

**Annual
Assessment
Report
2007-2008**



**Western Wyoming
Community College**

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Vision Statement

Western Wyoming Community College envisions providing lifelong learning opportunities in an environment characterized by a commitment to quality and success.

Mission Statement

As a community college keenly aware of “community” in its name, Western Wyoming Community College (Western) dedicates its resources to providing high quality learning opportunities for students and employees, to enriching the community's cultural life, to enhancing the awareness of the community’s unique heritage and environment, and to adapting to the changing needs of local business and industry primarily within its service area of southwest Wyoming.

In 1991, the Wyoming State Legislature adopted the following mission statement for Wyoming community colleges under the Post Secondary Omnibus Act:

The mission of Wyoming’s community colleges is to provide access to post-secondary educational opportunities by offering broad comprehensive programs in academic as well as vocational-technical subjects. Wyoming’s community colleges are low-tuition, open access institutions focusing on academic transfer programs, career and occupational programs, developmental and basic skills instruction, adult and continuing education, economic development training, public and community services programming and student support services.

Western has chosen to enhance this mission statement as follows:

Western's fundamental purpose is to provide high quality learning opportunities to students who are at various stages of life and have differing needs and expectations. Committed to quality and success, Western encourages flexibility, innovation, and active learning for students, faculty and staff. The College understands that learning occurs inside and outside the classroom and, therefore, seeks to create an environment where lifelong learning is encouraged and where students and employees interact in an atmosphere of mutual respect.

Western has developed a curriculum designed to introduce students to multiple modes of intellectual inquiry that are believed to be fundamental to human knowledge and to successful learning. Through the College's Goals for Student Success, students expand their capacity to solve problems both critically and creatively, to consider multiple perspectives, to retrieve relevant information, to communicate clearly, and to develop life skills that promote health and well-being.

Outside the classroom, Western provides additional learning activities, such as presentations, exhibits, performances, athletic events, internships, leadership opportunities, and residence hall programs. Support services complement Western’s focus on learning and assist the faculty and staff members in helping students pursue their educational goals. Recognizing that the college experience influences the social, emotional, and physical well-being of each student, Western maintains a modern facility which contributes to a supportive environment that fosters interaction and student and employee development. Learning, both in and out of the classroom, provides students a foundation for succeeding in an ever-changing global environment.

Western recognizes that employees are our most important resource. Key factors of employee job satisfaction are growth opportunities, involvement, and recognition. The College provides funding and learning opportunities for continued professional development and access to new technologies. The College, furthermore, recognizes the value of employees by encouraging involvement in planning and decision-making, maintaining open communications, and supporting efforts to recognize their contributions.

Western's students and employees seek to demonstrate integrity and professionalism in their relations with one another and the community. Ethical behavior, thus, is a priority in developing and implementing fair solutions, in communicating with outside entities, and during interactions between employees.

Guiding Principles

Western strives to achieve its institutional values through its Guiding Principles, principles that help the College adapt to change, plan for the future, and make sound decisions. The Guiding Principles are the basis for the College's culture and approach to teaching and learning.

Learning is Our Purpose

Our purpose is to provide quality experiences that foster lifelong learning. We assess learning through our five Goals for Student Success, and we then adapt to improve learning.

Students are Our Focus

As students succeed in meeting individual goals, WWCC succeeds. Our task is to provide an environment that encourages success for a diverse student population. Underlying every decision should be the question: Does this contribute to the success of our students?

Employees are our Most Important Resource

Growth opportunities, involvement and recognition are important in creating leaders and professionals and in enhancing employee satisfaction.

The Community is Our Partner

We interact with community members, organizations, local business and industry to enrich community life.

Adapting to Change Defines Our Future

We must meet the changing needs of our community, students, and employees by encouraging and supporting innovation and informed risk-taking.

Ethical Standards Guide Our Actions

We commit ourselves to treating all individuals with respect, demonstrating integrity and professionalism, developing and implementing fair solutions to problems, and assuming responsibility for our work.

Goals for Student Success

Western Wyoming Community College has also defined clear expectations for its students in the five Goals for Student Success. The Goals for Student Success identify the skills and knowledge that are a critical foundation to prepare our students for a world of global interactions, technological innovation, rapid change, and continuous learning.

Communicate Competently

- Write an organized essay or report with a clear purpose, appropriate structure, sufficient evidence or details, and a stated conclusion.
- Demonstrate proficiency in using word processing software to create, edit, and format reports.
- Deliver an organized oral presentation with a clear purpose, appropriate structure, sufficient evidence or details, and a stated conclusion.
- Demonstrate competency in using presentation software.

Retrieve Information

- Identify, evaluate, and use reliable resources from a variety of sources, such as libraries, databases, Internet, and interviews.

See Issues from Multiple Perspectives

- Recognize and objectively evaluate different points of view.

Solve Problems

- Implement a problem-solving strategy.
- Participate in collaborative group learning activities.
- Engage in "hands-on," active, experiential learning.

Develop Life Skills

- Identify, reflect, and plan on educational, career, and life goals.
- Use resources to improve personal wellness.
- Attend or participate in artistic, cultural, recreational events or extracurricular activities.

Assessment Program

WWCC has chosen the perspective that assessment and use of results should occur at all levels of the institution through a comprehensive, integrated and cross-functional approach using multiple means of assessment through a combination of direct, in-direct, internal, and external measures that include:

- *Course-level:* credit and non-credit
- *Program-level:* both instructional programs & administrative/student support services programs
- *Curriculum-level:* 5 Goals for Student Success as essential components of student learning as a result of those activities in the courses and programs (both instructional & administrative /student support services)
- *Institutional-level:* Mission, Vision, and Guiding Principles

Assessment Process

1. *Course-Level Assessment Process:*

Course-Level Assessment occurs through assessment of educational or student outcomes and, as such, cannot be grades-based. As an accountability measure, grades do not indicate any measure of student learning; rather, grades only indicate that a student has fulfilled a contract with the instructor. Course-level assessment works in a three-facet approach to support curriculum-level, program-level, and course-objective specific assessment. On the curriculum level, course-level assessment helps measure student learning of at least one of the five Goals for Student Success that is incorporated into each course. On the program level, course-level assessment identifies student outcomes for the four to seven broad program-level learning goals and assesses these through objective-based measures. For course objective specific assessment, the four to seven content-specific student learning outcomes for each course should be assessed. The key is *measurable* student outcomes.

Who does this?

Collectively, faculty members within each content area are responsible for developing appropriate learning activities and assessments at the course level. Individual faculty and content-area teams are responsible for connecting their course-level goals to program- and curriculum-level goals.

In previous years, instructors were given “Close the Loop” forms in which to connect their course-level goals with curriculum- and program-level goals. Unfortunately, there was no systematic process in place to encourage development of content-specific goals and use of results. Additionally, these forms were typically given only to full-time faculty, and the return rate of the “Close the Loop” forms was inconsistent.

Recently, course-level assessment at WWCC has transitioned from “Close the Loop” to the institutionally created Assessment Record. The Assessment Record asks programs to devise a plan for assessment of their program-level goals, including some evaluation at the course level. Programs then summarize the results of their assessment and tell how they will use those results for program improvement. This new method ensures that course-level assessment dovetails with

program-level goals and also helps courses and their programs identify strengths and target areas for improvement.

2. Program-Level Assessment Process:

The purpose of the Program Review process at Western Wyoming Community College is to study each program of the College in a manner that will encourage improvement, adaptation, and recognition of a job well done. Only by taking the time to look at various aspects of all programs can WWCC determine the needs and future direction of the College. The Program Review process provides the opportunity to contemplate and reflect about *what works* and *what does not work* within our programs. Program-level assessment occurs for all instructional and administrative/support services programs through the Program Review process, which emphasizes the assessment of student learning and/or Guiding Principles at the program level. The program-level assessment process is constructed from a three-pronged approach, which includes the Review Portfolio, Assessment Reporting, and Follow-up.

Who does this?

The Division Chair/Department Head/Director/Coordinator drives the program review with program-wide input and involvement. The appropriate vice president, the Associate Vice President of Student Learning, and the Learning Assessment Associate work closely with the each program to provide direction on outcomes assessment and use of results.

Review Portfolio

Construction of a Program Review Portfolio occurs for all college programs on a five-year rotation. Approximately twenty percent of the programs are reviewed each academic year. The Portfolio asks programs to report on the following aspects of their program:

- Program's Purpose
- Program-level Goals and Goals' Assessment
- Enrollment and Audience/Customers and Clients
- Staff Development
- Facilities and Equipment
- Printed Materials and Website
- Recommendations from the Previous Review
- Strengths, Limitations, and Opportunities
- Planning for the Future

See a copy of the 07-08 Program Review Portfolio manual in the Instructional Support Office.

Instructional programs are asked to identify Primary Learning Goals for the content area and to state student learning objectives/outcomes to measure those goals. Areas are asked to conduct annual assessment using multiple means (direct, indirect, internal, and external) and to summarize the results in their Assessment Record. Ideally, this will provide information as to what students are learning well and what they are not learning well in the program AND whether or not they can TRANSFER the information. In addition, programs create an action plan based on their individual and unique programmatic needs. Programs report on action plan progress in the Follow-up Document for three years following the portfolio.

Methods of Assessment that may be used:

- Assessment Data from Advisory Council or External Survey—*external indirect*
- Employer survey—*external indirect*
- College follow-up survey—*internal indirect*
- CAAP (Collegiate Assessment of Academic Proficiency)—*external direct*
- College Assessment Data—*internal direct*
- National Tests such as licensure, certification, 3rd party exams—*external direct*
- Departmental/Program Content Rubric—*internal direct*
- Content Specific Nested/Embedded Test Questions—*internal direct*
- Pre- and Post-tests—*internal direct*
- Capstone Experience—*internal direct*
- External Review/Referee of project/exhibit—*external indirect*
- Content Specific National Norming/Competition—*external direct*
- Transfer GPA in major—*external direct*

Administrative/Student Support programs are asked to identify program-level goals and discuss how the program fits into the College as a whole by showing how the WWCC Guiding Principles and Goals for Student Success are reflected in the program. By using the Assessment Record, use of results are directly tied to the programs' functions and processes, allowing for a proactive approach to continuous improvement. In addition, these programs use the Action Plan Follow-up Document to track their progress on tasks deemed useful for program development and growth.

Methods of Assessment that may be used:

- Customer/Client Satisfaction Survey—*external indirect*
- Community Interest Inventory—*external indirect*
- Faculty/Staff Inventory—*internal direct*
- Participant Survey—*external indirect*
- Regulations Compliance—*external direct*
- Industry-accepted external survey—*external indirect*
- Consultant Assessment—*external indirect*
- External Review—*external indirect*
- Competency/Task Completion Rubric—*internal direct*
- Efficiency Analysis—*external indirect*
- Staff Development—*internal direct*

Assessment Reporting

The Assessment Reporting process allows programs to track annual assessment measures for the purpose of determining whether or not they are meeting their program-level goals, identifying and developing strengths, and targeting areas for improvement. This storage device also allows course-level assessment to dovetail with instructional programs' assessment. See a copy of the Assessment Reporting form in Appendix A.

Follow-up Documentation

Follow-up documentation allows programs to continue forward momentum on the tasks in their Portfolio Action Plans. This documentation ensures that Action Plan items are not lost in the five years between Review Portfolios. Instead, programs report annually on progress made for three years following the Portfolio. In addition, the documentation requires an additional future-focused

two-year action plan to move the program forward. See a copy of the Follow-up document in Appendix A.

3. Curriculum-Level Assessment Process:

Through a combination of factors of Curriculum-level Assessment, the institution gathers cumulative information and documentation as evidence of student learning for graduates. Curriculum-level assessment measures the general education component included in all associate degree programs through assessment of the *Goals for Student Success* as defined by WWCC. According to the *Goals for Student Success*, students will be able to Communicate Competently, Retrieve Information, See Issues from Multiple Perspectives, Solve Problems, and Develop Life Skills. Additionally; other assessments including national exams, surveys, transfer and employment data, and/or other information may be used in a comprehensive assessment approach.

How does Western do this?

The Assessment Team (*A-TEAM*) of WWCC, established in 1994, is a reporting committee to the President and Executive Council. The mission of the Assessment Team, which is closely related to the College's mission and Guiding Principles, is to provide assessment of the institution on a continuous basis as an on-going effort to improve student learning and to meet the requirements of the reaffirmation of accreditation as set forth by the HLC of the NCA.

The assessment process occurs on a systematic, three-year cycle, which coincides with the three-year terms of the Assessment Team members. During that three-year cycle, the Assessment Team conducts assessment as deemed necessary for the institution. A "Vital Few for Student Learning" (2-3 areas of focus) are identified and targeted for improvement during the cycle.

The Assessment Team membership consists of 11 faculty and professional staff:

- Permanent Chair, the Associate Vice President of Student Learning
- Permanent Instructional Support Office representative, the Learning Assessment Associate
- (6) Faculty (1 from each of the following areas):
 - Technology and Industry
 - Nursing
 - Humanities
 - Math and Science
 - Social Science and Fine Arts
 - Business/Health and Wellness
- (1) Developmental Education representative
- (1) Outreach representative
- (1) Distance Education representative
- (1) Student Affairs representative
- Ex-Officio member, the Vice President of Student Learning
- Ex-Officio member, the Vice President of Student Success Services
- Ex-Officio member, the Associate Vice President of Student Success Services
- Ad Hoc member(s) (may include students or other people deemed necessary by the committee)

Every three years, five (5) members will rotate off the A-Team until every faculty and professional staff person in their respective areas has had the opportunity to serve. The remaining three (3) members will serve two three-year terms to provide continuity of the A-Team, after which they will rotate off.

The Assessment Team gathers together annually for a summer workshop in which they share results from the assessments, add new data to the Assessment Measures Table, and evaluate their own use of these assessment tools. Prior to the workshop, A-Team members use standardized assignments and rubrics to evaluate student work samples. Each assignment is scored by three members of the Assessment Team and results are averaged for data analysis. See the Assessment Measures Table in Appendix B.

4. Institutional-Level Assessment Process:

Institutional-Level Assessment is broader in scope and encompasses all aspects of the previous assessment levels. The purpose of institutional-level assessment is to provide an evaluation of overall institutional effectiveness in providing the services, functions, and programming that promote student learning and fulfill the College mission and vision. Institutional-level assessment is conducted through an assessment of the Mission, Vision, and Guiding Principles using the Academic Quality Improvement Program approach in an effort to develop and maintain a systematic and on-going process of collecting and analyzing data and information that:

- results in continuing improvement
- demonstrates that the College is effectively accomplishing its Vision, Mission, and Guiding Principles
- systematically evaluates or reviews services and functions of the College to insure support of the College's Mission

How is this process conducted?

As a result of its assessment of student learning at the program- and curriculum-levels using AQIP-adopted processes, the A-Team will identify systems and processes that may need to be targeted for improvement. The implementation and follow through will depend on the systems and processes targeted for improvement, but will also use the AQIP approach.

AQIP Approach—Systems Perspective

The AQIP (Academic Quality Improvement Program) process is a continuous improvement method focused on thinking about *quality*. To this end, quality becomes a *journey*, a search for better ways to understand the changing needs of an organization's stakeholders and for better ways to meet their needs. This journey describes an organization that behaves in certain ways—it focuses upon processes, bases decisions on facts and measurements (outcomes), and looks at itself as an integrated system designed to achieve its mission. The basic premise is that improvements are measurable—although quality itself is not.

AQIP calls for self-assessment within a quality framework. Embracing this concept requires adopting a Systems Perspective. Systems perspective is a way of thinking that goes beyond specific behaviors or events by focusing on relationships and interconnectedness. The relationships and interconnectedness are RESPONSIBLE for the resulting patterns of behavior and events. Rather than concentrating on individual operational “silos,” institutions focus on

quality improvement opportunities that come from connections between units, the reliance of a unit on others, and from overlooked options for collaboration among the pieces.

The Systems Perspective allows the institution to create distinct Action Projects that drive continuous improvement. The improvements in the processes and systems WWCC employs or the performance results it achieves as a result of the action plans are incorporated into the Systems Portfolio. Every four years a written Systems Appraisal provides WWCC with actionable feedback that can be used by a Strategy Forum in shaping new strategies and aligning systems. As the process continues, a Quality Checkup prior to WWCC's Reaffirmation of Accreditation will confirm improvements and accuracy of the evidence provided. *WWCC has been accepted as an AQIP institution.*

Assessment Results

1.Course-Level Assessment Results:

Course-level assessment is intended to continuously improve student learning at the course level, but to also support program-, and curriculum-level goals assessment. In previous years, instructors were given very little structure with which to document student learning at the course level. In the 07-08 year, programs began using the institutionally created "Assessment Record," which compiles course-level assessment and reports how these results will be implemented at both the course and program levels. The 2007-2008 Program Review Rotation Schedule shows a total of 33 instructional programs at WWCC. Ten of those programs submitted Assessment Records documenting assessment of their program goals in the 2007-2008 academic year. These included:

1. Business Program
2. Criminal Justice
3. Education Program
4. Electricity/Electronics/Instrumentation
5. Foreign Language
6. Learning Center
7. Nursing
8. OIS/CIS/MOA/Clerk Typist/Word Processing
9. Professional, Technical, & Community Education
10. Writing General Education

The return rate for Instructional Assessment Records is approximately 30% of the total 33 programs. This is an improvement over a 24% return rate for the previously-used "Close the Loop" forms in the 2006-2007 academic year. This information does not give a complete picture of the course-level assessment occurring at WWCC, but as WWCC continues to phase in this new process, more instructional programs will use the Assessment Record to determine how well they are meeting course- and program-level goals, and how these goals are interconnected. The new assessment reporting process has made course-level assessment more meaningful for instructors and program leaders.

2.Program-Level Assessment Results:

The intent of the program-level assessment processes is to allow each program to reflect on itself in a manner that will encourage improvement and address necessary change in a College that is future focused and striving for continuous improvement. In all areas, there remains an overall weakness in determining program-level goals, identifying assessment related to those goals, establishing “Criteria for Success,” and implementing “Use of Results.” These deficiencies often resulted in difficulty determining future direction or action plans. Nonetheless, many program areas made *significant* movement in the direction of program-level assessment. Providing the Assessment Reporting form and the Follow-up document show promise of helping programs to make meaning of their own assessment measures and consider necessary and time-worthy Action Plan items on which to report.

Review Portfolio

Thirteen programs were asked to complete the Review Portfolio during the 2007-2008 academic year; to date, five of those have reached completion. This low return rate may be due to the transition to a new Learning Assessment Associate, who facilitates the program review process. In addition, no consequences are in place for those who do not complete program-level documentation. For complete Program Review Portfolios and Program-Level Assessment, see the individually bound Program Review Portfolios in Hay Library, the Instructional Support Office, or on the Assessment website. Below is the overview and general summary:

Instructional Areas: There is gradual improvement in reviews of instructional programs, which still struggle with identifying program-level learning goals and assessing them appropriately. Assessment is occurring at various stages of the programs oftentimes without clear purpose as to what the measure will provide in terms of student learning or how it connects to the program-level goals. Establishing “Criteria for Success” and establishing Use of Results has not been common practice and, therefore, identifying content strengths and weaknesses is difficult at best. It is important to note that the new Assessment Record process has encouraged a better understanding of the connection between program-level learning goals to course-level assessment.

Automotive/Diesel/Heavy Equipment: This program did begin the review process and gathered appropriate materials in the 2006-2007 academic year. When the responsible party left WWCC, these materials were passed on to another program member and the review was moved to the 2007-2008 review year. The review was not completed during that time and is now two years delinquent.

Biology: This review was not completed during the 2007-2008 academic year and is due to complete the portfolio in the 2008-2009 academic year.

Computer Science/Web Development: This program did begin the review process but was unable to complete it during the 2006-2007 or the 2007-2008 review years. The portfolio is now two years delinquent.

Communication: The Communication Program did an outstanding job of setting clear program-level goals that relate to learning at all levels of the program. They related their goals to the WWCC Goals for Student Success, and though they considered assessment measures for each goal, developing an ongoing assessment plan is one of their action plan items. This program created a comprehensive listing of *all* instructors’ professional development and created a thorough action plan for future growth and development.

Geology, Geography & Recreation: This program did begin the process, but did not make progress during the 2007-2008 academic year. It is scheduled to complete the portfolio during the 2008-2009 academic year.

Engineering/Physics: This program did not make progress during the 2007-2008 academic year. It is now one year delinquent.

Industrial Maintenance/Mine Maintenance: This program did not make progress during the 2007-2008 academic year. It is now one year delinquent.

Administrative/ Support Services: In general, these programs were able to identify their program purpose and/or goals, and to connect their efforts to the College's Guiding Principles. There is a slight trend toward using assessment measures *other than* only surveys. While reporting Criteria for Success and Use of Results is still inconsistent, there is continued improvement in this area. Administrative and Support Services programs need to continue to identify and incorporate multiple methods of assessment for their programs.

Bookstore: The Bookstore program struggled with creating measurable program-level goals. Although the program has identified a variety of possible assessment measures, it has not yet been able to connect all the pieces of the program together in a meaningful way.

Housing: When the Housing Program began work on their Review Portfolio, they found that they already had created comprehensive program-level goals many years ago for their own publications. However, as the Review Committee chair was also Western's Housing Director of over 30 years, the document reflected much personal perspective and lacked concrete and objective assessment data. The Instructional Support Office still awaits a final copy of this portfolio.

Human Resources: The Human Resources program did a nice job of clarifying measurable program-level goals. This program should be commended for giving a thorough assessment analysis of each goal, but the analysis focused primarily on the results of an employee survey. The follow-up and assessment reporting processes will help this program to seek out additional measures of assessment and discover how to incorporate the resulting data into program-level improvements.

Physical Resources: This program struggled to complete the review as the Review Chair was ill for a period of time during this review year. This program will continue to work on connecting assessment to their program-level goals through the Assessment Reporting process. Unfortunately, the Physical Resources program includes five sub-sets within this one area, and not all these areas received sufficient coverage in the Review Portfolio.

Registration & Records: This program created a very comprehensive review of their program. Registration & Records will continue to work on connecting assessment data to their program-level goals through the Assessment Reporting process.

Assessment Reporting

Out of 45 total programs, sixteen submitted their 2007-2008 Assessment Records, as follows:

- Business
- Criminal Justice

- Education
- Electricity/Electronics/Instrumentation
- Foreign Language
- Learning Center
- Nursing
- OIS/CIS/MOA/Clerk Typist/Word Processing
- Professional, Technical, and Community Education
- Writing General Education
- Athletics
- Distance Education/Outreach
- Financial Aid
- Food Services
- Green River Center
- Student Development Center

Therefore, 36% of the College’s total programs are currently utilizing the Assessment Reporting form to track annual data with which to better understand their programs’ strengths, limitations, and opportunities. This is a marked increase from the 16% of programs who submitted the Assessment Reporting documentation in the 2006-2007 year. The Assessment Reporting process is being phased in during the year following each program’s five-year Review Portfolio. As 20% of the College’s programs construct the Review Portfolio each year, these Assessment Reporting numbers seem to follow consistently with our expectations. In the first year, almost 20% of programs reported. In the second year almost 40% of programs reported; the 2008-2009 academic year should see almost 60% of programs tracking their own goals-based assessment data.

Follow-up Documentation

Thirteen of the 45 total programs reported progress on their Action Plans in fall 2007. Fourteen programs are currently in the follow-up process, so only one program is delinquent. The total number of programs in follow-up should gradually increase as programs are transitioned into an AQIP-approved process; ultimately 60% of programs should be documenting their follow-up on Action Plan items in each year. Tracking submission of follow-up documents presents a challenge in that each program is on a different three-year cycle.

3. Curriculum-Level Assessment Results:

Curriculum-level assessment occurs through a focus on the College’s five Goals for Student Success:

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

The Assessment team also plans to conduct curriculum-level assessment through data that shows transfer of knowledge and success after completing an Associate’s Degree:

- UW Transfer Data (incorporate next year)
- Employer Feedback and Surveys (incorporate next year)

No one measure can provide the Assessment Team with an accurate perspective of how well students are doing; it is only through a combination of measures—direct, indirect, internal, and external—that a clear picture can emerge. See the Assessment Measures Table in Appendix B for detailed information about how each measure connects to the Goals, established Criteria for Success, cumulative results tracking, and national comparisons.

Communicate Competently assesses *entering, current, and graduating students, AND graduates and employers*:

	DIRECT MEASURES	INDIRECT MEASURES
EXTERNAL	CAAP-Writing & Reading Computer Competency	CCSSE items 6c, 12c, and 12d
INTERNAL	Group Problem Solving Writing-Research & Reflective Speaking	Graduation Surveys Graduate & Employer Surveys Program Reviews

How are students doing?

Some areas need improvement, and they will be addressed through the AQIP process of the Vital Few. Feedback from students indicates that they are experiencing writing in courses outside of traditional English classes. This is good progress in the direction of Writing Across the Curriculum. On the other side is the concern with Reading. Testing and feedback from previous students indicates that students are not progressing in their collegiate reading abilities while at Western. This is of real concern. Reading Across the Curriculum will be an area of concern for some time in the future. Students are clearly not actively engaged in Reading. Further, survey results indicate that the majority of faculty members are still assigning traditional passive reading assignments that they acknowledge students do not complete. Scores indicate that there is still a discrepancy between the computer competency scores of those students who took a computer class and those who did not. The pre-testing in English has helped to place students early in their academics, and the lowest performing students are subsequently taking a computer course. One aspect to explore is the amount and type of computer use and applications across the curriculum. This type of information will help to determine whether assessment measures are adequately and appropriately targeting learning and assessing the learning.

Retrieve Information assesses *current, and graduating students, AND graduates and employers*:

	DIRECT MEASURES	INDIRECT MEASURES
EXTERNAL	CAAP- Reading Computer Competency	CCSSE items 4D and 5F
INTERNAL	Group Problem Solving Writing-Research subcat 2	Graduation Surveys Graduate & Employer Surveys Program Reviews

How are students doing?

Some areas need improvement, and will be addressed through the AQIP process of the Vital Few. However, the impact of Reading on this area is of significant concern.

Multiple Perspectives assesses *entering, current, and graduating students, AND graduates and employers*:

DIRECT MEASURES INDIRECT MEASURES

— EXTERNAL —

INTERNAL	NONE	CCSSE items 4S, 4T, 9C, 12K, 12L
	Writing-Reflective	Graduation Surveys Graduate & Employer Surveys Program Reviews

How are students doing?

Students are not performing to the levels that Western would like to see, but there is some progress in this area. Survey results indicate a change in part-time students, which may be due to the cumulative impact of co-curricular activities. The Building Student Connections Committee is working on the emphasizing student engagement.

The Assessment Team has identified more and different ways to assess this area. Survey information has been helpful in getting a better understanding of their perspective AFTER students leave WWCC. However, survey response rates are very low, so the information can only be used when combined with other data sources. This is a tough issue given the demographics of the area and Wyoming, although it is changing as the area undergoes an economic shift. We will continue to maintain this as an important issue across the programs and services.

Solve Problems assesses *entering, current, and graduating students, AND graduates and employers:*

	DIRECT MEASURES	INDIRECT MEASURES
EXTERNAL	CAAP-Critical Thinking & Mathematics Computer Competency	CCSSE items 5B, 5c, 5D, 5E, and 8A
INTERNAL	Group Problem Solving	Graduation Surveys Graduate & Employer Surveys Program Reviews

How are students doing?

Students perform fairly well, but the Assessment Team is concerned about a downward trend in Critical Thinking. Further analysis of the CAAP data reveals that apparent downward trend is attributed to Reading Comprehension. Other areas were of some concern several years ago, but have steadily improved and maintained performance levels. Although there seems to be positive momentum in this goal, Reading still has an overriding impact also seen in several other goals.

Develop Life Skills assesses *entering, current, and graduating students, AND graduates and employers:*

	DIRECT MEASURES	INDIRECT MEASURES
EXTERNAL	NONE	CCSSE items 4F, 4G, 4M, 12H, 12N, 17, 20, 12B
INTERNAL	Group Problem Solving Writing- Reflective Speaking	Graduation Surveys Graduate & Employer Surveys Program Reviews

How are students doing?

Some areas still need improvement, but in large part, there has been progress in this area. In general, students are able to demonstrate skills such as speaking and reflecting as well as understanding the importance of health and well-being. However, students continue to consistently indicate that they are unclear about career goals and next life steps. The Assessment Team will be looking more heavily next year at the part-time student aspect with the help of the Building Student Connections Committee.

4. Institutional-Level Assessment Results:

Although a fully developed process to assess the institution has not been completed, the AQIP Categories are closely aligned with the Guiding Principles and serve as a basis to begin the process. Following the AQIP model, Western Wyoming Community College has selected three Action Projects, which will give Western the opportunity to create a cross-institutional climate of continuous quality improvement.

ACTION PROJECT 1: Vital Few for Student Learning

During every three year cycle, the Assessment Team will conduct assessment from which a “Vital Few” (2-3 areas of focus) will be identified and targeted for improvement during the cycle. For the 2005-2008 cycle, the Assessment Team identified the following Vital Few:

1. *writing across the curriculum, with a focus on crediting sources*
2. *computer competency in terms of identifying and implementing an acceptable assessment tool*
3. *word processing across the curriculum, which can be measured utilizing the computer competency assessment tool*

Writing Across the Curriculum

The A-Team wanted WWCC to strengthen Writing Across the Curriculum; specifically, to emphasize improvement in the referencing of sources over the next three years. The Assessment Team, during its summer 2005 session, suggested two methods of assessment to improve student learning in this area:

- 1) Faculty are encouraged to promote the use of the free online tutorial system, *Smarthinking.com*, to their students for the purposes of research papers. (The *Smarthinking* tutors will not correct documentation and citation errors in the students’ research papers, but they will point them out and suggest helpful resources to correct problems. Ideally, students would use this resource in the drafting stage of the writing process, before the final draft is due.)
- 2) Faculty are encouraged to promote and use *Turnitin*, an online resource specifically designed for plagiarism prevention education. Faculty are encouraged to use this when student-writers are still in the “drafting” stage of the writing process—as a guide to help students see errors, so that they can learn from and revise passages before the final draft is due.

Specifically, the A-Team recommended the following plan of action:

Using *Smarthinking* &/or *Turnitin* to get feedback over 3 years.

- a. Emphasize citing sources during in-service in terms of Writing Across the Curriculum.
- b. During in-service, promote *Smarthinking* and conduct survey to identify how many faculty are assigning papers and how many are using *Smarthinking*.

- c. Use survey to develop baseline measures and use follow-up surveys for comparison over 3 years.

Results

Writing has been emphasized in all adjunct and full-time employee in-service sessions during the 06-07 and 07-08 academic years. A fall 2008 survey of 62 full-time faculty and 112 adjunct faculty showed that 95% of full-time faculty and 93% of adjuncts report a required writing assignment in their courses.

Through the in-service process, additional faculty support opportunities have presented themselves. Generic writing scoring guides have been created and posted on the Faculty Resources Website. The Faculty Resources Facilitator has worked individually with faculty members to design scoring guides for their own content-specific writing assignments.

Usage of Smarthinking.com, an online tutoring program, has been encouraged with adjunct and full-time faculty, as well as students. The fall 2008 faculty survey showed that 61% of full-time faculty and 49% of adjuncts use the Smarthinking.com program with their students.

Usage of Turnitin.com, an online plagiarism prevention program, has been encouraged with adjunct and full-time faculty, as well as students. A Turnitin.com report from December 2008 showed: 1281 students used the program in 06-07, and 1171 in 07-08; 33 faculty members used the program in 06-07, and 23 in 07-08.

The Assessment Team determined that progress in Writing Across the Curriculum is encouraging, but it needs to be a continued focus in the Vital Few for Student Learning.

Computer Competency

The first year (2005-06), the Assessment Team determined the assessment tool (SAM Challenge) and conducted a test drive in the spring. The second year (2006-07), the assessment tool was refined as a usable instrument and baseline numbers were established. The third year (2007-08), the Assessment Team determined the need for a new assessment tool that would allow testing online.

Results

The SAM Challenge computer competency assessment was conducted through the Assessment Portfolio class or on Assessment Day. Results were analyzed during the Assessment Team's summer workshop. The SAM Challenge proved itself a tool that was valid and reliable, but the lack of online testing ability proved ineffective. The Summer 2008 Assessment Team Workshop determined to seek an alternative testing format. However, the annual SAM Challenge results clearly showed that students who were enrolled in a computer course scored significantly higher than students who were not enrolled. Therefore, a computer course requirement was added to the WWCC graduation requirements in Spring 2007.

Word Processing Across the Curriculum

The A-Team determined that the Computer Competency Assessment Tool could be used to help determine word processing skills of WWCC students. The first year (2005-06), the Assessment Team determined the assessment tool (SAM Challenge) and conducted a test drive in the spring. The second year (2006-07), the assessment tool was refined as a usable instrument and baseline numbers were established. The third year (2007-08), the Assessment Team determined the need for a new assessment tool that would allow testing online.

Results

The English department agreed to allow word processing assessment in the first week of all ENGL 0950, 0955 and 1010 courses. As these are entry-level courses for all students, the time is ideal to conduct this assessment. In addition, as the focus in these courses is on writing, the concept of necessary word processing skills is made real for students. The fall 2008 faculty surveys showed that 89% of full-time and 79% of adjunct faculty require use of a word processing program for assignments. WWCC has seen an increase in the number of faculty requiring word processing assignments, and it has developed an effective process of evaluating students' word processing skills in a timely manner.

Vital Few for Student Learning—2008-2011

In the 2008 summer session, the Assessment Team determined some necessary changes. The Computer Competency Assessment had been successfully implemented; resulting from that, a computer course graduation requirement had been put into place. Therefore, the Assessment Team voted to sunset the second and third items, feeling confident that effective procedures were in place and these two items would continue to see improvement. Voting members of the A-team determined the refined “Vital Few” areas for Student Learning for the 2008-2011 cycle:

1. Writing Across the Curriculum
2. Reading Across the Curriculum (See Curriculum-level Assessment Results for discussion of this item.)
3. Tracking Computer Skills Across the Curriculum

ACTION PROJECT 2: Adjunct Connections

The issue of disconnected adjunct instructors was revealed in the 2005 CCSSE data and brought to the attention of the Assessment Team, which identified it as an institutional-level Action Project. In fall 2005 a part-time employee was hired to fill the position of Faculty Resources Facilitator.

Results

The Faculty Resources Facilitator maintains a master list of adjuncts who have taught for Western in the last two years. This list is essential for communication with Information Technology staff who maintain the Part-time Faculty e-mail distribution list.

Mandatory adjunct in-service sessions were implemented. The adjunct in-service team is comprised of adjunct instructors and administrators. Face-to-face sessions include a meal or snack; online sessions are hosted through *Elluminate*. Participants have the opportunity to win a \$20 WWCC bookstore certificate at each session. Most adjuncts choose to attend in the fall, when the adjunct in-service team conducts two local sessions, two online sessions, and travels to four Outreach locations. Some adjuncts choose to attend in the spring, when the in-service team conducts one local session and two online sessions.

The WWCC *Adjunct Connection* newsletter is disseminated via e-mail twice each semester and includes information about important dates, best teaching practices, the Vital Few for Student Learning, institutional initiatives and curriculum-level changes. In addition, faculty members are sent an “info-mailer” at the beginning of each term. The info-mailer includes flyers regarding in-service meetings, Smarthinking.com, Turnitin.com, Mustang Cruiser, Mustang WebAdvisor, the Faculty Resources Website, and important dates to remember.

The Adjunct Advisory Board is made up of 5-7 adjunct instructors representing various groups within the whole. The Board is chaired by the Faculty Resources Facilitator and gives feedback regarding in-service, newsletters, and other adjunct concerns.

The Faculty Resources website is housed on the WWCC homepage and allows *all* faculty members access to important information for professional and instructional success. The current version of the website includes the following pages: Institutional Vision, Contact Information, Professional Development, Instructional Support, and Faculty Spotlight.

ACTION PROJECT 3: Part-time Student Connections

The issue of disconnected part-time was students revealed in the 2005 CCSSE data and brought to the attention of the Assessment Team, which identified it as an institutional-level Action Project. In fall 2008 a full-time employee was hired to fill the position of Associate Vice President for Student Success Services. This individual also chairs the Building Student Connections Team, which was formed in August 2006.

Results

Due to the complexity of the impacts with part-time students, the Building Student Connections Team is looking more broadly at retention and student engagement. In the next year, using data from a variety of sources, the Building Student Connections Team will likely develop a more manageable action project related to some aspect of student engagement.

Assessment Summary

WWCC has chosen the perspective that assessment and use of results should occur at all levels of the institution through a comprehensive, integrated and cross-functional approach using multiple means of assessment through a combination of direct, in-direct, internal, and external measures that includes *course-level, program-level, curriculum-level, and institutional-level* assessment. Additionally, the College believes that these assessments are inherently interconnected and impact all aspects of the institution. At this point, WWCC has been accepted as an AQIP institution and over the past three years has refined all levels of assessment to follow AQIP-approved processes. Below is an overview of these assessments and the conclusions that may be drawn from these activities:

1. Course-Level Assessment Summary:

In the past year the College has seen the successful implementation of the Assessment Record form. Although any change in process takes time, this document has seen more buy-in from instructors than the old “Close the Loop” form. One aspect to consider is that the Assessment Record form is completed by the program-level leaders, rather than individual instructors. Regardless, the new documentation is more meaningful for instructors because it clearly dovetails with program-level goals assessment.

2. Program-Level Assessment Summary:

Many changes solidified for the program-level assessment during this academic year. The Review Portfolio Manual was revised and updated; these streamlined instructions resulted in succinct and meaningful program portfolios. Changes to the Learning Assessment Associate position allowed for fresh approaches to data analysis, and communication with the University of Wyoming expanded the available transfer data. In the past, program leaders felt that program review was an event that occurred once every five years. The resulting document “sat on a shelf” and had no relevance for program-level

decision making. Now, however, programs are required to submit Follow-up Documentation that details progress on their Action Plans. In addition, programs see how they will have data to report in the Portfolio by tracking annual assessment measures in the Assessment Record. This three-pronged system ensures growth of the AQIP culture of “continuous quality improvement”. Though there are still some who resist these new methods, those who participate report a greater understanding of their programs’ strengths, limitations, and opportunities. The continued expansion of the AQIP culture at Western should encourage programs to participate in these processes as they see how their colleagues benefit from ongoing self-evaluation and documentation.

3. Curriculum-Level Assessment Summary:

Under new leadership since fall 2005, the Assessment Team continues to refine its approach to evaluating student learning at Western. A variety of assessment measures are in place to gather appropriate data related to the five Goals for Student Success. These multiple measures offer a broad perspective on student learning at the institution, with which the Team can identify opportunities for curriculum-level modifications that result in greater student learning. Although the Vital Few for Student Learning is presented on a three-year cycle, the Assessment Team re-evaluates the Vital Few on an annual basis, ensuring forward momentum in an appropriate direction.

The three-year rotation cycle ensures shared leadership from each division at the curriculum level. Monthly meetings ensure that all team members are aware of student learning issues, which they can then report back to their areas. The summer workshop provides an opportunity to analyze relevant data and discuss results; this approach means that the Assessment Team can make recommendations for professional development and instructional modifications in time for the fall in-service schedule. As the AQIP culture has grown at the institution, so has there been an emphasis on integrated systems, and the Assessment Team has been instrumental in developing a working relationship with the Building Student Connections Committee. With annual reflection on its Vital Few for Student Learning, the Assessment Team has done well at pioneering and championing the AQIP processes.

4. Institutional-Level Assessment Summary:

Currently the AQIP Action Project approach is the primary method for institutional assessment. The A-Team functioned as the first Strategy Forum during this assessment period to look at overall institutional systems to identify the first Action Plan. Results from the 2005 CCSSE revealed significant concerns with part-time students and adjunct faculty members. It was this data, in conjunction with other curriculum-level assessment measures, which led the Assessment Team to determine Western’s first three Action Projects: the Vital Few for Student Learning, Adjunct Connections, and Part-time Student Connections. The College has already seen positive action in all three action projects. The AQIP standards require at least one action project to focus on student learning, and the Assessment Team will continue to make these curriculum-level determinations. However, the Assessment Team is responsible only for curriculum-level assessment and decision making; in the future, the College will need to develop a comprehensive and systematic approach to assess the mission and vision of the College as outlined by the Guiding Principles. Currently there is no long-term planning or strategic plan to guide the College in future directions.

Appendix A

Assessment Record Action Plan Follow-up Form



Assessment Record

(Academic Department Name)

(Assessment Period Covered) (Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program Degree Level

(Dev., Cert., Ass.,
Bach.)

There may only be one listed here, but there could be more than one.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Submitted By: _____
(Division Chair or Program-level Assessment Officer)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: *The Guiding Principles supported by this program should be listed here.*

College Goal(s) Supported: *The Goal(s) for Student Success addressed by this program go here.*

Program-level Learning Goals (4-7):

1.
Each of your Program-level Learning Goals goes in one of the boxes.

2.

3.

4.

5.

6.

7.

Program-level Learning Goal 1:

Learning Goal 1 should go in this box.

First Means of Assessment for Learning Goal 1:

___ a. Means of Program Assessment & Criteria for Success:

Plan for assessment, Criteria for Success, and measurements go here.

___ b. Summary of Assessment Data Collected:

The results go here.

___ c. Use of Results to Improve Instructional Program:

Describe how the program intends to use the above results.

Second Means of Assessment for Learning Goal 1:

___ a. Means of Program Assessment & Criteria for Success:

Another way of measuring the above learning goal would go here. Not all goals will have more than one means of assessment, but some should.

___ b. Summary of Assessment Data Collected:

The results go here.

___ c. Use of Results to Improve Instructional Program:

Describe how the department intends to use the above results.

Third/Fourth Means of Assessment for Learning Goal 1:

More of the same. If there were a 3rd means of assessment, that would go here and the process repeated for the sections. Just copy and paste the sections above to include a third or fourth means of assessment.



Action Plan Follow-up/Revisions/Changes

1. List the Actions/Tasks Recommended for the first/current year (07-08).

2. Describe any Activity/Planning/Implementation conducted toward each Action/Task.

3. Describe the overall outcome or indicator of whether or not this action/task has been successful or is progressing toward a successful completion.

4. Describe any “effective practices” or targeted improvements that resulted from implementation of these plans.

5. Describe the *planned* next steps for each Action/Task.

6. Identify any challenges occurring &/or revisions needed in implementing each Action/Task.

--

7. Identify any changes or new Actions/Tasks needed to replace any current Action/Tasks that do not or will not result in targeted improvement or “effective practices.”

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ACTION PLAN for the Next Two Years: The Action Plan for your program may need to be altered based on the activities of the past year. Update the plans below.

Academic Year 2008-2009			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is Responsible?

Academic Year 2009-2010			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is Responsible?

Appendix B

Curriculum-level Goals for Student Success Assessment Chart

**Western Wyoming Community College
Goals for Student Success
Competencies, Assessments, Criteria for Success, and Results**

Communicate Competently

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
<p>Write an organized essay or report with a clear purpose, appropriate structure, sufficient evidence and content, and presentation.</p> <p>OR</p> <p>Write an organized reflective essay or report with the above criteria AND future application, analysis and reflective summary.</p>	<p>Review sample student research papers collected on Assessment Day and in Portfolio courses. Based on rubric.</p> <p>CCSSE #6C "During the current year, about how much reading and writing have you done at the college?"</p> <p>CCSSE #12C "How much has your experience at this college contributed to your knowledge, skills, and personal</p>	<p>Of the students who are scored using the 12 point research papers rubric, 60% will score between 10-12 and 30% will score between 8-9. Average of 10 or higher.</p> <p>CCSSE #6C 80% of full-time students will report that they have written at least 1 paper. 70% of part-time students will report that they have written at least 1 paper.</p> <p>CCSSE #12C 70% of full-time students will respond as "Very Much" or "Quite a Bit." 50% of part-time students will</p>	<p>Average=9.81{9.05} [10.36] (9.31) s1=2.38, s2=2.48, s3=2.52, s4=2.43 59.33% {42.7%} [74%] (37%) scored 10-12 27.33% {38%} [18%] (51%) scored 8-9 86.7% {80.7%} [92%] (88%) scored 8-12 A rebound after a one year dip following an upward trend.</p> <p>(2004-2005 Results: 98.1% FT 62.9% PT) (2006-2007 Results: 98.8% FT 83.6% PT) CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>(2004-2005 Results: 72.3% FT 50.4% PT) (2006-2007 Results: 66.9%</p>

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
	<p>development in the following areas: writing clearly and effectively?"</p> <p>Review sample student self-reflection papers collected on Assessment Day and in Portfolio courses. Based on rubric.</p> <p>CAAP Writing scores</p> <p>CAAP Reading Scores</p>	<p>respond as "Very Much" or "Quite a Bit."</p> <p>Of the students who are scored using the 12 point self-reflection papers rubric, 60% will score between 10-12 and 30% will score between 8-9. Average of 10 or higher.</p> <p>WWCC average will meet or exceed the national average. WWCC will examine trends over time to identify changes.</p> <p>WWCC average will meet or exceed the national average. WWCC will examine trends over time to identify</p>	<p>FT 60.5% PT) CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>Average=9.13 {9.13} [9.53] (9.78) s1=2.03, s2=2.04, s3=1.64, s4=2.35 33.3% {48%} [53%] (64.2%) scored 10-12 24.7% {33%} [29%] (25.51%) scored 8-9 58% {81%} [83%] (89.79%) scored 8-12</p> <p>WWCC Average=62.9* {62.4} (63.3*) National Average=62.1 {62.2} (62.3) *Statistically significantly greater than national average. Rebound after a one year dip following a Steady to Upward Overall concern with maintaining an upward direction.</p> <p>WWCC Average=60.9 {60.8} (61.1*) National Average=60.5 {60.5}</p>

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
	<p>Graduate Exit Survey 7 a: Rate ability to communicate in writing</p> <p>UW Transfer Survey: 19h WWCC improved your skills in reading comprehension</p> <p>Graduate Follow-up Survey: 19h WWCC improved your skills in reading comprehension</p> <p>UW Transfer Survey: 19p WWCC improved your skills in written communication</p> <p>Graduate Follow-up Survey: 19p WWCC improved your skills in written communication</p>	<p>changes.</p> <p>95% of all students will rate the top two categories: Improved Significantly or Improved Somewhat</p> <p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>(60.4) Not statistically significantly greater than national average. Clear downward trend. This type of trend warrants serious consideration and possible action.</p> <p>93% (2007)</p> <p>56% (2007)</p> <p>80% (2007)</p> <p>69% (2007)</p> <p>91% (2007)</p>
Demonstrate proficiency in using computer software to create, edit, and format reports using word processing, spreadsheets, and visual presentation.	Computer Test	60% of all students will score 85% or higher. 95% of all students will score 70% or higher.	<p>Average=84.7 {87.7} [86.6] (85.3)</p> <p>Computer=85.8 {88.9} [87.4] (87.6)</p> <p>No Comp=78.9 {79.1} [83.4] (78.9*)</p>

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
<p>Demonstrate familiarity with basic computer concepts, windows and internet concepts.</p>	<p>UW Transfer Survey: 19d WWCC improved your skills in computer literacy</p> <p>Graduate Follow-up Survey: 19d WWCC improved your skills in computer literacy</p>	<p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>57.9% {64.2%} [62.6%] (69.7%) scored 85% + 62.9% {71.3%} [65.8%] (75%) Computer scored 85% + 25% {13.3%} [50%] (54.1%) No Computer scored 85% + 92.6% {96.7%} [98%] (92%) scored 70% +</p> <p>63% (2007)</p> <p>85% (2007)</p>
<p>Deliver an organized oral presentation with a clear purpose, appropriate structure, sufficient evidence and content, and presentation.</p>	<p>Oral Presentation. Review sample videotaped student presentations collected on Assessment Day and in Portfolio courses. Based on rubric.</p> <p>CCSSE #12D</p>	<p>Of the students who are scored using the 12 point Presentational Speaking Skills rubric, 60% will score between 10-12 and 30% will score between 8-9. Average of 10 or higher.</p> <p>CCSSE #12D</p>	<p>Average=9.02 {9.07} [9.32] (8.34) s1=1.86, s2=2.52, s3=2.27, s4=2.22 46.25% {45.3%} [50%] (31.73%) scored 10-12 30.6% {31.3%} [38%] (28.84%) scored 8-9 76.85 {76.7%} [88%] (60.57%) scored 8-12 Maintaining with no real change.</p> <p>(2004-2005 Results: 62.6% FT</p>

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
	<p><i>"How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas: speaking clearly and effectively?"</i></p> <p>Graduate Exit Survey 7 a: Rate ability to communicate with the spoken word</p> <p>UW Transfer Survey: 19g WWCC improved your skills in oral communication skills</p> <p>Graduate Follow-up Survey: 19g WWCC improved your skills in oral communication skills</p>	<p>70% of full-time students will respond as "Very Much" or "Quite a Bit." 60% of part-time students will respond as "Very Much" or "Quite a Bit."</p> <p>95% of all students will rate the top two categories: Improved Significantly or Improved Somewhat</p> <p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>50% PT) (2006-2007 Results: 59.5% FT 56.2% PT) Although still below criteria, there was significant increase in PT. CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>92% (2007)</p> <p>69% (2007)</p> <p>86% (2007)</p>
Demonstrate competency in using presentation software.	PowerPoint component of the Computer Test	Average of 85% or higher	Average=90.9 % {93.5} (94.3) Computer=92.1 {94.2} (94.3) NoComputer=82.8 {88.3} (92.5)

Retrieve Information

Competency	How we Assess this competency	Criteria for Success that this Competency has been	RESULTS from 2007-2008
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		<i>met</i>	
Identify, evaluate, and use reliable resources from a variety of sources, such as libraries, databases, Internet, and interviews.	<p>CAAP Reading Scores</p> <p><i>Review</i> sample student research papers collected on Assessment Day and in Portfolio courses. Based on rubric using subcategory 2: Content/Evidence</p> <p>Group problem-solving activity</p> <p>CCSSE #4D In your experiences at this college during the current school year, about how often have you done each of the following: Worked on a paper or project</p>	<p><i>WWCC average will meet or exceed the national average. WWCC will examine trends over time to identify changes.</i></p> <p><i>Of the students who are scored using the 12 point research papers rubric with subcategory 2 a 3 point scale, 90% of the students will score between 2-3. Average of 2.5 or higher.</i></p> <p><i>Of the students who are scored using the 9 point Group Problem Solving rubric with subcategory 1 a 3 point scale, 90% of the students will score 2-3 with an average of 2.5 or higher.</i></p> <p>CCSSE #4D-BENCHMARK 75% of full-time students will respond as "Very Often" or "Often." 50% of part-time students will respond as "Very Often" or "Often."</p>	<p><i>WWCC Average=60.9 {60.8} (61.1*) National Average=60.5 {60.5} (60.4) Not statistically significantly greater than national average. Clear downward trend. This type of trend warrants serious consideration and possible action.</i></p> <p><i>S2=2.48 {2.25} (2.47) 94% {88%} (92%) scoring between 2-3</i></p> <p><i>S1=1.93 {2.33} (2.40) 59.47% {78.13%} (76.46%) scoring between 2-3</i></p> <p><i>{2004-2005 Results: 74.6% FT (67.2% National) & 39.7% PT (50.7% National)} {2006-2007 Results: 74.9% FT (68.9% National) & 61.8% PT (52.4% National)}</i></p>

	<p><i>that required integrating ideas or information from various sources."</i></p> <p>CCSSE #5F <i>During the current school year, how much has your coursework at this college emphasized the following mental activities: Using information you have read or heard to perform a new skill."</i></p> <p>Graduate Exit Survey 7 c: <i>Rate ability to retrieve information</i></p> <p>UW Transfer Survey: 19i <i>WWCC improved your skills in recognizing, accessing and retrieving information from a variety of sources</i></p> <p>Graduate Follow-up Survey: 19i <i>WWCC improved your skills in recognizing, accessing and retrieving information from a variety of sources</i></p>	<p>CCSSE #5F-BENCHMARK <i>70% of full-time students will respond as "Very Much" or "Quite a Bit." 50% of part-time students will respond as "Very Much" or "Quite a Bit."</i></p> <p><i>95% of all students will rate the top two categories: Improved Significantly or Improved Somewhat</i></p> <p><i>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</i></p> <p><i>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</i></p>	<p><i>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</i></p> <p><i>{2004-2005 Results: 69.7% FT (61.6% National) & 54.7%PT (54.3% National)}</i> <i>{2006-2007 Results: 67.5% FT (62.7% National) & 55.4%PT (55.8% National)}</i> <i>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</i></p> <p><i>93%(2007)</i></p> <p><i>63% (2007)</i></p> <p><i>91% (2007)</i></p>
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See Issues from Multiple Perspectives

Competency	How we Assess this	Criteria for Success that	RESULTS from
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	competency	this Competency has been met	2007-2008
Recognize and acknowledge different points of view.	<p>Self-Reflection Essay</p> <p>CCSSE #4S "In your experiences at this college during the current school year, about how often have you done each of the following: had serious conversations with students of a different race or ethnicity other than your own."</p> <p>CCSSE #4T "In your experiences at this college during the current school year, about how often have you done each of the following: had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values."</p> <p>CCSSE #9C "How much does this college emphasize each of the following: encouraging contact among</p>	<p><i>Of the students who are scored using the 12 point self-reflection papers rubric, 60% will score between 10-12 and 30% will score between 9-8.</i></p> <p>CCSSE #4S 70% of full-time students will respond as "Very Often," "Often," or "Sometimes." 50% of part-time students will respond as "Very Often," "Often," or "Sometimes."</p> <p>CCSSE #4T 70% of full-time students will respond as "Very Often" or "Often." 50% of part-time students will respond as "Very Often" or "Often."</p> <p>CCSSE #9C-BENCHMARK 70% of full-time students will respond as "Very much" or "Quite a bit." 50% of part-time students will</p>	<p>Average=9.13 {9.13} [9.53] (9.78) s1=2.03, s2=2.04, s3=1.64, s4=2.35 33.3% {48%} [53%] (64.2%) scored 10-12 24.7% {33%} [29%] (25.51%) scored 8-9 58% {81%} [83%] (89.79%) scored 8-12</p> <p>(2004-2005 Results: 80.7% FT 50.5% PT) (2006-2007 Results: 77.8% FT 63.8 PT) CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>(2004-2005 Results: 58.8% FT 27.3% PT) (2006-2007 Results: 52.2% FT 43% PT) Although still below the criteria, there was significant increase in PT. CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>{(2004-2005 Results: 50.4% FT (48% National) & 38.9% PT (42% National))} {2006-2007 Results: 52.7% FT</p>

	<p>students from different economic, social, racial or ethnic backgrounds."</p> <p>CCSSE #12K "How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: understanding people of other racial and ethnic backgrounds."</p> <p>CCSSE #12L "How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: developing a personal code of values and ethics."</p> <p>Graduate Exit Survey 7 d: Rate ability to see issues from multiple perspectives</p> <p>UW Transfer Survey: 19a WWCC improved your skills in appreciating cultural differences</p> <p>Graduate Follow-up Survey: 19a WWCC improved your skills in appreciating cultural differences</p> <p>UW Transfer Survey: 19b</p>	<p>respond as "Very much" or "Quite a bit."</p> <p>CCSSE #12K 70% of full-time students will respond as "Very much" or "Quite a bit." 50% of part-time students will respond as "Very much" or "Quite a bit."</p> <p>CCSSE #12L 70% of full-time students will respond as "Very much" or "Quite a bit." 50% of part-time students will respond as "Very much" or "Quite a bit."</p> <p>95% of all students will rate the top two categories: Improved Significantly or Improved Somewhat</p> <p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>85% of all students will rate the top</p>	<p>(50% National) 37.2% PT(46% National)} CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>(2004-2005 Results: 52.9% FT 39.2% PT) (2006-2007 Results: 46.8% FT 40.9% PT) CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>(2004-2005 Results: 52.9% FT 34.2% PT) (2006-2007 Results: 52.3% FT 43.1% PT) CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>93%(2007)</p> <p>63% (2007)</p> <p>69% (2007)</p> <p>81% (2007)</p>
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	<p><i>WWCC improved your skills in appreciating the contribution of arts and humanities to society</i></p> <p>Graduate Follow-up Survey: 19b <i>WWCC improved your skills in appreciating the contribution of arts and humanities to society</i></p> <p>UW Transfer Survey: 19c <i>WWCC improved your skills in comprehending the impact of science and technology on society and the environment</i></p> <p>Graduate Follow-up Survey: 19c <i>WWCC improved your skills in comprehending the impact of science and technology on society and the environment</i></p> <p>UW Transfer Survey: 19e <i>WWCC improved your skills in general knowledge and intellectual curiosity in a variety of subject areas</i></p> <p>Graduate Follow-up Survey: 19e <i>WWCC improved your skills in general knowledge and intellectual curiosity in a variety of subject areas</i></p> <p>UW Transfer Survey: 19j <i>WWCC improved your skills in seeing things from multiple perspectives</i></p>	<p><i>two categories: Much Improved or Moderate Improvements</i></p> <p><i>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</i></p> <p><i>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</i></p> <p><i>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</i></p> <p><i>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</i></p> <p><i>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</i></p> <p><i>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</i></p>	<p>71% (2007)</p> <p>81% (2007)</p> <p>87% (2007)</p> <p>81% (2007)</p> <p>96% (2007)</p> <p>69% (2007)</p>
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	<p>Graduate Follow-up Survey: 19j WWCC improved your skills in seeing things from multiple perspectives</p>	<p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>84% (2007)</p>
	<p>UW Transfer Survey: 19L WWCC improved your skills in understanding contemporary issues within their historical context</p>	<p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>63% (2007)</p>
	<p>Graduate Follow-up Survey: 19L WWCC improved your skills in understanding contemporary issues within their historical context</p>	<p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>77% (2007)</p>
	<p>UW Transfer Survey: 19m WWCC improved your skills in understanding the importance of ethical behavior and its impact on society</p>	<p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>75% (2007)</p>
	<p>Graduate Follow-up Survey: 19m WWCC improved your skills in understanding the importance of ethical behavior and its impact on society</p>	<p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>78% (2007)</p>
	<p>UW Transfer Survey: 19o WWCC improved your skills in understanding the role of local, state, and federal govt</p>	<p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>75% (2007)</p>
	<p>Graduate Follow-up Survey:</p>	<p>90% of all students will rate the top</p>	<p>74%(2007)</p>

	<p>Graduate Exit Survey 7 e: Rate ability to solve problems</p> <p>UW Transfer Survey: 19f WWCC improved your skills in mathematical problem solving</p> <p>Graduate Follow-up Survey: 19f WWCC improved your skills in mathematical problem solving</p>	<p>95% of all students will rate the top two categories: Improved Significantly or Improved Somewhat</p> <p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>96% (2007)</p> <p>81% (2007)</p> <p>80% (2007)</p>
Participate in collaborative group learning activities incorporating retrieving information, problem solving and multiple perspectives.	Group problem-solving activity	Of the students who are scored using the 9 point Group Problem Solving rubric, 60% will score between 7-9 and 30% will score between 5-6. Average of 7.5 or higher.	<p>Average=6.31% { 7.16} [7.35] (7.05)</p> <p>s1=1.93, s2=2.19, s3=2.20</p> <p>50.3% {52.08} [74.49%] (62.96%) scored 7-9</p> <p>29.4% {27.08} [17.64%] (28.71%) scored 5-6</p> <p>79.7% {79.16%} [92.13%] (91.67%) scored 5-9</p>
Engage in "hands-on," active, experiential learning.	<p>CCSSE #5 "During the current school year, how much has your coursework at this college emphasized the following mental activities?"</p> <p>B Analyzing the basic elements of an idea, experience, or theory."</p>	<p>CCSSE #5-BENCHMARK</p> <p>B 70% of full-time students will respond as "Very much" or "Quite a bit." 70% of part-time students will respond as "Very much" or "Quite a bit."</p>	<p>{ 2004-2005 Results: 71.7% FT (66.7% National) & 60.7% PT (61.5% National) }</p> <p>{ 2006-2007 Results: 74.9% FT (68.7% National) & 65.9% PT (63.3% National) }</p> <p>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p>

	<p>C <i>Synthesizing and organizing ideas, information, or experiences in new ways."</i></p> <p>D <i>Making judgments about the value or soundness of information, arguments, or methods."</i></p> <p>E <i>Applying theories or concepts to practical problems or in new situations."</i></p> <p>CCSSE #8A <i>"Which of the following have you done, are you doing, or do you plan to do while attending this college: internship, field</i></p>	<p>C <i>70% of full-time students will respond as "Very much" or "Quite a bit." 70% of part-time students will respond as "Very much" or "Quite a bit."</i></p> <p>D <i>70% of full-time students will respond as "Very much" or "Quite a bit." 70% of part-time students will respond as "Very much" or "Quite a bit."</i></p> <p>E <i>70% of full-time students will respond as "Very much" or "Quite a bit." 70% of part-time students will respond as "Very much" or "Quite a bit."</i></p> <p>This content question is targeted to areas that are major specific, therefore, this information will be reported for informational and comparison purposes at this</p>	<p>{2004-2005 Results: 63.4% FT (59.6% National) & 53% PT (53.2% National)} {2006-2007 Results: 60.2% FT (60.7% National) & 63.6% PT (55.5% National)} CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>{2004-2005 Results: 55.8% FT (53.8% National) & 43.1% PT (45.1% National)} {2006-2007 Results: 56.6% FT (55.2% National) & 59.7% PT (46.3% National)} CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>{2004-2005 Results: 62.5% FT (56.8% National) & 50.5% PT (49.1% National)} {2006-2007 Results: 61.4% FT (58.8% National) & 51.5% PT (50.9% National)} CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p>
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	<p><i>experience, co-op experience, or clinical assignment."</i></p> <p>UW Transfer Survey: 19k WWCC improved your skills in synthesizing, analyzing, and evaluating information</p> <p>Graduate Follow-up Survey: 19k WWCC improved your skills in synthesizing, analyzing, and evaluating information</p>	<p>time.</p> <p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>90% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>75% (2007)</p> <p>89% (2007)</p>
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Develop Life Skills

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
Identify, reflect, and plan on educational, career, and life goals.	Oral Presentation. Review sample videotaped student presentations collected on Assessment Day and in Portfolio courses. Based on rubric.	Of the students who are scored using the 12 point Presentational Speaking Skills rubric, 60% will score between 10-12 and 30% will score between 8-9. Average of 10 or higher. Subscales average of 2.5 or higher with 90% scoring 2-3.	Average= 9.02 {9.07} [9.32] (8.34) s1=1.86, s2=2.52, s3=2.27, s4=2.22 46.25% {45.3%} [50%] (31.73%) scored 10-12 30.6% {31.3%} [38%] (28.84%) scored 8-9 76.85 {76.7%} [88%] (60.57%) scored 8-12 Maintaining with no real change.

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
	<p>Self-Reflection Essay</p> <p>CCSSE #4F <i>"In your experience at this college during the current school year, about how often have you done each of the following: worked with other students on projects during class."</i></p> <p>CCSSE #4G <i>"In your experience at this college during the current school year, about how often have you done each of the following: worked with classmates outside of class to prepare class assignments."</i></p>	<p><i>Of the students who are scored using the 12 point self-reflection papers rubric, 60% will score between 10-12 and 30% will score between 8-9. Average of 10 or higher. Subscales average of 2.5 or higher with 90% scoring 2-3.</i></p> <p>CCSSE #4F-BENCHMARK <i>70% of full-time students will respond as "Very Often" or "Often." 70% of part-time students will respond as "Very Often," "Often," or "Sometimes."</i></p> <p>CCSSE #4G-BENCHMARK <i>The mean response of all full-time students will be 2.1 or greater. The mean response of ALL students will be 1.8 or greater. 1=Never, 2=Sometimes, 3=Often, 4=Very often.</i></p>	<p>Average=9.13 {9.13} [9.53] (9.78) s1=2.03, s2=2.04, s3=1.64, s4=2.35 33.3% {48%} [53%] (64.2%) scored 10-12 24.7% {33%} [29%] (25.51%) scored 8-9 58% {81%} [83%] (89.79%) scored 8-12</p> <p>{2004-2005 Results: 53.6% FT (50.2% National) & 42.6% PT (41.6% National)} {2006-2007 Results: 61.7% FT (50.5% National) & 89% PT (42.4% National)}</p> <p>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>{2004-2005 Results: Average FT=2.12 (1.99 National) Average All=1.81 (1.83 National)} 2006-2007 Results: Average FT=2.27 (2.15 WY; 2.01 National) PT=1.67 (1.71 WY; 1.72 National) All 1.87</p> <p>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p>

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
	<p>CCSSE #4M <i>"In your experience at this college during the current year, about how often have you done each of the following: talked about career plans with an instructor or advisor?"</i></p> <p>CCSSE #12H <i>"How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: working effectively with others?"</i></p> <p>CCSSE #12N <i>"How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas: developing clearer career goals?"</i></p> <p>CCSSE #17 <i>"Indicate which of the following are your reasons/goals for attending this college: (a)</i></p>	<p>CCSSE #4M-BENCHMARK <i>The mean response of ALL students will be 2.0 or greater. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i></p> <p>CCSSE #12H <i>70% of full-time students will respond as "Very much" or "Quite a bit." 70% of part-time students will respond as "Very much" or "Quite a bit."</i></p> <p>CCSSE #12N <i>70% of full-time students will respond as "Very much" or "Quite a bit." 50% of part-time students will respond as "Very much" or "Quite a bit."</i></p> <p>CCSSE #17 Report as summary information to identify areas of concern. Breakout full-time and part-time</p>	<p>{2004-2005 Results: Average All=1.96 (1.97 National)} {2006-2007 Results: Average All=2.06 (2.06 WY 1.99 National)}</p> <p>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>(2004-2005 Results: 67.3% FT 65.8% PT) 2006-2007 Results: 71.8% FT 62.8% PT)</p> <p>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>(2004-2005 Results: 65% FT 43.1% PT) 2006-2007 Results: 58.6 FT 48.5% PT)</p> <p>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>See the summary following this chart. CCSSE conducted on a biennial</p>

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
	<p>complete a certificate program, (b) obtain an associate degree, (c) transfer to a 4-year college or university, (d) obtain or update job-related skills, (e) self-improvement/personal enjoyment, (f) change careers.”</p> <p>CCSSE #20 “When do you plan to take classes at this college again? (a) I will accomplish my goals(s) during this term and will not be returning, (b) I have no current plan to return, (c) within the next 12 months, (d) uncertain.”</p> <p>Graduate Exit Survey 7 f: Rate ability to develop life skills</p> <p>UW Transfer Survey: 6 When did you decide on your university major?</p> <p>UW Transfer Survey: 7 To what extent is your UW major related to your WWCC major?</p>	<p>students for informational and comparison purposes at this time.</p> <p>CCSSE #20 Report as summary information to identify areas of concern. Reponses as: (a) and (c) will be considered positive; whereas (b) and (d) will be considered negative. Breakout full-time and part-time students for informational and comparison purposes at this time.</p> <p>95% of all students will rate the top two categories: Improved Significantly or Improved Somewhat</p> <p>To Be Determined</p> <p>TBD</p>	<p>basis. Administered again in Spring 2009.</p> <p>See the summary following this chart. CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>93% (2007)</p> <p>Prior to WWCC 29% (2007) WWCC or before UW 71% (2007) At UW 0%(2007)</p> <p>Directly or somewhat 76% (2007) Not related 24% (2007)</p>

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
	<p>UW Transfer Survey: 10 How well did WWCC prepare you for upper division coursework?</p> <p>UW Transfer Survey: 11 What areas should have been better prepared?</p>	<p>TBD</p> <p>TBD</p>	<p>Well prepared 53% (2007) Somewhat 35% (2007) Not prepared 12% (2007)</p> <p>Math skills 50% (2007) Reading skills 29% (2007) Writing skills 29% (2007) Speaking skills 36% (2007)</p>
Use resources to improve personal wellness.	<p>Graduation Survey "Please rate the types of learning experiences at WWCC that have helped your intellectual and personal development."</p> <p>UW Transfer Survey "...extent your experiences at WWCC improved your skills and abilities..."</p> <p>WWCC Graduates Survey "...extent your experiences at WWCC improved your skills and abilities..."</p> <p>CCSSE #12B "How much has your experience</p>	<p>90% of graduates will respond that they participated in: "workshops and activities," and "campus involvement outside the classroom."</p> <p>80% will respond positively (top two) to: "understanding the importance of mental and physical wellness."</p> <p>80% will respond positively (top two) to: "understanding the importance of mental and physical wellness."</p> <p>CCSSE #12B 70% of full-time students will</p>	<p>Needs to be added upon completion of analysis.. (2004-2005 Results: 70% and 68% respectively) (2005-2006 Results: 69% and 59% respectively) <i>Needs to be updated with 2008 data.</i></p> <p>Needs to be added upon completion of analysis.. (2004-2005 Results: 63%) <i>Needs to be updated with 2008 data.</i></p> <p>Needs to be added upon completion of analysis.. (2004-2005 Results: 90%) <i>Needs to be updated with 2008 data.</i></p> <p>(2004-2005 Results: 62.3% FT 52.1 PT)</p>

Competency	How we Assess this competency	Criteria for Success that this Competency has been met	RESULTS from 2007-2008
	<p>at this college contributed to your knowledge, skills, and personal development in the following areas: acquiring job or work-related knowledge and skills."</p> <p>UW Transfer Survey: 19n WWCC improved your skills in understanding the importance of mental and physical wellness</p> <p>Graduate Follow-up Survey: 19n WWCC improved your skills in understanding the importance of mental and physical wellness</p>	<p>respond as "Very much" or "Quite a bit." 50% of part-time students will respond as "Very much" or "Quite a bit."</p> <p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p> <p>85% of all students will rate the top two categories: Much Improved or Moderate Improvements</p>	<p>{2006-2007 Results: 47.7 FT 48% PT}</p> <p>CCSSE conducted on a biennial basis. Administered again in Spring 2009.</p> <p>63% (2007)</p> <p>83% (2007)</p>
Attend or participate in artistic, cultural, recreational events or extracurricular activities.	CCSSE Additional question "Did you participate in artistic, cultural, recreational events or extracurricular activities on campus or in the community while attending WWCC?"	This item was not constructed. Needs to be developed for next time.	

Goals for Student Success	Competency	How We Assess This Competency Using CCSSE
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Develop Life Skills	Identify, reflect, and plan on educational, career, and life goals.	<ul style="list-style-type: none"> ▪ <i>CCSSE #17</i> “Indicate which of the following are your reasons/goals for attending <u>this college</u>.” <ul style="list-style-type: none"> ○ “a”: Complete a certificate program ○ “b”: Obtain an associate degree ○ “c”: Transfer to a 4-year college or university ○ “d”: Obtain or update job-related skills ○ “e”: Self-improvement/personal enjoyment ○ “f”: Change careers ○ Answers: “Primary goal,” “Secondary goal,” “Not a goal,”
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Measures

Scale: Not a goal, Secondary Goal, Primary Goal

Frequencies:

Frequencies: 2005									
2005 WWCC					2005 All Schools				
		Pt	Ft	All			Pt	Ft	All
Complete a Certificate	Not a goal	75.0	56.7	67.5	Complete a Certificate	Not a goal	53.8	50.3	52.0
	Secondary Goal	10.7	21.7	15.2		Secondary Goal,	18.3	19.7	18.8
	Primary Goal	28.0	21.7	17.3		Primary Goal	28.0	30.0	29.2
Obtain an Asso. Degree	Not a goal	55.3	6.9	35.5	Obtain an Asso. Degree	Not a goal	25.8	17.9	22.5
	Secondary Goal	9.6	21.8	14.6		Secondary Goal	19.8	21.8	20.7
	Primary Goal	35.1	71.3	49.9		Primary Goal	54.4	60.3	56.8
Transfer to a 4 year institution	Not a goal	56.1	14.8	39.2	Transfer to a 4 year institution	Not a goal	34.5	24.2	30.6
	Secondary Goal	15.8	22.3	18.5		Secondary Goal	22.2	20.3	21.4
	Primary Goal	28.1	62.9	42.4		Primary Goal	43.3	55.5	48.0
Obtain or update job related skills	Not a goal	56.1	35.2	47.7	Obtain or update job related skills	Not a goal	33.6	32.3	32.8
	Secondary Goal	16.7	29.4	21.8		Secondary Goal	25.0	27.2	26.0
	Primary Goal	27.2	35.5	30.5		Primary Goal	41.4	40.5	41.2
Self improvement /personal enjoy--	Not a goal	26.1	26.7	26.3	Self improvement /personal enjoy-	Not a goal	25.9	27.0	26.3
	Secondary Goal	27.0	42.2	33.2		Secondary Goal	33.1	35.8	34.2
	Primary Goal	47.0	31.1	40.5		Primary Goal	41.0	37.2	39.5
Change Careers	Not a goal	67.3	71.3	68.9	Change Careers	Not a goal	49.5	59.8	54.0
	Secondary Goal	11.5	14.3	12.7		Secondary Goal	16.5	14.6	15.7
	Primary Goal	21.2	14.3	18.4		Primary Goal	34.0	25.6	30.4

Comment: In 2005, 47% of WWCC part-time time students had the primary goal of self-improvement / personal enjoyment.

Frequencies: 2007														
2007 WWCC					2007 All Schools					2007 WYO				
		Pt	Ft	All			Pt	Ft	All			Pt	Ft	All
Complete a Certificate	Not a goal Secondary Goal Primary Goal	52.0 21.3 26.8	55.4 20.7 23.9	53.1 21.1 25.8	Complete a Certificate	Not a goal Secondary Goal Primary Goal	53.6 18.4 28.0	50.9 20.1 29.0	52.2 19.1 28.7	Complete a Certificate	Not a goal Secondary Goal Primary Goal	61.4 14.7 23.8	52.1 20.2 27.6	57.3 17.2 25.5
Obtain an Asso. Degree	Not a goal Secondary Goal Primary Goal	38.8 17.8 43.4	9.6 14.6 75.8	29.3 16.8 53.9	Obtain an Asso. Degree	Not a goal Secondary Goal Primary Goal	24.3 19.6 56.1	16.1 22.1 61.8	20.9 20.6 58.5	Obtain an Asso. Degree	Not a goal Secondary Goal Primary Goal	34.3 14.9 50.8	8.1 19.4 72.6	21.8 16.7 61.5
Transfer to a 4 year institution	Not a goal Secondary Goal Primary Goal	41.4 23.4 35.2	13.7 20.3 66.0	32.4 22.4 45.2	Transfer to a 4 year institution	Not a goal Secondary Goal Primary Goal	31.5 22.4 46.0	20.3 19.8 59.9	27.3 21.4 51.4	Transfer to a 4 year institution	Not a goal Secondary Goal Primary Goal	45.9 22.4 31.7	23.4 22.7 54.0	35.6 23.1 41.4
Obtain or update job related skills	Not a goal Secondary Goal Primary Goal	24.8 32.0 43.2	31.3 33.6 35.1	27.0 32.5 40.5	Obtain or update job related skills	Not a goal Secondary Goal Primary Goal	32.8 26.1 41.1	32.0 28.0 39.9	32.3 26.9 40.8	Obtain or update job related skills	Not a goal Secondary Goal Primary Goal	33.4 23.3 43.3	26.0 31.7 42.2	29.8 26.8 43.3
Self improvement /personal enjoy--	Not a goal Secondary Goal Primary Goal	22.8 37.8 39.4	22.7 41.7 35.6	22.8 39.1 38.1	Self improvement /personal enjoy--	Not a goal Secondary Goal Primary Goal	25.7 33.5 40.8	27.3 36.1 36.6	26.3 34.6 39.2	Self improvement /personal enjoy--	Not a goal Secondary Goal Primary Goal	20.9 32.5 46.6	22.1 40.1 37.8	21.6 35.8 42.6
Change Careers	Not a goal Secondary Goal Primary Goal	55.1 18.1 26.8	72.7 16.6 10.8	60.9 17.6 21.5	Change Careers	Not a goal Secondary Goal Primary Goal	49.9 16.9 33.2	61.3 15.0 23.7	54.6 16.1 29.2	Change Careers	Not a goal Secondary Goal Primary Goal	55.8 15.1 29.1	66.2 15.4 18.4	60.7 15.4 23.9

Comment:

In 2007, WWCC part-time students had primary goals of obtaining an Associate's degree (43.4%) and obtaining or updating job related skills (43.2%)