Eastern Wyoming College
Outcomes Assessment
Summary Report

With Assessment Examples
2010—2011

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TABLE OF CONTENTS

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 2010-2011.

Self-Study and Accreditation Visit

The HLC team visited EWC October 25-27, 2010 and met with numerous groups including students, faculty, staff, administrators, and outreach coordinators. One team member visited the Douglas Branch Campus. At the end of the visit, the recommendation was for a continued reaccreditation for ten years with the next comprehensive visit scheduled for 2020-21. In addition, a recommendation for a focus visit on diversity improvements was scheduled for 2014-2015. A Diversity committee was formed based on the recommendations of the HLC site visit. This committee will continue to evaluate and address diversity issues on campus.

American Veterinary Medical Association Activity

In October 2011, the AVMA Accreditation team visited the Eastern Wyoming College Veterinary Technology Program. The visit followed the completion of a self-study for the American Veterinary Medical Association. Suggestions from the AVMA team will be reviewed once the final report is received.

Program Reviews

Program reviews are conducted on a rotating three-year basis. These reports are written by faculty members with recommendations from the appropriate division chair and the Vice President for Learning. During 2010-2011, program reviews were completed for physical education cluster, business cluster, Accounting, Economics, Veterinary Technology, Welding and Machine Tooling, and Music Education and Music and received Board approval on Tuesday, August 9, 2011.

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 and shortcomings, if any.

Student Learning Outcomes Measures include:

General Education Requirements Assessments

The general education required assessment for graduating AA and AS degree students is the CAAP test. Sixty-seven students participated in the Spring 2011 CAAP. Students were tested in the following areas including writing skills, math, reading, critical thinking, and science. Results showed that students scored (1.26) above the national average in all areas. It is recommended that EWC continue to work on improvement in all areas and that the results be used as an ongoing longitudinal assessment for the institution's transfer programs.

Perkins Grant Evaluation and Assessment

The goal of the Perkins Grant is to provide students with experiences and educational equipment from all aspects of an industry or profession, and make opportunities available for technical faculty to obtain professional development. Recommendations from individual program advisory groups guide program updates, changes and enhancements based on community and industry requirements. Allocations to the following programs are described within the report: Machine Tool Technology, Veterinary Technology, Agriculture, Entrepreneurship, and Professional Development activities for CTE students and instructors.

Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement was administered in the Spring of 2011 for the third time in the school's history. The results were received in early Fall 2011 and are being studied by the Outcomes Assessment Committee. A contingency of EWC staff attended a statewide meeting held in Riverton to discuss statewide results and to learn how best to use CCSSE data at an institutional level. An all-faculty meeting was held in November to review and analyze EWC's results.

University of Wyoming Transfer Students

Each fall, at the annual Dean's meeting, the University of Wyoming provides a report on transferring students from Wyoming community colleges. Results show that Eastern Wyoming College transfer students continue to do as well as other UW students. However, EWC Business transfer students obtained higher GPA's than the average Wyoming Community College Business transfer student during Fall 2010. The Outcomes Assessment Committee will continue to recommend that transfer data from other institutions, namely Black Hills State and Chadron State College, be requested.

Program Assessments

Program Assessments evaluate how students perform on the various required activities embedded in the overall Outcomes Assessment Plan. Goals and objectives are established for each college program. Student achievement is measured through various required program activities as directed by the faculty members.

Recommendations and Findings:

- **Business Cluster, Accounting, and Economics**: In order to boost program completion, it is necessary to identify students who are not at "level" mathematically. Additionally, statistics has consistently been identified as a weak area for business students. The program will continue to request time and funding for collaborative efforts to improve student learning. Further recommendations include a centralized advising function for online Business Administration students and recommend that instructors teaching online courses be giving an adjusted workload due to the demanding nature of quality online instruction. In addition, declining enrollment will need to be addressed to further strengthen the program.
- **Veterinary Technology**: One of the challenges that faculty experience is the variety of levels of academic preparedness of Vet Tech students, and the increasing amount of instructor time (in and out-of-class time) which must be devoted to working with the under-prepared students. Also the rigor of a two-year curriculum, and the amount of material that needs to be added annually – particularly in light of the academic background of incoming students as mentioned.
- **Criminal Justice**: Writing will continue to be emphasized throughout the program courses both in assignments and examinations. However the Capstone requirement will be modified to better assess overall learning and their ability to express it through their writing.
- **Mathematics**: Program has to be rewritten to reflect the fact that EWC eliminated the computer science courses. Computer science is an integral part of mathematics degrees around the country, so the lack of that element of the program will require our degree to be rewritten. Concurrent enrollment is still a major problem for the mathematics program. We get few students ready for a mathematics degree because the high schools are teaching the freshman level courses; and therefore, we do not get a critical mass of sophomore level students. Students ready for that level of math are going on to 4 year colleges straight from high school.
- **Pre-Pharmacy**: The faculty continues to be concerned that CAAP tests do not give accurate reflections of the students' abilities and the College's course work. The program assessment and the CAAP test do not correlate at all. All four instructors also rated students very similarly across the sciences – this speaks to the consistency of the rubric and the confidence the faculty has in its assessment tool. However, we still question whether there is some use to which this information could be put. For example, we have now assessed 47 students over ten years. Can this data be tabulated in a way to tell us some useful information for program changes? No program changes are needed at this time. Sequencing is fine. Our pre-professional students get accepted to their transfer institutions and receive degrees from those institutions.

Course Assessments

Course level assessments are analyzed for their role in meeting those goals and objectives within a program. Embodied in the courses are the five core competencies as defined by the faculty and staff of Eastern Wyoming College—communications skills, analytical and quantitative reasoning, technology skills, social awareness and information literacy.

Recommendations and Findings:

- On a yearly basis, faculty identifies the way core competencies are being met for a selected course of their choice. Courses are reviewed on a rotating basis so all courses are reviewed on a three-year cycle. All new, re-designed and newly developed courses are approved or not approved by the Curriculum & Learning Council, whose members consist of faculty, staff, and administration, based in part on the course tie-in to the core competencies. A sampling of course assessments are included in this report.

Classroom Assessments

Classroom level assessments include results from instructors using instruments to assess student learning in the classroom, learner attitudes, values, and self-awareness, or learner reactions to instruction. The purpose of these various and defined techniques is to improve student learning opportunities.

Recommendations and Findings:

- According to the reports submitted, faculty are finding success in student learning occurs. The use of multiple classroom assessment techniques (CAT) ties this learning to course objectives or core competencies. The report shows the variety of CATs being used by faculty members.

Conclusions, Accomplishments, and Goals

The report demonstrates that assessment activities at EWC are an important part of the educational process. Assessment is tied to the institution's mission, vision and goals. Assessment consists of multiple measures including both direct and indirect activities. The assessment plan is updated annually by the Outcomes Assessment Committee and can be found online at http://www.ewc.wy.edu/faculty/outcomes.

Eastern Wyoming College's assessment program is a learning circuit (measuring student learning). Success under this approach documents achievement of identified goals for learning and student success outcomes. Assessment activities are designed to measure such achievement. As such, assessment activities are conducted, results are reviewed and disseminated, and changes made in the classrooms, programs, the strategic planning and budgeting process, and in the overall college based on these assessment results.

The Assessment Cycle is a continuous process of analysis of mission, development of goals and objectives, identification of measures of learning outcomes, assessing, collecting and interpreting data, disseminating useful information, proposing changes, and instituting, monitoring, and evaluating those changes.

Accomplishments:

1. Developed and presented the Information Literacy assessment at the Spring 2011 In-Service.
2. Completed the self-study for the AVMA accreditation review and hosted the AVMA site visit.
3. Posted job aids for completing assessments and restructured the EWC Outcomes Assessment website. Further, Outcomes Assessment reporting procedures were updated to allow for online reporting allowing for a more streamline process.

4. Developed an Outcomes Assessment handbook which was included as a section in the updated faculty handbook.
5. Continued to find ways to close the assessment loop and communicated to constituents. Faculty reported that student awareness of assessment is increasing.
6. Outcomes Assessment members attended the CCSSE statewide results meeting in Riverton in November.
7. Clarified program assessment template in connection to the five core competencies to provide for more consistent reporting.
8. Linkage reports were requested and received and have been a valuable tool to compare the learning growth for entering students and when they exit.

Goals:

1. Send Outcomes Assessment Chair and members to an assessment workshop.
2. Continue providing information and Classroom Assessment Techniques (CATs) training to distance educators, adjuncts, and new faculty members.
3. Evaluate use of assessment tools, report viewers, and job aids on LancerNet
4. Continue finding ways to complete the assessment loop and communicating outcomes to constituents.
5. Request transfer data from other receiving institutions.
6. Continue to work on improvement in all CAAP areas and maintain levels above the national average.
7. Research and recommend methods to measure general education components for AAS and Certificate Programs.
8. Continue analyzing CCSSE results and make recommendations on institutional practices in order to improve results.

Student Assessments

Results from each of the components listed below are distributed to:

- Outcomes Assessment Committee
- Leadership Team
- Curriculum & Learning Council
- Division Chairs—Division Members
- Board of Trustees
- EWC Web site

Component	Responsibility	Time Schedule	Population/Program	Use of Results
COMPASS Placement Tests (Math, English, and Reading)	Academic Testing Center: Coordinator and Outreach Coordinators	Prior to students' enrollment	All associate degree seeking students Certificate and non-degree seeking students enrolling in math and English Prior college credit or ACT scores may exempt testing	To appropriately place students in math, reading, and English courses, and to correlate with CAAP
Withdrawing Student Survey	Vice President for Student Services: tabulation of withdrawal cards	Yearly	Students who elect to withdraw from EWC	To determine number of students withdrawing and reasons for withdrawal from EWC
University of Wyoming Report on Transferring Students from Community Colleges	Vice President for Learning	Fall Deans' Meeting, September	All past EWC students transferring to Univ. of Wyoming and still in attendance	Cumulatively to be used as a part-measure of institutional effectiveness at preparing students for transfer

Component	Responsibility	Time Schedule	Population/Program	Use of Results
CAAP Exit Test for all AA and AS students	Vice President for Student Services: identifying and notifying students to be tested Academic Testing Center: Coordinator and Outreach Coordinators Vice President for Learning, Division Chairs, and faculty as assigned: assessment of data	Spring semester 3-4 weeks prior to graduation	AA & AS majors (graduates)	To assess effectiveness of student learning in the general education and core competency areas.
Graduate Survey	Director of Institutional Research	Odd years in December	All EWC graduates from the previous year	Assess student satisfaction with EWC
Perkin's Grant Evaluation and Assessment	Workforce Development Associate Director: disseminate results & prepare final report for WDE and WCC Vocational/Technical Program Faculty Members, Special Populations Coordinator: coordinate assessment process. Vice President for Learning, Division Chairs, and faculty: assessment of composite data	Spring semester	Students enrolled in all vocational programs	To assess vocational-technical program effectiveness for vocational programs-also fulfills U.S. and Wyoming Department of Education requirements

Component	Responsibility	Time Schedule	Population/Program	Use of Results
Community College Survey of Student Engagement (CCSSE)	Director of Institutional Research	Odd Spring semesters	Random Sample of students and faculty	Measure student assessment against CCSSE benchmarks for successful engagement strategies
Classroom Assessment Techniques (CATs)	EWC instructors, adjunct, and concurrent enrollment instructors	Each semester	Students taking classes from EWC or through concurrent enrollment	Examine how learning is taking place in the classroom and confirming current activities or encouraging a change in teaching strategies
Course Assessment	EWC instructors	Each year	One course chosen by instructor either semester	Examine how courses are fulfilling program goals and college goals
Program Assessment	EWC instructors	Each year	Graduates participation in designated program activity	Examine needed program changes based on results of activity

Program Assessment Components

The following assessment components are taken by all graduating majors during the semester of graduation. Results from each of the components listed below are distributed to:

- Outcomes Assessment Committee
- Curriculum & Learning Council
- Program advisory committees

Results are used for:

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

Program	Degree	Component	Responsibility
Accounting (ACCT)	AS	Departmental Exam	Melissa Meeboer
Agriculture: Beef Production (AGBP)	CD	Exit Interview/Oral Exam	Monte Stokes
Agriculture: Business (AGBUS)	AS	Capstone Course: AGEC 2395	Rick Vonburg Austin Hawks Rob Eirich
Agriculture: Farm/Ranch Mgt. (FRCH)	AAS		
Agriculture: General (GAGR)	AS		Austin Hawks Rick Vonburg
Agriculture: Economics (AGEC)	AS		
Agriculture: Education (AGED)	AS	Student Portfolio	Rick Vonburg
Agriculture: Rangeland Ecology and Watershed Management (REWM)	AS	Capstone: HMDV 2000	Connie Woehl Chris Wenzel
Animal Science (ANSC)	AS	Capstone Course: AGEC 2395	Rob Eirich Monte Stokes
Art (ART)	AA	Exhibition/Demonstration	Daniel Fielder
Biology (BIOL) Environmental Science (ENVR)	AS	Departmental Exam	Chris Wenzel Tina Christinck
Business Administration (BADM)	AS	Departmental Exam	Melissa Meeboer
Business Administration (BSAD)	AAS	Electronic Portfolio	Melissa Meeboer
Business Education (BSED)	AA	Portfolio	
Business Office Technology (BOTK)	AAS	Electronic Portfolio	
Business Office Technology (BOFTK)	CD		
Communication (COMM)	AA	Capstone Course: CO/M 2395	Wayne Deahl
Computer Info Systems (CIS)	AAS	Capstone Project	Lee Myers

Program	Degree	Component	Responsibility
Information Support Specialist (ITSS)	CD	Comp TIA A+ Exam and Cisco Certified Entry Network Technician (CCENT) Exam	Lee Myers
Web Design (BWEB)	CD	Capstone Web Page	
Construction Technology (CNTK)	AAS	Construction Journal and CAAP Test	John Ely
Construction Technology (CNTK)	CD	Construction Journal	
Cosmetology (CSMO)	AAS	CSMO 1575 and State Board Exams	Donna Charron Pam Capron
Nail Technician (CSNT)	C	CSMO 1175 and State Board Exams	
Skin Technician (CSST)	C	CSMO 1275 and State Board Exams	
Hair Technician (CSHT)	CD	CSMO 1375 and State Board Exams	
Criminal Justice Law Enforcement Emphasis (CJLE)	AA	Capstone Course: CRMJ 2895	Richard Patterson Larry Curtis
Criminal Justice Corrections Emphasis (CJCR)	AA	Capstone Course: CRMJ 2895	
Criminal Justice Corrections (CJCC)	CD	Departmental Paper	
Criminal Justice (CMJT)	AAS	Capstone Course: CRMJ 2895	
Economics (ECON)	AS	Departmental Paper	Rick Vonburg
Education: Elementary Education (ELED)	AA	Student Portfolio	Joe Wilson
Education: Secondary Education (SCED)	AA	Student Portfolio	Joe Wilson
Early Childhood Education (EDEC)	AA	Student Portfolio	Catherine Steinbock
Early Childhood Education (EDCC)	CD	Student Portfolio	Catherine Steinbock
English (ENGL)	AA	Choice of Research Project, Journal, or Essay	Wayne Deahl Chris Hilton John Nesbitt
History (HIST)	AA	Choice of Research Project, Journal, or Essay	Anne Hilton
Interdisciplinary Studies (INST/INSTU)	AA/AS	Capstone Course: HMDV 2000 or Assessment Activity in Designated Area	Connie Woehl Instructor in Designated Assessment Area
Language (Foreign) (LANG)	AA	Choice of Research Project, Journal or Essay	John Nesbitt

Program	Degree	Component	Responsibility
Mathematics: Arts & Science (MATH)	AS	Departmental Oral Exam	Ray DeWitt Cheryl Raboin Bob Creagar
Mathematics: Secondary Education (MTED)			
Music: Applied Music (MUSC)	AA	Performance Recital with Outside Critique	Wayne Deahl
Music: Music Education (MUSED)			
Physical Education, Health & Recreation (PEAC)	AA	Capstone Course: PEPR 2395	Verl Petsch Jan Lilletvedt
Political Science (POLS)	AA	Choice of Research Project, Journal or Essay	Wayne Deahl
Preprofessional: Pre-Veterinary Medicine (PVET)	AS	Rubrics Analysis Based Assessment	Ed Bittner Susan Walker Monte Stokes
Preprofessional: Pre-Dentistry (PDEN)	AS	Portfolio/Rubrics Analysis Based Assessment	Peggy Knittel Bob Creagar Lorna Stickel Chris Wenzel
Preprofessional: Pre-Medicine (PMED)			
Preprofessional: Pre-Medical Technology (MEDTK)			
Preprofessional: Pre-Nursing (PNSG)			
Preprofessional: Pre-Pharmacy (PHAR)			
Psychology (PSYC)	AA	Departmental Essays	Heidi Edmunds
Sociology (SOC)	AA	Departmental Essays	Jennifer Hart
Statistics (STAT)	AS	Departmental Exam	Rick Vonburg
Veterinary Technology (VTTK)	AAS	Capstone Course: VTTK 2750 & Written and Oral Comprehensives	Susan Walker Ed Bittner Patti Sue Peterson Viqi Garcia Peggy Knittel Monte Stokes
Weatherization Technology (WTTK)	CD	BPI Certification Test & Resnet Certification Test	Tim Nyquist
Weatherization Technology (WETK)	C	BPI Certification Test	
Welding & Joining Technology (WJTK)	CD AAS	National Competency Test	Leland Vetter Lynn Bedient Tim Anderson
Machine Tool Technology (MTT)	CD	Project	Leland Vetter Lynn Bedient Tim Anderson

Program	Degree	Component	Responsibility
Plate Welding (WELD)	C	Departmental Exam	Leland Vetter
Wildlife & Fisheries Biology & Management (WILD)	AS	Departmental Exam	Chris Wenzel

Degree Codes

AA = Associate of Arts AS = Associate of Science AAS = Associate of Applied Science
C = Certificate, less than 1-year CD = Certificate, 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

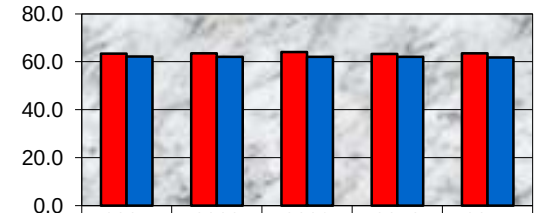
Individual program assessment components are taken by all graduating majors during the semester of graduation.

- 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, Certificate & AA – Portfolio and Capstone Course

Collegiate Assessment of Academic Proficiency (CAAP) Tests

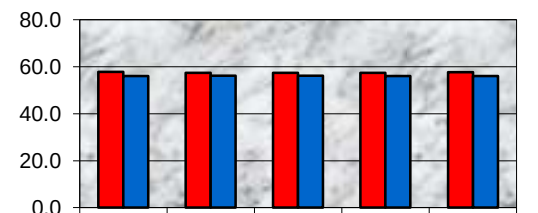
The average of Eastern Wyoming College's 67 AA and AS Spring 2011 graduates was higher than the national average on he CAAP Test in all subject areas which includes: writing skills, mathematics, reading, science, and critical thinking. There were 62 out of the 68 students (93% of those tested) from the Spring 2011 graduates who scored higher than the national mean in one or more of the above-names subject areas. In Spring of 2010 that percent was 90%, Spring 2009 it was 90%, Spring 2008 in was 88%, and in Spring 2007 it was 91% of those tested who scored higher than the national mean in one or more of the subject areas.

WRITING SKILLS



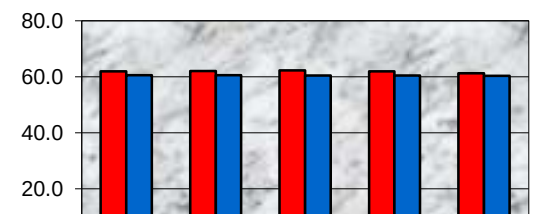
	2007	2008	2009	2010	2011
EWC	63.4	63.5	64.1	63.3	63.5
Nat'l	62.2	62.1	62.0	62.0	61.8

MATHEMATICS



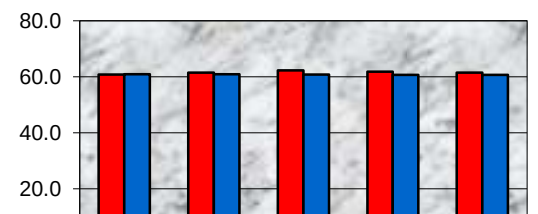
	2007	2008	2009	2010	2011
EWC	57.8	57.5	57.4	57.4	57.7
Nat'l	56.1	56.2	56.2	56.1	56.1

READING



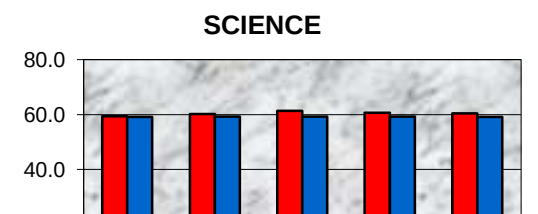
	2007	2008	2009	2010	2011
EWC	61.9	62.0	62.2	61.9	61.2
Nat'l	60.5	60.5	60.4	60.4	60.3

CRITICAL THINKING



	2007	2008	2009	2010	2011
EWC	60.8	61.4	62.2	61.8	61.5
Nat'l	60.9	60.9	60.8	60.7	60.7

SCIENCE



	2007	2008	2009	2010	2011
EWC	59.4	60.2	61.3	60.7	60.4
Nat'l	59.1	59.2	59.2	59.2	59.1

Surveys

The seven Wyoming community colleges distribute two common surveys to students including the Community College Survey of Student Engagement (CCSSE) and the graduate student survey. The Graduate Survey is administered in the fall of odd years. The CCSSE is administered in the spring of odd years. The CCSSE survey was conducted in Spring 2011. Results of the survey included comparisons of EWC students with the national average and small colleges within the following five benchmarks. The differences that are mentioned are statistically significant from the mean.

- ***Active and Collaborative Learning***
  - Part-time EWC students were above the mean for "Asked questions in class or contributed to class discussion"
- ***Student Effort***
  - Full-time EWC students were below the mean in the following areas: "Prepared two or more drafts of paper of assignment before turning it in." "Worked on a paper or project that required integrating ideas or information from various sources." "Frequency of use of the Skill labs."
- ***Academic Challenge***
  - EWC students were not significantly different from the mean for all areas of this benchmark.
- ***Student-Faculty Interaction***
  - Full-time EWC students were above the mean for "Talked about career plans with an instructor or advisor" and "Worked with instructors on activities other than coursework."
- ***Support for Learners***
  - Part-time EWC students were below the mean for "Encouraging contact among students from different economic, social, and racial or ethnic backgrounds."
  - Full-time EWC students were above the mean for "Providing the financial support you need to afford your education."

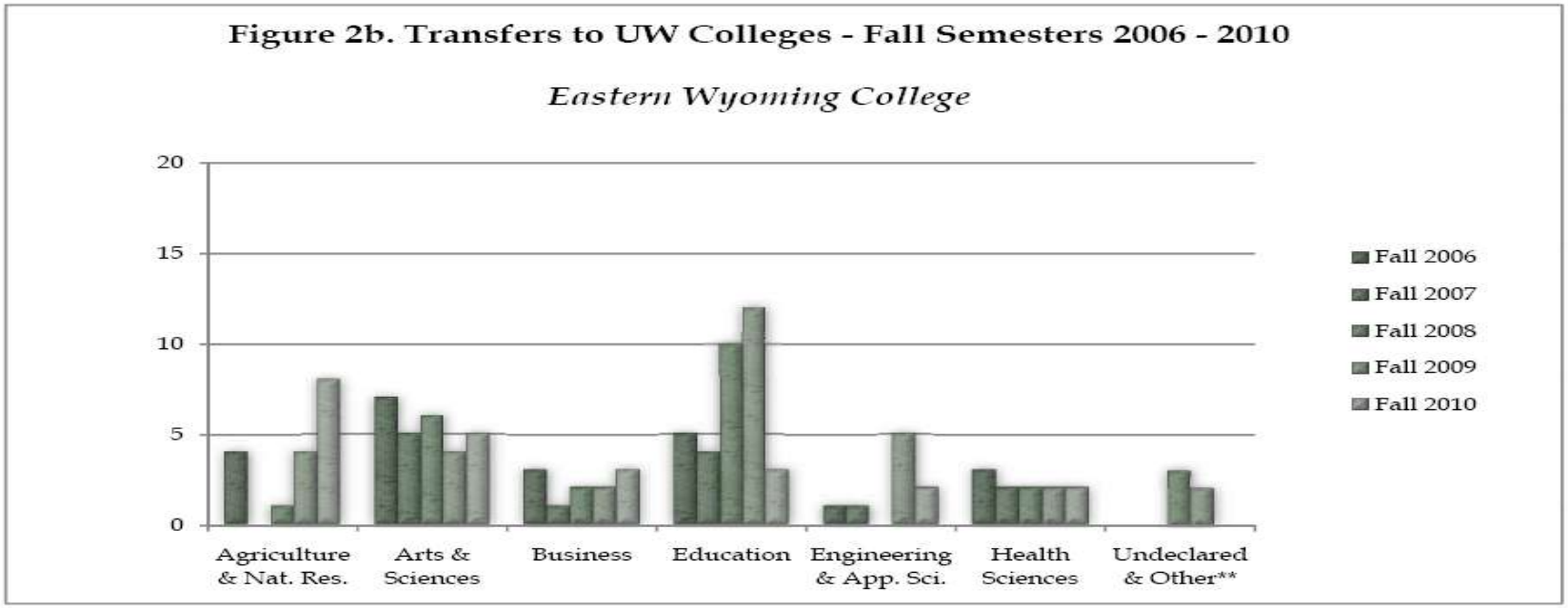
It should also be noted that the CCSSE benchmark scores were broken into results for part-time students and full-time students. Part-time students did not score overall as well as full-time students except for the Student Effort benchmark were they scored the same. This possibly indicates that part-time students are not as engaged as full-time students.

University of Wyoming Transfer Student Assessment

Our students transferring to the University of Wyoming continue to perform as well or better than other UW students. The data from the University of Wyoming shows that 31 students from EWC attended UW as transfer students in 2010-2011. This is down 6 students from the year before and above the five-year average of transfer students by two students. Most of EWC's transfer students matriculated into the College of Agriculture and Natural Sciences (8), followed Arts and Sciences (5). EWC transfer students have an overall UW GPA of 2.68 on a 4-point scale compared to all UW undergraduates of 2.92, and all UW transfer students of 2.73. Therefore, EWC transfer students perform almost as well academically as other UW students.

One observation made by the Outcomes Assessment committee is that students who transfer to UW with more than 60 credit hours are better prepared to meet the rigorous demands of the university. A recommendation from the Outcomes Assessment committee is to ask other receiving institutions to prepare the same type of information on our transferring students as UW—namely Black Hills State and Chadron State College.

Eastern Wyoming College Transfers to UW Colleges
Fall Semesters* 2006 – 2010



UW College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5 Year % Change
Agriculture & Nat. Res.	4	0	1	4	8	100.0%
Arts & Sciences	7	5	6	4	5	-28.6%
Business	3	1	2	2	3	0.0%
Education	5	4	10	12	3	-40.0%
Engineering & App. Sci.	1	1	0	5	2	100.0%
Health Sciences	3	2	2	2	2	-33.3%
Undeclared & Other**	0	0	3	2	0	---
Total Transfers	**23**	**13**	**24**	**31**	**23**	**0.0%**

*Fall includes students who began in the summer and continued in the fall at all UW Sites.
**Other includes Energy Resource Science majors beginning in 2009.

Twenty-three EWC students transferred to UW for Fall 2010. An additional eight students transferred in the Spring 2011 semester. The majority of students transferred to the College of Agriculture & Natural Resources and Arts and Sciences.

Source: Fall 2010 - 2011 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Academic Achievement of New Transfer Students* - Fall 2010
Grade Point Averages and Enrollments in University of Wyoming Colleges

Eastern Wyoming College

UW College	Freshmen		Sophomores		Juniors		Seniors		Second Bachelors		Wyoming Transfers		EWC Transfers		Out-of-State Transfers		All Transfers		UW Undergrads	
	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA
Ag. & Nat. Res.	7	1.74	16	2.36	37	2.71	5	2.38	0	---	65	2.50	8	2.49	38	2.62	103	2.54	833	2.86
Arts & Sciences	17	2.39	57	2.28	139	2.88	32	2.88	2	***	247	2.70	5	2.62	154	2.65	401	2.68	3,396	2.90
Business	5	2.05	14	2.37	24	3.03	11	3.04	1	***	55	2.76	3	3.30	40	2.54	95	2.66	921	2.91
Education	8	3.06	15	2.42	63	3.30	18	3.32	1	***	105	3.13	3	3.00	42	3.00	147	3.09	1,122	3.32
Eng. & App. Sci.	7	2.43	15	1.56	25	2.09	3	2.71	0	---	50	2.03	2	***	59	2.49	109	2.28	1,337	2.68
Health Sciences	8	2.44	22	2.68	52	3.22	39	3.15	10	3.42	131	3.07	2	***	104	3.10	235	3.08	1,552	3.15
Undeclared & Other**	11	2.34	11	2.44	10	2.37	4	2.88	1	***	37	2.44	0	---	31	2.35	68	2.39	732	2.43
Wyoming Transfers	63	2.36	150	2.30	350	2.91	112	3.01	15	3.45	690	2.74								
EWC Transfers	3	2.35	7	2.38	10	2.96	2	***	1	***			23	2.68						
Out-of-State Transfers	71	2.23	141	2.57	131	2.72	73	3.11	52	3.25					468	2.70				
All Transfers	134	2.29	291	2.44	481	2.86	185	3.05	67	3.29							1,158	2.73		
UW Undergrads	2,160	2.60	1,810	2.84	2,109	2.95	3,451	3.15	363	3.31									9,893	2.92

*Fall includes students who began in the summer and continued in the fall at all UW Sites.

**Other includes Energy Resource Science majors.

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

EWC students who transfer to UW have been well prepared for the ensuing coursework. The first semester grade point average (GPA) of EWC transfer students is 2.68. Further, the later the student transfers in their academic career, the better their first semester GPA.

Source: Fall 2010 – 2011 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Academic Achievement of New Transfer Students by Hours Transferred - Fall 2010
Comparison of Community College and UW Grade Point Averages

Eastern Wyoming College

Transferred Credit Hours*	Eastern Wyoming College Transfers			Wyoming Transfers			Out-of-State Transfers			All Transfers			All UW Undergraduates	
	#	Transfer GPA*	UW 1st Fall Semester GPA	#	Transfer GPA*	UW 1st Fall Semester GPA	#	Transfer GPA*	UW 1st Fall Semester GPA	#	Transfer GPA*	UW 1st Fall Semester GPA	#	UW Fall Semester GPA
0 <= Hours < 30	4	3.94	2.40	75	3.02	2.50	129	2.94	2.59	204	2.97	2.55	3,480	2.69
30 <= Hours < 60	7	3.09	2.38	165	3.12	2.33	143	3.01	2.62	308	3.07	2.47	2,637	2.92
60 <= Hours < 90	10	3.08	2.96	348	3.31	2.91	126	3.10	2.75	474	3.25	2.87	1,755	3.06
90 <= Hours	2	***	***	102	3.32	3.04	70	3.19	3.07	172	3.26	3.05	2,021	3.14
Totals	23	3.10	2.68	690	3.27	2.74	468	3.10	2.70	1,158	3.21	2.73	9,893	2.92

*Transferred credit hours and community college GPA are totaled from all transfer work, not only transfer work from individual community colleges.
Only hours for grade are included.

Students who transfer to UW with more than 60 credit hours are better prepared to meet the rigorous demands of the university. The overall GPA for EWC (2.68) is slightly lower than all Wyoming Community College transfer students (2.74) and all transfer students (2.73).

Source: Fall 2010 – 2011 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Perkins Grant Program Assessment

Executive Summary

The Perkins grant funding at Eastern Wyoming College benefited students by improving, expanding, and modernizing our career and technical education programs including: Entrepreneurship, Agriculture, Cosmetology, Machine Tooling, and Veterinary Technology. Our goal was to provide increased opportunities for technical faculty to obtain professional development and provide students with experiences in all aspects of an industry. Some of our allocations included a faculty position to offer our Entrepreneurship program and new equipment for the Agriculture program, the Machine Tooling program and the Veterinary Technology program. All of these equipment purchases and professional development activities improve hands-on experiences for our career and technical students.

Activities of the Advisory Committee /Project Partners

The Perkins Advisory Group was active in setting the parameters of the 2011 allocated grant to align Perkins activities with institutional goals, industry needs, and curriculum changes. Members of the Perkins Advisory Group included all career and technical faculty members, Division Chairs, the Vice President for Learning and the Perkins Coordinator. The group met throughout the year to discuss Perkins requirements and to direct the allocation of Perkins grant money in ways that were meaningful to the programs and that continually advanced and updated program curriculum to stay in line with industry standards. The Perkins Coordinator, in cooperation with the advisory group members, monitored Perkins activities to ensure compliance with grant requirements.

In addition to the Perkins Advisory Group, individual program advisory groups met regularly to discuss the specific needs of programs. Each Perkins program at EWC has an advisory group. Advisory groups include Agriculture, Welding/Machine Tooling, Veterinary Technology, Business and Technology, Cosmetology, Criminal Justice, Weatherization, Health Technology, and Early Childhood Education. Advisory members consist of EWC faculty, EWC students, business and industry representatives, and experts in the field. Member recommendations guide program updates, changes, and enhancements based on community and industry requirements. The 2011 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

<u>Summarize target area goals and the activities/strategies completed:</u>

Throughout the year, technical program faculty members attended professional trainings, college courses, and professional conferences which focused on the use of technology and changing curriculum in their prospective fields. In addition, the college emphasized the use of technology in all of the technical program classrooms. This year the Perkins funds were used to update and

improve curriculum and student access to relevant technologies in their fields. Below we have described the expenditures and improvements made to each technical program:

Agriculture – The EWC Agriculture Department used Perkins dollars to expand the portable pens available for teaching students livestock evaluation and husbandry practices. This included panels for sheep, swine, and cattle. We also purchased soil science equipment to expand classroom capabilities.

Entrepreneurship – Perkins dollars were used to continue funding a faculty position for the Entrepreneurship program. Entrepreneurship courses were administered both online and face-to-face in the classroom. The faculty member administered several workforce noncredit courses, and one for the Department of Corrections.

Machine Tool Technology – These funds were used to replace manual lathes and purchase two new lathes to increase class size and stay current with industry.

Veterinary Technology – The EWC Veterinary Technology program used Perkins dollars to purchase various classroom supplies, hay feeders, and livestock panels to up date equipment used in the Veterinary Technology program.

Professional Development – Perkins funding was used for a variety of professional development activities. This included attendance and travel for two Cosmetology instructors for the International Esthetics, Cosmetics and Spa Conference in Las Vegas. It was attended by licensed professionals and manufacturers internationally. Instructors attended presentations from authors of textbooks we currently use or reference from, ingredient technology from skin care companies and watched numerous demonstrations for new equipment and products. Two Vet Tech instructors used Perkins funding for registration and travel to Jackson, Wyoming for the State Vet Tech Meeting. Meetings and conferences aid instructors in keeping up with the latest ideas and technology available within their respective fields.

Additionally registration and travel to the WACTE Conference in Laramie was provided for one of our career and technical education program faculty members. These activities provide EWC faculty members training in program specific areas and networking with other career and technical education program faculty for ideas and innovative ways to improve their teaching skills. The WACTE Conference also provides a chance for college faculty to network with middle and high school instructors since these people have influence on high school students' directions.

The Entrepreneurship instructor acquired professional development in an e-commerce, NCPN certification. The knowledge gained in this training will provide the instructor with curriculum material to enhance the Entrepreneurship program.

Perkins funding also enabled several EWC students to take part in professional development activities. Funding allowed students to compete in Wyoming Skills USA and National Skills USA Competition. On the national level, we had one student place first in math, one student placed second in welding and a three-member team placed fourth in fabrication. These were opportunities for students to apply their learning in a hands-on activity. Also, Perkins funding enabled students to take their certification testing for the CompTIA A+ Certification. This

certification gives the students the opportunity to test their skills in their field of study. Students from the Veterinary Technology program benefited from Perkins funding which paid for their registrations at the National American Veterinary Conference. This national conference provided an opportunity for those students to network with other Vet Tech students from around the country.

Sustainability and Recommendations for the Future

A five-year strategic plan for the project has been discussed and a plan has been adopted to continue to improve our CTE programs and offerings. In 2010-2011 there will be six areas of investment that we will focus on as part of the strategic plan for the program.

- Agriculture certifications courses will continue to receive teaching aid and materials that will benefit our students.
- We have identified a need for an Entrepreneurship program that will teach students the skills to start, manage and grow their business. It will allow them to take ideas to market and give them the skills to develop and succeed in business. The Entrepreneurship courses will be taught in the other technical programs both associate of applied science and certificate as well as culminate in a certificate program.
- The Weatherization certificate is part of our green and sustainable construction technology program. We will be using funds to purchase equipment that will allow us to certify students as ENERGYSTAR RESNET Raters and Building Performance Institute (BPI) technicians as well as conduct workforce trainings on green construction skills throughout our service area.
- The Machine Tooling program will benefit from the purchase of updated equipment to continue giving students quality hands-on lab experiences.
- The new Massage Therapy program was developed to meet the growing needs of massage therapists in the state of Wyoming. At this time, there is only one program in the state and it is a two-year program. Additional program equipment purchases will greatly benefit this program.
- The sixth program included in this focus is the Veterinary Technology program. This long-time program has continued meeting the needs of the industry by graduating skilled veterinary technicians. Program equipment purchases benefit the students by giving them lab experience using new technologies. A portion of the Perkins funding has also been set aside for professional development. This money will be used to benefit as many instructors and students as possible including conferences, trainings, and certification testing to improve skills.

Program Assessments 2010-2011

All programs are designed to meet the mission, goals, and objectives of Eastern Wyoming College. Faculty members, in consultation with the outcomes assessment committee, are responsible for designing program goals and objectives which will lead to the accomplishment of the college mission.

As students graduate from EWC, they complete an outcome assessment activity designed to measure achievement of the program goals and objectives, as well as defined student learning outcomes. These activities vary among the programs and include such items as written exams, capstone courses, portfolios, and interviews. All are an attempt to measure student learning. Faculty use the results to add, affirm, or alter their programs and courses based on those discoveries.

The program assessment report begins with results and comments relative to the 5 core competencies of communication skills, analytical and quantitative reasoning, technology skills, social awareness, and information literacy. These areas emphasize skills and knowledge reflective of a college education, regardless of the major area of study and are known as the colleges general education requirements.

The program assessment then reports results and comments relative to the program specific requirements.

Finally, program recommendations such as program changes, budget needs, indication of change in assessment activity, or implications for operational planning changes are presented.

This instrument is also used in the preparation of a program review every third year.

Reporting instrument

Faculty members are asked to respond to the following items.

1. Name of Program
2. Names of EWC Faculty/Staff who participated
3. Name, Description, and Objective of Activity
4. Dates of Activity (please include the year)
5. Names of Students who participated
6. Results and Comments Relative to the 5 Core Competencies (Communication Skills, Analytical and Quantitative Reasoning, Technology Skills, Social Awareness, and Information Literacy)
7. Results and Comments Relative to Program Requirements.
8. Program Recommendations (may include needed program changes, budget needs, indication of change in assessment activity, or implications for strategic plan changes).

Program assessments in 2010-2011 indicated recommendations and findings including the following:

- **Business Cluster, Accounting, and Economics**: In order to boost program completion, it is necessary to identify students who are not at "level" mathematically. Additionally, statistics has consistently been identified as a weak area for business students. The program will continue to request time and funding for collaborative efforts to improve student learning. Further recommendations include a centralized advising function for online Business Administration students and recommend that instructors teaching online courses be giving an adjusted workload due to the demanding nature of quality online instruction. In addition, declining enrollment will need to be addressed to further strengthen the program.

- **Veterinary Technology**: The rigor of the two-year Veterinary Technology curriculum, along with the amount of material added annually, continues to be a concern among faculty. These challenges, combined with the variety of academic levels of preparedness of students, contribute to an increase in workload for faculty.

- **Criminal Justice**: Writing will continue to be emphasized throughout the program courses both in assignments and examinations. However the Capstone requirement will be modified to better assess overall learning and their ability to express it through their writing.

- **Mathematics**: Faculty plan to re-write the program to reflect the fact that EWC eliminated the computer science courses. Computer science is an integral part of mathematics degrees around the country, so the lack of that element of the program will require the degree to be rewritten. In addition, the mathematics department continues to be concerned with the concurrent enrollment option for high school students because they believe it limits the number of students in the second year math courses.

- **Pre-Pharmacy**: The faculty continues to be concerned that CAAP tests do not give accurate reflections of the students' abilities and the College's course work. All four instructors also rated students very similarly across the sciences – this speaks to the consistency of the rubric and the confidence the faculty has in its assessment tool. Course sequencing seems to be working and no program changes are recommended at this time. Additionally, pre professional students are consistently accepted to transfer institutions where they successfully complete degrees.

Program Assessments 2010-11

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Agri-Business: Beef Production Certificate **Monte Stokes**	We gave a comprehensive exam over the AG courses in the certificate program.	The tests contain some writing skills, a lot of analytical reasoning, and information literacy about the program. There are also some social awareness questions that pertain to beef production today.	The one student that took the tests averaged an 80% on the test overall. These tests were written to address the program requirements specifically, and the student did quite well.	Since we only had one student take the test and he did well on it, we will not make any recommendations at this time.
Business Administration - Transfer **Melissa Meeboer, Rick Vonburg, Cheryl Raboin, Ellen Creagar**	1. Program Exam and 2. Rubric Assessment of Core Competency 3. CAAP	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). Course assignments and projects are the basis for the assessment. In all cases, students are evaluated by at least two faculty members. This year, 2 of 4 students scored either proficient or advanced for Communication, 3 of 4 for Quantitative and Analytical Reasoning, 3 of 4 for Information Literacy, 4 of 4 for Technology, and 1 of 4 for Social Awareness. Students also took the CAAP test as a direct assessment of core competency areas. Our benchmark is a score above the national average. Results were as follows (indicates number of areas above the national average in writing, math, reading, critical thinking, and science): Two students were above the national average in all five areas; One student was above the national average in 3 of the five areas; one student did not complete the assessment.	The program exam provides the assessment relative to program specific requirements. Areas tested include Accounting, Economics, Statistics, and Business Law. Our benchmark is 70% in each area. Results are as follows: (number of students meeting the benchmark in each area) Accounting: 3/4 Economics: 3/4 Statistics: 3/4 Business Law: 3/4 Overall test scores ranged from 64 to 88. Students received specific feedback addressing their areas of strength and weakness. Two students were above the benchmark in all four areas.	Regarding the assessment: Once again, the business team has developed a strategic action plan to meet in the summer and review the assessment process. Last year, funding was not approved for the action plan, and we are currently awaiting approval of the action plan funding for this summer. Regarding the program: Again, the identification of students who are not "at level" mathematically will be a prominent issue to completion of the program. Instructors and advisors will work closely with students who need intervention in math to success in this rigorous program. Results of the program exam indicate weakness in retention of basic business concepts. Each year, we seem to see a weakness in different areas, but statistics has consistently been identified as a weakness area for our students. Average scores in the four areas this year were: Accounting 73%, Economics 78%, Statistics 68%, and Business Law 73%. Instructors will identify specific learning outcomes not met in the weakness areas and will reinforce those areas through new and/or reinforced methods. Further, the rubric assessment this year indicated a weakness in the social awareness competency. This area includes cooperation/interpersonal skills (evidenced in group efforts in classroom); professionalism/work ethic; and awareness of contemporary issues in business. As part of the summer meeting, the business team will meet to discuss efforts to improve this competency area. We will continue to request time and funding for collaborative efforts to improve student learning.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Business Administration – Non-transfer **Melissa Meeboer, Andy Espinoza**	Student Response: Program assessment activity is a web site portfolio demonstrating competencies in program specific areas and core competencies.	Students chose 4 areas to highlight in their web site portfolios. They were evaluated based on a detailed e-portfolio rubric in skills including creative use of technology, thoroughness, personal reflection, written reflection, layout and text elements, writing mechanics, typography, images, hyperlinks, and navigation relative to their 4 chosen areas. Their scores were broken down into levels of expert, journeyman, apprentice, and novice. Both students scored at the journeyman and expert level for all skill areas. Portfolio areas chosen by both students included communication skills and technology (computer) skills. One student (AAS BSAD) included Excel spreadsheets which demonstrated analytical and quantitative reasoning skills. The other student demonstrated numerous projects she created in her employment at the college based on her course learning. (Certificate BOFTK)	The two students demonstrated a level of learning higher than the benchmark 80%. Scores were 91% and 97% on the project as assessed by the rubric analysis.	Regarding the assessment: The web site portfolio project is providing us with a valid, effective assessment of student learning. It will be continued in future semesters. It is recommended that when a student enters the program, they set up a repository in the learning management system for their artifacts. This was a recommendation from current students and discussed at our advisory board meeting. Regarding program recommendations: The program is effective in preparing students for entry-level business positions as evidenced by the level of achievement on the program assessment and grades of the students. We have no recommendations for change to the program at this time.
Criminal Justice: Transfer **Dr. Richard Patterson Lawrence Curtis**	CRMJ 2895 Criminal Justice Capstone Project	All students successfully completed both the course requirements and the capstone project. Combined they demonstrate each student's competency in the five core areas.	The current programs were fully revised in 2007. Since then modifications have been made to courses and content as the need became apparent. The most recent go into effect Fall 2011. The current year Capstone papers demonstrate the students have a good understanding of the criminal justice system. However while the students can verbally articulate thoughts and concepts they are less able to do so in writing.	Writing will continue to be emphasized throughout the program courses both in assignments and examinations. However the Capstone requirement will be modified to better assess overall learning and their ability to express it through their writing.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Cosmetology – Degree **Donna Charron**	National Cosmetology Examination administered by the Wyoming Board of Cosmetology	Rubrics are administered 5 times per academic year which are relevant to the core competencies. Each student has areas of strength within the competencies and it is very important for the instructors to work with students individually to practice them. (core competencies) Students enrolled in the degree program also take general education classes which help to build adequate skills in the communication, quantitative, technical, social awareness and information literacy areas. We have found that the students are better equipped to communicate using written and oral methods, that they have developed the tools to solve problems using critical thinking skills appropriate to the cosmetology discipline, and have a better understanding of relationship between the individual and the world. These areas have been developed through general education classes and daily practice of the skills within the area of instruction.	8 of 10 students enrolled in the cosmetology program took the national examination and passed, receiving their Wyoming Cosmetology License. 2 of the students finished the cosmetology curriculum but failed to achieve the required grades in the general education area of the program.	A new curriculum has been developed due to changes required by the Wyoming Board of Cosmetology. At this time there should be no significant changes to the outcomes of the Cosmetology student.
Mathematics **Robert Creagar** **Cheryl Raboin** **Ray Dewitt**	Oral examination of students.	Note: This major was only with us for 20 credits of her degree. Therefore, the findings in this report do not reflect the whole of the mathematics program or core at EWC. Communication skills: 3 - proficient Analytic and Quantitative Reasoning: 3 - proficient Technology Skills: 3 - proficient Social Awareness: 3 - proficient Information Literacy: 3 - proficient	Weak in computing and statistics aspect COSC 1010 is a weak point Also weak in STAT In her math classes, she is advanced in the immediate computations and work. Her recall of material is only partially proficient.	1. Program has to be rewritten to reflect the fact that EWC eliminated the computer science courses. Computer science is an integral part of mathematics degrees around the country, so the lack of that element of the program will require our degree to be rewritten. 2. Concurrent enrollment is still a major problem for the mathematics program. We get few students ready for a mathematics degree because the high schools are teaching the freshman level courses and therefore we do not get a critical mass of sophomore level students. Students ready for that level of math are going on to 4 year colleges straight from high school.

Course Assessments 2010-2011

Courses are the building blocks of the programs. Program members continually examine the goals and objectives for the program. The courses offered within those programs are analyzed for their role in meeting those goals and objectives. It is critical to incorporate the 5 core competencies, as defined by the faculty and staff of EWC, into the courses. Those competencies include (1) communication skills (2) analytical and quantitative reasoning (3) technology skills, (4) social awareness and (5) information literacy. It is also important to define the competencies that are specific to that course.

Faculty members work on one course assessment per year. They work to define up to 5 learner outcomes for the course. Those outcomes are then linked to the competences (1 through 5) defined above. Methods which are used to evaluate the achievement of learner outcomes are listed, and any classroom assessment techniques (CATS) are also examined.

Since faculty often teach the same courses within their discipline, they will often repeat the course assessment for a given course, enabling them to once again examine the course and its relationship to meeting the goals and objectives of the program, as well as the faculty-defined core competencies.

Reporting Instrument

Faculty are asked to respond to the following questions on the reporting instrument:

1. Name
2. Course Department and Number
3. Course Name
4. List one of the major learner outcomes for this course.
5. For learner outcome #1, mark each of the competencies to which it is related (all competencies are listed in the instrument, as well as "other", which would include program specific outcomes.)

6. through 13. Identifies 4 more learner outcomes for the course and links them to the competencies which they address.

14. Indicate the methods that you use to evaluate student progress toward the learner outcomes.
15. Indicate the Classroom Assessment Techniques (CATS) that you use to evaluate the course.

The results of the course assessments are showing an increasing awareness by all faculty of the importance of linking student learning to a defined set of goals and objectives. Many courses have been re-designed based on these assessments and emphasis on the core competencies is playing an increasingly important role in courses across all programs.

The reports are reviewed by the assessment coordinator. Feedback is presented to the faculty members in an email. The email discusses the clarity and measurability of objectives. It reinforces to the faculty members that they need to share these course objectives with students so that they have a clear understanding of the outcomes for the course.

Faculty: Melissa Meeboer	**Course:** BADM 2395 Business Office Capstone

Outcomes	Description	Competencies					
		A Communication Skills	**B Analytical & Quantitative Reasoning**	**C Technology Skills**	**D Social Awareness**	**E Information Literacy**	**F Competencies that are specific to that course**
1	Prepare a letter of application and a resume.	X		X			X
2	Demonstrate an understanding of the rules and procedures of records management.						X
3	Complete an online portfolio of artifacts representing student achievement.	X	X	X			X
4	Identify available career opportunities for an office professional.				X	X	X
5	Describe the skills and knowledge needed to succeed in an office environment.	X				X	

Assessments used to evaluate student progress in the course:	Portfolio Rubric
CATS employed in this course:	Concept Maps, Annotated Portfolios, E-mail Feedback

Faculty: Dr. Richard Patterson	**Course:** CRMJ 2420 Juvenile Justice

Outcomes	Description	Competencies					
		A Communication Skills	**B Analytical & Quantitative Reasoning**	**C Technology Skills**	**D Social Awareness**	**E Information Literacy**	**F Competencies that are specific to that course**
1	Upon successful completion of the course the student will understand and be able to demonstrate knowledge regarding the history and societal factors leading to the development of a separate juvenile justice system.	X			X	X	X
2	Students will be able to use the library, internet, and other sources to research juvenile justice data and statutes.			X	X	X	X
3	Students will be able to describe the various theoretical orientations used to explain delinquent behavior.				X		X
4	Students will be able to research and articulate trends, issues, and concerns within the juvenile justice system.		X		X	X	X

Assessments used to evaluate student progress in the course:	Research papers, examinations, classroom discussion and feedback.
CATS employed in this course:	Background Knowledge Probe, Misconception/Preconception Check

Faculty: Richard Vonburg		**Course:** ECON 1010 Macroeconomics					
Outcomes	**Description**	**Competencies**					
		A Communication Skills	**B Analytical & Quantitative Reasoning**	**C Technology Skills**	**D Social Awareness**	**E Information Literacy**	**F Competencies that are specific to that course**
1	List and show examples of the Ten Principles of Economics.				X		X
2	Apply supply and demand concepts to "real world" examples	X	X		X		
3	Outline, compute, and apply the components of the national accounts of the United States to find measures such as GDP, NDP, NI, PI, and DPI.		X				
4	Define, find, and compare national economic measures such as unemployment, inflation, productivity, growth, and money measures and interest rates.			X	X	X	X
5	Discuss the implications of various monetary and fiscal policies and their effects on growth, inflation, and unemployment.		X	X			X

Assessments used to evaluate student progress in the course:	Homework, weekly discussion assignments from the Wall Street Journal, chapter application problems, unannounced quizzes, and exams.
CATS employed in this course:	Background Knowledge Probe, What's the Principle?, Student-Generated Test Questions, Paper or Project Prospectus, E-mail Feedback, Assignment Assessments, Exam Evaluations

Faculty: Anne Hilton		**Course:** HIST 1120 Western Civilization II					
Outcomes	**Description**	**Competencies**					
		A Communication Skills	**B Analytical & Quantitative Reasoning**	**C Technology Skills**	**D Social Awareness**	**E Information Literacy**	**F Competencies that are specific to that course**
1	Students will demonstrate an understanding of cultures and the contributions of cultures.				X		X
2	Students will develop an understanding of working with historical documents, including reading and interpretation, analysis and synthesis of information.		X			X	X
3	Students will develop the ability to analyze various dimensions of past societies, including political, cultural, economic, social, and religious dimensions.		X		X		X
4	Students will demonstrate critical thinking skills through the ability to interpret historical events in writing.	X	X				X
5	Students will develop an understanding of the interrelationships among various cultures, people, and places throughout history and the present.			X	X		X

Assessments used to evaluate student progress in the course:	Historical Source Analysis of Primary Sources In class writing assignments Exams Family Research Project and Presentation
CATS employed in this course:	Focused Listing, Misconception/Preconception Check, Empty Outlines, Memory Matrix, Defining Features Matrix, Directed Paraphrasing, Assignment Assessments, Exam Evaluations

Faculty: Heidi Edmunds	**Course:** PSYC 2210 Drugs and Behavior

Outcomes	Description	Competencies					
		A Communication Skills	**B Analytical & Quantitative Reasoning**	**C Technology Skills**	**D Social Awareness**	**E Information Literacy**	**F Competencies that are specific to that course**
1	Demonstrate an understanding of the physiological processes and psychological actions of various psychoactive substances and their impact on behavior, mood, affect and cognition.		X				X
2	Identify the major consequences of psychoactive substances.		X				X
3	Describe the various cultural, historical, legal, and social dynamics that have defined the use of psychoactive substances in our society.				X		X
4	Use the internet to conduct research and the computer to process documents.			X		X	X
5	Be able to research a topic related to the course objectives and present their findings in a both written and oral form.	X				X	X

Assessments used to evaluate student progress in the course:	Reading Quizzes, Weekly Assignments, Threaded Discussions, Research Project
CATS employed in this course:	Other

Classroom Assessment Techniques 2010-2011

All full-time, benefited instructors are asked to complete and report at least one classroom assessment each semester. Thirty-three faculty members completed the CAT report in Fall 2010 and 37 completed the CAT report in Spring 2011, for a high participation rate.

Instructors complete multiple classroom assessment techniques (CAT), but report just one per semester. The reporting instrument was available to faculty in a Blackboard format which was accessed on the EWC web site.

New faculty members are trained on the purpose, content, and reporting of CAT. Faculty members may contact the Outcomes Assessment Coordinator or members of the Outcomes Assessment committee if they have questions concerning this type of assessment. Multiple reminders are sent to faculty to encourage them to consider and use assessment techniques in the classroom.

The reporting instrument summarizes the results of the assessment and the learning process discoveries to the instructor and/or students. Instructors then describe additions, affirmations, or alterations in teaching practices based on those discoveries.

Reporting instrument

Faculty are asked to respond to the following items

1. Name
2. Division
3. Faculty Status
4. The CAT listing is drawn from "Classroom Assessment Techniques: A Handbook for College Teachers", 2nd ed (Angelo & Cross). Copies of this handbook are available in the Learning office, the Library, Division Chairs, or any Curriculum & Learning Council member. You are encouraged to consult the handbook for complete explanations of these and other CAT. Please select the CAT(s) you used: I used (a drop down list is provided to choose)
5. Other (Please list any other CATs used but not listed above)
6. Please describe what the results have led you and/or your students to discover about the learning process.
7. Please describe changes to or commitments to continue previous teaching practices you have made as a result of this or past use of CAT. (Note: The results of a CAT may lead you to add to, affirm, or alter current teaching practices).

According to the reports submitted, faculty, in general, are finding many implications for student learning as they assess course-related knowledge and skills; learner attitudes, values, and self-awareness; or learner reactions to instruction. The reports indicate clear changes needed in learner outcomes for courses, methodology of instruction, and/or affirmation of learning theory. It is also evident that many faculty members are working to develop assessments more closely tied to the defined outcomes of the course, program, and core competencies.

Sampling of Classroom Assessment Techniques (CATS) 2010-11

Name Division Status	Used	Other	Results	Changes
Dr. Ed Bittner Business and Technology Full-time Faculty	Everyday Ethical Dilemmas	None	Scenarios involving real-life experiences in communicating with clients were given to the students who worked in groups. I found that by switching the leaders of the group from scenario to scenario often changed the overall message that I was trying to transmit.	The results of this CAT reaffirmed my commitment to the process of acting out veterinary scenarios as a valued tool to learning.
John Cline Arts, Humanities, Social & Behavioral Sciences Full-time Faculty	Annotated Portfolios	None	I have discovered that the concepts covered in the lecture portion of the class were misinterpreted or misunderstood by some students when it came time for them to use these concepts in the discussion of their art portfolios.	I will change my teaching practice by more closely supervising my students between lectures and the studio projects that follow the lectures to ensure that the principles being taught are translating over into practical application.
Jenny Hart Arts, Humanities, Social & Behavioral Sciences Full-Time Faculty	Misconception/Preconception Check	None	At the beginning of the semester in PSYC 1000 students complete a true/false quiz about common misconceptions about psychology. Many students start the class with misconceptions or preconceptions about what psychology is, why people are the way they are, or how people make decisions. When we review this quiz, they find that many of the things they believed to be true are actually false. This helps them realize that there is a lot to learn about psychology and that what they thought they knew isn't always true..	I like this CAT and I feel it is helpful for both introducing the topics we will cover in class, as well as pointing out that their ideas about psychology aren't always correct. I will continue to use this CAT.
Dr. Lorna Pehl Science Division Full-time Faculty	Other: Reading Assignment Quizzes	None	Students typically don't use their text unless they are encouraged to do so. Daily reading quizzes that are used as extra credit points on exams, encourages students to read at a steady pace and keep up with lecture material. Students that do well on the accumulating reading quiz points do better on homework, exams, and classroom participation.	I will contine to use reading assignment quizzes.

Name Division Status	Used	Other	Results	Changes
Pam Capron Business & Technology Full-time Faculty	What's the Principle?	none	The student were given an assignment to create a scenario for a color service on a client, but had to also have the solution to the scenario. This required them to apply color principles that we had learned previously. This required critical thinking on their part. Taking those principles and applying them step by step. To make the best choices for the best results.	This assignment was effective for their independent learning process. But becuse this was a group effort I will use it more independently so that it will require all to participate, not leaving those few that tend to be more timid in their learning. But use the results to share as a group.