Outcomes Assessment Summary Report

With Assessment Examples
2007—2008

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Executive Summary

The Outcomes and Distance Learning Assessment Plans for Eastern Wyoming College include a variety of activities at many different levels. The following report, submitted by the Outcomes Assessment Committee, summarizes the results of those activities.

Quality Improvement
In Spring 2008, EWC applied to be admitted to the AQIP (Academic Quality Improvement Plan) program of accreditation. EWC was not admitted to the process, primarily because of timing issues, but the application provided the impetus for a move to be included in the Foundations of Excellence (FOE) program to study the first year experience of students at EWC. The FOE study will be included in next year's assessment report. Other quality improvement projects will be identified through the new strategic planning process.

The report is divided into sections that include the following areas:
Plan of Assessment including the Student Assessment Plan, the Program Assessment Plan, and the Distance Delivery Assessment Plan

General Education Requirement Assessments for AA and AS students: CAAP Test
Recommendations/findings:
All areas tested including writing skills, math, reading, critical thinking, and science resulted in scores above the national average. It is recommended that we continue to work on improvement in all areas and maintain levels above the national average.

Surveys
Community College Survey of Student Engagement (CCSSE)
Recommendations/findings:
The results of the 2007 Community College Survey of Student Engagement (CCSSE) will be used as a baseline for institutional guidance. The CCSSE will be administered again in Spring 2009. It is recommended that survey results be disseminated to student services and to division chairs to more effectively utilize them for improvement of the institution.

Graduate and transfer student surveys
Recommendations/findings:
The respondent rate of transfer student surveys was too small to offer significant information. The graduate student survey respondents overall were please with their EWC experience. It is recommended that we obtain survey information from students attending major transfer institutions including University of Wyoming, Chadron State College, and Black Hills State University. It is also recommended that other ways be explored to increase the response rate on all surveys.

Information about University of Wyoming transfer students UW Transfer Student statistics.

Recommendations/findings:

EWC students are achieving a higher first semester grade point average than other transfer students. The more credits transferred, the better the first semester UW GPA. Over a five year period, the number of students transferring from EWC to UW has decreased. We need more information on all transfer students. It is recommended that we use National Student Clearinghouse to obtain relevant data.

Perkins Grant Program Assessment

Recommendations/findings:

The goal of the Perkins Grant is to provide increased opportunities for technical faculty to obtain professional development and provide students with experiences in all aspects of an industry. Allocations included the following:

- new equipment for our Criminal Justice Lab
- improved conditions for our Cosmetology students
- added equipment to the Cisco Networking Lab
- equipment for our Veterinary Technician programs to enable hands on experience

A five-year strategic plan for the project has been developed. The plan includes the following targets:

- LPN Program at our Douglas, WY campus
- Criminal Justice program improvements
- Development of an Entrepreneurship program
- Development of a Web Design and Graphics program

Program Assessments include results from evaluating how students perform on the various required program assessment activities on campus and through distance delivery

Recommendations/findings:

- Veterinary Technology: Needs to continue to provide a strong academic/hands on program
- Cosmetology: Space for additional students will be an ongoing area of concern for the department
- Education: Creation of mechanism to coordinate the Outcomes Assessment activities for both on-campus and off-campus graduates of EWC's education programs
- Business Office Technology and Business Administration AAS: increase the number of short writing exercises with multiple revisions
- Welding: Students need more Gen. Eds. The program will be revised Fall 2008
- Computer Technology: CNET Certificate will no longer be offered. The ITSS Certificate, CIS AAS, and Business Web Certificate have all undergone curriculum adjustment
- ACCT Douglas: A new course, Empowerment, has been developed to enhance communication skills; a new course for critical thinking will be proposed
- Math: Secondary Math Education students should have more practice in expressing major ideas orally to the class or to the instructors

- Beef Certificate: Add a cow herd, eliminate Biology as a prerequisite for range, change range management to ranch orientation, not government, wildlife based
- Biology: Additional cooperation with Park Service, Forest Service, or State Game and Fish is needed in order to help students succeed. Additional instruction is needed in the areas of Physics and Geology, and course scheduling conflicts need to be resolved to increase graduation rates
- Farm/Ranch Management, Agricultural Business, Agriculture, Animal Science: Make the course a two semester course with the first semester having a small 'practice' business plan project and include required course reviews once per week during the two semesters, culminating in a comprehensive test system for each of the Agricultural majors
- Criminal Justice: Course/capstone project needs revision
- Psychology: Explore additional methods to improve writing and rewriting skills
- Communication: Add more Journalism courses to the communication program
- Accounting and Business AS: Newly formed business team will meet to redefine program learning outcomes, map the curriculum more effectively, and produce a more appropriate set of measures. Replace COSC 1200 with IMGT 2400, delete second lab requirement
- Pre-Professional: Emphasize information literacy skills and continue to track pre-professional placements even when student completes with Interdisciplinary Studies degree

The Outcomes Assessment Committee will follow up on the achievement of these recommendations in the 2008-2009 year.

Course Assessments include results from instructors evaluating their courses to show that course objectives address the program goals and objectives and overall college general education requirements

Recommendations/findings:

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.

Classroom Assessments include results from instructors using various instruments to assess student learning in the classroom.

Recommendations/findings:

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.

Conclusions

The report demonstrates that assessment activities at EWC are an important part of the educational process. Assessment is tied to the institution's mission 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://ewc.wy.edu/administration/ir/outcomes/
The plan, as well as the distance learning assessment plan, is included in this report.

Eastern Wyoming College's assessment program is a learning paradigm (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 reviewed, results are reviewed, and changes are being made in the classrooms, in programs, in the 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.

The accomplishment of the goals and objectives of the Assessment Committee for the 2007-2008 academic year were discussed at the last meeting of the Spring semester in April 2008.

- The Fall and Spring inservice activities did not allow time for the planned faculty in-service because of the new administrative personnel changes, which included a new strategic planning process implementation. However, Fall 2008 included a faculty inservice during which faculty redefined program goals and objectives.
- The Assessment Summary Report for the prior year (2006-2007) was completed and discussed at all division meetings. It was made available on the EWC web site and submitted and discussed by the EWC Board of Trustees.
- Program reviews were not performed during the 2007-2008 period because of new administrative personnel changes. This goal will be addressed in the next year by the Vice President of Learning.
- Available informational literacy tutorials were reviewed by the committee. The decision for implementation and dissemination is postponed until all of the tutorials are available.

The committee made tremendous progress this year in the administration of the college assessment efforts.

Student Assessments

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

- Outcomes Assessment Committee
- President's Advisory Council/Leadership Team
- Instructional Advisory Council/Faculty Council
- Division Chairs
- Board of Trustees
- EWC Website

Component	Responsibility*	Time Schedule	Population/Program	Use of Results
COMPASS Placement Tests (Math, English, and Reading)	Testing/Counseling Center-Debbie Ochsner, Director & Angie Babcock, 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	Dean of Students, Marilyn Cotant, 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, Richard Holcomb	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	Dean of Students, Marilyn Cotant: identifying and notifying students to be tested Career/Testing Center: Debbie Ochsner, Director and Angie Babcock, Coordinator, and outreach coordinators Vice President of Instruction, Richard Holcomb; Division Chairs, Patti Sue Peterson, Janet Martindale, Wayne Deahl; 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, Kimberly Russell	Odd years in December	All EWC graduates from the previous year	Assess student satisfaction with EWC
Perkin's Grant Evaluation and Assessment	Dean of Instruction: Outreach & Lifelong Learning-Dee Ludwig: disseminate results & prepare final report for WDE and WCC Vocational/Technical Program Faculty Members, Special Populations Coordinator: Anne Hilton: coordinate assessment process. Vice President of Instruction, Richard Holcomb; Division Chairs, Patti Sue Peterson, Wayne Deahl, Janet Martindale, 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
UW Principal-Counselor Student Conference	Dean of Students, Marilyn Cotant; Recruiting Coordinator, Mell Cooper	Every Spring	EWC transfer students attending the University of Wyoming	To examine former EWC students' attitudes about how well EWC prepared them for university studies

Component	Responsibility	Time Schedule	Population/Program	Use of Results
UW Transfer Student Survey	Director of Institutional Research, Kimberly Russell	Odd years in the Fall	Students who transfer to UW	Transfer success, articulation meetings, curriculum improvement
Community College Survey of Student Engagement (CCSSE)	Director of Institutional Research, Kimberly Russell	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

*Individuals list above are responsible for component reporting for the 2007-2008 year.

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
- Instructional Advisory Council/Faculty 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	Monte Stokes
Agriculture: Business (AGBUS)	AS	Capstone Course: AGEC 2395	Tim Walter
Agriculture: Farm/Ranch Mgt. (FRCH)	AAS		
Agriculture: General (GAGR)	AS		Tim Walter Rick Vonburg
Agriculture: Economics (AGEC)	AS		
Agriculture: Education (AGED)	AS	Student Portfolio	Tim Walter Rick Vonburg
Agriculture: Rangeland Ecology and Watershed Management (REWM)	AS	Capstone: HMDV 2000	Dee Ludwig Connie Woehl Chris Wenzel
Animal Science (ANSC)	AS	Capstone Course: AGEC 2395	Tim Walter
Art (ART)	AA	Show/Demonstration	Daniel Fielder
Biology (BIOL) Environmental Science (ENVR)	AS	Departmental Exam	Chris Wenzel Tina Christinck
Business Administration (BADM)	AS	Departmental Exam	Melissa Meeboer Dennis Misurell
Business Administration (BSAD)	AAS	Portfolio	Janet Martindale Melissa Meeboer Robbi Marvel
Business Education (BSED)	AA		
Business Office Technology (BOTK)	AAS		
Business Office Technology (BOFTK)	CD		
Communication (COMM)	AA	Capstone Course: CO/M 2395	Wayne Deahl

Program	Degree	Component	Responsibility
Management Information Systems (MIS)	AS	Departmental Exam	John Gibson
Computer Networking (CNET)	CD	Departmental Exam	
Information Support Specialist (ITSS)	CD	Choice of two Microsoft Office Specialist Exams or Comp TIA A+ Exam	
Web Design (BWEB)	CD	Capstone Web Page	
Cosmetology (CSMO)	AAS	State Board Exams	Bill Schmidt Donna Charron Judy Stellpflug
Nail Technician (CSNT)	C		
Skin Technician (CSST)	C		
Hair Technician (CSHT)	CD		
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	Written Project: CRMJ 2380	
Criminal Justice (CMJT)	AAS	Capstone Course: CRMJ 2895	
Construction Technology (CNTK)	CD	Construction Journal	John Ely
Economics (ECON)	AS	Departmental Paper	Rick Vonburg Dennis Misurell
Education: Elementary Education (ELED)	AA	Student Portfolio	Janan McCreery
Education: Secondary Education (SCED)	AA	Student Portfolio	Janan McCreery
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	Jeff Bruening
Interdisciplinary Studies (INST/INSTU)	AA/AS	Capstone Course: HMDV 2000 or Assessment Activity in Designated Area	Dee Ludwig 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	Mary Nielsen Cheryl Raboin Bob Creagar
Mathematics: Secondary Education (MTED)			
Music: Applied Music (MUSC)	AA	Performance Recital with Outside Critique	Dan Fullerton
Music: Music Education (MUSED)		Performance Recital with Outside Critique and Portfolio	
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	Jeff Bruening
Preprofessional: Pre-Veterinary Medicine (PVET)	AS	Rubrics Analysis	Ed Bittner, Susan Walker, Monte Stokes
Preprofessional: Pre-Dentistry (PDEN)	AS	Portfolio/Rubrics Analysis	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 Smith
Sociology (SOC)	AA	Departmental Essays	Diane Quealy-Berge
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 Jansing, Peggy Knittel, Monte Stokes
Welding & Joining Technology (WJTK)	CD AAS	National Competency Test	Leland Vetter Russell Pontarolo Grant Harpstreith
Machine Tool Technology (MTT)	CD	Project	Leland Vetter Russell Pontarolo Grant Harpstreith
Wildlife & Fisheries Biology & Management (WILD)	AS	Departmental Exam	Chris Wenzel

*This table lists faculty responsible for reporting the 2007-2008 year program findings.

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
- Transfer Student 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
- Instructional Advisory Council (Faculty Council in coming years)
- Distance Learning Committee
- Program advisory committees
- Faculty

Results are used for:

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

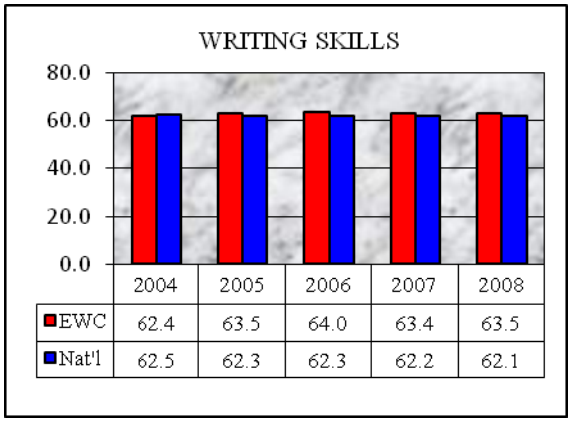
Program Assessment Activities for Distance Delivery

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

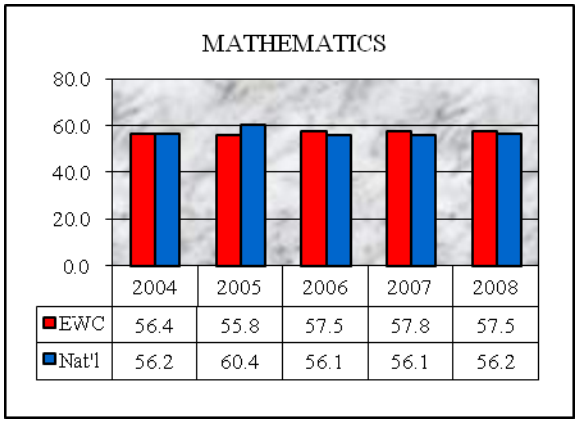
- Business Administration AAS—Portfolio Development in Capstone Course
- Criminal Justice AA-Capstone Course
- Interdisciplinary Studies, AA—Capstone Course
- Interdisciplinary Studies, AS—Capstone Course

Collegiate Assessment of Academic Proficiency (CAAP) Tests

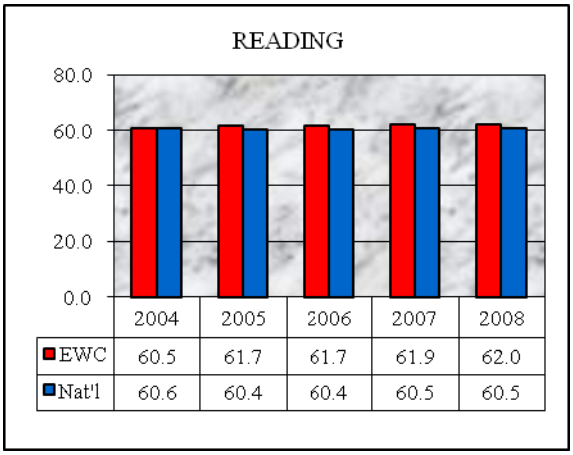
The average of Eastern Wyoming College's 42 AA and AS Spring 2008 graduates was higher than the national average on the CAAP Test in all subject areas which includes: writing skills, mathematics, reading, science and critical thinking. There were 37 out of the 42students (88% of those tested) from the Spring 2008 graduates who scored higher than the national mean in one or more of the above-named subject areas. In Spring of 2007 that percent was 91%, Spring of 2006 it was 86%, Spring 2005 it was 89%, and in the Spring of 2004 it was 78% of those tested who scored higher than the national mean in one or more of the subject areas.



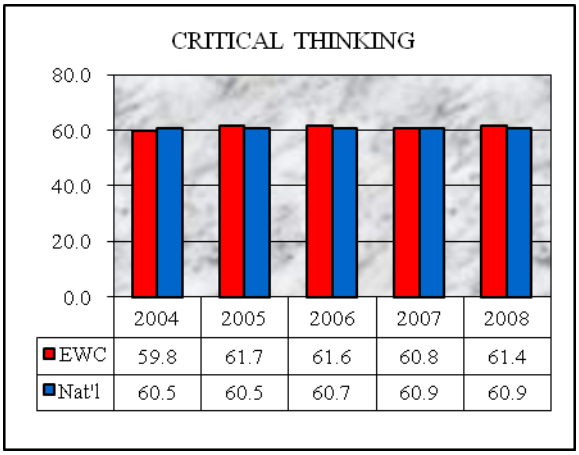
	2004	2005	2006	2007	2008
EWC	62.4	63.5	64.0	63.4	63.5
Nat'l	62.5	62.3	62.3	62.2	62.1



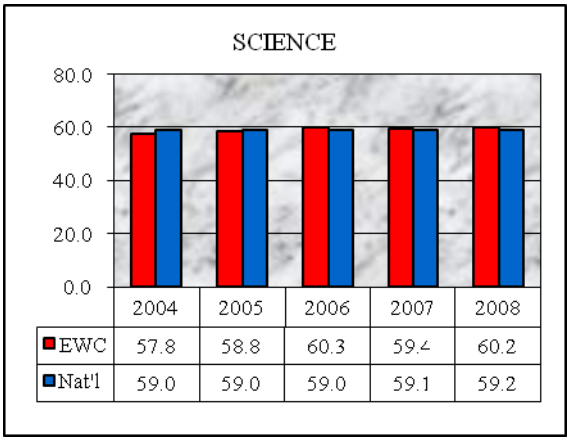
	2004	2005	2006	2007	2008
EWC	56.4	55.8	57.5	57.8	57.5
Nat'l	56.2	60.4	56.1	56.1	56.2



	2004	2005	2006	2007	2008
EWC	60.5	61.7	61.7	61.9	62.0
Nat'l	60.6	60.4	60.4	60.5	60.5



	2004	2005	2006	2007	2008
EWC	59.8	61.7	61.6	60.8	61.4
Nat'l	60.5	60.5	60.7	60.9	60.9



	2004	2005	2006	2007	2008
EWC	57.8	58.8	60.3	59.4	60.2
Nat'l	59.0	59.0	59.0	59.1	59.2

Recommendations

It is recommended that we continue to work on improvement in all areas and maintain levels above the national average.

Surveys

The seven Wyoming community colleges distribute three common surveys to students including the Community College Survey of Student Engagement (CCSSE), transfer student survey and graduate student survey. The transfer and graduate surveys are administered in the fall of odd years. The CCSSE is administered in the spring of odd years

The 2007-08 Graduate Survey was mailed to117 graduates in fall, 2007. The college received 14 survey responses (response rate of 12%) from 2007-08 graduate survey. In addition, there were 33 transfer surveys mailed to students that transferred to the University of Wyoming. The college received 2 transfer survey responses (6.1% response rate).

Graduates and transfer students indicated they were well prepared for further study at a four-year institution. Graduate respondents thought EWC did an excellent job of preparing them for further study at a four-year institution; four said strongly agree and 8 said agree.

As a whole, the graduates and transfer students indicated they experienced the most improvement in general knowledge and intellectual curiosity in a variety of subject areas; computer literacy; written communication skills; recognizing, accessing and retrieving information from a variety of sources; and understanding the importance of mental and physical wellness. The highest ratings for the importance of skill/abilities were computer literacy; synthesizing, analyzing and evaluating information; written communication skills; and understanding the importance of mental and physical wellness.

Overall, respondents on both surveys were glad they attended EWC, found it to be a friendly place, and would recommend EWC to family and friends. They were mostly satisfied to very satisfied with the instructional aspects of the college. Respondents from the Graduate and Transfer Surveys were most satisfied with the class size; helpfulness of instructors; and overall academic experience.

The survey results indicate that students are satisfied with the education and services provided by EWC. Most of the written comments were extremely positive. The majority of the comments related to EWC being a great small college and having great instructors that students can get to know.

University of Wyoming Transfer Student Assessment

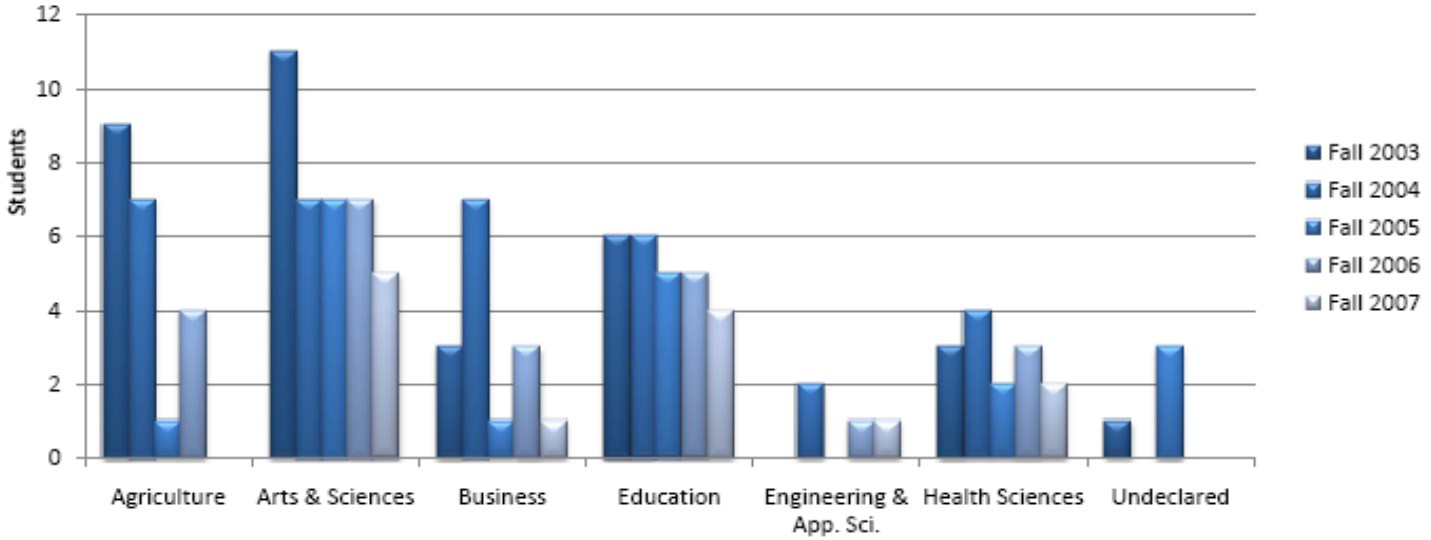
Our transfer student assessment shows positive results. Our students are achieving a higher first semester grade point average at the University than other transfer students. The first semester UW GPA was greatly affected by the number of credits transferred to UW. Data shows that the more credits the student transfers, the better the first semester GPA at UW. The overall GPA for EWC (3.25) is higher than all Wyoming Community College transfer students (2.84), all transfer students (2.79), and UW students (2.88).

Over a five year period, the number of students transferring from EWC to UW has decreased.

Indications are that EWC is providing a solid background for transfer students and articulation agreements ensure maximum success for transferring.

We need more information on all transfer students. It is recommended that we use National Student Clearinghouse to obtain relevant data.

Eastern Wyoming College Transfers to UW Colleges
Fall Semesters* 2003 – 2007



UW College	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	5 Year % Change
Agriculture	9	7	1	4	0	-100.0%
Arts & Sciences	11	7	7	7	5	-54.5%
Business	3	7	1	3	1	-66.7%
Education	6	6	5	5	4	-33.3%
Engineering & App. Sci.	0	2	0	1	1	---
Health Sciences	3	4	2	3	2	-33.3%
Undeclared	1	0	3	0	0	-100.0%
Total Transfers	33	33	19	23	13	-60.6%

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

Thirteen EWC students transferred to UW for Fall 2007. An additional 4 students transferred in the Spring 2008 semester. The majority of students transferred to the College of Arts & Sciences and the College of Education.

Source: Fall 2007 - 2008 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Academic Achievement of New Transfer Students* - Fall 2007
Grade Point Averages and Enrollments in University of Wyoming Colleges

Eastern Wyoming College

UW College	Freshmen		Sophomores		Juniors		Seniors		Second Bachelors		Non-degree Undergrads		Total Eastern Wyoming College Transfer Students	
	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA	#	UW GPA
Agriculture	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Arts & Sciences	1	1.45	0	---	4	3.25	0	---	0	---	0	---	5	2.69
Business	0	---	0	---	1	3.60	0	---	0	---	0	---	1	3.60
Education	0	---	1	3.00	3	3.56	0	---	0	---	0	---	4	3.51
Engineering & App. Sci.	1	2.67	0	---	0	---	0	---	0	---	0	---	1	2.67
Health Sciences	1	4.00	0	---	1	3.81	0	---	0	---	0	---	2	3.89
Undeclared	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Total Eastern Wyoming College Transfer Students	**3**	**2.56**	**1**	**3.00**	**9**	**3.50**	**0**	**---**	**0**	**---**	**0**	**---**	**13**	**3.25**

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

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 3.25. Further, the later the student transfers in their academic career, the better their first semester GPA.

Source: Fall 2007 – 2008 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Academic Achievement of New Transfer Students by Hours Transferred - Fall 2007
Comparison of Community College and UW Grade Point Averages

Eastern Wyoming College

Transferred Credit Hours*	Eastern Wyoming College Transfer Students			All Wyoming Community College Transfer Students			All Transfer Students			All UW Undergraduates	
	#	Community College GPA*	UW First Fall Semester GPA	#	Community College GPA	UW First Fall Semester GPA	#	Community College GPA	UW First Fall Semester GPA	#	UW Fall Semester GPA
0 <= Hours < 30	3	3.12	2.56	79	2.93	2.26	203	3.04	2.47	3,523	2.69
30 <= Hours < 60	1	3.46	3.00	111	3.19	2.50	228	3.15	2.57	2,375	2.87
60 <= Hours < 90	9	3.48	3.50	281	3.35	3.04	368	3.31	3.01	1,616	2.94
90 <= Hours	0	---	---	78	3.35	3.16	130	3.30	3.08	1,978	3.13
Totals	13	3.46	3.25	549	3.31	2.84	929	3.26	2.79	9,492	2.88

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

The first semester UW GPA was greatly affected by the number of credits transferred to UW. The more credits transferred the better the first semester at UW GPA. The overall GPA for EWC (3.25) is higher than all Wyoming Community College transfer students (2.84), all transfer students (2.79), and UW students (2.88).

Source: Fall 2007 – 2008 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

Perkins Grant Program Assessment

Individual program advisory groups meet regularly to discuss the specific needs of programs covered under the Perkins Grant program. Each Perkins program at EWC has an advisory group. Advisory groups include Agriculture, Welding/Machine Tooling, Veterinary Technology, Business and Technology, Cosmetology, Criminal Justice, Construction Technology, Health Technology, and Early Childhood Education. Advisory members consist of EWC faculty, industry representatives, and experts in the field. Member recommendations guide program updates, changes, and enhancements based on community and industry requirements.

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:

Welding – Funds were used to purchase additional equipment to keep the lab current with American Welding Society's standards to insure our standing as a premier provider of Welding and Joining Technology curriculum.

Cosmetology – As part of a campus initiative to improve this department we provided classroom equipment that was specific to the students needs. This included facial tables that replaced out of date equipment that had fallen into disrepair.

Veterinary Technology – We focused on giving the students the ability to get hands on in their studies. The equipment we purchased included Rat Models and Canine Heads which allowed students access to learning that wasn't available in the past.

Criminal Justice – The department is continuing to enhance their laboratory and ability to bring investigative techniques to the students. The grant provided digital cameras for crime scene and accident investigation techniques, courses on video and an Intoxilyzer for simulating DUI stops.

Agriculture – Purchased components to update the equipment to bring it up to date and significantly enhance the course offerings.

Computer Networking – Updated the labs hardware and software capabilities to offer current and relevant technology curriculum.

Construction Technology – We added a backhoe attachment to our 420 Skid Steer for demonstrating and teaching techniques in foundation digs and landscaping techniques. In addition, we added a drill press and band saw for housing project.

Early Childhood Development – Updated and enhanced the curriculum by purchasing educational video sets. The video catalogs purchased were in the areas of Stages of Labor and Child Birth, Childhood Injuries and Nutrition, Theories of Human Development and Autism Spectrum Disorders.

The faculty and students in these programs indicate that all of these purchases and equipment upgrades have improved the curriculum and the hands-on experiences for the students.

Program Assessments 2007-2008

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 add to, 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. In 2007-2008 the program review process was under revision and no program reviews were conducted.

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 2007-2008 indicated recommendations including the following:

- Veterinary Technology: Needs to continue to provide a strong academic/hands on program
- Cosmetology: Space for additional students will be an ongoing area of concern for the department
- Education: Creation of mechanism to coordinate the Outcomes Assessment activities for both on-campus and off-campus graduates of EWC's education programs
- Business Office Technology and Business Administration AAS: increase the number of short writing exercises with multiple revisions
- Welding: Students need more Gen. Eds. The program will be revised Fall 2008
- Computer Technology: CNET Certificate will no longer be offered. The ITSS Certificate, CIS AAS, and Business Web Certificate have all undergone curriculum adjustment
- ACCT Douglas: A new course, Empowerment, has been developed to enhance communication skills; a new course for critical thinking will be proposed
- Math: Secondary Math Education students should have more practice in expressing major ideas orally to the class or to the instructors
- Beef Certificate: Add a cow herd, eliminate Biology as a prerequisite for range, change range management to ranch orientation, not government, wildlife based
- Biology: Additional cooperation with Park Service, Forest Service, or State Game and Fish is needed in order to help students succeed. Additional instruction is needed in the areas of Physics and Geology, and course scheduling conflicts need to be resolved to increase graduation rates
- Farm/Ranch Management, Agricultural Business, Agriculture, Animal Science: Make the course a two semester course with the first semester having a small 'practice' business plan project and include required course reviews once per week during the two semesters, culminating in a comprehensive test system for each of the Agricultural majors
- Criminal Justice: Course/capstone project needs revision
- Psychology: Explore additional methods to improve writing and rewriting skills
- Communication: Add more Journalism courses to the communication program
- Accounting and Business AS: Newly formed business team will meet to redefine program learning outcomes, map the curriculum more effectively, and produce a more appropriate set of measures. Replace COSC 1200 with IMGT 2400, delete second lab requirement
- Pre-Professional: Emphasize information literacy skills and continue to track pre-professional placements even when student completes with Interdisciplinary Studies degree

Program Assessments 2007-08

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Communication **Wayne Deahl**	Social Science Capstone	A written response demonstrated communication skills, as well as being word processed which demonstrated technology. The work also required research, demonstrating information literacy. Analysis of the course work and intended direction for future study occurred. Social awareness is taught and learned in at least two courses, and was highlighted by the student in her enlightenment to cultural, social, and racial biases discovered in a sociology course.	The program, as has been suggested before, provides a solid foundation for social science but lacks the necessary areas for journalism, which is one intention of the graduate.	We still need to consider adding more journalism courses to the communication program.
Farm/Ranch Management, Agricultural Business, Agriculture, Animal Science **Tim Walter**	Ag Capstone Project, AGEC 2395	The major factor is the completion of a Business Plan. This plan includes written sections: Marketing, Operations, and Financials. The Financial Section requires knowledge in math, record keeping, financial documents. The plan is orally presented to classmates, instructor, and others.	Except for Social Awareness, the core competencies are met. Some social processing is accomplished as students must research state and national information on production, economics, budgets, etc. in order to have realistic information.	Students voiced several ideas that will be evaluated by faculty members. (1) Make the course a two semester course with the first semester having a small 'practice' business plan project. This would allow them to experience all aspects of a Business Plan. The second semester would include the production of a new 'personal' plan. (2) Include required course reviews once per week during the two semesters, culminating in a comprehensive test system for each of the agricultural majors.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Mathematics **Mary Nielsen** **Cheryl Raboin** **Bob Creagar**	Math/ Secondary Math Capstone Oral Exam	The student was rated at proficient (3.3-3.5) in the five core areas.	The student was rated at proficient (3.4-3.5) in the program requirement areas.	On the student feedback form for the capstone activity, the student indicated that during the capstone period there had been some parts of the process that had not been expected. That is partially by design and during the fortnight of the activity the student is encouraged to be more involved and active in the process which could have helped the student feel more prepared. Concerning program changes: The faculty feel that secondary math students, in particular, should be given more opportunities to express major ideas in their math classes, perhaps orally to the class or to the instructors, in simple everyday language or in language appropriate for high school students. The purpose being that with greater understanding of the ideas, would come the ability to express them in appropriate language for their potential students.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Cosmetology **Donna Charron, Judy Stellpflug, Kim Barker**	National Cosmetology Examination; a test used to determine a students level of competency for standards that have been established for ensuring safety for the consumer and skill level of the cosmetologist.	Evaluations of students are performed twice a semester in each of the following areas: Communication skills: Students are evaluated on their ability to apply verbal directions and utilize verbal and written skills to assess written an oral information. Analytical and quantitative: In the cosmetology discipline the ability to analyze written and verbal situations are constantly an on-going process. They (students) are challenged to employ problem solving techniques to overcome obstacles that may develop in life and job related situations. Mathematical/quantitative skills are generally limited to small business practices involving accounting practices, percentages, commissions etc. Technology skills: These skills are not used within the discipline on a regular basis. Students are required to pass a CMAP course to fulfill this requirement. Social Awareness While a course in political science is required for the degree, this skill is practiced not perfected on a regular basis. Students are required to communicate with the public of a diverse age and social group on a daily basis. Information Literacy: While HMDV addresses most of this component, students are required to find/locate other sources of information for assigned projects.	Graduates of EWC in the cosmetology program continue to score higher than the national average. The pre-assessment course implemented in the 07/08 curriculum has proven to be successful building students' confidence level for the national exam.	Curriculum changes has completed one complete cycle and while there has been problems in sequencing classes, the curriculum has proven to be productive. We look forward to the remodel/facelift for the upcoming year, it will prove to be a positive productive environment for students and the public consumer we service. Space for additional students will be an ongoing area of concern for the department, as we look forward to an increase in enrollment.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Pre-Professional **Ms. Tina Christinck , Mr. Robert Creagar, Dr. Peggy Knittel, Dr. Lorna Stickel, Mr. Chris Wenzel**	Rubrics based assessment -- evaluating each student individually in: 1)EWC's Core Competencies 2)Discipline-specific knowledge in the science courses taken as a program requirements Scoring: Students are scored as Novice (1), Partially Proficient (2), Proficient (3), or Advanced (4) Students are given copies of their scores, the scoring rubrics, and a cover letter explaining the evaluation process. One faculty member personally delivers the assessment results to each student, explains the process, and delivers clarifying comments concerning the students strengths and/or areas which are of concern, or which might impact student success in a professional program. Objective: To identify areas of the pre-professional programs that need additional emphasis.	Both students scored Proficient to Advanced (3.6-4.0) in the five core areas	Both students scored Proficient to Advanced (3.5-4.0) in the program requirement areas.	1) Concerning the Assessment: No changes were made. 2) Concerning Program Changes: Pre-professional faculty members continue to need to guide students in accessing, evaluating, and using information. The Science instructors who require students to write review/research papers must spend class or lab time working with students on how to effectively gather and evaluate information, usually in directed library visits. They also instruct students in the proper use of information, with particular emphasis on plagarism issues. Perhaps conversations with the English faculty about guidance they might add in ENGL 1010 would help. 3) Concerning Student Success: We continue to see Pre-Professional student success in earning acceptance to area professional programs. Our Pre-Nursing graduate earned acceptance for Fall 08 to UNMC's BSN program. Three additional students who completed pre-requisites for area programs this year (but chose not to earn EWC degrees) have also been accepted to bachelor's degree nursing programs at UNMC and USD. 4) Concerning Graduate Numbers: To date we have graduated (and assessed) Pre-Professional 22 students (in seven years) with our rubrics based format. We continue to see only a small number of Pre-Professional students choose to earn their AS degrees. Some of our Pre-Professional students earn INST degrees as "concentrators" in the pre-professional area because they are unable to complete Physics or Organic Chemistry in their two years here – particularly the Pre-Med and Pre-Vet students. The vast majority of our Pre-Nursing students chose just to complete the pre-requisites for their professional programs, opting not to have to meet EWC's graduation requirements (CAAP testing, PE courses, etc.).

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Veterinary Technology **Patti Sue Peterson, Dr. Bittner, Dr. Stokes, Dr. Walker, Dr. Knittel, Viqi Jansing**	Veterinary Technology Comprehensive Examination, Veterinary Technician National Examination	Students complete an oral exam as part of the comprehensive, 1 student failed the oral in the Dec. comprehensive as well as the April comprehensive, Students continue to complete laboratory sessions in which they must work together and communicate with each other, they are also expected to successfully complete technical skills as components of these labs. Analytical and quantitative reasoning as well as information literacy was evaluated as part of the comprehensive exam.	100 % of the students passed the VT Comprehensive, all of the 4 students who took the VTNE in January 2008 passed the exam, Eleven EWC graduates completed the VTNE in June 2008, 2 of the 11 graduated from EWC prior to Fall 2007, 9 of the 11 passed the VTNE, 2 of the 11 failed the VTNE (we are only notified of the number who pass and fail not which individuals pass or fail)	The Veterinary Technology Department needs to continue to provide a strong academic/hands on program for our graduates to be successful on the VTNE as well being successful in attaining good jobs in the field. This means continuing to provide students with a solid classroom experience combined with access and training with modern equipment utilizing animals to develop excellent technical skills.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Interdisciplinary Studies AA & AS **No results were reported for these graduates**				Reassign responsibility for reporting interdisciplinary studies program assessment.
Beef Certificate **Monte Stokes Tim Walter JD Sexton**	Exit interview with the students	All 5 core competencies were addressed by the program and students thought that they were much more prepared now then when they started the program. Especially in regards to analytical, information literacy, and technology skills.	All 4 students thought that the range course needed to be changed or add crops and soils as a required course and drop range. All agreed that the hands on part of the program was necessary and should be increased (labs).	Add a cow herd and farm. This would increase hands on experience, and allow for more technology to be used. All agreed that biology as a pre req for range should not be required, but biology helped with nutrition. Range needs to be ranch oriented not government, wildlife based.
Welding **Leland Vetter, Russell Pontarolo, Grant Harpstreith, Stan Nicolls**	AWS plate AWS pipe EWC written test	Written test average was 68%	10 students were tested and they all passed.	Students need more Gen Eds; The program will be revised fall 2008.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Business Office Technology, BSAD A.A.S., BOTK Certificate, BOTK A.A.S. **Janet Martindale** **Robbi Marvel** **Melissa Meeboer**	E-Portfolio designed in capstone course. E-portfolio is reviewed by two faculty members and students are rated using a developed rubric system (4 = advanced, 3 = proficient, 2 = partially proficient, 1 = not proficient). Areas assessed include: Elements included in e-portfolio, Layout and text, artifacts, communication, and enhancements.	The portfolio includes artifacts which demonstrate learning in all of the core competency areas, but predominantly in communication and technology skills. For the students assessed, one student was ranked proficient, three students were ranked partially proficient, and one student was not proficient in communication. Three of the five students demonstrated proficient and advanced skill levels in technology. All students demonstrated increased social awareness through the reflections of their educational endeavors. Artifacts were included in three of the e-portfolios which demonstrated basic proficiency in quantitative reasoning. Additionally, three of the students included research projects which demonstrated effective information literacy skill.	Two students demonstrated advanced proficiency in using technology learned in the program. These students had taken the web design course which was added to the program as a required course within the last year. Two of the students had begun the program before the course was a requirement, so had difficulty with the technological aspects of the portfolio. Therefore, the addition of the prerequisite course to the curriculum has been extremely helpful in students' ability to demonstrate their learning effectively.	Current and past student program assessments indicate a weakness in communication skills. Though no course changes are recommended for the curriculum, it is recommended that faculty increase the number of short writing exercises with multiple revisions. This is also a reflection of the CCSSE results which indicate that EWC requires fewer writing assignments with multiple revisions than their cohort colleges.
Nursing Assistant **Jan King**	Clinical rotation at Goshen Care Center. This is 16 hours of actual hands on care with actual residents at the care center. Provides the student with first hand experience of caring for patients. It provides the student a chance to know if being a nursing assistant is really what they expected and want to do. The students must do this to complete and pass the class.	All 8 of these students completed and passed the clinical rotation. They were able to perform all skills proficiently, they interacted well with the staff and the residents, and they had appropriate communication with the C N A preceptors. 4 students are currently employed as CNA's.	Passed the class and are prepared to take the NNAAP exam.	No changes at this time are indicated

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Education: Elementary and Secondary **Janan McCreery**	Education students complete the CAAP exam and meet with me individually for an exit interview. During the interview, students complete a one page form indicating their transfer plans and identify strengths and weaknesses of the EWC Education program. At this time, I review the portfolio the students create during their Practicum semester. The objectives are to make students aware of the steps for a successful transfer experience, discuss professional portfolio development and give them an opportunity to provide feedback on the Education programs.	The basic required courses in the Education program involve projects and assignments intended to develop the students' core competencies in Communication skills (both oral and written), Technology skills, Social Awareness and Information Literacy. The professional portfolio is a culmination of the key projects in the students' education course work as well as the area of specialization (elementary or secondary level).	Students cite the Practicum and Special Education course as the most helpful due to the content and the time spent in classrooms. Elementary Education majors additionally cite the Children's Literature course as helpful in providing background information for students to use in their own classrooms in the future.	This program is designed to prepare students to transfer to a variety of four-year institutions. I do not foresee changes to the program requirements at this point in time. I will continue to attend annual articulation meetings to ensure that the program provides the course work students need in the freshman and sophomore years of college. I believe the individual interview and review of the professional portfolio will continue to be the best method of assessing education majors. I would like to see a mechanism to coordinate the Outcomes Assessment activities for both on-campus and off-campus graduates of EWC's education programs. At this point, I am only responsible for the on-campus graduates.
Criminal Justice **Richard Patterson, Lawrence Curtis**	Capstone Project. See catalog course description. Objective: to assess the student's ability to integrate and apply knowledge gained from completing criminal justice programs of study.	The current assessment provides an adequate assessment of communication skills, technical skills, and information literacy. The student's performance in these areas indicates an adequate level of development. The current assessment does not provide a good assessment in the areas of social awareness and Analytical/quantitative reasoning.	The course/capstone project needs revision. This is scheduled to be done for Fall 2008.	See above.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
BADM/ ACCT **Melissa Meeboer, Ellen Creagar, Cheryl Raboin, Rick Vonburg**	Two components: 1. Program exam emphasizing areas of accounting, economics, statistics, computer information systems, and business law. 2. Rubric assessment of core competencies Students are given feedback within one week in individual conferences.	Students were rated in only two of the five competency areas--communication skills (listening, speaking, and writing) and analytical and quantitative reasoning (basic operations, measurement, data representations, and advanced math). (4 = advanced; 3 = proficient; 2 = partially proficient; 1 = novice). In some cases, faculty members could not rank students in all areas, but at least two independent rankings were available for each student. Four of the seven graduates scored 3 to 4 in all areas scored. One graduate scored 2 in speaking, writing, and advanced math and 3 to 4 in all other areas. The other two graduates scored 2 in advanced math and 3 to 4 in all other areas. Students also took the CAAP test as a direct assessment of core competency areas. Those results are a direct measure reported in aggregate for the college.	Number of students meeting the benchmark 70% in each area tested: Accounting 4/7 Economics 4/7 Statistics 5/7 (one student had not taken this course) Computer Information Systems 4/7 Business Law 1/7 (one student had not taken this course and one student did not take it at EWC) Overall test scores ranged from 52 (student hadn't taken two of the courses) to 79% with 3 students scoring 70% or higher. There was no consistency between students in areas of weakness or strength, but each student received specific feedback addressing their areas of strength and weakness.	Our business team was formed in the current year. As the team reviewed the program assessment, they realized the need to refine program learning outcomes as well as direct and indirect measures of those outcomes. The business team will meet to redefine program learning outcomes, map the curriculum more effectively, and produce a more appropriate set of measures. Computer Information Systems will no longer be accepted at the University of Wyoming to meet the upper business division course requirement. As such, the BADM AS and ACCT AS curriculum will be revised to replace that course with IMGT 2400 and will be redesigned so that students will only be required to complete one lab science. This will allow for more business and/or general electives to broaden the scope of the students' college experience. This may impact the number of lab science sections needed each semester, but will not impact the current number of business faculty or budget needs.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
CNET, BWEB, ITSS **John Gibson**	A+ Certification Hardware and Software Exam CCNA 640-821 Exam Professional Web Page	Through this assessment the student has met the following competencies: Analytical and Quantitative Reasoning, Technology Skills, and Information Literacy.	The Student passed the A+ software portion of the test on her first attempt; however the student twice failed the hardware portion of the certification. The student did not complete the CCNA 640-821 exam, due to a transition in department staffing and restructuring of the program.	Through the restructuring of the computer science department the CNET Certificate will no longer be offered. The ITSS Certificate, CIS AAS, and Business Web Certificate have all undergone curriculum adjustment to improve student success on their outcomes assessment.
ACCT **Dennis Misurell, Roberta Marvel**	1. Program exam covering accounting, economics, statistics, and computer information systems. 2. Rubric assessment of core competencies performed by 2 critical faculty members.	We rated the student in all competency areas using the standard EWC rubric. Scores in the respective areas are reported below. Communication Skills - Listening 3, Speaking 2, Writing 2	This student's performance on the CAAP was disappointing (55%). The student did not perform well in accounting, (her major), economics, business law, but did perform at higher levels in statistics and computer information systems. Several steps can be taken in accounting to reinforce learning about financial statements. The student took ACCT 1050-1060 sequence instead of 1010 to reach the 1020 course. We need to ensure that financial accounting topics are covered in greater detail in that sequence to a level beyond bookkeeping. Macroeconomics was not well understood by this student. We are now are teaching both micro and macro in a face-to-face setting every other year on the Douglas campus. (The first group of students who have received that exposure to the subject will be evaluated with the CAAP test next year.) The student also showed weakness with respect to inferential statistics. In STAT 2050, we need to reach inferential topics sooner and with greater emphasis.	We see substantial problems with the basic communication skills of our students. We have begun to address these issues in a new course, Empowerment. In this course, students are required to address social awareness and communications skills with 18 journal essays that are personal in nature and write several (4-6) short papers to demonstrate extraction skills in reading and competency in argumentation and writing. We see critical thinking deficiencies, particularly in the areas of problem solving, synthesis, extraction of relevant information, and evaluation of arguments. A course specifically designed to address critical thinking issues may be of help. We expect to propose such a course to the Faculty Council next year.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
Biology **Ms. Tina Christinck, Mr. Robert Creagar, Dr. Peggy Knittel, Dr. Lorna Stickel, Mr. Chris Wenzel**	Biology Outcomes Assessment Rubrics-based assessment based on EWC Core-Competencies, and discipline-specific knowledge. Students are scored as Novice (1), Partially Proficient (2), Proficient (3), or Advanced (4) The student was given a copy of her scores, and a cover letter explaining the evaluation process. The Objective was to identify areas of the Biology program that need attention or improvement.	The students' scores ranged from partially proficient to advanced (2.4-3.6) in the five core areas.	The students' scores ranged from Partially Proficient to nearly Proficient (2.1-2.8) in the program requirement areas.	No changes have been made in the past year regarding the assessment. Regarding program changes, students need to have courses offered on a continuous basis on campus in Geology, Physics, Geographic Information Systems, and Biotechnology. At least one additional instructor to help cover these areas is needed. Most students transfer to four-year and/or graduate institutions to complete B.S. and/or advanced degrees. Many also enter the work force to do seasonal work as Park Service, Forest Service, or State Game and Fish employees. Additional cooperation with these agencies is needed in order to help students succeed. In order to increase the number of graduates in the Biology and Wildlife and Fisheries areas, additional instruction is needed in the areas of Physics, and Geology as well as additional instruction to help offer sophomore-level courses at times which will not conflict with other program requirements. Some students have been forced to change their majors to INST in order to graduate due to these complications.

Course Assessments 2007-2008

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 answer 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: Tina Christinck	**Course:** BIOL 2020 General Biology 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 should be able to use a dichotomous key to identify/classify a living organism.		X	X		X	
2	Students should be able to describe the relationship and role of the components of an ecosystem.	X	X			X	
3	Students will be able to identify anatomical structures of plants and animals.		X				X
4	Students will develop an understanding of the theories of the origin of life and the evolution of cells. Students will understand the mechanisms which drive the process of evolution.	X	X		X		X
5	Students will become familiar with laboratory applications and techniques.	X	X	X		X	

Assessments used to evaluate student progress in the course:	Lecture, exams, literature review, laboratory journal, lab practical exam, classroom/lab discussion
CATS employed in this course:	assignment assessment, one-sentence summary, muddiest point, empty outlines

Faculty: Diana Quealy-Berge	**Course:** SOC 1000 Principles of Sociology

Outcomes	**Description**	**Competencies**					
		A Communication Skills	**B Analytical & Quantitative Reasoning**	**C Technology Skills**	**D Social Awareness**	**E Information Literacy**	**F Competencies that are specific to that course**
1	Identify issues in sociology research. To become familiar with some of the experiments and researchers in the field of sociology.	X	X	X	X	X	
2	Increase domain knowledge of sociology. Identify the sociological perspective.	X	X	X	X	X	
3	Increase student communication skills both verbally and written. Differentiate and describe the concepts of society and culture.	X	X	X	X	X	
4	Discuss the process and importance of socialization.	X	X	X	X	X	
5	Apply the sociological perspective to the investigation of contemporary life in the United States.	X	X	X	X	X	

Assessments used to evaluate student progress in the course:	attendance, participation, multiple choice exams, reflexive writing, individual presentation
CATS employed in this course:	Three question survey/discussion

Faculty: Ellen O. Creagar	**Course:** CO/M 1010 Public Speaking

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	write, research, deliver several types of speeches	X		X		X	
2	speak from prepared manuscript, notes or outline and impromptu	X		X		X	
3	learn and apply some techniques for reduction of speaker anxiety	X					
4							
5							

Assessments used to evaluate student progress in the course:	self evaluations immediately, evaluate self after viewing DVD of speech, evaluate speeches
CATS employed in this course:	self-evaluations, workshops on certain techniques

Faculty: Chris Hilton		**Course:** ENGL 1010 English I: Composition					
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 the ability to compose an argument-based, college-level writing assignment that demonstrates correct organization, grammar, formatting, and documentation.	X	X	X	X	X	
2	Students will demonstrate critical thinking skills by analyzing advertisements, television, music, and movies.		X		X		
3	Students will demonstrate the ability to summarize through the use of annotated bibliographies and in-class response papers.					X	X
4	Students will demonstrate an adequate knowledge of research techniques pertaining to library and Internet usage.			X		X	
5							

Assessments used to evaluate student progress in the course:	Grammar Quizzes, Worksheets, Argumentative Papers
CATS employed in this course:	Rubric distributed to students, anonymous midterm student responses

Faculty: Rick Vonburg	**Course:** Statistics 2050 Fundamentals of Statistics

Outcomes	**Description**	**Competencies**					
		A Communication Skills	**B Analytical & Quantitative Reasoning**	**C Technology Skills**	**D Social Awareness**	**E Information Literacy**	**F Competencies that are specific to that course**
1	The students should be able to evaluate a group of numbers by finding measures of central tendency and variability.		X	X			
2	The student should understand the importance of gathering samples in order to better understand what the characteristics of a population are..		X	X	X		
3	The students should understand the use of the scientific method in the systematic statistical hypothesis testing of a population based on a sample.	X	X	X	X		
4	The students should be able to apply statistical skills to develop and carry out their own statistical hypothesis test and report the results to the rest of the class.	X	X	X	X	X	X
5							

Assessments used to evaluate student progress in the course:	Videos, Quizzes and exams, Homework Problems, Class Discussion, Class project
CATS employed in this course:	Muddiest Point,5-minute summary, Feedback surveys

Classroom Assessment Techniques 2007-2008

All fulltime, benefited instructors are asked to complete and report at least one classroom assessment each semester. Thirty eight faculty members completed the CAT report in Fall 2007 and 38 completed the CAT report in Spring 2008, for an 84% participation rate.

Instructors complete multiple classroom assessment techniques (CATS), but report just one per semester. The reporting instrument is available to faculty in a Blackboard format which can be accessed on the EWC website.

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

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

Reporting instrument

Faculty are asked to respond to the following items

1. Name
2. Division
3. Faculty Status
4. The CATS listing is drawn from "Classroom Assessment Techniques: A Handbook for College Teachers", 2nd ed (Angelo & Cross). Copies of this handbook are available in the Instruction office or the Library, from Division Chairs, or any IAC member. You are encouraged to consult the handbook for complete explanations of these and other CATS. 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 CATS. (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) 2007-08

Name Division Status	Used	Other	Results	Changes
Andrew Espinoza Fall 2007 Business and Technology Full-time Faculty	Three Question Survey	None	This being my first on-line teaching experience, I asked my students to compare MS Word 2007 to any other word processing program they had used before, to compare the course textbook to previous books they had used, and to compare the online learning process (Blackboard) to traditional classroom education. I wasn't surprised by the positive reaction the students had to the program and textbook, but I was pleasantly surprised by their positive response to the electronic delivery of the material. Across the board, the students seemed satisfied with the way the course went, and several commented on the fact that lack of direct communication with the instructor forced them to read more carefully, try various processes more than once, and just figure things out for themselves. It was a much better experience than I had anticipated.	This was my first CAT, but the student responses have helped to change my attitude about online classes. I'll be anxious to get responses from students when I offer a Campus Cruiser course next semester.
Jake Clark Spring 2008 Science Full-time Faculty	Assignment Assessments	None	We do a large budget assignment in the beginning of each spring semester. It is helpful in business planning and teaching about budget responsibilities related to the course. I wrote the assessment assignment questions in class and had them get in groups to discuss their thoughts. The groups' discussions brought about the awareness of students realizing what they may have left out of their assignments and a few things I may need to add to the assignment. It also brought an awareness of the validity of the assignment.	The assignment assessment is a simple but effective CAT. In the assignments that truly have a personal impact on the students I feel it is good to assess them. I have made a few adjustments to this assignment for next year.
John D. Nesbitt Spring 2008 Arts, Humanities, Social & Behavioral Sciences Full-time Faculty	Assignment Assessments	Self-evaluation	In this course, students learn by doing. Then, having done the work, students assess their own efforts by answering focused questions about how well they think they did the work.	I am committed to continue this activity of self-evaluation in informal in-class writings.

Name Division Status	Used	Other	Results	Changes
Leland Vetter Fall 2007 Business & Technology Full-time Faculty	Minute Paper	None	One student wrote I learn something new every day. That is what I try to do each day, teach something new.	I use more power points, with colored pictures in place of overheads. Real pictures help by adding a real world component.
Rick Vonburg Spring 2008 Business & Technology Full-time Faculty	Analytic Memos	Letter to next semester's students	Students were to write a letter to next semester's incoming Statistics students giving them advice on how to learn more in the class. This gave the students something to reflect on as to how they learned this semester--what worked and what didn't work for them. The most common recommendations were to go to class, do the homework problems, and ask questions. The next level of recommendations were to write notes on note cards or separate sheets of paper, read the material in the book before going to class, and do more problems than just the ones assigned. Some of the others were to label graphs, compare homework with someone else to find careless errors, form study groups, use the tutors, and word hypotheses test conclusions carefully.	Most of the recommendations that the students gave were ones that I also gave at some point in the semester, but it was interesting to see that these were the ones that students themselves would pass on to other students. The students also had some other recommendations that I had never mentioned in class, such as doing more problems than assigned for homework. I am going to summarize these recommendations and use them at the beginning of next semester to the next class. It will be students making recommendations to students and I hope to see if this will make any more significant impact on them than if I make the suggestions.