



Western in Motion...

May 2008

AQIP

April 2008—AQIP Application submitted for official membership

May or June 2008— Formal response expected from AQIP on membership status

November 2008—AQIP strategy forum in Illinois

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Vital Few & A-Team Summer Workshop

Over the last 3 years, the A-Team has focused on a *Vital Few for Student Learning* for targeted improvement. This AQIP approach has proven to be successful in helping the College as a whole implement changes to better strengthen student learning. Writing has been an on-going focus across the curriculum, students are using word processing across the curriculum, and computer competency has been taken on as a real issue.

The A-Team Summer Workshop is scheduled for Jun 26-27. This is the BIG workshop where the A-Team members analyze the student data for the WWCC curriculum level Learning goals—we all know these as the **5 Goals for Student Success**. During this process, the team members

look at each goal and compares the data to our *Criteria For Success* AND to previous assessment data. We'll also look to see how the Vital Few approach has impacted these areas. Part of the process is to review the Vital Few and determine whether or not each component needs to stay for continued emphasis or can be moved to a continuing maintenance activity.

A prime example of how this **AQIP process** works is the Computer Competency Vital Few from the previous 2 years. Last year we removed Computer Competency from the Vital Few with the addition of Computer Science in all degree plans. This was a tremendous effort that included all areas of the instructional programs. We'll continue to

assess this competency through the Goals for Student Success.

Currently, the Vital Few that the A-Team will review during the Workshop are:

- Writing Across the Curriculum
- Word Processing Across the Curriculum
- Mapping of Writing and Computer Skills Across the Curriculum.



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

A-Team Membership Rotation

Serving on the A-Team is quite a tall task with many activities and responsibilities involved. The members do yeoman's service in meetings, reviewing important issues with student learning, assessing student learning through the Goals for Student Success, scoring student data, and analyzing and summarizing student learning information. The A-Team is the driving group behind determining HOW WELL and to WHAT

EXTENT our students learn at Western. Needless to say, they have a BIG JOB!

Special thanks to the following people who will be rotating off the A-Team following *3 or more years* of participation. They have done a tremendous job and served as great advocates for students and student learning:

Bruce Anderson, Jami Anderson, Lana Hillstead, Sharon Taylor, and Becky Asplund.

New members have been elected and have agreed to serve for the next three years. They will begin their duties during the Summer Workshop in June of this year. Nothing like jumping in with both feet! WELCOME to the new folks:

Susan Bates, Al Calmes, Liane Lamb, Linda Linn, and Bret Zerger.

CCSSE and now SENSE

Western has been administering the CCSSE survey every other year and analyzing the data for multiple uses including Assessment of Student Learning (A-Team) and Building Student Connections (B-Team). With WWCC's strong advocacy, all 7 Wyoming community colleges administer CCSSE as a consortium. We will have the ability to compare internally across Wyoming and nationally.

Now enter the Survey of Entering Student Engagement or SENSE. Developed by the creators of CCSSE, SENSE is intended to help community colleges focus on the "front door" of the college experience. Specifically, SENSE is designed to provide a clear picture of both student behaviors in the earliest weeks of college and institutional practices that affect students during this critical time.

SENSE is administered after the third week of the fall term in courses most likely to enroll entering students. The survey focuses on student information such as:

- First impressions of the College
- Impressions of intake processes including admissions, financial aid, and orientation
- Impressions of enrollment processes including registration, placement, and assessment
- How students spend their time as they begin college
- How students assess their earliest relationships and interactions with instructors, advisors, and other students
- Kinds of work students are challenged to do
- How the College supports student learning in the first few weeks.

WWCC is hopeful that SENSE will help us better identify areas for targeted improvement of the kinds of services new students need as they transition to college life. WWCC will be administering SENSE for the first time this Fall 2009—be looking for it!

Update On Program Review—AQIP Style

This year's program review groups are finishing up their reports. We already have drafts from Human Resources, Political Science, and Registration and Records. Reports from the Psychology, Computer Science, Bookstore, Communication, Dance, Housing, and Physical Resources programs are not far behind. After the reports have been

viewed by the appropriate vice president and the president, bound copies are placed in the Instructional Support Office and Hay Library. Last year's reports, including the Green River Center, Education, and Distance Education are already in Hay Library; take a look at the outstanding work you'll see there. After the report is completed, each program then begins a three-

year follow-up process on the items in the Action Plan designed at the end of the report.



Assessment Reporting Process—Connecting Courses & Programs

Do you dread completing those "Close the Loop" forms? Wish you didn't have to fake your way through Program Review? Wouldn't it be nice if you had a place to keep track of all the documentation and assessment you conduct about your program? Well, the answer is here! Assessment Reporting forms will be completed annually by all programs and will replace the "Close the Loop" forms completed by Instructional programs in the past. The Assessment Reporting forms will provide

a place to document results of your program-level assessment, whether it's rubric scores from a final project or results from a usage survey you conduct each year. Aside from having a place to store such documentation, Assessment Reporting forms have the added benefit of connecting directly to the program-level goals you work with in your Program Review! Now you won't have to search for (or just leave out) assessment information every five years for your review—it will all be easily accessible for your use. All programs will even-

tually transition to the Assessment Reporting forms, but some programs have voluntarily opted to begin the process: Foreign Languages, English, T&I, and OIS programs have already chosen to complete the Assessment Reporting forms. The OIS program members commented that the process is "much more useful" because it connects directly to the goals used for program review, and the Languages chair said that the process was "easy to understand".

End of Spring 2008 Retention Activities

- **January Registration Follow Up:** Laurie and Becky made one more follow up with January Registration Program attendees by email and phone to remind them of the last day to drop full semester classes and the priority date for financial aid.
- **Survey:** 36 surveys were mailed to students who did not return for the spring semester. The lists included students who left campus housing, GEAR UP students, students who lost Sweetwater County Graduate Scholarships, and students from the Summer Bridge Program.
- **Alumni & Retention:** Emailed 108 parent newsletters to family members of new freshmen.
- **Prerequisite checks for proper class placement:** Becky began prerequisite checks for students who registered for summer and fall government, math, statistics and English classes above pre-requisite or COMPASS levels. These checks will continue throughout the summer.
- **Academic advisor training:** Becky met with new faculty as a group and individuals for advising training.
- **Midterm Grades:** Printed grade reports were sent to all students with D or F grades and to their advisors; students with no deficiencies were emailed a congratulatory letter (1,325 SP08 students with no deficiencies compared to 1,218 students in FA07, an 8.7% increase).
- **Alumni & Retention:** Emails were sent to FT and PT faculty reminding them to talk to their students about the last day to drop and reminding advisors to contact advisees with D and F grades.
- **Alumni & Retention:** Emails were sent to second year students attending WWCC on Hathaway Scholarships. Students were reminded to meet with their advisor or Becky Asplund for help with transfer planning. The Hathaway Scholarship may be used at the University of Wyoming.
- **Student Development Center:** Hosted 10 workshops in March and April.
- **Academic Advising:** Becky hosted a student workshop "All you need to know about transferring."
- **Outreach Advising Training:** Becky provided alert advising and degree check training to the Outreach staff at their spring in-service session.
- **Advising Survey:** 74 WWCC advisors were sent an online survey on academic advising and how it could be improved.
- **Registration Program Teams:** 4 teams started training for the 12 registration programs and helped to register the first group of students on May 2.

Start of Fall 2008 Retention Activities

Kick Off Day Orientation Tuesday, August 26. A full day of Student Success and Student Learning activities is planned for new and returning students.

SENSE (Survey of Entering Student Engagement) a CCSSE initiative, will be administered to new freshmen after 3 weeks of WWCC classes. Current research shows that helping new students succeed in the first 12-15 credits of college work can dramatically improve retention.

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 on WWCC's retention efforts.



Building Student Connections—Summer Registration Programs

May 2008						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 20 6:00 PM

June 5 1:00 PM
 June 9 6:00 PM
 June 23 9:00 AM
 June 23 1:00 PM

June 2008						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 10 6:00 PM
 July 21 9:00 AM
 July 21 1:00 PM

July 2008						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2008						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug. 7 9:00 AM
 Aug. 11 1:00 PM
 Aug. 25 1:00 PM
 Aug. 26 Kick Off Day
 Aug. 27 Classes begin

Registration Program Teams

Team One - Clydesdales

Becky Asplund
 Susan Bates
 Steve Davis
 Nish Ferrero
 Joanna Fritz
 Rick Kempa
 Stacie Lynch Newberg
 Joe Mueller
 Ann Rudoff

Team Two - Mustangs

Bruce Anderson
 Brant Brown
 Sandy Caldwell
 Lou Flaim
 Jackie Freeze
 Carla Hester-Croff
 Kevin Holdsworth
 Peg Larson
 Jon Schrade

Team Three - Palominos

Ken Fitschen
 Karen Flaim
 Leesa Lee
 Kathy Luzmoor
 Mark Rembacz
 Sarah Stanley
 Laurie Watkins

Team Three - Paints

Jennifer Allen
 Dustin Conover
 Kim Drane-Nash
 Marty Kelsey
 Chris Kennedy
 Kay Leum
 Christine Lustik
 Deirdre MacDonald
 Karlena Sheehan

Serving on more than one team:

Laura Grossnickle
 Stacey Hanson
 Bret Zerger

Clydesdales—May 2, June 9, August 7

Mustangs—May 20, July 21 (2 programs)

Palominos—June 5, July 10, August 22 (Int'l)

Paints—June 23 (2 programs), August 11

