

Eastern West Virginia
Community & Technical College

Program Review
Associate in Arts (A.A.)
May 2011

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General Education & Instruction

Approved by Assessment: 6-29-12 e-vote
Approved by LOT: 7-16-12 e-vote
Approved by Cabinet: 8-7-12
Approved by Board of Governors: 8-14-12

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CIP Code: 23-240101
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Synopsis of Significant Findings

The Associate in Arts degree program was designed for students whose educational expectation is to transfer to a baccalaureate institution. It requires 60 credit hours consisting of a comprehensive general education core, concentration electives and general electives. The A.A. degree is designed to assure competency in the general education core while providing flexibility for customization to meet the student's education goals and the requirements of the receiving institution. To allow adaptability to a variety of baccalaureate programs, students work with an advisor to align their selected electives to the specific four- year institution's general education requirements. Additionally, first-time students who may be undecided about a particular technical major can select from art, education, English, history, psychology, or sociology to broaden their knowledge and interests in a wide-variety of discipline.

Plans for program improvement

The improvement plan for the Associate of Arts program is to expand formal 2+2 agreements with baccalaureate institutions. Currently Eastern has agreements with Franklin University and Potomac State College-WVU in the area of business. Development has begun on a 2+2 in Elementary Education. A 2+2 agreement for the Nursing Program will be pursued once provisional accreditation is completed for the nursing program in fall 2012. These formal agreements are less dependent on individual advisor recommendations and allow the students assurances that the programs have been reviewed and accepted for transfer.

Identification of weaknesses/deficiencies

Although the A.A. degree has provided students a flexible pathway to the baccalaureate institutions the variety of available courses has been limited. Course offerings are limited by availability of qualified adjunct faculty, sufficient enrollment to provide multiple electives each semester and limited classroom space.

The lack of formal 2+2 agreements and course-by-course transfer agreements with individual institutions makes the transfer of credit dependent on the quality of student advising. Advisor training sessions have been conducted each semester since 2010. Advisors are encouraged to complete a program evaluation for all advisees. The program evaluation serves as an advisement tool to guide students, but also provides an analysis of enrollment patterns. This analysis led to the identification of need for defined concentrations.

As Table I indicates, EWVCTC has increased their graduates since fall 2009. One factor that may have contributed to the increase in applications for graduation is Eastern's independent accreditation. Students are more willing to complete graduation applications and attend graduation because graduation is now held locally and students do not have to travel to Southern WVCTC to attend commencement ceremonies.

Table I: Six year trend data on graduates and majors

Semester	Headcount	FTE	Full-time	Graduates
Fall 2005	14	7.7	5	4
Spring 2006	54	29.1	11	1
Fall 2006	89	51.2	21	4
Spring 2007	82	42.9	14	2
Fall 2007	86	47.8	23	2
Spring 2008	76	48.5	26	3
Fall 2008	99	62.2	37	2
Spring 2009	115	70.9	47	4
Fall 2009	141	100.0	87	2
Spring 2010	178	120.1	91	10
Fall 2011	188	136.9	113	5
Spring 2011	188	129.3	101	8
TOTAL	1310	846.6	576	47

Summary of assessment model and utilization for program improvement

Eastern's assessment plan consists of three levels; entry level assessment, process assessment, and long term assessment (Alfred, Peterson and White, 1992). These levels address student satisfaction, academic achievement, program effectiveness, and student success.

The A.A. students participate in the ETS Proficiency Profile (formerly MAPP) as the test of general education. Course evaluation surveys are administered each semester in all course sections with enrollment of six or more students. Course completion rates and student tracking studies are used as a measure of overall program success. All general education courses are assessed on a cyclical basis and recommendations from the course assessment are incorporated.

Course level assessment have been completed on ART 100, BIO 124, CIS 108, ECN 201, ECN 202, ENL 101, ENL 102, GSC 109, GSC 110, MTH 121, MTH 135, PSY 200 and SSC 147.

Summary of course level assessments for all participating students

Semester	Course Assessed	Number of students	Results
Fall 2006	PSY 200	38	4 of 4 outcomes met at 80% or above
Fall 2007	PSY 200	19	4 of 4 outcomes met at 80% or above

Spring 2008	SSC 147	17	0 of 3 outcomes met at 80% or above
Fall 2008	BIO 124	24	All learning outcomes met at 80% or above.
	GSC 109	14	Overall 70.7% outcomes met at the 80% criteria.
	ECN 201	22	3 of 4 outcomes met at 80% or above
	ENL 101	--	3 of four outcomes met at 80% or above
	MTH 135	36	5 of 8 outcomes met at 80% or above
Fall 2009	CIS 108	52	3 of 4 outcomes met at 75% or above
	ECN 201	14	2 of four outcomes met at 75% or above
Spring 2009	GSC 110	12	Overall 77% met the outcomes at the 75% criteria.
	MTH 121	9	All outcomes met
	ENL 101	20	3 of 4 outcomes met at 75% criteria
Spring 2010	CIS 108	20	3 out of 4 outcomes met at the 75% level
	SSC 147	19	4 of 5 outcomes met at 75% or above
	ENL 101	34	4 of 4 outcomes met at 75% or above
	ECN 201	10	3 of 4 outcomes met at 75% or above

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. All students enroll in the above courses to meet general education requirements and students are not tracked by degree in the reporting of course level assessment.

No external review was conducted for this program.

Comparison of Eastern ETS Proficiency profile Scores, A.A. Majors, with ETS Mean Scores

Year	% above ETS Mean Score 440.67	% below ETS Mean Score (440.67)	Eastern's Mean Score	AA Graduates Mean Score	% above Eastern's Mean score	% below Eastern's Mean score
2008	33% (1)	66% (2)	437.78	440.3	33% (1)	66% (2)
2009	50% (3)	50% (3)	436.88	437.2	50% (3)	50% (3)
2010	33% (3)	66% (6)	432	435.4	66% (6)	33% (3)
2011	44% (4)	55% (5)	436.78	437.8	55% (5)	44% (4)

Note: 10 AA graduates in 2010—one did not receive score report.

13 AA graduates in 2011--four did not score for the 2011 report

Student placement

Eight of the graduates transferred to baccalaureate institutions and three students are enrolled in master degree programs. Ten are working full-time. Three continued with the Nursing, AAS program. Two are working toward a baccalaureate degree in Education.

Variables impacting degree completion include: insufficient funds to finance education, low GPA, transferring prior to completion of the A.A. and family/work obligations. Additionally, a significant number of undecided and pre-nursing students enroll in the A.A. degree program. Undecided students move to other majors once they have determined their area of interest and a more specific degree. This includes A.A.S. in business, IT, Early Childhood and Nursing.

Final Recommendation

As the number of students pursuing the A.A. degree increases the selection of general education electives in the social sciences and humanities will be expanded to provide more choices in course selection. All courses submitted for listing on the General Education Courses and Designation List must be approved by LOT (Learner Outcomes Team). Concentration electives must be selected from the approved list. Any substitutions must obtain prior approval from the Academic Program Director for General Education and instruction. Students are encouraged to contact the baccalaureate institution of choice to determine transferability of concentration electives selected.

Expansion of 2+2 agreements and course-by-course transfer agreements with all in-state institutions will provide additional assurances of transferability for coursework. Areas of priority have been identified as 2+2 in Nursing and development of a four-year degree in Elementary Education.

Associate in Arts graduating students are invited to participate in the Graduating Student Survey. Unfortunately, response rates have been low so data are not available by individual majors. Surveys results on completion of advanced degrees are incomplete. Post-graduation tracking studies are limited.

The recommendation is to continue offering the program in its current format. The following will be addressed during the next review cycle:

- Expand course offerings in social sciences and humanities
- Increase number of designated courses for concentration areas
- Increase the number of 2+2 articulation agreements with baccalaureate institutions
- Explore the feasibility of offering web-based education courses