

FoE Faculty/Staff Survey

Open Ended Questions Summary

11/3/2008
Eastern Wyoming College
Institutional Effectiveness

LA009. Please leave comments regarding this institution's first year of college: (N=14)



Answer

There needs to be more courses offered at more times allowing students a greater variety of careers to choose from. We need to update technical equipment. Students I have heard from say they like being here. The size of the institution plays a role in making students feel comfortable and want to enroll the next year. The programs that are available, especially vocational programs are excellent and the students interested in these areas are cared for very well. The available rooms for counseling and testing are not adequate and it would help to have these enhanced so that students feel more welcome. Counseling is understaffed. So overall I think we could do better by providing better equipment in the technical area and also be more attuned to helping them with their personal development by providing more staff to do so.

I think that everyone in general cares about the students and their development both academically and socially.

I enjoy the atmosphere at EWC.

Students in my class are generally pleased with EWC and the support they receive.

Eastern Wyoming College makes a real attempt to make sure that students are successful during their first year of advanced education. Sometimes students don't take advantage of the extras the college offers, but EWC makes a committed effort to try to prevent failures on the part of the students.

Am only a part time instructor, but generally students are pleased; they do seem less pleased if all/most courses are on-line or teleconference

New students' progress needs to be tracked more closely. For a lot of students this is their first time away from home and they need to know that there are people on campus willing to help when they get lost or just need someone to talk to. Being away from home for the first time can be a very overwhelming experience for some students.

Interaction with the staff has been great in regards to being sure that all students are enrolled and participating in the online classroom.

EWC knows how important their new students are to the success of the college.

don't have any

On the Douglas campus, I have observed new students being given special care to get their schedules working, help with staying involved with their teachers, and any other service that would give them a head start toward success. The full time staff is very attentive to the needs of their students.

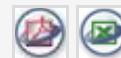
We are behind from a facilities and technology stand point compared to other institutions in our area. This would include maintenance, aesthetics and modernization. This college's greatest asset is its personnel because in every other area we have fallen behind and I believe it has a dramatic effect on our ability to claim that we offer a high quality experience as compared to other institutions.

With me being new to the College I didn't feel qualified to answer some of the questions. The

ones I did answer were based on the Colleges attempts to supply students with a wider life experience. I give 1st year guitar lessons for a college with no music curriculum.

Two of my students were ready to move on and had been put on the waiting list for a specific program, the night before and the day the first class was to begin they received a phone call from EWC that the first class was to begin. No prior notice. We could do a better job at planning and organizing. I would love to continue teaching at EWC, there was a home-town presence with the staff and students.

LA105. Please list this institution's top three strengths regarding the way it conducts the first year of college. (N=70)



Answer

1. Bridge program assists academically challenged students to get a jump start in college. 2. eCompass testing gives students another chance to increase scores for college readiness. 3. Open enrollment allows all students the opportunity for a college education.

Strong advising Initial orientation Early tracking of academic difficulties

Interaction with new incoming students. Availability of resources for inquiries. Getting results (questions answered) quickly.

1. Very low student to teacher ratio. 2. True personal concern on behalf of all EWC employees to help the students succeed. 3. highly individualized contact with the academic system

Personalized interactions, several dedicated faculty and staff,

Placement testing Tutoring

Family oriented faculty and staff make students feel welcome. Many staff and faculty members have contact with students because we are a small school. We have low faculty-student ratios.

Providing the basic and remedial courses needed to meet individual's needs to be successful in college. The addition help classes or study sessions for all students. The friendly environment and support group as an entire college family.

1) Making students feel very welcome 2) Good advising 3) Friendly

Faculty and Staff display enthusiasm for working with students. Personality of faculty and staff with students. EWC has intelligent, experienced and dedicated employees at all levels.

Completing general education requirements. Providing opportunities for activities. Helping student athletes to remain eligible.

Personal advising Placement testing to determine initial enrollment Athletics for student engagement

Bridge Program Learning Center Student Services Office's willingness to help and friendliness

Friendly atmosphere to all who enter. Great technical programs. Professional, top notch educators.

The college studies course. Bridge Program. Students are homogenized into campus life.

1) College studies classes are a good idea -- but we don't necessarily have "great" instructors teaching college studies -- some sections are taught by folks who need to fill out a course load

or by people not very interested in 1st year success. 2) Advising and advisor alerts -- when conscientiously utilized (see comment in "weaknesses" below). 3) Placement testing helps us put students in appropriate levels of math and english.

1. Concurrent enrollment college classes in outreach sites. 2. Gear Up Scholarships, Recruiting, Financial Aid nights in Outreach. 3. Technology Day and other college-wide activities that invite interested students to come and experience Eastern Wyoming College in person. Also the new EWC semi-truck/trailers that are going to travel to our sites for welding and computer classes are going to be awesome.

There are SOME extremely dedicated faculty and administrators working with students to help them succeed.

The student's have advisors available to help them coordinate their registration There is tutoring and online help for those who seek help with lessons The college has computers available to those students who come here and cannot afford a computer.

1. New student orientation has continually improved and it seems to be an exciting week for the students 2. Faculty members are able to work closely with students both in and out of class 3. The new dorm facilities are very nice

Great faculty, with plenty of one-on-one for new students Great staff, will do anything to assist student needs. Safe living and school environment for students

Good orientation and introduction to college. Strong and consistent info to first-year students in the college studies classes. Communication and announcements all over campus for first-year students to know what is happening for their benefit.

Caring, Hard working, Concerned

Small class sizes allow instructors to get to know students. Some faculty work hard at being sure first year students are settling in and understanding expectations.

friendliness of faculty and staff to students willingness to help if asked welcoming environment in classrooms and study areas

welcome activities homelike atmosphere helpful faculty and staff

Making sure students are in the right classes for their majors financial aid housing

advising, giving students a sense of belonging, variety of programs offered

Academic advising Student one-on-one Follow up with student

1. Staff and faculty know students by name, and greet them with a smile. 2. Quality time is given when a student has concerns/issues, and they are resolved in a satisfactory manner for the student

Personal and individual concern for the individual student; One on one assistance; caring concerned staff and faculty

1. Creation of the Empowerment class curriculum - The potential to significantly improve the first semester experience is available. The curriculum is developed. We have good results in Douglas. But no one at Torrington has cared to review what Douglas has done to date. 2. Bridge is a terrific program to bring at risk students into the life of the college. But does the mainstream faculty believe it? 3. The learning skills lab at Torrington is making a great effort to reach the first year student effectively. But student participation has been spotty, at best.

open door policy, know students by first name, students first

1) It provides opportunities, services, and tools for all students. 2) Since EWC is small, it is better able to provide a more personal experience for the students. 3) It has some great ideas that need to be implemented for first year students.

1. Emphasizes importance of one on one relationship with student and advisor 2. Provides well organized tutoring in our department 3. Good communication between faculty concerning student progress

advising, informing student of expectations, student follow through

I have acted as a part-time Instructor at two off-campus locations -- Wheatland and Douglas (Jan. and Fall 2008). The academic and support staff at both has been very helpful. They are excellent people. However, EWC has experienced much turmoil at its highest levels over this period of time. The major problem has been confirming policy and practice, for that reason. I am sure that now, with new leadership at the top, that such issues will be resolved favorably, and the benefits will trickle down to all of us who teach off-site and part-time. I truly enjoy working as an Instructor for EWC, and I would enjoy it even more being feeling more a formal part of the official family. i.e., being better informed about goals and policies of EWC.

1. Availability 2. Courses 3. Resources

Douglas Campus -- 1) Personal, friendly contact and advisement with students. 2) Willingness to help students solve problems with academic, fiscal, and personal areas 3) Placement in classes that relate to students' needs academically, developmentally, and personal/career goals.

1. Faculty are very involved in helping students 2. Great opportunities for students to know faculty and staff 3. Friendly, helpful and cooperative personnel at EWC

Outreach into rural areas. student staff ratio staff ability to work with new students

1. Faculty's willingness to work one on one with students; and overall quality of faculty. 2. Housing facilities and food services; also, cooks are very engaged with the students. 3. Variety of clubs/organizations available for students.

Open friendly atmosphere Honest effort to guide students in educational planning Willingness to work with individual student situations

1. Events like softball and BBQ. 2. Some Advising in summer 3. Athletic Support

My contact is limited enough that I cannot make an effective judgement.

Personal contact with students by advisors Small classes, so more individualized attention Workshops for nontraditional and traditional students on how to study and time management

1. College studies seems to be a class of high quality that helps prepare new students. The Bridge Program is excellent! 2. Student Senate has a very active participation and seems to engage first year students. 3. Students feel welcome by the student services staff (admissions, registration and counseling personnel).

College Studies Requirement Focus on teacher providing lots of individual attention to their students Extra-curricular activities that encourage students to interact positively with each other

Student teacher ratio, students receive extra assistance. Small class size Individualized advising

Small class size. Instructor availability through required office hours. Free tutoring on-line and on-campus.

Outreach students are able to contact the instructors and are typically well received and helped through their questions even though they aren't on campus. Outreach Coordinators are giving the information to assist students with most every decision or help in contacting the right person so there remains a human touch. Students aren't just given a phone number and told to try finding someone.

Personal attention to students through small classes contact Availability of student activities and clubs Monitoring level of interim student progress

Bridge program is excellent. Orientation College studies could be great depending on the section.

Reaching students by their demographic areas Offering various degree programs to draw students to campus

Individualized attention to new students Fairly active encouragement of students to engage in various student organizations Emphasis for students to seek academic support services

1. Students get individual attention from instructors and staff. To most INDIVIDUALS who work here, students do come first. 2. The Financial Aid process is very smooth, uses technology appropriately, and reaches most students who would qualify. 3. The Bridge Program works with higher-risk students to attempt to help them succeed and stay at EWC.

Academic advising

1. We walk everyone through the process 2. Everything is grouped together (Student Services, Testing, etc...) 3. Orientation Week

Student orientation Advisor Alerts College Studies Course

Gives many students opportunities. Provides opportunities for struggling learners. Leadership is actively involved in students' lives.

One on one communication with students Faculty and staff are willing to do extra for students Efforts (ie advisor alerts, tutor availability) to help student be successful

1. Friendly 2.Knowledgable 3.Approachable

use of advisor alerts bridge program for at-risk students helpful/friendly student services staff

Students receive a lot of individual attention from instructors and advisors Availability of tutors Providing workshops related to academic and self-improvement

1. Small class sizes 2. Extremely accessible instructors and advisors, 3. Instructors and support staff very committed to student success

Student activities during the first month to enable students to get acquainted with each other. Placement exams allowing students with deficiencies to be placed into courses where success is possible. Availability of student tutors - although more students should take advantage of the Learning Skills Lab.

Personal attention to students recruiting practices follow-up to students' success

Students ability to receive personal instruction from faculty and staff, Strong relationships between students and faculty/staff, small classes so students don't fall through the cracks

EWC is a user friendly institution: although too much turmoil and confusion on campus to see it at this time Strong Outreach areas: However, the administrators and academic instructors do not seem to view outreach as important since the central outreach office was eliminated on campus. Distance Learning Courses: EWC made great strides in distance learning course for the institution, but lacked the follow up for an efficient communication and paper trail of classes and students.

1. Academic instructors available to help with first year student's needs. 2. Student tutors available to help with first year student's success. 3. Before academic year begins, bringing new students on campus to retest.

LA106. Please list this institution's top three weaknesses regarding the way it conducts the first year of college. (N=71)



Answer

1. Advising-first year students do not meet with their academic advisors often enough. 2. Early alerts-advisors are not alerted to student academic issues early enough to help them be successful. 3. Students are not made aware of resources available for their success well enough.

Too much baby-sitting and hand holding. The group discussions of student's personal information by the retention team are unethical to the point of being immoral. Placing students who test into remedial level reading courses into regular college courses and then wondering why they fail.

Methods of "catching" students with social issues that may be hindering academic goals. Retention

1. Too much "static" to get the message out to the student, the student is bombarded with information, only half of which is relevant to success in the first year. 2. Some faculty have rigid attitudes regarding their role as advisor, they may seem un-approachable, even if they aren't. 3. Financial system needs more flexibility for payment of fees, etc, through a card system or something like it.

lack of a year-long focus on first year students, lack of an effective retention program, a number of unengaged faculty & staff

Divisiveness between academic departments and between instruction and student services. Highly visible favoritism toward athletes.

Lack of communication between departments. Lack of up-to-date technology available to students, staff and faculty. Classes need to be offered when students need them, not when it's convenient for faculty. If we need more faculty-we should hire them instead of more administrators or professional staff.

Counsel students to realize the power of their decisions on their life? Help students realize that making the right chooses is easier than making poor chooses? The future is here and now.

1) Getting students correct books so they are not behind once the class starts (not a good way to start for a new student) 2) 3)

Dissemination of information to students. Overloading students who are not able to be

successful with full-time status.

Providing for all students rather than select groups. Operating on rumor, innuendo, and gossip about students rather than dealing with actual students and needs. Being more concerned with retention than with education.

Follow up of students with poor academic performance Not identifying and rewarding advisers who do their job well and assigning new students to advisers who don't care or do their job well. Overloading faculty with non-academic responsibilities so that they do not have the time to adequately support new students' needs.

Many instructors do not know how to teach lower level classes, nor do they want to teach them. Not enough emphasis is placed on new students surviving that first semester. Assessments are taken, but in my years here, I have not seen changes to improve the curriculum.

Lower level academic students slipping through the cracks. Some instructors who look down on technical programs vs academia. Faculty vs staff tension.

Making sure all the incoming students are supported with all their needs not just a selected area of students. Student Services needs to be updated and innovative for the times. (What can we do better?)

There is no thorough programming or support that is tailored specifically for the first-year student. Instead, most first-year students are homogenized into campus life--which works for some but can leave others without a support network.

1) Placement testing isn't "sold" very well. 2) Too often 1st year students have to take classes online because that's the only way the course is offered -- not a great idea for most of our 1st year students. 3) Too few faculty take advising seriously, too few fill out advisor alerts, few advisors contact the students when advisor alerts are received.

These opinions come from my role in Outreach: 1. I have been an Outreach Coordinator for 17 years. Other than my initial training at Flint, MI, I have not attended any out-of-state or region conferences that would help with my job. In Outreach, we can only attend IF we can cover our expenses from our Use-Fee Accounts, which often aren't adequate. Outreach coordinators do a whole realm of jobs including from creating our own brochures/advertising, mailing & promotion, registration, Bookstore, academic advising, technology assistants to students, administering tests, etc. We do every possible job that is broken down into departments shared by dozens of people in Torrington. Although I know we are appreciated, I think we need to be actively included in trainings that the on-campus faculty/staff/administration are encouraged and expected to attend, plus not have to scrounge for the funding. Keeping us Outreach coordinators happy, trained, and helped as much as on-campus, will go a long way to our trying to project the most helpful and positive face representing EWC to our public. 2. My Outreach branch campus is 4 hours from Torrington one way, which makes it more difficult for our people to participate in anything EWC offers on campus. It is very important that EWC representatives set up appointments with Outreach to do advising, recruiting, etc. And it is extremely important that those people don't cancel at the last minute because of weather, which has happened many times over the years. It boils down to this: Crook County is much closer to our neighboring counties: Gillete/Sheridan Campus 75 miles to the west or Black Hills State 50 miles to the East. By reason of simple geography, they are a more convenient

choice for us than 240 miles to EWC main campus. With gas prices and the cost of living skyrocketing, at some point it might be wise to reconfigure Outreach Areas, simply as a matter of cost effectiveness. 3. Outreach was told in September 2008 that EWC looks to lose from 1 to 3 million dollars for next year's budget. What does that mean for us in these branch campuses? Are we going to "BE the cuts" to EWC's overall budget? As much as this may not seem to answer your questions in regard to the success of the first year student, I believe it is the totality of concerns that will trickle down and affect every one of us, no matter what our status may be, as students or as employees.

Not knowing the academic capabilities of a student and putting that student in classes they will not be able to succeed in. Advisors not understanding what classes the student needs to take for the degree they are registered for.

1. The Student Service group of people are about the only ones as far as staff who know what is going on for the students. No other classified staff are allowed to be involved in any planning committees, etc for new students. It is always the same committee members all the time which might mean the same ideas all the time. 2. There is no diversity in respect to culture in student activities, faculty, staff, or even the curriculum. 3. There is no input from departments that work with students directly such as the secretaries or clerks who see these students on a daily basis. The input is always from the administrative people and they often do not see the students as much as the clerks or frontline people do.

1. Little meaningful communication in regards to what will help students 2. Resources are poorly allocated and do not take into account real needs of students. For example, office areas seem to receive attention before areas that directly impact and effect the students 3. Students are isolated once they arrive here--there is very little in terms of off-campus travel opportunities for students and on student activities. I feel that the Student Activities Office is run very poorly and doesn't serve the students well.

No means to track first time students. Lag in time realizing and helping at risk students. Need larger budget for new student orientation, activities etc.

Need stronger advisement during summer registration. Quicker follow-up on new students that start stumbling. More incentives for new students to use resources, such as tutors, and to get involved in activities for their benefit, such as campus presentations.

Very little team effort; Weak mid-level leadership; Poor structure, controls, communication, enthusiasum, collaboration with mid-level leadership

Orientation day is not as helpful or focused as it should be. The quality of advising is inconsistent. There is not enough to do the first week of school and students with no transportation are very isolated.

no clear philosophy on working with new students need to increase student diversity and to educate others about diversity issues retention issues and problems are not systematically approached (more of a scattered approach)

we hold their hands...it is just like high school lack of advertising website is terrible to navigate and is full of broken links

Babying the students through their first year Giving in to all of the students whining Not giving the students the ability to take responsibility for themselves

disseminating information to the students outside of the classroom

On line learning for people who want or need teacher/student interaction Not guiding students about classes needed until the last moment Not enough teacher/student classes

Extra-curricular activities College life Student center

1. Need to show students the larger view of the real world

no philosophy; no set structure (as in a first year experience); no assessment;

1. No consensus on the importance of first year, and indeed, first semester experiences. Until FoE, there hasn't been a consensus about the importance of the first year. 2. No common core of classes. EWC must begin to create integrated academic experiences for its students. For example, the Bridge cohort continues and takes College Studies together. Many more "intergrated academic experiences" would create better community and interdependence. 3. No common set of values. Until EWC reaches a consensus about the values our students should embody and practice, we can't begin to construct the program to do so.

This institution does not seem to value the grant programs that are currently on this campus. Grant programs provide a vital service to this organization, whereby we bring many first year students to this college. The College does not seem able to retain these students for longer than one (perhaps two) terms. We need to increase the retention rate for these high risk students perhaps by working with the people in the grant programs as these people have already developed a strong relationship with these high risk students.

to much paper work,

1) It needs to constantly and consistantly disseminate information about the opportunities, tools, and services available (and not just by putting up posters in the hallways). 2) It needs to put it's money where it's mouth is...provide the technology/facilities to make the above happen (student email addresses, student mail boxes, etc.), automate Datatel (and provide training) so that it speeds up processes for students, get data imagining so we can remove alot of paper clutter... 3)EWC needs to heal, so that all staff and faculty can work together as a team to provide a better experience for students - and that is going to take awhile as there is still some "poison" running through the ranks.

1. Retention efforts are not satisfactory 2.College is too concerned with student numbers. 3. More in depth student orientation program is needed.

Not enough help at outreach- especially the late night classes in regard to help with audio and internet classes.

Douglas Campus -- 1) Limited access to the student services available to students on main campus (e.g. personnel and career counseling). 2) While out-of-class learning activities are available on the main campus, at this time, students in Douglas have very few available to them that are organized by the college. 3) At this time, student organizations are unavailable to Douglas students.

1. Too much hand-holding, that is not what they will encounter in the real world 2. Inadequate or real help after identifying students with problems 3. Too much emphasis on having fun and socializing and not enough emphasis on studying and progressing in classes, it seems we are more concerned that they have a good time rather -- I know that this is important to student success. I just think we focus too much on it and I think it sends the message to the students

that this is the #1 thing to do rather than spend their time studying and attending class.

1. Policy of not holding students accountable for grades until end of year rather than at semester (fairly new policy) 2. No weekend activities for students (other than athletic--without which there would be nothing! 3. Communication with students re: activities, policies, etc. could be better

limited course offerings lack of non-curricular activities lack of equipment and materials in some areas

1. Community and Student Involvement 2. Program to help student transition and meet friends. 3. Workshops on succeeding in college, emotional, cultural, etc...

My contact is limited enough that I cannot make an effective judgement.

Students not actively recruited by organizations Student housing too crowded Only a few faculty members become involved with students outside of the classroom (with clubs, sports, etc.)

1. Financial Aid Staff 2. Housing Staff - doesn't relate well to all students. Students tend to feel left out or picked on in some instances. The atmosphere isn't always welcoming to new first year students who are already struggling away from home. 3. Support in terms of keeping students active and motivated to stay past the first week. We need an activities Director to engage and encourage all the students to get involved in extra curricular activities as well as provide academic support.

Need more personnel to provide top notch assistance to our students Communication of courses offered earlier - catalog/newspaper

Since I don't work on the EWC Torrington campus, I am not aware of any real weaknesses in regard to working with students during their first year of college. Here at the EWC Wheatland branch, where I work, students don't get many opportunities to socialize with each other outside of their classtime. Also, there has been a recent trend to replace classes that have previously been taught here in Wheatland with Internet classes, which hinder even further social interactions among students.

Number of class sections for students to select from. Class offerings during the evening requiring students to take nigh classes. Only section offered during semester. Limited opportunities honor students.

Orientation is too brief, activities need to include entire first week of classes. The interventions for students who are struggling academically or personally are limited. Lack of consistent, comprehensive advisor training.

Outreach students don't feel connected to the college - only to an individual instructor or advisor if first year is successful if not they don't return. With what seems often changes to blackboard and lancernet students don't get comfortable using the systems.

Student orientation, though we are trying to improve Lack of student dining choices Poor communication with students regarding availability of on-campus housing

New students are not given the impression that they are expected to be responsible and accountable for their performance. I feel that we don't set the bar high enough and allow them to work towards lower expectations instead of demanding higher performance. I think more importance needs to be given to the new students about taking courses for a well-rounded

background instead of taking a course just because it is required. We need more intramural activities for new students.

Treating students as if they are still in high school Instructors that don't want to work with the first year student Orientation to the whole student body rather than in their specific degree areas

1. Freshman orientation lacks substantive content 2. Lack of comprehensive, on-going support servicing, including funding and appropriate structures to meet the special needs of low-income nontraditional students and ethnic minority students 3. Lack of systematic approaches in the orientation of new students including a lack of a strong intra-collegiate support service referral system.

1. Employees are not supportive of others' programs and initiatives; cooperation between units isn't as good as it could/should be. Personalities and personal histories get in the way of professional progress. 2. College Studies is an afterthought to the instructors that teach it and looked at as a burden by the students. 3. The Residence Life program sees the attrition as acceptable and expects students to move out shortly after school begins and again to not return after fall.

Outreach students limited to the degrees they can seek through EWC because certain courses are not offered through distance learning or the outreach locations Transferability of EWC's degree programs to the University of Wyoming or surrounding Universities and colleges in the Midwest

1. Revolves too much around administration 2. Student activities are not available 3. Non-faculty advisors

Student orientation (not mandatory, so some students are not aware of information)

Communicating philosophy to adjuncts/instructors. Communicating expectations to adjuncts/instructors. Communicating opportunities for out of class opportunities to adjuncts/instructors.

Not having participation by everyone People passing on incorrect information to students Housing issues

1. Lack of communication between advisors and students - no other weaknesses I am aware of. college studies course, not consistent in its requirements/delivery orientation--1 day probably not sufficient, also no way to track attendance students enrolled in courses they are not prepared for (advising issue)

Students are not encouraged enough by instructors to utilize library resources support for our computer network is overtaxed dances or parties are held on weeknights when students should be preparing for class

1. Not creating a sense of belonging or involvement for all students. 2. Not offering/requiring out-of-class and/or community involvement. 3. Not fully preparing students for the rigor of upper level courses at EWC and transfer institutions, such as study habits, writing proficiency, critical thinking, classroom participation, etc.

These young students need to learn study habits - perhaps a required study hall the first semester would develop these habits. These young students do not understand that the No Child Left Behind act isn't at the college level - when they fail a test they don't get two more

chances. These young students are too impressionable and are easily led into party life. It's hard to do, but perhaps develop a more structured day/evening that would keep them busy.

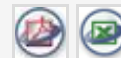
most recent turnover of personnel

Party atmosphere endorsed, lack of extra-curricular activities other than athletics

Need to improve execution of distance learning courses: Course Syllabi and information to students sooner and purchase of textbooks and information available to students sooner. Outreach does not know if students in their area have registered unless they do so at the site. EWC does not notify outreach about students registered over the internet, thus causing problems with securing compressed video room. Most of the academic instructors on campus are not thinking for the future and are stuck in the old academic "dark age mind set". New students are not buying this attitude. On campus must realize that Distance Learning has had an adverse effect on outreach numbers for on site classes. Marketing and advertising for Distance Learning Courses should come from the campus, with newspaper ads and brochure. All the other community colleges put out full page ads and brochures in the major newspapers including out of state institutions.

1. First year students who fail to seek out their instructor or student tutor drop out.

QQ5. What specific Classroom Assessment Techniques or instrument do you use most frequently to measure students' learning outcomes? (N=107)



Answer

Mostly test results. Also response on field trips and this provides feedback opportunities for understanding.

Tests, group discussion and group activities.

Exams, discussions, and papers/projects.

Muddiest point Three question surveys Testing In class discussions

n/a

I am not sure what is used

N/A

verbal and oral testing written and also research information

NA

Muddiest Point

Minute responses. Student generated questions. Quizzes. Written responses. Exams.

RSQC2--Recall, summarize, question, comment, connect.

Reflection papers CAT's Essays

N/A

observed accomplishment of objectives - mine are mostly practical

Muddiest point, informal classroom polling (clicker-type -- without clickers), exams, etc.

In Outreach, we use the ACT Compass tests, TABE, GPAs.

minute paper muddiest point
N/A
Quizzes, oral feedback, tests, open-ended questions
muddiest point/ minute paper test self-assessments punctuated lecture
short essay--ie muddiest points, topic reflection
N/A
Written and Practical tests
quality standard for each individual piece of work . Portfolios, and self assessment
review of what we have learned to see how they are grasping the material
hands-on did they follow instructions, if unsure of responsibilities did they just do not do the work or come get help.
one minute paper; muddiest point; write test questions for final
COMPASS in all math classes Downing's 64-item instrument pre-post Empowerment class Muddiest Point Top 3 things I learned today
I do not teach first year students
tests
NA
Muddiest point
My students have prepared and taught in my classes -- they have shared their own hands-on life experiences. We In my classes (political science and culture) we reach out to the larger community to find relevance. When I taught Non-Western Political Culture (primarily Islamic studies), I visited with the Islamic Studies Center in Laramie, who were very happy to provide me with free literature and reading material to supplement our coursework. In American Govt., I have taped portions of the recent party conventions and the acceptance speeches of each candidate from his respective party. I do not rely solely on text.
Classroom discussion, paper and pencil exams, reports and/or reaction papers
not applicable
lecture and psycho-motor skills
Scenarios
Ability of students to work in the profession they are being taught; their performance in class vs. what they do when they leave. Obviously, this is not done in one semester, but rather is an on-going process begun some time ago. By seeing how former students have performed, it is easier to gauge what worked and what did not work in the classroom.
student feedback
First of all, this institution does not address the issues facing student's in the 21st Century. Surveys such as this one, are inconsistent with the goals of critical thinking that are encouraged in College Studies. The students at EWC are not prepared or encouraged to use critical/creative thinking techniques. Faculty are not prepared to address the issues of poverty that exist at EWC Faculty are not trained to address changes in thinking such as technologies

sound bites, podcasts, multiple image overload.
Direct teacher evaluation - my classes are 1 on 1
Empty outlines
Writing samples. (5 minute writing)
Evaluations of instructors. Grades
I tend to stress essay questions as my primary assessment tool in my English classes, since the focus of the course is on the writing process. In my education and psychology classes, I have used a combination of objective test items like multiple choice and true and false, along with short essay questions.
student evaluations Pre-test post-test
Rubrics designed for use with assignments and class projects.
Whether or not they decide to return and take more distance or outreach courses. Whether or not they say they liked or disliked a course or instructor. Written evaluations.
written assessment: multiple choice, short answer, essay class participation/discussion
homework and tests
N/A
pre test empty outlines
student feedback evaluations of the course
N/A
NA
one-minute paper
Midterm evaluation
Daily Reading Quizzes
Written and practical testing, categorizing grid
Group projects, essays, quizzes, discussions, journals.
Muddiest point
Exams, covering information that students didn't score well on
n/a
empty outlines muddy point
discussion quizzes tests
Quizzes and tests, writing assignments, research projects, self-assessments, exam debriefings, response papers
Instructor designed response forms Rsqc2 Student generated test questions Assignment Assessments
Frequent quizzes, assignment, lessons.
teacher-made quizzes and tests
testing and assignments

quizzes each class over previous and current curriculum - role plays each time we meet where they can demonstrate their grasp of the concepts
evaluations
tests research papers
Testing in written and practical
Direct teacher evaluation
written testing (of course) oral discussion return demonstration
Not applicable except for class evaluation forms for community education
NA
N/A
Section tests.
Observation, project based-assessments, presentations
None
na
na
Projects, Homework, and Unit Assessments
Test
I don't work with the students in classroom settings. I do grade them on how well they completed the tasks (kennel duty)
Member checks: asking questions to assure that students comprehend the material.
not sure – very new to this position
portfolio development computerized assessment teacher constructed assessments
Essay, Short answer, & fill in the blank exams. I also elicit the students' engagement in the content by having them read articles and type a response paper. The students are also required to participate in class discussions posed by the instructor or as a reaction to a Podcast.
Assignments and Exams, Class Discussion
homework, informal questioning, tests
N/A
Discussion boards
compass Testing
chapter quizzes weekly
Practical testing – The students actually doing the activity and not just answering questions.
Instructor created tests and discussions
n/a
Quizzes and exams
I am in the Community Ed department – LaGrange Branch I have limited contact to on campus students

I just visit and welcome everyone and make everyone feel welcome

written test oral testing within class of questions and answers

class projects. eval of involvement in class discussions

participation

OQ6. How can Eastern Wyoming College meet the technological needs of students? (N=102)



Answer

Go wireless! The entire institution should be wireless!! Require more admission applications, housing applications financial aid, student records, etc. to be submitted via email or EWC website. Student will learn how to be more technological if it is required of them.

I don't know.

???

EWC is doing a very good job of meeting the tech NEEDS of students. Meeting their tech DESIRES may be a different topic.

Increased access to technology and increased availability of cutting edge technology

Increase computer access in the evenings and weekends and holidays. Provide technical assistance 24/7. Require computer and software competency.

More interactive classrooms. Students need a campus-wide communication line - College portal to support student email, campus alerts, chat rooms, etc. We need wireless connections for student computers.

Yes and far beyond most students needs.

Provided campus wide wireless services.

Make sure all equipment is and software is equal - faculty/staff machines and software need to be the same as students.

Improve access to computers.

Can't answer without some sort of assessment of what those needs might be beyond what is already provided.

Provide wireless access and free academic software.

Wireless connection everywhere on campus and in outreach Variety of software programs--not limited to one because of one person's opinion

By replacing all computers on campus every two years with most current software.

Update and keep up with the times.

Provide better access to the Internet, primarily through establishing wireless access points. Provide quality-controlled experiences with the computers in all campus labs--that is, that all computer software and resources that students are expected/required to use have been tested and verified to work for student accounts.

Ensure that students have good internet access -- wireless or hard wired in dorms, lounges, hallways, etc. Update lab equipment.

By maintaining our Outreach Branch campuses with adequate computers and software. Also the EWC website with all its links is invaluable to our Outreach people.

Update the programs, types of classes, and new ideas in technology

We are far behind other colleges that I have visited within this last semester.

There needs to be more computer access to students on campus. There should be walk-up computer terminals where students can stop and check their email quickly, etc. More student friendly, open computer labs should exist on campus.

Stay in touch with the ever changing technology and money to continue with upgrades.

Keep up-to-date with our equipment and make sure instructors require assignments that take advantage of new technology.

Spend money, define goals

provide more access for on-campus students be sure the computers work consistently provide assistance in friendly and helpful manner

implement wireless connectivity throughout the Torrington and Douglas campuses provide technical support hotlines that are adequately staffed encourage all students to be technologically savvy--including utilizing electronica databases, operating standard software packages, understanding of the changing technology and how to adapt

Make sure the software they use in the classroom is available in the student lab. Also make sure every computer on campus has the same version of a program to avoid students being unable to access what is needed. There is a lack of training for employees to assist students in the use of new computers and programs. All the classrooms need to be equipped with computer and projection systems as well as VHS/DVD players. Campus wide wireless use and more electrical outlets around campus for students to plug-in their laptops. Wireless access to the network.

Try and stay up to date with all technology, physical and mental

By not advancing in the computer technologies that outreach do not have access to.

I think that Eastern Wyoming College meets the needs of its students because it has all of the current programs and updated computers at all of its sites.

Some students could use some basic computer skills.

Keep current with advancements in technology; budget and implement successful technologies;

Begin by purchasing math software that is at par with other community colleges (where is Maple, where is SPSS?) Then, force active use of it in the math curricula.

Provide wireless access throughout the college.

Automate Datatel, provide email addresses for students. Teach the staff how to communicate with the technologically advanced students.

The problem as I see is not with having the technology, but having it operating properly. It is very irritating to staff and students when computer systems do not work.

Not prepared to respond.

Douglas Campus -- does fairly well with regard to having computers available for students to

use. Placement of a computer in the student lounge plus stronger wireless connectivity would help students who need access when all of the computer labs are in use by scheduled classes. Increasing the use of podcasts and webinars plus expanding the use of the OVN for out-of-class learning activities may be helpful.

We all need to be on the same page -- too many different versions of programs and machines, what's available in the labs is not always what's available to instructors. Have had instances where instructors post something in an older version and students can't access files, etc. If we are going to be a truly wireless campus, then the network must be available wirelessly as well. We must decide if we are wireless or not, not be partially, we need to be all or none. Make course content available via webpages instead of using Blackboard. Our webpage is not user friendly and doesn't make sense, it is not intuitive and it makes things difficult to find.

This may not be what you are after, but providing a computer lab in the original concept would be a vast improvement. To place the computer lab in the library so students are unable to converse re: their projects were a giant step backwards. It also removed a large area of study and book space.

More open and student-oriented approach to providing the technology the students want and need More support and training for both students and instructors in new technology and concepts.

EWC could address technology by making it a component of learning. Specifically, the address and devote classes to deconstructing new media. The emphasis on this study would be critical/creative thinking, and less emphasis on memorizing information and doing multiple choice and surveys.

It appears, at Douglas, that technology is effectively utilized.

Increase the wireless Internet capability throughout campus Purchase laptop computers for students to "check out" from the library Add robotics and fabrication classes to the Welding and Joining Technology program Require more computer/technology courses Hire another computer science instructor so additional programming classes can be offered Hire a Web Design instructor

Upgrade every classroom with the newest technology (Smart Boards in every classroom). If the Instructors are using the technology then the students will follow. Upgrade every computer lab on campus. Keep computer labs open all weekend and late on weeknights and staff the labs with a tech person who can assist students with questions. Allow for wireless access in residence halls and main building.

The workforce development group is doing a great job in contacting employers and listening to the employees of the college in each of our outreach centers

The learning lab and computer lab at EWC provide effective means of meeting the technological needs of the students. Also, the required computer classes enable students to develop adequate technical skills. However, here at the EWC Wheatland branch, there is no learning lab for students who might benefit from such services.

Increasing and improving our technological areas of instruction, keep up with changing times.

More computers on campus, extended lab hours and lap-tops with Internet access in classrooms.

We are doing a great job in this area. Wireless access could be improved. Also, consider providing laptop computers to students in a standardized fashion.

I think we do an excellent job with this.

Sometimes i feel that we let technology get in the way of education, we still need to stay current with the changing times but focus on in classroom needs.

Offer more and varied computer application classes with an assigned teacher rather than self-directed. There are still a great many students that need basic computer technology courses.

wireless internet access from anywhere on campus

Create more computer classroom

By staying current, hopefully to have wireless internet available all over campus soon

Encourage use of tech. by instructors.

Continue to purchase equipment

Getting Better at it

Make the funds available as the student is why we are here.

Update lab facilities with more modern equipment

Support our computer support personnel with continuing education

Make wireless internets available to all areas on campus. Have highest quality and most up-to-date technological equipment available. Require instructors and support staff to use available technology, i.e. Blackboard enhanced courses, LancerNet for registration and grading. Require students to utilize technology to complete assignments, i.e. chat rooms, discussion boards, WYLD Cat library catalog, online articles database, etc.

The computer labs are available for that portion of technology. Other technology processes that are major specific should be accomplished in the classroom. Instructors just need to include the specific technology into their course.

maintain up-to-date and efficient network

more online classes

I believe that EWC is doing well with technology available. We forget that non-traditional older students need computer training that probably starts in the grade schools. Hopefully more self-directed classes using the computer will make these students more comfortable.

N/A

make it more accessible and convenient

At Douglas it appears that technology is applied widely and effectively

Wireless Connections

enhance the wage/salary system of faculty as to keep them in place to guarantee program viability

?

NA

Modernization across the board. Wireless in every dorm room, class room and common area. Modern conference room facilities with full A/V capability and a professional appearance with

modern furniture, paint, carpet, etc.
Offer them web addresses (recently cut because of \$\$ concerns
with state of the art equipment
na
na
It is doing good.
the librarians are great but the computers should be in a lab
I am unfamiliar with EWC's technology. I have not used is as an adjunct.
At this time I think they are very accommodating and willing to do whatever it takes to technically help every student
lap top check-out
more interactive website
EWC could have on hand to check out for some math classes graphing calculators (ti 85). Many students would no want to purchase one of these for use only in the particular class, since they may cost over \$100.
Have a technology class as a required course for graduation; include such topics as how to handle change and adapt to new ideas.
None at this time.
Students need better help with internet courses. Those that have computer difficulties can become very frustrated and feel like quitting a class.
unsure; I probably need more training on accessing online resources offered through the textbook for instructors
An actual computer lab that is not a classroom, with areas for group collaboration. And teach the instructors how to use technology that is applicable to their field.
Hire more Computer Staff.
I think they are doing a good job with on line classes and other offerings.
We need to have the latest technology available to students.
More hot spots
Keep the EWC website updated
Update and keep up with the times
It is coming into the future and becoming more technologically better as it grows.
Keep up with the modern changes and give it some time
More current technology. eg. smartboards for students in the education strand
na

OQ7. What can this institution do to actively address the changing needs of first year students in pursuit of their career and educational goals? (N=91)



Answer

Stress the importance of learning for themselves, not for passing tests.

Require more internships in the student's field of study.

See previous comments.

Find time to connect with students outside of the classroom.

not sure

Continue to educate themselves and move away from doing things the same way because we have always done it this way.

Make a more apparent effort to make the Hispanic community feel welcome and valued.

Provide career assessment and advising to all students by qualified professionals.

Offer general education classes every semester to accomodate student schedules.

I often felt it would be helpful for all new students without a specific major or educational plan to meet within a group and share their indecisions, anxieties, confusions and interest areas with others. This type of session can help students understand they are not alone. They gain insight of own needs from others. The students receive support in making a lifelong decision through helping and understanding other's needs.

Talk to students - get their feedback.

Include career development curriculum into college studies classes.

Don't drop them after orientation - that is too much information in too little a time - they can't absorb it all - keep meeting with them as a group and keep the orientation going for a semester.

Visit other successful college campuses.

More active academic advising and less concern with the social lives of students. Advisors don't need to be busy-bodies and create social trauma simply to satisfy ego needs.

Develop an effective, enforceable policy for students whose academic performance is low in the first 9 weeks of the first semester.

The College Studies curriculum needs to be strengthened to include study skills in reading, writing, and math. One credit does not do justice to what many of these students need. Secondly, the faculty need to pay more attention to the lower level classes, including the developmental classes. They can succeed if they can get over the bump!

Give special attention to those who are not as academically inclined so that they can succeed in a two year degree or technical program.

Provide opportunities to first year students and target marketing of the purposeful and usefulness of these opportunities to the students. At some point, though, a college has to let students make their own, grown-up decisions. That is the double-edged sword.

If by this you mean "how do we address less-well prepared/less mature first year students," I'd say by better communicating classroom and study expectations. I'm not sure I understand the question.....

I honestly think EWC does a pretty good job at the present time. But with the current state of our economy and issues front and center with this election year we may see things come into

place on a global scale that is unforeseen at this time. Economically, parents may decide to keep their college students closer to home because of rising costs of everything from gas to tuition, etc. After American tax payers get stuck funding enormous financial debt, plus the bank bail out, we may all begin thinking of college with more scrutinized vision. Instead of a mentality that Americans deserve college, it may become a question of how to pay basic living expenses. Sorry, but we may be entering a time not seen since the 1930s, where American discretionary income no longer exists. Planning life may become a social experience that doesn't necessarily include college, unless it through a DISTANCE DELIVERY, INTERNET DELIVERY, or some alternative. In which case, the Outreach branch campuses may become more valuable than ever before. I think all the Outreach sites need WEN video equipment purchased and housed in the community education rooms for coordinators to have access and scheduling priorities for college classes after 3:30 - 10 Pm each day of the week. The college needs to write that purchase into their Perkins Grants for WEN equipment, for each site, in my opinion.

Knowledgeable advisors working continuously with the student

Teach them what the real world is composed of. The world is not all rural living and Anglo.

More transfer assistance should be available, even during the first year. Students should have an opportunity to be out in the community and apply their skills.

Provide additional activities for them

Student surveys to see what students want and need. Informal feedback from students as they move through their academic career.

More focus and feedback from the students on a monthly basis.

have a more structured orientation have more sections of the high demand, freshman gen eds available in the fall

more intrusive and consistent retention efforts, better advising and perhaps "at risk" advising for high risk students, more seminars and sessions on career and educational goals

Find out what the student is interested in and get them in a degree program other than Interdisciplinary Studies. If they don't know what they want do, then they have no direction and therefore no goals. If they have no goals then they don't care. EWC is coddling the students instead of letting them experience college and failure. Let them fail and find out what the real world is like.

Make them responsible for their own actions

Seminars with recent graduates, pamphlets listing area of further study or careers choices in one's field of study

Be aware of what the changing needs are for our demographics; budget and implement changes as needed

Recognize that student retention and student character development are strongly correlated. Then address it with a first year curricula that stresses self-management, interdependence, emotional intelligence, self-motivation, and lifelong learning.

They need to move into the 21st century. There are some faculty and staff who are resistant to change - and their way is not the best way anymore.

More emphasis on keeping current and not constantly looking back at "the good old days at

EWC"

Again, not prepared to respond. However, as a professional of advanced years, standing, and extremely diverse experience (having lived and worked in Africa/Asia/Europe, I would offer that we need more comparative study, across all levels of learning.

Return to providing assessments (aptitude/interest combined) as was done in the past, and providing related information/counseling; present workshops on careers and resumes (another thing that has been dropped).

First, provide the foundation for higher learning. A foundation that involves high level faculty committed to education. This can not be done at EWC with the amount of commitments faculty are responsible for. There needs to be more faculty, and a reduced load on courses. I would also recommend to board that less money be devoted to administration positions, and certain departments should be evaluated on quality of output.

As an outreach campus, Douglas has direct contact with the public schools and appears to address these needs well.

Provide training opportunities for instructors Offer workforce development workshops, for developing resumes/cover letters and for mock interviews Increase internship and entrepreneurship opportunities Field trips to the University of Wyoming, Chadron State College, and Black Hills State University for students who plan to transfer to those institutions

Hire an Activities Director, upgrade technology all over the campus, Create a New Student Mentor program that aligns first year students with second year students to help navigate the system. Not just academically, but also socially.

I believe EWC is doing an overall good job at addressing the needs of first year students, in regard to their career and educational goals. I do think the college studies course requirement should be expanded to three credit hours, which would provide more time to cover the essential topics related to college success.

Better screening of students' abilities and interests. Currently our testing is too general & poorly evaluated.

Address the needs of commuter students, "town" students and non-traditional adult students. Survey them to identify what they see as specific needs to enhance their academic and personal success.

More frequent advising.

Make them accountable for their actions.

Make sure that we are offering courses that transfer to 4 years school, and focus on each individual student's needs to be successful in their career.

For the Outreach students let them have a closer connection to the department chair whom they are seeking a degree through

Training advisors

Try to stay at least one step ahead.

Communicate. Show concern.

Make sure that people are honest and accurate in their dealings with students

Listen to student needs and wants
Faculty needs to be trained on current procedures and communication skills.
provide more opportunities for shadowing or community service projects
value hard work and honesty
Continue workshops and activities provided by the Learning Skills Lab, early identification and intervention for students who are struggling, assess students to determine their needs, facilitate communication between students, instructors, advisors, and support staff.
Most first year students must learn the basics before trying to comprehend the changes. There are career planning programs available that all first year students should complete. They would then understand the various skills required to be successful in a specific career.
communicate with the students
Continued relationships with current students and current student input
Let our teach run classes with less numbers. Realize that with distance learning there is no ownership of an institution anymore. Instead of marketing students we need to specialize in program areas and forget about offering so many 2 year degrees. Reduce time line of courses, 6mo-18mo certificates, work year round with programs.
N/A
I believe that they themselves would be the best tool for helping by knowing their needs and a lot of times it is more individual.
I am not really in a position to address that.
Recruit and motivate instructors that have life experience in that particular field.
Obtain more housing.
N/A
NA
keep a finger on the pulse of students at all times
na
na
Continue to provide a variety of classes.
I don't know
Encourage students to attend job fairs, seminars, conferences, or work study in their fields of interest.
Assure that each instructor is aware of campus wide initiatives and applies them to class material.
Make sure they are on the track they need to be to get the result they are wanting
NA
Ensure that these students are able to proficiently or at least semi-proficiently be able to demonstrate their knowledge in writing.
Maybe they all ready do this but I would suggest an individual advisor to keep in contact with

each student.

Discussion with students who are entering the college for the first time on their expectations; survey of technological capacity of our new students; survey of faculty/staff on their thoughts about addressing this concern; correspondence with other higher ed institutions on how they address these changing needs.

None that I can think of at this time.

Possibly better advising

Link through weekly text/email to see how they're doing

Have an orientation day that is a week or so ahead where they can talk to their instructors/advisers to make sure it is an appropriate class / career direction.

Constantly survey the students (annually) to see what is changing and then develop ways to make positive changes.

n/a

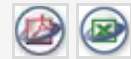
Respond in a timely manner.

Continue to technologically grow. Need wireless over entire campus. More dorm rooms.

Group students with special needs and often support through leadership and peer support

na

QQ8. How can Eastern Wyoming College best meet the needs of non-traditional students? (N=103)



Answer

Encourage them to get involved in campus activities with other students. If they are older students encourage them to share their knowledge and experience with younger students, maybe in a setting of tutoring.

Hire a full time non-traditional advisor to assist non-trads with more than just academics. This advisor would also focus on the special needs of non-trads.

Mainstream them. Possibly provide daycare.

Respect that some may be here only to increase their knowledge in certain areas, not necessarily to transfer classes or to work in the area of training.

By continuing the individualized service that it offers to ALL students. Non-trads should not be isolated into programs by themselves. They should be extended different types of help they may need, but should be included into the general academic experience, not removed from it.

Scheduling of classes

Recruit more of them in the true spirit of a community college with an open door. Provide support services for them as the Adult Re-Entry Center once did.

Act as if they are wanted and contribute to the college. Increase the number of classes offered on weekends and evenings.

Provide childcare on campus which could also be utilized by Child Education students for observations.

by being flexible as possible

Continue to assess student academic level (through COMPASS) to place students into the appropriate course. Often non-traditional students are hesitant about college. Encouraging them as well as placing them into classes that help them get use to college. Good advising!

Support their need to attend part-time. Offer day-care. Provide more financial assistance. Address their support system needs.

Doing better with this area. Lots of little seminars aimed at them.

Provide child day-care facilities.

Treat them as adults and allow them to be students like all others.

One-on-one faculty-student relationships.

They can quit comparing them to traditional students and working with outreach to a greater degree. Non-trads have different concepts and situations that need to be understood. Some on the main campus do not want to work with the outreach non-trads.

Keep them closely integrated with the regular student population so that they can learn from each other and be role models. Do not separate them or show them special attention.

We do great with the ABE/GED and GEAR UP programs. However we need to grow in this area.

There is an employee who has incredible ideas but has been squelched by her peers and supervisors. Someone needs to take her seriously again while providing mentoring to her to help reintegrate her and her services into the college community. Then, provide funding, personnel support, facilities, and recognition to the program.

Better utilization of peer counselor program. Have them do more than one seminar....

I think we already do, in most ways. Keeping Outreach scholarships available to adults in our communities is always good.

Do not segregate them into their own little world. Include them in student activities (ask them to chaperone some school events that they can attend yet not feel out of place) Have the recruiters acknowledge adult students are worthwhile students, not losers who didn't get their college education when they were young. Acknowledge the adult student for their accomplishments, many of them are working, raising a family, and still going to school. The adult students' needs are not being met. For the con-current students, offer them the same tutoring services available to the on campus students. For all non-traditional, have the LSL open over the weekends. Sometimes this is the only time they can get in to do homework.

It seems like there is a great deal of institutional money spent on meeting the needs of non-traditional students, but there also needs to be a focus on creating communities and opportunities for all students. Non-traditional students are certainly important, but there should be an evaluation done on the way the money is spent on non-traditional students versus all students. Non-traditional students should be encouraged to join groups with students of all ages, not be clustered together, since there is much a traditional college-age student can learn from non-traditional students and vice versa.

EWC already meets the need of non-trad students quite well. (I was a non-trad student)

Continue outreach programs trying to reach them Advertise what we have to off campus

potential students.

Set high standards for new students...they will set the example.

offer variety of distance courses

form a monthly support group to discuss issues that pertain, include and invite all of the outreach students to participate--something web based as an option, have more seminars on topics and make those available to outreach

Provide evening and weekend classes. Also a lot of them have very rudimentary computer skills if any at all. Get them into computer classes first thing and get them up to speed on technology. They also need a support system which is somewhat available now in the form of the Adult Peer Counselors.

See what the non traditional students needs are

Let teachers teach instead of insisting on on-line or web classes

Most of the students at the branch campus in Douglas are non-traditional students. These students need to feel that they are part of the EWC family.

I have noticed many non-taditional students do not have background in basic computer skills and are often stressed out when to much "technology" is thrown at them all at once without explanation, then having time to get up to speed using it.

know what the needs are; budget and implement; make a commitment to serve them;

Implement the Empowerment curriculum campus wide. Encourage student discussion about the special needs of non-traditional students with special programs that deal with issues non-trads are likely to face (e.g. support groups for single moms with kids, fear of mathematics, and so on). Encourage faculty to become more aware of adult learning issues.

We need to provide them support - and NOT through the "Peer Counselor" program, a self-serving program that puts them to work and holds them hostage because of a scholarship. They have their hands full with fmaily, studies and possibly a job they don't need that additional pressure. We need to provide them resources to help get them started as well as better advising. Quite often I see the non-traditional student being set up to fail. Provide more night classes and child care for those students and offer them meal plans for them and their families.

Listen to people who are intensely concerned about the needs and programs for non-traditional students

Keep on adding to the list of outreach classes. Have available more grants and scholarships for non- traditional students.

Define realistic goals before designing a course of study.

Child care is a major issue for some of the non-traditional students. Investigating ways that EWC could assist students in that area could increase enrollment and reduce some of the problems and stress that lead to poor performance and/or dropping out.

Acknowledge that there is a population of non-traditionals that EWC is not going after! After all, that is where there is a vast pool of potential students that is being ignored. Unfortunately EWC has for too long sent the message that that non-trads are not very welcome at EWC and that must change. Also, acknowledge that there are some things that non-trads need -- there are issues specific to them and we need to address those issues and put in place a vehicle to deal

with non-trads and their needs. We are a lone voice in the wilderness when it comes to not having a comprehensive program in place,

Providing access, which means giving them an arena where they can obtain the information they need to learn about careers, financial needs, workshops--much as was done before the adult re-entry center was eliminated. When this occurred, we lost hundreds of students but no one seems to want to recognize that fact. For those who were here then and now, we know what we used to have and what we are capable of doing. These students are now served via workshops, but that is not enough. We need to return to the philosophy that adult students have different needs than traditional student. Years ago, we had a nationally recognized and innovative program here that was dumped in favor of recruiting younger students. Reasons given for not returning to this approach have been very weak, and in most cases, unfounded.

More flexibility in course offering and scheduling. More preparation for non-traditional students in the use of electronic delivery systems. More tutoring and assistance designed to meet their schedule and comfort level

EWC is a good place to involve non-traditional students. It is my opinion that EWC does not do enough to create bridges between the campus the community. One example of this is Torrington, WY has large population, 30-40% Mexican American, and 10% African American. There is only one Mexican American faculty member, and NO African American representative at the college. The recruiter position, which was advertised to give priority to Spanish Speaker, was not filled with this in mind. There are core issues that are not being address here.

I am not really in a position to address that.

Open the library on Saturdays Provide child care Designate a room or area for them to meet and develop a network of friends Offer tutoring at convenient times

Work to help provide some kind of affordable daycare option.

In my opinion, EWC does a good job meeting the needs of non-traditional students. As stated earlier, on the outreach campuses, there needs to be more opportunities for social interaction outside the classroom and more tutoring opportunities for those students who need extra help with their classwork.

Our current system is excellent.

Survey them to identify the resources they currently use and additional resources they would like to use.

Listen to the concerns and questions of the outreach coordinators.

more distance learning

Offer more evening courses.

We have programs specifically for these students; I think we spend more than enough money on this group, and not enough on the majority of students that need the help.

I feel that EWC meets most non-traditional students' needs.

EWC serves a very high need non-traditional student population with more than 30% of the county's population living at or below the poverty level. This demographic reality appears to be ignored by the college with an overwhelming majority of institutional resources allocated to

the recruitment of high school graduates. The inter-relationship of the multiple needs of our adult populations demand a comprehensive framework to truly provide equal access measures for this population and to eliminate barriers /obstacles precluding their college enrollment. Our adult populations need to know that the institution acknowledges their existence by creating concrete visible measures that recognize their needs (emotionally, socially, academically). Historically, EWC was recognized across the state and regionally as a pioneer in the design and development of extremely successful comprehensive access measures for non-traditional students inverting the student ratio from traditional to non-traditional. To best meet the needs of non-traditional students, EWC needs to re-create the comprehensive Adult Re-Entry Center on campus to enable dynamic access, recruitment, retention, and student development of this population and providing on-going support services. Strategies will meet "best practices" protocol. This program was identified by the Wyoming State Department of Education as an "Exemplary Program" in the provision of support services to non-traditional students.

Continue programs like the Adult Peer Counselors program; create a New Student Orientation that specifically addresses non-traditional student issues.

Make sure the D.L. instructors are keeping in close contact with the students via email / blackboard. If students are not participating in the class, have the instructor contact the outreach coordinator to help contact the student and do a follow-up with them. When non-traditional students are advised - make sure the advisors accommodate their other schedules and do not schedule too many courses for them

More electives

Helping to advise them in time management

Alternate scheduling.

Very good at it right now

We have trained personnel to deal with non-traditional students.

I think we already do a good job of supporting this population. Maybe we need to offer classes in time slots that would better fit their schedules.

Continue to offer and develop distance course offerings, provide specific extracurricular opportunities for students who are not traditional college age

I'm not sure that faculty should treat non-trad students differently or specially. The definition of a non-trad. Student is quite broad. Is it a non-white, a parent, a returning adult, etc.? The institution might investigate child care availability, course availability during evenings or weekends, and/or change the tutor population to accommodate the non-trad student.

don't require them to take full loads in order to get financial help...they become too overwhelmed

Extra-curricular activities that are at times convenient for non-traditional students

Understand that they can not be full time students. Advisors need to not enroll them for full-time: It just sets them up for failure. Address their needs step by step. Half-time status first, to see how they can endure this life change.

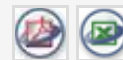
Sometimes non-traditional students are hesitant to ask questions or seek help. Perhaps more in-service before they begin their college course.

offer classes in the evening
By addressing their personal needs on a whole. That would require a need to survey the students.
I am not really in a position to address that.
Same as #7.
Don't know yet.
Increase offerings online, at night and consider an offsite location that would cater to the adult learner and take some of the apprehension away from being on campus with the traditional student.
Continue to offer long distance classes. Offer on-line classes as community colleges do in CO and other states
tutors
na
na
Doing well already
I don't know
Having child-care available, at no charge for full-time students, minimal charge for part-time students.
Offer quality courses at times that meet the needs of students' schedules, ability to pay, and in a sequence that will allow them to graduate.
Again at this time they are doing exceptionally well at this aspect.
Continue offering a variety of classes through various ways on a regular basis whether or not there is "enough" for a class
Provide more website options (especially for the Douglas campus)
Continue to offer a variety of courses that meet the requirements for a two year degree. Offer more coursework that meets certification for job positions available in the community.
Extended hours for classes; hold traditional classes on weekends.
Be sure to have a variety of programs whether it's a degree or certificate to encourage students to enroll.
More scholarships and grants for those who are non-traditional students. More evening courses
Not sure; leasing/renting laptops might be helpful?
More online/video classes so that the non-traditional students can access when they have the time.
Provide non traditional class times and (evenings, weekends, etc., and non traditional delivery methods (compressed video)
Give them the same opportunities as other students.
N/A
More support of grant programs such as GEAR-UP ABE/GED programs. More grant programs designed specifically to support the college in these goals
It has. I see non-traditional students everywhere on campus.
Have a specific leader that understands theirs needs and help them set goals.
offer childcare

We must realize that they have a hard road ahead of them. It is difficult to be a parent, a spouse, a bread winner, a student, and still have time to take care of daily tasks and problems that arise. Traditional students do not have those worries. I'm not saying we should hold their hands every step of the way, but we need to put ourselves in their shoes. How would we handle returning to school?

outreach programs

OQ9. How could we improve the academic advising and student services advising to better meet the needs of first year students? (N=92)



Answer

Open an advising center which would be staffed by all faculty, taking turns being in the center. This would require that all advisors know something about each program of study.

Evenly distribute the advising loads. They are incredibly unbalanced. Insure that students are advised by someone in their department and not by someone who just happens to be available.

Require an instructor(s) from the area of course study to be available to communicate with the students on a regular schedule.

not sure

By making it the primary focus of one individual

Develop and distribute advising guidelines to all faculty/staff members. Distribute class closures/cancellations to all faculty/staff members.

Meet with each student and communicate with them on a regular bases

Training and education regarding academic advising to standardize and improve advising methods.

More evenly distribute advisees among faculty.

Concentrate on academics and less on what is the easiest path to achieve a short-term career goal.

Develop a team of "professional advisers" who care and are willing to follow up on student progress.

Before a student can enroll on the computer, he/she must meet with an advisor. Some students are just signing up without any advisement. We also need to teach all students the help offered through LancerNet.

Academic advising needs to be a part of instruction not student services. There are too many people in student services that are not trained to advise therefore the student is not taking the right classes in the first year and tends to fall way behind in their program of study.

One Goal students success

Make a better attempt to link students to their actual advisors if they have been previously advised by other staff. Carefully observe advising practices of all related staff and retrain/retract as necessary. Further, some programs need to better align course offerings with program sequence expectations.

Have good advisors do the advising -- and adjust loads accordingly. Perhaps have advisors available on a rotating/on-call basis in the summer for student services to consult. Have advisors double check schedules of their advisees who were advised by someone else (in summer walk-in registration, or scheduled pre-reg days).

Don't cancel any advising trips planned to Outreach because of weather. Make your plans to include motel rooms for an extra night. But don't cancel Outreach trips that your coordinators have spent much time preparing. That is too disappointing to all the students, concurrent and adult, included.

I think you need to make the student services advising more "welcome" to all students. I have heard many students say that the people who they are suppose to talk to, "wouldn't understand"

More meaningful advising training. The website could have printable sheets with the program requirements that students and advisors can use to keep track of their progress in their major.

We need specialized department faculty available at EVERY pre-registration day.

Offer more incentive to provide strong advisement during pre-registrations. More training of advisors.

Team them with a faculty member

have better training for advisors; allow those who wish to advise to do so (w/ compensation or load)but do not make it mandatory

hire a dedicated advisor position to help with new student (undeclared) students, at risk students, outreach advising, develop better followup measures to advisor alerts, develop better intervention strategies

Listen to the students and help them to get where they want to go. If they want to transfer to a four year school don't put them in a non-transferable program. And don't sign them up for classes they DON'T need. Get them involved in groups and develop their interests.

When advising try to know the programs, or refer them to someone who does

Need to meet with all students. Degree or not

Take the time to get to know the student and their goals, Have a positive attitude, and set realistic experiences.

know the student as an individual...individual needs; the summer pre-registration is a way to get kids into classes, but in many ways they are mis-advised; have three day (?) orientations during the summer - get kids on campus - have programs, testing, assessments meetings with area specific advisors, register ---

Some academic advisors focus on FTE and enroll students in more hours than the student initially wants or can reasonable handle, resulting in poor grades and/or poor completion rate.

Get a life advisor/coach/mentor full-time at the Douglas campus (we're the campus that has the non-trads!)

There are alot of advisors who advise "because they have to" not because they want to - and that's how we get advising problems. I think someone needs to motivate the advisors - and not by providing them with a lunch ticket - to WANT to do their jobs and to do it well for the benefit of the students. We need to get rid of the personal agendas that float all over the college.

Provide more training for advisors

Ditto

Douglas Campus -- Add staff whose assignment is the provision of student services (e.g. financial and personal counseling)

This is an area that I'm not familiar with, so I don't have a basis from which to make suggestions.

This area is actually fairly strong with the exception of in the summer when few advisors are available. There are professional staff available who should be doing this but do not want to, so have been allowed to discontinue advising. They should be trained to advise and serve students who wish to do so in the summer.

There needs to be more assistance provided to new faculty. I suggest a mentoring program.

I am not really in a position to address that.

Provide more advisor training with practice sessions so advisors can help with advising for more than one area

All students should have an Academic Advisor who they are assigned to. However, when an academic advisor is not available there should be one person, who has experience in academic advising, be available to advise students the first time. Also, I think that we need to implement online advising for our on-campus and outreach areas. We need to have more options available for students.

Once again, I can only speak about the EWC Wheatland branch, but I think there should be more opportunities for advising per semester, perhaps once a month, so students could address their concerns with an advisor.

Advisors need more time to meet with students and better information about their background.

Have advisor training during every in-service; require all who have advising duties to attend. Do not require everyone to be an advisor. This should be a "duty" that is taken seriously and voluntarily as part of one's workload. It requires dedication to do it well.

Continue to meet with the students at the beginning of each semester to register them as well as sending advisor alerts (through the coordinators so they know also) to the students when they are at risk of failing.

Hire some full-time, dedicated student advisors.

workshops on campus

I think that it is important for advisors to know and understand their advisee's. Keep better track of what their students are doing in the classroom and monitor more.

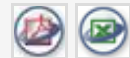
Selected advisors should be identified with specific sensitivities and expertise in the advisement of special populations (non-traditional students, single parents, ethnic minority), enabling particular academic success for the first year advisement.

Pre-Registration Days could be greatly improved. Students and their families could be welcomed to the college in a better setting than Room 131 (try the FA Auditorium). The process of separating those who need testing from those who don't seems confusing. It's good to talk to students about what to expect on the test, but I'm not sure this is supported by the advisors.

who have to wait for students to test.
Take more time with the students in Outreach - a half an hour with new students is not adequate time (1 hour would be more sufficient)
Only faculty advisors
Communicate with part-time instructors.
Make certain that those doing the advising and working with students know and understand what they are doing
Training for advisers
Communicate with each other as well as the students.
Communicate pre-requisites more clearly. Make sure students meet with an advisor in the appropriate field of study
Make the advising process more concrete, provide training to advisors to extend the role beyond just enrolling students in classes, create the expectation that students and advisors communicate more frequently than just during registration. Make student services, particularly financial aid, more accessible to students by creating high expectations for professional, helpful communication.
Advisors might use placement tests, compass, ACT, SAT scores more diligently when signing up first year students for classes.
good as is
See above. I believe this is our biggest down fall. We enroll non-traditional student in too many hours. Students then become discouraged and are on probation and just give up...
n/a
By better communicating what is available and creating help where there is need
I am not really in a position to address that.
Haven't been involved in the student advising services except my own students.
?
N/A
NA
I don't know
na
na
I don't know
Keep goals and work levels within reach of student's ability
I don't know anything about current advising practices.
I am still unfamiliar with this subject.
Many students seem to have no idea who is their advisor, nor have they ever met their advisor. It seems that maybe that should be mandatory. Perhaps the advisor should be required to sign off on all schedules or something similar to that.

NA
Screen students more closely and place with an advisor based on the students past school enrollment history, work history, aptitude.
Each teacher should be in charge of calling each student or encourage them to call them.
Specific advisor training for new faculty and staff. Faculty who don't want to advise should be given assignments to replace that function. Perhaps hire a professional advisor to help with course selection.
None that I can think of at this time.
Unsure
don't know; I think our outreach people do a great job
Have an orientation day that is a week or so ahead where they can talk to their instructors/advisers to make sure it is an appropriate class / career direction.
Provide more advising time to off campus students and ways to follow up after initial advising
n/a
N/A
EWC needs more space for more students. It needs more activities to keep those first year students because I think they are bored when they come from a bigger city.
Daily to Weekly communication.
better train the instructors in advising since students seem to relax in the classroom setting and are more apt to open up to the instructor about concerns.
Be cautious to not overload them the first semester. Look at their placement scores or ACT scores to help in advising them about the number of credit hours to take, and vary the degree of difficulty in the classes they are taking to see that there is a balance of more difficult/time consuming classes to a bit easier/less time consuming classes.
na

OQ10. What ideas do you have to better address facility needs for first year students? (N=87)



Answer

Send faculty to the dorms to visit, interact, advise and present to all the students.

This question is unclear.

Remember what it was like to be a first year student, and try to meet or better the example that was presented.

New dorm. I would live in Eastern Hall if you paid me to.

Apartment style living

Expand opportunities beyond red neck spit tobacco wyoming mythology based experiences.

All student support services should be in one area including where you pay your bill.

Explain expectations Measure success Redirect and prepare the student to work on the

positive

Improve services, availability and access to the student center.

More small group meeting areas where students can get together and study and not feel intimidated going into the student center, library or cafeteria.

Increase dormitory space.

Classroom space and lab space adequate to excellent instruction needs to be provided. Administrative palaces are fine, but facilities directly related to students, to teaching, to academics would help promote the idea that this is a college and that academics matter.

Our facilities are modern and provide physiological, safety, and social needs. They are above adequate for academic needs other than wireless computer access.

Students need gathering places other than the cafeteria and Student Center. The library needs to be inviting and usable.

Faculty need to have extended office hours to meet the needs of their students and advisees. So many times the student fails to catch up with their faculty/advisor, therefore not getting the best knowledge they are capable of receiving. Faculty should be expected to teach general education requirements and popular program requirements at different times. Too many classes are being offered at the same time on the same days therefore inconveniencing the students and their time spent at a two year college. Faculty should be available throughout the summer for advising students in their fields to ensure the proper beginning for the first year student.

Every one is on the same page, saying and doing the same (one Goal) for students' success. NO individual or personal adjendas of those who work at EWC.

Provide an area specifically reserved for students to gather and have access to a mentor or student advocate who can easily direct students to needed resources.

Get rid of uncomfortable "side arm" desks in classrooms. Remodel science labs or build new building to house science labs -- don't do both!

No

Upgraded technology More diverse staff and faculty Better met needs of adult students More involvement by the classified staff on committees for student activities, programs, assessments Better marketing of ALL our college functions (not just Sagebrush and Roses)

Facility improvements should be prioritized to target the needs of students first. Areas where students spend time, such as the cafeteria, student center, library, and classrooms, should receive attention before other office areas of the college. Areas where first impressions are made, such as student services and the bookstore, should also receive attention before office areas.

Plant some Russian Sage bushes between the evergreen bushes. In the area between the 2 front doors. That is a main focal point of our building and it looks better but still lacks appeal.

I think, with our limited resources, we are doing well.

More training and recognition

change orientation have an at-risk advisor to track problems early encourage more consistent advisor alerts and deficiencies

have more common areas that also have wireless connectivity, look at expansion of residence hall to add more beds

More rooms in the dorms, better desks and chairs in the classrooms. More seating areas for them to congregate or to sit and do homework between classes. Better lighting in the hallways and outside in the evenings. Also uniform signage across campus would be a plus.

More one on one less on-line generated classes

Maps and lists of services each dept can give to students.

find out what the needs are - then we can address them - are they truly needs or just 'wants' (i.e. housing - a suite vs a 'dorm' room

At Douglas...Make the break room more welcoming/encouraging to socialize, eat, and spend time. Also, create a "library" room where books and texts could be kept "on loan" and where quiet study could be achieved.

Bring it in to the 21st century and provide the students what they need - not what the staff needs....i.e. open the student center and actually be available to serve food late at night.

None

More frequent and thorough communication -- perhaps a required introductory program.

Provide professional development to faculty and staff that has that focus.

No sure I understand this question as per 1st year students. What is needed is not needed strictly by them.

EWC has pretty decent facilities; the area that could stand improvement, however, is the library where computers are taking up the already crowded space. A full computer lab is now used for storage and two desks, while other rooms in that area sit empty.

A technology center, providing student services (library, computer labs, distance learning and tutoring facilities) in a more centrally located place. A dedicated student computer lab with trained lab assistance and supervisors available to help students, including evenings for non-traditional students.

I suggest more spaces for students to go and study, communicate, etc.

At the moment I cannot render an opinion.

Moderate the temperatures in the buildings Move the pool tables in the Student Center so they are in the window-covered area - having to walk past the pool players can be daunting for some students Set up private study areas in the library

Technology upgrades! Remodel of the buildings. This building is very dated and, quite frankly, does not look like an institution of higher learning. A makeover would change the whole atmosphere of the institution. When students have a choice between Sheridan College and EWC the decision comes down to where the atmosphere feels collegiate.

More facility so that we can offer more freshman classes

I'm not aware of the facility needs on the EWC Torrington campus. Here in Wheatland, more tutoring services need to be provided for students, particularly those who are non-traditional.

Improve student access to technology and advanced areas of interest.

Students need a variety of places on campus where they can socialize or study The current

student center is intimidating because students are confronted with the pool tables as they enter the center. Study rooms for group projects or review sessions would be a great addition on campus. The cafeteria could be utilized between mealtimes if students were aware that they are welcome to use the area. Again, survey the students for their suggestions about where they would like to meet.

Continue campus renovation program.

They are more than adequate.

Students come to college to be involved with something that they have never had the chance to be involved with. In terms of facilities, we need to make further advances with specific degree areas in terms of facilities and classrooms. EWC needs to be a place that students want to come not only for the education that they will receive, but the environment that they get to learn in.

Again, space needs to be accommodated to establish a comprehensive Adult Re-Entry Center or Center For Educational Access providing immediate support and direct services at the initial stage of re-entry and featuring ongoing support services and outreach, reducing barriers and increasing educational access and recruitment/retention capabilities of non-traditional student clientele including the ethnic minority student. Essential and substantive primary service components of the comprehensive support service center model would include: 1. Re-Entry Services; 2. Transitional Support Services; 3. Information and Referral Services; 4. Educational Programming; 5. Academic support Services; 6. Counseling Support Services; 7. Peer Counseling Student Development Program; 7. Minority Outreach Services

More on-campus housing - it doesn't have to be in the form of traditional dorms, but when the residence halls fill up in June or earlier, it tells other students we don't want you here. Our student population does not tend to be the best planners and we still had two Pre-Registration Days after the housing was already full.

Leisure space, study space, and computer labs

None at the moment.

Technology and modern improvements

n/a

Make dorm move-in/move out schedule more flexible, especially during vacations. Update the equipment available in laboratories campus-wide

Standardize campus tours at visitation and orientation so that students are fully informed about what is available at the institution.

We might need several on-campus locations for student to congregate between classes. I'm not sure the 'pool hall' is the best place for freshmen.

adequate as is

One to one tutoring and learning lab rather than facility for beginning non traditional students.

n/a

I would imagine the best way to address these needs would be a one-on-one contact with help supplied where applicable.

I am not really in a position to address that.

Same as all of the above.

Housing and longer dinner

New signage (oxidized and worn looking), upgrade conference room facilities to be more professional, paint the whole campus, carpet the whole campus, ban flyers and bulletin boards from the walls and give LCD information screens to every department to replace the clutter, build a college entrance way that is welcoming and greets guests, have our food service personal provide options for healthy/sophisticated meals to students and for catering at events, hire a pest control professional instead of putting out insect traps next to the doors, take the film off of the library windows, repair holes in walls where things have been hung in the past, bathrooms need a complete remodel, enact standards for upkeep and appearance for every department so we are always putting our best foot forward

NA

none

na

na

I don't know

.include at orientation a map/tour of what services are available on and off campus for the students. Describing how the student can benefit from the service/dept.

I have only taught at Glenrock HS. It is wonderful!

NA

Our facilities in Newcastle are very good.

Keep student center open longer hours and make it more accessible to students.

None.

Have an evening where the first year students at outreach get together to meet-just a little get together. They then have a group of peers that will support one another.

None

None comes to mind at this time.

None at this time.

Make sure the facility is clean and is kept clean.

N/A

Facility needs to be on the same page. (Student success) no individual or personal agendas from facility or staff.

Speak as you pass in the hall. Make it a warmer environment.

Facility needs to build a mutual rapport with new students and encourage each person you can do this.

As an adjunct instructor, I have not been inserviced on how to address this. That might be nice.