

Board of Governors, Associate in Applied Science (AAS)
Program Level Assessment Plan
May 22, 2017
Approved by Assessment:
Approved by LOT:

Board of Governors A.A.S. Mission Statement

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.

Goals and Objectives

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.

Utilization of the emphasis tracks:

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

Program Outcomes

Upon completion of the Board of Governors A.A.S. degree, graduates will be able to:

- Apply effective written and oral communication skills
- Work collaboratively in groups
- Think critically and solve problems
- Demonstrate practical application of quantitative and scientific reasoning skills
- Demonstrate analysis and evaluation of skill competencies derived from multiple sources including work, volunteer activities, hobbies, etc.
- Demonstrate understanding of principles of good citizenship
- Develop long range vocational or transfer goals
- Demonstrate basic computer literacy and use of computerized communication technology
- Examine issues from a global perspective
- Demonstrate mastery of interdisciplinary competencies as defined in educational plan

Assessment of BOG, A.A.S.

- Graduation Rate
- ETS scores
- Assessment of Prior Learning Experiences
- Students utilizing the BOG emphasis tracks

Graduation Rate: At least 75% of students enrolling in the Board of Governors AAS will successfully complete the degree within 3 years. This will be measured by the number of graduates from the program.

ETS Graduate Assessment Exam: The ETS[®] **Proficiency Profile** assesses four core skill areas — reading, writing, mathematics and critical thinking. The median score is 445 – 455. At least 60% of students completing the ETS assessment will score within the median score.

Prior Learning Experiences: At least 75% of students enrolling in the Board of Governors AAS will be evaluated for prior learning from outside sources. The accumulation of challenge exams, continuing education units, webinars, trainings, licensures, certifications, etc.

BOG emphasis tracks: At least 50% of students enrolled in the Board of Governors AAS will choose to complete 15 credit hours in an area of emphasis to earn a separate skill certificate in the specific area of study.

Data Collection

Multiple methods may be used to collect appropriate data to assess student learning, student success and completion.

Data Analysis and Recommendations

If necessary changes need to be made to the A.A.S. BOG, a proposal will be provided to the Dean of Teaching and Learning for further action.

Effectiveness of Assessment Plan

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 Higher Learning Commission (HLC) identifies six fundamental questions to guide discussions for the review of assessment in support of student learning:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for student learning and for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what students are learning---and how well?