Eastern West Virginia
Community & Technical College

Program Review

Associate in Arts
June 2006

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.

The Associate in Arts degree program is one of two baccalaureate transfer degree programs for those students interested in pursuing a bachelor's degree. The Associate in Arts (A.A.) program requires 60 credits hours consisting of a comprehensive general education core, concentration electives and general electives. The A.A. degree was initially offered during Eastern's first academic year, 2001-2002. The A.A. degree is designed to assure competency in the general education core while providing flexibility for customization to meet the student's educational goals and the requirements of the receiving institution. Through advisement and course brokering, students are able to align their course selections with the institution to which they expected to transfer.

The A.A. degree program is designed for students who expected to complete a degree at a baccalaureate institution in such areas as art, education, English, history, journalism, library, pre-lax, psychology, sociology, or speech. The curriculum provides students a broad educational background in liberal arts with emphasis on humanities and social sciences.   In keeping with AACC guidelines and Eastern's General Education Policy (PB 3.6), a substantial component (45 credit hours) of the associate in arts degree is in general education. The required distribution of the curriculum sequence is as follows:

- Communications: 9 semester hours
- Humanities: 6 semester hours
- Social Sciences: 12 semester hours
- History: 3 semester hours
- Natural Sciences: 4 semester hours
- Mathematics: 3 semester hours
- Information Sciences: 3 semester hours
- General Education Electives: 5 semester hours
- Concentration Electives: 15 semester hours

The A.A. degree has undergone several revisions during the past five years. Initially, program requirements paralleled those of Eastern's mentoring institution (initially, Northern WV Community College, and now Southern WV Community and Technical College). The program has since been revised to assure compliance with Eastern's general education policy and that program graduates complete concentration/transfer electives.

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

The A.A. degree program serves the mission of the College by offering access to affordable, transferable educational programs. Specifically, the AA program was designed in keeping with mission defined educational facets:

- Baccalaureate Transfer: credit courses usually leading to the general A.A. or A.S. degree programs designed for transfer to complete a baccalaureate degree; and
- General and Developmental Education: credit courses that support the general education goals of all degree and certificate programs; as well as courses, credit and non-credit, to increase student success in other programs or employment

The A.A. program provides:
- Access to higher education throughout the College's responsibility district
  - Compact Goal I: District Participation Rate
    - Credit courses: 1.92 % in 2005 with target of 3.24 by 2010
  - Compact Goal II: Transfer Rate
    - 18% in 2005 with target of 29% for 2010
- Seamless curricula through use of brokered courses
  - Compact Goal IV: Courses brokered from other higher education institutions
    - 105 in 2005 with target of 123 for 2010
    - Courses brokered from WV Community Colleges (expanding agreements to include WV Northern Community College)
    - Courses brokered from Virginia and Kentucky Community College Systems

III. Assessment

A. 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 is a comprehensive, multilevel system for assessing student academic achievement and the long term impact of the College experience. The core of the assessment plan focuses on improvement of student learning, excellence in teaching and assessment of support and administrative services in meeting the college mission. The 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 I for Program Level Assessment Process and timeline). Eastern is in the initial stages of implementing its assessment plan. Process level and near-term level activities began in Fall 2004 and Spring 2005 in accordance with the assessment timeline. These activities include review of enrollment patterns, tracking studies, standardized testing (Academic Profile, WorkKeys), course evaluation and graduating student survey.

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

> **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*

The A.A. degree is designed for students with the intention of transferring to a baccalaureate institution to complete a Bachelor of Arts degree. In addition to a comprehensive general education core, the program provides opportunity for an individualized concentration to address a student's educational goals. This program also provides a general education core for students with diverse interests or who are undecided about educational or career goals.

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

The common core for all program majors is the general education core as defined in the College catalog and specifically identified in the General Education Policy (B.P. 3.6). Of the required 45 general education credit, 12 credits have been prescribed for the A.A. program. They are:

- CIS 108: Computer Fundamentals
- ENL 101: English Composition I
- ENL 102: English Composition II
- SPH 101: Speech Fundamentals

Prior to Spring 2005, general education assessment activities were conducted in collaboration with Southern WV Community and Technical College. In Spring 2005, nine students (all majors) completed the Academic Profile, a test of undergraduate reading, writing, critical thinking, and math skills (short form). To provide a sufficient sample for analysis, a second group was tested in Spring 2006. Forty-three Academic Profile Assessments were submitted for scoring. Of the students completing the testing, only two students were A.A. majors. Hence there is insufficient data at this time to assess effectiveness of the general education core in the A.A. program at this time. The testing process will be continued to build a culture of assessment and to continue efforts to compile sufficient data for program level assessment.

Course tracking studies will be initiated in Fall 2006 to discern progress from first to second level courses.

Course evaluation surveys are used as indirect assessment measures of student success and satisfaction. Survey questions provide self reports of learning acquired through course completion, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness. Course evaluations were compiled for Associate in Arts majors for the Fall 2004 term. Fifty-five surveys were returned for Associate in Arts majors. Ninety-one percent of these students stated that the course syllabus almost always provided a detailed description of learning outcomes and 89% stated that detailed course requirements were almost always provided. Students stated that course completion significantly improved their abilities and knowledge in the subject area (76%) with an additional 19% stating that abilities and knowledge were somewhat increased. Overall, students rated the completed courses as good to excellent (83%). Students felt equally positive about the quality of instruction with 90% rating the instructor as good to excellent. Ninety-four percent would take another course from the same instructor as well as recommend the instructor to their friends (94%).

Only 22% of the respondents reported conducting library research as part of course requirements. Given the nature of the degree, a higher level of library activity was expected. The low percentage may be due to the specific nature of courses completed and included in the course evaluation process. To further assess this situation, a syllabus analysis will be conducted on targeted courses.

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

Students graduating with an A.A. 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. 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. However, tracking studies and implementation of course level assessment activities will begin to provide the College with data to discern need for improvement.

IV. Curriculum

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

The Associate in Arts program is designed to meet the educational needs of students who intend to complete a baccalaureate degree. Students are able to complete a comprehensive general education core and customize a selection of concentration electives to meet educational goals and requirements of the baccalaureate institution.   Students structure degree and concentration requirements under the guidance of an academic advisor, appropriate content faculty and in consultation with the baccalaureate institution provided the student has identified a transfer location.

Specifically, the A.A. program requires 60 semester hours of credit, which includes 45 semester hours in general education core requirements, and 15 semester hours in a concentration (See Figure 2 for program sequencing). The concentration electives may be a unique combination of courses from the current catalog, those available through brokering arrangements with other higher education institutions or transferred from accredited institutions.   The concentration electives are generally selected for the purpose of enhancing the attainment of educational goals.

Recommended Course Sequence –Associate in Arts

First Year – Fall Semester			First Year – Spring Semester		
Dept.	*Course Title*	*Semester Hours*	*Dept.*	*Course Title*	*Semester Hours*
CIS 108	Computer Fundamentals	3	ENL 102	English Composition II	3
ENL 101	English Composition I	3	Elective	General Education Elective	5
Elective	Concentration Elective	3	Elective	Math Elective	3
Elective	Humanities Elective	3	Elective	Social Science Elective	3
Elective	Social Science Elective	3			
	Total Semester Hours	15		Total Semester Hours	14
Second Year – Fall Semester			Second Year – Spring Semester		
Dept.	*Course Title*	*Semester Hours*	*Dept.*	*Course Title*	*Semester Hours*
Elective	Concentration Electives	6	SPH 101	Speech Fundamentals	3
Elective	Humanities Elective	3	Elective	History Elective	3
Elective	Natural Science Elective	4	Elective	Social Science Elective	3
Elective	Social Science Elective	3	Elective	Concentration Elective	6
	Total Semester Hours	16		Total Semester Hours	15

Figure 2: Recommended Curriculum Sequence

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.

Students graduating with the A.A. degree must meet all graduation requirements set forth in the College catalog. Because each student's program varies according to concentration electives, the general education goals serve as the common core of the program outcomes.

> **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 II**

Due to the individualized nature of program requirements, only general education courses commonly completed by program majors are listed in the appendix (See Appendix II).

> **C. 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 ad Technical College system, Virginia Community and Technical College System and Southern West Virginia Community and Technical College.

V. Faculty
> **Submit information on the total number of full-time and part-time faculty 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. Information on professional development activities should be included for part-time, as well as full-time faculty.**

At present, Eastern employs one full-time faculty in the discipline of mathematics. Eastern employs content faculty and practitioner faculty for program development and instructional purposes in all other disciplines. Practitioner faculty are employed on a part-time contractual basis to provide instruction. Content faculty are employed on a contractual basis for curriculum development and revision as needed.

Additionally, 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.

Faculty hold degrees from accredited institutions appropriate to the level of instruction offered by Eastern. Faculty teaching the baccalaureate transfer courses hold graduate degrees in the discipline or an earned master's degree plus a minimum of eighteen credits in the discipline of instruction.

The Academic Program Director for General Education and Instruction is responsible for program management including curriculum and faculty.

Eastern provides faculty orientation sessions for new and returning practitioner faculty. Orientation sessions include a review of college policies and regulations with particular emphasis on those relating directly to instruction and student success as well as a review of college resources and support services. Additional topics include syllabus development, teaching strategies, identification of at risk students, student admission and registration process, academic policies and accessing online resources. A practitioner faculty handbook is provided at this session. The handbook provides information regarding instructional resources, course preparation and assessment, student expectations and grading, learner support services employment practices, and institutional and federal regulations

   VI.   **Enrollment and Graduates**
       A. *Submit data including 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 IV).*

Enrollment in the A.A. program has increased significantly since the program inception in 2001. Enrollment spiked in Fall 2002 with a total of 93 declared AA majors. At that time, students were able to select only from three associate degree programs, hence causing an artificial enrollment spike. Since that time, additional degree programs have been approved and implemented, thus causing enrollment shifts and a decline in the number of A.A. majors. Student have changed majors to more appropriately meet educational and professional goals. However, this enrollment decline is expected to stabilize as students matriculate into programs aligned with their educational goals (See Appendix IV for enrollment and FTE details).

A significant number of A.A. majors are enrolled as part-time students. In Fall 2001, 88% of the students were part-time. This number has steadily declined since that initial Fall enrollment, but was recorded at 65% in Fall 2004. This enrollment trend impacts program offerings, class sizes and graduation rates. To address the needs of the part-time student, Eastern offers the program in a full-time day implementation cycle as well as a part-time evening implementation cycle. Scheduling cycle assures that a student can complete degree requirements within four to eight semesters.

The number of transfer students matriculating into the A.A. program has declined, but appears to have stabilized over the recent semesters at approximately 24% (Fall enrollment patterns).

A review of A.A. graduate records was conducted to discern need for transitional studies courses. Five of the A.A. program graduates were required to complete developmental mathematics courses upon admission to the College and one was required to complete developmental English. All A.A. students/graduates required to complete developmental studies successfully completed subsequent college level mathematics and English required as part of the general education core.

A.A. Program Graduates
As of spring 2006, eleven students have completed the requirements for the A.A. degree, with one student completing requirements for both an A.A. and A.S. degree.
Six of the graduates were transfer students from other accredited institutions and five were first time college students.

> B. *Provide information on graduates in terms of places of employment, starting salary ranges and number employed infield of specialization. Include evidence of 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 number of respondents.*
>
> Refer to item C below

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

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.

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.*

In Fall 2005, $48,900 was required to deliver instructional services for the Associate in Arts, Associate in Science, and Associate in Applied Science degree program. These programs offer the same courses required in the general education core, hence share instructional costs. Instructional costs are supported through state appropriations and tuition.

B. 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.

VIII. Advisory Committee

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

The A.A. degree does not have an appointed advisory committee. The curriculum was initially adopted from Northern West Virginia Community College while it served as Eastern's mentoring institution. The program was revised to parallel that of Southern West Virginia Community & Technical College when Eastern became affiliated with Southern. Course outcomes are aligned with the general education core curriculum as defined in BP 3.6 and the HEPC/WVCCTCE Core Transfer Agreement.

IX. 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 in Arts degree offers a breadth of learning experiences for students providing a solid foundation for pursuit of a baccalaureate degree. The flexibility of the program allows students to customize concentrations to meet educational goals and baccalaureate degree requirements. 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.

The recommendation is to maintain program offerings at the present level and continue with implementation of assessment activities to validate student academic achievement and success. Articulation agreements will be formalized with targeted baccalaureate institutions and specialized concentrations will be explored.

Developing a Program Level Assessment Plan

1. Define mission/purpose of the program
   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/statement of purpose into (measurable) outcomes
   a. Identify outcomes to assess during annual assessment cycle
   b. Identify performance criterion/criteria for each outcome/objective
   c. Create Program Outcomes Matrix

3. Determine assessment/evaluation methods to be used
   a. Select or develop the instrument(s) for measuring each outcome
   b. Select multiple measures of assessment
   c. Include direct measures (measures that test whether students have acquired the competencies required and the performance standard identified). These include standardized tests, quantitative reasoning tests, competency tests, critical thinking tests, clinical or laboratory observations or course artifacts.
   d. Develop scoring rubric for capstone course
   e. Include indirect measures such as feedback from internship or field placements, students' self-reports of skill attainment, surveys, interviews, focus groups, etc.
   f. Identify sources of existing data to evaluate outcomes/objectives
   g. Develop a plan and timeline for collecting information
   h. Identify who is responsible for specific assessment activities. (The academic program directors is responsible for coordination of the process)

4. Collect data
   a. Select an appropriate sample (students, subset of students, alumni, employers, documents, etc.). Consider various sampling techniques. How many students will be involved? How will you select them? Since your goal is to assess the program and not the individual students, it may not be necessary to include every student.
   b. Administer data collection instrument (All instruments must be reviewed and approved by Dean for Learner Support Services)
   c. Request available institutional data from Institutional Research
   d. Devise plan to optimize return rates/encourage students' participation
   e. Determine where data and assessment materials will be retained
   f. Develop an informed consent form, if appropriate.

5. Analyze/evaluate data
    a. Examine data to determine emerging patterns
    b. Determine if minimum performance standard 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, does the data appear to be valid

6. Develop recommendation based on assessment findings
    a. Recommendations must be data driven, include description of proposed intervention or change, cost to institution and other departments impacted.
    b. Recommendations must be submitted through institutionally defined processes prior to implementation.

7. Communication of quality initiative activities
    a. Prepare annual program report
    b. Submit report to Associate Dean for Learner Support and Academic Services
    c. Determine how results will be shared with students

8. Note overall effectiveness of assessment plan.
    a. Determine if modifications are required in the assessment program

Assessment Plan Activity Timeline
Revised 3/4/05

Program/Process Levels	Measure	Area(s) Responsible	Timeline	Cycle
Entry Level	Entry Level Testing		In Progress	Annual
Process Level	Developmental Program Tracking Studies: Pass Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Drop Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Exit Exam Pass Rate	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Completion Rates	Academic Services (Gen Ed)/IR	In Progress	Annual
	Developmental Program Tracking Studies: Persistence Rate (Developmental Course through first Level College Course)	Academic Services (Gen Ed)/IR	In Progress	4 years
	Orientation Course Tracking Study	Learner Support Services/ IR	Pilot Fall 2004	3 years
	Program Level Assessment (Comprehensive Plans) Enrollment Patterns, Completion Rate, Drop Rate (Target courses within degree programs), Graduation Rate, Syllabus Analysis, Transcript Analysis, Advisory Committee Review, placement rates, transfer rates, retention rates for program majors	Academic Services/Learner Support Services/IR	Pilot/Planning Cycle Fall 2004	5 years
	Writing Across the Curriculum	Academic Services	(On hold)	3 years
	General Education Assessment: Academic Profile (administered CAAP prior to Spring 2005)	Academic Services/Learner Support/IR	In Progress	Annual
	General Education Assessment: WORKKEYS	Academic Services/Learner Support/IR	In Progress	Annual

Program/Process Levels	Measure	Area(s) Responsible	Timeline	Cycle
	Brokered/Distance Learning Survey	Academic Services/Learner Support/IR	In Progress	Annual
	Course Level Tracking: Drop Rates (target courses), Completion Rates, Pass Rates, Persistence Rate to 2nd level course	Academic Services/Learner Support/IR	Fall 2004	Annual
	Withdrawing Student Survey	Learner Support/IR	June 2005	Annual
	Course Evaluations/ Satisfaction Survey	Learner Support Services/IR	In Progress	Semester
	CSSE	Learner Support Services/IR	Spring 2005	Biennial
Near-Term Level	Program Level Assessment: Capstone assessment	Academic Services/IR	Pilot Spring 2005	Annual
	Developmental Program Tracking: Goal Attainment Rate: Enrolled and complete goal within 5 years	Academic Services/Learner Support/IR	Fall 2006 (Cohort for 2001)	Annual
	Graduating Student Survey	Learner Support Services	Spring 2005	Annual
	Graduating Student Phone Survey: Employment Status, Salary, Continuing Education Plans, impact of program on educational/occupational goal attainment	Academic Program Directors	Spring 2005	Annual
Long-Term Level	Employer Satisfaction Survey	Academic Services/Learner Support/IR	Pilot Fall 2006	Annual
	Alumni Survey: One Year	Academic Services/Learner Support/IR	Pilot Spring 2005 All graduates from 2004 and earlier	Biennial

Appendix II

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

General Education Courses

English Composition - 6 hours
ENL 101	English Composition I	3
ENL 102	English Composition II	3

Communication and Literature - 6 hours
SPH 101	Speech Fundamentals	3
SPH 203	Introduction to Public Speaking	3
SPH 208	Business and Professional Speaking	3
ENL 161	Introduction to Literature	3
ENL 200	English Literature Before 1800	3
ENL 201	American Literature Before 1865	3
ENL 202	English Literature Since 1800	3
ENL 204	American Literature Since 1865	3
EDF 219	Adolescent Literature	3

Mathematics - 3 - 5 hours
MTH 121	College Math for Gen. Ed.	3
MTH 123	Intermediate Algebra	3
MTH 126	Trigonometry	3
MTH 135	College Algebra	3
MTH 137	Precalculus	5
MTH 205	Calculus Applications	3
MTH 225	Introduction to Statistics	3

Natural Science - 8 hours
BIO 101	General Biology I	4
BIO 102	General Biology II	4
BIO 124	Human Anatomy & Physiology I	4
BIO 125	Human Anatomy & Physiology II	4
CHM 203	Fundamentals of General, Organic, and Biological Chemistry I	4
CHM 204	Fundamentals of General, Organic, and Biological Chemistry II	4

CHM 213	Principles of Chemistry I	4
CHM 214	Principles of Chemistry II	4
PHS 200	Introductory Physics	4
PHS 210	College Physics I	4
PHS 212	College Physics II	4
GSC 109	General Physical Science I	4
GSC 110	General Physical Science II	4

Social Science - 9 hours

ECN 201	Principles of Economics I	3
ECN 202	Principles of Economics II	3
HIT 104	Western Civilization I	3
HIT 105	Western Civilization II	3
HIT 240	American History 1492 - 1877	3
HIT 241	American History since 1877	3
POL 201	American Government and Politics	3
POL 202	State and Local Government	3
PSY 200	General Psychology	3
PSY 214	Life Span Developmental Psychology	3
PSY 210	Human Relations	3
SOC 203	Introduction to Sociology	3
SOC 204	Social Problems I	3
SOC 206	Social Problems II	3

General Education

Becker-Gorby, 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)

General Science

Hardy, Terry	M.A.	West Virginia University (1976)
	B.A.	Shepherd College (1972)

History

Tantillo, Mary Faith	M.A.	St. John's University (1978)
	B.A.	St. John's University (1974)

Mathematics

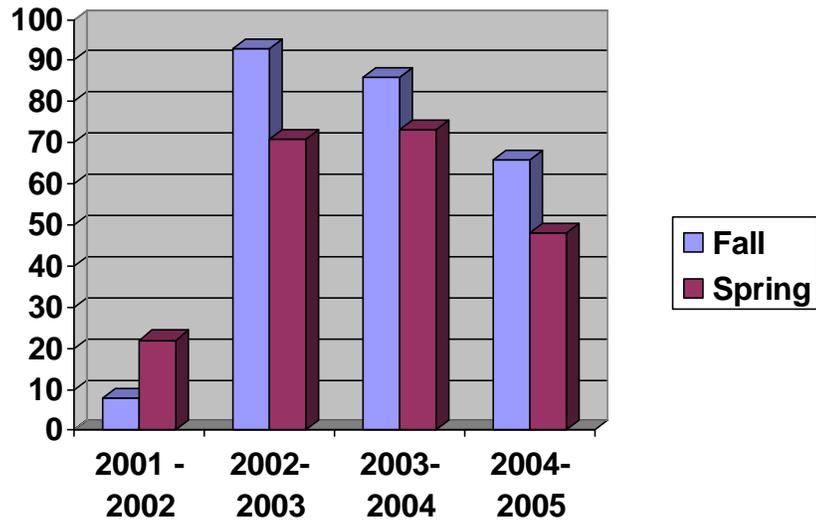|		
Glover, Rosanne	M.A.	West Virginia University (1968)
	B.S.	West Virginia University (1965)
Gott, Sharon	M.T.	Virginia Commonwealth University (1993)
	B.S.	Virginia Commonwealth University (1993)
Klus, Thomas	M.A.	California University of Pennsylvania (1978)
	B.S.E.D.	California University of Pennsylvania (1973)
		Additional graduate hours
Meck, Nelson	M.A.	Salem International University (2001)
	B.S.	West Virginia University (1988)
		Additional graduate hours
Roth-Beck, Stephanie	M.A.	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)

Music
Custer, Sharon

| | M.A. | Western State College of Colorado (1976) |
| | B.A. | Western State College of Colorado (1967) |

Physical Education
Zuber, Carol

| | B.S. | Shepherd College (1984) |

Political Science
Hedrick, Linda

| | M.A. | Johns Hopkins University (2001) |
| | B.A. | Loyola College (1985) |

Psychology

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

Spanish

| Ridder, Carmen | B.A. | Universidad "Inca Garcilaso de la Vega" (1980) Additional coursework |

Sociology

Becker-Gorby, Sherry	M.A.	West Virginia University (1981)
	B.A.	Bethany College (1975)
Jordan, Michael	M.S.	West Virginia University (2001)
	B.S.	Frostburg State University (1999)

Speech

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)

Appendix IV
Enrollment Data

Associate in Arts Program Data
Fall 2001 through Spring 2005

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Majors	8	22	93	71	86	73	66	46
Credit Hours Generated by Majors	60	145	796	645	753	653	592	471
FTE Generated by Majors	4 FTE	9.67 FTE	53.07 FTE	43 FTE	50.2 FTE	43.5 FTE	39.5 FTE	31.4 FTE
Majors with Full Time Status	13% (1)	23% (5)	30% (28)	35% (25)	27% (23)	34% (25)	35% (23)	48% (23)
Majors with Part Time Status	88% (7)	77% (17)	70% (65)	65% (46)	73% (63)	66% (48)	65% (43)	52% (25)
Majors Transferring from Other Colleges	63% (5)	41% (9)	42% (39)	11% (8)	24% (21)	11% (8)	24% (16)	9% (4)

Enrollment by Term for AA Majors

FTE by Term for AA Majors