



**Casper College**  
**W.E.S.T. Program Material Review**  
**TAACCCT Grant**

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**Subject Matter Expert: Michael Deal**

**Subject Matter Expert Qualifications: M.S. Instructional Design & Technology**

**Review Scale Definitions:**

- 4:** Review component is a “best practice” and represents a model for replication.
- 3:** Review component has many positive aspects, but needs improvement in a few areas.
- 2:** Review component is lacking some fundamental aspects for student use and needs some slight modifications.
- 1:** Review component lacking significant aspects of standard and needs significant revisions.

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1. **Program/Course Objectives:** The overall design and purpose of the program and each course is made clear to the student. Course Objectives build upon knowledge and skills through the sequence of the program and align with Program Outcomes.

<i>Specific Review Standard</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Unknown</i>
1.1 The program/course outcomes are clearly stated.	X				
1.2 The course descriptions and sequence of each course are clearly stated.		X			
1.3 Prerequisites and/or any required competencies are clearly stated.		X			
1.4 Learning objectives for each course describe outcomes that are measurable.			X		
1.5 Learning objectives are appropriately designed for the level of each of the courses.	X				
1.6 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program.					X

**Comments:** The W.E.S.T. program does a thorough job of addressing student outcomes for the program through the program's brochure and fact sheets. It is clear what skills the program addresses for the students. Where the outcomes need improvement is in the measurability of said goals, in both the language provided in the syllabi, but also the way students receive feedback. On sample pulls from a few courses in the program (accessed through the Casper College website), the syllabi indicated that "personal skills" would be addressed through attendance in the course, but the syllabi gave no indication *how* attendance was calculated or how the grading policy supports attendance in the course. Without a clear set of expectations of desirable personal skills, and a measurable grading scheme, there is no way to effectively measure personal skills developed in the program.

Addressing Standard 1.6, it is unknown whether instruction, activities, and assignments are properly scaffolded throughout the individual programs. Using the sample syllabi, the "Program Outcomes" document, and the "Program Maps" document, there are suggested course groupings by semester for students, but nothing that was found indicated relation between the components.

2. **Relevancy:** Program Outcomes and Course Objectives are relevant to students, industry, and employers.

<i>Specific Review Standard</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Unknown</i>
2.1 Program Outcomes represent industry's expectation of the overarching knowledge, skills, and abilities a student should have.		X			
2.2 Program outcomes and course objectives/competencies are relevant to <b>industry and employers</b> .	X				
2.3 Instruction, activities, and assignments in individual courses are relevant and engaging to <b>students</b> .		X			

**Comments:** One of the great strengths that Casper College's WEST program exhibited was its early planning and close connections with the community. Due to Casper's geographically remote location and the fact that Casper College has no other competing higher education institutions in the city, Casper College works closely with the community businesses to ensure alignment with relevancy.

It is evident that the programs offered through the WEST program are skills needed in the community for the labor force. Utilizing some example, the GIS program recently mapped the irrigation systems for the municipal golf course. The instruction and activities associated with this project demonstrate a practical application of learned skills in a real-world setting.

Additionally, Casper College lists the community partners on the WEST marketing materials.

One area for improvement would be listing desired specific job skills for specific companies. As it is now, many of the skills desired are aggregated across industries. Some specific targeted skill sets would help further improve the outcomes and competencies employers seek.

3. **Resources and Materials:** Instructional materials being delivered achieve stated course objectives and learning outcomes (*note: only grant-funded portions of program/course materials are deliverable under CC BY licensing*).

<i>Specific Review Standard</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>N/A</i>
3.1 The instructional materials contribute to the achievement of the stated course learning objectives.	X				
3.2 The purpose of instructional materials is clearly explained.		X			
3.3 The instructional materials present a variety of perspectives and approaches on the course content.		X			
3.4 The instructional materials are appropriately designed for the level of the course.	X				

**Comments:** The WEST program's close community partnerships help instructors to understand the needs of the community. Reviewing the instructional materials and resources, it is evident that the programs use industry-specific resources that are practical tools of the trade. The textbooks utilized are reviewed on a regular basis and may not always be the most current but are the most relevant to the skills needed for graduates working in the Wyoming labor economy. This concept is not always expressed in the syllabi but shared through instructor interaction.

All materials that were reviewed were appropriate for the level of instruction provided to students in their courses.

4. **Assessment and Measurement:** Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.

<i>Specific Review Standard</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>N/A</i>
4.1 The course evaluation criteria/course grading policy is stated clearly on each syllabus.			X		
4.2 Course-level assessments measure the stated learning objectives and are consistent with course activities and resources.		X			
4.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.			X		
4.4 The assessment instruments are sequenced, varied, and appropriate to the content being assessed.		X			
<p><b>Comments:</b> The assessment component appears to be WEST's weakest overall standard. As mentioned in the section related to Standard 1, there are a number of agreed-upon skills that students should master through participation in the program, but the measurability of those goals is an area that needs improvement. It would be beneficial for the individual programs in the Casper College WEST program to develop a common course that addresses a number of the soft skills that all of the individual programs agreed to adopt. While the soft skills will be slightly different in each field, having a course that consistently educates students in the main focus areas (such as communication, interviewing, résumé-building, etc.) would be extremely beneficial to all students in the WEST program. This would help those students receive a consistent message, as well as work across industry-groups, much like the real world.</p> <p>Examining the "Program Outcomes" document, it is clear there is very different expectations on measuring the personal skills across disciplines. Since personal skills are a pillar of the program outcomes, this should be standardized as soon as possible in order reduce the different standards across programs for the same skills.</p> <p>Additionally, many of the syllabi need to include evaluation-specific criteria with clear guidelines for how grades are earned. Many of the syllabi list the evaluation criteria, but lack specific policies around those criteria.</p> <p>As far as industry-specific skills, the faculty at Casper College provide efficient assessments for students. The assessments viewed demonstrated a mix of both practical application and theoretical applications of skills that were more often focused on the practical application of learned knowledge.</p>					