculture instructor to attend the Annual Wyoming Association for Career and Technical Education (WACTE) Conference.

Additional activities for CTE programs included a Technology Day in Fall 2015 and a Job Expo in Spring 2016. 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. Twenty-eight businesses interviewed candidates including students and community members. The businesses include representatives from law enforcement, food service, veterinarian clinics, health care, education, veteran services, communication, distribution, and trades. The expo attracted 107 job seekers during the event. An industry/business survey was conducted at this time and included the Job Expo business participants. Perkins funding was utilized for postage associated with the Job Expo. 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 and Technical Advisory Committees 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.

The Perkins Advisory Committee membership includes CTE program area faculty, industry/business representatives from each Technical Advisory Committee, a high school representative, a representative from Workforce Services and representatives from EWC Adult Education, GEAR UP, and the EWC Resource Officer. The EWC Technical Advisory Committees 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. The Job Expo event was utilized to conduct the Business/Industry survey. The EWC Perkins Coordinator visited each participating business/industry representative to gather survey results. Results of the survey indicated that most businesses found it difficult to find qualified employees; required drug testing; were most successful in recruiting employees with personal or professional referrals; did not require employees to have prior training/knowledge, however, felt that it was extremely important that employees were reliable, punctual, and showed up for work. Most also indicated they would be willing to participate in internships, externships and job shadowing activities. Advisory Committee members' recommendations along with results from the Business/Industry survey are used to help guide program updates, changes, and enhancements based on community and industry requirements. The 2015-2016 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. The expenditures and improvements made to each technical program benefitting from the 2015-2016 Perkins funding cycle are described below:

**Agriculture** – The Agriculture program (Farm/Ranch Management & Beef Production) purchased classroom assets including microscopes and microscope slides for use in animal science and agroecology labs; farrier supplies & mobile storage for use in the horseshoeing lab; and a sheep fitting stand also for use in the animal science labs. These updates give students the opportunity to increase their skills by providing hands-on lab experiences.

**Corrections** – The Criminal Justice department did not have a full-time faculty member this year to identify classroom technology needs.

**Early Childhood Education/Child Development** – The Early Childhood Education/Child Development program did not identify classroom technology needs.

**Health Technology** – The Health Technology program identified classroom technology needs; however, were advised to wait until the program is moved into the new facility then re-assess any classroom technology needs.

**Veterinary Technology** – The EWC Veterinary Technology program used Perkins dollars to purchase an EMMA capnography allowing students to work with leading-edge technology in anesthesia monitoring. The new software purchase will provide students with high quality

resources to supplement learning both during class and with tutors. Restraint technology purchases improves lab animal restraint instruction by allowing students to utilize newer methods of restraint. The microscope accessories will allow students to use the newest technology to visualize and capture images. The personal protective technology will allow students to use and recognize a better method for restraining animals during radiography while maintaining safety. Surgical supplies were also purchased.

**Welding/Machine Tooling Technology** – Perkins funding was utilized to expand the welding program to EWC’s new campus in Douglas. A tensile tester along with classroom supplies were purchased. For the Torrington campus, an additional plasma torch, three power inverters and additional classroom technologies were purchased in anticipation of the expansion of the welding program in the new EWC Career & Technical Education Center. The new building will have an additional welding lab to allow students additional lab time to practice and increase their welding skills.

**Professional Development** – Perkins funding is used for a variety of professional development activities. Benefitted programs for the 2015-2016 Perkins funding cycle for professional development included: Agriculture, Cosmetology, Veterinary Technology and Welding/Machine Tooling and support staff for special populations.

The EWC Perkins Coordinator attended a Perkins training in Casper and used Perkins funding for travel expenses.

An Agriculture (Animal Science) instructor attended a Wyoming Veterinary Medical Conference and one instructor attended the Wyoming Association of Career & Technical Education (WACTE) conference. These conferences help instructors discover and share innovative ways of using technology to enhance teaching and learning. Perkins funding was used for registrations and travel expenses.

The Cosmetology program used Perkins funds for tuition and travel expenses to send a cosmetology instructor for barbering training to become a certified barbering instructor. This training was in preparation to develop and instruct a new Barbering Technician Certificate program. This new program has been developed in direct response to the Cosmetology Technical Advisory Committee recommendations.

EWC brought in a Machine Tooling instructor who gave credit instruction to three of the EWC welding instructors to increase their knowledge and skill with machine tooling. Machine tooling courses are a requirement for the Welding degree. Perkins funding was used to pay tuition and fees for the instructors.

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 for two technical program student advisors to attend the National SkillsUSA Conference. Students and faculty benefitted from networking with their counterparts regionally and nationally.

## Perkins Performance Indicators Results

Indicator	Negotiated Local Target Level for Program Year 2015-2016	90% Threshold	Actual 2015-2016 (90% threshold) Performance Level
<b>1P1</b> Technical Skill Attainment	28.15%	25.34%	32.93%
<b>2P1</b> Credential, Certificate, or Degree	28.15%	25.34%	32.93%
<b>3P1</b> Student Retention or Transfer	66.92%	60.23%	49.21%
<b>4P1</b> Student Placement	82.00%	73.80%	78.72%
<b>5P1</b> Nontraditional Participation	19.11%	17.20%	24.97%
<b>5P2</b> Nontraditional Completion	5.84%	5.26%	9.62%

### 1P1: Technical Skill Attainment

EWC negotiated a local target level of 28.15% for the 1P1 core indicator. EWC meet the target level performing at a 32.93%. 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 32.93%; therefore, EWC met the local target level. 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 49.21% which did not meet the local target level of 66.92% or the 90% threshold of 60.23%. 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. In addition, EWC has developed two math labs as co-requisites for Business Mathematics and Applied Technical Math. Vocational-track students who do not achieve the necessary placement test scores to place in Business Mathematics or Applied Technical Math will be placed in the math labs and allowed enrollment into Business Mathematics or Applied Technical Math. This will allow the students a faster track to completing their math requirement for their technical program. These courses were implemented for Spring 2017.

#### 4P1: Student Placement

EWC achieved a performance level of 78.72% for the 4P1 indicator which did not meet the local target level of 82.00%, but did exceed the 90% threshold of 73.80%. The EWC Center for Testing & Career Services provides career guidance, sponsors a job listing bulletin board on campus and an electronic job posting web page (College Network) for both students and employers. The Center also sponsors and coordinates the annual EWC Job Expo.

#### 5P1: Nontraditional Participation

EWC's level of performance for the 5P1 indicator was 24.97% which was above the local target level of 19.11%. Nontraditional Participation examples include women enrolled in welding and machine tooling, and men enrolled in cosmetology and veterinary technology.

#### 5P2: Nontraditional Completion

EWC's level of performance for indicator 5P2 was 9.62% which was above the local target level of 5.84%.

### **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:

1. Agriculture programs (Farm/Ranch Management and Beef Production) will have funding to provide classroom technology and materials for hands-on skill building lab experiences and will continue researching program expansion in preparation for the new Agriculture & Technology Education Center (ATEC).
2. A full-time instructor will be hired for the Criminal Justice (Corrections) programs (not funded by Perkins) and along with the Criminal Justice Technical Advisory Committee research and determine future plans for the Criminal Justice programs.
3. Child Development will have funding to obtain additional teaching aids and materials.
4. 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.
5. The Cosmetology program will receive funding to purchase classroom technology and startup supplies for the new Barbering Technician certificate.
6. Veterinary Technology will be benefitted by being able to continue to supply their program with new and innovative technology to continue providing an outstanding program.

7. The Welding/Machine Tooling program will receive funding for classroom supplies and materials to expand the welding programs to the new CTEC building and will explore
8. Funding for Professional Development will be available 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.
9. Support for Special Populations will include funding for a support staff member for Perkins activities including administration costs (copying surveys, stamps, and envelopes).
10. 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.

## **Program Assessments 2015-2016**

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 outcomes 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 core competencies. 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 Core Competencies (Communication, Quantitative, Constitution, Lab Science, Arts and Humanities, and Social/Cultural Awareness).
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 2015-2016

### ACCT.AS: Accounting, reported by J. Minks for 2015-16

Jennifer Minks

#### Description of Assessment:

1. Program Exam - The program exam consists of multiple choice questions covering the areas of Accounting, Economics, Statistics, Business Law, Marketing, and Information Management. The intent of the assessment is to measure the retention of primary business concepts in the key academic business areas. It provides us with valuable feedback about our program and achievement of student learning outcomes. 2. Course Projects - 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. This assessment is on various course projects and activities. 3. CAAP Exam

#### Findings Relative to Core Competencies:

The course projects submitted by students included sample work from various courses in the program (ACCT 1020, ECON 1010, STAT 2050, IMGT 2400, 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 three students graduating in the program. The students were proficient or advanced in all areas.

#### Findings Relative to Program Requirements:

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. The other two students scored a 70% or above in only 2 of the 6 areas. Overall scores were 71%, 66% and 59%.

#### Recommendations:

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.

**AGBP.CD: Agricultural Beef Production, reported by M. Stokes for 2015-16**  
Monte Stokes

Description of Assessment:

Comprehensive exam consisting of 10 tests and 330 points, students were asked to schedule a time during finals week to complete, used to evaluate the program as much as anything.

Findings Relative to Core Competencies:

The core competencies are embedded in the program. Because it is a certificate we don't have arts and humanities in the program. The students all passed these courses for the program and took this assessment in which they scored 66.8-69.8%

Findings Relative to Program Requirements:

R	AE	MR	LH	BP	R	Int	LE	FF	CP	Total	30	40	40	40	40	30	20	20	40	30	330	25	26	21	26	26	21.6	16	12					
30.5	23	227.1	18	28	27	28	24	23.4	20	10	27.2	15	220.6	25	24	24	24	28	26.4	20	11	33	15	230.4	0.76	0.65	0.60	0.65	0.65	0.79	0.93	0.55	0.76	0.59

Recommendations:

We will look at the lowest percentage course and see if the exam was fair and what we might do to improve the scores.

## **BADM.AS: Business Administration - Transfer, reported by J. Minks for 2015-16**

Jennifer Minks

### Description of Assessment:

1. Program Exam - The program exam consists of multiple choice questions covering the areas of Accounting, Economics, Statistics, Business Law, Marketing, and Information Management. The intent of the assessment is to measure the retention of primary business concepts in the key academic business areas. It provides us with valuable feedback about our program and achievement of student learning outcomes. 2. Course Projects - 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. This assessment is on various course projects and activities. 3. CAAP Exam

### Findings Relative to Core Competencies:

The course projects submitted by students included sample work from various courses in the program (ACCT 1020, ECON 1010, STAT 2050, IMGT 2400, 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 three students graduating in the program. The students were proficient or advanced in all areas.

### Findings Relative to Program Requirements:

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 all 6 areas. One student scored a 70% or above in 4 of the 6 tested areas. The other two students scored a 70% or above in only 1 of the 6 areas. Overall scores were 76%, 68%, and 62%.

### Recommendations:

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.

**CSMO.AAS: Cosmetology - Degree, reported by D. Charron for 2015-16**  
Donna Charron

Description of Assessment:

National Testing for Cosmetology

Findings Relative to Core Competencies:

NA

Findings Relative to Program Requirements:

All students passed the National examination and were issued licenses.

Recommendations:

Work with upcoming changes to national examination.

## **MTED.AA: Mathematics Education, reported by R. Schmalzried for 2015-16**

Bob Creagar, Josh McDaniel, Bob Schmalzried

### Description of Assessment:

Each graduate participated in a 45 minute oral examination of key mathematical concepts related to their completed course work. The presentation centered on a set of 20 questions provided to the students two weeks prior to the meeting. The questions were both computational and conceptual. The three graduates who took part are listed: Kira Oliver, Brittney O’Kief, Xiyun Tu.

### Findings Relative to Core Competencies:

Students are scored as 4) Excellent, 3) Competent, 2) Needs Work, or 1) Unacceptable.

1) Communication: Two of the students scored competent (3) and the other scored competent to needs improvement (2.5). For the most part the students seemed to be comfortable in front of the audience and were able to communicate effectively.

2) Analytical and Quantitative Reasoning: One of the students scored competent (3), and the other two scored competent to needs improvement (2.5). At this point in their math studies they are progressing at a reasonable rate, but some of their conceptualization could still use improvement.

3) Technology Skills: All of the students scored competent (3). One of our program goals is create more opportunities for students to develop technology skills related to math via a computer algebra system or a programming language.

4) Social Awareness: All students scored competent (3) in their social awareness skills. The students are all preparing to assume teaching careers and feel that they are prepared for the challenges and varied nature of the classroom experience.

5) Information Literacy All students scored competent (3) in information literacy. Students were able to locate, evaluate, and use information effectively.

### Findings Relative to Program Requirements:

The areas that we found where our students could benefit from improvement include - Presentation skills - Balance conceptual knowledge with calculational proficiency. The participants did well for the most part, but had significant room for improvement in two areas. First we noticed that the students had difficulty presenting at the board. At times key details to solutions were omitted which required follow up questioning. Sometimes students could not supply the missing steps. Also, notation was left out at times or not used proficiently to clearly illustrate the logic used to complete a problem. A second area where improvement was needed was with regard to the students’ conceptual knowledge and how this related to calculations and procedures. For instance, one student did not think the graph of the derivative of a function could be sketched without first having a formula. She made utterances similar to, “If it was a cubed, then it would be squared.” Another student, while working a volume problem, could not explain the key idea behind the Disc Method formula. She did not seem to be aware of the fact that one takes cylindrical slices of a solid of revolution when computing its volume.

***MTED.AA, continued:***

Recommendations:

To help students improve in their oral and written presentation skills, we will consider making a concerted effort to have opportunities in the classroom for students to discuss and present mathematics to their peers. Additionally, assessment of students' conceptual knowledge could potentially be emphasized on exams, homework, and quizzes throughout our course offerings. This might include short answer questions where student have to explain the reasoning behind a formula or technique used in the course. Finally, we are looking to have students work with Computer Algebra Systems (CAS) and do small programing assignments to help them be more familiar with technology tools. Our capstone is not performed frequently enough or with the same set of instructors to have a polished instrument. Some changes that we would like to make for next time include early and intermediate meetings with the students to add more structure and clarity to the process. Students will receive a feedback form that states how they performed and suggestions for improvement.

## **PNSG.AS: Pre-Nursing, reported by P. Knittel for 2015-16**

Dr. Peggy Knittel, Mr. Robert Creagar, Dr. Sridhar Budhi, Mr. Chris Wenzel (Pre-Professional Science Faculty)

### Description of Assessment:

Name: Pre-Professional Outcomes Assessment Description: Rubrics based assessment -- evaluating each student individually in: 1) EWC's General Education Competencies 2) Preparedness for a Professional Program 3) Discipline-specific knowledge in the science courses taken as program requirements Scoring: Students are scored as 4) Excellent, 3) Competent, (2) Needs work, or 1) Unacceptable. Students are given copies of their scores, the scoring rubrics, and a cover letter explaining the evaluation process. Objective: To identify areas of the pre-professional programs that need additional emphasis and to provide feedback to students on areas they may need to work on before applying to Professional programs.

### Findings Relative to Core Competencies:

Of the seven students assessed, four scored "competent to excellent" in all the General Education areas using our rubrics. Two students scored "competent to needs work" in Communication Skills (2.9, 2.9) , one scored "competent to needs work" in both Communication (2.9) and Analytical/Quantitative Reasoning (2.9), and one scored "competent to needs work" in just Analytical/Quantitative/Reasoning (2.8). Those students had GPA's ranging from 2.844 to 3.2. placing them in the lower range of our Pre-Professional graduates.

### Findings Relative to Program Requirements:

Students generally scored "excellent to competent" in Science Content and Skills using our rubrics. The two students who had scored "competent to needs work" in Analytical/ Quantitative Reasoning also scored "competent to needs work" in Chemistry (2.5, 2.7), and one of them also scored "competent to needs work" in Physics I & II (2.8, 2.7). Those two students scored "competent to needs work" in Preparedness for a Professional Program (2.5, 2.5) as well. These results were not surprising. 1)

### Recommendations:

1) Concerning the Assessment: We are satisfied with our rubrics format. We believe that assessing students' preparedness for a professional program provides a useful piece of information for our students when we "close the loop" by giving them our feedback. The letters to the students include their score reports as well as 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") to help our students better understand their level of preparedness/competitiveness for admission to professional programs. We Science instructors continue to hold that CAAP testing is not providing us any better assessment of our students' competencies in the General Education areas than our rubrics scoring provides us. Perhaps the overall CAAP scores of all graduates provides some information useful to the institution, but scores for our small number of pre-professional graduates have been all over the map, and several indicated that they had given "little effort" at the end of each individual test section. That makes it impossible to derive any meaningful data from the scores. We would recommend that the college stop using CAAP testing (or at least exempt the Pre-Professional students from taking the CAAP exam). We believe that the students' successful

***PNSG.AS, continued:***

completion of EWC's general education courses coupled with the Pre-Professional faculty's rubrics assessment provides an adequate picture of the students' general education competencies. Not requiring the CAAP exam would save the college money, and eliminate the need for graduating students to complete five hours of testing in the weeks just before final exams.

2) Concerning Program Changes: The creation of a Pre-Allied Health degree allowed two students who were taking pre-requisite courses for Radiology Technology and Physical Therapy Assistant programs to earn their Associate's Degrees before leaving EWC. 3) Concerning Student Success: Two of our seven graduates have been accepted to professional schools (in Rad Tech and Nursing). One pre-nursing major is transferring to UW to explore English as an alternate major, and will work at improving her GPA should she decide to stick with nursing as her goal. Our pre-nursing graduate with a GPA of 2.855 is considering applying to an LPN program since her GPA will make it difficult to gain entrance to an RN program. The two Pre-Vet and Pre –Dent majors will be transferring to 4-year institutions to complete upper-level course before applying to their Professional Programs. And one of the two Pre-Allied Health graduates will be applying to a Physical Therapy Assistant program this Fall for a program that begins Spring semester. 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 pre-nursing graduates indicate that they are doing well in their nursing programs and feel that EWC courses prepared them for success. The Dean of the UNMC BSN program in Scottsbluff continues to say that their College of Nursing likes getting EWC students (and would like more of them) because they "come well prepared and do well." 4)

3) Concerning Graduate Numbers: The number of pre-professional graduates was up by two from last year. 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 recent reduction of overall credits required (to 60 hours) will allow more students to earn degrees in a timely fashion.

**SOSC.AA: Social Science, reported by E. Creagar for 2015-16**

Ellen Creagar

Description of Assessment:

Graduates in SOSC take SOSC 2395 as a capstone course in their last semester. They report to us on their experiences in the program - what courses were beneficial, where they would like to see improvement, etc. In general, their passing of courses in the degree program assures us they have completed the program.

Findings Relative to Core Competencies:

Graduates are able to more effectively communicate in writing and orally; solve problems involving analytical and quantitative reasoning; demonstrate knowledge of the US and Wyoming Constitutions; demonstrate proficiency in the fundamental principles of science; exhibit awareness of the complexity of the human experience; and, demonstrate awareness of the relationship between the individual and the world.

Findings Relative to Program Requirements:

Students successfully completed their program requirements and are prepared to transfer to 4 year institutions in their majors.

Recommendations:

Students had two common recommendations: minimize their requirement to take classes on-line. They want to have face-to-face classes. Also, students requested more history in other areas than US. For example, they mentioned the World History or European History as attractive electives. I would echo this concern in that they now have to transfer and pick up those areas for their content.

**SOSC.AA: Social Science, reported by H. Edmunds for 2015-16**

Heidi Edmunds

Description of Assessment:

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

Findings Relative to the Core Competencies:

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 as analytic thinking skills as they evaluate their progress through the Social Science program. Students link past educational experience to future goals.

Findings Relative to Program Requirements:

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.

Recommendations:

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.

**VTAD.CD: Veterinary Aide, reported by S. Walker for 2015-16**

Susan Walker

Description of Assessment:

Students are assessed by exams and evaluation of skills.

Findings Relative to the Core Competencies:

Students were able to engage in the communication process with listening and writing skills. It was determined that speaking skills need to be improved.

Findings Relative to the Program Requirements:

Students need to develop more effective client communication skills when speaking.

Recommendations:

These findings on student verbal communication skill levels have prompted the faculty to include more realistic client communication scenarios in the program curriculum.

**WJTK.AAS: Welding & Joining - Degree, reported by J. Alworth for 2015-16**

Joel Alworth, Stan Nicolls, Lynn Bedient, Tim Anderson

Description of Assessment:

American Welding Society (AWS) Plate Test American Society Mechanical Engineers (ASME) Pipe Test Eastern Wyoming College Written Test

Findings Relative to the Core Competencies:

None associated with welding

Findings Relative to the Program Requirements:

American Society for Mechanical Engineers Pipe Test - this is a national standard welding qualification test used industry that we administer to students at the end of their second year. 17 students took the test and 3 failed. This test holds students to the high standards set forth by the AMSE Boiler Code Section IX. The students also took an AWS (American Welding Society) Unlimited Plate test that is also an industry standards used for structural buildings and the mines. All 17 students took and passed the test. All students took a written final that tests their knowledge of Welding Procedures, Blueprint Reading, Metallurgy and Science, and Welding Knowledge. This test is based off of the American Welding Society Weld Inspection Test. All students took the test and the average score was a 68 percent

Recommendations:

Students need more time welding in their booth. The students who failed had relatively poor attendance. The attendance policy record keeping should be kept more closely and followed as per EWC's handbook. The written test will be administered to 1st year students and then again as 2nd year students to measure growth.

**WJTK.CD: Welding & Joining - Certificate, reported by J. Alworth for 2015-16**

Joel Alworth, Tim Anderson, Lynn Bedient, Stan Nicolls

Description of Assessment:

Student took the American Welding Society Limited Thickness Plate test which is an industry standard in structural design and the mining industry. Student also took a written exam.

Findings Relative to the Core Competencies:

None. This is a certificate program.

Findings Relative to the Program Requirements:

Written Average on Test was a 73%. All students took the 3/8" limited thickness plate test and passed

Recommendations:

Students will be given the written test in Pre/post form to measure growth and assess teaching in particular classes.

## Course Assessments 2015-2016

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. (Changes to these competency categories went into effect in Fall 2016). 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.

## Sample Course Assessments

Jennifer Minks  
FT Faculty for Business  
Course assessed: BADM 1005

Reporting Year: 2016-17

==== **Outcomes & Competencies** ====

1 - Students will understand checking accounts and properly prepare a bank reconciliation.

Specific Course Competencies  
Quantitative

2 - Students will use equations to solve business problems.

Specific Course Competencies  
Quantitative

3 - Students will calculate trade and cash discounts, markups and markdowns.

Specific Course Competencies  
Quantitative

4 - Students will understand and compute payroll.

Specific Course Competencies  
Quantitative

5 - Students will understand and compute simple interest, compound interest, present value and future value.

Specific Course Competencies  
Quantitative

==== **Assessments used to evaluate student progress in the course** ====

Homework assignments and exams.

==== **CATs employed in this course** ====

Background Knowledge Probe, Other

Edwin Bittner  
FT Faculty for Sciences

Course assessed: VTTK 1751

Reporting Year: 2015-16

==== **Outcomes & Competencies** ====

- 1 - Be comfortable with basic math concepts  
Know the base units in the metric system  
Be able to convert between and within household, apothecary, and metric systems.  
Describe the commonly used metric prefixes  
Know the difference between the household, apothecary, and metric systems of measurement

Specific Course Competencies

Communication

Quantitative

- 2 - Be able to convert between and within household, apothecary, and metric systems.  
Be able to accurately perform dose calculations using the Formula, Ratio and Factor Label (Stoichiometry) Methods  
Be able to accurately perform solution calculations  
Be able to accurately perform reconstitution calculations.

Specific Course Competencies

Communication

Quantitative

- 3 - Have a basic working understanding of fluid therapy concepts used in veterinary medicine.  
Be able to accurately calculate maintenance, rehydration and ongoing loss volumes for animal patients  
Be able to accurately calculate fluid drip rates.

Specific Course Competencies

Communication

Quantitative

==== **Assessments used to evaluate student progress in the course** ====

Tests, quizzes, performance at the blackboard, success at following oral directives concerning medication, and preparing and administering mock IV fluid situations

==== **CATs employed in this course** ====

Minute Paper, One-Sentence Summary, What's the Principle?, Student-Generated Test Questions, Classroom Opinion Polls, Self-Assessment of Ways of Learning, E-mail Feedback

Heidi Edmunds  
FT Faculty for Arts, Humanities, Social & Behavioral Sciences

Course assessed: SOC 1100

Reporting Year: 2015-16

==== **Outcomes & Competencies** ====

1 - Demonstrate knowledge of the terminology and principles associated with social problems.

Specific Course Competencies

2 - Identify and discuss the major theoretical perspectives of social problems.

Specific Course Competencies

Communication

3 - Apply knowledge of concepts to social problems.

==== **Assessments used to evaluate student progress in the course** ====

Video responses, weekly research assignments, reading quizzes, exams, media analysis project

==== **CATs employed in this course** ====

Other

Christopher Wenzel  
FT Faculty for Sciences

Course assessed: BIOL 1000

Reporting Year: 2015-16

==== **Outcomes & Competencies** ====

1 - Develop an understanding of the scientific method and its relationship to life processes.

Specific Course Competencies

Lab Science

2 - Develop an understanding of ecosystem organization, and community types.

Specific Course Competencies

Lab Science

3 - Become familiar with modes of inheritance, species diversity, and natural selection.

Specific Course Competencies

Quantitative

Lab Science

4 - Develop an understanding of the basic chemistry, anatomy, energetics, and reproduction of living cells, and associated laboratory techniques.

Specific Course Competencies

Quantitative

Lab Science

5 - Develop an appreciation of social problems and current issues which affect the science of biology.

Specific Course Competencies

Communication

Quantitative

Lab Science

==== **Assessments used to evaluate student progress in the course** ====

Exams, quizzes, laboratory assignments, Formal scientific laboratory report.

==== **CATs employed in this course** ====

Memory Matrix, Minute Paper, Muddiest Point, Defining Features Matrix, Word Journal, Audio- and Video-recorded Protocols, Paper or Project Prospectus, Classroom Opinion Polls, Everyday Ethical Dilemmas, Group-Work Evaluations, Assignment Assessments, Exam Evaluations

## **Classroom Assessment Techniques 2015-2016**

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 2015 and twenty-eight faculty completed CAT reports for the Spring 2016.

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”, 2<sup>nd</sup> 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) 2015-16

Name Division Status	Used	Other	Results	Changes
Susan Walker  Sciences  Full-time Faculty	Productive Time Study Logs	None	I have confirmed my suspicion that students are not using productive study habits. It seems that students are surprised to discover that their time could be more productive. They are not making the connection that 2 hours spent studying with ineffective methods does not mean you will master the material for class.	In other classes with first-year students, I have committed time and resources to educate students on effective study methods. I need to devote more time and effort to helping students with their study skills.
Alexis Smith  Business and Technology  Part-time Faculty	Minute Paper	None	In the CMAP 1610 Windows 7 class, I asked the class if the beginning chapter coverage and the chapter reviews were helpful for learning and retaining information. The class was good with the beginning chapter coverage and the vocabulary review, but they felt they needed more practical review.	I give a two-part test: 1st part is a vocabulary test and the 2nd part is a "practical" test over the concepts covered in each chapter (i.e. Area Flip 3-D; Stacking Windows; working with the Personalization Window, etc). I did not review the practicals as I was hoping to see how well the students retained the material. However, with the above feedback, I started reviewing the practicals along with vocabulary - that way the students had the opportunity to ask questions and clear up any confusion they had regarding the concepts discussed in each chapter. After this change, the students felt more prepared and confident regarding their understanding of each chapter. I will continue to review vocabulary and practicals with future classes.

Name Division Status	Used	Other	Results	Changes
Catherine Steinbock Arts, Humanities, Behavioral and Social Sciences  Full-Time Faculty	Punctuated Lectures	None	This CAT was used as a way to provide immediate feedback from students during a particularly challenging chapter of content. I feel that it was a successful implementation of the CAT and students were able to get their questions answered immediately, and the instructor was able to adjust the method of teaching to accommodate student understanding.	This was an effective technique, and I will definitely use this approach in the future.
Robert Creagar  Sciences  Full-Time Faculty	Teacher-Design Feedback Forms	None	<p>The questionnaire concerned the effectiveness of the Block A and Block B intermediate algebra courses versus full semester versions of the class. students overall rating of the format on a scale of 1(poor) to 5(good) 18 out of 24 students that took the survey rated a 5, 4 rated as a 4, 1 as a 3, and one person answered Eh(this person took the class both Blocks.</p> <p>Would they prefer an 8-week class or a 16-week class?&gt; 18 answered yes 4 answered no, 1 person said "either way". The reasons a student answered for the 16-week class were because it is slower or it was a lot of homework.</p> <p>Is it an effective way for remembering the material? 20 said yes, 1 said no, 2 said "at times", and one person wrote " it happened fast".</p>	We are offering both a full semester math 0920 and Block A and Block B versions in the Fall 2017. From the response sheets it is incumbent on the instructor to have well planned out session and keep the class moving briskly.
Christopher Wenzel Sciences  Full-Time Faculty	Minute Paper	None	Students have been able to recognize and identify the most difficult to understand portions of each lecture. I have been able to use this information to better clarify difficult points.	I have made, and will continue to make adjustments to my teaching style, upgrade my lecture material, and include additional audio/visual or hands-on approaches to facilitate the learning process for students.