



**Occupational Development
Associate of Applied Science (AAS)
Program Level Assessment Plan
June 8, 2017**

Occupational Development AAS Mission Statement

The Occupational Development AAS degree program is designed to provide for cooperatively sponsored educational opportunities leading to associate degrees for students in approved U.S. Department of Labor Bureau of Apprenticeship Training (BAT) programs. The specific course of study is determined by agreements between Eastern and the training sponsor. Mandatory components in the program include a general education core, classroom training, and on-the-job experience:

Component I – General Education Core (15+ credit hours)

Component II – Classroom Instruction in the Occupation (40 credit hours maximum)

Component III – On-the-Job Training in the Occupation (12 credit hours maximum)

Total Credit Hours in Program: 60 Maximum

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.

Title: Occupational Development Program Level Assessment Plan

Proposal Prepared by: C. Hakala

Approved by Assessment Committee: 8/15/17

Approved by LCT: 8/21/17

- 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.

Assessment of Occupational Development AAS Goals and Outcomes

The assessment of general education core courses is imperative and the key to curriculum improvement. Targeted courses include:

1. CIS 114: Introduction to Computer Applications and Concepts
2. ENL 100: Transitional Composition
3. ENL 101: English Composition I
4. MTH 100: Transitional Math Level A
5. MTH 115: Business Math
6. PSY 200: General Psychology
7. SSC 147: Human Diversity

Core courses in specific occupations will be assessed on a cyclical basis based on the program implementation schedule and the Assessment Committee's Course Report Tracker.

A focus on curriculum improvements and revisions based on assessment data will help overcome traditional barriers to conducting meaningful assessment and improve student learning. Therefore, the following assessment instruments and standards will be used to determine student academic achievement and course effectiveness in meeting program-level and course-level learning outcomes:

Completion Rate/Course Level – At least 75% of students enrolling in Occupational Development core and general education classes will successfully complete their courses. This metric will be determined at the end of each semester based on final grades beginning in Fall 2016. Courses to be assessed in subsequent semesters will be based on the program implementation schedule.

Drop Rate – Beginning in Fall 2016, drop rates in Occupational Development core and general education courses will not exceed 25%.

Course-Level Effectiveness – Course outcomes for targeted Occupational Development courses will be assessed on a cyclical basis based on the program implementation schedule and the Assessment Committee's Course Report Tracker. At least four learning outcomes will be assessed in each Course Assessment report and unmet learning outcomes (below 75%) will be monitored and reassessed in subsequent reports.

Graduation Rate – At minimum, 75% of students enrolling in the Occupational Development program will successfully complete their degree within four years.

Syllabus Analysis – Syllabus analyses for all Occupational Development courses will be conducted each semester to ensure current learning outcomes are included on all syllabi and that all syllabi are consistent across the program.

Transcript Analysis - Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.

Enrollment Patterns – Enrollment trends will be monitored on a yearly basis. Shifts in targeted courses and enrollment numbers will trigger a detailed assessment review as defined above. IDEA course surveys will be used as an indirect assessment measure of student success and satisfaction. IDEA survey questions will provide student feedback on the quality of learning acquired throughout the program including an understanding of intended course outcomes and overall student satisfaction with instruction and course effectiveness.

Summary of Assessment Model and Utilization for Program Improvement

Eastern's overall assessment plan consists of three levels: entry level assessment (ACCUPLACER, SAT, ACT), active enrollment assessment (course and program assessment, student satisfaction surveys, etc.), and post-graduation assessment (employment satisfaction survey, alumni survey, employment and salary data, etc.).

Program outcomes are uniquely defined for each of the training programs awarded credit through the Occupational Development program agreements and are combined with the standard general education core of 15+ credit hours required for all AAS 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.

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 surveys. 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.

Occupational Development is a WVCTCS 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 Collection

As previously discussed, multiple methods will be used to collect appropriate data to assess student learning and success. Primary data will be analyzed to determine course level

effectiveness. A secondary analysis of student records will be conducted to track student success, engagement, and goal attainment. Student records selected for the secondary analysis include enrollment patterns in the Occupational Development program, course grades, drop rates, and job attainment rates. Future Occupational Development program reviews will extrapolate and assess data to help improve program deficiencies. Additionally, course evaluations will be conducted to address students' perceptions of success and satisfaction. These self-reports will provide a qualitative perspective of the students' "lived experience" in targeted program courses.

Data Analysis and Recommendations

The Division Chair for General Studies and faculty members will prepare assessment reports and recommendations. These reports will be provided to the Dean for Teaching and Learning, Assessment Committee, and the Learner Outcomes Team (LOT). Reports will address student outcomes, methods of assessment, results of assessment activities and recommendations. Course Assessment reports are distributed to all Occupational Development faculty members. Any suggestions or comments from faculty members will also be considered for any possible changes to the course.

Effectiveness of Assessment Plan

Additional methods of assessment will be added to determine student success and the effectiveness of the curriculum. The Higher Learning Commission (HLC) identifies six questions, which serve as prompts for dialog in utilization of assessment data for improvement of student learning. As trends in student academic achievement are monitored, the need for additional assessment activities or change in focus will become evident by applicability of results in curriculum revision.

Below are HLC's six fundamental questions to guide discussions for the review of assessment in support of student learning:

1. How are your stated learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you 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?

See Attachments for Program Matrix

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