



Western in Motion...

March 2008

Western:
Committed to
**Continuous Quality
Improvement!!**

Academic Quality Improvement Program

APPLY TO AQIP!!!

In the last issue we refreshed everyone on the AQIP process of *Continuous Quality Improvement* as a model for institutional improvement with the added benefit of an alternative accreditation process. We also discussed why Western “fits” the AQIP process and our intent to formally apply in April 2008.

That time has come. We have been undergoing a cross-institutional process with various committees and councils to formalize the WWCC AQIP application. The application is relatively short with about 12 pages that address a series of 8 *Participant Application Questions*. These questions focus on institutional readiness for and commitment to continuous quality improvement, evidence that it meets the Higher Learning Commission’s Criteria for Ac-

creditation, and the process used for initial self-assessment based on quality principles. The application is approaching the final revisions and will be ready to submit by the beginning of April 2008. The WWCC Board of Trustees will be discussing our recommendation to apply at the March board meeting.

AQIP’s GOAL

AQIP’s goal is to help an institution create a culture with a set of shared understandings that will:

- enhance communication, ongoing learning, and understanding of systematic quality improvement;*
- encourage systems-thinking and provide resources that will stimulate continuous improvement;*
- Promote a culture of involvement and shared responsibility for academic quality, and*
- develop the critical judgment,*



Assessment Day

Tuesday, April 8

skills, and capabilities required for systematic quality improvement.

What happens next?

- Submit application. **SUBMIT APRIL 2008!!**
- Year 1—Strategy Forum (6-15 people) and Identify Action Projects (update annually); *November 2008 or February 2009.*
- Years 2-4—Systems Portfolio and Peer Review (submitted every 4 years);
- Year 5—Strategy Forum
- Year 6—Quality Check Visit
- Year 7—Reaffirmation and cycle continues

Inside this issue:

AQIP	1
Vital Few Update	1
Assessment of Student Learning	2
Program Review	2
PR Follow-Up	2
Building Student Connections	3
Registration Programs	3
Fall Retention Activities	4
B-Team	4

For more information...

Instructional Support
Room 1310
Sandy Caldwell x1720
Dianna Renz x1871
Kay Cooley x1810

Alumni & Retention
Room 3012
Laurie Watkins x1899
Tammy Walker x1827

Vital Few Update: Highlighting Writing and Word Processing

Writing Across the Curriculum—Great strides that needs continued focus. Students indicated on CCSSE that they are WRITING. Adjunct faculty are participating in this activity! SMARTHINKING and Turnitin have been great tools for students and our usage reflects that fact. At mid-year,

Smarthinking usage had 820 distinct uses with over 2700 sessions. Turnitin saw consistent with 22 faculty active, 1050 students, and 1600 reports.

Word Processing Across the Curriculum—The students in the Spring English classes were tested on their word processing skills the first couple of weeks of class including on-line and

outreach.

In the past, we had found that spring students didn’t do as well as in the fall. Typically, the difference has been right around 20%. *This semester, the Spring 2008 students did not fall below the Fall 2007 students.* We need to continue this emphasis for students across all courses.

Assessment of Student Learning (the A-Team)

How is CCSSE integrated into our overall Student Learning activities?

Western uses multiple means of assessment that incorporate internal, external, direct, and indirect measures to assess student learning at the curriculum-level. In the last issue we identified the assessment measure for each of the 5 GSS. A major component of the assessment plan is the use of CCSSE. Below is an illustration using Communicate Competently of HOW these are incorporated into the plan:

CCSSE RESULTS for 2007:

Communicate Competently:

6C: "During the current year, about how much reading and writing have you done at the College?"

We had considerable concern 2 years ago with the initial data. We saw consistent results from 2005 in the full-time students and significant improvement in the part-time students. Additionally, Western students reported higher for both full-time and part-time students than the other Wyoming community colleges combined.

12C: "How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: writing clearly and effectively?"

Again, we had some concern from 2 years ago. This year we saw some changes. Full-time students remained consistent, although a little below where we want them to be. However, part-time students made considerable strides moving over 10% in the two years. For both full-time and part-time students, we were very similar to the rest of the state.

12D: "How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: speaking clearly and effectively?"

Again, we had some concern from 2 years ago. This year we saw some changes in the part-time students. Full-time students remained consistent, although a little below where we want them to be. However, part-time students made considerable strides reporting only slightly below the intended target. Full-time were very similar to the rest of the state, whereas the part-time students were well above the rest of the state.

Update On Program Review—AQIP Style

Undergoing PR:

Things are moving along with the Program Review process. We have **10** areas conducting reviews this year with two of those holdovers from last year due to faculty changes. *Drafts are NOW due for all these programs.* Kudos to Human Resources for getting their first draft done! The upcoming staff development day this Friday, March 7, provides a perfect day for programs to move this process forward.

There have been some questions about

the process given that Dianna Renz is out on maternity leave, but rest assured things are moving forward. Keep working on those first drafts and get them to Dianna's office as soon as you can!

Those in PR this year:

Registration & Records Housing
Computer Science Dance
Human Resources Psychology
Automotive/Diesel Bookstore
Industrial Maintenance Physical Resources



Enjoy Spring Break!

Update On Program Review Follow-up—AQIP Style

In Follow-up with Action Plans & Assessment Reporting:

Programs that wrote reviews in the **05-06** academic year—*Athletics, Business, Chemistry, Criminal Justice, Electricity/Electronics/Instrumentation, Food Service, and the Learning Center*—have completed their first year of Program Review Follow-Up. They are now in the second year of follow-up in a *continuous quality improvement* approach. This has given the programs the

flexibility to identify what works and to change what doesn't work. This follow-up provides the structure to maintain forward momentum while allowing the flexibility for the programs to adapt and change.

Programs that wrote reviews in the **06-07** academic year—*Anthro/History/Soc, Distance Ed, Education, Financial Aid, Green River Center, and Professional, Technical & Community Education*—are currently engaged in their first year of Follow-Up; they'll submit documentation on

this first year in September 08. Both groups have the added benefit of no longer conducting Close-the-Loop forms. A part of the follow-up process is the integration of course and program assessment through the Assessment Reporting process.

**WWCC Vision—
A Commitment to Quality
and Success**

End of Fall 2007 Retention Activities

- **Registration Programs:** The new format for student Registration Programs was presented by Becky, Kay L., and Laurie to Executive Council, Academic Council, Student Success Services, Senate and all WWCC Divisions.
- **Academic advising letters:** After faculty submitted Fall semester final grades, Advising prepared letters for students who were placed on Academic Alert for below a 2.00 GPA (191 students), Academic Probation for 2 consecutive semesters below a 2.00 GPA (25 students), and Academic Suspension for a 3rd semester below a 2.00 GPA (8 students). Becky met with each probation student in January.
- **Financial aid issued warning letters and suspensions:** “Warning” letters were mailed to Hathaway Scholarship students who are at risk of losing their state scholarships in May based on low GPAs. Federal funding was suspended for 105 students (some reinstatement appeals were approved). Sweetwater County Graduate Scholarships were suspended for 45 of 134 students (some reinstatement appeals were approved).

Start of Spring 2008 Retention Activities

- **Welcome Open House:** On January 8, Admissions hosted this event and gave non-traditional students the opportunity to obtain information about services offered at Western, meet other adult students, and get help with the application process (8 non-traditional students attended).
- **Retention workshop during SP08 in-service “Serving the Students We Have”:** 72 faculty and staff attended the session which included a “60 Minute” video on Millennials in the Workplace.
- **January Registration Programs for U.S. and international students:** Overall, the new program format worked well and the evaluations were very positive. Changes will be discussed and implemented for the Fall registration programs.
- **Lucy Booth:** The Lucy Booth was set up the first 2 days of classes to assist students with questions and directions.
- **Bookstore:** Offered extended hours for the first 4 days of classes.
- **Continuation of evening advising:** Becky’s hours are 9 am to 6 pm on Thursdays to be available to students who work. This was implemented in the fall and continues for spring semester.
- **Updated advisee lists:** Advisors were emailed updated lists of their advisees after the last day to add classes.
- **January Registration Follow Up:** Laurie and Becky followed up with January Registration Program attendees by email and phone to ask if they had any questions or concerns.
- **Distance Education:** Online instructors contacted their students during the first week of classes.
- **Prerequisite checks for proper class placement:** Over 100 letters were sent to students who were registered in government, math, statistics and English classes above their pre-requisite or COMPASS levels. Some students were administratively dropped from courses.
- **International Students:** Probation advising was implemented for international students. Students met with Laurie to sign contracts and discuss probation terms. (6 students)
- **Registration & Records:** Sends “not attending” and “poor attendance” letters each week to students and their advisors based on faculty reporting. Thanks to all faculty who take time to report absences!
- **Student Development Center:** hosted 18 workshops in January and February.
- **Academic advisor training:** Becky met with new faculty to begin academic advising training.

Building Student Connections B-Team Members

Jami Anderson	Kay Leum
Becky Asplund	Christine Lustik
Sandy Caldwell	Stacie Lynch-Newberg
Steve Davis	Kay Marschalk
Kim Drane-Nash	Patty Pedersen
Ken Fitschen	Sarah Stanley
Jackie Freeze	Tammy Walker (Recorder)
Rick Kempa	Laurie Watkins (Chair)

Contact any B-Team member if you have questions or suggestions regarding WWCC’s retention efforts.



Building Student Connections (the B-Team)

2007 CCSSE and CCFSSSE Results – *Digging Deeper!*

The *Community College Survey of Student Engagement* (CCSSE) and *Community College Faculty Survey of Student Engagement* (CCFSSSE) were administered at WWCC in Fall 2007. Faculty were surveyed on teaching practices, ways they spend professional time in and out of class, and perceptions regarding students' educational experiences.

Comparing the faculty and student surveys are a beginning point for discussion, especially in areas where faculty and students seem to be reporting divergent perceptions of the same experience.

For example, faculty were asked, "How often do students in your selected course section **work harder than they ever thought they could to meet your standards or expectations.**"

Faculty responded:	Never	0%
	Sometimes	27%
	Often	43%
	Very Often	18%

Surveyed students were asked, "In your experience at this college during the current school year, about how often have you **worked harder than you thought you could to meet an instructor's standards or expectations.**"

Students responded:	Never	12%
	Sometimes	45%
	Often	31%
	Very Often	11%

So, our students can do more if we demand it!

B-Team "Vital Few" for 2007—2008

- **Strengthen advising**
- **Introduce new registration programs, and implement online orientation for distance / outreach students**
- **Address the needs of part-time students: These students are less connected to Western – why?**

Students are more likely to persist and learn if they...

- **Establish meaningful relationships with peers**
- **Make a connection between now and their future (setting goals)**
- **Are active and engaged learners**

Community College Survey of Student Engagement

January Registration Programs

On January 9th, a new format was introduced to welcome students to WWCC. A shorter registration program replaced the full day orientation program. Teams of faculty, Student Success staff and Student Ambassadors assisted new students to help them learn about campus support services and register for classes. Thanks to WWCC faculty and staff for their help making the Spring 2008 Registration Program a big success!!

Faculty who are interested in assisting with Fall Registration Programs in May, June, July, or August should contact Becky at extension 1632.