# Outcomes Assessment Report

## 2017-2018

## Eastern Wyoming College

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# Executive Summary

Eastern Wyoming College is committed to implementing a comprehensive assessment plan of activities that measures institutional data and can produce clear evidence of instructor effectiveness, and institutional integrity. The following report summarizes the outcomes of those activities for 2017-2018.

**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 2017-2018, program reviews were completed for the Agriculture, Certified Nursing Assistant, Cosmetology, Interdisciplinary Studies, and Veterinary Technology Programs. These all received Board approval in the July 2018 meeting of the Board of Trustees.

**Multiple Assessments**

Outcomes at Eastern Wyoming College are measured at the classroom, course, program, distance delivery, and institutional levels. For reliability and validity, the measures include 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, and to provide feedback which leads to program improvement.

## Student Learning Outcomes Measures include:

**General Education Requirements Assessments**

The CAAP test was replaced by the ETS Proficiency Profile, which was administered for the first time in the Spring 2018 semester. It was taken by graduating AA and AS degree students in EWC's efforts to assess our general education requirements. Fifty-seven students participated. Students were tested in the following areas: Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. Unfortunately, data from this test cannot be linked and compared with data from the old CAAP exam. The Curriculum and Learning Council and the Outcomes Assessment Committee will review the ETS Proficiency Profile to determine if it will meet our needs for an assessment tool for our general education requirement. Provided in this report are graphs showing our students' results. In the future, EWC can acquire more data comparing our results to national scores if we choose to continue to use this exit exam.

**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 $76,609 for the 2017-2018 Perkins funding cycle. The Career and Technical Educations programs at Eastern Wyoming College are as follows: Agriculture, Business, Cosmetology, Criminal Justice, Child Development, Health Technology, Machine Tooling, Nursing, Welding, and Veterinary Technology. 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, Cosmetology/Barbering, Nursing, Health Technology, and Welding/Machine Tooling. 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 from programs in the Arts and Sciences and in Business achieve a higher GPA during their first semester at the University than students who transfer from other schools, both within Wyoming and from out-of-state. However, the number of students who transferred to the University has dropped from 29 to 23. Possibly of greater concern is the fact that students who transfer from EWC to UW experience a significant drop between their transfer GPA and their first semester UW GPA.

**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 a yearly basis, faculty members identify the way core competencies are being met for a selected course of their choice. Courses are expected to be reviewed on a rotating basis so all courses are reviewed on a three-year cycle. All new, re-designed and newly developed courses are sent for review to the Curriculum & Learning Council, whose members consist of faculty, staff, and administration. 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 and/or values, and 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 (CATs) 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: https://ewc.wy.edu/outcomes-assessment-committee/.

Eastern Wyoming College's assessment program is a learning circuit. The assessment cycle is a continuous process of analysis of mission, development of goals and objectives, identification of measures of learning outcomes, collecting and interpreting data, disseminating useful information, proposing changes, and instituting, monitoring, and evaluating those changes.

**Goals:**

- Establish a sense of stability amidst recent institutional/administrative changes.
- Continue providing information and Classroom Assessment Techniques (CATs) training to distance educators, adjuncts, and new faculty.
- Review the options for CAAP test replacement.

**Accomplishments:**

- Outcomes Assessment continues to play a role in EWC's involvement in the Higher Learning Commission's Persistence and Completion Academy.
- The Outcomes Assessment Committee weathered some challenging times as the college undertook an academic department restructuring process. As a result, in coordination with the Curriculum and Learning Council's guidance, the Outcomes Assessment Committee membership plan was altered. Instead of having a faculty representative from each department, as well as a rotating member, it was decided that four interested faculty members, regardless of department, would volunteer to participate, along with the EWC Librarian, Data Analyst, Vice-President of Academic Services, and an additional staff member for clerical support.
- The primary task of the Outcomes Assessment Committee over the course of the 2017-2018 academic year was to re-evaluate tasks assigned by Dr. Landa, Vice-President of Academic Services during the 2016-2017 academic year and shore up our efforts in CATS, Course Assessment, and Program Assessment reporting.

# 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/ Department Heads—Department Members
- Board of Trustees
- EWC Web Site

| Component | Responsibility | Time Schedule | Population/Program | Use of Results |
|---|---|---|---|---|
| ACCUPLACER Placement Tests | Academic Testing Center:  Coordinator and Outreach Coordinators | Prior to students' enrollment | All associate degree seeking students<br><br>Certificate and non-degree seeking students enrolling in math and English<br><br>Prior college credit or ACT scores may exempt testing | To appropriately place students in math, reading, and English courses. |
| University of Wyoming Report on Transferring Students from Community Colleges | Vice President for Academic Services | 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 |
| ETS Proficiency Profile Test for all AA and AS students | Vice President for Student Services: identifying and notifying students to be tested<br><br>Academic Testing Center: Coordinator and Outreach Coordinators<br><br>Vice President for Academic Services, Divison/Department Heads, and  faculty as assigned. | Spring semester prior to graduation | AA & AS majors (graduates) | To assess effectiveness of student learning in the general education and core competency areas. |
| Graduate Survey | Data Analyst | 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 Academic Services, 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) | Data Analyst | 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 | Graduating students participating 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 and Core Competency Evaluation | Jennifer Minks |
| Agri-Business: Beef Production (AGBP) | CD | Capstone Course: AGEC 1970/Written Exam | Monte Stokes |
| Agri-Business: Farm/Ranch Mgt. (FRCH) | AAS | Capstone Course: AGEC 2395 | Monte Stokes Kaitlyn Steben Georgia Younglove |
| Agriculture: Agri-Business and Sciences (AGBSS) | AS | Capstone Course: AGEC 2395 | Monte Stokes 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 Artist Statement | John Cline |
| Biology (BIOL) | AS | Portfolio/Rubrics-based Assessment | Chris Wenzel Colleen Mitchell |
| Business Administration (BADM) | AS | Departmental Exam and Core Competency Evaluation | Jennifer Minks John Marrin |
| Business Administration (BSAD) (BSDL-Online) | AAS | Electronic Portfolio | Jennifer Minks John Marrin |
| Business Education (BSED) | AA | Portfolio | Jennifer Minks John Marrin |
| Computer Applications (CAPS) | C | Portfolio | Monte Stokes Jennifer Minks |
| Communication (COMM) | AA | Capstone Course: SOSC 2395 | Jeremy Christensen |
| Cosmetology: Barbering Technician | CD | BARB 1675 and State Board Exam | Amanda Asmus and Christine Chesser |

| Program | Degree | Component | Responsibility |
|---|---|---|---|
| Cosmetology (CSMO) | AAS | CSMO 1575 and State Board Exam | Amanda Asmus and Christine Chesser |
| Cosmetology:  Hair Technician (CSHT) | CD | CSMO 1375 and State Board Exam | Amanda Asmus and Christine Chesser |
| Cosmetology:  Nail Technician (CSNT) | C | CSMO 1175 and State Board Exam | Amanda Asmus and Christine Chesser |
| Cosmetology:  Skin Technician (CSST) | CD | CSMO 1275 and State Board Exam | Amanda Asmus and Christine Chesser |
| Criminal Justice:  Law Enforcement Emphasis (CJLE) (CJDL-Online) | AA | Capstone Course:  CRMJ 2895 | Heidi Edmunds Shane Stone |
| Criminal Justice:  Corrections Emphasis (CJCR) (CJRDL-online) | 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 | John Marrin |
| Education:  Child Development Certificate (ECC) (ECDL-Online) | C | Portfolio | Catherine Steinbock |
| Education:  Early Childhood Education (EDEC) (EDL-Online) | AA | Capstone Course:  EDUC 2800 | |
| Education:  Elementary Education (ELED)(EEDL-online) | AA | Capstone Course:  EDUC 2800 | |
| Education:  Secondary Education (SCED) | AA | Capstone Course:  EDUC 2800 | |
| Education: Secondary Education, Agriculture (AGED) | AA | Capstone Course: AGEC 2395 | Georgia Younglove |
| 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) | C | Business Plan Project | Jennifer Minks |
| Interdisciplinary Studies (INST) (INDL-Online) | AA/AS | Capstone Course:  ENGL 2001 or Assessment Activity in Designated Area | 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 Dinesh Kasti Sherri Warren |
| Mathematics:  Secondary Education (MTED) | AA | Departmental Exam | Bob Creagar Dinesh Kasti Sherri Warren |
| Nursing (NURS) | ADN | NCLEX-RN Exam | Suzey Delger |

| Program | Degree | Component | Responsibility |
|---|---|---|---|
| Physical Education, Health and Recreation (PEAC) | AA | Capstone Course: PEPR 2395 | Julie Sherbeyn |
| Pre-Professional: Pre-Dentistry (PDEN) | AS | Portfolio/Rubrics Based Assessment | Sridhar Budhi<br>Bob Creagar<br>Colleen Mitchell<br>Chris Wenzel |
| Pre-Professional: Pre-Medicine (PMED) | AS | Capstone Course: PEPR 2395 | |
| Pre-Professional: Pre-Veterinary Medicine (PVET) | AS | Portfolio/Rubrics Based Assessment | |
| Pre-Professional: Pre-Allied Health | AS | | |
| Pre-Professional: Pre-Nursing (PNSG) | AS | | |
| Pre-Professional: Pre-Pharmacy (PHAR) | AS | | |
| Social Science (SOSC) | AA | Capstone Course: SOSC 2395 | Ellen Creagar<br>Heidi Edmunds<br>Debbie Ochsner |
| Statistics (STAT) | AS | Departmental Exam | Dinesh Kasti |
| Veterinary Technology (VTTK) | AAS | Capstone Course: VTTK 2750, Written and Oral Comprehensive Exams | Edwin Bittner<br>Jamie Michael<br>Cristi Semmler<br>Susan Walker |
| Veterinary Aide (VTAD) | CD | Written and Oral Comprehensive Exams | |
| Welding & Joining Technology (WJTK) | AAS<br>CD | National Competency Test | Joel Alworth<br>Lynn Bedient<br>Stan Nicolls<br>Dean Gorsuch |
| 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 | Portfolio/Rubrics Analysis Based Assessment | 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:

- ACCUPLACER Placement Tests (Math, English, and Reading)
- Withdrawing Student Survey
- University of Wyoming Report on Transferring Students from Community Colleges
- ETS Proficiency Profile Test for all AA and AS students
- Graduate Survey
- Classroom Assessment Techniques (CATs)
- Course Assessment
- Program Assessment

Summary of results from each of the components listed above are distributed to the following users:

- Outcomes Assessment Committee
- Curriculum & Learning Council
- Distance Learning Committee
- Program Advisory Committees
- Faculty

Results are used for:

- Documentation of Student Learning
- Curriculum Improvement
- Program Review
- Strategic Planning

### Program Assessment Activities for Distance Delivery

Individual program assessment components are taken by all graduating majors during the semester of graduation.

- Business Administration AAS - Portfolio Development in Capstone Course
- Criminal Justice AA - Capstone Course
- Criminal Justice: Corrections C – Departmental Paper
- Interdisciplinary Studies, AA - Capstone Course
- Interdisciplinary Studies, AS - Capstone Course
- Early Childhood AA & Elementary Education AA – Portfolio and Capstone Course
- Child Development C – Portfolio

## Distance Learning (DL) for 2017-2018

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

Courses Offered = 127 (defined by combining sections 40/90 as one course, and in some cases 40, 41, 42, 90, 91, 92 as one course)
Fall 2017        52
Spring 2018    60
Summer 2018  15

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 |
|---|---|---|---|---|---|---|
| DL Totals for Year 2017-18 | 1699 | 258 | 1441 | 84.8% | 1240 | 86.1% |
| DL avg. for Year 2017-18 | 13.4 | 2.0 | 11.3 | | 9.8 | |
| Total Campus Enrollment | 4905 | 420 | 4485 | 91.4% | 3364 | 75.0% |
| Total Outreach Enrollment | 1339 | 34 | 1305 | 97.5% | 1191 | 91.3% |
| Total Concurrent Enrollment | 2571 | 34 | 2537 | 98.7% | 2450 | 96.6% |
| Total Enrollment | 10624 | 746 | 9878 | | 8353 | |
| Percentage via Distance | 16% | 35% | 15% | | 15% | |

*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.



Courses Sections Offerings 2017-2018
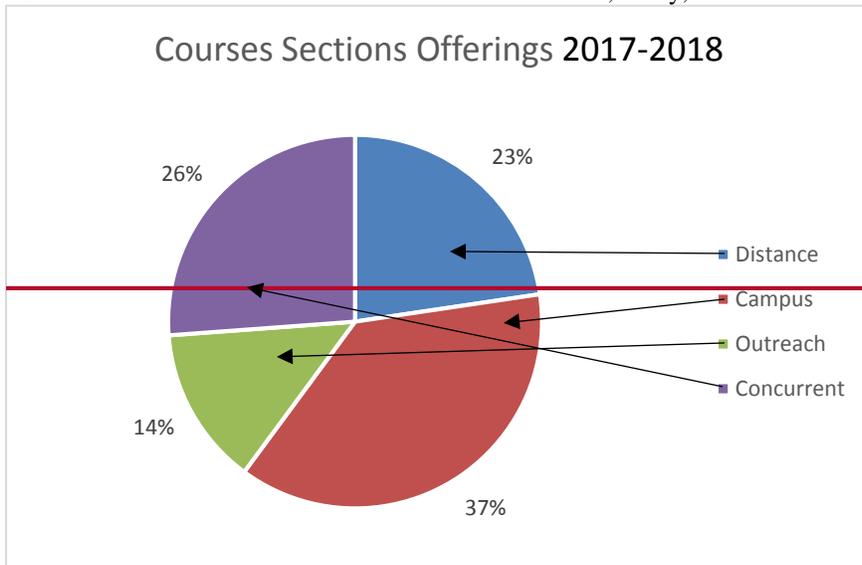
# ETS Proficiency Profile Data

**Important Notice:** Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

## Summary of Proficiency Classifications
## To show how many students are proficient at each level

**Eastern Wyoming College**

**Cohort Name:** Spring 2018 Graduates

**Standard Form**

**Close Date:** 04/23/2018

**Test Description:** Standard Form B

**Student Level:** All

**Number of students tested:** 57

**Number of students included in these statistics:** 53

**Number of students excluded (see roster):** 4

| Skill Dimension | Proficiency Classification | | |
|---|---|---|---|
| | Proficient | Marginal | Not Proficient |
| **Reading, Level 1** | 62% | 23% | 15% |
| **Reading, Level 2** | 34% | 21% | 45% |
| **Critical Thinking** | 0% | 21% | 79% |
| | | | |
| **Writing, Level 1** | 62% | 26% | 11% |
| **Writing, Level 2** | 11% | 45% | 43% |
| **Writing, Level 3** | 0% | 28% | 72% |
| | | | |
| **Mathematics, Level 1** | 70% | 26% | 4% |
| **Mathematics, Level 2** | 45% | 23% | 32% |
| **Mathematics, Level 3** | 2% | 32% | 66% |
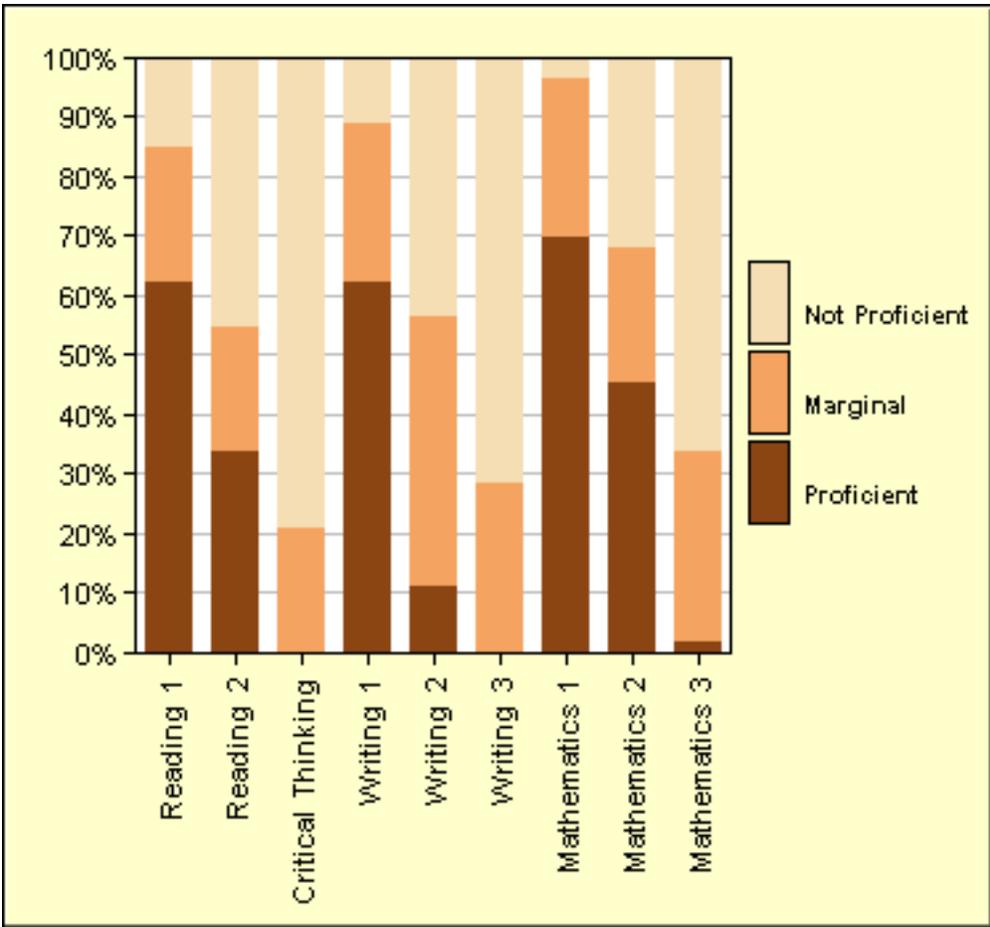
The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

# Scaled Score Distributions

**Eastern Wyoming College**
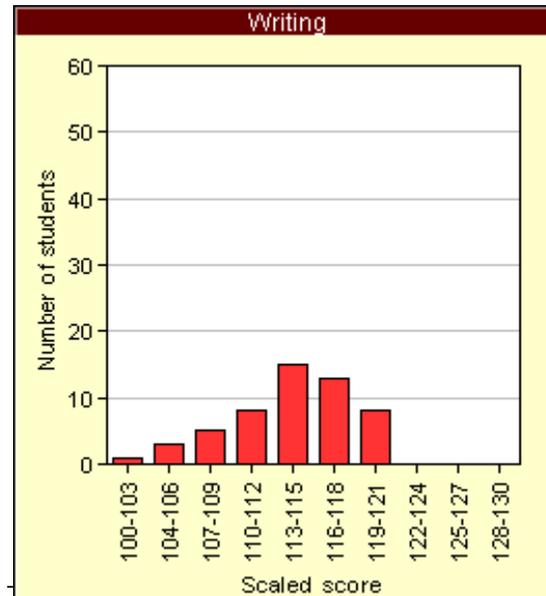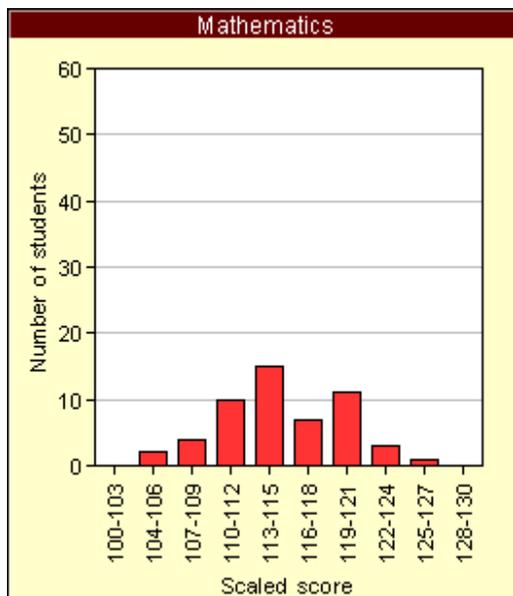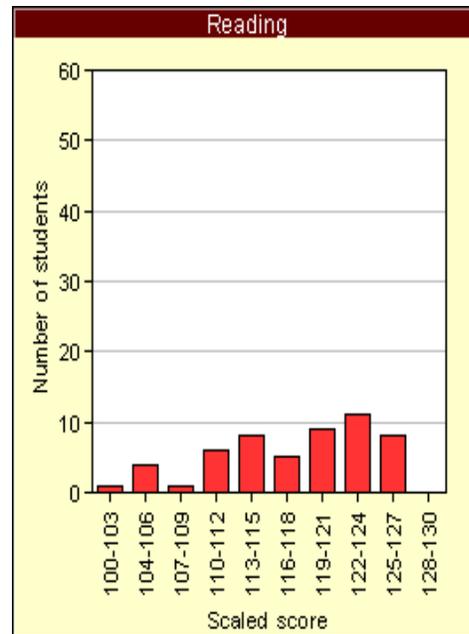
**Standard**

**Test Description:** Standard Form B
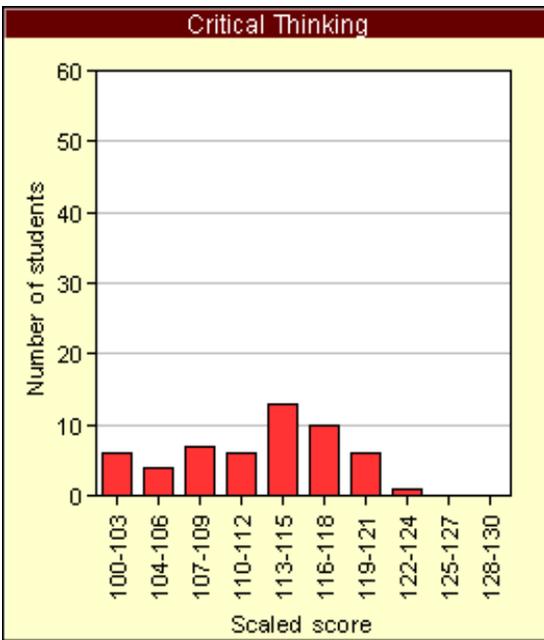
**Number of students tested:** 57

**Number of students included in these statistics:** 53

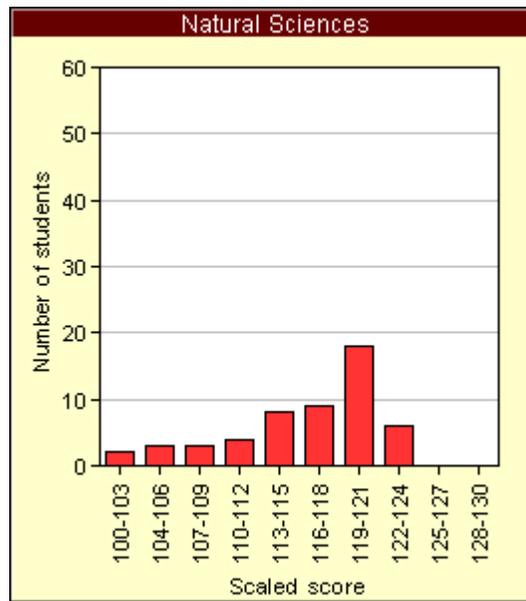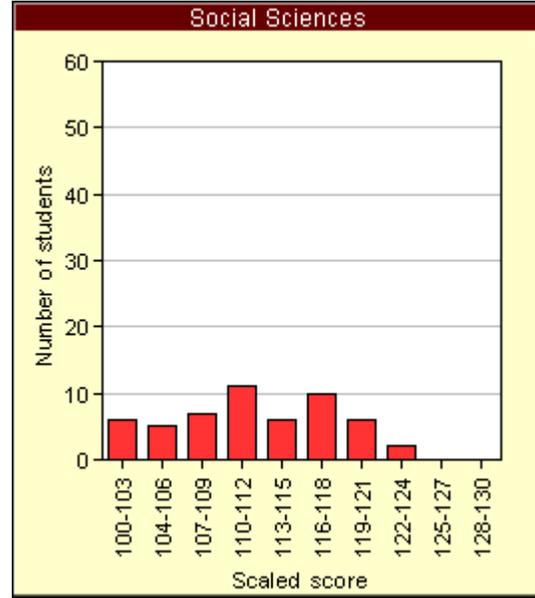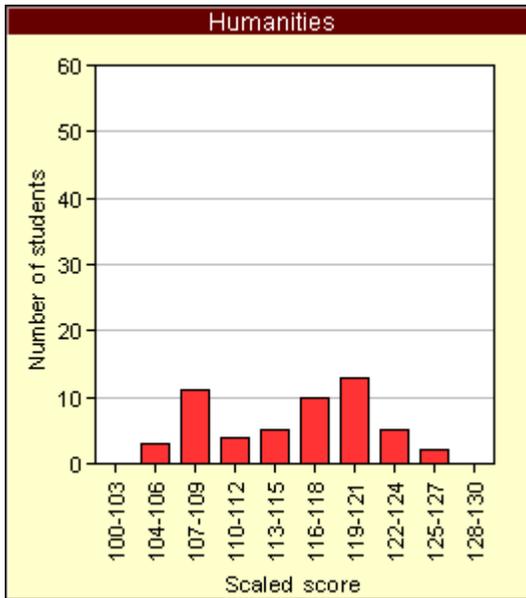**Number of students excluded (see roster):** 4

**Cohort Name:** Spring 2018 Graduates

**Close Date:** 04/23/2018

**Student Level:** All

Humanities



Social Sciences



Natural Sciences

# University of Wyoming Transfer Student Assessment

Our students transferring to the University of Wyoming continue to perform well when compared with UW Undergrads and all Transfers. The data from the University of Wyoming shows that 23 students from EWC attended UW as transfer students in Fall 2017. This is down 6 students from the fall before. Most of EWC's transfer students matriculated into the College Arts and Sciences (6), followed by Agriculture and Natural Resources (5), Business(4) and Education (3). EWC transfer students have an overall UW GPA of 2.76 on a 4-point scale compared to all UW undergraduates of 3.00, and all UW transfer students of 2.86.
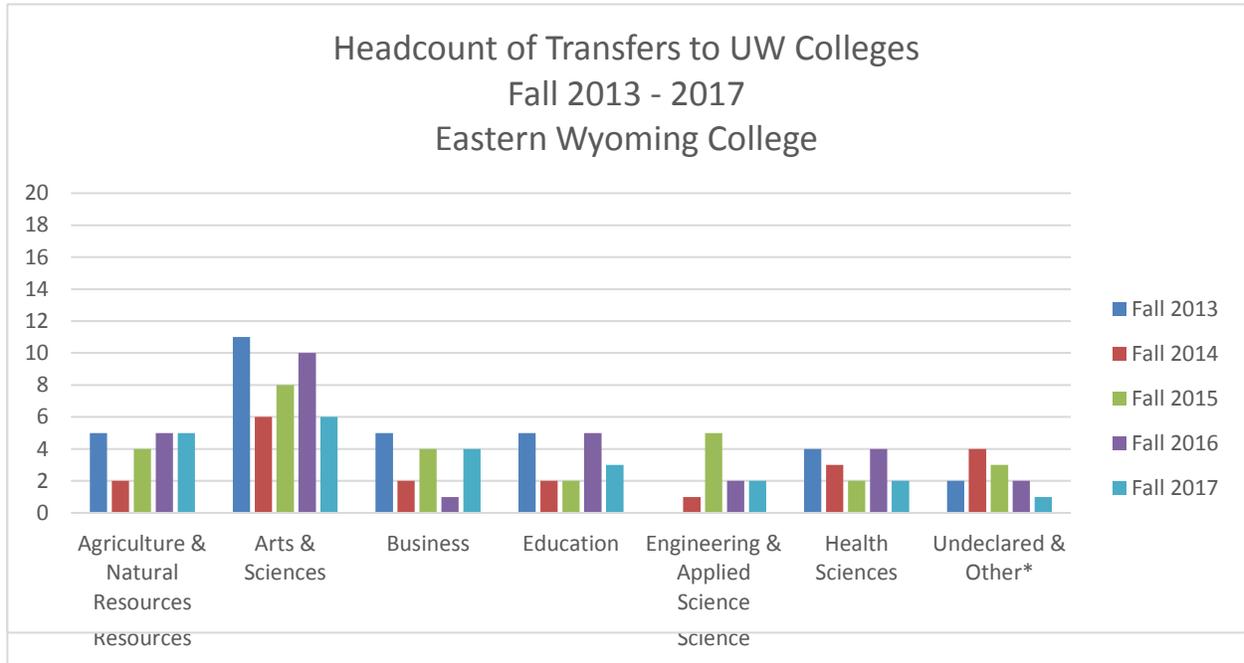


| UW College | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|---|---|---|---|---|---|
| Agriculture & Natural Resources | 5 | 2 | 4 | 5 | 5 |
| Arts & Sciences | 11 | 6 | 8 | 10 | 6 |
| Business | 5 | 2 | 4 | 1 | 4 |
| Education | 5 | 2 | 2 | 5 | 3 |
| Engineering & Applied Science | 0 | 1 | 5 | 2 | 2 |
| Health Sciences | 4 | 3 | 2 | 4 | 2 |
| Undeclared & Other* | 2 | 4 | 3 | 2 | 1 |
| Total | 32 | 20 | 28 | 29 | 23 |

*Other includes Energy Resource Science majors

Source: Figure 2b. in 2017-18 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

Academic Achievement of New Transfer Students - Fall 2017
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 Fall '17 Sem GPA |
| Agriculture & Natural Resources | 5 | 2.49 | 89 | 2.88 | 53 | 2.79 | 142 | 2.84 | 967 | 2.95 |
| Arts & Sciences | 6 | 2.99 | 226 | 2.98 | 119 | 2.91 | 345 | 2.95 | 3,002 | 3.07 |
| Business | 4 | 3.23 | 67 | 2.70 | 31 | 2.60 | 98 | 2.67 | 1,146 | 3.00 |
| Education | 3 | 3.39 | 71 | 3.54 | 21 | 3.48 | 92 | 3.52 | 659 | 3.55 |
| Engineering & Applied Science | 2 | ** | 50 | 2.32 | 112 | 2.42 | 162 | 2.39 | 1,755 | 2.74 |
| Health Sciences | 2 | ** | 123 | 3.12 | 29 | 2.99 | 152 | 3.10 | 1,204 | 3.24 |
| Undeclared & Other* | 1 | ** | 39 | 2.73 | 56 | 2.60 | 95 | 2.65 | 890 | 2.66 |
| **Total** | 23 | 2.76 | 665 | 2.96 | 421 | 2.72 | 1086 | 2.86 | 9,623 | 3.00 |

*Other includes School of Energy Resources and Haub School of Environment & Natural Resources

**GPA is not displayed for populations less than three

Academic Achievement of New Transfer Students by Hours
Transferred - Fall 2017
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 '17 Sem GPA |
| 0 <= Hours < 30 | 0 | --- | --- | 40 | 3.07 | 2.62 | 104 | 2.93 | 2.66 | 144 | 2.97 | 2.65 | 4,575 | 2.87 |
| 30 <= Hours < 60 | 5 | 3.38 | 2.40 | 139 | 3.15 | 2.67 | 138 | 3.08 | 2.65 | 277 | 3.12 | 2.66 | 2,220 | 3.05 |
| 60 <= Hours < 90 | 15 | 3.14 | 2.88 | 378 | 3.35 | 3.06 | 117 | 3.06 | 2.82 | 495 | 3.28 | 2.99 | 1,612 | 3.15 |
| 90 <= Hours | 3 | 2.59 | 2.76 | 108 | 3.29 | 3.20 | 62 | 2.97 | 2.78 | 170 | 3.17 | 3.04 | 1,216 | 3.19 |
| Totals | 23 | 3.07 | 2.76 | 665 | 3.30 | 2.96 | 421 | 3.03 | 2.72 | 1086 | 3.21 | 2.86 | 9,623 | 3.00 |

*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 2017-18 New Transfer Students Report, University of Wyoming Office of Institutional Analysis.

# 2017-2018 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 $76,609 for the 2017-2018 Perkins funding cycle.  Career and Technical Education programs at Eastern Wyoming College include:  Agriculture, Business, Cosmetology, Criminal Justice, Child Development, Health Technology, Machine Tooling, Nursing, Welding, and Veterinary Technology.  The EWC programs that benefited through program support with classroom assets and supply purchases included:  Agriculture, Cosmetology/Barbering, Nursing, Health Technology, and Welding/Machine Tooling.  The Welding and Agriculture Programs benefitted from Perkins funding for Professional Development.  The professional development activities included attending the WACTE Conference and tuition/fees for welding instructors' training.

Additional activities for CTE programs included a Technology Day in Fall 2017 and a Job Expo in Spring 2018.  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.  Forty businesses interviewed candidates including students and community members.  The businesses include representatives from law enforcement, manufacturing, mining, welding, construction, employment agencies, agriculture, financial, media, cosmetology, military, food service, veterinarian clinics, health care, education, veteran services, communication, distribution, and trades.  The expo attracted 120 job seekers during the event.  An industry/business survey was conducted at this time and included the Job Expo business participants.  These 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, and a Student.  The EWC Technical Advisory Committees include Agriculture, Business and Technology, Cosmetology, Health Technology, Child Development, 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.  Results of the survey indicated that most businesses found it somewhat 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 2017-2018 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 in their prospective fields. The expenditures and improvements made to each technical program benefitting from the 2017-2018 Perkins funding cycle are described below:

**Agriculture –** Purchased a Hydraulic Simulation Trainer (in conjunction with Welding), DJI Quad - Smarter Farming Package (Drone and Software), Farmer Pro Educational Software, and Professional Development.

**Cosmetology/Barbering** - Purchased 30 Bearded Barbering Mannequins and Appointment Booking Software System.

**Criminal Justice** – Did not receive funds.  A full-time faculty was hired that will be identifying classroom technology needs.

**Child Development –** Did not receive funds.

**Health Technology –** Purchased CPR Manikins, CNA Training Manikins, Kangaroo Feeding ePump, Teaching Stethoscopes, Blood Pleasure Kits, Electronic Vital Signs Monitor, and IV Pump.

**Nursing** – Purchased a Stryker Cub Pediatric Crib/Stretcher-Certified and Stryker 1005 M-Series Stretcher/Gurney-Certified.

**Veterinary Technology** – Purchased a Portable Dental X-ray, two Intubation Training Manikins, many different Parasite Slide, Protozoa Samples and Slides, Canine Leg Vascular Access Simulator, ReaLayer Simulated Tissue Pad without Vessels, Translucent Suture Pad, Tensioning Base for Simulated Tissue, Refus Bandaging Manikin, Intermuscular and Subcutaneous Injection Pad, and K9 IV Training front/back Legs.

**Welding/Machine Tooling Technology** –Purchased a Radial Arm Drill Press, Instructional Welding & Machine Tooling DVDs, Hydraulic Simulation Trainer (in conjunction with Agriculture), and Professional Development.

**Professional Development** – Perkins funding is used for a variety of professional development activities.  Benefitted programs for the 2017-2018 Perkins funding cycle for professional development were Welding/Machine Tooling and Agriculture.

A Welding instructor was able to get recertified for CWI/CWE and two welding Instructors did MSHA classes/certifications.  Eastern Wyoming College takes pride in the fact that all the welding instructors at EWC are Certified Welding Inspector and Certified Welding Educators.  One Welding and two Agriculture Instructors attended the WACTE conference in Gillette.

**Perkins Performance Indicators Results**

| Indicator | Negotiated Local Target Level for Program Year 2017-2018 | 90% Threshold | Actual 2017-2019 (90% threshold) Performance Level |
|---|---|---|---|
| **1P1** Technical Skill Attainment | 45.36% | 40.82% | 63.25% |
| **2P1** Credential, Certificate, or Degree | 45.36% | 40.82% | 63.25% |
| **3P1** Student Retention or Transfer | 64.93% | 58.44% | 66.85% |
| **4P1** Student Placement | 84.44% | 76.00% | 90.48% |
| **5P1** Nontraditional Participation | 28.57% | 25.71% | 27.06% |
| **5P2** Nontraditional Completion | 11.84% | 10.66% | 14.00% |

1P1:  Technical Skill Attainment

EWC negotiated a local target level of 45.36% for the 1P1 core indicator.  EWC met the target level performing at a 63.25%.  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 63.25%; 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 66.85% which did meet the local target level of 64.93%.

4P1:  Student Placement

EWC achieved a performance level of 90.48% for the 4P1 indicator which did meet the local target level of 84.44%.

5P1:  Nontraditional Participation

EWC's level of performance level of 27.06% for the 5P1 indicator did not meet the local target level of 28.57, but did exceed the 90% threshold of 25.71%.  EWC participated in the State Wide Initiative/Training of Program Improvement Process for Equity.  The Career and Technical Programs will work with College Relations to continually update marketing and recruitment material and increase student contact with both prospects and applicants via phone, email, and mail.  The goal is to attract, register, retain and graduate all students but specifically for this initiative nontraditional gender students.  For example women in Welding and men in Veterinary Technology.

5P2:  Nontraditional Completion

EWC's level of performance for indicator 5P2 was 14.00% which was above the local target level of 11.84%.

**Sustainability and Recommendations for the Future**

EWC will continue improving the CTE programs and offerings utilizing the 2017-2018 program year goals which were determined by the Perkins Advisory Committee and the Technical Programs Advisory Groups including the following:

1. Agriculture programs will have funding to provide classroom technology for the Range Management Class, provide Professional Development to all instructors, and will continue researching program expansion in preparation for the new Agriculture & Technology Education Center (ATEC).

2. Child Development will have funding to obtain additional teaching aids and materials.

3. 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.

4. The Cosmetology program will receive funding to provide Professional Development for Instructors.

5. The Criminal Justice program will have funding to provide Professional Development for the new Instructor.

6. Veterinary Technology will benefit 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 and provide Professional Development for both Instructors and Students.

8. Support for Special Populations will include funding for a support staff member for Perkins activities including administration costs (copying surveys, stamps, and envelopes).

9. 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 2017-2018

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 2017-2018**

| ACCT.AS: Accounting, reported by J. Minks for 2017-18 | | | | |
|---|---|---|---|---|
| **Program Faculty** | **Description of Assessment** | **Findings Relative to Core Competencies** | **Findings Relative to Program Requirements** | **Recommendations** |
| Jennifer Minks | 1. Program Exam - The program exam consists of multiple choice questions covering the areas of Accounting, Economics, Business Law, Marketing, and 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. ETS Proficiency Profile | The students were rated in the 5 core competency areas: Communication, Quantitative and Analytical Reasoning, Technology, Social Awareness, and Information Literacy. A carefully defined rubric system is used (4 = advanced, 3 = proficient, 2 = partially proficient, 1 = novice). Each student was evaluated by at least two faculty members. This year, all three graduates were proficient or advanced in all areas. | The program exam provides the assessment relative to program specific requirements. Areas tested include Accounting, Economics, Business Law, Marketing, and Management. Our benchmark is 70% in each area. Results are as follows: No student scored a 70% or above in all 5 areas. One student scored 70% or above in 4 of the 5 tested areas. Overall scores were 84%, 70%, and 60%. | The core competency rubric needs to be undated. The last revision was in 2011. Due to new faculty and program changes, the rebric should be reviewed for possible updates. The program exam is always a struggle as nothing is tied to student performance from the student perspective. |

| BADM.AS: Business Administration - Transfer, reported by J. Minks for 2017-18 | | | | |
|---|---|---|---|---|
| **Program Faculty** | **Description of Assessment** | **Findings Relative to Core Competencies** | **Findings Relative to Program Requirements** | **Recommendations** |
| Jennifer Minks | 1. Program Exam - The program exam consists of multiple choice questions covering the areas of Accounting, Economics, Business Law, Marketing, and 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. ETS Proficiency Profile | The students were rated in the 5 core competency areas: Communication, Quantitative and Analytical Reasoning, Technology, Social Awareness, and Information Literacy. A carefully defined rubric system is used (4 = advanced, 3 = proficient, 2 = partially proficient, 1 = novice). Each student was evaluated by at least two faculty members. This year, the seven graduates were proficient or advanced in all areas. NOTE: Included in the seven graduates is one INST.AS student who had business concentration and completed the business program outcome activity - not the INST outcome activity. | The program exam provides the assessment relative to program specific requirements. Areas tested include Accounting, Economics, Business Law, Marketing, and Management. Our benchmark is 70% in each area. Results are as follows: One student scored a 70% or above in all 5 areas. Three student scored 70% or above in 3 of the 5 tested areas. Overall scores were 80%, 74%, 70%, 68%, 68%, 56%, and 50%. | The core competencies rubric needs updated. The last revision was in 2011. Due to new faculty and program changes, the rubric needs reviewed for updates. The program exam is always a struggle as student performance is not linked to anything from the student perspective. Consider ways to better motivate students. |

| CSHT.CD: Cosmetology: Hair Technology, reported by C. Chesser for 2017-18 | | | | |
|---|---|---|---|---|
| Program Faculty | Description of Assessment | Findings Relative to Core Competencies | Findings Relative to Program Requirements | Recommendations |
| Christine Chesser | All students are given a comprehensive practical and written exam near the end of their program. | All students were scored on a Technical Assessment components and also complete a self evaluation in the areas of Communication, Applied Science, Affective and Thinking, Applied Math and Employ-ability. | 1 student graduated during the reporting period. This student passed the practical exam and failed the first attempt at the written exam. This student went on to Pass her second attempt at the written exam. This student did not pass her National exam on the first attempt. | Attendance is key to success in this program. Students who miss a lot ultimately perform worse than students with good attendance. The attendance policy will continue to be strictly enforced. |

| CSMO.AAS: Cosmetology - Degree, reported by C. Chesser for 2017-18 | | | | |
|---|---|---|---|---|
| Program Faculty | Description of Assessment | Findings Relative to Core Competencies | Findings Relative to Program Requirements | Recommendations |
| Christine Chesser | All students are given a Cosmetology Assessment Exam near the end of the AAS program. This exam consists of a comprehensive written exam and an extensive practical exam. | Graduating AAS Cosmetology students have taken and passed an Entrepreneurship class, a business math or technical math, technical writing or English 1010, a political science and a computer class. | 9 Students Graduated the AAS Cosmetology Program in the reporting year. (this does include 1 student that graduated in Summer 2017) The average written test score was 87%. The average practical score was 91%. All graduates went on to pass the National Cosmetology Exam administrated by the Wyoming Board of Cosmetology. | Last year I noted the need for a comprehensive review towards the end of our program. We implemented this review this year and our outcomes assessment scores increased. We will continue to implement this type of review. |

| CSNT.C: Cosmetology: Nail Technology, reported by C. Chesser for 2017-18 | | | | |
|---|---|---|---|---|
| Program Faculty | Description of Assessment | Findings Relative to Core Competencies | Findings Relative to Program Requirements | Recommendations |
| Christine Chesser | A comprehensive written exam and a practical exam are given near the completion of the program. | All students are given a Technical Component Assessment in the areas of Communication, Applied Science, Affective and Thinking, Applied Math, and Employ-ability. | 1 Student graduated the program with a B average on the written and practical exam. This student went on to pass the National Nail Technician Exam administrated by the Wyoming Board of Cosmetology. | No recommendations for program change at this time. |

| PMED.AS: Pre-Medicine, reported by S. Budhi for 2017-18 | | | | |
|---|---|---|---|---|
| Program Faculty | Description of Assessment | Findings Relative to Core Competencies | Findings Relative to Program Requirements | Recommendations |
| Sridhar Budhi Robert Creagar Colleen Mitchell Christopher Wenzel | Rubrics based assessment tool. The assessment tool measured core competencies and subject based competencies. The scale for the rubric as follows: 1- Unsatisfactory 2- Needs Work 3. Competent 4. Excellent | For communication skills all students scored as competent. For analytical and quantitative skills all students (except for one who scored "Needs Work") scored competent. All graduating students scored as competent in "Technology Skills" and in social awareness one student scored "Needs Work" and the rest were competent. Finally, on the evaluation of "preparedness for a professional program" 40 % scored "Needs Work" and one student was advised to retake some classes to improve the prospects being accepted in veterinary program. Remaining were found to be adequately prepared for the transition. | Total number of students graduated is 11. 20% of our students transferring to University of Nebraska's BSN program in Scottsbluff, 50% of our students are transferring to 4 year institution to continue their program of study and the remaining 30% of the students graduated their plans were unknown to the advisors at this time. | Our program are working diligently to address the unpreparedness of students to transfer to a professional program. We are striving to engage our students better by adopting various active learning pedagogies. |

## SOSC.AA: Social Science, reported by E. Creagar for 2017-18

| Program Faculty | Description of Assessment | Findings Relative to Core Competencies | Findings Relative to Program Requirements | Recommendations |
|---|---|---|---|---|
| Ellen Creagar | Capstone questions - open ended evaluation/critique | Students were most impacted by their experiential learning courses: the Indian topics trip and the Legislative internship. They also requested more History offerings and fewer on-line courses. | No complaints or suggestions aside from more face-to-face offerings; all grads did NOT prefer on line but were forced into them due to lack of other options. | More face to face offerings. Another position - 1/2-3/4 time in political science so that I can offer more History courses. |

## WJTK.AAS: Welding & Joining - Degree, reported by J. Alworth for 2017-18

| Program Faculty | Description of Assessment | Findings Relative to Core Competencies | Findings Relative to Program Requirements | Recommendations |
|---|---|---|---|---|
| Joel Alworth Stan Nicolls Lynn Bedient Dean Gorsuch | American Welding Society ASME Pipe Test 6" Pipe American Welding Society Unlimited Plate Test Eastern Wyoming College Written Exam | NA | 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. 22 students took the test and 11 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. 22 students took the American Welding Society Unlimited Test 18 Passed . 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. | Stronger Attendance policy enforced. Students need more time welding. Also, adding questions to the test regarding future employment and goals to better meet student needs |

| WJTK.CD: Welding & Joining - Certificate, reported by J. Alworth for 2017-18 | | | | |
|---|---|---|---|---|
| Program Faculty | Description of Assessment | Findings Relative to Core Competencies | Findings Relative to Program Requirements | Recommendations |
| Joel Alworth Stan Nicolls Lynn Bedient Dean Gorsuch | EWC Certificate Exam Written Test AWS D1.1 Limited Thickness 3/8" Plate Test | N/A | Student were given a pre examination in WELD 2670 Welding Inspection in the fall 2017. Students were given the same test in WELD 2680 at the end of spring semester to show growth in welding knowledge and competencies 27 students participated. Students had an average score of 75% The students also improved their test score by a n average of 14.5%. The test administered covered all topics in first year welding classes including; Weld Inspection, Metallurgy, Print Reading, and Machining 27 Students also took the 3/8" AWS D1.1 Limited Thickness Structural Plate Test. 24 Passed and 3 Failed. | Policies and Procedures of the Eastern Wyoming College enforced better. (i.e., safety, break times, formal registar,). With the increased cost in steel and the projected number of students for the 2018-2019 year budget for consumable may become an issue |

# Course Assessments 2017-2018

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. Eastern Wyoming College expects that its graduates will demonstrate competency in six general education areas: Communication, Quantitative Reasoning, Constitution, Lab Science, Arts and Humanities, and Social and Cultural Awareness.

Faculty members work on one to two course assessment per year. They work to define up to five learner outcomes for the course. Those outcomes are then linked to the competencies listed 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 four 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 2017-2018

| ACCT 1010: Principles of Accounting I, reported by J. Minks for 2017-18 with 2015 Competencies | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Outcomes** | **Crse Spec** | **Comm** | **Quant** | **Const** | **Science** | **Arts & Humn** | **Soc & Cultr** |
| Describe the purpose of accounting, the accounting equation and GAAP. | - X - | | - X - | | | | |
| Demonstrate knowledge and application of the ten-step accounting cycle, including journal entries, posting to the general ledger, the adjusting process, preparation of financial statements, and the closing process. | - X - | | - X - | | | | |
| Demonstrate proper accounting for receivables and uncollectible accounts. | - X - | | - X - | | | | |
| Demonstrate proper accounting for fixed assets including depreciation adjustments and disposal of fixed assets. | - X - | | - X - | | | | |
| Demonstrate proper accounting for payroll. | - X - | | - X - | | | | |
| **Assessments used to evaluate student progress in the course:**<br>     Comprehensive Problem Homework Exams<br>**CATs employed in this course:**<br>     Muddiest Point, Problem Recognition Tasks, E-mail Feedback | | | | | | | |

**HEM 1000: Introductory Chemistry, reported by S. Budhi for 2017-18 with 2015 Competencies**

| Outcomes | Crse Spec | Comm | Quant | Const | Science | Arts & Humn | Soc & Cultr |
|---|---|---|---|---|---|---|---|
| | | **Competencies** | | | | | |
| The student will be able to work effectively in teams or groups in a laboratory setting | | - X - | | | - X - | | |
| Ability of student to collect and analyze data collected in lab and present a lab report | - X - | | - X - | | - X - | | |
| Students ability to understand matter, atom, constituents of atom, ability of atoms to combine to form molecules, identification of chemical reaction, stoichiometry, basic definitions of organic chemistry, understanding various definitions of acids and bases, calculation of pH | - X - | | - X - | | | | |
| How chemistry impacts our life, ecosystem and environment. | - X - | | - X - | | - X - | | - X - |
| Critical thinking skills | | | - X - | | | | |

**Assessments used to evaluate student progress in the course:**
    Written exams, lab reports, reading assignments, graded assignments
**CATs employed in this course:**
    Misconception/Preconception Check, Student-Generated Test Questions, Classroom Opinion Polls, E-mail Feedback, Assignment Assessments, Exam Evaluations

| Outcomes | Competencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | Crse Spec | Comm | Quant | Const | Science | Arts & Humn | Soc & Cultr |
| Give (in writing) the author, the title, the original publication date, and a summary of the basic content of all works on the reading list. | - X - | | | | | - X - | |
| Show an understanding of literary trends, movements, and genres covered in the course. | - X - | | | | | - X - | |
| Write a sustained discussion of five pages or more about a literary work, using textual support and correct documentation. | - X - | - X - | | | | - X - | |
| Prepare work according to specified format and guidelines, including standard conventions of written English. | - X - | - X - | | | | | |

**ENGL 2435: Literature in English III, reported by K. Strampe for 2017-18 with 2015 Competencies**

**Assessments used to evaluate student progress in the course:**
Course discussion, Midterm Exam, Final Exam, Out-of-Class Paper
**CATs employed in this course:**
Background Knowledge Probe, Misconception/Preconception Check, One-Sentence Summary, Concept Maps, Invented Dialogues, Profiles of Admirable Individuals, E-mail Feedback

| POLS 1000: American & Wyoming Government, reported by E. Creagar for 2017-18 with 2015 Competencies | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Outcomes** | Competencies | | | | | | |
| | **Crse Spec** | **Comm** | **Quant** | **Const** | **Science** | **Arts & Humn** | **Soc & Cultr** |
| Directed research assignments | - X - | - X - | | - X - | | - X - | - X - |
| Quizzes with informational components | - X - | | | - X - | | | - X - |

**Assessments used to evaluate student progress in the course:**
 writing quizzes with objective and subjective elements
**CATs employed in this course:**
 Assignment Assessments

**Classroom Assessment Techniques 2017-2018**

All full-time, benefited instructors are asked to complete and report at least one classroom assessment each semester. Thirty-five faculty members completed the CAT report for Fall 2017 and twenty-nine faculty completed CAT reports for Spring 2018. Like last year, this is again another small increase over the previous year's reporting rates.

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. Department
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) 2017-18

| | | | |
|---|---|---|---|
| L. Bedient 1/3/18 | Minute Paper | In Electrical Concepts class, Using the Minute Paper classroom assessment students were asked to reply to two questions. What was the most important thing that they learned in the class. What important question remains unanswered. The answers to the first question were very random. Three unexpected answers to the second question were, why is this class required for a degree in welding? | The actual electrical portion that deals with welding takes about two class periods and is also covered in welding classes. Due to limited lab space in the old welding building, classes were needed to fulfill the number of hours for a degree and instructors were available from other departments. This class has good electrical basics but dose little for welding students. |

| | | | |
|---|---|---|---|
| E. Bittner 12/15/17 | What's the Principle? | Students were given a problem and ask to categorize the question as to whether it was a simple dilution problem or one dealing with mixed solutions. We learned that in order to solve the problem using the correct formula set up, focus and concentrated thought must be used. | I intend in the future to quiz the students more often as to the kind of problem that is being presented so as the correct categorization can be made. |

| | | | |
|---|---|---|---|
| S. Budhi 12/19/17 | Other: Problem solving/critical thinking | For all the classes I taught this semester, I have used Ipad app called nearpod. This app let me post questions on the fly during class. After completing every subsection of a chapter I post questions on that topicas multiple choice, open ended question etc. App let me see the students answer in a realtime fashion.Evaluation of students answers give me instant feedback about their strength and weakness of the topic taught, which in turn, help me pace the lecture accordingly. | Planning to use this app in future for effective formative assessments to gauge student understanding. |

| | | | |
|---|---|---|---|
| C. Chesser 12/19/17 | Other: Directed Paraphrasing | I used directed paraphrasing to access the students knowledge on how a shampoo molecule works to cleanse the hair. This at first seems like an easy concept, but it is crucial that students understand how the mechanical action of a shampoo is actually needed to properly cleanse the hair and scalp. I found that of my 18 students 4 had excellent responses, 10 had adequate responses and 2 had minimal, while 2 were confused. This technique also allowed me to access a student with an IEP to give a verbal response. | I continue to use directed paraphrasing to access my students knowledge in upper level thinking concepts. How a shampoo molecule works has several layers for complete understanding and shampooing is a concept that they will use every day in school and in their professional life. |

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| E. Creagar 3/26/18 | Minute Paper | I learned how much/little background knowledge students had about the material we are covering by asking them what surprised them. Some of their answers surprised ME; I thought they had some basic background knowledge that they did not have. | I will continue to build background knowledge into the subject. Sometimes I need to connect the dots from one policy or action to another in the future. |

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| V. Mayfield 5/4/18 | Other: Reflection on Class activity in Pre-Calc Algebra | We did a graphing polynomial activity that involved matching functions to graphs using graphing calculators and knowing about roots of polynomials. I asked them to reflect on whether it helped them understand roots' behaviors, using graphing calclators, and what questions they still had. Most really enjoyed the activity and learned a lot about graphing calculators and a little about roots of polynomials, but I found some who struggled to work as a group and didn't get much out of it. | I would spend more time in the future helping them practice how roots of polynomials affect graphs before doing this activity and see if that improves their responses. I randomly assigned groups this time, but I think I would assign them next time after hopefully learning more about who works well with whom before hand. |

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| D. Ochsner 5/8/18 | Other: SOC 1000 Course Objective Pretest | I provided a short answer pre-test in Sociology 1000 where I listed the course objectives in short answer form and asked the students to complete the pre-test to the best of their abilities. At the end of the semester I provided the same document as a post-test and then tracked their learning over the course of the semester. They learned more than I thought they might! | I will continue to utilize this type of pre and post assessment specific to course objectives as it was very insightful for both students and myself. |

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| J. Sherbeyn 5/1/18 | Exam Evaluations | For the majority of the students, exam outcomes match their expectations (ie. they seem to be getting the grades they are expecting from the amount of study they have invested). This however, does not match MY expectations for their grades. | I need to do exam evaluations with every exam and have a discussion about raising expectations for outcomes to perhaps challenge their motivation. |

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| A. Smith 3/26/18 | Minute Paper | Part of Chapter 6 Word covers Form Letters (merges). There is a risk of "thinking" you completed a merge when you did not. When I lecture on this chapter, I explain three ways to verify a merge has actually been completed. In a Minute Paper, I asked the students to explain the three steps to verify a completed merge. | The class did very well in explaining the verification steps. 1.) Before saving the merged letters, verify the "Preview Results" button in the Mailings Tab is not on. 2.) If the merge is complete, the commands in the Mailings Tab will be greyed-out. 3.) Close the merged letters file - if you are asked to select an address list, then you merge was not successful. The students seemed to remember these verification steps and I noticed they went through the steps during the class final. I feel this information has proven successful so I will continue this process with future classes. |

| S. Stone 5/8/18 | Other: Practical Exercise with follow-up survey. | Discoveries from the assessment: 1. Students learned a great number of investigations building blocks that made them, at minimum, functional investigators (revealed by the mock crime scene exercise). 2. Students lacked the confidence to say that they were completely ready to be official criminal investigators in the real world. 3. Students recognized that the course helped to lay a solid foundation on which they can build in the future. 4. Students expressed a clear desire for more hands-on exercises in the future. 5. Overall, students were positive about the course and the knowledge they received. | Incorporating feedback into future courses will be a slow but ongoing process. Following are initial reactions to the survey questions/responses: 1. Apparently two students felt that only "most" (rather than "all") of the techniques they needed to complete the practical exercise were covered in class beforehand. Certainly, in the future, I will need to do a better job of thinking through a master list of skills and techniques that will help students be successful in a hands-on exercise, and cover them thoroughly. 2. All of the students felt that they had a good idea of how to approach the mock interrogation. This indicates that the interview and interrogation-related instruction was solid. This portion of the class should remain intact if not expanded upon, as it seemed to be effective. One student commented about being frustrated by classmates during the interrogation. Due to time constraints, all four students conducted the interrogation as a team. Ideally, students would have an opportunity to practice their interrogation skills individually. Perhaps this can be arranged in future courses by spreading the practical exercise out over several days. 3. All of the students reported that a foundation was laid for them in this course that would serve them well in the future. This does not provide any specific, actionable information; however, it does indicate that overall the course was on target. Major course structure changes and/or instructional changes may not be necessary. Small tweaks, as mentioned in item numbers one and two are in order. |
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