

# **Assessment of Student Academic Achievement**

**Eastern West Virginia Community and Technical College**

**Approved by Learner Outcomes Team: March 30, 2020**

**Approved by Assessment Committee: March 13, 2020**

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20



**TABLE OF CONTENTS**

Introduction ..... 2  
Conceptual Framework ..... 2  
Assessment Committee Team’s Role ..... 3  
General Procedures ..... 3  
Entry Level Assessment ..... 6  
Active Enrollment Level Assessment ..... 7  
General Education Assessment ..... 9  
Post-graduation Term Assessment ..... 10  
Assessment Evaluation Plan..... 10

**Appendices**

Appendix A: Core Indicators of Achievement and Measurement Scores ..... 12  
Appendix B: Principles of Good Practice for Assessing Student Learning..... 14  
Appendix C: Course Level Assessment Report Form..... 16  
Appendix D: Course Level Assessment Report Form (Blackboard)..... 18  
Appendix E: Program Review and Assessment Guidelines/Timeline ..... 20  
Appendix F: Sample Program Outcomes Matrix ..... 24  
Appendix G: CTCS Program Review Report Format ..... 25  
Appendix H: Program Cycle Chart..... 26  
Appendix I: Post Audit Report Format ..... 32  
Appendix J: General Education Assessment Timeline..... 34  
Appendix K: Survey Instruments ..... 35  
Appendix L: Board Policy 3.15 ..... 36  
Appendix M: Board Policy 3.17 ..... 38

## **ASSESSMENT of STUDENT ACADEMIC ACHIEVEMENT**

### **Introduction**

Eastern WV Community and Technical College is student-based and dedicated to assessing learner outcomes and lifelong learning. The strength of Eastern's academic structure lies in the management of the academic organization, assessment of learner outcomes and flexibility to address learners' needs. Eastern operates with a core of academic professionals and faculty who coordinate the design, delivery, and assessment of the curriculum to assure Eastern is providing high quality, college-level learning experiences appropriate to the fields of study presented in the College Catalog.

The academic assessment plan serves as the evaluative mechanism facilitating ongoing review and oversight of the curriculum. The assessment plan has its basis in the institution's mission and values as articulated in the Strategic Plan in accordance with existing policies and procedures. The assessment process assures consistency of course and program outcomes regardless of delivery modalities.

Eastern West Virginia Community and Technical College's academic assessment initiative is a cornerstone in furthering the College's mission as a student-centered organization enhancing the opportunity for student success. To this end, the core of the plan focuses on improvement of student learning and excellence in teaching. Data is used to support institutional decision making in relation to instruction, curricula, and strategic planning. Academic assessment ensures continuous improvement of academic initiatives in meeting the college mission. The assessment initiative is an ongoing, shared and integrated process. Data alone cannot impact change or improve student learning and services. Interpretation of data, application of data analysis and shared dialog moves Eastern toward enhancing student learning and student success opportunities.

This manual has been created to assist faculty, administration, and the Assessment Committee, in conducting their assessments in accordance with Board Policies BP3.15 (Appendix L) and BP3.17 (Appendix M).

### **Conceptual Framework**

The assessment of academic achievement addresses three key questions: (1) What are we trying to do? (2) How well we are doing it? (3) How can we improve what we are doing? To answer these questions, the assessment plan incorporates the following characteristics:

- Goals and objectives derived from the College Mission, Vision and Values
- Clear and explicit learning outcomes
- Measurable objectives/outcomes and performance standards
- Routine evaluation to determine the extent to which the objectives/outcomes are met
- Systematic use of multiple assessment methods--direct and indirect, quantitative and qualitative--to gather and analyze information to determine the extent to which objectives/learning outcomes are achieved
- Timely use of data to improve academic functions such as curriculum development, strategic planning, budgeting, and academic personnel decisions and primarily to improve instructional activities that impact student learning and student success.
- Continuous and dynamic process
- Assessment activities are separate from faculty and staff evaluation
- Professional development activities to ensure responsible and effective application of assessment instruments
- Communication of data and impact on learner achievement resulting from the assessment initiative

Eastern values life-long learning, personal growth, mutual respect, and student success. The assessment initiative examines the comprehensive student experience at the College addressing student academic achievement and the long-term impact of the College experience. To assure selection of appropriate and comparable indicators, assessment

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

measures parallel those identified in The American Association of Community Colleges (AACC) publication, Community Colleges: Core Indicators of Effectiveness (Appendix A). Assessment provides the mechanism to determine Eastern's progress in furthering the institution's mission and becoming a learner focused, educational center for its community.

### **Assessment Committee Role and Responsibilities**

The Assessment Committee provides the leadership, guidance, education and support to foster assessment processes supporting improvement of student learning, academic achievement and effective teaching at Eastern. The Assessment Committee's responsibilities include evaluating assessment activities, reviewing assessment reports, recommending modifications to assessment activities and requesting/implementing special assessment initiatives as needed. The Assessment Committee responsibilities include:

- review and recommend policies and procedures designed to support the assessment of student success and learning at Eastern;
- review plans and reports from faculty and report on assessment activities to appropriate institutional departments;
- communicate results of assessment activities to appropriate institutional/state groups to facilitate use of data for improvement of student success;
- propose recommendations that improve assessment of student learning;
- evaluate the assessment plan and its implementation regarding overall effectiveness and recommend modifications
- provide support to all assessment processes.

### **Assessment Committee Membership**

Membership consists of the Assessment Coordinator/Faculty (Chair), Division Chairs, at least one full-time faculty from each Division, Dean of Teaching and Learning or designee, Dean of Student Access and Success or designee, Dean of Community Engagement and Partnerships or designee, Dean of Advancement & Innovation or designee, an Academic Services Program Coordinator.

### **Assessment Facilitator's Responsibilities:**

- facilitate assessment meetings (at least 6 times per year)
- inform college community of assessment related activities
- prepare reports or coordinate preparation of reports on assessment activities and impact at Eastern
- assist with implementation of assessment activities as necessary
  - assist division chairs, faculty, deans and staff with obtaining resources and support needed to make assessment meaningful and effective
- facilitate and provide direction for interdepartmental assessment activities
- remain current and knowledgeable regarding best practices in assessment, Higher Learning Commission (HLC) guidelines, state assessment policies and issues, and communicate such information throughout the institution
- identify training needs and recommend appropriate professional development activities
- recommend institutional policies and procedures regarding assessment practices
- serve on WV Higher Education Assessment Council state-level assessment initiatives.

### **General Procedures: Assessment of Academic Achievement**

The James O. Nichols' model (2005) was adopted for developing program assessment plans. The Nichols' model

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

effectively establishes a framework assuring alignment of program outcomes with program goals, the College mission and shared values, thus furthering the mission of the institution.

- All academic programs will have an assessment plan demonstrating the link to the college mission, shared values and strategic plan. Academic programs will address the measurement of student learning outcomes in meeting program goals. Full-time program faculty are responsible for the development of their program assessment plans. Division chairs are responsible for development of plans for programs not staffed by full-time faculty.
- Each plan will include the goals, objectives/outcomes, evaluation methods including analysis, timeline, evaluation results, and use of results and communication plan. Plans are prepared by division chairs and faculty.
- Each plan will incorporate multiple methods of assessment consisting of direct and indirect assessment measures and may include standardized, nationally normed instruments; institutionally generated instruments; focus groups; analysis of institutional data; student tracking studies; syllabus analysis and student satisfaction studies.
- Data will be incorporated in decisions regarding strategic planning and budget development.

## ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

The academic assessment plan is based in the institution’s mission and values as articulated in the Strategic Plan in accordance with existing policies and procedures. A measure of this commitment is embodied through the development and implementation of an approved academic assessment program documenting student success in achieving learning outcomes and goal attainment.

Eastern’s assessment plan consists of three levels: entry level assessment, active enrollment assessment, post-graduation assessment. These levels address student satisfaction, academic achievement, program effectiveness, and student success (See Figure 1).

The Assessment Process (Adapted “The Assessment Funnel”, Alfred, et.al.)		
Assessment Level	Measures	Area(s) Responsible
Entry Level	Entry level testing including Accuplacer testing, ACT, SAT scores per WVCCTCE Series 11	Learner Support Services
Active Enrollment Level	Course level assessment, program level assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey  Summative assessment activities for program level assessment, technical skills assessment, general education assessment, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data	Academic Services, Learner Support services, Workforce Education
Post-graduation Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services, Workforce Education

Figure 1

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating all of the aforementioned assessment levels, serves as an essential component of the assessment plan. Eastern’s assessment plan incorporates existing practices required for or recommended by the Community and Technical College System of WV (CTCS) and the WV Higher Education Policy Commission (HEPC). Program assessment parallels the CTCS and HEPC’s five-year program review cycle. Entry level assessment of basic skills for effective placement and tracking models the CTCS and HEPC policy standards and addresses questions raised by the WV Academic Advisory Council. The general education and program outcomes incorporate the essential skills as defined in the General Education Curriculum Policy (AR 3.17) and are integrated into curriculum proposals submitted to the Learners Outcomes Team.

The Higher Learning Commission (HLC) identifies six fundamental questions to guide discussions for the review of assessment in support of student learning:

Approved by LOT: 8-2-10  
 Revision Approved by LOT: 9-17-12  
 Revision Approved by LOT: 3-25-16  
 Revision Approved by LOT: 3-30-20

These questions serve as prompts guiding the review of Eastern's assessment practices and the role of assessment in affirming and improving that learning:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for student learning and for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what students are learning---and how well?

To address these criteria, Eastern has adopted AAHE's *Nine Principles of Good Practice for Assessing Student Learning* (See Appendix B) and adheres to the following guidelines for assessment of academic achievement.

### **Guiding Principles for Assessment of Student Academic Achievement:**

- assessment priorities arise from the college mission and vision statement
- assessment of student academic achievement is faculty developed and guided
- assessment is learner centered
- assessment activities include formative and summative assessment techniques
- assessment plans incorporate multiple measures to assess student success
- assessment is a process separate from faculty and staff evaluation
- assessment results are not used punitively against the students
- assessment results are used to improve student learning, instruction, curriculum and academic services
- assessment processes create an opportunity for everyone to learn
- assessment involves representation from across the college community
- assessment facilitates dialog among stakeholders
- assessment is an on-going, interactive, evolving process

### **General Guidelines: Assessment of Student Academic Achievement**

All course and program assessment will incorporate the following:

- include the appropriate division chair and faculty/content experts in development of assessment processes
- define and conduct ongoing assessment activities
- incorporate multiple measures for assessment of learning outcomes
- provide processes to inform students of their role in assessment (explain how assessment will be used and how it can be beneficial)
- apply results for improvement of student success including curriculum development, related support services and budget requests
- incorporate feedback loop to ensure application of results for improvement of students learning
- assure confidentiality/anonymity of individual students in assessment/reporting processes

## **ENTRY LEVEL ASSESSMENT**

Eastern is an open-door community and technical college committed to access and quality education for residents within its area of responsibility. As a result of the open-door policy at Eastern, the entering competencies of students vary greatly. Entering competencies of all degree seeking students are assessed using the College Board Next Generation ACCUPLACER testing program. Basic skills testing includes writing skills, reading, elementary arithmetic, and

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20



beginning algebra. In general, students test upon admission to the College. Students scoring below the defined performance standard are required to register for the appropriate support or lab course(s). Entry level assessment is an essential component in providing students with the opportunity to enter college and to succeed once having enrolled.

Exit examinations incorporated into transitional courses are used to assess the effectiveness of the placement process and to determine attainment of expected competencies and minimum performance standards. Additionally, a series of tracking studies determine effectiveness of developmental programming in attainment of learner outcomes and student goals. Students completing transitional courses are tracked for enrollment into and successful completion of first college level course(s) in the appropriate discipline(s).

## **ACTIVE ENROLLMENT LEVEL ASSESSMENT**

### **COURSE LEVEL ASSESSMENT**

Eastern is committed to assessing and improving student learning throughout the curriculum. To assure early intervention, the college has initiated a course level assessment process. Course level assessment places emphasis on course learning outcomes, clear statements of learning outcomes and opportunity for curriculum enhancement early in the assessment cycle.

Through the course level assessment, faculty will:

- Identify student learning outcomes for the assessment cycle
- Develop indicators to assess accomplishment of learning outcomes
- Use data to revise learning strategies and revise curriculum
- Share and discuss results (feedback loop) with stakeholders with the intended purpose of improving student academic achievement

Course outcomes for target courses will be assessed on a cyclical basis as identified in the Course Assessment Rotation Cycle. Each year, a minimum of four course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Embedded assessment instruments (i.e. exam questions, lab exercises, etc.) addressing the target learning outcomes serve as indicators of student attainment of outcomes. The selected indicators are incorporated across all sections of the target course during the assessment cycle. The minimum performance standard is set at 75%. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision (See Appendices C and D for course level assessment report model).

Course level assessment activities may serve the dual purpose of assuring learning at the course level, but also providing a mechanism for determining overall course effectiveness in meeting program level learning outcomes.

### **PROGRAM ASSESSMENT**

In keeping with Eastern's commitment to effective teaching and learning and continuous improvement, program assessment will incorporate data collected at each defined level including entry level through post-graduation level assessment. Eastern evaluates student learning and achievement in career-technical programs through a systematic, summative assessment process using the capstone or internship course and/or standardized exist tests as primary data sources in addition to course level assessment projects. This assessment addresses the extent to which learners achieve the program outcomes as defined in student/college materials. Indirect measures of program effectiveness also include student evaluations of designated courses in the program, graduating student survey for the program majors, alumni surveys and employer surveys (if available). The qualitative data provides a holistic perspective of the student's lived

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

experience at the College and specifically in the program. Baccalaureate transfer programs are assessed using a comparable process; however, course assessment serves as the cornerstone given that these programs do not include a capstone/internship experience. Program assessment also incorporates the CTCS program review process as defined in Series 10. Essentially, program assessment incorporates program review and standardized testing or external accreditation reviews. Program level assessment demonstrates if:

- students are learning the knowledge and skills essential to achieve defined program outcomes
- program outcomes are derived from and support the college mission, the general education philosophy and the program mission
- the curriculum is coherent and current
- instruction is effective for student academic achievement and success
- resources are adequate for effective program delivery
- academic support services are adequate and appropriate to facilitate student learning

The capstone/internship experience requires the synthesis of student learning acquired throughout the curriculum. In order to effectively accomplish the stated program outcomes as embodied in the capstone/internship experience, students must demonstrate application of those outcomes in designated work or clinical/simulated settings or course activities. The assessment process is embedded within the capstone/internship course evaluation processes so as to be unobtrusive for the students. Saturation sampling is used to permit a comprehensive analysis of data thereby reducing sampling error. Each capstone/internship experience is assessed on multiple criteria directly related to the individual courses in the program (See Appendix F: Sample Program Outcome Matrix). Each program level outcome is measured using a scoring rubric/index developed by faculty.

Standardized exit tests are identified for each AAS and CAS program. Test results will be incorporated in the program assessment process. Standardized test subscores will be incorporated in program assessment processes when available.

#### **Performance Standards:**

A minimum average score and minimum performance standard is established for each program outcome. If minimum standards are not met, the appropriate faculty/division chair review course materials to develop an intervention and improvement plan. The Program Outcome Matrix provides the ability to identify target areas for extensive review and potential modification.

- At least 75% of all capstone/internship students will attain a minimum of 75% of possible points awarded on the capstone/internship scoring rubric/index (composite score).
- At least 75% of the sample will attain the designate minimum performance standard on each program outcome as measured by the scoring rubric/index.
- At least 75% of the graduates will attain at least the national or state average on required licensing examinations (if appropriate).
- At least 75% of the graduates will meet the established performance standard on standardized exit exams and exam subscores.

The inclusion of action plans in the program level assessment reports demonstrates that assessment results will be used in the improvement of student learning and success within the program. Program assessment provides information essential for effective planning and budgeting as well as overall institutional effectiveness. Program assessment is intended to be future oriented considering needed improvements and program relevancy ensuring employer needs are met. Specifically:

- Program assessment will parallel the five-year program review cycle as identified by the Community and Technical College Systems of WV and the Higher Education Policy Commission of West Virginia. Each program level learning outcome will be assessed during the five-year review cycle.
- Occupation specific and general education core outcomes and performance standards will be identified for each

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

program that are consistent with the college mission, general education philosophy and strategic initiatives. The program outcomes will be incorporated into a program/course matrix format for clarity of program presentation and to ensure appropriate curriculum design.

- Program assessment will assess the major in its entirety at the program level vs. individual courses
- Program assessment defines program level learning outcomes and performance standards based on data acquired through advisory committee reviews, needs assessments or business and industry standards
- Program assessment will include data from direct and indirect assessment processes.
- Program assessment will incorporate results from the general education assessment process as appropriate.
- Program outcomes must be stated in measurable terms. Program assessment must use multiple measures to determine student success.
- Program assessment will include data from capstone/internship experiences where applicable.
- Program assessment will include standardized exit testing where applicable.
- Program assessment will include survey data collected by various College departments. Program Advisory Committee input will be incorporated into the review process. Data relevant to specific program accreditation and licensing exams will also be incorporated into the review process as appropriate.
- Program assessment will include a matrix that identifies the courses supporting identified program outcomes.
- Program assessment will include a matrix linking standardized test subscores to program level outcomes when subscores are available.
- The faculty/division chairs must demonstrate that assessment data are used to improve student learning and the curriculum.

The program faculty and Division Chairs, Assessment Facilitator, Dean of Teaching and Learning/Associate Dean for Workforce Education are responsible for coordinating program level assessment. The program faculty and Division Chairs/ Dean of Teaching and Learning/Associate Dean for Workforce Education will be responsible for:

- developing measurable outcomes for the academic program
- recommending methods for assessing program outcomes
- collecting assessment input from faculty, and other stakeholders including division chairs and faculty (general education or other supporting disciplines), advisory committees and accreditation review teams
- preparing an annual and five-year program assessment report to submit to Dean of Teaching and Learning and/or Dean of Community Engagement and Partnerships, Associate Dean for Learner and Academic Support Services, Assessment Committee, Learner Outcomes Team and other stakeholders
- ensuring results are used for improvement of the curriculum
- preparing and submitting proposals for curriculum revision based on assessment results
- submitting program audits and reviews to the Assessment Committee according to the 3-5 year tracking cycle.

(See Program Assessment Guidelines and Reports, Appendix E)

### **GENERAL EDUCATION ASSESSMENT**

The core of the general education assessment consists of an externally validated, standardized test of general competence. To determine if the general education core is effectively integrated throughout the curriculum, the standardized testing data will be incorporated into the program level assessment plan for all majors. Each general education outcome will be assessed on a cyclical basis to assure the general education core effectively supports student learning (See Appendix J for 5-year General Education Assessment Cycle). A matrix linking general education outcomes with specific courses ensures inclusion of all general education outcomes within a program.

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

Graduating students in all associate degree programs will complete an externally validated, standardized test of general education competency. The scores will be analyzed in comparison to national standards; scores by majors in a five-year cycle; and analysis of course content in relation to exam subject areas and scores. Curriculum mapping will be conducted by the general education faculty and the Division Chair for General Studies for effective tracking of outcomes and student learning in courses. Downward shifts in performance will serve as an indicator to begin a comprehensive curriculum review to determine reason(s) for downward trend and to identify appropriate corrective action.

- Standard: The mean score for Eastern students on the test of general education will be at or above the national average for two-year colleges or at least 75% of the tested students will score at or above the “normal range” for community college students.

General education assessment will be incorporated into the five-year program review process for each program. This will provide an annual review of general education in relation to at least one specific degree program addressing the issue of coherence and role of general education within the curriculum. The underlying issue addressed is whether general education courses effectively support the college mission and general education philosophy as well as support program learning outcomes.

Graduating students complete self-reports regarding the development of general education competencies by completing the Graduating Student Survey.

- Standard: At least 75% of the respondents will report improvement in each of the general education competencies defined in the college catalog.

The Division Chair for General Studies is responsible for coordinating the general education assessment. The general education faculty and the Division Chair for General Studies will be responsible for:

- developing measurable outcomes for each general education goal
- recommending methods for assessing general education outcomes
- collecting assessment input from faculty, and other stakeholders including Academic Services, advisory committees and accreditation review teams
- preparing an annual general education assessment report to submit to the Dean of Teaching and Learning, Associate Dean for Academic and Learner Support Services, Assessment Committee, Learner Outcomes Team and other stakeholders as appropriate
- developing and implementing processes to ensure results are used for improvement of general education core curriculum
- submitting curriculum proposals to the Learner Outcomes Team as appropriate

## **POST-GRADUATION ASSESSMENT**

Assessment of student success does not end at the graduation ceremony. Continued, effective application of learned competencies, occupational relevancy and a commitment to life-long learning are essential determinants of student success and achievement of Eastern’s mission. To this end, post-graduation assessment practices are incorporated into the institution’s academic assessment plan. Alumni and employer perceptions and graduate tracking studies comprise the core of the post-graduation assessment activities. These include Graduate Follow-up Survey, Employer Survey, and Alumni Survey. Data collected from these surveys is incorporated into the program review process.

See Appendix I for listing.

### **Assessment Process Evaluation Plan**

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

To ensure the effective operation and application of the academic assessment process, the plan and its processes will be evaluated on a routine basis as defined in the Strategic Plan. The “Fundamental Questions for Conversation on Student Learning” (HLC) will serve as the prompts for discussions regarding student learning, role of assessment and improving student academic achievement. The “fundamental questions” are:

- How are your stated student learning outcomes appropriate to your mission, programs, and degrees?
- What evidence do you have that students achieve your stated learning outcomes?
- In what ways do you analyze and use evidence of student learning?
- How do you ensure shared responsibility for assessment of student learning?
- How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- In what ways do you inform the public and other stakeholders about what students are learning---and how well?

Each program plan will be evaluated by the Assessment Committee for adherence to plan standards, ethical practices and relevance to College mission and values. Plans not meeting established expectations will be provided guidance and training to move to an effective and meaningful level of assessment practices.

## APPENDIX A

### **Core Indicators of Achievement and Measurement Sources**

Adapted from: The American Association of Community Colleges (AACC) publication, Community Colleges: Core Indicators of Effectiveness

- **Student Goal Attainment:** The proportion of students who on leaving the college report that their original goal in attending (or subsequent goal decided while enrolled) has been met.
  - Data Sources: Student Withdrawing Student Survey, Alumni Survey, Graduating Student Survey, Licensure/Certification reports
- **Persistence (Fall to Fall):** The proportion of identified entering student cohort that is still enrolled for at least one credit the following fall term and has not completed a degree or certificate, reported each year from entry to exit.
  - Data Sources: Student enrollment data, tracking studies
- **Degree Completion Rates:** The proportion of an identified entering student cohort officially enrolled in a degree program that actually completes a degree or certificate, as reported at annual intervals
  - Data Sources: Graduation Data
- **Placement Rate in the Workforce:** The proportion of an identified entering student cohort achieving a “marketable skills” (i.e. completing at least three occupational/technical courses in a particular field of training) who obtain employment in a field directly related to this skill within one year of last attendance.
  - Data Sources: Alumni Surveys, Graduate Follow-up Survey, Tracking Study of Skill Set Completers.
- **Employer Assessment of Students:** The proportion of employers in a given field indicating that their employees who received training at the college exhibit skills and job performance at rates equivalent or superior to all employees.
  - Data Sources: Employer Survey, Reports of Program Advisory Committees, Internship, Field Placements, Clinicals
- **Number and Rate Who Transfer:** The proportion of an identified entering student cohort actively enrolled in a degree program and completing at least 12 semester hours of credit who enroll within two years in a degree program at a 4-year institution.
  - Data Sources: WVCCTCE and HEPC Transfer Data, Alumni Surveys, Graduate Follow-up Survey
- **Performance After Transfer:** The proportion of college level courses completed with a “C” or better by students transferring to a 4-year institution.
  - Data Sources: Alumni Surveys, WVCCTCE and HEPC Transfer Data
- **Success in Subsequent, Related Coursework:** The proportion of an identified entering student cohort assessed as deficient in one or more basic skills who subsequently: a) successfully complete developmental coursework intended to remediate the deficiency, and b) within one year, complete with a grade of “C” or higher their first college-level courses requiring use of this skill.
  - Data Sources: Tracking Studies
- **Demonstration of Critical Literacy Skills:** The proportion of an identified entering student cohort who meet or exceed the established national average on ETS Proficiency Profile assessment.
- **Data Sources:** ETS Proficiency Profile
- **Demonstration of Citizenship Skills:** The proportion of students participating in service-learning activities.

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

- Data Sources: Capstone course assessment
- Student Group Participation in community events (SGA, PTK, Nursing Students, ATT Students)
- **Client Assessment of Program and Services:** The proportion of respondents indicating satisfaction with student skill attainment as demonstrated in job related environments.
  - Data Sources: Employer Evaluation Survey (when available), Advisory Committee Focus Groups/Surveys, Internship/Field Placement assessments

## **APPENDIX B**

### **Nine Principles of Good Practice for Assessing Student Learning** (2012, National Institute for Learning Outcomes Assessment)

- **The assessment of student learning begins with educational values.**
  - Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
- **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.**
  - Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
- **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.**
  - Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
- **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.**
  - Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
- **Assessment works best when it is ongoing not episodic.**
  - Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
- **Assessment fosters wider improvement when representatives from across the educational community are involved.**
  - Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20



standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

- **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.**
  - Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.
- **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.**
  - Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.
- **Through assessment, educators meet responsibilities to students and to the public.**
  - There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

<http://www.learningoutcomesassessment.org/PrinciplesofAssessment.html> 2012 AAHE Principles of Good Practice, Aging Nicely

**APPENDIX C**

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT  
Revised 1-11-19**

<b>Course Title and Number:</b>	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2014)</b>
<b>Report Submitted By:</b>	<b>Number of Students Assessed:</b>
<b>Date Report Submitted:</b>	<b>Number of Sections Included:</b>
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.):</b>	

<b>Course Role in the Curriculum</b>
<b>Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.</b>

<b>Previous Assessment Reports and Results</b>
<b>Date of Previous Assessment:</b>
<b>List of Outcomes Not Met: See below</b>
<b>Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".</b>

<b>Assessment Methods</b>
<b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>

<b>Course Level Assessment Summary of Outcomes, Indicators and Results</b>			
<b>Add additional rows to table if necessary</b>			
<b>Learning Outcomes (Insert learning outcomes assessed during this cycle)</b>	<b>Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)</b>	<b>Percent of Correct Responses</b>	<b>Performance Standard Met (75%)* (yes or no)</b>

Approved by LOT: 8-2-10  
 Revision Approved by LOT: 9-17-12  
 Revision Approved by LOT: 3-25-16  
 Revision Approved by LOT: 3-30-20


\* Please note if using a different minimum performance standard.

<b>Assessment Results</b>
<b>Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.</b>

<b>Conclusions</b>
<b>Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.</b>

<b>Action Plan and Date for Reassessment</b>
<b>Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.</b>
<b>Date for reassessment:</b>

<b>Assessment Committee Recommendation/Approval (To be posted by Assessment Committee Chair)</b>
<input type="checkbox"/> Approved as presented <input type="checkbox"/> Approved with recommendations for future reports (Explanation Required) <input type="checkbox"/> Resubmission Required. Reason for Resubmission:
<b>Date:</b>

**APPENDIX D**

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT (Blackboard Data)**

<b>Course Title and Number:</b>	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2014)</b>
<b>Report Submitted By</b>	<b>Number of Students Assessed:</b>
<b>Date Report Submitted:</b>	<b>Number of Sections Included:</b>
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.):</b>	

<b>Course Role in the Curriculum</b> Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.

<b>Previous Assessment Reports and Results</b> <b>Date of Previous Assessment:</b> Describe the successful elements of the previous report's action plan below.  <b>Summary of Actions Taken to Address Unmet Learning Outcomes:</b> Append additional pages if necessary. If appending, include notation in box to "See attached".

<b>Assessment Methods</b> Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.

<b>Assessment Results: Course Overview</b>
<b>Assessment Results: Detail by Goal</b>

Approved by LOT: 8-2-10  
Revision Approved by LOT: 9-17-12  
Revision Approved by LOT: 3-25-16  
Revision Approved by LOT: 3-30-20

--

\* Please note if using a different minimum performance standard.

<b>Conclusions</b>
<b>Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.</b>

<b>Action Plan and Date for Reassessment</b>
<b>Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.</b>

<b>Assessment Committee Recommendation/Approval (To be posted by Assessment Committee Chair)</b>
<input type="checkbox"/> Approved as presented <input type="checkbox"/> Approved with recommendations for future reports (Explanation Required) <input type="checkbox"/> Resubmission Required. Reason for Resubmission: <b>Date:</b>

Approved by LOT: 8-2-10  
Revision Approved by LOT: 9-17-12  
Revision Approved by LOT: 3-25-16  
Revision Approved by LOT: 3-30-20

## **APPENDIX E**

### **Program Level Assessment and Program Review Guidelines/Timeline**

1. Define the program mission/purpose
  - a. Create a mission statement or statement of purpose that flows from the institution's mission and vision or review and revise existing mission/statement of purpose
2. Translate mission/purpose into (measurable) outcomes
  - a. Identify program level outcomes
  - b. Identify performance criterion/criteria for each outcome
  - c. Create Program Outcomes Matrix
3. Determine assessment methods to be used
  - a. Select or develop the instrument(s) for measuring each outcome
  - b. Identify sources of existing data to evaluate outcomes
  - c. Select multiple measures for assessment of learning outcomes
  - d. Include direct measures (measures that discern if students have acquired the competencies required and the performance standard identified). These may include standardized tests, quantitative reasoning tests, competency tests, critical thinking tests, clinical or laboratory observations or course artifacts.
  - e. Develop scoring rubric/index for capstone/internship course
  - f. Develop matrix linking program learning outcomes with standardized exit testing subscores (when available)
  - g. Include indirect measures such as feedback from internship or field placements, students' self-reports of skill attainment, surveys, interviews, advisory committee input, focus groups, etc.
  - h. Develop plan and timeline for collecting information
  - i. Identify person/area responsible for specific assessment activities. (The division chair or designee is responsible for coordination of the process within the department.)
  - j. Data sources may include but are not limited to:
    - i. Course level assessment data
    - ii. Enrollment patterns and demographics
    - iii. Drop patterns/rate
    - iv. Withdrawing Student Survey results
    - v. Student Course Evaluations
    - vi. ACCUPLACER Data
    - vii. Graduation Rates
    - viii. Graduating Student Satisfaction Survey
    - ix. Capstone/Internship data
    - x. Standardized exit tests and subscores
    - xi. Transcript Analysis
    - xii. Syllabus analysis
    - xiii. Tracking success in target courses
    - xiv. External indicators
      1. Input from advisory committee
      2. Employer Survey
      3. Job Placement Rates
      4. Licensing/State Boards (as appropriate)

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

5. Industry Standards/Industry Examinations
  6. Alumni Survey
4. Collect data
    - a. Identify timeline for program assessment
      - i. Identify outcomes to assess during program assessment cycle (minimum of 3 program outcomes must be assessed annually)
      - ii. Data should be collected on cyclical basis in keeping with WVCCTCE Audits (3-year cycle for new programs) and Program Review (5 year review cycle for existing programs); recommendation is to collect and review data annually
    - b. Select an appropriate sample (students, subset of students, alumni, employers, documents, etc.): consider various sampling techniques; determine the number of students to be involved; identify selection methods; Note: The goal is to assess the program and not the individual students; it may not be necessary to include every student.
    - c. Administer data collection instruments (All new survey instruments must be reviewed and approved by Dean of Teaching and Learning)
      - i. Develop an informed consent form, if appropriate
    - d. Collect data from sources of existing institutional data
      - i. Request available institutional data from Dean of Teaching and Learning or designee
      - ii. Some request(s) may require work orders to process data
  5. Analyze/evaluate data
    - a. Examine data to determine emerging patterns
    - b. Determine if minimum performance standards have been met
    - c. Note indication of mediating variables
    - d. State summary of overall findings, note if data collection method was appropriate, problems with sample or methodology in general, and validity of the data
  6. Develop recommendation(s) based on assessment findings
    - a. Review program goals and outcomes in relation to mission and identify strengths and areas requiring improvements.
      - i. Does program meet expectations as assessed through general education assessment, program assessment and institutional and external assessment activities?
    - b. Identify program modifications needed (Program modifications must be submitted through the approved curriculum revision process and to the Learner Outcomes Team for approval) Note: This activity may occur during any point in the five-year review cycle
      - i. Recommendations must be submitted through institutionally defined processes prior to implementation
    - c. Recommendations must be data driven, include description of proposed intervention or change, cost to institution and other departments impacted
    - d. Determine overall effectiveness of program assessment plan
      - i. Determine if modifications are required in the program assessment plan
  7. Communication of quality initiative activities (Assuring the feedback loop)
    - a. Prepare program review (5 years)/program audit (3 years) for submission (report will include assessment related data)
      - i. Program Review/Audit Cycle available on internal assessment web link
    - b. Complete first draft of report must be submitted to the Associate Dean of Academic and Learner Support Services by November of fifth year for review and comment or third year is program audit; report will be forwarded to the Assessment Committee for review/approval and to LOT upon approval of Assessment Committee.
    - c. Complete report must be available for President's review by January for additional review and comment and final submission to the Board of Governors (BOG)
      - i. Upon BOG review, the report will be submitted to the Community and Technical College System of WV

- d. Determine how results will be shared with students

Note: to assure student confidentiality/anonymity, data will be reported in aggregate format. No personally identifying information will be included on individual students.



## **Timeline For Five Year Program Review and Assessment**

Note: This timeline may be modified as deemed appropriate by the Division Chair/Associate Dean for Workforce Education and Dean for Teaching and Learning/Dean of Community Engagement and Partnerships.

### **First Year (Initiation/Review)**

- Review previous five year program review or three year program audit, if available, for identification of outcomes, strengths and outcomes identified for improvement
- Review program outcomes in relation to college mission and program goals; revise as appropriate
- Develop/revise program matrix linking courses with specific learning outcomes (Matrix must include general education outcomes.)
- Identify outcomes to be reviewed in annual assessment cycle
- Review identified course outcomes for all courses in program (include technical and general education courses)
- Complete annual program level assessment and report

### **Second, Third and Fourth Years (Assessment)**

- Division Chairs meet with appropriate faculty to review technical and general education courses and assessment data.
  - Course level assessment data
  - Enrollment Patterns\*
  - Drop patterns/rate\*
  - Withdrawing student survey results\*
  - Student Course Evaluations\*
  - ACCUPLACER Data\*
  - Graduation Rates\*
  - Graduating Student Satisfaction Survey\*
  - Capstone/Internship data
  - Transcript Analysis
  - Syllabus analysis
  - Standardized Exit Tests and Subscores
  - Annual program outcomes assessment
- Assess program outcomes in relation to external indicators
  - Input from advisory committee\*
  - Employer Survey\*
  - Job Placement Rates\*
  - Licensing/State Boards (as appropriate)\*
  - Industry Standards/Industry Examinations
  - Alumni Satisfaction Survey\*
- Complete annual program level assessments and reports

### **Fifth Year (Planning/Revision/Reporting)**

- Review program goals and outcomes in relation to mission and identify strengths and areas requiring improvements.
  - Determine if the program meets expectations as assessed through general education assessment, program assessment and institutional and external assessment activities.

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

- Identify and implement program changes (Program changes must be submitted through the approved curriculum revision process and to the Learner Outcomes Team for approval) Note: This activity may occur at any point in the five-year review cycle.
- Complete any additional assessment activities resulting from previous year review.
- Prepare five-year program review for submission (report must include assessment related data)
- Complete first draft must be submitted to the Dean for Academic and Student Services, Associate Dean of Academic and Learner Support Services and Learner Outcomes Team by November of fifth year for review and comment.
- Completed report must be available for review by the President by December for additional review and comment.

\*Data from these surveys are available on an annual basis and are to be incorporated for the five years identified in the review cycle.

\*\* Timeline will be modified appropriately for the three-year program audit required of all new career technical programs.

**APPENDIX F**

**Sample Program Outcomes Matrix**

BET AAS		Courses In Program (Landmark in Blue)												
		Fall Year 1						Spring Year 1						
		BIO 101	BIO 101L	CIS 114	ENL 101	MTH 121+	BET 100	BIO 102	BIO 102L	GSC 110	GSC 110L	BET 150	BET 160	SPH 101
<b>Program Outcomes (General Education in green)</b>														
CRT	Demonstrate the ability to think critically by observing critically, reading critically, planning, reflecting, analyzing, evaluating and synthesizing by using multiple modalities of inquiry to collect information including organizing, evaluating, analyzing, and interpreting findings.	X	X	X	X	X	X	X	X	X	X	X	X	X
COMM	Communicate with precision, clarity, fluency, accuracy, and coherence through their reading, writing, and verbal communications.	X	?		X			X	?	X	?			X
MATH	Demonstrate their abilities to think mathematically by applying mathematical concepts in problem-solving including estimation, computation, analysis, assimilation, application, transference and modeling strategies as appropriate workforce skills and lifelong learning.	X	?			X		X	?	X	?			
WF/CT	Demonstrate workforce and citizenship skills needed for professional ethical reasoning, diversity awareness, civic engagement, and steadfast participation in lifelong learning activities.	X					X	X		X				
1	Follow standard procedures for conducting biological and environmental sampling projects while focused on quality control and assurance.												X	X
2	Use biologic knowledge and identification skills to aid in the use of practical and ethical biological surveys.	X						X					X	
3	Collect representative samples and perform routine tests using current and relevant tools.									X			X	X
4	Complete assigned tasks in adherence to occupational health and safety standards and applicable legislative requirements.													

Approved by LOT: 8-2-10  
 Revision Approved by LOT: 9-17-12  
 Revision Approved by LOT: 3-25-16  
 Revision Approved by LOT: 3-30-20

## APPENDIX G

### CTCS Program Review Format

In order to standardize the reporting of annual program review results to the Council, institutions are requested to follow a common format. The format elements are:

- Name and degree level of program;
- Synopses of significant findings, including findings of external reviewer(s);
  - Describe and analyze (Adapted from Townson University):
    - evidence that students are achieving each program learning outcome including results of annual program level assessment activities
    - the curriculum's effectiveness in helping students achieve the program learning outcomes
    - the effectiveness of instructional methods and support in helping students achieve the program learning outcomes
    - the technological skills that students develop in the program
    - the program's effectiveness in meeting the needs of a diverse student population and preparing students to function in a diverse society
    - unique components of program in meeting needs of Eastern's district
- Plans for program improvement, including timeline;
- Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished;
- Five year trend data on graduates and majors enrolled;
- Summary of assessment model and how results are used for program improvement;
- Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees); and
- Final recommendations approved by governing board.

The results of the program reviews conducted each year should be submitted to the CTCS by May 31. Request to submit reports at a later date should be filed with the Academic Affairs office.

Please visit <https://www.wvctcs.org/assets/cms-images/rules-policies/135-10.pdf> to review the WVCTCS policy on program review.

## APPENDIX H

### Program Cycle Chart

Dept	SUBJ	Course #	Course Title	Assessment Period
BUS	ACC	120	Principles of Accounting I	FO
BUS	ACC	121	Principles of Accounting II	SE
BUS	ACC	230	Income Tax Accounting	FO
BUS	ACC	235	Managerial Accounting	SE
BUS	ACC	240	Computerized Accounting	SO
BUS	ACC	250	Intermediate Accounting I	FO
BUS	ACC	251	Intermediate Accounting II	SO
BUS	ACC	199/299	Income Tax Accounting II	SO
HEAL / NU	AH	115	Drug Dosage Calculation	FO
HEAL / NU	AH	210	Nutrition	FE
HEAL / NU	AH	241	Pharmacology for Allied Health	FO
HEAL / NU	AHS	108	Medical Terminology	SE
GEN ED	ART	100	Art Appreciation	FO
	ART	250	Appalachian Art	SO
AUTO	ATT	100	Intro to Auto Tech	SE
AUTO	ATT	103	Engine Repair	FE
AUTO	ATT	105	Braking Systems	FO
AUTO	ATT	107	Suspension and Steering	FO
AUTO	ATT	124	Auto Electricity/Electron I	SE
AUTO	ATT	126	Engine Performance I	FO
AUTO	ATT	128	Auto Heat & Air Cond	SO
AUTO	ATT	205	Auto Electric/Electronics II	SE
AUTO	ATT	207	Engine Performance II	FO
AUTO	ATT	224	Manual Drive Train& Axles	SE
AUTO	ATT	226	Auto Transmissions/Transaxles	SO
AUTO	ATT	276	Auto Tech Capstone	SE
BET	BET	160	Intro to Geographic Info & Data Collection	FE
BET	BET	200	Field Biology I	FE
BET	BET	210	Field Biology	SO
BET	BET	240	Soil and Water Conservation	FO
BET	BET	270	Freshwater Fisheries	FO
BET	BET	276	BET Capstone	SO
BET	BET	100	BET Seminar	FO
BET	BET	150	Herbacious Plants Identification	SE
BET	BET	230	Air and Water Quality	SE

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

BET	BET	250	Environmental Law	SE
GEN ED	BIO	101	General Biology I Lecture	FO
GEN ED	BIO	102	General Biology II Lecture	SE
GEN ED	BIO	124	Human Anatomy&Phys. I Lecture	FO
GEN ED	BIO	125	Human Anatomy&Phys. II Lecture	SO
GEN ED	BIO	127	Microbiology for Allied Health	
GEN ED	BIO	101L	General Biology I Lab	FO
GEN ED	BIO	102L	General Biology II Lab	SE
GEN ED	BIO	124L	Human Anatomy&Phys. I Lab	FO
GEN ED	BIO	125L	Human Anatomy&Phys. II Lab	SO
BUS	BOS	101	Introduction to Keyboarding	SO
BUS	BOS	103	Keyboarding	FO
BUS	BOS	126	Microsoft Applications	
BUS	BOS	130	Records Management	SE
BUS	BOS	134	Admin Machine Transcription	SE
BUS	BOS	141	Medical Diagnostic Coding	FE
BUS	BOS	142	Medical Admin Procedures	SE
BUS	BOS	143	Medical Billing and Coding	
BUS	BOS	144	Medical Procedural Coding	FE
BUS	BOS	251	Office Proc. & Tech. I	FE
BUS	BOS	278	Business Oper. Support Intern	FO
BUS	BUS	101	Introduction to Business	FE
BUS	BUS	110	Introduction to Hospitality	FE
BUS	BUS	203	Communications in Business	SE
BUS	BUS	204	Fundamentals of E-Commerce	FO
BUS	BUS	206	Business Law	SE
BUS	BUS	208	Organizational Behavior	SE
BUS	BUS	210	Entrepreneurship	SO
BUS	BUS	215	Introduction to International Business	
BUS	BUS	232	Agribusiness Entrepreneurship	FO
BUS	BUS	276	Business Mngmt. Capstone	SO
BUS	BUS	278	Business Mngmt. Internship	SE
BUS	BUS	230	Introduction to Agribusiness	FO
BUS	BUS	231	Agribusiness Marketing	SO
BET	CHM	100	Chemistry for Elementary Education	
BET	CHM	200	Environmental Chemistry	FE
	CHM	213	Principles of Chemistry I Lecture	
	CHM	214	Principles of Chemistry II Lecture	
	CHM	213L	Principles of Chemistry I Lab	
	CHM	214L	Principles of Chemistry II Lab	
BUS	CIS	108	Computer Fundamentals	FO
CHILD / ELE	CIS	109	Educational Technology	FE
BUS	CIS	111	Intro Electronic Presentations	FO
BUS	CIS	114	Intro to Computer Apps&Concept	FO

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

BUS	CIS	117	Word Processing Software	FO
BUS	CIS	119	Spreadsheet Software	SE
BUS	CIS	121	Database Mngmnt Software	SE
BUS	CIS	122	Intro to Information Systems	FE
BUS	CIS	133	Introduction to Web Design	SO
BUS	CIS	154	Management Info Systems	FE
ELECTIVE	COM	100	Braille	FE
BUS	ECN	201	Principles of Macroeconomics	SE
BUS	ECN	202	Principles of Microeconomics	SE
CHILD / ELE	EDE	100	Intro to Teacher Education	SE
CHILD / ELE	EDE	150	Seminar in Education	SE
CHILD / ELE	EDE	200	Foundations of American Education	SE
CHILD / ELE	EDE	205	Intro to the Exceptional Child	SO
CHILD / ELE	EDF	115	Early Childhood,Health Safety	FO
CHILD / ELE	EDF	170	Classroom Management	FE
CHILD / ELE	EDF	180	Written Communications for Paraprofessionals	
CHILD / ELE	EDF	181	Residential Care Specialist I	FO
CHILD / ELE	EDF	182	Residential Care Specialist II	SE
CHILD / ELE	EDF	183	Residential Care Specialist III	FE
CHILD / ELE	EDF	203	Children's Literature	FE
CHILD / ELE	EDF	210	Infants & Toddlers Seminar	SE
CHILD / ELE	EDF	211	Early Childhood Seminar	SE
CHILD / ELE	EDF	212	Prin. & Theories Early Childho	FO
CHILD / ELE	EDF	217	Human Development & Learning	SE
CHILD / ELE	EDF	221	Admin. Early Childhood Edu	SE
CHILD / ELE	EDF	224	Methods & Materials Early Chil	FO
CHILD / ELE	EDF	276	Early Childhood Capstone	SE
CHILD / ELE	EDF	284	Residential Care Specialist IV	
CHILD / ELE	EDF	285	Residential Care Specialist V Capstone	
WIND	ELM	100	Occupational Safety and Health	
WIND	ELM	120	Fundamentals of Fluid Power	FE
WIND	ELM	121	Fundamentals of Hydraulics and Pneumatics	
WIND	ELM	210	Introduction to PLC's	SE
WIND	ELM	217	Industrial Maintenance	SO
WIND	ELM	218	Maintenance Applications	FE
WIND	ELM	276	Electromechanical Capstone	SE
	EMS	100	First Responder	
GEN ED	ENL	100	Transitional Composition	SE
GEN ED	ENL	101	English Composition I	FO
GEN ED	ENL	102	English Composition II	SE
GEN ED	ENL	115	Technical Communications	SE
GEN ED	ENL	140	Film Studies	SO
GEN ED	ENL	161	Intro to Literature	FO
GEN ED	ENL	200	English Literature Before 1800	FE

Approved by LOT: 8-2-10  
Revision Approved by LOT: 9-17-12  
Revision Approved by LOT: 3-25-16  
Revision Approved by LOT: 3-30-20

GEN ED	ENL	201	American Literature Before 1865	FE
GEN ED	ENL	202	English Literature Since 1800	SE
GEN ED	ENL	204	American Literature Since 1865	FO
GEN ED	ENL	220	The Graphic Novel	FO
GEN ED	ENL	295	ST: Creative Writing	FE
BUS	FIN	225	Principles of Real Estate I	
BUS	FIN	226	Principles of Real Estate II	
BUS	FIN	231	Business Finance	SO
BUS	FIN	232	Personal Finance	FO
GEN ED	GEO	220	World Regional Geography I	FE
GEN ED	GSC	101	Physical Science for Educators Lecture	SE
GEN ED	GSC	109	Gen. Phys. Science I Lecture	FE
GEN ED	GSC	110	Gen. Phys. Science II Lecture	SO
GEN ED	GSC	120	Concepts in Environmental Science	FO
GEN ED	GSC	101L	Physical Science for Educators Lab	SE
GEN ED	GSC	109L	Gen. Phys. Science I Lab	FE
GEN ED	GSC	110L	Gen. Phys. Science II Lab	SO
GEN ED	HIT	104	Western Civilization I	FE
GEN ED	HIT	105	Western Civilization II	SO
GEN ED	HIT	240	American History I: 1492-1877	FE
GEN ED	HIT	241	American History II Since 1877~	SO
GEN ED	HIT	250	American Civil War History	SO
GEN ED	HIT	260	WV History & Appalachian Culture	SO
GEN ED	HIT	265	History of Women in America	
GEN ED	HIT	199	ST: Civil War History	FE
ELECTIVE	HPE	200	Cardio-pulmonary Resuscitation	
ELECTIVE	HPE	222	First Aid	FO
ELECTIVE	HPE	230	Human Health & Wellness	FE
GEN ED	HUM	100	Survey of Humanities	SO
GEN ED	HUM	210	Intro to Women's Studies in Ar	FE
BUS	IT	134	Networking Fundamentals	SE
BUS	IT	180	PC Repair & Troubleshooting	SO
BUS	IT	181	Operating Systems	FE
BUS	IT	192	Intro to Programming in Visual Basic	
BUS	IT	194	Intro. to Programming Java	SE
BUS	IT	198	Intro. to C# Programming	
BUS	IT	220	Windows Server Administration Fundamentals	
BUS	IT	228	System Analysis and Design	FE
BUS	IT	229	Introduction to Digital Forensics	
BUS	IT	233	Intro to Web Programming	FO
BUS	IT	234	Database Administration	SE
BUS	IT	269	Project Management	FO
BUS	IT	275	Security Fundamentals	SE
BUS	IT	276	IT Capstone	SE

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20



BUS	IT	278	IT Internship	SO
BUS	IT	299	ST:Intro to Programming in C#	SE
BUS	MGT	250	Principles of Management	SE
BUS	MGT	251	Human Resource Management	FO
BUS	MGT	262	Small Business Management	
BUS	MKT	260	Principles of Marketing	FE
GEN ED	MTH	102	Math for Elementary Teachers	FO
GEN ED	MTH	115	Business Math	FE
GEN ED	MTH	117	Math for Technicians	SO
GEN ED	MTH	121	College Math for Gen. Ed.	SO
GEN ED	MTH	135	College Algebra	SO
GEN ED	MTH	136	Trigonometry	SE
GEN ED	MTH	200	Geometry and Measurement	SE
GEN ED	MTH	225	Intro to Statistics	FO
GEN ED	MTH	230	Calculus I	FE
GEN ED	MTH	231	Calculus II	
GEN ED	MTH	102S	Math for Elementary Teachers Support	FO
GEN ED	MTH	115L	Business Math Lab	FE
GEN ED	MTH	117L	Math for Technicians Lab	SO
GEN ED	MTH	121S	College Math for Gen. Ed.Support	SO
GEN ED	MTH	135/S	College Algebra Support	SO
CHILD / ELE	MUS	103	Preschool Music Mmnt & Art	FE
GEN ED	MUS	170	Music Appreciation	FE
CHILD / ELE	MUS	226	Classroom Music Education	SE
HEAL / NU	NU	132	Drug and Dosage Calculations I	FE
HEAL / NU	NU	133	Hlth Assmnt and Diagnostics I	FE
HEAL / NU	NU	134	Intro to Nursing Concepts	FE
HEAL / NU	NU	142	Drug & Dosage Calculations II	SO
HEAL / NU	NU	143	Hlth Assmnt & Diagnostics II	SO
HEAL / NU	NU	144	NSG Concepts Hlth & Illness I	SO
HEAL / NU	NU	234	Nsg Concepts Hlth & Illness II	FO
HEAL / NU	NU	244	Synthesis of Nursing Concepts	SE
HEAL / NU	NU	245	Prof Nsg & Hlth Sys Concepts	SE
HEAL / NU	NU	255	Pharmacology for Nursing	FO
ORT	ORT	100	College Success	FO
ORT	ORT	101	College 101	FO
ORT	ORT	103	College Success Transition	FE
ORT	ORT	200	Portfolio Development: Prior Learning Assessment	
GEN ED	PHL	200	Introducation to Philosophy	SE
GEN ED	PHL	260	World Problems	FO
GEN ED	PHL	290	Biomedical Ethics	FO
GEN ED	PHL	299	ST: World Problems	FE
GEN ED	PHS	115	Applied Physics	FO
GEN ED	POL	201	American Govt. & Politics	SE

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

GEN ED	POL	202	State & Local Government	FO
GEN ED	PSY	200	General Psychology	SO
GEN ED	PSY	205	Marriage and Family Relations	FE
GEN ED	PSY	209	Psychology of Human Relations	SE
CHILD / ELE	PSY	212	Children & Families	SO
CHILD / ELE	PSY	213	Guiding the Behavior of Childr	SE
GEN ED	PSY	214	Life Span Dev. Psychology	FE
CHILD / ELE	PSY	219	The Exceptional Child	FE
GEN ED	PSY	224	Death & Dying	SO
GEN ED	PSY	226	Abnormal Psychology	SO
GEN ED	PSY	228	Psychology of Personality	SE
GEN ED	PSY	230	Drugs and Behavior	FO
GEN ED	PSY	299	Drugs and Human Behavior	FO
GEN ED	REL	105	Understanding New Testament	FE
GEN ED	REL	130	Intro to Comparative Religion	SO
GEN ED	REL	140	Intro to Eastern Religions	FE
GEN ED	REL	199	ST:Intro to Eastern Religions	SE
GEN ED	SOC	203	Intro to Sociology	FO
GEN ED	SOC	207	Social Problems	SO
GEN ED	SOC	220	Introduction to Cultural Anthropology	
GEN ED	SOC	230	Appalachia: Sociological View	FO
GEN ED	SOC	299	ST:View of Appalachian Culture	SE
GEN ED	SPH	101	Speech Fundamentals	SE
GEN ED	SSC	147	Understanding Human Diversity	FO
	SSC	210	Ethics and the Environment	SO
BET	SSC	210	Ethics and the Environment	SO
WIND	WTT	101	Intro to Maintenance Tech	FE
WIND	WTT	110	Wind Safety & OSHA	FE
WIND	WTT	120	DC/AC Circuits	FE
WIND	WTT	150	Industrial Motor Controls	SE
WIND	WTT	160	Power Generation &Transmission	SO
WIND	WTT	178	Wind Technician Internship I	
WIND	WTT	210	Wind Turbine Mechanical System	FE
WIND	WTT	230	Supervisory Cntrl&Data Acquis.	SO
WIND	WTT	260	Wind Turbine Trouble.&Repair	SO
WIND	WTT	278	Wind Technician Internship II	FE

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

## APPENDIX I

### **Post-Audit Review For Occupational Programs Implemented Under the Provisions of Series 37 West Virginia Council for Community and Technical College Education**

Institution: \_\_\_\_\_

Program (Degree and Title): \_\_\_\_\_

#### I. Introduction

Provide a narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, etc. Please limit to one page. It is appropriate to use the catalog description.

#### II. Goals and Objectives

Identify the goals and objectives of the program. Document the need that the program was implemented to meet.

#### III. Assessment

- A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.
- B. Provide information on the following elements:
  - Educational goals of the program
  - Measures of evaluating success in achieving goals
  - Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data
- C. Provide information on how assessment data is used to improve program quality. Include specific examples.

#### IV. Curriculum

- A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.
- B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as Appendix I.
- C. Submit a listing of the course delivery modes.

#### V. Faculty

Submit information on the total number of full-time and part-time faculty utilized per year to deliver the program. Use Appendix II forms. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

#### VI. Enrollment and Graduates

- A. Submit data indicating the headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence. Label as Appendix III.
- B. Provide information on graduates in terms of places of employment, starting salary ranges, and number employed in the field of specialization. Include evidence and results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and the number of respondents.
- C. Present information on the success of graduates in achieving acceptance into baccalaureate programs.

**NOTE:** Do not identify students or graduates by name.

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

VII. Financial

- A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.
- B. Identify projection of future resource requirements and source of funding.

VIII. Advisory Committee

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

IX. Accreditation

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

11/20/03

**APPENDIX II  
Faculty Data**

*(No more than TWO pages per faculty member)*

Name \_\_\_\_\_ Rank \_\_\_\_\_

Check one:

Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned \_\_\_\_\_ Date Degree Received \_\_\_\_\_

Conferred by \_\_\_\_\_

Area of Specialization \_\_\_\_\_

Professional registration/licensure \_\_\_\_\_ Yrs of employment at present institution \_\_\_\_\_

Yrs of employment in higher education \_\_\_\_\_ Yrs of related experience outside higher education \_\_\_\_\_

Non-teaching experience \_\_\_\_\_

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

**Year/Semester**

**Course Number & Title**

**Enrollment**

Approved by LOT: 8-2-10  
 Revision Approved by LOT: 9-17-12  
 Revision Approved by LOT: 3-25-16  
 Revision Approved by LOT: 3-30-20

(b) If degree is not in area of current assignment, explain.

## **APPENDIX J**

### **General Education: Five Year Review/Assessment Cycle**

Note: These are guidelines and may be modified as deemed appropriate by the Division Chair for General Studies and faculty.

#### **First Year (Initiation/Review)**

- Review general education philosophy and goals. Review outcomes in relation to college mission and general education philosophy.
- Develop measurable outcomes.
- Develop/revise general education course matrix identifying the courses supporting specific outcomes.
- Determine annual assessment cycle for all general education outcomes. At a minimum each outcome must be assessed on a three year cycle.
- Identify strengths, and areas for improvement.

#### **Second, Third and Fourth Years (Assessment)**

- Conduct annual assessment activities including standardized tests, embedded assessment and learning across the curriculum. Review data obtained from annual standardized assessment instruments.
- Develop data collection instruments as needed. Administer assessment instruments and analyze results.
- Share general education assessment data with career technical program faculty and other stakeholders to determine effectiveness of general education core in support of program outcomes.
- Complete any additional assessment activities resulting from previous year review.

#### **Fifth Year (Planning/Revision/Reporting)**

- Review general education philosophy in relation to mission and identify strengths and areas requiring improvements.
- Determine if general education core meets expectations as determined through assessment activities.
- Identify and implement general education core changes (proposals must be submitted to the Learners Outcomes Team). Note: This activity may occur at any time during the 5 year cycle as needed.
- Prepare five year general education program review (report will include annual assessment data, standardized test results, longitudinal studies and other assessment related data).
- Completed first draft must be received by Learners Outcomes Team, Dean for Academic Services and Associate Dean by November of fifth year for review and comment.
- Completed report must be available for review by the President by December for additional review and comment.

Approved by LOT: 8-2-10

Revision Approved by LOT: 9-17-12

Revision Approved by LOT: 3-25-16

Revision Approved by LOT: 3-30-20

## **APPENDIX K**

### **Survey Instruments:**

- **Student Course Evaluation Survey\* via Blackboard (college generated questions)**
- **Graduating Student Survey** <http://www.instant.ly/preview/axXkA#p/186a0>
- **Alumni Survey** <http://www.instant.ly/preview/GSrAV#p/186a0>
- **Alumni Phone Follow-up Survey** <http://www.instant.ly/preview/3wD4H#p/186a0>
- **Withdrawing Student Survey**
- **Tutoring Services Satisfaction Survey** <http://www.instant.ly/preview/C4GFb#p/186a0>

**APPENDIX L**

Approved by LOT: 8-2-10  
Revision Approved by LOT: 9-17-12  
Revision Approved by LOT: 3-25-16  
Revision Approved by LOT: 3-30-20

**EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
POLICY NO. BP-3.15**

**TITLE: ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT**

**SECTION 1. GENERAL**

- 1.1 Scope - This policy states the College's position in regard to the assessment of student academic achievement and student success in academic and learner support programs.
- 1.2 Authority - Higher Education Policy Commission:  
Series 1, Performance Indicators  
Series 10, Policy Regarding Program Review  
Series 11, Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs Standards and Measures for Perkins III Core Indicators  
Higher Learning Commission of the North Central Association of Colleges and Schools
- 1.3 Effective date – February 1, 2004; Reviewed April 19, 2017

**SECTION 2. STATEMENT**

The Eastern West Virginia Community & Technical College Board of Governors is committed to the assessment of student learning, the quality of the learning environment and academic support services that enhance student learning. All students, instructional personnel and staff are required to participate in the institutional academic assessment initiative. The keystone of the initiative is the development and implementation of a comprehensive Institutional Academic Assessment Plan. Assessment data will be used to determine curricular strengths and deficiencies and to support institutional decision making in relation to instructional programs, learner support services and strategic planning.

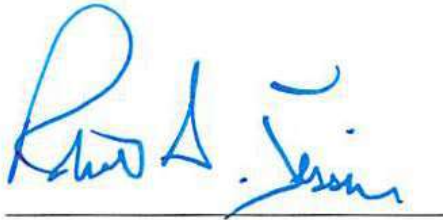
pproved by LOT: 05-22-17  
pproved by Cabinet: 05-23-17  
pproved by Board of Governors: 06-21-17

Approved by LOT: 8-2-10  
Revision Approved by LOT: 9-17-12  
Revision Approved by LOT: 3-25-16  
Revision Approved by LOT: 3-30-20



**SECTION 3. DELEGATION OF AUTHORITY**

The President shall report to the Board, on an annual basis, results from all institutional assessment activities. Furthermore, the President shall use these results to review, on an annual basis, the Institutional Academic Assessment Plan and report to the Board changes that improve operational effectiveness and facilitate ongoing assessment activities.

  
\_\_\_\_\_  
BOARD OF GOVERNORS, CHAIR

7/6/17  
\_\_\_\_\_  
DATE

## **APPENDIX M**

# **EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE BOARD OF GOVERNORS POLICY NO. BP – 3.17**

## **TITLE: ACADEMIC PROGRAM REVIEW**

### **SECTION 1: GENERAL**

- 1.1 Scope: This policy delineates the responsibilities of the College regarding the continuous, cyclical evaluation of academic programs in order to assure that all Eastern academic programs (degree and certificate) are of the highest possible quality. All programs will engage in a formal review process designed to assess and enhance program effectiveness. The review will address the viability, adequacy, necessity, compatibility with district workforce and educational needs as well as consistency with the mission of the college and strategic plan. All programs will be reviewed through the five year review process congruent with components identified in Series 11 and processes outlined in Eastern's Academic Assessment Plan.
- 1.2 Authority: W. Va. Code 18B-1-6, 18B-2A-4; Series 10, Policy Regarding Program Review; Series 11, Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs; and BP 3.3, Submission of Proposals for New Academic Programs.
- 1.3 Effective Date: June 22, 2005
- 1.4 Repeal of Former Rule: Revises and replaces Series 11 of Title 131 dated October 20, 1993.

### **SECTION 2: DEFINITIONS**

- 2.1 Adequacy: The College shall assess the quality of the program. A valuable (but not sole) criterion for determining the program's adequacy is accreditation by a specialized accrediting or approving agency recognized by the Federal Government or the Council for Higher Education Accreditation. The institution shall evaluate the preparation and performance of faculty and students, and the adequacy of facilities.
- 2.2 Consistency with Mission.: The program shall be a component of, and appropriately contribute to, the fulfillment of the institutional and system missions. The review should indicate the centrality of the program to the institution, explain how the program complements other programs offered, and state how the program complements other programs offered, and state how the program draws upon or supports other programs. Both institutional aspects of the program should be addressed. The effects (positive and negative) that discontinuance of the program might have upon the institution should be stated.
- 2.3 Necessity.: The dimensions of necessity include whether the program is necessary for the College's service region and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need and rate of placement of the

program's graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions shall also be addressed.

2.4 Viability.: Tested by an analysis of unit cost factors, sustaining a critical mass and relative productivity. Based on past trends in enrollment, patterns of graduates and the best predictive data available, the College shall assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program.

2.5 Program.: A curriculum or course of study in a discipline that leads to a certificate or degree.

2.6 Special Program Review.: The West Virginia Council for Community & Technical College Education or the Board of Governors may request at any time that special program reviews be conducted for a given purpose. Formal strategies for conducting such reviews will be developed, consistent with the purpose of the review.

### **SECTION 3: RATIONALE**

The Academic Program Review Policy requires the implementation of a cyclical evaluation to ensure continuous improvement of academic programming for achieving the mission of the College as a student-centered institution enhancing opportunities for student success.

Eastern, in keeping with its mission and values, has the responsibility to assess student learning, the quality of the learning environment and academic support services that enhance student learning in addition to meeting evaluation requirements set forth in Series 10. To this end, a program review process, incorporating the academic assessment plan, focuses on program effectiveness, success of student learning, currency of the program in relation to a changing labor market, adequacy, necessity, viability, and consistency with mission. The program review process also assures effective and efficient planning, budgeting and decision making.

### **SECTION 4: GENERAL GUIDELINES**

The following general requirements have been adopted for implementing the Academic Program Review Policy. A detailed statement of procedures is presented in the Program Review Regulation and Eastern's Academic Assessment Plan.

- All programs will be scheduled and reviewed on a cyclical basis not to exceed five years. Reviews can be required more frequently through a "special program review" request.
- The College shall identify the review cycle for all programs in accordance with Series 10.
- Program review processes will incorporate the program level assessment cycle outlined in Eastern's Academic Assessment Plan.
- The program review process will incorporate a collaborative process which includes academic program directors, content and practitioner faculty, administrators, students and employers within the limits of available staff and resources.
- The review process will address components addressed in Series 10 (adequacy, necessity, viability, consistency with college mission) as well as demonstrate the link to the college vision, shared values and strategic plan.

- Program review reports and recommendations will be submitted by Eastern's Board of Governors to the West Virginia Council for Community & Technical College Education by May 15 of reporting year for the program.
- Recommendations culminating from the program review process will be incorporated in decisions regarding strategic planning, budget development and other decision-making processes.