

**Eastern West Virginia
Community & Technical College**

Program Review

Associate in Applied Science in Occupational Development

April 8, 2016

Approved by Assessment: May 19, 2016
Approved by LOT: June 20, 2016
Approved by Cabinet: June 28, 2016
Approved by Board of Governors: July 20, 2016

Name and degree level of program

Associate in Applied Science in Occupational Development

Occupational Development approved partnerships include:

- Apprenticeship for Child Development Specialist (ACDS): U.S. Department of Labor, WV Bureau of Apprenticeship and Training, WV Child Development Specialist program, and WV Department of Education.
- Carpenter & Joiner: United Brotherhood of Carpenters and Joiners of America – Local 1024 and US Department of Labor, Bureau of Apprenticeship and Training.
- HVAC/R Technician: International Brotherhood of Electrical Workers - Local Union 1653, Luke Paper Co.
- Industrial Electrician: International Brotherhood of Electrical Workers - Local Union 1653, Luke Paper Co.
- Industrial Equipment Maintenance: American Woodmark Corporation; South Branch Career & Technical Center; and US Department of Labor, Bureau of Apprenticeship and Training.
- Instrumentation Technician: International Brotherhood of Electrical Workers - Local Union 1653, Luke Paper Co.
- Leadership: American Woodmark Corporation and US Department of Labor, Bureau of Apprenticeship and Training.
- Machinist: United Steelworkers – Local 676; Luke Paper Company and US Department of Labor, Bureau of Apprenticeship and Training.
- Millwright: United Brotherhood of Carpenters and Joiners of America – Local 1024 and US Department of Labor, Bureau of Apprenticeship and Training.
- Multi-Craft Technician: United Steelworkers – Local 676; Luke Paper Company and US Department of Labor, Bureau of Apprenticeship and Training.

Synopses of significant findings, including findings of external reviewer(s)

Program outcomes are uniquely defined for each of the training programs awarded credit through the Occupational Development program agreements and combined with the standard general education core of 15+ credit hours required for all associate in applied science programs. The common core for all program majors is the general education core as defined in Eastern’s College Catalog and institutional regulation, AR 3.17, General Education Curriculum.

The program has served thirty-one students (unduplicated count) since Fall 2010. The program has experienced a significant enrollment decrease since the 2010 program review which served 91 students (unduplicated).

A review of enrollment patterns denotes a significant enrollment decline as compared to the previous review cycle. However, the percentage of majors actually completing degrees has increased. Of the 31 students enrolled in the program during the review cycle, 68% completed the degree requirements. A comparison of the 2010 and 2015 enrollments demonstrates the significant decline in enrollment, but an increase in the percentage of students that actually graduate from the program, 22% as compared to 68% (See Table 1). To date, no tracking studies have been conducted to discern an average rate of completion or the point at which students drop from the program.

Table 1: Total Enrollment Comparison 2010 Program Review and 2015 Program Review

Number of Majors and Graduates by Term					
Program Review	Majors (duplicated HC)	Majors (unduplicated HC)	Credit Hours	FTE	Graduates (Percent based on unduplicated HC)
2010	235	91	1274	84.95	20 (22%)
2015	43	31	204	13.6	21 (68%)

In the Spring 2008 semester, Eastern began administering the ETS Proficiency Profile. Occupational Development, 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 graduating classes since 2011. Due to the small annual 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 2 below).

Table 2
Eastern Students (2011-2015):
Comparison Between Eastern Test Groups and ETS Mean Scores

	Eastern 2010 – 2011 Mean = 436.78	Eastern 2011-2012 Mean = 443.86	Eastern 2012-2013 Mean = 438.33	Eastern 2013-2014 Mean = 444.04	Eastern 2014-2015 Mean = 444.33	ETS Mean = 439.3
% above mean	47%	49%	45%	42%	45%	47%
% below mean	52%	51%	55%	58%	55%	53%

Occupational Development, A.A.S. graduating students are invited to participate in the Graduating Student Survey. Unfortunately, results show that no Occupational Development, A.A.S. graduates completed the survey.

No external review was conducted for this program.

Plans for program improvement, including timeline

To date, no tracking studies have been conducted to discern an average rate of completion, the point at which students tend to drop from this program or if students opt to change majors. Therefore, the program improvement plan includes a transcript analysis of all majors to determine student progression through transitional studies into college level courses and impediments to course and program completion. This review will be completed by December 2016. Results of this review will determine the intervention(s) to be employed by the College. The College will explore alternatives for improving enrollment through degree pathways and skill set certificate opportunities and continued collaboration with Workforce Education. Appropriate unions will be contacted to review existing MOAs and determine need for changes in previously approved MOAs.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

In the 2011 program review, problems with enrollment and graduation rates were noted. While overall graduation rates have increased significantly, enrollments have continued to decline. Graduation rate has increased from 22% to 68% since the last review. Emphasis was placed on advisement. Overall, the additional attention helped to increase the completion rates. However, given the enrollment decline, it is clear that intervention is needed to renew interest in the program.

Table 3: Five Year Trend Data on Graduates and Majors Enrolled

Number of Majors and Graduates by Term				
Academic Term	Majors	Credit Hours	FTE	Graduates
Fall 2010	15	71	4.7	
Spring 2011	9	49	3.3	14
Fall 2011	7	28	1.9	
Spring 2012	4	20	1.3	2
Fall 2012	2	15	1.0	
Spring 2013	2	9	.6	3
Fall 2013	2	6	.4	
Spring 2014	1	3	.2	
Fall 2014	0	0	0	
Spring 2015	1	3	.2	2
Total	43 (duplicated HC)	204	13.6	21

Table 4: Occupational Development Graduates by Area of Concentration					
	2010-2011	2011 - 2012	2013 - 2013	2013 - 2014	2014 - 2015
5500 –Early Childhood Development, AAS	4	1			2
5501 – Industrial Maintenance (AWC), AAS					
5502 - Leadership (AWC), AAS					
5503 – Millwright, AAS					
5504 – Carpenters & Joiners, AAS					
5505 – Multicraft Technology, AAS	3	1	3		
5506 – Instrumentation Technician (LPC)	4				
5507 - HVAC/R Technician (LPC)					
5508 – Machinist (LPC)					
5509 – Industrial Electrician (LPC)	3				

Summary of assessment model and how results are used for program improvement

Eastern’s assessment plan consists of three levels: entry level assessment, process assessment, and long term assessment. 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. Given the individualized nature of the Occupational Development program, assessment activities focus primarily on general education assessment and long term assessment. Such activities include review of enrollment patterns, tracking studies, program completion and graduating student survey. The ETS Proficiency Profile has been administered as the test of general education. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections. Occupational Development, 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

Occupational Development is a CTCS based degree program. When curriculum and implementation changes are made at the system level, these changes will be adopted by Eastern. However, future course assessment activities may yield data targeting revision of courses supporting the general education core or Eastern courses supporting technical core.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Employment status of graduates is tracked through the Graduating Student Survey. Unfortunately, no Occupational Development, AAS graduates participated in the survey during this designated review cycle.

Final recommendations approved by Board of Governors

The Occupational Development, A.A.S. program provides Eastern students with a flexible, general degree option to incorporate technical training provided through U.S. Department of Labor Apprenticeship training programs. During the five year review cycle, the program had a total of 31 majors and 21 graduates. Eastern will continue to offer the program as it is currently offered. The College will revitalize recruitment activities by contacting apprenticeship training programs to review current status of existing MOAs, apprenticeship program changes and explore interest in renewed participation agreements. The College will also conduct a tracking study/transcript analysis to determine variables impacting retention and completion. Upon completion of the tracking study, the College will initiate alternatives for improving the retention and program completion rates.