

**Eastern West Virginia  
Community & Technical College**

**Program Review**

**Technical Studies, Certificate in Applied Science**

**March 28, 2016**

Approved by Assessment: 5-19-16  
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**

Technical Studies, Certificate in Applied Science (CAS)

Approved partnerships include:

- Residential Care Specialist
- Paraprofessional in Education
- Industrial Maintenance: South Branch Career and Technical Center (Adult Division)
- Medical Assistant
- Certified Nursing Assistant
- Animal/Veterinary Science

### **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 Technical Studies, Certificate in Applied Science (CAS) agreements and combined with the standard general education core of 6+ credit hours required for all certificate 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, to date, has served 60 students (unduplicated count) since Fall 2010.

Technical Studies graduating students are invited to participate in the Graduating Student Survey. Unfortunately, results show that no Technical Studies, CAS graduates completed the survey.

A review of enrollment patterns denotes that this program has experienced a significant enrollment increase. This is attributed to the addition of the allied health and other training options available through Eastern's Workforce Education Department. There are currently six areas of emphasis available to students. Although enrollment has improved since the prior program review, enrollment patterns fluctuate and completion rates are low. Future emphasis will be placed on increasing completion rates and stabilizing enrollment patterns.

No external review was conducted for the Technical Studies, C.A.S. program. However, students completing the Certified Nursing Assistant Training coordinated through Eastern's Workforce Education Department do take the National Health Career Association certification examination. The pass rate for this examination is 95%.

### **Plans for program improvement, including timeline**

To date, no tracking studies have been conducted to discern an appropriate average rate of completion or the point at which students tend to drop from this program. Therefore, the program improvement plan includes a transcript analysis of majors to determine student progression through transitional studies into college level courses and impediments to course 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 continue to explore alternatives for improving enrollment by building parallel certificate tracks with existing A.A.S. Technical Studies programming. Providing an educational ladder will expand certificate opportunities for students and likely increase retention and completion rates in the Technical Studies, C.A.S. as well as the A.A.S. programs. Review for additional certificate level tracks will be completed by December 2016. Identified certificate level programs will be implemented by the fall semester, 2017.

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

The 2010 program review indicated a low enrollment and completion rate for the Technical Studies, CAS program (See Figure 1 for comparison of 2010 and 2015 reports). Since the last program review, renewed efforts have been placed on increasing the number of technical core credit opportunities available for certificate level students. This emphasis included allied health training opportunities as a medical assistant and certified nursing assistant. With the addition of these training options, the program has experienced notable enrollment increases, although enrollment patterns do fluctuate demonstrating a significant drop in Spring 2015. Graduation rates have also increased but they are not in keeping with the total number of students entering the program. Tracking studies will be used to determine impediments to completion so appropriate interventions can be implemented.

**Figure 1: Total Enrollment Comparison 2010 Program Review and 2015 Program Review**

<b>Number of Majors and Graduates by Term</b>				
<b>Program Review</b>	<b>Majors</b>	<b>Credit Hours</b>	<b>FTE</b>	<b>Graduates</b>
2010	18 (duplicated HC)	79	5.27	2
2015	122 (duplicated HC)	1336	89.1	14

**Five year trend data on graduates and majors enrolled**

<b>Number of Majors and Graduates by Term</b>				
<b>Academic Term</b>	<b>Majors</b>	<b>Credit Hours</b>	<b>FTE</b>	<b>Graduates</b>
Fall 2010	1	8	.5	
Spring 2011	0	0	0	
Fall 2011	1	12	.8	
Spring 2012	17	235	15.7	
Fall 2012	32	342	22.8	
Spring 2013	26	270	18	5
Fall 2013	17	187	12.5	
Spring 2014	13	123	8.2	5
Fall 2014	10	108	7.2	
Spring 2015	5	51	3.4	4
Total	122 (duplicated HC)	1336	89.1	14

**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 the aforementioned assessment levels, serves as the core of the assessment plan. Given the individualized nature of the Technical Studies 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. Course evaluation surveys and distance course evaluation surveys are administered each semester in all course sections. Technical Studies, CAS students participate in these surveys.

<b>The Assessment Process</b> <b>(Adapted “The Assessment Funnel”, Alfred, et.al.)</b>		
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

Technical Studies is a WVCCTCE system 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 supporting 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. No Technical Studies, CAS graduates participated in the survey.

**Final recommendations approved by Board of Governors**

The Technical Studies, C.A.S. provides Eastern students with a flexible, general degree option to incorporate technical or occupational training provided through the workplace or other training providers. During the five year review cycle, the program had a total of 60 majors and 14 graduates. Eastern will continue to offer the program. However, the College will explore alternatives for improving enrollment by building parallel certificate tracks with existing A.A.S. Technical Studies programming. Providing an educational ladder will expand certificate opportunities for students and likely increase retention and completion rates in the Technical Studies, C.A.S. as well as the A.A.S. programs.