

Eastern West Virginia
Community & Technical College

Post-Audit Review

Associate in Applied Science
Associate in Applied Arts
June 2006

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.

The Associate of Arts degree and the Associate of Science degree were offered during Eastern's first academic year, 2001-2002. These two degrees were chosen to be extremely flexible and to meet student needs until such time that Eastern could determine the outcomes or competencies for uniquely Eastern programs. Students were advised to align the course selections with institution to which they expected to transfer.

The AA degree program was designed for students who expected to complete a degree at a four-year institution in such areas as art, education, English, history, journalism, library, pre-law, psychology, sociology, or speech. The curriculum gave students a broad educational background in liberal arts with emphasis on humanities social sciences.

The AS degree program was designed for students who expected to complete a degree at a four-year institution in such areas as biology, engineering, mathematics, or physical sciences.

Goals and Objectives

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

Upon completion of the A.A. degree, graduates will be able to:

- Communicate effectively and work collaboratively
- Think critically and solve problems
- See issues from a global perspective
- Do basic research using computers
- Appreciate literature and the arts
- Live according to conscious values and ethics

Upon completion of the AS degree, graduates will be able to:

- Apply basic principles of natural sciences and mathematics in junior- and senior-level courses required for majors related to sciences and mathematics
- Use mathematic and scientific principles in problem solving and decision making
- Conduct basic research using computers
- Apply the scientific method in designing, conducting, and analyzing experiments
- Communicate effectively and work collaboratively
- Appreciate literature and the arts
- Understand issues from a global perspective

The program provides:

- Access to higher education throughout the College's responsibility district
- Seamless curricula through use of brokered courses and incorporation of prior learning assessment
- Program flexibility to meet a variety of job placement options

Assessment

Summarize the principle elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

Eastern's assessment plan consists of four levels: entry level assessment, process assessment, near term assessment and long-term assessment (Alfred, Peterson and White, 1992). These levels address student satisfaction, academic achievement, program effectiveness, and student success (See 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 the core of the assessment plan (See Appendix IV for Program Level Assessment Process). Eastern is in the initial stages of implementing its assessment plan. According to the established assessment implementation timeline, process level and near-term level activities began in Fall 2004 and Spring 2005 (See Appendix V). These activities include review of enrollment patterns, tracking studies, capstone assessment, and graduating student survey. Prior to Spring 2005, general education assessment activities were conducted in collaboration with Southern WV Community and Technical College. In Spring 2005, nine students (from all majors) participated in the short-version of The Academic Profile, a test of undergraduate reading, writing, critical thinking, and math skills. To provide a sufficient sample, a second group was tested in Spring 2006. Forty-three (43) Academic Profile Assessments have been submitted for scoring.

Three (3) A.S. students and two (2) A.A. students participated in the initial Academic Profile.

The program has graduated 15 students. Eleven (11) students completed the requirements for the A.A. degree, four (4) students completed requirements for the A.S. degree and one (1) student with both an A.A. and A.S. degree

Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections.

The Assessment Process (Adapted “The Assessment Funnel”, Alfred, et.al.)		
Process Level	Measures	Area(s) Responsible
Entry Level	Entry level testing	Learner Support Services
Process Level	Program Level Assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey	Academic Services, Learner Support services
Near-Term Level	Summative assessment activities for program level assessment, WorkKeys, Academic Profile, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data	Academic Services, Learner Support Services
Long-Term Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services

Figure 1

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***

The A.A. and A.S. degrees are university parallel programs for students with the intention of transferring to a baccalaureate institution to complete a Bachelor of Arts degree or a Bachelor of Science degree. These programs also provide a core of learning experiences for students with diverse interests or who are undecided about educational or career goals.

The common core for all program majors is the general education core as defined in the College catalog. Four courses have been prescribed for the A.A. and A.S. programs. They are: CIS 108 Computer Fundamentals, ENG 101 English Composition I, ENG 102 English Composition II, and SPH 101 Speech Fundamentals.

Provide information on how assessment data is used to improve program quality. Include specific examples.

Students graduating with an A.A. or A.S. degree are required to take the Academic Profile as a part of the institutional assessment process. During Spring 2006, Three A.A. students completed the Academic Profile and 3 A.S. graduates participated in the Academic Profile. The A.S. students all scored in the 75th percentile. The A.A. students scored below the 25th percentile.

Given the small number of students participating in student assessment activities and the elementary level of implementation of assessment processes, no program changes have been made to date as a result of assessment related activities.

Curriculum

Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant feature of the curriculum.

Eastern subscribes to an open door admissions policy. However, all students must complete entrance testing prior to registering for courses with applicable prerequisites. Students providing record of appropriate ACT or SAT scores are exempt from the entrance testing.

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

Submit a listing of the course delivery modes.

Courses are offered in multiple delivery modes. These include on-line courses, telecourses and traditional course formats. Some courses are made available through partnerships with Kentucky Community and Technical College system, Virginia Community and Technical College System and Southern West Virginia Community and Technical College.

Faculty

Submit information on the total number of full-time and part-time faculty per year to deliver through 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. Information on professional development activities should be included for part-time, as well as full-time faculty.

At the present time, Eastern employs no full-time faculty Eastern employs content faculty and practitioner faculty for program development and instructional purposes. Practitioner faculty is employed on a part-time contractual basis to provide instruction. Some courses are brokered through contractual arrangements with colleges in the Virginia and Kentucky community college systems as well as through other West Virginia Colleges and the SREC.

During the initial Fall 2001 semester, eight (8) students enrolled in the A.A. program and one students enrolled in the A.S. program. In Fall 2002 there were 93 students enrolled in the A.A. program. In Fall 2003 there were 86 students enrolled and in Fall 2004 there

were 66 students enrolled in the A.A. program and 36 students enrolled in the A.S. program.. The decreased enrollment during Fall 2004 in the A.A. program is a reflection of the shift in students in several areas. Pre-nursing students were formally enrolled into the Southern Nursing program as well as students moving into the individualized career studies program, Board of Governors, Business Administration and Early Childhood Development programs as Eastern developed and finalized more Associate of Applied Science degrees. The increase in the A.S. program can be contributed to new pre-nursing students that will be preparing for the Fall 2007 Nursing class.

As of spring semester 2006, the two programs have graduated 15 students. Ten students received an A.A. degree; 4 students received and A.S. degree, and one student received both an A.A. and A.S. degree. Eight students were transfer students. The eight remaining students were required to complete developmental Math courses but not developmental English. The student graduating with both degrees was required to take both developmental Math and developmental English. All students successfully completed the college level Math and English required as part of the general education requirements. Eight (8) of the graduates were transfer students from other accredited institutions and 6 were first time college students. Both programs were implemented as full-time day and part-time evening programs. See Appendix II for enrollment information.

Provide information on graduates in terms of places of employment, starting salary ranges and number employed in field of specialization. Include evidence of results of follow-u studies of graduates and employers. The studies should indicate graduate an 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 number of respondents.

At this time, no formal follow-up survey has been conducted. However, based on advisors information from the students, three (3) have enrolled in baccalaureate programs and three (3) were accepted and enrolled into Southern's two-year A.A.S. Nursing degree program.

Present information on the success of graduates in achieving acceptance into baccalaureate programs..

Financial

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 funs and student fees.

Identify projection of future resource requirements and sources of funding.

It does not appear that the program will require additional funding or alternatives sources of funding for continued implementation.

Advisory Committee

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

The A.A. and A.S. degree do not have an appointed advisory committee. The curriculum was adopted from Northern West Virginia Community & Technical College and Southern West Virginia Community & Technical College. Course outcomes are aligned with the State-wide model and the State-wide Core Transfer Agreement and transfer articulation agreements

Accreditation

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

There is no accreditation process for this program.

Summary and Recommendation

The Associate of Arts and the Associate of Science degrees offer a core of learning experiences for students with diverse interests or who are undecided about educational or career goals. The flexibility of the courses allows students to move into applied degree programs as they are developed at Eastern. By aligning the courses with the Core Transfer Agreement and working with individual students to meet the requirements for specific college transfer, the number of courses specific to a particular major is maximized.

Although the A.A. and A.S. programs are a degree option for students at Eastern, this is not a focus of Eastern's stated mission.

Appendix I

Associate in Arts

General Education

CIS 108	Computer Fundamentals
ENG 101	English Composition I
ENG 102	English Composition II
SPH 101	Speech Fundamentals

Electives

Concentration Electives	15
General Education Electives	5
History Elective	3
Humanities Electives	6
Math Elective	3
Natural Science Elective	4
Social Science electives	12

Associate in Science

General Education

CIS 108	Computer Fundamentals
ENG 101	English Composition I
ENG 102	English Composition II
SPH 101	Speech Fundamentals

Electives

Concentration Electives	21
General Education Electives	4
Humanities Elective	3
Math Elective	6
Natural Science Electives	8
Social Science Electives	6

Appendix II

Faculty

General Education

Gorby-Becker, Sherry	M.A.	West Virginia University (1981)
	B.A.	Bethany College (1975)
Gott, Sharon	M.T.	Virginia Commonwealth University (1993)
	B.S.	Virginia Commonwealth

General Education

Art

Neely, Lahna	M.A.	James Madison University (1976)
	B.A.	Shepherd College (1974)

Biology

Hammer, Gene	M.S.	Shenandoah University (1997)
	B.S.	West Virginia University (1976)
Lane, Jonnie	M.S.	West Virginia University (2000)
	B.S.	Davis & Elkins College (1998)

Chemistry

Hamlin, Sally	M.S.	Georgia Institute of Technology (1996)
	M.S.	Georgia Institute of Technology (1993)
	B.A.	University of California at Santa Barbara (1985)

English

Hubbard, Debra	M.A.	West Virginia University (1987)
	B.S.	Towson State (1978)
Hughes, Richard	B.S.	University of North Dakota (1960)
	A.S.	Bismarck North Dakota Jr. College (1957)

	Additional graduate hours	San Diego State College (1961)
Taylor, Nora	M.A.	West Virginia University (1994)
	B.A.	Asbury College (1981)
	A.A.	Kentucky Mountain Bible College (1979)
<i>General Science</i>		
Hardy, Terry	M.A.	West Virginia University (1976)
	B.A.	Shepherd College (1972)
<i>History</i>		
Tantillo, Mary Faith	M.A.	St. John's University (1978)
	B.A.	St. John's University (1974)
<i>Mathematics</i>		
Glover, Rosanne	M.A.	West Virginia University (1968)
	B.S.	West Virginia University (1965)
Gott, Sharon	M.T.	Virginia Commonwealth University (1993)
	B.S.	Virginia Commonwealth University (1993)
Klus, Thomas	M.A.	California University of Pennsylvania (1978)
	B.S.E.D.	California University of Pennsylvania (1973)
Meck, Nelson	M.A.	Additional graduate hours Salem International University (2001)
	B.S.	West Virginia University (1988)
Roth-Beck, Stephanie	M.A.	Additional graduate hours Wake Forest (2001)
	B.S.	Fairmont State College (1999)
VanMeter, Marie	M.A.	University of Virginia (1971)
	B.A.	Bridgewater (1969)
Walters, Jennifer	M.A.ED	University of Phoenix (2005)
	B.S.	University of Maryland (2000)
	A.A.	Potomac State College (1997)

	Wratchford, Rachel	B.S.	Bridgewater College (2004)
<i>Music</i>			
	Custer, Sharon	M.A.	Western State College of Colorado (1976)
		B.A.	Western State College of Colorado (1967)
<i>Physical Education</i>			
	Zuber, Carol	B.S.	Shepherd College (1984)
<i>Political Science</i>			
	Hedrick, Linda	M.A.	Johns Hopkins University (2001)
		B.A.	Loyola College (1985)
<i>Psychology</i>			
	Bennear, Mark	M.S.	Cappella University (waiting on dissertation)
		R.B.A.	Shepherd College
	Lambert, John	Ph.D.	LaSalle University (1996)
		M.A.	Liberty University (1995)
		B.S.	Davis & Elkins College (1992)
	Petry, Evelyn	M.S.	Ohio University (1972)
		B.A.	Wilmington College (1968)
		Additional graduate hours	
<i>Spanish</i>			
	Ridder, Carmen	B.A.	Universidad "Inca Garcilaso de la Vega" (1980)
			Additional coursework
<i>Sociology</i>			
	Jordan, Michael	M.S.	West Virginia University (2001)
		B.S.	Frostburg State University (1999)
<i>Speech</i>			
	Garrett, Susan	M. Ed.	James Madison University (1980)
		B.A.	Shepherd College (1976)
	VanMeter, Thomas	M.A.	West Virginia University (2002)
		B.S.	Eastern Mennonite (2000)