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AQIP Action Projects

- Internal Communications
- Student Engagement
- Student Learning

The votes are in...

Assessment of Student Learning (A-Team) name will NOT be changing our name. Thank you for participating!

Happy Holidays!

President's Message

Dear Western Family,

Over the last year, we worked together to develop Western's Strategic Plan. This came quickly on the heels of Western officially becoming an AQIP institution. Ensuring these activities are aligned and fully support the Guiding Principles as we move forward is essential. In practical terms, the Guiding Principles define our priorities, the Strategic Plan lays out a plan to move forward, and the AQIP Action Projects detail an implementation process.

The three AQIP Action Projects (APs) currently in motion are tied to some aspect of the Strategic Plan and can be directly tied to the Guiding Principles.

Internal Communications: Improve internal communications using cross-institutional listening groups supported by data

Student Engagement:

Use multiple opportunities to explore and revisit students' goals

Student Learning:

Identify and improve upon weaknesses and gaps in student learning across the curriculum targeting writing and reading.

Below you'll find the current activities on the Internal Communications AP. In the next few newsletters, I'll do the same for the Student Engagement and Student Learning APs.

Internal Communications AP activities and progress:

Development of Strategic Plan using cross-institutional groups

Ad hoc working group conducting data gathering internally and externally

Information sharing—developing processes to better provide two way communication and transparency

Again, thank you for your participation and dedication to serving our students and communities.

Thanks for keeping Western in Motion!

Karla Leach



2009 CCSSE Benchmark Results

Spring 2009 was our 3rd administration of the 38 question Community College Survey of Student Engagement (CCSSE). This was the 2nd time the Wyoming Community College Commission conducted the survey statewide on an every other year basis. Sandy Cald-

well and Laurie Watkins recently attended the statewide meeting to review the data and share how the different colleges are using the information. The usage varies widely among the institutions from little or no use to WWCC's approach of combining the data with

other measures to gain a better understanding how and why events are happening with our students. As a result of that meeting, CCSSE has contacted WWCC to ask for vignettes of processes to use as models for other institutions. *Continued on page 2*

2009 CCSSE Benchmark Results cont.

WHY FOCUS ON STUDENT ENGAGEMENT?

Student learning and student retention are correlated strongly with student engagement. The more actively engaged students are with faculty and staff, with other students, and with the subject matter, the more likely they are to persist in their college studies and to achieve at higher levels.

**441 WWCC students
& 3048 Wyoming
students participated
in CCSSE**

WHAT ARE THE CCSSE BENCHMARKS (Factors)?

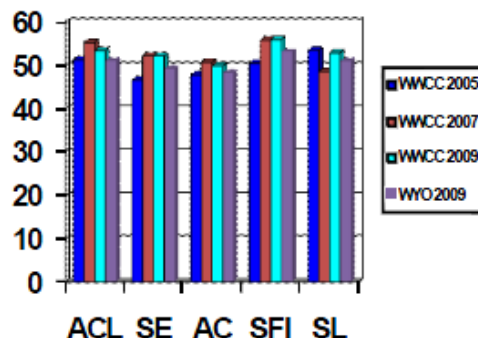
There are 5 CCSSE Benchmarks that are groups of conceptually related items that address key areas. These items have generalizability meaning that students respond to those items the same way regardless of demographic variations. The Benchmark factors are: Active & Collaborative Learning (ACL), Student Effort (SE), Academic Challenge (AC), Student-Faculty Interaction (SFI), and Support for Learners (SL).

BENCHMARK RESULTS

663 Institutions
400,886 Students (CCSSE Cohort)
3,048 Wyo CC Students (Consortium)
441 WWCC Students
Standardized national mean of 50 with a standard deviation of 25.

Benchmark	WWCC	WYO	CCSSE Cohort
ACL	53.3	51.0	50.0
SE	52.1	49.1	50.0
AC	49.8	48.2	50.0
SFI	55.9	53.1	50.0
SL	52.8	50.9	50.0

Notice: WWCC scores ABOVE the average of the Wyo CC. WWCC scores BELOW the national average for Academic Challenge.



Notice: In 2005, WWCC was at or BELOW the national average in all but one Benchmark. In 2009, WWCC was ABOVE the national average in all but one Benchmark.

In the Student Learning session at the January in-service, we'll discuss some specific items related to both the Benchmarks and WWCC's GSS and Student Learning Action Project.

**400,886 students took
CCSSE, 663 Institutions
participated in 48 states.**

Program Review Update

Although the Program Review process at WWCC has existed for several decades, it has been modified significantly in recent years into a Program Portfolio process. Conducting a year-long study of "how we used to do things" just doesn't fit in a world where we're *running at full speed* just to keep up with changes in students, technology, and instructional content.

The process at Western now mirrors AQIP processes. AQIP institutions are required to develop a Systems Portfolio every four years. This periodic Systems Portfolio is reviewed through the Systems Appraisal process that provides "an opportunity for your institution to

get...feedback on its strengths and opportunities for improvement." This is exactly the purpose of our Program Portfolios, compiled for each program once every five years. Maintaining focus on program-level improvements in the midst of planning for classes, maintaining equipment, advising students, and attending meetings can be difficult. Action Plan Follow-up at Western is a way to support programs to realize their own program-level goals. AQIP explains: "We found that having institutions formally declare their intentions for improvement projects made it easier for them to follow

through and achieve the goals they had set for themselves." Following AQIP methods, Western has created similar documentation at the program level. The purpose of the Portfolio process at WWCC is to ensure each program the opportunity to self-reflect in a meaningful and future-focused way. Exploration of the many facets of each program allows a well-rounded perspective that can help identify areas for improvement. In the busy world we all inhabit, follow-through on those challenges can be difficult, so an annual update is a helpful tool.

Fall In Service Survey Results

Employee Feedback Results in Changes to the Spring 2010 In-Service Schedule

Thanks to the 123 employees who responded to the feedback survey for the Fall 2009 In-Service schedule. Of those who participated, there was great cross-institutional representation with 41% faculty, 33% paraprofessionals, and 27% prof/administrators responding. Overall, the feedback was fairly positive and was very helpful in developing the upcoming Spring 2010 In-Service schedule.

"In-service was better this year than ever before..."

Although there were a variety of suggestions and assertions that were contradictory to each other, the schedule has been changed to try to accommodate the majority.

Conflicting perspectives:

"I don't think learning new ways to teach is a good use of my time."

"Make sure that instructors are educated about what pedagogy is best for students."

FAST FACTS and ACTIONS:

86% Responded positively to the General Session

Comments:

"It would be better to have a bigger meeting

room with better acoustics like last year. There was so much echoing in Mitchell's... that most of what was said...wasn't heard. It was even hard to hear Dr. Leach and she had a microphone."

"I also missed hearing those useful updates from the Vice Presidents."

"Marty should be given time to fill us in on projects happening on campus."

REVISIONS being made:

The General Session has been moved back to the Theatre AND Marty Kelsey will be having a session to explain the very unusual budget dynamic WWCC is experiencing. Additionally, the VPs will give quick FYIs during the General Session.

74% Responded positively to the Student Learning Session (2 surveys were conducted for this session)

Comments:

"Faculty involvement is key in resource presentations for those who teach."

"We need an awesome motivational speaker."

"Make it shorter...Do it in the morning."

"Split up into two sections..."

"Training topics that we can choose from..."

REVISIONS being made:

We will be having a motivational speaker at the General Session. Astronaut Mike Mullane will share his experiences and perspectives on courageous self-leadership. The

Student Learning and Student Engagement sessions have been moved to the same day to free up the last three days for semester preparation. Additionally, the Student Learning session will have two parts: 1.) Results for the GSS measures and CCSSE analysis; and 2.) Conference-style breakout sessions over topics suggested by our faculty and staff GIVEN by our faculty and staff.

Other notable comments:

"It would be great if the information from meetings for faculty and staff were made available to paras. We don't attend all the meetings and I think sometimes people forget that issues or topics and new information are not always passed along..."

NOTE: A session has been added PRIOR to in-service week specifically for paraprofessionals. This should help share information while minimizing staffing impact as the semester begins.

"Communication should not be limited to the 'good stuff.' Employees have a right to know the 'not so good stuff.'"

"Somehow we need to make folks accountable for their attendance at 'required meetings'...I heard lots of folks grumbling as they noted several colleagues not in attendance..." For a complete summary, please contact Sandy Caldwell or Dianna Renz in the Instructional Support Office.

COMPASS Placement Testing

All students who are degree seeking or full-time are required to take the COMPASS Placement test. Scores are valid as long as the student has continuous attendance at WWCC. Part-time, non-degree seeking students who take math, U.S. Government, English, and select science courses must also complete the place-

ment test. **Students may retake the exam only once per semester.** The cost for retakes is \$10.

Total FTE for fall 09 is up by 13% and Total full-time enrollment is up 21%

Summer 2010 Registration Program Dates

All academic advisors are encouraged to assist with the summer 2010 Registration Programs. Help us welcome our new students to Western!

May 17 (Monday) at 6 PM

June 8 (Tuesday) at 1 PM and 6 PM

June 23 (Wednesday) at 1 PM and 6 PM

July 13 (Tuesday) at 1 PM and 6 PM

July 29 (Thursday) at 1 PM and 6 PM

August 4 (Wednesday) at 1 PM and 6 PM

August 12 (Thursday) at 1 PM and 6 PM

August 20 (Friday) at 1 PM (international)

August 23 (Monday) at 1 PM (all teams)



AQIP Student Engagement Action Project

Use multiple opportunities to explore and revisit students' goals.

If we better understand students' goals, then we will have greater success with students accomplishing their goals at WWCC, and the College will have a greater sense of how well we are fostering goal attainment. During the 2009-2010 academic year, faculty and academic advisors are encouraged to explore and revisit students' goals. Having students identify and focus on attaining their goals will strengthen their engagement in student learning.

B-Team Members:

Laurie Watkins, Chair
 Tammy Walker, Recorder
 Ann Rudoff
 Becky Asplund
 Bruce Anderson
 Christine Lustik
 Deirdre MacDonald
 Dudley Gardner
 Jackie Freeze

Sandy Caldwell
 Sarah Pauley
 Stacie Lynch-Newberg
 Kay Leum
 Ken Fitschen
 Kim Drane-Nash
 Nish Ferrero
 Patty Pedersen
 Rick Reynolds
 Steve Davis
 Jami Anderson



Fall 09 / Early Spring '10 Retention Activities

Midterm Grades: Registration & Records mailed nearly 600 grade reports to students with D or F grades at midterm; 1482 students with no deficiencies were emailed a congratulatory message from Dr. Karla Leach, Ken Fitschen and Dr. Jackie Freeze.

Fall Advising Newsletter: Becky's fall newsletter was sent to all on-campus academic advisors and outreach staff prior to the November pre-registration.

Part-Time Student Newsletter: A link to the online fall newsletter was emailed to 1438 part-time students. The newsletter included information about advising, how to check their grades and progress to a degree or certificate, tips for online courses and student success, and a calendar of important dates.

Prerequisite Checks for SP10: Becky and Tammy began checking prerequisites for students who pre-registered for spring Government, Math, Statistics, English, and select Science courses.

Alumni & Retention: Emailed 294 December newsletters to family members of current students.

Spring 2010 Registration Programs: New international students will attend a Registration Program on Friday, January 15 with international advisors Jackie Freeze, Chris Propst, Laura Chew, and Laurie Watkins. Registration Program teams of faculty,

staff and Student Ambassadors will work with new students at the open program on Tuesday, January 19 to help students learn about campus services and register for Spring 2010 courses.

