EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

DISCOVER YOUR POTENTIAL

Program Review

Program Name: Administrative Support Technology

Degree or Certificate: Associate in Applied Science

Chair/Director: Seyed Mirkhani

Submitted by: Seyed Mirkhani

Date Submitted: 3/25/2022

Approved by LOT 4/6/22
Approved by President's Cabinet 4/12/22
Approved by Board of Governors 4/20/22

Section I: Overview of Program

A. Program description:

This degree is designed to give students the skills to work in administrative support technology positions. Graduates of the program will be better prepared as employees to perform the duties of administrative support professionals in a highly computerized office to meet the business needs of their employers. Students with little or no experience in office information technology will acquire skills and knowledge that will make them valuable to many employers. Students currently employed in office related occupations will increase professional skills. A degree in Administrative Support Technology typically prepares graduates for such occupations as office manager, administrative support professional, and entry-level positions in bookkeeping. This program serves the students with the opportunity to specialize in either general or medical administrative support technology.

B. List the Program Learning Outcomes:

1. Manage an office setting
2. Maintain office and business records
3. Demonstrate a basic knowledge of organization
4. Utilize software programs
5. Assist in entry-level bookkeeping, billing, and accounting

C. Explain how this program has contributed to the institution's mission and vision:

The Associate in Applied Science in Administrative Support Technology (AST) degree addresses the labor needs of various types of organizations. These organizations include accounting firms, financial institutions, federal and state organizations, manufacturers, health related establishments, utilities, and other services organizations. Examples of jobs graduates possessing this degree will be qualified for include entry level opportunities such as office manager, administrative support professional, and entry-level bookkeeper.

In keeping with the institution's mission, vision and goals, the AST Program can meet the expressed needs of the district's businesses. The program supports the institution's mission in several ways. First, the program addresses the expressed need for professional, skilled, entry-level employees. Second, the program offers students a technical core of courses (42 credit hours) as well as a defined general education core (18 credit hours). Third, the program design provides an educational ladder building from skills sets to a certificate (30 credit house) and eventually to an associate in applied science degree. Consequently, students are able to provide employers with evidence of proficiency via skill set certification or certificates as they progress toward the associate degree. Fourth, the program promotes lifelong leaning by encouraging current employees to build upon existing credentials. And finally, the program contributes toward the enhancement of economic development within the college's service district assuring a labor pool of professionally trained, skilled employees. The last time the Administrative Support Technology Advisory met was December 2021.

D. What strategic planning goal(s) of the college does this program contribute to?

The purpose of the Program is to provide students with skills necessary to meet the business needs of district employers. Eastern's district is a region in transition experiencing growth in business and industry. The region is home to numerous small and midsize businesses, many of which are expanding. Additionally, new companies are looking to relocate to the region. Considering the growth dynamics of the six counties in the Eastern district, there is a demand for graduates with Administrative Support Technology (AST) skills. This Program is designed to respond to the increasing needs of these employers by:
- Emphasizing professional skills training
- Meeting current and projected regional employment needs of businesses
- Increasing access to higher education throughout the college's responsibility district
- Providing adult learners with academically rigorous administrative support appropriate courses
- Providing program flexibility to meet a variety of job placement options.

The college has four strategic plans of Stabilizing and Increasing Enrollment, Increasing Student Retention & Success, Building Academic Quality and Increasing Number and Type of Strategic Partnerships. This program is contributing to the strategic plans of the college by:

- Re-evaluating recruitment strategies for effectiveness
- Promoting the Program through alumni
- Comparing program and course outcomes to ensure all outcomes are covered and aligned
- Re-evaluating curriculum to ensure program outcomes are met
- Meeting with high school Business Technologies teachers and students regularly
- Applying Quality Matters criteria to the program courses
- Requiring, implementing, and monitoring regular and substantive interaction between students and instructors in all online courses as required by the U.S. Department of Education.

E. Please describe any unique components of the program that meet the needs of Eastern's district.

Students in this program complete a general education core in communication, computer literacy, math, science and social science. In addition, the degree includes a technical core of courses in basic accounting, computerized accounting, computer applications, and other administrative support courses such as office procedures and techniques, and keyboarding.

The Administrative Support Technology program offers students the opportunity to specialize in either General Administrative or Medical Administrative support technology.

From 2009 to 2011 the college built on the strength of its Business Management program to

create several related AAS programs and certificates including an AAS and CAS in Administrative Support Technology. All of these programs, including AST, require the same General Education courses. This commonality has improved the efficiency, quality, and availability of the common courses in the areas of both general education and Administrative Support Technology. In addition, this commonality between programs has encouraged several of the AST students to take additional courses to graduate with a second degree in Business Management or Accounting.

F. Please provide any other information that explains how this program contributes to the college community and supports external partners or workforce needs.

While the Administrative Support Technology A.A.S Degree is considered a terminal degree, many of the credits are appropriate for transfer toward the completion of a bachelor's degree.

Over twenty-three graduates of the program are working for a wide range of employers, including medical, financial, educational, agricultural, and industrial organizations. Locally, this program addresses an unmet labor need for a variety of local businesses and organizations including food processing, healthcare, banking, educational institutions, small businesses, law firms and other service organizations.

Section II: Summary Update Since Last Program Review

A. Identification of weaknesses or deficiencies from the previous review.

From the previous review:

Challenges:

The AST program does not have full-time faculty; it utilizes adjunct faculty for core and elective courses. While relying on part-time faculty creates a challenge, it eliminates the high cost associated with hiring a full-time faculty. This single cost reduction allows the AST program to be a low-cost program that generates an annual net income of $5000.

Opportunities:

From the last program review:
Increase the number of 2+2 articulation agreements and explore the feasibility of offering the AST program as a web-based program. Additionally:

- Promote industry certification
- Apply Quality Matters standards to online and hybrid courses
- Utilize technology to better assess courses and programs

•   Facilitate the transfer of graduates to four-year institution

B. Status of improvements implemented or accomplished.

- **Increase the number of 2+2 articulation agreements:** The college increased the number of transfer agreements with other institutions. Articulation agreements are established with Franklin University, and Southern New Hampshire University
- **Explore feasibility of offering the AST program as a web-based program:** In spring of 2022, the AST program was approved by the HLC as a web-based program
- **Promote industry certification**: Students are regularly advised to become Microsoft Office Specialist certified
- **Apply Quality Matters (QM) standards to online and hybrid courses:** Several courses were reviewed based on Quality Matters standards. A template was created based on QM standards and used in most of the AST courses being offered online
- **Utilize technology to better assess course and program outcomes:** Blackboard was used for all AST courses. The assignments, projects, and exams were linked to the course outcomes, and assessment reports incorporated, assessed and analyzed Blackboard generated reports.
- **Facilitate the transfer of graduates to four-year institutions:** Several graduates of the program received advising from the college to transfer to four-year institutions

C. If program goals or program learning outcomes have changed, reflect that here.

The number of outcomes was reduced (merged) to streamline the assessment of the program.

D. Provide a summary of any other curriculum changes or revisions since the last review. If there have not been any, put N/A below.

AST students were able to graduate with 59 credit hours by completing a three-credit hour science course instead of a four-credit hour science lab course. The DOE guidelines require a minimum of 60 credit hours for obtainment of an associate degree. Eastern's AST program was revised to compliment DOE's program requirements. Additionally, a three-credit hour keyboarding course was replaced with one credit-hour keyboarding course, and the Introduction to Business course was instituted as a core course to enhance students' administrative skills.

Section III: Student Learning Assessment

A. Describe and analyze your Program Learning Outcomes
- Provide evidence that students are achieving each program learning outcome, including results of annual program level assessment activities
- Analyze the curriculum's effectiveness in helping students achieve the program learning outcomes
- Describe the effectiveness of instructional methods and support in helping students achieve the program learning outcomes
- Are all of the PLOs appropriately covered and sequenced to promote student success? (Place a copy of your PLO Mapping in Appendix A)

All Program Learning Outcomes (PLOs) are mapped to courses. Program learning outcomes remain unchanged since the last review period.

The program-level outcomes are analyzed based on the performance of students in NOCTI's national test as well as the performance of students in program courses, which is measured by course assessment. Program-level outcomes are fully aligned with the individual course and NOCTI outcomes. A review of both NOCTI test results and course assessment reports indicates students learned the program outcomes except for the outcome that relates to Computer Applications. See Appendix A and section B below.

Courses in the program are assessed on a cyclical basis. A minimum of four course learning outcomes are selected from the targeted courses for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials.

Course level assessments use a variety of measures including students' performance in homework assignments, multiple-choice questions, video summaries, hands-on practices, and discussion questions. These assessment methods addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. In the event the minimum performance standard (75%) is not met, the unmet learning outcome(s) 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. Information regarding the assessment is shared with the faculty teaching the course. Business Technologies instructors have received over ten years of support and training in the areas of assessment, technology, and best practices to help student achieve the program learning outcomes.
The College is offering Administrative Support tutoring services through Tutor.com to support struggling AST students. The College also procured the services of Cengage Unlimited; students are provided supplemental instructional and learning materials such as ancillary lecture series, videos, discussion topics, interactive projects and hands-on materials. These additional support materials are expected to help students achieve the program's learning outcomes not met in this review cycle. The program offers core courses and restricted electives to achieve program outcomes. Courseware coupled with significant learning materials is used in all program courses to enhance students' performance.

Based on the performance of students on the NOCTI's test results, Eastern students (N=19)

taking the test, outperformed the national average (N=2624) by 1.50 percent:

NOCTI's report aligned with program outcomes:

NOCTI Standard Description / Alignment	Eastern Score N = 19	Nation Standard Score N = 2624	Outperformed Underperformed National Average
1. Computer Applications. Eastern outcome: 4	74.4	78.2	-4.86%
2. Working in an Office Environment Eastern outcome: 1, 3	83.1	81.9	1.47%
3. Records Management Eastern outcome: 2, 5	73.1	72.3	1.11%
4. Office Procedures Eastern outcome: 1, 3	79.1	77.2	2.46%
5. Accounting and Computational Skills Eastern outcome: 4, 5	71.8	66.9	7.32%
Average	76.3	75.3	1.50%

Comprehensive NOCTI's report:

NOCTI STANDARD SCORE REPORT														2/20/2022		
Written Norms Report Data > Post-Test																
Test Code	Version	Test Title	Standard Description	Group Test Count	Group Standard Score	Group Test Score	Site Cum Test Count	Site Cum Standard Score	Site Cum Test Score	Nation Test Count	Nation Standard Score	Nation Test Score	Standard Deviation Standard
4101	1	Administrative	Computer Applications	1	56.3	59.5	19	74.4	76.3	2624	78.2	76.0	10.5
4101	1	Administrative	Working in an Office Environment	1	65.8	59.5	19	83.1	76.3	2624	81.9	76.0	9.9
4101	1	Administrative	Records Management	1	68.4	59.5	19	73.1	76.3	2624	72.3	76.0	13.8
4101	1	Administrative	Office Procedures	1	55.6	59.5	19	79.1	76.3	2624	77.2	76.0	11.2
4101	1	Administrative	Accounting and Computational Skills	1	57.9	59.5	19	71.8	76.3	2624	66.9	76.0	16.4

B. Provide a <u>brief</u> summary report of any specific student learning outcomes assessed and describe the purpose, plan, and results attributed to that assessment.

Two assessment methods and measures are used to assess program outcomes. These assessment methods include students' performance in courses that are aligned with program

outcomes and the performance of students on the NOCTI tests that are compared with the performance of students at the national level, which is reflected as the benchmark.

Based on NOCTI's outcome one (Computer Applications), students underperformed in comparison to the national average by 4.86%. This NOCTI outcome is aligned with course outcome objectives discussed in CIS 121, CIS 117, ACC 240 and CIS 119.

According to Eastern generated course assessment reports for CIS 119, 117 and ACC 240, students outperformed the benchmark threshold of 75% by 10%. In CIS 121, students underperformed the threshold achievement score of 75% by 24%, indicating that greater emphasis should be placed on CIS 121 outcomes (Database Management Software).

Students outperformed the national average in outcomes 2, 3 4 and 5 by a narrow margin of one to seven percentage points. The following are contributing factors for students achieving and exceeding program outcomes expectations:

- Students are provided a variety of learning materials which include lectures, videos, discussion topics, hands-on practices, and exercises. Students are given a variety of tasks and homework assignments to ensure they have learned the program outcomes. The College offers core courses and restricted electives to achieve program outcomes. Courseware coupled with significant learning materials is used in all program courses to enhance students' performance.
- In the past two years, faculty members have been trained to use Cengage teaching platforms such as MindTap, CNOW, Aplia, OWL, and SAM. These platforms are utilized across all Business Technologies courses to take advantage of virtualized labs and hands-on learning and testing platforms to facilitate the use of additional interactive learning activities.

The AST courses and program are regularly evaluated by the Business faculty, Division Chair, and the Assessment Committee. Each semester several program specific courses are assessed and the results of the assessments are posted on Eastern's Website for faculty review. All AST students take the Internship as their final course. This course is usually taught jointly by the Division Chair and a Business faculty member. Such joint teaching allows the Division Chair to assess the program while affording the faculty member an opportunity to evaluate weaknesses, deficiencies, and strengths of the program and courses.

C. Provide a summary of course level assessments over the past five years and how they have contributed to program success and improvement.

Course-level assessments are mapped to program outcomes. Course assessments are used to assess program outcomes with a benchmark of 75%. Course level assessments use a variety of measures including students' performance on homework assignments, multiple-choice questions, video summaries, hands-on practices, and discussion questions. These assessment

results are shared with the faculty teaching the courses for future reference. As a follow-up, the recommendations in the assessments are reviewed and evaluated the next time the course is offered.

From fall 2017 to spring 2021, nineteen course assessment results show that students are achieving the course outcomes. On average, students outperformed the benchmark of 75% by 10%. The results of the course assessments are shared with the faculty teaching the courses. In the areas that require attention (when the benchmark of 75% is not achieved), corrective measures are taken to strengthen students' performance the next time the course is offered. Students' evaluations of the courses and instructors also are taken into consideration for efficiency purposes.

Course Assessment Reports:

Year	Semester	Subject	Course #	# of Students	Course Average	Threshold	Outcome Performance +/-	% of Outcomes Assessed
2017	Fall	ACC	120	22	86%	75%	11%	33%
2019	Spring	ACC	240	9	85	75%	10%	100%
2019	Fall	ACC	120	8	80	75%	5%	100%
2020	Spring	ACC	121	16	86	75%	11%	100%
2020	Spring	ACC	235	8	89	75%	14%	100%
2017	Spring	CIS	119	21	85%	75%	10%	100%
2018	Fall	BOS	251	5	91%	75%	16%	100%
2020	Fall	BOS	251	3	96%	75%	21%	100%
2019	Fall	BOS	103	2	99%	75%	24%	100%
2020	Fall	BUS	101	19	91%	75%	16%	100%
2017	Fall	CIS	114	25	86%	75%	11%	100%
2019	Fall	CIS	114	27	89%	75%	14%	100%
2020	Spring	CIS	119	10	87%	75%	12%	100%
2020	Spring	CIS	121	9	51%	75%	-24%	100%
2017	Spring	MGT	250	18	88%	75%	13%	100%
2019	Spring	MGT	250	17	80%	75%	5%	100%
2017	Fall	MGT	251	9	84%	75%	9%	100%
2019	Fall	MGT	251	14	76%	75%	1%	100%

D. What specific institutional general education goals have you focused on in this periodic review cycle?
Give a brief explanation of those learning activities, data collected and analyzed, and any changes made to the program as a result (i.e., addition of curriculum, changes to existing curriculum, partnering with co-curricular activities).

Oral and Written Communication	A pilot project to establish a rolling general education assessment cycle was launched in Fall 2021. A selection of General Studies courses collected data on oral and written communication, measuring course artifacts against the College's elected rubrics.
	The first data sample comprised General Studies courses (ART 100; BIO 124; PSY 200; PSY 214); a second sample, gathered at the end of the Spring 2022 semester, will be taken from the Business, Computer, and Information Technology Division. Together, the samples will produce aggregated scores for oral and written communication across the College and provide a source of data on which to improve these areas.
Digital Literacy	A new education goal was introduced in Fall 2020 to better reflect courses' engagement with informational technology.
	A rubric for the goal was produced; due to the creation of this new goal, ENL 101 and ENL 102 both amended their course outcomes to reflect their significant engagement with informational technology. It is anticipated that other alignments will be made in reviewing course learning outcomes.

Section IV: Utilizing Findings

Plans for program improvement:
Based on previous and current program reviews, and based on NOCTI and course assessment results, the students would benefit by: - Adding more emphasis on database management software   - Improving the quality of online and hybrid courses by applying QM standards   - Inviting industry guest speakers to engage with online and live classes   - Recording faculty lectures in live classes and making them accessible to online students   - Promoting discussion activities among students

Section V: Faculty and Staff Development

A. Discuss any significant staffing changes impacting the effectiveness of the program, including areas such as hiring, support, coordination for part-time faculty, etc.
In spring 2019, the college hired its first instructional technology specialist to support instructors with technology and also help with online and hybrid courses. This faculty works closely with the Division Chair for Business, Computer, and Information Technology to manage online courses and train instructors. Part-time faculty are provided training by the Division Chair and the Instructional Technology Specialist. There are seven part-time and two full-time faculty members who teach program

courses in AST. Five of the faculty members are Quality Matters certified and one faculty member is also certified as a peer reviewer and Quality Matters administrator. The division chair and the Business faculty, who are both full-time with over fifteen years of teaching and program management experience, teach some of the AST related courses. These two faculty members along with the instructional technology specialist provide support, mentoring, and training for part-time faculty.

Every year during faculty orientation an educational expert provides training and faculty development for all full-time and part-time faculty. The college utilizes an LMS for all face-to-face and online program courses. This allowed the Division Chair who worked as an administrator of Blackboard, to provide additional support to instructors and students through the LMS.

B. Share the program's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued. Discussion may include (but is not limited to):

- ➢ Teaching pedagogy
- ➢ Use of technology
- ➢ Innovative learning models
- ➢ Faculty development
- ➢ Curricular design and formats

In the past two years, the faculty members have been trained to use Cengage teaching platforms. These platforms have been utilized across all Business Technologies courses to take advantage of virtualized labs and hands-on learning and testing platforms to facilitate the use of additional interactive learning activities. Additionally:

- Face-to-face lectures are being recorded and posted on the LMS for online students and for the review of face-to-face students
- The full-time faculty are provided laptop computers with software such as Snagit to facilitate lecture and screen capture that are being utilized for lecture and advising.
- The faculty received training regarding program evaluation
- The performance of individual students in NOCTI tests are provided to the faculty every semester for review and for program assessment
- Graduating students who take Internship are evaluated by the internship provider, and the results of the evaluation are shared with the faculty

The Business faculty who teaches several of AST related courses attended multiple national and regional trainings and webinars regarding best practices in teaching and learning, curriculum design, and assessment. Faculty members who have expertise in certain areas regularly train other faculty members in the areas of their expertise.

C. Discuss the contributions of your program faculty. (This is an area to share an overview of the exceptional aspects of your program faculty).

Items to consider may include:

- Significant accomplishments
- Publications, grants
- Advanced degrees, promotion
- Service to students/institution/community and others

The AST program does not have a full-time instructional faculty. However, an administrative faculty manages the AST program. The Division of Business, Computer and Information Technology has nine Business Technologies faculty members. These faculty members have a wide range of industry and educational expertise in the areas of accounting, finance, business, computer, math, and education. The significant industry and educational experience of these faculty members helps Administrative Support students familiarize themselves with real-world experience.

Two of the faculty members hold three Master's Degrees and one faculty member, who is a graduate of Eastern is completing her Doctor of Business Administration at Franklin University. One faculty with a rank of Associate Professor has taught at Eastern for over fifteen years, and another faculty with a rank of Professor has taught at Eastern for over twenty years. A full-time and a part-time faculty member are the recipients of the "Outstanding Contribution Award" of West Virginia Community College Association. One faculty member worked as the Administrator of Blackboard and managed online courses for over fourteen years. The full-time faculty members are actively involved in advising AST students, preparing them for the job market, and helping them advance their education. The faculty members regularly assist graduates of the program to secure jobs. They also encourage, advise, and assist the graduates to continue their education by transferring to four-year institutions.

The faculty members have developed and taught more than fifteen AST elective courses to give students a variety of elective options to choose from to build and strengthen their skills.

The Business Technologies faculty help, support, and encourage students to work with the IRS Volunteer Income Tax program (VITA). In 2018, the college had a comprehensive HLC visit. As evidence for "The institution's mission demonstrates commitment to the public good" and "Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.", the visiting team reported "students, in conjunction with an Internal Revenue Service program, provide tax preparation assistance to low income families within the college's district."

In 2019, a visiting HLC team came to the college to evaluate the Business Management program. This team met with full-time and adjunct Business Technologies faculty members who teach courses in Business, AST, Accounting and IT. After the interview and after reviewing the faculty personnel files, the chair of the visiting team described the Business Technologies faculty members as very credentialed.

Section VI: Key Performance Indicators (KPIs)

A. Program enrollment data

	Fall 2021___	Fall 2020___	Fall 2019___	Fall 2018___	Fall 2017___
Headcount	2	1	1	5	3
Full-Time Equivalent (FTE)	1	1.067	1.06	2.67	2.2

Provide an analysis of the enrollment trends in your program. Include in that analysis actions you have taken, or plan to take, to address enrollment changes. You may also include what steps you would like to see the college take to support enrollments in your program.

From fall 2017 to fall 2021, the number of enrolled AST students declined from 10 to 6 for the following reasons:

- Enrollment decline at the state and national level.
- Enrollment decline in high schools.
- As a new college, Eastern helped many adult students complete their education, which resulted in a decrease in a pool of adult students seeking an associate degree.
- A strong job market has deterred students from seeking a college degree.
- Online programs offered by other colleges have attracted more students, particularly those students who live far from the main campus.

During the pandemic, all face-to-face students took virtual courses. Last fall, the college resumed offering face-to-face classes, however only one or two students enrolled in the face-to-face sections. For efficiency purposes, the College linked low enrollment live sections to the online sections through the LMS. The full-time faculty recorded her lectures in the face-to-face classes for availability to online students.

In the next five years, face-to-face class sections will have less students as more students show interest in online programs. The increase in enrollment depends on the resources assigned to market the college programs.

The enrollment trend in the AST program is consistent with the general enrollment trend of other college programming. To help the program sustain the same number of graduates, hiring a full-time institutional marketing director with a budget of $2,000 for promotion of the program is ideal.

The Division Chair is serving on the advisory committees of Hampshire, Hardy, Petersburg,

and East Hardy High schools. He works closely with Business Technologies teachers for obtaining articulation agreements and for advising and recruitment of high school students. Proactively engaging with high school business teachers and students will help future enrollment. The faculty members meet with high school officials and high school students to recruit more students. Engaging the alumni and the graduates of the program also support enrollment.

AST students are required to complete fourteen program courses as well as six general education courses. The division has procured the textbook services of Cengage Unlimited; students purchase a Cengage subscription for $240 for all fourteen program courses and two of the general education courses. This has reduced the cost of textbooks for students to $20 per textbook. Several AST students dual as Business majors. Similar to the AST program, Accounting, Business Management, and IT programs also utilize Cengage Unlimited textbook subscriptions. AST students with double majors spend an average of $16 per book for a two-year subscription. These subscriptions provide students not only access to eBooks, but also access to courseware that enhances students' learning. These subscriptions also provide interactive course materials and facilitate the assessment of courses and programs. The cost of textbooks to AST students can drop even further if more general education courses use Cengage services. Lowering the cost of textbooks can increase enrollment and help with retention.

The Administrative Support Technology is one of nine Business Technologies programs/certificates offered through the Division of Business, Computer and Information Technology. Introduction to Business (BUS 101) acts in the role as a gateway course and is required for all Business Technologies programs, which includes the AST program. From fall 2016 to spring 2021, one hundred nine students took this course. Of these one hundred nine students, forty-two students dropped out of the program(s). The remaining sixty-seven students have either graduated from the program(s) or continue to work on their degrees. This indicates the aggregate retention rate for the Business Technologies programs stands at 62%. Thirteen of forty-two students who dropped out of the programs have a cashier's hold placed on their accounts. The cashier's hold might be a major contributor (31%) to the dropout rate.

B. Program graduation history

	Spring 2021___	Spring 2020___	Spring 2019___	Spring 2018___	Spring2017___
Graduates	1	2	0	0	1

Provide an analysis of the graduation rates since your last program review. Include in that analysis actions the program has taken, or plans to take, to address any success rate

challenges. You may also include what steps you would like to see the college take to support success rates in your program.

From fall 2012 to spring 201, nineteen students graduated from the AST program. During this program review, from fall 2016 to spring 2021, seven students graduated with an AST degree.

The graduation rate for the AST program is above 55%, which is higher than the College's average graduation rate. A primary contributing factor to this success rate is that faculty members have significant experience in advising, teaching and supporting students. Additionally, there has not been a turnover in the AST faculty for several years which has helped the retention rate.

In general, enrollment has been a continual institutional challenge. To help the program sustain the same number of graduates, hiring a full-time institutional marketing director with a minimum budget of $2,000 for promotion of the program is ideal.

C. Program demand – *Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (include summer, fall, and spring enrollment numbers)*

	2020-21___	2019-20___	2018-19___	2017-18___	2016-17___
Headcount	1	1	5	3	5
FTE	1.06	1.06	2.66	2.2	3.6
Degrees conferred from fall 2016 to spring 2021	1	2	0	1	3
Credit hour production (refers to the number of credit hours generated by program faculty). The program does not have full-time faculty. The business faculty teaches some of the program courses.	285	423	357	405	324

Credit hour production: **Number of student credit hours generated by program faculty teaching in program courses over the academic year**, encompassing summer, fall and spring.

D. If applicable, provide an analysis of early entrance courses offered in your program. Discuss challenges associated with delivering early entrance college classes and strategies you have employed to address those challenges. You may also include what steps you

would like to see the college take to support the delivery of early entrance courses and student success in this area.
N/A

E. Does this program lead to a licensure or certification? If yes, then include students' pass rates on licensure/certification exams. N/A

	20___	20___	20___	20___	20___
Name of exam:					
Pass rate:					

F. Transfer data for program graduates

	2020-21___	2019-20___	2018-19	2017-18__	2016-17___
Number of graduating students who transferred to a four-year institution	0	0	0	0	0
Percentage of graduating students who transferred to a four-year institution	0	0	0	0	0

G. Job placement data

	2020-21___	2019-20___	2018-19	2017-18__	2016-17___
Number of graduating students who sought employment	1	2	0	1	3
Percentage of graduating students who sought employment	100%	100%	N/A	100%	100%
Number of graduating students who gained employment	1	2	N/A	1	3
Percentage of graduating students who gained employment	100%	100%	N/A	100%	100%

Section VII: Program Sustainability

A. Provide a summative analysis of the overall health and the current state of the program.

Possible discussion points may be (but are not limited to): trends impacting the program, degree transferability, local and national demand for program graduates, student recruitment, and availability of qualified faculty to teach. You may include in your analysis what steps you would like to see the college take to address program viability challenges associated with your program.

While the college can increase enrollment in online sections through effective marketing, the enrollment in face-to-face sections is expected to be very low. This enrollment decline is the result of several factors including the effect of the pandemic that shifted the face-to-face students to online courses. To address this issue, the face-to-face sections are linked to the online sections and are taught by the full-time faculty. The lectures in the face-to-face sections are recorded and made available to the online students.

The job market for AST graduates is expected to be strong for the next five years. This could create both challenges and opportunities for the program as many high school graduates might enter the job market without seeking a college degree. And at the same time, some high school graduates might decide to advance their education by seeking an AST degree to secure higher-paying jobs. All AST graduates in the past five years remained in the state and secured jobs in local organizations.

The college has a 2+2 agreement with several universities for its accounting, business and IT programs. Graduates of the AST program can transfer most of the 60 credit hours to bachelor's degree programs at these universities.

The division has nine highly qualified faculty members. Eight of the faculty members live in Eastern's district and one online faculty member is a senior database administrator at Purdue University.

The enrollment in the AST program depends on the resources assigned to effectively market the program

B. Identify specific program resource needs that can help with the overall effectiveness and sustainability of the program. Areas might include (but are not limited to):

- ➢ Required technology/equipment/facility space
- ➢ Marketing/recruitment/professional development
- ➢ Staffing levels, etc.

If possible, provide cost estimates or quotes related to any of the above resource needs. Indicate if budget requests have been made since the last program review and if those requests are still unmet.

The college is effectively using technology to serve AST students. The college also has enough experienced and dedicated Business Technologies faculty and staff to provide quality education.

In 2018, the Division of Business, Computer and Information Technology requested a $130,000 grant to hire an Instructional Technology Specialist for three years, and also to use part of the grant to pay for the costs associated with offering the AST program online. The college utilized this grant effectively and three of the business technology programs (Business Management, Accounting, and Administrative Support Technology) were approved by the HLC as fully online programs. Additionally, hiring an Instructional Technology Specialist helped the transition of all face-to-face courses to online during the pandemic.

A full-time instructional faculty teaches courses related to Business Management and AST. Several of these courses are required for other programs such as the Accounting and IT programs. These programs have several common courses with the AST program and do not have full-time instructional faculty. As a result, the students of these programs benefit from courses taught by the full-time faculty.

The total cost of Business Technologies programs which includes four AAS, four CAS in Business Management, Information Technology, Administrative Support Technology, and Accounting programs is $110,000 annually. The cost associated with the AST program is $15,000. Each of these four programs, including AST program, generates $5000 of net income.

The salary of the Division Chair is partially financed by the tuition generated by the courses he teaches and also is financed by the general college fund.

In general, enrollment has been a continual institutional challenge. To help the program sustain the same number of graduates, hiring a full-time institutional marketing director with a budget for promotion of the program is ideal.

C. Provide a final reflection of the program summarizing its role in fulfilling the mission of the college and student learning success.
  ➢ **Indicate the goals and actions the program intends to take in this next cycle.**
  ➢ **Prioritize in rank order the most pressing needs facing the program and include how the college can assist in supporting these needs.**

The Associate in Applied Science in Administrative Support Technology has served Eastern's district for over ten years. Over twenty-three graduates of the program are currently working for a wide range of employers. These employers include medical, financial, educational, agricultural, and industrial organizations. The following recommendations are suggested to enable continued service to the students and employers in Eastern's district:

- Create a position of Marketing Director
- Assign a budget for marketing of the AST program

- Work closely with the Marketing Director for program promotion
- Re-evaluate recruitment strategies for effectiveness
- Promote the AST Program through alumni
- Compare program and course outcomes to ensure all outcomes are covered and aligned
- Re-evaluate curriculum to ensure program outcomes are met
- Meet with high school Business Technologies teachers and students regularly
- Apply Quality Matters criteria to all courses
- Require, implement, and monitor regular and substantive interaction between students and instructors in all online courses as required by the U.S. Department of Education

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

Date Submitted: 3/25/22
Approved by Assessment Committee: 4/6/22
Approved by LOT:
Approved by Cabinet:
Approved by Board of Governors:

Final recommendations approved by the governing board:

Institutional Recommendations: (Check the appropriate box)
☐ Continue without Modifications
☐ Continue with Modifications – *Identify suggested or required modifications.
☐ Cease the Co-Curricular Activity - *Identify reasons for this recommendation below
☐ Move the Educational Program to the Reduction in Force process *Identify reasons for this recommendation below and identify what should be included in teach-out plan.

As required above, please identify rationale:

Appendix A: PLO Mapping

AST AAS (General Emphasis)

Courses In Program

Program Outcomes (Catalog)	BOS 101	BOS 251	BUS 101	CIS 114	MTH 115*	ENL 101	BOS 130	BUS 203	ENL 102	CIS 117	CIS 121	ELEC AoE	ACC 120	CIS 111	CIS 119	ELEC AoE	ELEC AoE	SCI ELEC	ACC 240	BOS 134	BOS 278	ELEC AoE	SSC 147
CRIT – 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														
COM – Communicate with precision, clarity, fluency, accuracy, and coherence through their reading, writing, and verbal communications.						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																		
WF/CIT – Demonstrate workforce and citizenship skills needed for professional ethical reasoning, diversity awareness, civic engagement, and steadfast participation in lifelong learning activities.																							X
DIGLIT – Demonstrate the ability to use relevant technology tools and software for information design, data visualization, creative expression, research, record-keeping, communication, completing projects, solving problems, and making informed decisions.				X		X			X														
1 Manage an office setting		X																	X				
2 Maintain office and business records		X																					
3 Demonstrate a basic knowledge of organization		X					X												X	X			
4 Utilize software programs		X																					
5 Assist in entry-level bookkeeping, billing and accounting	X						X												X				
6 Demonstrate effective communication skills						X		X															
7 Develop scientific knowledge, mathematical and analytical skills and techniques		X									X		X	X	X				X				
8 Demonstrate global awareness and knowledge of human diversity	X	X																	X				

Appendix B – Alignment of Assessed Outcomes

Year	Semester	Subject	Course #	# of Students	Course Average	Threshold	Outcome Performance +/-	PLO # Assessed by this course
2017	Fall	ACC	120	22	86%	75%	11%	7
2019	Spring	ACC	240	9	85	75%	10%	5
2019	Fall	ACC	120	8	80	75%	5%	7
2020	Spring	ACC	121	16	86%	75%	11%	1
2017	Spring	CIS	119	21	85%	75%	10%	4, 7
2018	Fall	BOS	251	5	91%	75%	16%	1, 2, 3, 4, 7, 8
2020	Fall	BOS	251	3	96%	75%	21%	1, 2, 3, 4, 7, 8
2019	Fall	BOS	103	2	99%	75%	24%	5
2020	Fall	BUS	101	19	91%	75%	16%	2, 3
2017	Fall	CIS	114	25	86%	75%	11%	2, 3
2019	Fall	CIS	114	27	89%	75%	14%	2, 3
2020	Spring	CIS	119	10	87%	75%	12%	4, 7
2020	Spring	CIS	121	9	51%	75%	-24%	1, 2
2017	Spring	MGT	250	18	88%	75%	13%	1, 2, 3
2019	Spring	MGT	250	17	80%	75%	5%	1, 2, 3
2017	Fall	MGT	251	9	84%	75%	9%	1, 2, 3
2019	Fall	MGT	251	14	76%	75%	1%	1, 2, 3