

**Eastern West Virginia  
Community & Technical College**

**Post-Audit Review**

**Business Operations Support  
Associate in Applied Science Degree**

**August 17, 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 Applied Science degree in Business Operations Support provides students the technical skills necessary for employment in administrative support positions. The program is designed to meet the needs of the business, industry, health care and service organizations located in Eastern's responsibility district. Graduates of the program are well prepared to perform the duties of administrative assistants or secretaries to meet the business needs of their employers.

Students with little or no experience in office information technology will have the opportunity to develop skills and knowledge that will make them valuable to many employers. Students currently employed in office related occupations will have the opportunity to improve professional skills. A degree in Business Operations Support typically prepares graduates for such occupations as administrative secretary, office manager, word processing supervisor, clerk or administrative assistant.

In keeping with the institution's mission, vision and goals, the Business Operations Support Program is able to meet the expressed needs of the District's businesses. The program supports the institution's mission in several ways. First, the program addresses the expressed need for professional, skilled, entry-level employees as defined through the DACUM process. Second, the program offers students a technical core of courses (39 credit hours) as well as a defined general education core (21 credit hours). Third, the program design provides an educational ladder building from skills sets (11 credit hours) to a certificate (30 credit house) and eventually to an associate in applied science degree. Consequently, students are able to provide employers with evidence of proficiency via skill set certification or certificates as they progress toward the associate degree. Fourth, the program promotes life long leaning by encouraging current employees to build upon existing credentials. And finally, the program contributes toward the enhancement of economic development within the college's service district assuring a labor pool of professionally trained, skilled employees.

While the Associate in Applied Science degree in Business Operations Support is considered to be a terminal degree, some but not all of the credits would be 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
- Development of an educational plan in keeping with career objectives. The educational plan includes short term and long term career objectives of students while enrolled.

During Eastern's inaugural academic year (2001), the College offered Business Operations Support (Office Technology) courses through its partnership with West Virginia Northern Community College. Students were able to incorporate the technical courses as a concentration in the Individualized Career Studies degree program. In adopting the Northern model, Eastern sought to provide a generic, flexible career technical degree program to address the diverse needs of its service district while the College continued initiatives defining specific educational and training needs.

In 2002, Eastern became affiliated with Southern West Virginia Community and Technical College (Southern). At this time, Eastern began offering the associate in applied science business programs in collaboration with Southern. In 2003, the College conducted a DACUM for business programming and thus created its own business operations support curriculum.

## **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 Business Operations Support program is to provide students with skills necessary to succeed in a competitive workplace as well-prepared employees in secretarial and administrative support positions.

Through this program, the mission and institutional goals of Eastern West Virginia Community & Technical College are met by:

- Meeting current and projected regional employment needs
- Increasing access to post secondary education through utilization of access centers throughout the college's responsibility district
- Providing adult learners with academically rigorous technical courses
- Designing curricula by incorporating brokered courses
- Emphasizing professional skills training

## **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 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).

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, CAAP, 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

Assessment of academic achievement incorporates standardized processes to assess accomplishment of student learning and the College mission. Program assessment, incorporating all of the aforementioned assessment levels, serves as the core of the assessment plan (See Appendix IV for Program Level Assessment Process). Eastern is in the initial stages of implementing its assessment plan (See Appendix V). Such activities include review of enrollment patterns, tracking studies, capstone/internship assessment, graduating student survey and alumni survey. The Academic Profile has been administered as the test of general education. Test results for Business Operations Support majors were insufficient to impact program evaluation at this time. WorkKeys has been administered to the program graduates. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections.

Not had enough students have complete internships at this point to conduct a meaningful assessment of program level outcomes. In the future, the internships will serve as the summative assessment of program effectiveness.

The graduate surveys have been administered, but, again, there is insufficient data for meaningful analysis.

***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 goal of the Business Operations Support program is to give students the skills essential for employment in administrative support positions. Graduates of the program will be better

prepared as employees to perform the duties of administrative assistants or secretaries to meet the business needs of their employers.

Students with little or no experience in office information technology will have the opportunity to develop skills and knowledge that will make them valuable to many employers. Students currently employed in office related occupations will have the opportunity to increase professional skills. A degree in Business Operations Support typically prepares graduates for such occupations as administrative secretary, office manager, word processing supervisor, clerk and administrative assistant.

Upon successful completion of the program, the graduate will be able to:

- Manage an office setting
- Supervise office staff
- Process and receive communication
- Purchase project services and materials
- Coordinate events and activities
- Maintain office and business records
- Maintain office supplies and equipment
- Design informational materials
- Assist in budgeting process
- Demonstrate effective communication skills
- Utilize software programs

The Business Operations Support program has been an under-enrolled program. Hence data for assessment purposes is limited (See Appendix III for enrollment details).

Course completion rates and student tracking studies are used as measures of overall program success. Students are tracked through target courses in the program. Initial tracking studies are underway to discern attainment of defined student learning outcomes. These tracking studies include: developmental tracking studies, and success in first level to second level courses. Of program majors required to participate in entrance testing (N= 6), 67% were required to enroll in Basic Mathematics (MTH 90), 83% in Introductory Algebra (MTH 99), 50% in Reading/Study Skills (RDG 90) and 67% in Beginning Composition (ENL 99). Students completing the required developmental courses will be tracked through completion of the first college level course within the discipline in the developmental program assessment activities. An initial review of records show that 100% of the students required to take developmental math completed MTH 115 (Business Math) with a “C” or higher.

The sequence of several BOS courses is targeted for course level tracking studies. Students completing the BOS 103 (Keyboarding I) will be tracked through BOS 107 (Proofreading and Editing Skills). A second tracking sequence will be conducted to Keyboarding (BOS 103) through a computer applications sequence which includes Word Processing Concepts, Spread Sheet Concepts, Data Base Management and Electronic Presentations (CIS 116, 118, 120 and 125). A third level series of BOS 251 (Office Procedures I) and BOS 252 will serve as the sequence for second year courses.

Initial tracking of students completing Keyboarding (BOS 103) through Proofreading (BOS 107) (N=3) demonstrates that 100% of the students completing the series were successful. Given a small sample size, this trend will be monitored for an additional semester prior to discerning need for intervention. An initial tracking of the computer applications series (N=7) resulted in a 72% pass rate and a 28% withdrawal rate. The Office Procedures series (N=3) yielded a pass rate of 67% and withdrawal rate of 33%. These enrollment patterns identified an unacceptable drop rate (28% and 33% respectively). A preliminary review of prerequisite outcomes will be conducted. Due to the small sample size, enrollment trends monitored for an additional term prior to implementing course or program changes.

WorkKeys is administered to graduating students in career/technical programs as a measure of the effectiveness of the general education core in relation to the workplace. To date, the program does not have any graduates. Hence data from the WorkKeys series is not available at this time.

Course evaluation surveys are used as indirect assessment measures of student success and satisfaction. Survey questions provide self reports of acquired learning, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness. Course evaluations were compiled for Business Operations Support, A.A.S. majors for the fall 2004 term. Nine surveys were returned for Business Operations Support majors. Eighty-nine 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 (67%) with an additional 33% stating that abilities and knowledge were somewhat increased. Overall, most students rated the completed courses as good to excellent (75%). Students felt more positive about the quality of instruction with 100% rating the instructor as good to excellent. Additionally, 100% of the students would take another course from the same instructor as well as recommend the instructor to another student (100%). Thirty-eight percent of the respondents reported conducting library research as part of course requirements. Given the nature of the degree, this level of reported library activity was expected. Additional assessment activities will be conducted in the future to discern students' perception of the relevance of this activity and the level to which it supports program level learning outcomes. Although the sample size is small, students' perceptions are positive. Evaluation surveys will continue to be monitored for future patterns and incorporated into overall program level assessment analysis.

The graduating student surveys will be administered to program graduates as students move to graduating status. As the program graduate pool increases, data from graduating student and alumni surveys will be incorporated as indirect measures of program effectiveness.

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

Assessment data as describe in "B" will be used in discerning need for program revision. To date, there has been insufficient data to validate student academic achievement of learning outcomes. However, review of initial course completion rates has identified a potential retention

problem in target courses. This will be monitored for an additional academic year to discern need for intervention.

Future marketing initiatives will place emphasis on the Business Operations Support program in an effort to increase the number of program majors. If the enrollment patterns do not improve, the program will be reviewed for termination or for revision as an emphasis in a business administration program.

#### **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 Business Operations Support, Associate in Applied Science degree provides students the technical skills necessary for employment in administrative support positions. The program is designed to meet the needs of the business, industry, health care and service organizations located in Eastern's responsibility district. Graduates of the program are well prepared to perform the duties of administrative assistants or secretaries to meet the business needs of their employers. Specifically, Business Operations Support, A.A.S. program requires 60 semester hours of credit which includes 21 semester hours in general education core requirements, 36 semester hours in technical core and 3 semester hours in business electives (See Appendix I for curriculum and course listing).

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 Business Operations Support, A.A.S. must meet all graduation requirements set forth in the College Catalog.

***B. 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. (See Appendix I for curriculum and course listing).***

***C. Submit a listing of the course delivery modes.***

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

#### **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.*

Currently, no full-time faculty is designated for the program. Eastern employs content faculty and practitioner faculty for program development and instructional purposes. Practitioner faculty is employed on a part-time, contractual basis to provide instruction. Some courses are brokered through contractual arrangements with colleges in the Virginia and Kentucky community college systems as well as through other West Virginia colleges and the SREC. The Academic Program Director for Business Technologies provides program coordination and supervision. The Academic Program Director maintains credentials appropriate for the business discipline.

A list of general education and business practitioner 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 (Label as Appendix III).*

The Business Operations Support, A.A.S. program has had a low enrollment pattern since its inception in 2003. The number of program majors has held steady since fall 2004. Efforts are underway to more effectively market the program (See Appendix III for enrollment and FTE details).

A significant number of Business Operations Support majors are enrolled as part-time students. In fall 2003, 69% of the students were part-time. This pattern has been consistent throughout the program's short history. 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 part-time evening implementation cycle. If enrollments increase or if a cohort can be identified, a full-time day program implementation will be added. The scheduling cycle assures that a student can complete degree requirements within four to eight semesters.

The number of transfer students matriculating into the Business Operations Support program has declined. First time college students are likely to comprise the core of future majors.

*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.*

The program will have its first graduates in fall of 2006.



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

The program will have its first graduates in fall of 2006. Graduate tracking studies will be completed at the appropriate 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 Business Operations Support curriculum lists twelve courses also required in other degree programs. These common courses include the general education core, business electives and computer application courses. Consequently, there are no additional costs affiliated with offering these courses. Out of twenty-two courses required for Business Operations Support program, only eight courses are specific to the Business Operations Support curriculum. According to the part-time program implementation cycle, each year Eastern offers four program specific. Annual cost of instruction for these courses is approximately \$6000.00 for these courses. The internship is taught by the Academic Program Director for Business Technologies. This is a staff position; hence it does not require additional funding. Because of similar software and technology requirements for the Business Management program, related costs are absorbed through the Business Management program.

Keyboarding is offered each semester. This course serves students from multiple programs as well as non-degree seeking student.

	Fall 2004 Keyboarding	Spring 2005 Keyboarding	Fall 2005 Keyboarding	Fall 2005 SuperWrite	Fall 2005 Records Management
# of Students	15	15	11	4	6
Expenses (cost of instruction Plus .05 Administration)	1200 + 1000	1200 + 1000	1200 + 1000	480 + 400	720 + 600
Revenues (Tuition)	3000	3000	2400	800	1200

Instructional costs are supported through state appropriations and tuition.

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

Given the current pattern of part-time implementation, the cost of the program is expected to remain constant. Should enrollment patterns change to warrant the addition of a day program,

\$7500.00 will be required annually for practitioner faculty salaries for program specific courses. Additional costs will be supported through tuition and fees.

### **VIII. Advisory Committee**

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

Eastern's curriculum is created through a shared, interactive process to ensure program applicability. The program advisory committee is an integral part of this curriculum development, implementation and review process. The program advisory committee is comprised of regional content experts to assure program design meets industry standards and employer needs. The program advisory committee members monitor the program offerings and provide recommendations based on industry standards, occupational trends and regional needs. The Academic Program Director meets with the program advisory committee to review adequacy of course offerings and curriculum changes as well as provide recommendations for software and laboratory facilities. Through the program advisory committee, Eastern is able to assure that learner outcomes parallel those of the changing workforce. The program advisory committee meets annually to review program progress or more frequently if needed.

The following individuals serve on Business Operations Support Program Advisory Committee:

- Joyce Alt, Coordinator Personnel Records, Hardy County Board of Education
- Penny Crites, WV Department of Agriculture
- Monica See, Academic Coordinator, Eastern WV Community and Technical College
- Cathy Parker, Administrative Assistant, Pendleton County Bank
- Heather Bowman, Learner Support Services Program Coordinator, Eastern WV Community and Technical College

Four of the advisory committee members have served as practitioner faculty for the Business Operations Support program.

### **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 Business Operations Support, A.A.S. program has been a low enrolled program since its inception. As a result, the program is offered on a part-time implementation cycle. It is the opinion of the Program Advisory Committee that the program is effectively designed to provide

students with a reliable and quality degree program to address their educational and occupational goals.

Given the low enrollment, additional marketing and recruitment strategies are under exploration. If an enrollment increase is not realized, the program will be targeted for revision or possible termination. The Program Advisory Committee, in conjunction with the Academic Program Director, is considering a program revision that would absorb this program under a business administration program umbrella. This would be a reasonable alternative given the number of common technical core courses in the business related programs.

## **Appendix I: Curriculum and Course Listing**

Business Operations Support  
Associate in Applied Science  
60 Credit Hours

The goal of the Business Operations Support Program is to give students the skills to work in administrative support positions. Graduates of the program will be better prepared as employees to perform the duties of administrative assistants and/or secretaries to meet the business needs of their employers.

Students with little or no experience in office information technology will have the opportunity to develop skills and knowledge that will make them valuable to many employers. Students currently employed in office related occupations will have the opportunity to increase professional skills. A degree in Business Operations Support typically prepares graduates for such occupations as administrative secretary, office manager, word processing supervisor, clerk and administrative assistant.

Upon successful completion of the program, the graduate will be able to:

- Manage an office setting
- Supervise office staff
- Process and receive communication
- Purchase project services and materials
- Coordinate events and activities
- Maintain office and business records
- Maintain office supplies and equipment
- Design informational materials
- Assist in budgeting process
- Demonstrate effective communication skills
- Utilize software programs

**Recommended Course Sequence – Business Operations Support  
Science Degree**

**Associate in Applied**

<b>First Year – Fall Semester</b>				<b>First Year – Spring Semester</b>			
<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>	<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>	
BOS	103	Keyboarding I	3	BOS	107	Proofreading/Editing Skills	3
BOS	122	SuperWrite	3	BOS	150	Business Applications of Equipment	3
CIS	108	Computer Fundamentals	3	BUS	203	Communications in Business	3
ENL	101	English Composition I	3	CIS	116	Word Processing Concepts	2
MTH	115	Business Math OR	3	CIS	124	Creating a Website	1
MTH	123	Intermediate Algebra				Social Science Elective	3
<b>Total Semester Hours</b>			<b>15</b>	<b>Total Semester Hours</b>			<b>15</b>
<b>Second Year – Fall Semester</b>				<b>Second Year—Spring Semester</b>			
<i>Dept.</i>		<i>Course Title</i>	<i>Semester Hours</i>	<i>Dept.</i>	<i>Course Title</i>	<i>Semester Hours</i>	
BOS	131	Records Management	3	BOS	252	Office Procedures & Techniques II	3
BOS	251	Office Procedures & Techniques I	3	BUS	200	Workplace Principles	3
		Business Elective	3	BOS	278	Business Operations Support Internship	3
CIS	118	Spreadsheet Concepts	2	CIS	120	Data Base Management Concepts	2
CIS	125	Electronic Presentations	2	SSC	147	Understanding Human Diversity	3
		Science Elective	3				
<b>Total Semester Hours</b>			<b>16</b>	<b>Total Semester Hours</b>			<b>14</b>

## **PROGRAM COURSES**

### **Business Management**

BUS 200 Workplace Principles	3 Semester Hours
BUS 203 Communications in Business	3 Semester Hours

### **Business Operations Support**

BOS 103 Keyboarding I	3 Semester Hours
BOS 107 Proofreading/Editing Skills	3 Semester Hours
BOS 122 SuperWrite	3 Semester Hours
BOS 131 Records Management	3 Semester Hours
BOS 150 Business Applications of Equipment	3 Semester Hours
BOS 251 Office Procedures & Techniques I	3 Semester Hours
BOS 252 Office Procedures & Techniques II	3 Semester Hours
BOS 278 Business Operations Support Internship	3 Semester Hours
Business Elective	3 Semester Hours

### **Computers and Information Systems**

CIS 108 Computer Fundamentals	3 Semester Hours
CIS 116 Word Processing Concepts	2 Semester Hours
CIS 118 Spreadsheet Concepts	2 Semester Hours
CIS 120 Data Base Management Systems Concepts	2 Semester Hours
CIS 124 Creating a Website	1 Semester Hour
CIS 125 Electronic Presentations	2 Semester Hours

### **English**

ENL 101 English Composition I	3 Semester Hours
ENL 102 English Composition II	3 Semester Hours

### **Mathematics**

MTH 115 Business Math	3 Semester Hours
MTH 123 Intermediate Algebra	3 Semester Hours

### **Science**

Science Elective	3 Semester Hours
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### **Social Science**

SSC 147 Understanding Human Diversity	3 Semester Hours
Social Science Elective	3 Semester Hours

## Appendix II Faculty Data

### *Content Faculty*

#### *Business Management*

Mirkhani, Seyed	M.S. M.S. B.A.	Strayer University (2000) Johns Hopkins University (1997) University of District of Columbia (1995) 51 additional graduate hours in mathematics education Nova Southeastern University
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#### *Business Operations Support*

Fultz, Carol	M.S. B.A.	James Madison University (1975) Shepherd College (1964) Additional graduate hours
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### *Practitioner Faculty*

#### *Business*

Mirkhani, Seyed	M.S. M.S. B.A.	Strayer University (2000) Johns Hopkins University (1997) University of District of Columbia (1995)
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Courses Taught: Principles Accounting I & II, Business Finance, Microeconomics, Principles of Marketing, Computer Fundamentals, Spreadsheet Concepts, Database Management Concepts, Fundamentals of E-Commerce, Business Capstone, Business Internship and Calculus I.

Murphy Shirley	M.B.A. B.A.	Frostburg University (2003) Frostburg University (1998)
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Courses Taught: Macroeconomics, Microeconomics, Marketing, Computer Fundamentals, Business Law and Workplace Principles.

Price, Ann CPA	M.B.A.	West Virginia University (1992)
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Courses Taught: Principles of Accounting I & II, Introduction to Business, Principles of Management and Business Law

White, William	M.B.A. B.A. A.A.	Frostburg State University (1997) Frostburg State University (1975) Garrett Community College (1985)
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Omar Shirwany	M.B.A. B.A.	Virginia Commonwealth University (1989) University of Punjab (1984)
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Course Taught: Principles of Management.

Holmes, John M.B.A.  
 B.S.  
 Course Taught: Principles of Marketing

St. Edwards University (2001)  
 West Virginia University (1985)

*Business Operations Support*

Troy, Tamara B.S.  
 A.A.  
 Alt, Joyce B.A.  
 Crites, Penny B.S.  
 A.A.  
 Monica See B.A.  
 Heather Bowman B.A.

Shepherd University (2001)  
 Shepherd University (1999)  
 Shepherd University (1992)  
 Shepherd University (2002)  
 Shepherd University (1999)  
 Shepherd University (2004)

*General Education*

*Biology*

Hammer, Gene M.S.  
 B.S.  
 Lane, Jonnie M.S.  
 B.S.

Shenandoah University (1997)  
 West Virginia University (1976)  
 West Virginia University (2000)  
 Davis & Elkins College (1998)

*English*

Hughes, Richard B.S.  
 A.S.  
 Robb, Linda M.Ed.  
 B.S.  
 Taylor, Nora M.A.  
 B.A.  
 A.A.

University of North Dakota (1960)  
 Bismarck North Dakota Jr. College (1957)  
 Additional graduate hours  
 California University of  
 Pennsylvania (1988)  
 California University of  
 Pennsylvania (1986)  
 Additional graduate hours  
 West Virginia University (1994)  
 Asbury College (1981)  
 Kentucky Mountain Bible College (1979)

*Mathematics*

Glover, Rosanne M.A.  
 B.S.  
 Gott, Sharon M.T.  
 B.S.  
 Klus, Thomas M.A.  
 B.S.E.D.

West Virginia University (1968)  
 West Virginia University (1965)  
 Virginia Commonwealth University  
 (1993)  
 Virginia Commonwealth University (1993)  
 California University of  
 Pennsylvania (1978)  
 California University of  
 Pennsylvania (1973)  
 Additional graduate hours



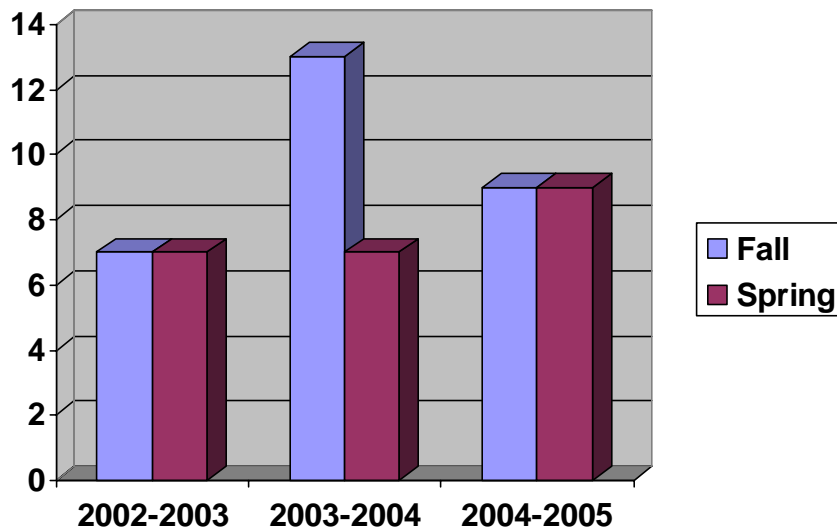
Meck, Nelson	M.A.	Salem International University (2001)
	B.S.	West Virginia University (1988) Additional graduate hours
<i>Political Science</i>		
Hedrick, Linda	M.A.	Johns Hopkins University (2001)
	B.A.	Loyola College (1985)
<i>Psychology</i>		
Lambert, John	Ph.D.	LaSalle University (1996)
	M.A.	Liberty University (1995)
	B.S.	Davis & Elkins College (1992)
	B.A.	University of Charleston (1970)
Petry, Evelyn	M.S.	Ohio University (1972)
	B.A.	Wilmington College (1968) Additional graduate hours

### Appendix III

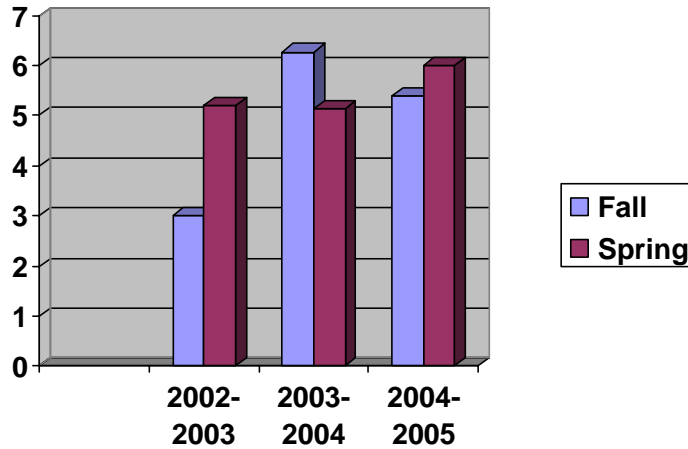
#### Business Operations Support, AAS Program Data Fall 2002 through Spring 2005

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
Majors	7	7	13	7	9	9	7
Credit Hours Generated by Majors	45	78	94	77	81	90	86
FTE Generated by Majors	3 FTE	5.2 FTE	6.27 FTE	5.13 FTE	5.4 FTE	6 FTE	5.7 FTE
Majors with Full Time Status	14% (1)	71% (5)	31% (4)	71% (5)	33% (3)	56% (5)	57% (4)
Majors with Part Time Status	86% (6)	28% (2)	69% (9)	29% (2)	67% (6)	44% (4)	43% (3)
Majors Transferring from Other Colleges	29% (2)	0% (0)	38% (5)	0% (0)	0% (0)	11% (1)	0% (0)

**Enrollment by Term for Business Operations Support, AAS Majors**



**FTE by Term for Business Operations Support, A.A.S Majors**



**Distribution of Enrollment, Credit Hours, GPA and Retention by Term**

Business Program	# of Students	Average # of Credits Hours	GPA	Retention Rate
2004/1	7	10.5	3.25	
2004/2	9	8.25	3.66	80%
2005/1	9	8.25	3.75	
2005/2	7	8.7	3.3	80%

**Completion Rates for First Year to Second Year BOS Courses**

	Fall 2004 Keyboarding	Spring 2005 Keyboarding	Fall 2005 Keyboarding	Fall 2005 SuperWrite	Fall 2005 Records Management
# of Students	15	15	11	4	6
% Withdraw	27%	27%	9%	17%	40%
Successful Completion*	87%	80%	100%	100%	100%
% F*	13%	20%	0%	0%	0%
Average Grade *	73%	83%	85%	78%	80%

\*Percent based on number of completers.

## 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/internship 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 director 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 standards have been met.
  - c. Note indication of mediating variables.
  - d. State summary of overall findings, note appropriateness of if data collection method, problems with sample selection or methodology, and validity of data
6. Develop recommendations 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

**APPENDIX V**  
**Assessment Plan Activity Timeline**

<b>Program/Process Levels</b>	<b>Measure</b>	<b>Area(s) Responsible</b>	<b>Timeline</b>	<b>Cycle</b>
<b>Entry Level</b>	Entry Level Testing		In Progress	Annual
<b>Process Level</b>	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	Academic Services/Learner Support Services/IR	Pilot/Planning Cycle Fall 2004	5 years
	Writing Across the Curriculum	Academic Services	Pilot Fall 2005	3 years
	General Education Assessment: CAAP	Academic Services/Learner Support/IR	In Progress	Annual
	General Education Assessment: WorkKeys	Academic Services/Learner Support/IR	In Progress	Annual
	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 2 <sup>nd</sup> Level Course	Academic Services/Learner Support/IR	Fall 2004	Annual
	Withdrawing Student Survey	Learner Support/IR	Fall 2004	Annual
	Course Evaluations/ Satisfaction Survey	Learner Support Services/IR	In Progress	Semester
<b>Near-Term Level</b>	Program Level Assessment: Capstone/Internship 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

<b>Program/Process Levels</b>	<b>Measure</b>	<b>Area(s) Responsible</b>	<b>Timeline</b>	<b>Cycle</b>
	Graduating Student Survey	Learner Support Services	Spring 2005	Annual
	Graduating Student Phone Survey: Employment History, Salary, Continuing Education Plans	Academic Program Directors	Spring 2005	Annual
<b>Long-Term Level</b>	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