

# Western in Motion

October 2011

## Important Dates

Assessment Day:  
November 11

Advising Day: Novem-  
ber 11

Last day to drop: Octo-  
ber 28

Spring registration be-  
gins: November 11

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## President's Message

Dear Western:

This is a sincere thank you note. Read on . . . .

Last year, I went into a local store and was struck by the fact that the store clerks could not have been less interested in my presence in the store. As a matter of fact, they were annoyed when I came to the register to make a purchase. I simply did not matter to the clerks. I have not returned to that store.

Student mattering is actually an area of research in higher education. As I was completing my doctorate, one of my colleagues completed her dissertation by studying the degree to which students feel that they matter to the institution where they are attending school. Her findings suggested that students tend to disengage from the institution when they feel that they do not matter to the school.

One thing is very apparent – students matter to you! I watch the interactions as I walk through the halls. Your caring attitude and connection with the students is visible and evident. Thank you for helping our students stay connected to Western. Thank you for helping to retain them on their educational journey.

Way to go Western.  
Your efforts matter!

*Karla Leach*

## Paraprofessional Association

It has been a very busy and productive few months for the Para Association. Here are a few highlights:

So far we have revised our by-laws, added a fundraising committee, and started a liaison with the Senate. We have

added the Para Voice – a method to anonymously communicate ideas or concerns, and installed "Thank You" boxes for use by all staff and faculty.

Upcoming events include a Halloween bake sale and a food drive. Both of these efforts will benefit the

Para Pantry, a cause sponsored by our Retention Committee.

If you have any questions regarding the Para Association, please contact one of the Para officers –

Lori Paulson

Amy Carter

Kay Cooley

DeeAnna Archuleta



## Student Engagement—ACE-IT



### ACE IT!

Serving as a resource for students, faculty, and staff, the academic advisors in the ACE IT Center are available on an immediate

“walk-in” basis, or by scheduling an appointment. Mark Rembacz provides the WWCC community with career, employment, and internship information. Peg Larson specializ-

es in anticipating the needs of our transfer and special population students, and Brenda Haskins is your contact person for Compass and CLEP placement exams. Services to the college include faculty development in advising, management of New Student

Orientation Programs, overseeing the April Career Fair, and in Spring, 2012, launching the MAP-

Works Retention Tool! Stop by the ACE IT Center for a visit, and enjoy their Keurig coffee maker! The ACE IT Center: Room A-212. Email: [aceit@wwcc.wy.edu](mailto:aceit@wwcc.wy.edu). Phone: x1660.



“The effort we’ve made seems to be having an impact.”

*Chris Propst*

## Student Learning Action Project:

### *Maintaining Momentum for Active, Engaged Learning*

Over the last seven years, WWCC has been working on an AQIP-style action project in one form or another with very significant results. As a college committed to its Mission, Guiding Principles, and Goals for Student Success, any area where there appears to be less than favorable outcomes will receive attention and due diligence. The College has been working over the last three years on a combined focus with Writing and Reading Across the Curriculum.

The College has been watching overall student performance results including transfer GPA continue in a downward progression. Intervention has been intentional and steadfast across all employee groups, but most especially in the classroom with the faculty putting in a “full court press.” The initial results appear to be having the desired impact. The College is now at a critical juncture to maintain this positive momentum.

These efforts must become the **NEW NORM!** The new action project has three primary elements to try to help capitalize on this momentum:

***Cautious Optimism***—Share the good news GUARDEDLY. One year’s data does not make a trend.

***Promote Active, Engaged Learning***—Writing and Reading in the Content Area.

***Promote a Culture of Quality Learning***—Facilitate the planning process for professional development activities.



## Program Review Portfolio—*Improving the Process*

In our 2009 Strategic Plan, employees stated a need for greater program-level ownership. Program Review provides that opportunity. Programs are asked to take a step away from “business as usual” and evaluate the health and well-being of the program from an objective viewpoint.

Our program review process here at Western has changed dramatically in the past five years. First, the required elements for evaluation have been refined and clarified. Second, programs are

tracking program-level assessment with increasing regularity.

The Planning and Improvement Office can provide a variety of resources to support the Program Review endeavor. For many programs, an enrollment audit can be a useful tool for exploring student and staffing needs. Analysis of UW transfer data may be helpful when looking at how well the content instruction transfers to another institution. A user survey can also provide insight into how well the program

serves its intended audience. The Planning and Improvement Office can assist with all of these projects.

In the past year, two other major changes have impacted the program review process. In fall 2010, a change was made to the method by which the review is produced. Now, the process takes place entirely online through an electronic portfolio platform. The program has a space to create the portfolio, engage in committee discussion about the

program, and track ongoing assessment results.

Also beginning in fall 2010 is a modification in the process of completion. Although the Assessment Coordinator still facilitates and provides support for the review, the Review Chair now works directly with his or her Vice President to determine an appropriate completion date for the portfolio. By this new method, the program has greater ownership over their area, and the review process itself.

## AQIP Systems Portfolio—*Closing the Draft*

Completion of the College’s AQIP Systems Portfolio is well underway. The College has **four categories complete** in draft with the remaining five categories in the works and scheduled to be completed this semester. The four completed categories go to our editor on October 17 to begin the process of cleaning up the formatting and creating the index and

glossary.

The category Co-Chairs have done an **EXCEPTIONAL** job of making this all-college project happen. Thanks to all the employees who have worked or are currently working on the questions. A unified voice of how and what the College does is essential, so employee participation is critical in creating an authentic document.

Once the draft is complete, the Co-Chairs will go through the process of scoring each question with an *SS, S, O, or OO*. This process will happen during the first part of Spring 2012.

For those of you new to WWCC, AQIP is the Academic Quality Improvement Program, which is the alternative method for reaffirmation of accreditation with the Higher Learn-

ing Commission. The method is allowed by a select group of colleges that exhibit a *culture of continuous quality improvement* and demonstrate efforts toward *targeted improvements*.

The Systems Portfolio is a 100-page document that provides the College context and a critical look at what it does well and areas that need work.

# Scheduling Action Project Update

The Scheduling Action Project enters its third phase in Fall 2011. This Action Project Team is Western's first Scheduling Committee, with representation from across the academic campus. Members henceforth will be elected through Senate elections every Spring.

A critical current task for the Scheduling Committee is to develop regulations that the college will follow, including required times and days for classes, a conflict resolution process, program sequencing assurance, and an equitable process for everyone. The first version will be available for campus review by Thanksgiving. The goal is to have firm rules in place by the end of Fall semester.

During Spring 2012 in-service (oops, I mean "pre-class festivities"), each academic program will work with the skeleton Master Schedule created early in Fall 2011. Days and times will be assigned to each class, that are currently more generically listed. The Scheduling Committee will then begin review of this first draft of our Master Schedule, and a collaborative revisions process will ensue. By the end of Spring 2012, our first Master Schedule will be ready to be published in Fall 2012, listing the classes that will be taught beginning in Fall 2013.

All Divisions/Academic Programs have a Scheduling Committee member, so please feel free to offer

opinions or ask questions. We want and need this to be a collaborative process!

Committee Members are:

Bud Chew  
Chris Will  
Ellen Ventura  
Gena Moser-Clark  
Kathy Luzmoor  
Kay Leum  
Leesa Lee  
Mark Rembacz  
Nancy Johnson  
Sandy Mitchell  
Stacie Lynch-Newberg



## Campus Updates

- ◆ Communications on Campus is the 2011-2012 Senate Focus
- ◆ The new IT backup system is in place and working marvelously!
- ◆ Student Engagement will conduct the Noel Levitz Second Year Assessment between October 17-28. This online survey collects information from WWCC's returning (not first year) students. Survey results are expected in December.
- ◆ The 2nd Annual Adjunct Leadership Academy was hosted September 23 & 24. Four professional staff members presented at the Academy (special thanks to Bret Zerger, Sally Neal, Sarah Pauley, and Ellen Ventura).