

**Eastern West Virginia
Community & Technical College**

Program Review

**Board of Governors,
Associate in Applied Science Degree**

July 19, 2010

Approved by Assessment: October 4, 2010

Approved by LOT: October 18, 2010

Approved by President's Cabinet: October 26, 2010

Approved by Board of Governors:

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 Board of Governors (BOG), A.A.S. is a WVCCTCE system degree program designed as an alternative degree option for adult learners seeking a degree completion opportunity. Typically, the BOG, A.A.S. serves adult learners who have a broad range of life learning experiences. Students are able to combine previously completed college coursework with credits earned through an analysis of prior life learning experiences. These experiences can take the form of formal training programs, volunteer and work experiences, workplace training and training provided through sources other than the college classroom. The student, in conjunction with an advisor, develops a customized curriculum that matches his or her professional goals and may incorporate credits awarded through a portfolio review. For some students this may reflect their current occupational goals while for others it may serve as an opportunity to build upon previously acquired technical training and certification. The BOG, A.A.S. provides students with technical and employability skills as well as a foundation in humanities, social science, and mathematics. While the BOG, A.A.S. is considered to be a terminal degree, some but not all of the credits are appropriate for transfer for completion of a bachelor's degree.

Admission into the program requires students to participate in an advising and planning session which includes:

- ⌚ Assignment of program advisor who provides guidance through the evaluation of prior learning experiences, course selection and registration
- ⌚ Development of a plan outlining career objectives
- ⌚ Development of an educational plan in keeping with career objectives ⌚
Development of a portfolio (if applicable)

Eastern adopted and implemented the BOG, A.A.S. in fall 2004. By adopting the BOG, A.A.S. Eastern is able to provide a flexible career technical degree program to address the diverse needs of its students allowing adult learners to build on prior experiential learning. Therefore, students can design a unique degree completion option through this program.

II. Goals and Objectives

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

The purpose of the BOG, A.A.S. program is to provide a, flexible career technical degree program to address the diverse needs of its service district. Implementing a flexible,

customized degree format provides the opportunity for Eastern students to design a college level program of study to address professional and educational goals and meet regional employability needs. The BOG, A.A.S. degree serves those students intending to design a unique career-technical program or degree completion opportunity not currently available through the College's degree offerings while incorporating alternative prior learning experiences.

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 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 (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. Given the individualized nature of the program, assessment activities focus primarily on near term and long term assessment. Such activities include review of enrollment patterns, tracking studies, capstone assessment, program completion, graduating student survey and alumni survey. The ETS Proficiency Profile (formerly known as MAPP) has been administered as the test of general education. Until 2010, WorkKeys was administered to the careertechnical program graduates. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections. BOG, AAS students participate in these surveys.

| The Assessment Process (Adapted "The Assessment Funnel", Alfred, et.al.) | | |
|---|---------------------|--------------------------|
| Assessment Level | Measures | Area(s) Responsible |
| Entry Level | Entry level testing | Learner Support Services |

| | | |
|-----------------|--|---|
| Process Level | Course level assessment, program level assessment, tracking studies, student satisfaction surveys, withdrawing student survey, drop rates from courses, faculty/course evaluation survey Summative assessment activities for program level assessment, technical skills assessment, general education assessment, graduating student survey, advisory committee survey/focus group, program graduation rate, placement rates, transfer data | Academic Services, Learner Support services |
| 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***

Program outcomes are uniquely defined for each student in the BOG, A.A.S. program. Students, in consultation with an advisor, define the career/technical goals and program outcomes central to the student's educational program. The common core for all program majors is the general education core as defined in the College catalog.

The program, to date, has served 29 majors (unduplicated count). Of these, six were new freshmen, eleven were transfer students and the remainder were previously enrolled at Eastern as undeclared majors or majors in other degree programs. Of the 29 students, fourteen participated in the entrance placement testing program. Of those students required to participate in entrance testing, 64% (N=9) were required to enroll in Basic Mathematics, 79% (N=11) in Introductory Algebra, 29% (N=4) in Reading/Study Skills and 29% (N=4) in Beginning Composition. Students completing the required developmental courses are tracked through completion of the first college level course within the discipline in the developmental program assessment activities as part of the cohort for the Performance Indicator report.

WorkKeys was administered to graduating students in career/technical programs as a measure of the effectiveness of the general education core in relation to the workplace. Three tests from the WorkKeys series were administered to graduating students: Applied Mathematics, Reading for Information and Locating Information. The program had seven (7) graduates since its inception in 2004. Fifty-seven (57%) percent of the graduates (N=5) completing WorkKeys exceeded the minimum performance standard in all tests.

Beginning in Spring 2008, Eastern began administering the ETS Proficiency Profile (formerly known as MAPP). BOG, A.A.S. students participate in this testing. Due to the small number of graduates, results have not been analyzed by program. However, Eastern's graduates score within the mean score ranges noted in ETS Comparative Scores for associate degree granting institutions. Results are currently available for two graduating classes. Due to the small sample sizes, no general education curriculum changes have been made based on the test results. However, as the sample size increases, these results will be incorporated with course level assessment results to determine the efficacy of the general education curriculum (See Table 1 below).

Table 1
Eastern Students (2007-2009):
Comparison Between Eastern Test Groups and ETS Mean Scores
N = 52

| | Eastern 2007 – 2008 Mean = 437.78 | Eastern 2008-2009 Mean = 436.88 | Eastern Total Test Groups Mean = 436.30 | ETS Mean = 440.67 |
|--------------|---|---------------------------------------|---|-------------------------|
| % above mean | 41% (11) | 44% (11) | 48% (25) | 35% (18) |
| % below mean | 59% (16) | 56% (14) | 52% (27) | 65% (34) |

BOG, AAS Students participate in the Graduating Student Survey. Results are compiled for the sample as a whole and not analyzed according to major. However, according to the graduating student surveys for 2008 and 2009, graduates gave an overall college rating of 4.25 (2008) and 4.39 (2009) on a five point scale. BOG, A.A.S. graduates primarily enroll in general education courses, consequently is it appropriate to note student ratings of the quality of instruction in the general education core. Graduates rated instruction in the general education core as 4.17 (2008) and 3.95 (2009). In both years, 100% of the graduates responded that they would recommend the College to others. Overall, available student satisfaction survey results indicate satisfaction with courses and services.

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

This is a WVCCTCE system based degree program. If curriculum and implementation changes are made at the system level, these changes will be adopted by Eastern. However, future course related assessment activities may yield data supporting revision of courses supporting the general education core.

The portfolio course has been under utilized. At the outset of this program, Eastern anticipated a large volume of students completing the portfolio to petition for credit. This has not proven to be the case. Students who opt not to pursue portfolio review note the cost of the portfolio review as the prohibiting factor.

IV. Curriculum

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

The BOG, A.A.S. program is intended to meet the educational and professional or degree completion needs of nontraditional students who have specific career objectives that cannot be met by existing degree programs offered at the College. Students may design a program which allows for career advancement, employment, or personal development and enrichment. Because of its unique focus addressing the needs of the individual student, the flexible curriculum provides a framework incorporating the College's general education goals and incorporates a concentration component providing the opportunity to explore options for credit for college level learning experiences outside of the traditional classroom experience. Students structure degree and concentration requirements in consultation with an academic advisor.

Specifically, the BOG, A.A.S. program requires 60 semester hours of credit which includes 21 semester hours in general education core requirements and 39 semester hours in a concentration. The concentration hours can be a unique combination of courses from the current catalog, vocational training programs (articulated partnerships and individual evaluations), military credit, professional certification, transfer credits, or credit awarded for experiential learning (portfolio review). Students are required to complete the portfolio course prior to petitioning for credit for experiential learning. To date, four (4) students have completed the portfolio course.

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 BOG, A.A.S. must meet all graduation requirements set forth in the College catalog. Because each student's program is individually defined, the general education goals serve as the common core of the program outcomes.

A. Provide a list of courses along with the number of credit hour required for each course. Include specific course titles and numbers. Label as Appendix

I.

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

B. *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.

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.

Due to the individualized nature of the program, no full-time faculty are designated for the program. The program is coordinated by the Assistant Director of Admissions. Faculty and academic program directors provide assistance with academic reviews as needed. The portfolio development course is specific to the program. This course is taught by the Assistant Director of Admissions.

A list of general education faculty, credentials and instructional disciplines are provided in Appendix II.

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. (See Appendix III).*

To date, the BOG A.A.S. program has enrolled 29 majors (unduplicated). Of these, 38% were transfers from other accredited institutions and 21% were new students. Seven students have graduated in this program since its inception. The program has had an erratic enrollment history experiencing a significant drop in the number of majors from 2007 through 2009. In fall 2009, the number of majors increased to 7. Even though the program has experienced enrollment fluctuations with the implementation of other majors, the program continues to effectively serve as a low cost option to ensure access and opportunities for those individuals with unique educational goals. See Appendix III for graduate and enrollment information.

- B. 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-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.***

Based on follow-up survey of graduates (2007 – 2009) 4 of the BOG, A.A.S. graduates have continued or are planning to continue their education. All are planning to enroll or have enrolled in the WV Regents degree program. Three of the BOG, A.A.S. graduates are currently employed although none have made employment changes based on degree attainment. No additional information is available on recent graduates at this time.

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

Four of the eight BOG, A.A.S. graduates are planning to continue in a baccalaureate program with three already being accepted into baccalaureate programs. No additional information is available on recent graduates at this time.

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.***

The common courses in the BOG, A.A. S. program are primarily those included in the general education core curriculum. As a result, there is no additional cost incurred by offering this program. Students often transfer specialized/concentration courses, again not requiring additional institutional funds or support. The portfolio course is the sole course serving only the BOG, A.A.S. program. This course is only required for those students petitioning for credit for experiential learning. Not all BOG A.A.S. majors complete this course. The portfolio development course is taught by the Assistant Director of Admissions. This is a staff position; hence it does not require additional funding.

- B. Identify projection of future resource requirements and sources of funding.***

The program will not require additional funding or alternative 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 BOG, A.A.S. program does not have an advisory committee. However, faculty are consulted for development of educational plans and review of experiential learning for college level credits.

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 BOG, A.A.S. program has effectively provided Eastern students with a flexible, general degree option to address individual educational and occupational goals since its inception. During its five years of implementation, the program had a total of 29 majors and eight graduates. Initial enrollment, as well as the number of majors, has fluctuated with increases in the most recent semester. Eastern will continue to offer the BOG, A.A.S. program as it is currently offered. Eastern also offers Individualized Career Studies, A.A. S. This is a comparable customized degree completion option for students. In reviewing the purpose of both programs, student goals and enrollment patterns, Eastern is considering termination of the Individualized Career Studies, A.A.S. to eliminate duplicative offerings. This will bolster enrollments in the BOG, A.A.S. and continue to effectively support Eastern students.

Appendix I Board of Governors, Associate in Applied Science Program Requirements

PROGRAM REQUIREMENTS

| | | |
|-------------------------------|--------------------------|---------------------|
| General Education Core | 21 semester hours | Communication |
| 6 semester hours | | |
| Social Sciences/Humanities | 6 semester hours | Mathematics/Science |
| 6 semester hours | | |
| Computer Literacy | 3 semester hours | |

Electives/Concentration **39 semester hours***

(Note: Students may include a defined concentration, portfolio course or capstone course as part of the 39 elective credits)

TOTAL **60 semester hours**

General Education Courses

(Note: Courses typically completed for general education core are listed below. Students are able to substitute approved general education courses as denoted in the College Catalog.)

Communications

| Course Number | Course Title | Credit Hours |
|---------------|--------------------------|--------------|
| ENL 101 | English Composition I | 3 |
| ENL 102 | English Composition II | 3 |
| ENL 115 | Technical Communications | 3 |
| | Speech Fundamentals | 3 |

Social Sciences/Humanities

| Course Number | Course Title | Credit Hours |
|---------------|----------------------------------|--------------|
| ART 100 | Art Appreciation | 3 |
| MUS 170 | Music Appreciation | 3 |
| POL 201 | American Government and Politics | 3 |
| PSY 200 | General Psychology | 3 |
| PSY 210 | Human Relations | 3 |
| SOC 203 | Introduction to Sociology | 3 |

Mathematics

| Course Number | Course Title | Credit Hours |
|----------------------|---------------------------------------|---------------------|
| MTH 117 | Math for Technicians | 4 |
| MTH 121 | College Math for General Education | 3 |
| MTH 135 | College Algebra | 3 |
| MTH 225 | Introduction to Statistics | 3 |

Science

| Course Number | Course Title | Credit 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 |
| GSC 109 | General Physical Science I | 4 |
| GSC 110 | General Physical Science II | 4 |

Computer Literacy

| Course Number | Course Title | Credit Hours |
|----------------------|-----------------------|---------------------|
| CIS 108 | Computer Fundamentals | 3 |

Experiential Credit

| Course Number | Course Title | Credit Hours |
|----------------------|-----------------------|---------------------|
| ORT 200 | Portfolio Development | 2 |

Appendix II

Faculty Data

| General Education Full-Time and Adjunct Faculty | | | |
|--|-----------------------|-------|--|
| | | | |
| 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) |
| | Harman, Sharon | Ph.D. | West Virginia University (1982) |
| | | M.S. | Marshall University (1978) |
| | | B.S. | Marshall University (1976) |
| | | | |
| Chemistry | | | |
| | Bailey, Joseph (Ryan) | M.S. | Bucknell University (2008) |
| | | B.S. | Shippensburg University (2005) |
| | | | |
| | | | |
| Computer Information Systems | | | |
| | Ciszewski, Robert | M.S. | University of Southern California (1980) |
| | | M.S. | Naval Post Graduate School (1969) |
| | | B.S. | Lewis University (1962) |

| | | | |
|--|---|------|---|
| | Mirkhani, Seyed Academic Program Director | M.S. | Nova Southeastern University (2008) |
| | | M.S. | Strayer University (2000) |
| | | M.S. | Johns Hopkins University (1997) |
| | | B.A. | University of District of Columbia (1995) |

| | | | |
|------------------------|-------------------------------------|--------|--------------------------------------|
| | Simpson, Richard | M.A. | University of Maryland (1993) |
| | | B.A. | Lehigh University (1964) |
| | | | |
| English | | | |
| | Hakala, Curtis Full-time Faculty | M.A. | James Madison University (2005) |
| | | B.S. | James Madison University (1994) |
| | Simmons, Joy | M.A. | Radford University (2001) |
| | | B.S. | Virginia Tech (1996) |
| | | A.A.S. | Wytheville Community College (1994) |
| | Skavenski, Frank | M.A. | West Virginia University (1983) |
| | | B.A. | West Liberty (1973) |
| | Skavenski, Vicki | M.A. | West Virginia University (1982) |
| | | B.A. | West Virginia Wesleyan (1974) |
| | | | |
| General Science | | | |
| | Metheny, Jacob | D.C. | Logan College of Chiropractic (2009) |

| | | | |
|----------------|-------------------|-------|--|
| | | B.S. | Logan College of Chiropractic (2005) |
| | | | |
| History | | | |
| | Hodges, Henry | B.A. | West Virginia University (1989) |
| | | M.A. | Marshall University (1983) |
| | | B.S. | West Virginia University |
| | Jones, David | M.A. | West Virginia University (1972) |
| | | B.S. | West Virginia University (1969) |
| | Kachmarek, Edward | M.A. | Edinboro University of Pennsylvania (2006) |
| | | B.S. | Indiana University of Pennsylvania (1993) |
| | Smith, Steve | Ph.D. | West Virginia University (2000) |
| | | M.A. | James Madison University (1991) |

| | | | |
|--------------------|-----------------------------------|---------------------------|---|
| | | B.S. | James Madison University (1988) |
| | Tantillo, Mary-Faith | M.A. | St. John's University (1978) |
| | | B.A. | St. John's University (1974) |
| | | | |
| Mathematics | | | |
| | Gott, Sharon Full-time Faculty | M.T. | Virginia Commonwealth University (1993) |
| | | B.S. | Virginia Commonwealth University (1993) |
| | | Additional Graduate Hours | University of California at Los Angeles |
| | Hershberger, Jamin | M.A. | Marshall University (1998) |

| | | | |
|-------------------|------------------|---------------------------|--|
| | | B.A. | Glenville State College (1995) |
| | | Additional Graduate Study | West Virginia University |
| | Meck, Nelson | M.A. | Salem International University (2001) |
| | | B.S. | West Virginia University (1988) |
| | | Additional Graduate Hours | |
| | Murray, Janelle | B.A. | Fairmont State University (2006) |
| | | A.A.S. | Potomac State College of WVU (2003) |
| | VanMeter, Marie | M.A. | University of Virginia (1971) |
| | | B.A. | Bridgewater College (1969) |
| | Williams, Andrea | M.S. | University of Virginia (2008) |
| | | B.S. | Bridgewater College (2006) |
| | | | |
| Music | | | |
| | Custer, Sharon | M.A. | Western State College of Colorado (1976) |
| | | B.A. | Western State College of Colorado (1976) |
| | | | |
| Psychology | | | |
| | | | |
| | Bennear, Mark | M.S. | Cappella University (2007) |
| | | R.B.A. | Shepherd College |
| | Reel, Mike | M.S. | West Virginia University (2004) |
| | | B.A. | West Virginia University (1986) |

| | | | |
|------------------|----------------------|---------------------------|--|
| | | | |
| Reading | | | |
| | Hubbard, Debra | M.A. | West Virginia University (1987) |
| | | B.S. | Towson State University (1978) |
| | Skavenski, Frank | M.A. | West Virginia University (1983) |
| | | B.A. | West Liberty (1973) |
| | | | |
| Sociology | | | |
| | Bailes, Steve | M.S. | West Virginia University (1987) |
| | | B.S. | West Virginia University (1976) |
| | Becker-Gorby, Sherry | M.A. | West Virginia University (1981) |
| | | B.A. | Bethany College (1975) |
| | | Additional Graduate Study | West Virginia University |
| | Jordan, Michael | M.S. | West Virginia University (2001) |
| | | B.S. | Frostburg State University (1999) |
| | | | |
| Spanish | | | |
| | Ridder, Carmen | B.A. | Universidad "Inca Garcilaso de la Vega" (1980) |
| | | Additional Coursework | |
| | | | |
| Speech | | | |

| | | | |
|--|----------------|-------|---------------------------------|
| | Garrett, Susan | M.Ed. | James Madison University (1980) |
| | | B.A. | Shepherd College (1976) |

Appendix III

| NUMBER OF MAJORS AND GRADUATES BY TERM | | |
|---|---------------|------------------|
| Academic Term | Majors | Graduates |
| Fall 2004 | 5 | 1 |
| Spring 2005 | 4 | 1 |
| Fall 2005 | 7 | 1 |
| Spring 2006 | 6 | 0 |
| Fall 2006 | 4 | 1 |
| Spring 2007 | 3 | 0 |
| Fall 2007 | 2 | 0 |
| Spring 2008 | 1 | 0 |
| Fall 2008 | 1 | 1 |
| Spring 2009 | 4 | 0 |
| Fall 2009 | 7 | 1 |
| Spring 2010 | 8 | 2 |

| DISTRIBUTION OF TRANSFER AND NEW STUDENTS (N=29) | | |
|---|------------------|----------------|
| Student Type | Frequency | Percent |
| New Students | 6 | 21% |
| Transfer Students | 11 | 38% |
| Returning Students | 12 | 41% |
| Total | 29 | 100% |

| ENROLLMENT BY TERM |
|---------------------------|
|---------------------------|

| Term | Credits | FTE |
|--------------------|----------------|-------------|
| Spring 2004 | 24 | 1.6 |
| Fall 2004 | 28 | 1.9 |
| Spring 2005 | 32 | 2.13 |
| Fall 2005 | 21 | 1.4 |
| Spring 2006 | 30 | 2 |
| Fall 2006 | 17 | 1.13 |
| Spring 2007 | 13 | .87 |
| Fall 2007 | 9 | .6 |
| Spring 2008 | 9 | .6 |
| Fall 2008 | 18 | 1.2 |
| Spring 2009 | 39 | 2.6 |
| Fall 2009 | 34 | 2.3 |
| Spring 2010 | 44 | 2.9 |
| Total | 318 | 21.2 |

Appendix IV

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