Eastern West Virginia Community & Technical College

Program Review

Board of Governors,
Associate in Applied Science Degree

Approved by Assessment: February 25, 2015
Approved by LOT: April 20, 2015
Approved by Cabinet: May 1, 2015
Approved by BOG: June 17, 2015

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, active enrollment assessment, post-graduation assessment (Alfred, Peterson and White, 1992). These levels address student satisfaction, academic achievement, program effectiveness, and student success (See Figure 1).

The Assessment Process (Adapted "The Assessment Funnel", Alfred, et.al.)		
Assessment Level	Measures	Area(s) Responsible
Entry Level	Entry level testing including Accuplacer testing, ACT, SAT scores per WVCCTCE Series 11	Learner Support Services
Active Enrollment 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, Workforce Education
Post-graduation Level	Employer satisfaction survey, alumni survey, continuing education data, employment & salary data	Learner Support Services, Academic Services, Workforce Education

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 program assessment plan.

Because the program requirements are uniquely defined for each student, program assessment focuses on the common core for the program, specifically the general

education core.   This assessment includes standardized testing as well as course level assessment for such courses as English, mathematics and social sciences. Additionally, program assessment also incorporates performance measures such as retention, completion rates, graduation rates, and employment rates.

Courses in the program are assessed on a cyclical basis. A minimum of four course learning outcomes are selected from the targeted courses for the assessment cycle. Dependent upon assessment findings, some outcomes are assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. In the event that the minimum performance standard is not met, the unmet learning outcome is targeted for further monitoring. The course assessment results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision. The assessment results are shared among the faculty teaching the course.

Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections.   BOG, AAS students participate in these surveys.

> **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 35 majors (unduplicated count). Of these, five were new freshmen, seventeen were transfer students and the remainder were previously enrolled at Eastern as undeclared majors or majors in other degree programs. Of the 35 students, twenty-two participated in the entrance placement testing program. Of those students required to participate in entrance testing, 55% (N=12) were required to enroll in Basic Mathematics, 45% (N=10) in Introductory Algebra, 5% (N=1) in Reading/Study Skills and 23% (N=5) 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.

Beginning in Spring 2008, Eastern began administering the ETS Proficiency Profile (formerly known as MAPP). BOG, A.A.S. students participate in this testing. However, Eastern's graduates score within the mean score ranges noted in ETS Comparative Scores for associate degree granting institutions. 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).

	2009-2010 N=40		2010-2011 N=88		2011-2012 N=59		2012-2013 N=60		2013-2014 N=81	
	Eastern Mean 432	ETS Mean 440.67	Eastern Mean 436.78	ETS Mean 438.34	Eastern Mean 443.86	ETS Mean 438.54	Eastern Mean 438.33	ETS Mean 438.54	Eastern Mean 444.04	ETS Mean 438.54
% above mean	53% (21)	30% (12)	47% (42)	45% (40)	49% (29)	68% (40)	49% (27)	45% (27)	42% (34)	48% (39)
% below mean	48% (19)	70% (28)	52% (46)	55% (48)	51% (30)	32% (19)	51% (33)	55% (33)	58% (47)	52% (42)

Table 1
Eastern Students (2009-2014)
Comparison Between Eastern Test Groups and ETS Mean Scores

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 2013 and 2014, graduates gave an overall college rating of 4.74 (2013) and 4.46 (2014) 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 4.07 (2012) and 5.0 (2013). The question for general education was omitted from the online graduate survey for Fall 2013 and Spring 2014. Therefore, there is no available data for 2014. In 2012-2014 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 underutilized. 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. Since 2004 program implementation, 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, hybrid 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 Associate 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 Associate 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 35 majors (unduplicated). Of these, 49% were transfers from other accredited institutions and 14% were new students. Twenty-three 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 Spring 2014, the number of majors increased to 14. 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 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.*

Based on follow-up survey of graduates (2009-2014) seven (7) of the BOG, A.A.S. graduates have continued or are planning to continue their education. Seven of the BOG, A.A.S. graduates are currently employed. 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

From Fall 2009 to Spring 2014, two (2) of the nineteen (19) BOG, A.A.S. graduates are planning to continue or have already enrolled in a baccalaureate program. 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 in 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 Associate 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 ten (10) years of implementation, the program had a total of 35 majors and 23 graduates. Initial enrollment, as well as the number of majors, has fluctuated with increases in the most recent semester.   A proposal of selected area of emphasis is being reviewed for implementation for Fall 2015. Once the curriculum modification is approved, the degree will have 5 available tracks (see Appendix IV).   A student will receive a diploma with the AAS in Board of Governors and the option of a certificate of completion of the specific track. Eastern will continue to offer the BOG, A.A.S. program at it is currently offered.

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 on page 50)

Communications

Course Number	Course Title	Credit Hours
ENL 101	English Composition I	3
ENL 102	English Composition II	3
ENL 115	Technical Communications	3
SPH 101	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 (Optional)

Course Number	Course Title	Credit Hours
ORT 200	Portfolio Development	2

Appendix II

General Education Full-Time and Adjunct Faculty		
Art		
Beyersdorfer, Marcie	BA	Connecticut College (1980)
	Graduate Coursework	Hood College (1986)
Neely, Lahna	M.A.	James Madison University (1976)
	B.A.	Shepherd College (1974)
Biology		
Byard, Kimberly	M.S.	Marshall University (1990)
	B.S.	Fairmont State University (1987)
Hammer, Gene	M.S.	Shenandoah University (1997)
	B.S.	West Virginia University (1976)
Harman, Sharon	Doctorate of Philosophy (Biology)	West Virginia University (1982)
	M.S.	Marshall University (1978)
	B.S.	Marshall University (1976)
Metheny, Jacob	D.C.	Logan College of Chiropractic (2009)
	B.S.	Logan College of Chiropractic (2005)
Oliverio, Anthony	M.S.	University of Maryland (2013)
	B.S.	Frostburg State University (2008)
	A.A.S.	Frostburg State University (2005)
Computer Information Systems		
Cumbo, Vincenza Full-Time Faculty	M.S.	M.S. University of Maryland University College (2010)
	B.S.	Worcester State College (1991)
Mirkhani, Seyed	M.S.	Nova Southeastern University (2008)

Division Chair for Business, Computers and Information Technology/Full-Time Faculty		
	M.S.	Strayer University (2000)
	M.S.	Johns Hopkins University (1997)
	B.A.	University of District of Columbia (1995)
English		
Hakala, Curtis Full-time Faculty	M.A.	James Madison University (2005)
	B.S.	James Madison University (1994)
Dongoski, Anne (Maureen)	B.A.	West Virginia University (2004)
	A.A.	Shepherd University (2004)
Miller, Keith	M.A.	University of Phoenix (2013)
	B.A.	Glenville State College (1995)
Simmons, Jeremy	M.A.	West Virginia University (2013)
	B.A.	Shepherd 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)
Vincell, Joseph	M.A.	Marshall University)
	B.A.	High Point University (2002)
Yurcaba, Nicole	M.H.	Tiffin University (2013)
	B.A.	Bridgewater College (2010)
General Science		
Metheny, Jacob	D.C.	Logan College of Chiropractic (2009)
	B.S.	Logan College of Chiropractic (2005)

Putze, Eric	B.S.	Virginia Polytechnic Institute and State University (1984)
	A.A.S	Eastern West Virginia Community and Technical College, 2013
	Certificate	George Washigton University, 1996
Williams, Martha	M.A.	Alderson Broaddus (2008)
	B.A.	Alderson Broaddus (2011)

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)
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		
Branson, Katie	M.A.	Shepherd University (2012)
	B.A.	Shepherd University (2010)
	A.A.	Hagerstown Community College (2007)
Crystoff, William	B.S.E.T.	Central New England College of Technology (1973)
Goldizen, Bradely D.	J.D.	Regent University, 1998
	B.S.E.E.	West Virginia University, 1994
Gott, Sharon	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	
	Putze, Eric	B.S.	Virginia Polytechnic Institute and State University (1984)
		A.A.S.	Eastern West Virginia Community and Technical College, 2013
		Certificate	George Washington University, 1996
	Williams, Andrea Full-Time Faculty	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)
Physics			
	Putze, Eric	B.S.	Virginia Polytechnic Institute and State University (1984)
		A.A.S.	Eastern West Virginia Community and Technical College (2013)
		Certificate	George Washington University (1996)
Political Science			
	Agovino, Joseph	M.A.	Syracuse University (2010)
		B.A.	SUNY at Cortland (2007)
	LaFountain, Holly	M.A.	University of Georgia (2009)
		B.A.	Converse College (2006)

Psychology			
Bennear, Mark	M.S.	Cappella University (2007)	
	R.B.A.	Shepherd College	
Dixon, Scott	ABD	Fordham University (1008)	
	M.S.W.	Temple University (2001)	
	M.A.	Regents University (1986	
	B.A.	Alderson-Broaddus (983)	
George, Gregory	M.A.	Marshall University (2011)	
	B.A.	Shepherd University (2007)	
Ludwig, Sarah	M.A.	Eastern Mennonite University (2007)	
Reel, Mike	M.S.	West Virginia University (2004)	
	B.A.	West Virginia University (1986)	
Smith, Diane	M.Ed. + 45 hours	James Madison University (1977)	
	B.S.	Shepherd University (1974)	
Reading			
Skavenski, Frank	M.A.	West Virginia University (1983)	
	B.A.	West Liberty (1973)	
Sociology			
Branson, Katie	M.A.	Shepherd University (2012)	
	B.A.	Shepherd University (2010)	
	A.A.	Hagerstown Community College (2007)	
Jordan, Michael	M.S.	West Virginia University (2001)	
	B.S.	Frostburg State University (1999)	
LaFountain, Holly	M.A.	University of Georgia (2009)	
	B.A.	Converse College (2006)	
Porter, Linda	M.S.	West Virginia University (1999)	
	B.S.	West Virginia University (1980)	

Speech			
	Godfrey, Patrick	B.A.	Glenville College (1985)
		B.A.	Glenville College (1982)
		Graduate Studies	West Virginia University
	Shrader, Pamela	B.A.	Shepherd University (1998)
		M.A.	West Virginia University (2003)

Appendix III

NUMBER OF MAJORS AND GRADUATES BY TERM		
Academic Term	**Majors**	**Graduates**
Fall 2009	**7**	**1**
Spring 2010	**8**	**2**
Fall 2010	**8**	**1**
Spring 2011	**6**	**2**
Fall 2011	**10**	**2**
Spring 2012	**8**	**3**
Fall 2012	**9**	**2**
Spring 2013	**6**	**2**
Fall 2013	**10**	**1**
Spring 2014	**14**	**3**

DISTRIBUTION OF TRANSFER AND NEW STUDENTS FALL 2009 – SPRING 2014 (N=35)		
Student Type	**Frequency**	**Percent**
New Students	**5**	**14%**
Transfer Students	**17**	**49%**
Returning Students	**13**	**37%**
Total	**35**	**100%**

ENROLLMENT BY TERM		
Term	**Credits (15)**	**FTE**
Fall 2009	**34**	**2.3**
Spring 2010	**44**	**2.9**
Fall 2010	**62**	**4.1**
Spring 2011	**42**	**2.8**
Fall 2011	**104**	**6.9**
Spring 2012	**39**	**2.6**
Fall 2012	**42**	**2.8**
Spring 2013	**44**	**2.9**
Fall 2013	**78**	**5.2**
Spring 2014	**77**	**5.1**
Total	**806**	**53.7**

Appendix IV

Board of Governors Area of Emphasis Proposal
Administrative Support Track
BOS 103 Keyboarding
BUS 101 Intro to Business or BOS 142 Medical Administrative Procedures
Any other 9 credits in BOS/BUS

Business Track
BUS 101 Intro to Business
Any other 12 credits in BUS

Computer Information Track
CIS 108 or CIS 114 Computer Fundamentals or Intro to Computer Applications and
Concepts
Any other 12 credits in CIS

Early Childhood Development Track
EDF 115 Early Childhood Health, Safety, and Nutrition
PSY 200 General Psychology
Any other 9 credits in EDF

Information Technology Track
CIS 108 or CIS 114 Computer Fundamentals or Intro to Computer Applications and
Concepts
IT 134 Networking Fundamentals or IT 180 PC Repair and Troubleshooting
Any other 9 credits in IT