

WESTERN WYOMING COMMUNITY COLLEGE

Program Review Manual

An AQIP Approach to Your Program Portfolio

2010

EVERYONE IS RESPONSIBLE FOR STUDENT SUCCESS!

Table of Contents

Getting Started	1
Why Program Review?	1
Responsibilities of the Review Chairperson	2
Program Review Resource Center: The Instructional Support Office.....	3
Calendar of Suggested Dates	4
An Outline to Follow: Creating your Program Review Portfolio	5
Section I: Overview	6
Section I A: Purpose of the Program	6
Section I B: Program-level Goals	7
Section II: Fact Finding	10
Section II A: Enrollment & Audience/Customers & Clients	10
Section II B: Facilities, Equipment, and Staffing	14
Section II C: Printed Materials and Website.....	15
Section II D: Learning Pathways/Regulations Compliance.....	17
Section II E: Professional Development	19
Section II F: Recommendations from Previous Portfolio	22
Section III: Focus on the Future	25
Section III A: Assessment Reporting of Program Goals	25
Section III B: Strengths, Limitations, and Opportunities.....	29
Section III C: Creating an Action Plan	31
Appendices	34
Appendix A: Guiding Principles and Goals for Student Success	35
Appendix B: Council Reporting Summary Form	37
Appendix C: Reviewing Your Program—A Five-year Cycle	38
Appendix D: Action Plan Follow-up Documentation.....	39
Appendix E: Assessment Record	40

Getting Started:

Programs up for review in 2009-2010

- Art/Ceramics
- Automotive
- Business Office
- Diesel/Heavy Equipment
- Exercise Science
- Information Technology
- Library
- Math General Education
- Marketing
- Media Center
- Music
- Oil & Gas Production Technology
- Writing General Education/English
- Theater

Why Program Review?

Program Review Offers You an Opportunity...

- **Evaluate** the current state of your program.
- **Reflect** about what works and what does not work.
- **Celebrate** the strengths and successes of your program.
- **Plan** the future direction of your program and act on 2-3 “vital few” priorities.

Program Review Ensures that the College...

- Strengthens student learning and improves student experience in all areas.
- Regularly evaluates Instructional, Administrative, and Support Services programs.
- Makes informed decisions about the needs and future direction of WWCC.
- Promotes the **AQIP** culture of continuous quality improvement.
- Provides documentation for Higher Learning Commission (NCA) Reaffirmation.

What is AQIP?

Academic Quality Improvement Program: an *on-going, participative* process that...

- Recognizes that improvement takes time, risk, and self direction.
- Provides opportunities for growth through self evaluation.
- Focuses on the CURRENT and FUTURE, while learning from the past.
- Targets 2-3 “vital few” priorities at a time to complete.
- Reaffirmation is a natural *by-product* of the process, not the focus of the process.

Responsibilities of the Review Chairperson

The Review Committee Chairperson serves as a liaison between the Learning Assessment Associate and members of the committee. Listed below are duties of the committee chair. *Each chair will receive a stipend of \$250 for **completion** of these duties.*

1. Attend Program Review meetings and maintain communication with the Learning Assessment Associate regarding progress of the portfolio.
2. Schedule and facilitate meetings of the Program Review Committee, ensuring that all members of the committee have the opportunity for input.
3. Coordinate the research for and writing of the portfolio. Focus the committee to analyze the program according to the Program Review guidelines and using good assessment practices.
4. Work with the committee to revise the portfolio according to comments from the Associate Vice President of Student Learning and the Learning Assessment Associate.
5. Give a brief presentation of your findings to your Vice-Presidential Council and Executive Council.
6. Serve as your program's "Assessment Officer" to communicate with program members and ensure that follow-up on Action Plans and Assessment Reporting to the Office of Instructional Support occurs during the following three academic years.

Creating a Committee to Review your Program

Committee members include:

- Division Chair or Program Administrator
- Program members (or members of a related area) (2-3)
- Outside perspective (1)

E-mail committee names to the appropriate Vice President for approval. Copy the e-mail to Dianna Renz, Learning Assessment Associate.

Program Review Resource Center: The Instructional Support Office

- Reserve our conference room for your Program Review Committee meetings.
- Look at past Program Review portfolios in the 1310 conference room, Hay Library, or on the Assessment website at <http://www.wvcc.wy.edu/assessment/programreview.htm>.
- Contact Dianna Renz, Learning Assessment Associate, at 382-1871 or drenz@wvcc.wy.edu.

Your Learning Assessment Associate can provide you with...

- Clarification of the program review process and requirements.
- Help creating your program-level goals.
- An electronic copy of your previous program review or the Program Review Manual.
- Electronic templates of any of the charts included in the manual.
- Additional samples of sections you're struggling with.
- Assistance designing questions for a survey or focus group.
- Facilitation and data analysis of your focus group.
- Administration and evaluation of your survey.
- Preliminary analysis of enrollment data for your instructional program.
- Compilation and analysis of students' CAAP scores, SIMNET scores, UW transfer data, or appropriate CSSEE results.

Calendar of Suggested Dates

Reviewing your program is a **process that does take time**. The guidelines below will ensure that you complete your portfolio **within a year's time**. Ideally, final copies of the portfolios will be submitted **before** the College's summer recess.

AUGUST: Form committee and e-mail VP and Dianna for approval.	SEPTEMBER: Meet with committee to complete Section I and submit to Dianna for informal feedback.
OCTOBER: Divide Section II research duties among committee members. Conduct assigned research.	NOVEMBER: Complete section II and submit to Dianna for informal feedback.
DECEMBER: Committee works together to complete section III.	JANUARY: Submit section III to Dianna for informal feedback.
FEBRUARY: Present completed Review Portfolio to committee and other program members for feedback.	MARCH: Submit Review Portfolio to Dianna for formal DRAFT feedback.
APRIL: Review draft feedback and make appropriate changes.	MAY: Submit FINAL Review Portfolio. Comments made by Sandy and VP.
JUNE: Dr. Leach reads Review Portfolios and makes comments.	JULY: Review Portfolios are bound at the Print Shop. Copies are placed in Hay Library, the Instructional Support Office, and on the Assessment website.
AUGUST: Review programs begin the three-year follow-up process and begin tracking Assessment data.	SEPTEMBER: Review Chairs give summary reports to Vice-Presidential Councils and Executive Council.

An Outline to Follow: Creating your Program Review Portfolio

Cover sheet:

- program title
- year of review
- program faculty/staff members
- names of those who served on the Program Review Committee
- designation of the Program Review Chair

Table of Contents for your Portfolio

Section I: OVERVIEW

- A. Purpose of the Program
- B. Program-level Goals

Section II: FACT FINDING

- A. Enrollment and Audience / Customers and Clients
- B. Facilities, Equipment, and Staffing
- C. Printed Materials and Website
- D. Learning Pathways / Regulations Compliance
- E. Professional Development
- F. Recommendations from Previous Program Review

Section III: FOCUS ON THE FUTURE

- A. Assessment Reporting: Program Goals
- B. Strengths, Limitations, and Opportunities
- C. Creating an Action Plan

Appendices (Include survey results, rubrics, forms or other significant documents.)

Section I: Overview

Section I A: Purpose of the Program

If available, review your previous program purpose and re-evaluate. Then, in 1-2 paragraphs or a bulleted list...

- Explain the purpose of your program here at WWCC.
- Consider your philosophy and mission.
- Connect to applicable Guiding Principles and/or Goals for Student Success.

INSTRUCTIONAL Sample Section I A: Purpose of the Foreign Language Program

The mission of the WWCC Foreign Language Department is to provide a diverse and practical educational program which would not only enhance a student's ability to communicate competently in another language but also meet the language requirements for degrees offered here on campus and other colleges and universities. The focus of the program is on communication and the effective use of the target language in real-life settings. The target language is studied and used in every situation possible from listening, reading, writing and speaking, with an emphasis on pronunciation. There is a diverse range of courses offered in an effort to meet the college's and community's needs. These courses introduce students to new languages and cultures which not only enlighten but enhance cultural awareness and diversity, with hopes they will have many opportunities to use the target language in the future.

SUPPORT SERVICES Sample Section I A: Purpose of the Distance Education Program

Distance Education at Western Wyoming Community College works with campus and the WWCC Outreach sites to provide courses for all students in our service area. The Distance Education Program is designed to meet the needs of today's students who may be site-bound, face serious time restraints, or choose to take courses in alternative delivery methods. The Distance Education Program serves students seeking academic transfer programs as well as those attempting to fulfill specific job or personal needs. The existence of this department allows the College to fulfill its objective of providing post secondary educational opportunities to its primary service area of southwest Wyoming.

WWCC Guiding Principles as reflected in the Distance Education Program:

- 1. Learning is Our Purpose:** Distance Education is WWCC's resource for quality alternative-format education and is continuously working to foster optimal learning experiences.
- 2. Students are Our Focus:** Distance Education meets the needs of students and their busy schedules by offering eight associate degrees and three certificates fully online. In addition, they offer on-site classes at eleven Outreach locations. Distance Education promotes relationships with several 4-year institutions to assist students in transferring. They coordinate with Student Services to assure distance students are receiving the best possible services.
- 3. Employees are Our Most Important Resource:** Distance Education guides and supports adjunct and on-campus faculty teaching on-line and at Outreach locations through ongoing professional development and training funds allocation.

4. **The Community is Our Partner:** Distance Education is committed to community involvement evidenced by their partnership with BOCES/BOCHES at seven Outreach locations. In communities without a BOCES or BOCHES, Distance Education provides an Outreach center to meet the needs of the community.
5. **Adapting to Change Defines Our Future:** Distance Education has anticipated and adapted to the state of continual change in distance education through the use and support of new online technologies such as Blackboard, Elluminate, Smarthinking, and Turnitin.
6. **Ethical Standards Guide Our Actions:** Distance Education commits itself to treating all individuals with respect and professionalism regardless of disability, geographic location, or life circumstance.

Section I B: Program-level Goals

INSTRUCTIONAL PROGRAMS: When designing your 4-7 program-level learning goals, consider the following suggestions:

- Think about the **essential pieces of knowledge** or skills that must be retained long-term and/or may transfer to other courses, careers, or situations.
- Use **action verbs** to show student learning outcomes (i.e. define, explain, illustrate, identify, evaluate, solve, demonstrate, communicate, etc.).
- Some goals may be general knowledge for every student in the program; others may be specific to a “learning pathway” within the program.

SUPPORT SERVICES: When designing your 4-7 program-level goals, consider the following questions:

- What communities/clients do you serve, and how can you best meet their needs?
- How can your program function to best support student learning at the College?
- How can your program function to best support the Guiding Principles of the College?

ALL PROGRAMS: Design a **chart** to show:

- the 4-7 goals of this program
- which of the *Guiding Principles* **and/or** *Goals for Student Success* are supported by those goals
- which measures of assessment are used to evaluate whether the program has reached those goals (rubrics, graduate or employer survey, CAAP scores, UW transfer data, sales numbers, service or training requests, survey results, etc.)

INSTRUCTIONAL Sample Section I B: Primary Learning Goals of the Dance Program

<p>Program-Level Goals <i>What will students learn in this program?</i></p>	<p>WWCC College Wide Goals <i>Which goals will be strengthened?</i></p>	<p>Assessment for Student Goals <i>How will the skill be measured?</i></p>
<p>Develop an awareness of body alignment and how it serves the dancer</p>	<p>Develop Life Skills</p>	<p>Daily observation by instructors in all classes</p> <p>Self evaluation of the performance of combinations taken from video</p> <p>Rubric for each class</p>
<p>Develop an awareness of how technique serves the dancer as a tool for more efficient movement patterns</p>	<p>Develop Life Skills</p>	<p>Daily Observations by instructor in all classes</p> <p>Rubric for each class</p> <p>Performance in class of combinations</p> <p>Peer evaluation</p>
<p>Develop a working knowledge of Laban’s Body, Effort, Shape, and Space as it relates to movement</p>	<p>Course Specific Goal</p>	<p>Written assignment</p> <p>Movement studies and assignments</p>
<p>Develop a language of dance based upon the different techniques and codified terminologies within each discipline</p>	<p>Solve Problems</p>	<p>Each class has specific performance evaluations specific to the style of dance and technique involved</p> <p>Written tests</p>
<p>Experience dance as an art form through the creative process of choreography, performance, and by working with the different instructors/artist’s teaching styles</p>	<p>See issues From Multiple Perspectives</p> <p>Solve Problems</p>	<p>Performance in the Desert Dance Theatre Spring concert</p> <p>Experience the choreographic process with different choreographers through rehearsals and performances</p>

SUPPORT SERVICES Sample Section I B: Primary Goals of the Admissions Program

Admissions Primary Goals	Guiding Principles / Goals for Student Success	Assessment Measures
<p>Provide high quality and comprehensive marketing publications. Targeting different audiences and providing accurate and timely information.</p>	<p>Guiding Principles: Students Are Our Focus.</p> <p>Student Success: Communicate Competently.</p>	<p>Produce (4) four- color print material, Create Admissions Survey, Monitor number of profiles created on ActiveAdmissions, Count number of on-line applications.</p>
<p>Offer admission counseling to traditional and non-traditional, full-time and part-time and international students.</p>	<p>Guiding Principles: Learning Is Our Purpose, Students Are Our Focus, The Community Is Our Partner.</p> <p>Student Success: Communicate Competently and Develop Life Skills.</p>	<p>Increase prospective students inquires, Increase campus visits, Count number of profiles created on ActiveAdmissions.</p>
<p>Maintain a knowledgeable, informed, professional, accessible and honest staff.</p>	<p>Guiding Principles: Students Are Our Focus and Employees Are Our Most Important Resource.</p> <p>Student Success: Communicate Competently, Retrieve Information, Solve Problems and Develop Life Skills.</p>	<p>Continue staff training and meet with Department Chairs regarding updates to programs, Attend Webinars, Contact high school counselors.</p>
<p>Create and maintain communication management tracks in Colleague.</p> <p>Implement and maintain ActiveAdmissions.</p>	<p>Guiding Principles: Learning Is Our Purpose and Students Are Our Focus.</p> <p>Student Success: Communicate Competently and Solve Problems.</p>	<p>Create (7) seven communication management tracks, count the number of mailings, Count the number of profiles created with ActiveAdmissions, Review number of web hits on admissions pages.</p>

Section II: Fact Finding

Section II A: Enrollment & Audience/Customers & Clients

INSTRUCTIONAL

Enrollment and Audience: Study enrollment in your program over the past five years. Look for any significant changes—increases or decreases—compared to college-wide enrollment trends.

- Analyze your present students and any SIGNIFICANT changes.
- Compare enrollment in different course formats appropriate for your program. This might include:
 - online vs. face-to-face
 - high school enrollment trends
 - workforce training trends
- Evaluate enrollment in courses at Outreach locations
- Consider the following questions as well:
 - Are there potential NEW audiences who have not yet been reached?
 - Are there audiences (types of students) that you are under-serving?
 - Can the program attract or serve new audiences?

SUPPORT SERVICES

Customers and Clients:

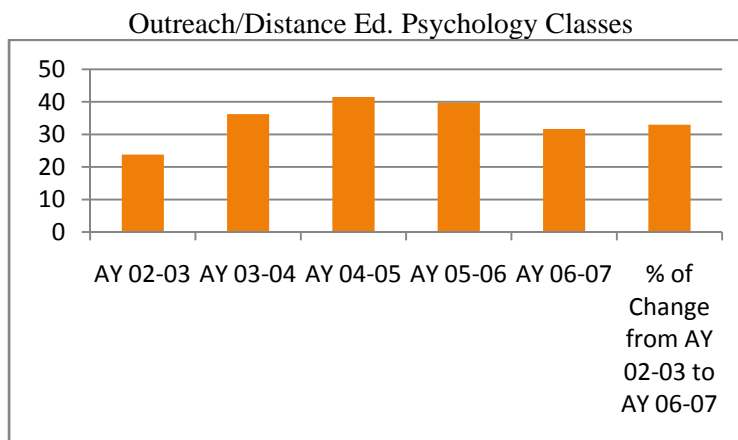
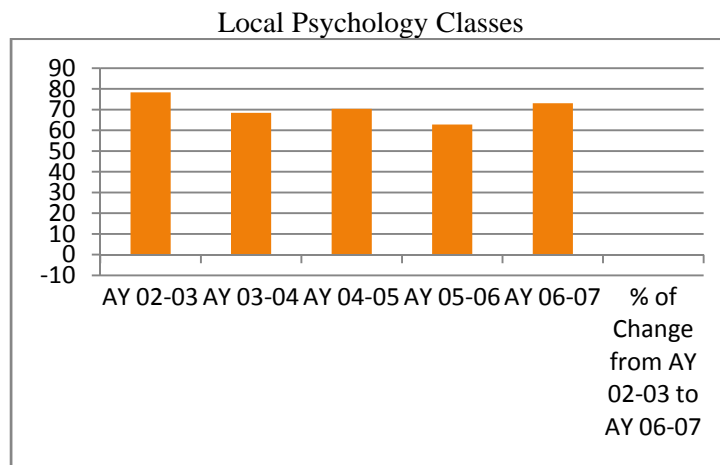
- Give a brief explanation of the audiences served by your program.
- Consider the following questions, if appropriate.
 - Are there audiences that you are under-serving?
 - Can the program attract or serve new audiences?
- Explain how your program contributes to student learning by serving these audiences.
- Include a bulleted list of the services provided by your program.

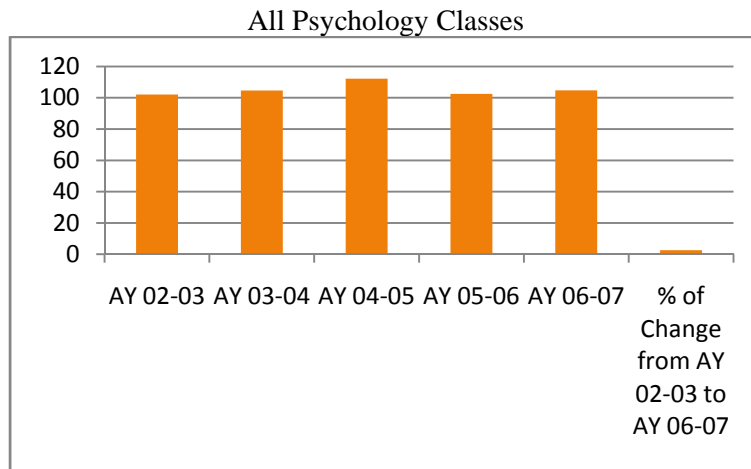
INSTRUCTIONAL Sample Section II A: Enrollment and Audience of the Psychology Program

The following table summarizes the growth in enrollment over the past five years in terms of annualized FTEs. In each category, except for local psychology classes, the psychology program has experienced modest growth rates over the past five years. Although the local psychology classes have experienced an overall decrease of 5.67%, it is important to note that these classes have experienced a 16.31% growth over the past two years.

Annualized FTEs	AY 02-03	AY 03-04	AY 04-05	AY 05-06	AY 06-07	% Change from AY 02-03 to AY 06-07
Local Psychology classes	78.34	68.46	70.41	62.84	73.09	-5.67%
Outreach /Distance Ed. Psychology classes	23.80	36.21	41.50	39.71	31.67	33%
All Psychology classes	102.14	104.67	112.21	102.55	104.72	2.53%

The above data are represented in the following bar graphs to better illustrate the growth in enrollment over the past five years:





Although psychology is not required for graduation (with the exception of nursing students, who are required to take General Psychology), the psychology program generates approximately 5% of the total College FTEs. During AY 05 and AY 07, psychology generated the College’s fourth annualized highest FTEs, with English, math, and biology being the only programs generating more FTEs than psychology. (The complete set of enrollment data for the past three years can be **found in Appendix A.**)

SUPPORT SERVICES Sample Section II A: Customers and Clients of Registration & Records

Those benefiting from the services offered by Registration & Records include WWCC students, faculty, staff (including Outreach center staff and students), and members of the community (including children and Seniors served by non-credit courses, prospective students, and industry).

Registration & Records serves students by providing access to efficient registration processes and maintaining accurate academic records. Students are provided information to use in planning their schedules and programs in order to meet their academic goals. Registration & Records helps students to develop life skills by encouraging responsibility and ownership for educational goals. Registration & Records is responsive to the changing dynamics and educational needs of the community by providing services to students taking both credit and non-credit courses. Faculty members are provided with access to student records and information through online services making it convenient and easy to help students.

Summary of Services and Programs

a) Switchboard/Information Desk

Registration & Records is responsible for coverage of the information desk from 7:30 a.m. to 10:00 p.m. Monday – Thursday, 7:30 a.m. to 11:00 p.m. on Friday, 8:00 a.m. – 11:00 p.m. on Saturday, and 9:00 a.m. – 11:00 p.m. on Sunday, including hours on holidays when campus offices are closed. Employees at this desk answer lines on a multi-line switchboard and also respond to campus radio calls as necessary. Employees also field questions, provide information and directions, process forms and paperwork, approve all public notices and flyers to be posted, and sell tickets for college-sponsored events. The evening employee (Monday-Thursday) also handles registration for credit and non-credit courses.

b) Publications

- a. Print Material
Registration & Records is responsible for the annual coordination, development, printing, and dissemination of the college catalog and schedule of classes.
- b. Internet

Within the Western Wyoming Community College website there are links to forms, catalog, class schedule (including closed classes and schedule addendum), fee information, and student policies and procedures.

- c) **Registration and Recordkeeping**
Registration & Records handles all registration (credit and non-credit), schedule changes (adds/drops/withdrawals), and waitlists. Also trains and supervises Green River and outreach staff regarding the registration process. Green River and 11 Outreach sites have direct access to Colleague, including real-time registration. All student grades are processed through Registration & Records. All student records (including demographic information), transcript requests, enrollment verifications, and transfer evaluations are maintained and processed through this office. As a function of recordkeeping, student files are created for active students and records are archived, imaged, and disposed of according to policy.
- d) **Student Accounts Receivable**
The Registration & Records office handles all student accounts receivable, billing, third-party sponsorship, refunds, and collections. Billing, refunds, and collections for the Green River Center and the 11 Outreach sites are also coordinated by the Student Accounts Receivable Assistant. Payment plans are set up, monitored, and collected by this office. The Student Accounts Receivable Assistant coordinates the collection process with the Administrative Services Officer. Third party sponsorships for students taking credit and non-credit courses, including those taught in Outreach and in the high schools, are coordinated by the part-time Registration and Course Clerk.
- e) **Web-Based Services**
 - a. **Mustang WebAdvisor for Students**
Registration & Records provides students on-line access to their records, (including transcripts and account information), registration and schedule changes, and most forms. An online tutorial for Mustang WebAdvisor and Mustang Cruiser is available for students. New students complete the tutorial at registration programs. Registration & Records provides technical support for local and outreach students as requested.
 - b. **Mustang WebAdvisor for Faculty**
Faculty members can access information about their advisees (including the ability to register and make schedule changes), input midterm and final grades, view student demographics, and review course enrollments and rosters. Mustang WebAdvisor tutorials are offered to faculty. Registration & Records provides technical support as requested.
- f) **Graduation**
Registration & Records is responsible for graduation certification for all students at the end of each term (Summer, Fall, and Spring). This office also coordinates the commencement ceremony held each May.
- g) **Facilities Assignment**
Registration & Records assigns all credit and non-credit classrooms for the Rock Springs campus. All conferences, meetings, and special events are also scheduled through the Registration & Facility Scheduling Assistant.

Section II B: Facilities, Equipment, and Staffing

Summarize the status of the facilities and equipment used by this program. Consider the following questions to assist you in evaluating your facilities and equipment. *Be sure to contact all departments represented in your program.*

FACILITIES:

- Are the facilities appropriate?
- Are there changes or additions needed? If so, list them in order of priority.

EQUIPMENT:

- Is the equipment adequate and appropriate?
- Is the equipment well maintained?
- Does equipment need to be updated, or replaced?
- Are there changes or additions needed? If so, list them in order of priority.

STAFFING:

- Does the current faculty/staff adequately serve program needs?
- Are there changes needed? If so, list them in order of priority.

INSTRUCTIONAL Sample Section II B: Facilities, Equipment, and Staffing of the Foreign Language Program

Facilities and Equipment: The current facilities are adequate on campus. The Spanish department is fortunate enough to have one designated classroom for all of its classes and therefore all displays and visual effects are present for all classes. The room has recently been updated with all new desks and chairs and with new technological equipment with access to the internet, a video projector and a functioning computer/DVD player. The department also recently purchased dictionaries to have on hand in the classroom.

Staffing: The Foreign Language Department is quite small and suffers from staffing issues. There is currently only one full-time Spanish instructor and one adjunct Spanish instructor on campus. There are six other adjunct Spanish instructors and two French adjunct instructors in the surrounding outreach areas. The full-time Spanish instructor teaches all the Spanish courses with the exception of one to two courses taught by the on campus adjunct instructor. This is an issue we have attempted to address by hiring another adjunct instructor for on campus however there have been no interested or qualified applicants at this time. The search will continue.

SUPPORT SERVICES Sample Section II B: Facilities, Equipment, and Staffing of Alumni and Development

Facilities

The Alumni Office was established in July 2007. A third floor location was selected and furnished with new office equipment. Our vision for the future is to have a “Western House” where social events could be held.

The Development Office was unstaffed from November 2005 to September 2007. A new Development Officer was hired and a third floor area was furnished with fairly new furniture and a new computer and printer.

Equipment

The Alumni Office anticipates the need to purchase a new printer that can handle high volume print jobs for mailers. The *ActiveAlumni* software has been budgeted for purchase and is scheduled to begin implementation after Fall 2009 semester. This software allows alumni to create a personal profile and receive email based on their demographic information and personal interests. Members will be able to update their information directly on the website. An online directory will provide a way for alumni to search for email addresses and personal websites of former classmates.

The Development Office has poor lighting that will need to be addressed in the near future. At this time, all of the equipment is adequate and appropriate for the work that is produced in this office.

Staffing

The Alumni Office foresees the need for additional student worker assistance as mailings increase.

The Development Office has no support staff at this time, but a student worker may be needed in the near future as mailing increase. There is ample space for an additional person in this office when needed.

Section II C: Printed Materials and Website

Review ALL printed information about this program (course catalog, course syllabi, brochures, mailings or letter templates, documentation forms, etc.), and review the program’s website.

- Is the information appropriate and current?
- Does the appearance of the item represent the College and your program in a professional manner?
- Have you surveyed customers or clients to evaluate the appropriateness of the information and presentation?
- Do you include the purpose of your program and the goals in the Catalog and on the web site?
- Do **all** active course syllabi adhere to the Curriculum Committee’s “Minimum Requirements for Course Outline Syllabus”?

INSTRUCTIONAL Sample Section II C: Printed Materials and Website of the Business Program

PRINTED MATERIAL

- WWCC's 2005-2006 catalog, spring 2005 course catalog, department letters sent to prospective students, and department brochures were evaluated for their presentation of the WWCC business program (**Appendix D**). Based on this evaluation, it was concluded that the overall presentation of these printed materials presentation was consistent with WWCC's business program
- A review of course outlines (syllabi) from both on campus and outreach reveals the following deficiencies when compared to Curriculum Committee's "Minimum Requirements for Course Outline Syllabus"

OUTREACH Course Outlines

- Major Units of Study and/or Schedule statement – 66% of the outlines were missing this component
- Technical Difficulties statement for compressed video, Internet, videotaped and lab courses – 66% of the outlines were missing this component
- Response Time statement – 66% of the outlines were missing this component
- Prerequisites for a Course statement – 33% of the outlines had correct prerequisites but added "additional" criteria not found in catalog. (Example: "students expected to have some business knowledge")

LOCAL Course Outlines (RSC & GRC)

Overall, course outlines met most of the Curriculum Committee's requirements. However, many (60% - 70%) course outlines had at least one of the following required categories missing from their course outline:

- Student with Special Needs
- Technical Difficulties
- Response Time

A few course outlines had added verbiage to the **Prerequisite** requirement, thus not mirroring the school's catalog.

In addition, a few course outlines had listed "goals" without also listing a measurement tool for those goals.

WEBSITE

The business division's Website was updated to create a well designed, professional looking website that is user friendly. It was then evaluated during the division's self-study for its presentation of the WWCC business program (**Appendix D**). Based on this evaluation, it was concluded that the overall Website presentation was consistent with WWCC's business program.

SUPPORT SERVICES Sample Section II C: Printed Materials and Website of the Admissions Program

Print Material:

The Admissions Office is responsible for the annual coordination, design, and printing of the Admissions Viewbook, financial aid scholarship stand alones, degree programs stand alones, event postcards and recruiting posters.

Nate Wiest (Rock Springs High School Counselor) had one student from each class at Rock Springs High School review WWCC's Viewbook, financial aid scholarship stand alone, recruiting poster and our on-line application. All the students surveyed stated the publications were fun, busy, and the students liked the MTV feel.

Website:

WWCC recently hired James Tower from a marketing firm out of Minneapolis to review and implement changes to the WWCC website. The Admissions office is currently in the process of implementing ActiveAdmissions, a personalized and engaging recruiting tool using the WWCC's web pages. The pages that will be redesigned are the Future Students, Academics, Admissions, Residence Life, Student Life, domestic on-line application, communication management, and application process.

Admissions works closely with the WWCC Web Master to update and change Admissions web pages and use current technologies. Nate Wiest (Rock Springs High School Counselor) had one student from each class at Rock Springs High School review WWCC's website. Most students felt the site was easy to navigate and they found information easily. Students stated the on-line application was hard to fill out and submit and they never knew if their application was submitted to Admissions. Students would like to see a short cut or an "Apply Now Button" on Admissions web pages.

Section II D: Learning Pathways/Regulations Compliance

INSTRUCTIONAL

Learning Pathways: Take a look at how other community colleges and universities structure "learning pathways" in your area, and review the courses included in the *Suggested Program*.

Discuss any significant findings, and **include a chart** to show the connection between:

- The Program's PRIMARY learning goals
- The WWCC Goals for Student Success
- Courses within the program

SUPPORT SERVICES

Regulations Compliance: Take a look at *professional standards* and/or *regulations* in your area. Also consider WWCC policies and procedures applicable to your area. Use the following questions to guide your responses.

- What regulations OR standards are in effect for your program?
- Have regulations or standards been adequately met?
- What action should be taken to ensure continued compliance or approach alignment with standards or regulations?

Sample Part D: Learning Pathways of the Education Program

Course #	Program Goal 1— Transition successfully to college and make an informed decision about teaching.	Program Goal 2—Analyze problems in education based on education history and contemporary educational theory in the U.S.	Program Goal 3—Develop pedagogical knowledge and skills inc. design and implementation of unit plans for preschool through high school curriculum.	Program Goal 4— Create classroom adaptations & interventions for diverse students including those with disabilities.	Program Goal 5—Complete substitute teacher training that meets the requirements of the WY Professional Teaching Standards Board.	GSS 1— Communicate Competently	GSS 2— Retrieve Information	GSS 3—See Issues from Multiple Perspectives	GSS 4— Solve Problems	GSS 5— Develop Life Skills
EDCI 1000	X					X	X			X
EDEC 1020		X	X	X				X	X	X
EDEC 1025	X	X	X	X				X	X	X
EDEL 1410			X				X		X	
EDEL 1420			X				X		X	
EDEL 1430			X				X		X	
EDEL 1440			X				X		X	
EDEL 1450			X				X		X	
EDEX 2190				X						
EDEX 2484				X			X		X	X
EDFD 1010	X					X		X		
EDFD 2020		X		X		X	X	X	X	X
EDFD 2100			X	X		X	X	X	X	X
EDUC 1500										
EDUC 1501					X					
EDUC 1504					X					
EDUC 2100	X	X		X		X	X	X	X	X
EDUC 2110	X		X	X		X	X	X	X	
EDUC 2800			X	X		X	X	X	X	
LIBS 2280			X				X			X
ITEC 2360			X				X		X	

Sample Part D: Regulations Compliance of the Admissions Program

EEOC Guidelines – These guidelines must be included in all recruitment materials. The guidelines cover topics such as sexual discrimination, discrimination because of religion or national origin, and sexual harassment. Admissions follows these guidelines.

NACAC Guidelines – The National Association for College Admission Counseling sets standards in their Statement of Principles for Good Practice in recruitment and admissions. These guidelines are followed by Admissions.

United States Immigration and Customs Enforcement (ICE) is a component of the Department of Homeland Security (DHS). Admissions complies with all (ICE) and (DHS) requirements regarding international students.

FERPA - The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These laws are followed by Admissions.

Section II E: Professional Development

- Create lists or charts to show the types of development in which your full- and part-time faculty/staff members have participated during the past three to five years. Include dates, if possible.
- Evaluate whether or not the development activities have adequately met the needs of the program.
- Address plans for improvement of development activities in the future, if necessary. The final draft of your portfolio should refer the reader to a specific item in the Action Plan.

INSTRUCTIONAL Sample Section II E: Professional Development of the Communication Program

Following are the professional development activities of the Communication program members since the previous program review.

Associate Professor Chris Kennedy:

- Chris took an eleven week academic leave during fall of 2005 which entailed:
 - Researching/writing/presenting a paper at International Listening Association convention
 - Receiving 30 hours of mediation training with emphasis in family issues from Nebraska Mediation Center
 - Preparing and instructing a one-credit Family Communication course
- Assorted projects and activities included:
 - Writing book introduction for *The Loving Game: Promoting Your Music*, written by May and Weissman- 2007
 - Researching/writing/performing “Small Town, USA” program for the Wyoming Council for the Humanities with Mike Hensley.
 - Researching/writing/performing the “Hard Traveling” program for the Wyoming Council for the Humanities
 - Attending the Western Speech Communication Association’s Convention in 2005
- 2007 became chair of the Humanities Division- a role requiring administrative work creating an opportunity for personal and professional development

Associate Professor Linda Linn:

- Graduated from Poynter Institute of Diversity Training, St. Petersburg, Florida.
 - Researched/edited/delivered ethnographic/public journalism project for inclusion in college instruction
 - Conducted ethnographic research/data gathering in diverse communities of St. Petersburg, Florida
 - Drafted course lecture material from above collected data
- Completed seminar at Vanderbilt University First Amendment Institute on First Amendment Law
- Attended Association of Educators in Journalism and Mass Communication annual conference. Seminars focused on Public Journalism, Advising Student Newspapers, Civic and Public Journalism.
- Assorted projects and activities:
 - Adviser training with the College Media Advisers Association
 - Adviser for Mustang Express student newspaper
 - Attended three Society of Professional Journalism conferences
 - Attended two Wyoming Press Conventions
 - Formed Society of Professional Journalists Chapter on WWCC campus
 - Began development of Journalism Certificate Program for three online courses, completion of work will be in 2010
 - Taking online courses in Introduction to Online Learning, and Facilitating Online Learning in preparation to teach online in fall 2008. Also attended “Soft Chalk” seminar spring 2008

Assistant Professor Ann Rudoff:

- Academic development has included work and training related to past employment
 - Seminar/training for Early Intervention roles for parents, schools and society to help children from birth through adolescence be successful
 - Attended Wyoming Leadership Governance training to study proper role of school boards in public educational settings
 - Chaired the Communication Department Program Review committee
 - Completed “Soft Chalk” Blackboard training for developing and improving online class learning
 - Took Facilitating Online Learning (EDCI 2526 at WWCC)

- Taught as instructor for past 10 years as needed in the Professional and Technical Continuing Education Program for WWCC
- Assorted activities and community involvement
 - Serves as trustee on Sweetwater School District #2 Board
 - Adviser for Washington D.C. Congressional Award Program
 - Serves on School District #2 Wellness Committee
 - Host family for WWCC foreign exchange students

Adjunct faculty member Tony Legerski:

- Attends the ISSI (Intermountain Special Studies Institute) in Idaho, with a focus on Deaf and Hard of Hearing issues
- In continuous contact with Deaf/Hard of Hearing Outreach Program of Wyoming, attending all available workshops

Adjunct faculty member Karla Stirling:

- Professional affiliations include
 - National Communication Association
 - American Forensics Association
 - National Forensics Association
 - National Parliamentary Debate Association
 - Delta Sigma Rho-Tau Kappa Alpha National Forensics Honor Society
- Assorted projects and activities include
 - Attended “soft chalk” training provided by WWCC Distance Education, to improve online course design and implementation skills
 - Presented “Strengthening relationships through conflict resolution”
 - Presented "Exploring the Effects of Childhood Dialogue Experience on Later-Life Communication Apprehension" at the 2005 Southern States Communication Association (SSCA) Convention
 - Presented “Conflict management in the real world: A survival guide for relationships”
 - Presented “Developing effective relationships and building interpersonal attraction”
 - Presented “Creating relationships of trust through better listening.”

SUPPORT SERVICES Sample Section II E: Staff Development of the Children’s Center

Participants in the staff development include the Director, teachers, aides, and substitutes. Center Director annually attends Wyoming Early Childhood Association conference and shares information with Children’s Center staff.

School Year	Department Certifications, Trainings and Workshops
2003-2004	<ul style="list-style-type: none"> ● Managing Stress Through Humor and Choice ● Power of Non-Verbal Communication ● 10 Things Every Child Needs ● Team Building Exercise (Fall & Spring) ● Certification in CPR by the American Red Cross ● Certification in First Aid by the American Red Cross ● Certification in Blood Borne Pathogens by the American Red Cross
2004 -2005	<ul style="list-style-type: none"> ● Meth Indicators ● ADA: What you Should Know ● Use of Panic Button ● Stress Relievers for Kids & Staff ● Team Building Exercises (Fall & Spring) ● Certification in CPR by the American Red Cross ● Certification in First Aid by the American Red Cross ● Certification in Blood Borne Pathogens by the American Red Cross

2005-2006	<ul style="list-style-type: none"> • Beat the Stress Mess • Meth: Effects on Adults and Kids • Celebrate What's Right With the World • Team Building Exercises (Fall & Spring) • Certification in CPR by the American Red Cross • Certification in First Aid by the American Red Cross • Certification in Blood Borne Pathogens by the American Red Cross
2006-2007	<ul style="list-style-type: none"> • Services Provided by the Child Developmental Center and Where to refer a Child • Developmental Stages of Young Children- How to Help and When to Refer a Child • Customer Service Tips • Civility Exercise • Dr Phil's Attitude Test • Laughter Heals • Team Building Exercises (Fall & Spring) • Certification in CPR by the American Red Cross • Certification in First Aid by the American Red Cross • Certification in Blood Borne Pathogens by the American Red Cross
2007-2008	<ul style="list-style-type: none"> • Understanding Poverty • Tips from the Child Developmental Center • Enhancing Communication and Leadership Skills • Helping Kids and Yourself • Spanish in One Hour • Team Building Exercises (Fall & Spring) • Certification in CPR by the American Red Cross • Certification in First Aid by the American Red Cross • Certification in Blood Borne Pathogens by the American Red Cross

Section II F: Recommendations from Previous Portfolio

Take a look at the recommendations listed in the previous Program Review Portfolio. Use a chart or other method of your choice to report on the action that has been taken regarding these recommendations.

INSTRUCTIONAL Sample Section II F: Recommendations from the Previous Program Review of the Education Program

Recommendations	Actions
<p>Create new Distance Education Cohort in the fall of 2002 to provide education courses in the outreach.</p>	<p>Action was completed.</p> <p>Additionally, the education class sequence has continually been provided to outreach students with classes being offered either every year or every other year.</p>
<p>Recruit locally for education majors.</p>	<p>Action was completed.</p> <p>Rock Springs and Green River High Schools were visited with presentations given to Child Development classes at the high school where we knew there are students who are already planning on majoring in education.</p>
<p>Apply to the State of Wyoming's Professional Teaching Standards Board for program approval for WWCC to certify teachers to teach middle school.</p> <p>Provide online courses for Middle School certification.</p>	<p>Action was completed.</p> <p>After gaining PTSB approval, the program was taught online for 4 years until changes occurred in teacher certification requirements and the program no longer met the required standards. At that point, the program was discontinued.</p>
<p>Provide online courses for teaching standards commonly needed.</p>	<p>Action was not completed.</p> <p>As changes occurred in teacher certification requirements, the teaching standards that were not met by applicants new to Wyoming were found to cover a wide range. Those that were needed were not seen consistently enough to warrant creating these classes.</p>

SUPPORT SERVICES Sample Section II F: Recommendations from the Previous Program Review of the Admissions Program

Previous Recommendations	Recommendation Report
Review the job description and travel requirements for the Admissions Counselor position for a better balance of on-campus and off-campus activities. (May 2003)	Task completed and position changed in 2004
Locate the Admissions Assistant and the Admissions Secretary in one office and cross train in some areas for better support. (Summer 2003)	Task completed and job title was changed to Admissions Office Assistant.
Review the Admissions activities in the Marketing Plan to consider elimination some activities, travel or mailing. Any new initiatives must involve a corresponding deletion of some other activity in order for staff to accomplish it. (June 2003)	Tasks were completed yearly and updated yearly
Continue to research technological advances to improve efficiency	Task completed and continually updating technology
Continue to enhance website services for prospective students and applicants	Task completed and continually updating
Add temporary clerical support for data entry of interest cards, high school list and admissions applications during peak times	Hired temporary support and task was completed
Increase budget line items for student worker salaries	Budget was enhanced
Update and replace older department brochures	Task was completed

Section III: Focus on the Future

Section III A: Assessment Reporting of Program Goals

List each of your program-level goals, then show multiple methods of assessment to evaluate each goal.

- **Direct** methods of assessment include pre- and post-testing, rubric scores for a specific assignment, transfer GPAs, national testing results, sales numbers, returning student numbers, tour numbers, mailings numbers, or requests for training.
- **Indirect** methods of assessment, such as surveys or focus groups, should be used in conjunction with direct assessment methods.
- **Internal** assessment results come from processes, rubrics, exams, surveys, focus groups, or follow-up that we conduct here at WWCC.
- **External** assessment includes results from national testing or nationwide surveys or from business or industry consultants who give professional evaluations.

NOTE: *Student grades are an indicator of individual student performance in a particular course, and are NOT an appropriate measure for program-level assessment. However, student awards from external sources is something to consider.*

EVALUATING THE RESULTS

- Program members agree on a “**Criteria for Success**” score for surveys or applicable survey questions and for rubrics and scoring guides. Refer to accepted industry or professional standards if possible.
- **Analyze findings** and summarize the results in terms of the program goals. Identify where the program is meeting its goals and where the program needs to target improvement.
- **Use of Results:** Use the assessment findings to identify how the program will implement changes for targeted improvement of student learning and/or program services.
 - Identify measures that did not function as intended. Identify means of assessment that may be useful in the future.

INSTRUCTIONAL Sample Part A: Assessment Reporting of the Education Program

1. Transition successfully into college and make an informed decision about teaching. (EDFD 1010, EDUC 2021 & 2100, EDEC 1025)

a. Student Surveys - Student surveys were completed in the last week of each of these courses. (See Appendix A) Each of these classes required students to spend time in the public schools or preschools. Field visits in EDFD 1010 included 14 hours of observation. Each of the other classes required students to spend a minimum of 30 hours observing, interacting, and in some cases, teaching in a public school or preschool setting. These classes provide the students with hands-on experiences.

The scoring and comments in the surveys consistently indicated the following:

- All of the classes helped students to make a decision about whether teaching was the right profession for them to choose.
- For students who decided not to continue in education, these classes assisted in helping them to make that decision.
- In many cases, if students were sure that they wanted to be teachers before taking the class, the time that they spend in the classroom reinforced or clarified that decision for them.
- Because these classes provided experience in preschool through high school settings, they also helped many of the students to decide which level they'd like to eventually teach.
- The students appreciated the hands-on experience in the classroom early in their college careers.
- The field experience visits and practicums gave them new ideas for teaching strategies, both in what to do and what not to do.
- Additionally, these classes are offered early enough in the academic career to save the students' time, and to prevent a lot of poor candidates from completing or continuing to pursue their degrees in education.

Conclusion: These classes are meeting one of the main purposes for which they are intended—they help students to make an informed decision about teaching.

b. Research Paper Rubric – Students complete a research paper on a topic relevant to education today. Included is a section called “*Critical Analysis or Application to Your Field*” which requires students to evaluate a topic that is directly related to their decision to go into teaching. This paper is one tool in helping them to make that decision. The rubric for this paper, which is assigned in EDCI 1000: Education Experience for Prospective Teachers is included in Appendix B. *Using a benchmark goal of 80% of the students earning at least 64 points on this paper, assessment indicates that only 65% of the students met this benchmark. Revisions to the activities that lead to this assignment or the assignment itself may need to be considered.*

Conclusion: Revisions to the activities that lead to this assignment or the assignment itself may need to be considered.

2. Analyze problems in education based on knowledge of educational history and contemporary educational thought and practice in the U.S. (EDFD 2020, EDUC 2021)

Research Paper Rubric – Students complete a research paper on a topic relevant to education today. Included is a section called “*Critical Analysis or Application to Your Field*” which requires students to analyze problems in education as part of their study of the knowledge base of educational history and contemporary thought. The rubric for this paper, which is assigned in EDFD 2020: Foundations of Education, is included in Appendix B. *Using a benchmark goal of 80% of the students earning at least 80 points on this paper, assessment indicates that 86% of the students met this benchmark.*

Conclusion: The benchmark goal was met indicating that students are able to meet the Primary Learning Goal of Analyzing Problems in Education.

3. Develop pedagogical knowledge and skills including design and implementation of teaching unit plans for the preschool through high school curriculums. (EDFD 2100, EDUC 2110)

a. Unit Plan Development – Students complete a lesson plan for the grade level of the practicum they are participating in at that time. This requires students to use their knowledge of pedagogy and teaching skills to design a high quality lesson plan. Whenever possible, the students teach all or part of the unit in their practicums. The rubric for this unit, which is assigned in EDFD 2020: Foundations of Education, is included in Appendix B.

Using a benchmark goal of 80% of the students earning at least 80 points on this paper, assessment indicates that 100% of the students met this benchmark.

Conclusion: The benchmark goal was met indicating that students are able to meet the Primary Learning Goal of designing and implementing a unit plan.

b. Data from Practicum Teacher Evaluations - Practicum Teacher Evaluations were completed for each of the classes that required students to spend a minimum of 30 hours observing, interacting, and in some cases, teaching in a public school or preschool setting. (See Appendix C) The evaluations are reviewed each semester to determine if changes in courses or programs are needed. These changes are then implemented and the evaluations are reviewed the next semester to see if an improvement in the scoring or comments occurred.

For example, the ratings on *Classroom Management Skills* were consistently lower than on the other categories. For this reason, the order of the chapters taught in the Foundations of Learning class was changed so that the topic of classroom management was introduced, studied and practiced earlier in the semester.

The scoring and comments in the surveys indicated the following:

- Ratings are consistently high for *Professional Behavior* and *Completion of Assigned Tasks*
- Areas that indicated less consistent scoring were *Rapport with Children* and *Basic Teaching Strategies*
- In some cases, low ratings were given for *Literacy Knowledge*

Conclusions:

- **The high ratings for *Professional Behavior* and *Completion of Assigned Tasks* indicate that the WWCC education students are acting appropriately and taking responsibility in their practicums. These are characteristics that are valuable for them to demonstrate, not only as college students, but also as preservice teachers.**
- **The less consistent scoring for *Rapport with Children* and *Basic Teaching Strategies* is expected as these classes are freshman and sophomore level and these skills are in the developmental stage. Emphasis on increasing these skills should be embedded in each of the education classes.**
- **Low ratings on *Literacy Skills* are a concern. Students need to have basic proficiency levels in reading, writing and math, before taking these classes. Students should be encouraged to take classes to increase these skills and to use these skills in the education scenarios and practicums. Example: writing and spelling well on the board, checking grammar in both oral and written language, embedding mathematics in lessons, considering literacy skills in grading whenever that assessment is aligned with the task. Also, the continued use of Smart Thinking and Turn It In may help students improve their literacy skills.**

c. Computer Competency Assessment Scores – As part of either an Education Capstone Class or an Academic Portfolio Class or participation in Assessment Day, a number of Education students have completed the Computer Competency Assessment. Six years of data were collected. (See Appendix D) For five of those years, there was no significant difference between the means of WWCC graduates and the Education graduates. In other words, the Education graduates are averaging or performing the same as the WWCC graduates for those years. For one year, the average Education graduate's computer competency score was higher than the average WWCC computer competency score. In this case, the mean for the Education Graduates was 90.4 and the WWCC graduates mean was 84.3.

Conclusions: The Education graduates continue to do well on the Computer Competency Assessment, but to be sure that these scores are maintained at this level or increase, computer tasks should continued to be embedded in a number of education courses to give the students additional practice. Computer Competency skills relate to teaching pedagogy and are necessary skills for classroom teachers at all levels.

4. Create classroom adaptations and interventions for diverse students including students with disabilities. (EDFD 2100, EDUC 2110, EDEC 1020, EDEC 1025, EDEX 2190, EDEX 2484)

Designing Adaptations and Interventions – Students create adaptations and interventions for students with disabilities as assignments in the EDEX 2484: Introduction to Special Education class. For each scenario given, the students must come up with three feasible adaptations or interventions that they could use as a classroom teacher. The rating scale for these assignments is included in Appendix B.

Using a benchmark goal of 80% of the students earning at least 20 points on these assignments, assessment indicates that at least 85% of the students met this benchmark at least 80% of the time.

Conclusion: The benchmark goal was met indicating that students are able to meet the Primary Learning Goal of creating classroom adaptations and interventions.

5. Complete substitute teacher training that meets the requirements of the Wyoming Professional Teaching Standards Board. (EDUC 1520)

Eighty-five percent of the students who enrolled in the class passed the class and completed the training.

SUPPORT SERVICES Sample Section III A: Assessment Reporting of Alumni and Development

1. Enhance WWCC alumni pride and loyalty
 - Measured by direct contacts from alumni in response to mailings and events. The Alumni Office will track the number of direct contacts received from former students. This will include alumni update forms, phone calls, emails, etc. The Alumni Office plans to host events and activities for former students and track attendance at those events. Activities in 2009 will center on 50th Anniversary events.
2. Foster connection between alumni and continuing students, faculty and staff
 - Measured by growth of alumni database. The Alumni Office is dedicated to building and maintaining the newly developed alumni database to ensure that the information of former students is current. This will include adding new graduates, completing the search of alumni who attended WWCC prior to 1992 (when DATATEL was implemented) and adding alumni who received only certificates and not 2 year degrees. The Alumni Office will maintain the database by updating addresses and adding information when alumni submit online forms, etc. Our goal is to increase the number of alumni in the database each year.
 - Measured by number and amount of alumni gifts to the WWC Foundation. The Development Office will work closely with the Alumni Office in contacting alumni as prospective donors. The alumni database will be used on a regular basis by the Development Office.
 - Measured by participation in alumni mentoring program.

3. Maintain open communication with alumni through College publications, programs and services
 - In Summer 2008 a survey was conducted by the University of Wyoming and local area residents were asked questions regarding a WWCC alumni association. The Alumni Office reviewed the survey results in conjunction with Program Review activities.
 - A list of 5,702 graduates was provided to an outside vendor to research current addresses on September 16, 2008. A list with updated addresses was received on September 18, 2008.
 - The Alumni Office began communication with alumni. Mailings in 2008 – 2009 included: Sweetwater County Mill Levy support letter, holiday postcard and Distinguished Alumni nomination form with “Save the Date” magnet. The Alumni Office participated in Free Day with a display table.
 - The Alumni Office will facilitate an alumni focus group session to discuss alumni needs and possible benefits that could be offered to former students

4. Communicate with current and potential donors and alumni on giving to the College both financially and personally
 - The Development Office will facilitate an employee donor focus group to ask how the Foundation can increase visibility and employee support.
 - The Development Office mailings in 2008 – 2009 included a fall semester flyer, Evening at Western invitation, holiday cards, spring semester flyer, spring newsletter and Warhol exhibit invitation. The Development Office participated in Free Day with a display table.
 - Measured by expansion of donor database. The Development Office is committed to maintaining and expanding the donor database as updates are made and new donors added. The Development Office will work closely with the Alumni Office in using alumni as prospective donors. The alumni database will be used on a regular basis by the Development Office. The Development Office plans to expand the database each year. This list will include individual donors as well as businesses.

5. Maintain community awareness of the Foundation and how it benefits WWCC students
 - The Development Office has created a “Prospective Donor” list of businesses in the College service area. These businesses will receive newsletters from the Foundation and be visited throughout the year by College staff. The number of donors and the number and amount of donations received annually will be tracked.

Section III B: Strengths, Limitations, and Opportunities

- List strengths of the program over the past three years.
- List any factors that limit the program’s achievement of its goals.
- Identify possible areas in which the program can improve within its limits.

INSTRUCTIONAL Sample Section III B: Strengths, Limitations, and Opportunities of the Business Program

A. STRENGTHS (Major improvements in past three years):

1. Developed new business programs to provide students with “Degrees In” rather than degrees with an “Emphasis In” (Accounting, Business Administration, Economics and Marketing).
2. Developed a Business Capstone Portfolio course to assist the college with both institutional cross-curricular goals and to assess program goals.
3. Developed Accounting Internships for students with a 3.0 GPA and 9 credit hours of accounting & computer coursework.
4. Increased our Business Program online course offerings from one course to eighteen.
5. Articulated agreements with University of Wyoming, Franklin University, Upper Iowa University, and Regis University for a variety of business bachelor programs.
6. Hired new adjunct faculty in Accounting, Business Law, and Economics, to better meet the needs of our business students.
7. Developed and offered 18 Internet courses comprising a total of 29 sections offered during fall and spring semesters. This has enabled our Accounting and Business Administration programs to dovetail into bachelor degree programs through the Universities of Wyoming, Franklin, Upper Iowa and Regis.
8. Maintain a continuity of employment of full-time business faculty.
9. Developed measurable program goals with accompanying Capstone Portfolio course designed to measure goal achievement.

B. LIMITATIONS (major factors that limit the program’s achievement of its goals):

1. Budget constraints limit the potential growth in online course offerings because it requires hiring additional faculty (adjunct- minimum).
2. Locating and maintaining qualified part time faculty to assist in the diverse program course offerings also limits the potential growth in online course offerings.

C. OPPORTUNITIES TO IMPROVE:

1. Collaborate and articulate with both full-time and adjunct faculty to ensure quality and program goal attainment at the course level
2. Review current scope of faculty job descriptions and drop non-value added activities
3. Work with the Assessment office; learn about successful methods of enhancing student engagement
4. Consider potential new students
5. Consider the feasibility of attracting new audiences

SUPPORT SERVICES Sample Section III B: Strengths, Limitations, and Opportunities of Alumni and Development

Strengths of the programs

- Hard working, dedicated, loyal staff (all local alumni)
- Strong community involvement and relationships
- Large alumni population in Sweetwater County
- Solid management and history of Foundation
- Broad community representation on Foundation board
- Institutional support of programs

Limitations of the programs

- Difficulties locating “lost alumni”
- Limited budgets for activities

- The Alumni Office is housed within the office of Alumni & Retention and other job duties compete for staff time
- The Development Office has limited staff
- Competition with other local foundations (school district, library, hospital, etc.)
- Declining national and slowing local economy
- Uncertainty of “Gifts for the Future” matching funds

Opportunities

- Identify services that can be offered free of charge to alumni
- The Alumni office has enhanced funding in proposed 2009-2010 budget
- Recent professional development provided new tools to approach donors
- New College president with experience and interest in development

Section III C: Creating an Action Plan

Planning must take into account CHANGE in the College’s enrollment, audience, and economic situation. Your challenge is to anticipate the changes ahead, make some assumptions, and provide a pro-active response. Propose a Three-Year Action Plan that...

- Strengthens the Achievement of the program’s Primary Learning Goals
- Pursues opportunities to improve within limitations
- Increases or maintains enrollments (if at capacity)
- Diversifies audiences

INSTRUCTIONAL Sample Section III C: Action Plan of the Psychology Program

<i>First Year: 2007-08</i>			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Begin gathering assessment measures data of program learning goals	Assess whether or not students are achieving the program learning goals	Success will be measured by utilizing Assessment Measures of Current Students listed on page 3 of this program review	Full-time psychology program faculty
Complete a comparison of first and second years of study at recommended psychology programs outside of Wyoming	Better inform students of transfer options	Ensure the psychology transfer program is viable outside of Wyoming	Full-time psychology program faculty
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?

Update technology in room 1445 by installing a computer and projection system	Many faculty resources are on CD's which means a computer is needed in order to utilize them. Consequence of not funding means that if faculty wants to use these resources, a special request must be made to the Media Dept.	VP of Student Learning
---	--	------------------------

Second Year: 2008-09

Task or Action	Purpose	Measure of Success	Who is Responsible?
Continue gathering assessment measurement data and begin analyzing data from 2007-2008	Assess program goals	Success will be measured by utilizing Assessment Measures of Current Students listed on page 3 of this program review	Full-time psychology program faculty
Consider appropriate program changes based on data gathered and analyzed during 2007-08 year	Utilize teaching methods that emphasize the relevance of learning psychology and encourage students' application of knowledge as a science-based discipline	Students should have the ability of students to apply psychology to their personal lives	Full-time psychology program faculty
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
None			

Third Year: 2009-10

Task or Action	Purpose	Measure of Success	Who is Responsible?
Facilitate increased monitoring of Outreach/Distance Education course content and comparable standards to on-campus courses	Ensure quality and consistency of courses across the psychology program	Course content and standards will be comparable to on-campus courses	VP of Student Learning
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
Re-establish the Ethics and APA courses	Broaden the choices of psychology courses offered (as suggested by student comments obtained from our external survey) and improve students' understanding of APA formatting		VP of Student Learning and full-time psychology program faculty

SUPPORT SERVICES Sample Section III C: Action Plan of the Alumni & Development Offices

First Year: 2009-2010

Task or Action	Purpose	Measure of Success	Who is responsible?
Communicate regarding 50 th Anniversary activities	Build connection between donors, alumni, community and WWCC	Event participation, growth of databases, number of direct contacts and donations	Laurie, David & Tammy

Add 1959 – 1991 graduates and all certificate recipients to alumni database	A comprehensive alumni database	Representation of all class years and programs in alumni database	Tammy
Complete “Gifts for the Future” campaign	Maximize State of Wyoming match of \$4.5 million	Number and amount of 2009-2010 donations	Karla & David
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
Implement <i>ActiveAlumni</i> software Anticipated cost is \$250,000	Due to recent budget restraints, funding for <i>ActiveAlumni</i> may be eliminated. If this software is not purchased, the Alumni Office will maintain the current website and database		Laurie & Tammy

Second Year: 2010-2011

Task or Action	Purpose	Measure of Success	Who is responsible?
Maintain interest and support from donor groups including individuals, alumni and businesses	Ongoing contributions to Foundation	Number and amount of donations	David
Explore grant opportunities to benefit Foundation	Build Foundation corpus	Number of grant applications submitted and number and dollar amount of grants received	David
Establish alumni mentoring program	Connection between former and current students	Participation from alumni and current students	Laurie
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
Further develop Alumni Association activities and events Anticipated cost \$2500	Facilitate ongoing contact with former students. If additional funding is not obtained, then Alumni Office publications and website information will be used.		Laurie

Third Year: 2011-2012

Task or Action	Purpose	Measure of Success	Who is responsible?
Offer enhanced services to alumni including credit card services, travel discounts and opportunities, etc.	Add to Alumni Office funding from corporate sponsorships	Direct participation by alumni	Laurie
Establish Alumni Association governing board	Broaden alumni participation for College activities and development	Fully staffed and active board	Laurie
Implement Class Gifts campaign	Foster connection for current graduates with the College and encourage alumni giving	Number and amount of class donations	David and Laurie
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
Establish “Western House” where social events can be held and memorabilia displayed Anticipated cost \$100,000	Increase in alumni and donor participation merits additional space. If this project is not funded, then off-site facilities will be used for alumni and development events.		Laurie, David & Tammy

Appendices

Appendix A: Resources

In this appendix you will find the WWCC **Guiding Principles** and the **Goals for Student Success**. These documents will be useful for you as you complete your Program Review Portfolio.

Appendix B: Council Presentation Summary Form

In this appendix you will find the document used to summarize your Program Portfolio findings for presentation to the Academic Council, Student Success Services Council, or Administrative Council, as well as the Executive Council. You will schedule this presentation upon completion of your final draft of the portfolio.

Appendix C: Five-year Cycle

In this appendix you will find a visual diagram of the Program Review Process. This process includes the Review Portfolio, the three-year Follow-up documentation, and the annual Assessment Reporting process.

Appendix D: Follow-up Document

In this appendix you will find the document used for your three-year Action Plan Follow-up process. This documentation will be submitted annually to the Instructional Support Office for a period of three years following completion of your Program Review Portfolio.

Appendix D: Assessment Reporting Form

In this appendix you will find the Assessment Reporting Form used for storage of your program's on-going assessment measures. This documentation will be submitted annually to the Instructional Support Office.

Appendix A: Guiding Principles and Goals for Student Success

Guiding Principles

1

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.

2

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?

3

Employees are Our Most Important Resource

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

4

The Community is Our Partner

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

5

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.

6

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

1 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.

2 Retrieve Information

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

3 See Issues from Multiple Perspectives

- Recognize and objectively evaluate different points of view.

4 Solve Problems

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

5 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.

Appendix B: Council Reporting Summary Form

Western Wyoming Community College
Program Review Portfolio Summary

Program: _____

I. Summary of “Program’s Purpose”

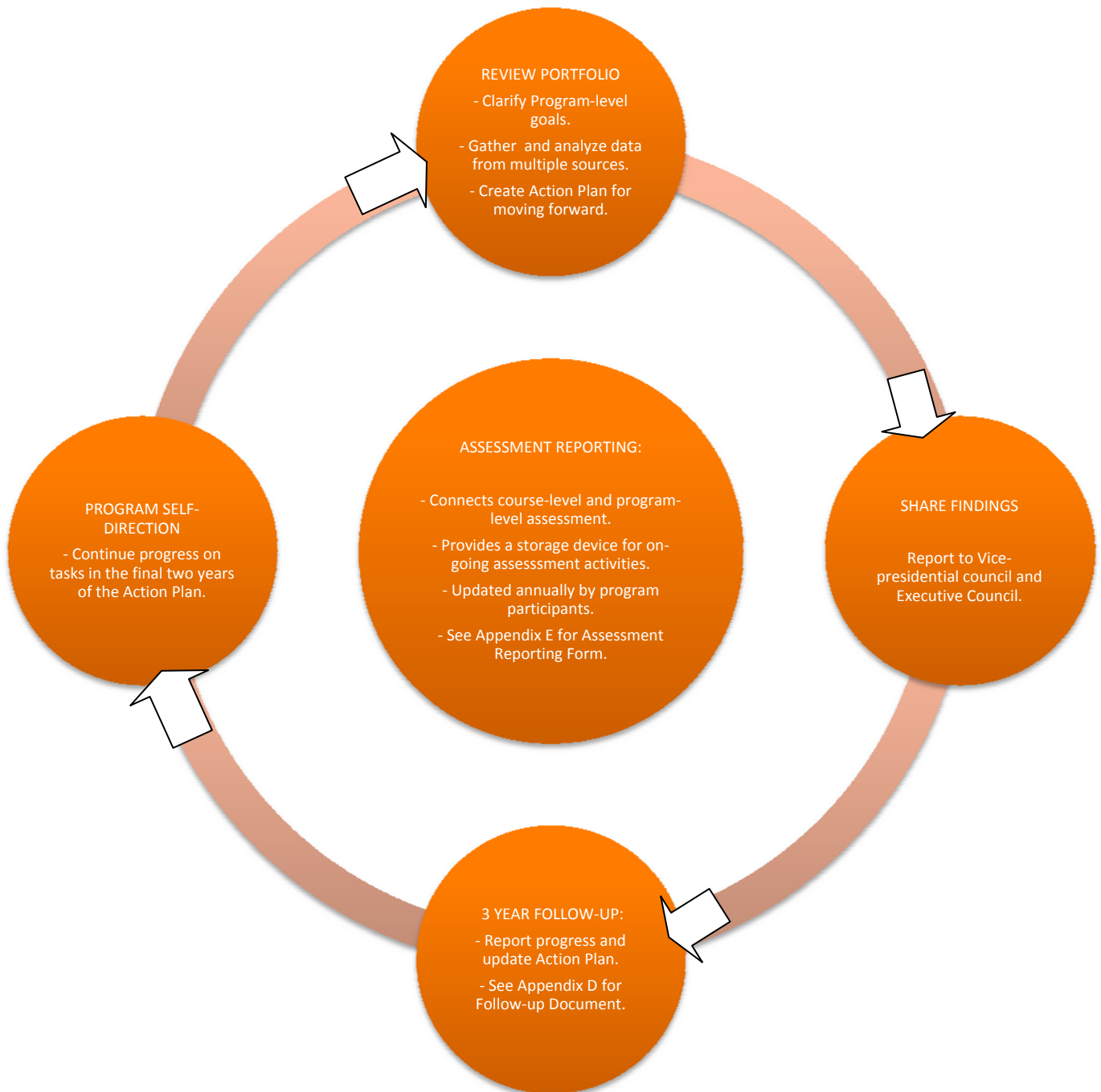
II. Summary of “Program Goals”

III. Summary of “Enrollment and Audience” or “Customers/Clients and Services Provided”

IV. Summary of “Strengths, Limitations, and Opportunities”

V. Summary of “Action Plan”

Appendix C: Reviewing Your Program—A Five-year Cycle



Appendix D: Action Plan Follow-up Documentation



Action Plan Follow-up for _____ Program

Follow-up is due each fall, reporting on action taken in the previous year and creating a plan for two years into the future.

Previous Academic Year (insert dates here)				
Task or Action	Progress made and outcome of action?	Resulting Improvements to program?	Challenges for completion of task or action item?	Changes needed to task or action item?

ACTION PLAN for the Next Two Years: Create a future-focused action plan moving forward from the activities of the past year. Add items as necessary and indicate any additional next steps for the items discussed above.

Academic Year (insert dates here)			
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 (insert dates here)			
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 E: Assessment Record



Assessment Record for

(Academic Program 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.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Submitted By: _____

(Division Chair or Program-level Assessment Officer)

Section I. Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: *Please list the Guiding Principles that are supported by your program.*

College Learning Goal(s) Supported: *Please list the Goals for Student Success that are supported by your program.*

Program-level Goals (4-7): *Please list your program-level learning goals here.*

1.

2.

3.

4.

5.

6.

7.

Section II. Assessment of Program-level Goals:

In this section, please re-state each learning goal and indicate the method(s) of assessment and Criteria for success, provide a summary of the results, and tell how your program will use this information to improve student learning. Each Goal should have no more than four and no less than one Methods of Assessment.

Goal 1: *Please re-state goal 1 here.*

I. First Method of Assessment:

- A. How will you assess goal 1?
- B. What is your Criteria for Success?
- C. Provide a summary of the results.
- D. How will your program use this information to improve student learning?

II. Second Method of Assessment:

- A. What is another way in which you will you assess goal 1?
- B. What is your Criteria for Success?
- C. Provide a summary of the results.
- D. How will your program use this information to improve student learning?

III. Third Method of Assessment:

- A. What is another way in which you will you assess goal 1?
- B. What is your Criteria for Success?
- C. Provide a summary of the results.
- D. How will your program use this information to improve student learning?

IV. Fourth Method of Assessment:

- A. What is another way in which you will you assess goal 1?
- B. What is your Criteria for Success?
- C. Provide a summary of the results.
- D. How will your program use this information to improve student learning?

Goal 2: *Please re-state goal 2 here.*

I. First Method of Assessment:

- A. How will you assess goal 2?
- B. What is your Criteria for Success?
- C. Provide a summary of the results.
- D. How will your program use this information to improve student learning?

II. Second Method of Assessment:

- A. What is another way in which you will you assess goal 2?
- B. What is your Criteria for Success?
- C. Provide a summary of the results.
- D. How will your program use this information to improve student learning?

III. Third Method of Assessment:

- A. What is another way in which you will you assess goal 2?
- B. What is your Criteria for Success?
- C. Provide a summary of the results.
- D. How will your program use this information to improve student learning?

IV. Fourth Method of Assessment:

- A. What is another way in which you will you assess goal 2?
- B. What is your Criteria for Success?
- C. Provide a summary of the results.
- D. How will your program use this information to improve student learning?

Please copy and paste the above section for goals 3, 4, and so on.