Eastern West Virginia Community & Technical College

Board of Governors Meeting Agenda

Wednesday, June 20, 2007
12:00 p.m.

Harco Complex,
Moorefield, WV

BOARD MEMBERS:

Peggy C. Hawse, Chair
Scott C. Jennings, Vice Chair
Christine Fuentes
Sharon Gott
Mary Mongold
Amanda See
Faron Shanholtz
Scott Sherman
Pamela Shrader
Robert Sisk
Ronald Whetzel
Rob Tissue

SCHEDULE

MEETING OF THE
EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS

Wednesday, June 20, 2007 – 12:00 p.m.
HARCO Complex
Moorefield, West Virginia

Standing Committees

Academic & Student Programs Committee:
Ron Whetzel
Christine Fuentes
Sharon Gott
Robert Sisk
Pam Shrader

Personnel Committee:
Peggy C. Hawse
Mary Mongold
Faron Shanholtz
Scott Sherman

Finance & Administration Committee:
Scott Jennings, Chair
Mary Mongold
Scott Sherman
Rob Tissue

Board Operations Committee:
Ron Whetzel, Chair
Amanda See

Special Committees

Facilities Committee:
Scott Jennings, Chair
Ron Whetzel
Peggy Hawse

Founders Award Committee:
Ron Whetzel
Scott Jennings
Peggy Hawse

EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
Wednesday, June 20, 2007 – 12:00 p.m.
MEETING AGENDA

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1. **Call to Order – Chair Peggy Hawse**

2. **Approval of the Meeting Minutes*** ..... Pg 4

   a. May 16, 2007
   b. May 24, 2007
   c. June 5, 2007

3. **Report from the College - S.A.L.T. Departmental Updates:** ..... Pg 8

   a. Academics/Workforce Education – T. Tirrell ***see Attachment 3a***
   b. Business Office – P. Reardon
   c. Information Technology – T. Riggleman
   d. Learner Support Services/Marketing – S. Bungard

4. **Financial Statements, Quarter 3, Fiscal Year 2007 Budget – P. Reardon*** ..... Pg 14

   a. Statement of Net Assets Statement of Revenues
   b. Expenses & Changes to Net Assets
   c. Statement of Cash Flows

5. **Calendar of Meeting Fiscal Year 2008*** ..... Pg 19

6. **Pending Resolutions***: ..... Pg 20

   a. Mary Mongold 2nd term ends June 30, 2007
   b. Ronald Whetzel 2nd term ends June 30, 2007
   c. Robert Sisk – term ends June 30, 2008

7. **Committee Reports:**

   a. Facilities Committee –
      - Request for update on signing of contract with G&G Builders and purchase of land – S. Bungard / P. Reardon
      - Report on timeline for construction – S. Bungard / P. Reardon
   b. Personnel Committee – Interim President Search

8. **Other Business**

   a. Review of Board Policy 5.9 ..... Pg 24
   b. Assessment Plan* ..... Attachment 9b

9. **Executive Session:**

   Personnel related matters:
   a. Interim Contract – *handouts will be distributed at meeting*
   b. Role and duties for Dr. Alfred Hoffmann

10. **Next Scheduled Meeting:** to be determined

11. **Adjournment**

EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
Wednesday, May 16, 2007 – 12:00 p.m.
DRAFT MEETING MINUTES
Harco Complex, Room 133

Members attending were: Peggy Hawse – Chair; Scott Jennings – Vice-Chair; Christine Fuentes; Sharon Gott – Faculty Representative; Amanda See; Faron Shanholtz; Scott Sherman; Pamela Shrader – Classified Staff Representative; Robert Sisk; Ronald Whetzel – County School Superintendent Representative; Robert Tissue. S.A.L.T. members: Tim Riggleman; Sharon Bungard; Penny Reardon.

Members absent were: Mary Mongold. S.A.L.T. member, Tim Tirrell.

Other attendees: John Harris – Bastian & Harris; Dick Hughes, Press; Mallie Combs – Hardy County RDA; Rob Whittington and Mike Robinson – Harco Complex

1. **The meeting was called to order at 12:03 p.m. by Chair Peggy Hawse.**
2. **Upon a motion by R. Sisk with a second by F. Shanholtz the minutes of the April 30, 2007 meeting were approved as presented. Motion carried.**
3. **Report from the College - S.A.L.T. Departmental Updates: *Board requested that future reports be in written form and submitted for review with the meeting agendas.**
   a. Academics/Workforce Education – S. Bungard for T. Tirrell
      - Verbal report on recent activities.
   b. Business Office – P. Reardon
      - Verbal report on accounts receivables, contracts, tuition, and budget; written report will be submitted to Board for review with future agendas. AR: past due account statements out
      - Reported that the 5/21/07 S.A.L.T. meeting regarding Eastern's safety plan is to include intruder plan (will solicit outside help following review of current plan) **R Whetzel will share information as being used by the Hardy County School System.
   c. Information Technology – T. Riggleman
      - Reported on conducting two interviews for Clerk of the Works with an additional applicant to be interviewed in the near future.
      - Reported on various I.T. activities including presentations, Banner, and the five year computer update plan.
   d. Learner Support Services/Marketing – S. Bungard
      - Verbal report included various marketing and retention/recruitment activities.
4. **Upon motion by S. Jennings with a second by P. Shrader the Program Modification was accepted as presented by Sharon Bungard. Motion carried.**
5. **Upon a motion by R. Whetzel with a second by S. Gott, the resolution of Phyllis Cole was accepted. Motion carried.**
6. **John Harris, Architect, Bastian and Harris, presented the Board with the new campus project modifications following a historical overview of the project. Handouts were presented with the PowerPoint presentation.**
   - Following Mr. Harris's presentation, the Board requested that he prepare and present a written overview of the project**
   - Question was raised to Ms. Mallie Combs-Snyder pertaining to availability of funds for road and infrastructure. Ms. Snyder reported that funding source has been tapped into and request submitted. Ms. Snyder gave a brief overview plans for the site.
7. **The following reports were presented by the Board sub-committees:**
   a. **Facilities Committee – Harco Building research**
      - Mike Robinson (& Rob Whittington) presented on behalf of Harco Investments the benefits of the Harco Complex. Upon questions related to the recent findings upon professional inspection of the Complex, Mr.

DRAFT

Robinson replied that the majority of issues listed were typical maintenance issues. Informed Board that issues would be addressed and corrected as part of the purchase price of the structure.

b. Personnel Committee – Presidential Search

See motions made following Executive Session below.

8. The following other business items were presented to the Board:

a. Report from Board Chair regarding recent meeting with Chancellor Skidmore, Chancellor Noland and Mike Garrison – P. Hawse

Chair Hawse gave a verbal report on the recent meeting held in Charleston. Among issues addressed were:

1. Building project;
2. Direction of Leadership at Eastern – appointment of an Interim President
3. Eastern's creditability within the local community;
4. Need for Board training – to be funded by HEPC
5. Southern's Nursing Program

b. Tour of the building and grounds was led by Tim Riggleman at 3:36 p.m.

9. Executive Session: Personnel related

1. Pursuant to State Code Chapter 6-9A-4, R. Whetzel moved that the Board go into executive session regarding a personnel issue and possible land purchase. Motion was seconded by Robert Sisk at 4:04 p.m. Motion carried.
2. Upon a motion by Scott Jennings the meeting reconvened in regular session at 5:35 p.m.; motion was seconded by Scott Sherman. Motion carried.
3. Following recommendation from the Personnel Committee, motion was received from Scott Sherman that, effective immediately, S.A.L.T. members Annual Leave requests are to be approved in advance by Chair Peggy Hawse. The slips are to be submitted to Penny Reardon for collection; Penny will then forward the requests to Peggy for approval. The motion was seconded by Sharon Gott. Motion carried.
4. Robert Sisk made a motion that the Personnel Committee present recommendations on an Interim President at an Emergency Board of Governor's meeting to be scheduled for May 24, 2007 at 4:00 p.m. Motion was seconded by Robert Tissue. Motion carried.
5. Ronald Whetzel made a motion that during the emergency board meeting on May 24, 2007, that the Board make a decision pertaining to Eastern's future building plans. Motion was seconded by Robert Sisk. Motion carried.

6. The Board will next meet on June 20, 2007, 12:00 p.m. as previously scheduled.

7. Upon a motion by Amanda See with a second by Sharon Gott the meeting was adjourned at 5:40 p.m. by Chair Hawse.

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Peggy C. Hawse, Chair **Date**

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EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
Thursday, May 24, 2007 – 4: 00 p.m.
EMERGENCY MEETING MINUTES

Members attending were: Peggy Hawse – Chair; Scott Jennings – Vice-Chair; Christine Fuentes; Sharon Gott – Faculty Representative (telephone conference); Amanda See; Faron Shanholtz; Scott Sherman; Pamela Shrader – Classified Staff Representative; Robert Sisk; Ronald Whetzel – County School Superintendent Representative; Robert Tissue. S.A.L.T. members

Members absent were:

Other attendees: Dick Hughes, Press;

1. The meeting was called to order at 4:00 p.m. by Chair Peggy Hawse.
2. Pursuant to State Code Chapter 6-9A-4-2A, personnel related matter, and State Code Chapter 6-9A-4-9, matter related to the purchase of property, a motion was made by Ron Whetzel that the Board go into Executive Session. Motion was seconded by Robert Sisk at 4:05 p.m. Motion carried.

   The meeting reconvened in regular session at 5:21 p.m., upon a motion by Scott Jennings with a second by Mary Mongold. Motion carried.

   The Personnel Committee reported that they are not ready to place a name for an Interim President before the Board at this time; it was further stated that the Board will not actively conduct a presidential search at this time but will pursue an Interim.

   Following the Facilities Committee report, motion was made by Robert Sisk to accept the G & G Builders, Inc. bid for the new structure as presented by John Harris at the 05-16-07 Board meeting. Pam Shrader seconded the motion. Robert Tissue and Scott Jennings abstained. Motion carried with 8 Yeas; 0 Nays; 2 abstentions.
3. Next Scheduled Meeting: June 20, 2007, 12:00 p.m.
4. Upon a motion by Mary Mongold with a second by Faron Shanholtz, the meeting was adjourned by Chair Hawse at 5:30 p.m.

Respectfully submitted by Dreama M. Kelly,
Executive Secretary, President's Office

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Peggy C. Hawse, Chair Date approved:

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EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
Tuesday, June 05, 2007 8:00 a.m. Harco Complex

EMERGENCY MEETING MINUTES

Members in attendance:

Peggy Hawse, Chair; Scott Jennings, Vice-Chair (telephone); Christine Fuentes; Sharon Gott, Faculty Representative; Mary Mongold (telephone); Amanda See; Faron Shanholtz; Scott Sherman (telephone); Pam Shrader, Classified Staff Representative; Robert Sisk; Robert Tissue.

Absent from the meeting was Ronald Whetzel.

1. The meeting was called to order at 8:04 a.m. by Chair Peggy Hawse.
2. Personnel Committee's recommendation for Interim President:

   - Upon a motion by Robert Tissue with a second by Faron Shanholtz, the Board went into executive session at 8:05 a.m. pursuant to State Code 6-9-A-4 Section A. Motion carried with 11 Ayes, 0 Nays.
   - Upon motion by Sharon Gott with a second by Amanda See, the meeting reconvened in regular session at 8:17 a.m. Motion carried with 11 Ayes, 0 Nays.
   - Upon a motion by Faron Shanholtz, the Board offered the position of Interim President to Mr. Robert "Bob" Sisk. This position carries a one year contract starting July 1, 2007 with a salary of $ 102,000.00 with option to apply for the position of President upon completion of term. The Board agreed to have the Personnel Committee coordinate the terms of the contract. Motion was seconded by Amanda See. Motion carried with 10 Ayes and 0 Nays.

3. The meeting was adjourned by Chair Hawse at 8:20 a.m. upon a motion to adjourn by Faron Shanholtz – motion was seconded by Christine Fuentes. Motion carried unanimously.

Respectfully submitted by Dreama Kelly, Executive Secretary, President's Office

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Peggy C. Hawse, Chair Date:

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Department & S.A.L.T. Member Reporting	**Summary of Activities**
Academic Services / Workforce Education: ***Tim Tirrell*** *Dean for Academic Services*	• On June 7, 2007, Eastern West Virginia Community College and Potomac State College signed an articulation agreement wherein students completing Eastern's requirements for the Associate of Applied Science in Business Management degree will be eligible to accepted into the Bachelor of Applied Science – Business Management offered at Potomac State with a minimum of 62 credits and a potential maximum of 70 credits applied to that degree. Upon completion of the program requirements at Potomac State, students will receive a Bachelors of Applied Science Degree awarded by West Virginia University. This agreement is effective immediately.

	• The college will partner with the Hardy County Board Of Education on the summer technology academy. Specifically, the college will offer four training sessions over the two days of July 25th and 26th; those sessions are tentatively scheduled as:
	  • Office 2007
	  • Using the Internet and other technologies in your classroom
	  • Teaching online courses
	  • Teaching courses over compressed video
	The college will host the sessions and provide all required resources.

	• **Technical Studies – Hospitality Management** (ProStart) A proposal for this program that includes a 12-credit transfer module for High School Culinary Pro-Start programs is being submitted to LOT for approval. This program includes an option for a 15-credit certificate • **Associate in Applied Science in Technical Studies - <u>Industrial Equipment Maintenance</u>** The college recently signed an agreement with South Branch Career & Technical Center wherein graduates of the SBCTC program can transfer in a block of 17 credits from that program toward an A.A.S. Degree (62-64 credits) or a Certificate (32-33 credits). This agreement takes effect immediately. • **Global Information Systems (GIS) Certificate** EWVCTC will offer the first two courses in a GIS certificate program in the Fall 07 and Spring 08 semesters. If there is sufficient response, the full certificate program will be developed. Below is a program description. A Geographic Information System (GIS) is a computer visualization technology that stores maps as parts of a database, and allows the user to ask questions about the maps. Currently, GIS is being applied to a wide spectrum of industries such as government, communications, telecommunications, utilities, engineering, natural resource management, forestry-environmental science, health and human services, education, and agriculture. GIS and its database management system have been targeted as a key technology that will impact the state labor market. Students who complete this program, will be familiar with industry standard GIS software and have the skills to work with diverse data sets and analysis. This certificate will greatly increase the opportunities for students to compete for professional positions in diverse fields. Pending future approval GIS technology courses may be applied to a variety of majors such as environmental science (natural resource management), geography, engineering, agriculture, sociology, and life sciences. This certificate would allow many transfer students the opportunity to complete course work in techniques and technologies that will be needed to be successful at the university level. • **Paraprofessional Educators Certificate** The Certificate Program: Technical Studies Paraprofessional in Education will fulfill the requirements for the West Virginia State Paraprofessional Certificate. The certificate program will serve classroom aides and special needs aids in Grant, Hardy, Mineral, Pendleton and Hampshire counties. Special topic courses have been offered on a contractual basis for Hardy County for the past two summers. The proposal would formalize the courses into a certificate: technical studies and be marketed to all counties. The certificate would be further developed into a two-year degree, technical studies: paraprofessional in education.
	Summary of recruitment activities carried out by Academic Services staff within the last month. • Visited childcare and parenting classes at Hampshire High School. Presented information on Child Care EDGE credits, Early Childhood degree program and special topic classes that will be offered at Hampshire High (approximately 35 students) • Participated in the ABE Student Reception • Identify adult students to participate in the Certified Nursing Assistant program at Hampshire. • Orientation meeting at Hampshire High School for CNA program conducted with students, parents and adults. • Met with Head Start teachers who need to complete AAS in Early Childhood (3)

	• Advise students who completed the Residential Care Specialist certificate and now want to move into the two year degree. • Contacted students at ATK (Electronics program) individually concerning summer courses. Two students registered for courses. • Discussed the projected termination of Industrial Maintenance Technology (IMT) with remaining active students (2). One is still enrolled, the other one set out for a semester (financial reasons) because of employment cut backs at American Woodmark. • Began discussions with Gretta Ramsey (Training Director for ATK) concerning the development of the "new" Electromechanical Technology (ELM) program. • Met with potential students from Pilgrim's Pride. • All Program Directors made presentations on their programs to ABE/GED Open House. • Signed agreement with South Branch Career & Technical Center to finalize Technical Studies: Industrial Equipment Maintenance program. There is an AAS degree component and a certificate component. • News Article re: Tucker County Chamber of Commerce presentation (see attached) • News Article re: Associate Dean for Workforce Development (see attached)
	Workforce Education activities: • *Grants*: Assisted in completion of HP MIOCROENTERPRISE GRANT application to support small business enterprises which, in partnership with the Small Business Assistance Center housed at the college will provide training and support to small business start-ups. • *Continuing Education* a. <u>Social Workers</u> - Developed proposal to offer series of Continuing Education Credit workshops for social workers tentatively scheduled to being in July 2007. b. <u>Real Estate</u> - A 90-hour instruction program designed to prepare students to sit for the West Virginia Real Estate License will be offered summer 2007. Instruction will be a combination of face-to-face instruction and computer-assisted instruction. • *Community Education*: o Summer 2007 schedule has been drafted and will be advertised shortly; it will include several basic computer, internet and Office 2007 application courses. o A 90-hour instruction program designed to prepare students to sit for the West Virginia Real Estate License will be offered this summer. Instruction will be a combination of face-to-face instruction and computer-assisted instruction.

Business Office:
 	
Penny Reardon
Executive Dean for Financial & Operations Services
	Human Resources
	• HRA Conference in Lewisburg
	  o People Admin-New software for online application and application management system-Eastern does not need this yet.
	  o New Grievance Policy-Only 3 steps now.
	  ▪ First contact is President or his designee-Not HR. 5 days to have first hearing.
	  ▪ Second step binding arbitration.
	  ▪ Third step hearing. If both parties agree, may go from first step to third.
	  o Gasb45
	  ▪ Leave Accrual
	  ▪ Retiree Sick Leave-conversion of sick leave to pay health insurance
	  ▪ Retiree health care subsidiary for FY 08- 22,000
	
	• Trish Clay to be here Mid-July to provide training on Performance Appraisal system.

	Financial Statements • 3rd Quarter Statements will be presented to Board
	Building • Contracts with G & G have been signed • Meeting scheduled to discuss building office space on 6-18 (Harris, Reardon, Bungard, Tirrell, Riggleman) • Land purchase check is in the process of being cut
	Contracts • All county school partnership contracts have been mailed • 3 partners have returned their contracts
	SALT Approvals • Holiday Schedule sent to Dr. Hoffmann for signing. • Safety Policy to ILOT for inclusion of intruder policy • Confidentiality agreements for all staff sent to ILOT

Information Systems & Technology: ***Tim Riggleman*** *Director*	• Concluded search committee for the position of Clerk of the Works. The committee interviewed three applicants, Valley Renovators, Terry Sherman, and Casey Raines. The search committee consisted of me, Penny Reardon, John Harris, and Sharon Bungard. The committee recommends hiring Casey Raines.
	• Had discussions with John Harris about the new facility. G&G contractors plans to start moving equipment on site 6/11/7 and there is tentatively scheduled a pre-construction meeting on 6/18/7.
	• Submitted funding request to upgrade administrative computers here at HARCO, class room 152, and Pendleton & Tucker access centers. The request also included money for training and software for Exchange 2003. Total request was for $98,128.00.
	• Went to Frankfort high school to check room options for the college to install an access center. The principal, Joe Riley recommended using room 112. The room has Ethernet wiring but does have natural light that can affect the quality of the video. Another potential problem is that the room does not have an outside entrance. Joe did not feel that to be a problem since the custodians on in the building until 11:00 each night.
	• Installed Netscape on administrative computers running BANNER. The new release of BANNER version 7 is web based and may be accessed anywhere with an internet connection. Internet Explorer version 6 will work with the version of BANNER but IE 7 will not. When you uninstall IE 6 and roll back to IE 7, this will not work with BANNER so many of our systems would not work without using Netscape. Southern is working on a solution to the problem.

	• Installed Norton Anti Virus on Easternmail and will start installing clients next week

Learner Support Services ***Sharon Bungard*** *Dean for Learner Support Services*	**Learner Support Services/ Marketing (May 17 – June 13)** New Admissions through May 31, 2007: 2007…….74 2007 break down by age: 18-24….. 41 2006…….70 (comparative) 25-44…….21 45- 60+…..10 No Age….. 2 Total 74
	Recruitment Activities 1. Conducted 3 Help Sessions to assist students complete the FAFSA. 2. Continuing with the presentations at American Woodmark. Dates scheduled are June18, 20, and 26. (The June 4th sessions were rescheduled.) 3. Conducted two regular orientations (22 students) 4. Sent out 400 letters to GED students that graduated in the past three years. They were invited to an Open House on June 5th. (9 attended and 7 applied for admission that evening). 5. Put together a special package to pay for the book and tuition for 10 adult students to Take a College Success class this summer. 6. The "Bus Committee" created a door hanger and worked with PVTA to set up a free round trip ride to the College to attend a "Meet and Greet" program. Bus Committee members will be placing door hanger invitations on 600 doors. of residences on the PRTA line. "Meet & Greets"(2) are scheduled for July. 7. Conducted regular Accuplacer sessions for new students. 8. Participated in CNA Orientation. 9. Participated in the Job Fair at the Keyser Armory.
	Marketing/ Advertising 1. Registration Ads have been running in all counties every week and were in all *Memorial Day Weekenders*. 2. Special ads ran for the CNA for adults in Hampshire County. 3. Ran half-page ads in the Hampshire Review to promote the full schedule being offered at this Access Center. (This is part of the pilot to promote this one Access Center to increase enrollment.) 4. Since mid May have run ads to attract part-time faculty for fall classes. Also offered technology training. 5. Ran special ads to promote Real Estate non-credit classes. 6. Currently working on a contract with "Pot "O Gold" to run an Eastern ad at the Cinema 6 theaters for a full year. Ads will be shown 3-4 times prior to the start of the shows and during intermissions. Once payment is worked out the slides will be developed. 7. Will be developing an ad for the McCoy Theater Program to appear for 13 productions. 8. Prepared a 30 sec. radio ad that will run the last two weeks of June. Other 60sec. Ads will be prepared and aired in July and August. 9. Initial contacts have been made to place ads in the athletic programs and for posting permanent signs at the ball fields. 10. News articles are being released on a regular basis. We also will be photographing the

	various stages of the new building construction and developing something brief to keep the public informed of our progress through the year. 11. The College web page has been updated. 12. Business card size ads have been placed on the Chamber Maps in two counties.
	Other Activities 1. Heather Bowman accompanied 2 students to the State Leadership Training Conference held at Jackson's Mill. Heather has been invited to help plan the event next year. 2. Staff participated in the "Relay for Life" event and planned several activities to raise funds for the Eastern Team contribution. 3. Buck Eagle is President elect of the State Financial Aid organization (WVASFAA). 4. Processing and verification of financial aid students for the summer and fall semester is underway. 5. Met with the Superintendent of Mineral County to discuss the establishment of a Distance Learning site at Frankfort High School. Also discussed the contracts for the Mineral County Access Center and Early Entrance. 6. An All College Self Study Meeting was conducted with all Task Forces Reporting on their current findings. 7. The first week of June All Task Forces met individually with the Self-Study Leadership Team to discuss needed data, additional information and ask questions. Cross Talk topics were determined and dates will be set for All College Cross Talk sessions. . Plans are being made to conduct the Self-Study Stake Holders Survey. 9. Conducted a meeting to discuss and determine tasks to be completed to submit a grant for new technical program in the area of Automotive Technology AAS. 10. Inducted new members and officers to Phi Theta Kappa 11. Tested graduates with WorkKeys as an exit exam.

	12. Attended the Community and Technical College Advisory Committee Retreat. Topics covered were: Presentations on "Adult Career Pathways" " Implementing Adult Career Pathways" " iStream and NROC: Bringing Innovative Tools To Your Desktop. Finance Rule for CTC Education Tuition Strategy Legislative Agenda Peer Equity Technical Program Development Grants Non-credit to Credit Policy Programs of Emphasis Distance Education: Where Do We Go From Here? Review of Perkins Legislation LOCEA Meetings Smarthinking, Inc. Protocol for Crossing Consortia Districts Presidents Academy Summer Institute 2007

ACADEMIC SERVICES/WORKFORCE DEVELOPMENT

Board of Governors Meeting
June 20, 2007

A. Articulation Agreement with Potomac State

B. Faculty Training with Hardy County Board of Education

C. New Programs

   a. Technical Studies – Hospitality Management (ProStart)

   b. Technical Studies - Industrial Maintenance

   c. Global Information Systems

   d. Early Education

D. Recruitment Activities

E. Workforce Development

   a. Grants

   b. Continuing Education

      i. Social Workers

      ii. Real Estate Licensure

   c. Community Education

A. ARTICULATION AGREEMENT WITH POTOMAC STATE COLLEGE

Contact Person: Timothy Tirrell; Dean for Academic Services

Description:
On June 7, 2007, Eastern West Virginia Community College and Potomac State College signed an articulation agreement wherein students completing Eastern's requirements for the Associate of Applied Science in Business Management degree will be eligible to accepted into the Bachelor of Applied Science – Business Management offered at Potomac State with a minimum of 62 credits and a potential maximum of 70 credits applied to that degree. Upon completion of the program requirements at Potomac State, students will receive a Bachelors of Applied Science Degree awarded by West Virginia University. This agreement is effective immediately.

A copy of the articulation agreement and program course outline is attached. (Attachment A)

B. FACULTY TECHNOLOGY TRAINING WITH HARDY COUNTY BOARD OF EDUCATION

Contact Person: Timothy Tirrell; Dean for Academic Services

Description:
The college will partner with the Hardy County Board Of Education on the summer technology academy. Specifically, the college will offer four training sessions over the two days of July 25th and 26th; those sessions are tentatively scheduled as:

- Office 2007
- Using the Internet and other technologies in your classroom
- Teaching online courses
- Teaching courses over compressed video

The college will host the sessions and provide all required resources.

C. NEW PROGRAM INITIATIVES

Contact Person: Timothy Tirrell; Dean for Academic Services

A. **Technical Studies – Hospitality Management** (ProStart)
A proposal for this program that includes a 12-credit transfer module for High School Culinary Pro-Start programs is being submitted to LOT for approval. This program includes an option for a 15-credit certificate

B. Associate in Applied Science in Technical Studies - Industrial Equipment Maintenance
The college recently signed an agreement with South Branch Career & Technical Center wherein graduates of the SBCTC program can transfer in a block of 17 credits from that program toward an A.A.S. Degree (62-64 credits) or a Certificate (32-33 credits). This agreement takes effect immediately.

C. Global Information Systems (GIS) Certificate
EWVCTC will offer the first two courses in a GIS certificate program in the Fall 07 and Spring 08 semesters. If there is sufficient response, the full certificate program will be developed. Below is a program description.

> A Geographic Information System (GIS) is a computer visualization technology that stores maps as parts of a database, and allows the user to ask questions about the maps. Currently, GIS is being applied to a wide spectrum of industries such as government, communications, telecommunications, utilities, engineering, natural resource management, forestry-environmental science, health and human services, education, and agriculture. GIS and its database management system have been targeted as a key technology that will impact the state labor market. Students who complete this program, will be familiar with industry standard GIS software and have the skills to work with diverse data sets and analysis.
>
> This certificate will greatly increase the opportunities for students to compete for professional positions in diverse fields. Pending future approval GIS technology courses may be applied to a variety of majors such as environmental science (natural resource management), geography, engineering, agriculture, sociology, and life sciences. This certificate would allow many transfer students the opportunity to complete course work in techniques and technologies that will be needed to be successful at the university level.

D. Paraprofessional Educators Certificate
The Certificate Program: Technical Studies Paraprofessional in Education will fulfill the requirements for the West Virginia State Paraprofessional Certificate. The certificate program will serve classroom aides and special needs aids in Grant, Hardy, Mineral, Pendleton and Hampshire counties. Special topic courses have been offered on a contractual basis for Hardy County for the past two summers. The proposal would formalize the courses into a certificate: technical studies and be marketed to all counties. The certificate would be further developed into a two-year degree, technical studies: paraprofessional in education.

D. DEPARTMENT RECRUITMENT ACTIVITIES

Contact Person: Timothy Tirrell; Dean for Academic Services

Description: Below is a summary of recruitment activities carried out by Academic Services staff within the last month.

- Visited childcare and parenting classes at Hampshire High School. Presented information on Child Care EDGE credits, Early Childhood degree program and special topic classes that will be offered at Hampshire High (approximately 35 students)
- Participated in the ABE Student Reception
- Identify adult students to participate in the Certified Nursing Assistant program at Hampshire.
- Orientation meeting at Hampshire High School for CNA program conducted with students, parents and adults.
- Met with Head Start teachers who need to complete AAS in Early Childhood (3)
- Advise students who completed the Residential Care Specialist certificate and now want to move into the two year degree.
- Contacted students at ATK (Electronics program) individually concerning summer courses. Two students registered for courses.
- Made presentation on Industrial Technologies programs to 2 sessions of students visiting from Pendleton County.
- Discussed the projected termination of Industrial Maintenance Technology (IMT) with remaining active students (2). One is still enrolled, the other one set out for a semester (financial reasons) because of employment cut backs at American Woodmark .
- Began discussions with Gretta Ramsey (Training Director for ATK) concerning the development of the "new" Electromechanical Technology (ELM) program.
- Met with potential students from Pilgrim's Pride.
- Made presentation on Industrial Technologies programs to ABE/GED Open House.
- Signed agreement with South Branch Career & Technical Center to finalize Technical Studies: Industrial Equipment Maintenance program. There is an AAS degree component and a certificate component.
- News Article re: Tucker County Chamber of Commerce presentation (see attached)
- News Article re: Associate Dean for Workforce Development (see attached)

E. WORKFORCE DEVELOPMENT

Contact Person: Sherry Watts; Associate Dean for Workforce Development

Description:

Below is a description of WFD activities:

1. Grants

   a. Assisted in completion of HP MIOCROENTERPRISE GRANT application to support small business enterprises which , in partnership with the Small Business Assistance Center housed at the college will provide training and support to small business start-ups.

2. Continuing Education

   a. Social Workers - Developed proposal to offer series of Continuing Education Credit workshops for social workers tentatively scheduled to being in July 2007.

   b. Real Estate - A 90-hour instruction program designed to prepare students to sit for the West Virginia Real Estate License will be offered summer 2007. Instruction will be a combination of face-to-face instruction and computer-assisted instruction.

3. Community Education

   a. Summer 2007 schedule has been drafted and will be advertised shortly; it will include several basic computer, internet and Office 2007 application courses.

   b. A 90-hour instruction program designed to prepare students to sit for the West Virginia Real Estate License will be offered this summer. Instruction will be a combination of face-to-face instruction and computer-assisted instruction.

Report for Board of Governors
June 20, 2007

Executive Dean for Financial & Operations Services.

Human Resources

- HRA Conference in Lewisburg
  - People Admin-New software for online application and application management system-Eastern does not need this yet.
  - New Grievance Policy-Only 3 steps now.
    - First contact is President or his designee-Not HR. 5 days to have first hearing.
    - Second step binding arbitration.
    - Third step hearing. If both parties agree, may go from first step to third.
  - Gasb45
    - Leave Accrual
    - Retiree Sick Leave-conversion of sick leave to pay health insurance
    - Retiree health care subsidiary for FY 08- 22,000

- Trish Clay to be here Mid-July to provide training on Performance Appraisal system.

Financial Statements

- 3rd Quarter Statements will be presented to Board.

Building

- Contracts with G & G have been signed
- Meeting scheduled to discuss building office space on 6-18 (Harris, Reardon, Bungard, Tirrell, Riggleman)
- Land purchase check is in the process of being cut

Contracts

- All partner contracts have been mail
- 3 partners have returned their contracts

SALT Approvals

- Holiday Schedule sent to Dr. Hoffmann for signing.
- Safety Policy to ILOT for inclusion of intruder policy
- Confidentiality agreements for all staff sent to ILOT

Major Projects - IT Department

June 2007

- ✓ Concluded search committee for the position of Clerk of the Works. The committee interviewed three applicants, Valley Renovators, Terry Sherman, and Casey Raines. The search committee consisted of me, Penny Reardon, John Harris, and Sharon Bungard. The committee recommends hiring Casey Raines.

- ✓ Had discussions with John Harris about the new facility. G&G contractors plans to start moving equipment on site 6/11/7 and there is tentatively scheduled a pre-construction meeting on 6/18/7.

- ✓ Submitted funding request to upgrade administrative computers here at HARCO, class room 152, and Pendleton & Tucker access centers. The request also included money for training and software for Exchange 2003. Total request was for $98,128.00.

- ✓ Went to Frankfort high school to check room options for the college to install an access center. The principal, Joe Riley recommended using room 112. The room has Ethernet wiring but does have natural light that can affect the quality of the video. Another potential problem is that the room does not have an outside entrance. Joe did not feel that to be a problem since the custodians on in the building until 11:00 each night.

- ✓ Installed Netscape on administrative computers running BANNER. The new release of BANNER version 7 is web based and may be accessed anywhere with an internet connection. Internet Explorer version 6 will work with the version of BANNER but IE 7 will not. When you uninstall IE 6 and roll back to IE 7, this will not work with BANNER so many of our systems would not work without using Netscape. Southern is working on a solution to the problem.

- ✓ Installed Norton Anti Virus on Easternmail and will start installing clients next week.

ITEM: Financial Statements, 9-Month period ending March 31, 2007

- Statement of Net Assets
- Statement of Revenues, Expenses & Changes to Net Assets
- Statement of Cash Flows

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Resolved that the Board of Governors accept the financial statements as presented.

BACKGROUND: ***As the Board of Governors requested, the College has presented three financial statements documenting the financial status for the 9-month period ending March 31, 2007. All three documents have been prepared in accordance with GASB standards.***

EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

STATEMENT OF NET ASSETS **(BALANCE SHEET)**

9-MONTH ENDING MARCH 31, 2007

	FY 2007	FY 2006
ASSETS:		
CURRENT ASSETS:		
(a) Cash and cash equivalents	912,800	707,571
Appropriations due from Primary Government	0	79,688
Accounts receivable, net	121,306	76,776
Prepaid Asset	0	2,635
Total current assets	1,034,106	866,670
NONCURRENT ASSETS:		
(b) Cash and cash equivalents	81,793	63,661
© Investment in plant, net	1,413,096	755,303
Total noncurrent assets	1,494,889	818,964
TOTAL ASSETS	**$2,528,995**	**$1,685,634**
LIABILITIES:		
Current liabilities:		
(d) Accounts Payable	59,010	214,144
Amount due to Commission & WVNET	4,659	6,050
Amount due to Southern WV Community & Technical College	788	45,000
(e) Accrued liabilities and deposits	300	(233)
(f) Compensated absences, current portion	63,761	51,071
(g) Deferred revenue	269,033	77,596
Total current liabilities	397,551	393,628
Noncurrent liabilities:		
(h) Compensated absences	121,562	96,586
TOTAL LIABILITIES	$519,113	$490,214
NET ASSETS:		
Invested in capital assets	1,413,096	755,303
Restricted for:		
(i) Expendable:		
Specific purpose by State Code	82,666	64,137
Unrestricted	514,120	375,980
TOTAL NET ASSETS	$2,009,882	$1,195,420
TOTAL LIABILITES AND NET ASSETS	**$2,528,995**	**$1,685,634**

(a) Grants 269,033
(b) State required reserve for Capital Projects
© Furniture, Fixtures, Computers
(d) Open P.O. 114,000
(e) Imprest Fund
(f) Annual Leave < 1 year
(g) Grants
(h) Accrued Vacation, Sick Conversion
(i) Reserve-Doubtful Accounts-Capital Fee+Interest-refunds

EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS

(INCOME STATEMENT)

9-MONTH ENDING MARCH 31, 2007

CURRENT YEAR -V- PREVIOUS YEAR

	FY 2007	FY 2006
	9-Month YTD	9-Month YTD
OPERATING REVENUES:		
Tuition:		
(a) Traditional *	322,766	295,110
Fee for Service (Workforce Education)	24,876	46,297
(b) Contracts and grants:		
State (i.e. STUC, Service Learning, etc.)	66,256	62,615
Private (i.e. Verizon)	12,762	18,867
Sales/Services of educational activities (Bookstore)	13,765	266
Contributions (WORCS)	30,000	22,000
© Miscellaneous - net	8,249	19,436
Total operating revenues	478,674	464,591
OPERATING EXPENSES:		
(d) Salaries and wages	924,078	982,010
(e) Benefits	239,386	199,782
Supplies and other services **	345,521	431,491
Rent	188,573	188,573
Utilities	14,732	15,411
(f) Depreciation	192,771	93,180
(g) HERA Fees assessed by the Commission for operations	9,369	4,771
Total operating expenses	1,914,430	1,915,218
OPERATING LOSS	($1,435,756)	($1,450,627)
NONOPERATING REVENUES:		
(h) State appropriations	$1,333,936	1,328,053
(i) Investment income	34,226	20,427
Insurance Proceeds	0	0
Total Nonoperating Revenues	1,368,162	1,348,480
INCOME (LOSS) BEFORE OTHER REVENUES, EXPENSES, GAINS OR LOSSES	(67,594)	(102,147)
CAPITAL PROJECTS AND BOND PROCEEDS (j) FROM THE COMMISSION	726,547	184,283
CAPITAL CONTRIBUTIONS:		
Donated Equipment	0	0
INCREASE <DECREASE> IN NET ASSETS	658,953	82,136
ADD: NET ASSETS - BEGINNING OF YEAR	1,350,929	1,113,283
NET ASSETS - END OF PERIOD	$2,009,882	$1,195,419

(a) Project 290,000
(b) Grant to pay expenses
© SBDC, Franklin Univesity, WVU MBA, Vending
(d) Vacant position
(e) New accural for FICA on Accrued Annual leave & Previous low due no longer carry Dr. Dunn sick leave
(f) Previous year too low
(g) Required by HEPCO
(h) Draw 20% 22% 25% 33%
(i) Interest on all funds
(j) Building Expenses for year

EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
STATEMENT OF CASH FLOWS
9-MONTH ENDING MARCH 31, 2007

	FY 2007	FY 2006
CASH FLOWS FROM OPERATING ACTIVITIES:		
Student tuition and fees	$ 272,130	$ 302,884
Contracts and grants (state)	257,950	24,197
Contracts and grants (private)	12,762	1,732
Fees received from HEPC	0	0
Payments to and on behalf of employees	(1,171,443)	(1,213,410)
Payments to suppliers	(339,255)	(487,553)
Payments to utilities	(203,131)	(204,256)
Sales/Service of educational activities (Bookstore)	5,366	(15,274)
Contributions (WORCS)	30,000	22,000
Fees retained by/from HEPC (HERA/KENTUCKY)	(9,369)	(4,771)
Other receipts (payments) - net	4,686	10,365
Net cash used in operating activities	(1,140,304)	(1,564,086)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:		
State Appropriations	1,514,521	1,476,862
Fund transfer from WORCS	0	0
Cash provided by noncapital financing activities	1,514,521	1,476,862
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES:		
Capital Project Proceeds from the Commission	847,022	0
Purchases of capital assets	(913,834)	55,616
Increase in noncurrent cash and cash equivalents	(14,296)	(16,526)
Net cash used in capital financing activities	(81,108)	39,090
CASH FLOWS FROM INVESTING ACTIVITIES:		
Interest	31,926	19,420
Cash provided by investing activities	31,926	19,420
(DECREASE)/INCREASE IN CASH EQUIVALENTS	325,035	(28,714)
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	587,765	736,285
CASH AND CASH EQUIVALENTS - END OF PERIOD	$ 912,800	$ 707,571

RECONCILIATION OF NET OPERATING LOSS TO NET CASH USED IN OPERATING ACTIVITIES		
Operating loss	$ (1,435,756)	$ (1,450,627)
Adjustments:		
Depreciation	192,771	93,180
Gain/Loss on disposals	0	0
Changes in Assets and Liabilities:		
Receivables	(87,171)	(41,195)
Prepaid Expenses	0	(2,634)
A/P	1,482	(3,019)
Accrued Liabilities	(40,032)	(95,637)
Compensated absences	36,708	(8,601)
Deferred Revenue	191,694	(55,553)
NET CASH USED IN OPERATING ACTIVITIES	(1,140,304)	(1,564,086)
NONCASH TRANSACTION		
Donated Equipment	$ -	$ -
CIP additions included in accounts payable	$ -	$ 142,188

ITEM: Calendar of Meetings – Fiscal Year 2008*

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Resolved, That the Board of Governors approve the Calendar of Meetings for Fiscal Year 2008.

BACKGROUND: State code requires that the Board meet at least 6 times per year. Last fiscal year the Board met 11 times as scheduled and held 4 emergency meetings.

If the third Wednesday of the month is still the preferred date, the proposed schedule would be selected from the following:

July 18, 2007
August 15, 2007
September 19, 2007
October 17, 2007
November 21, 2007
December 19, 2007
January 16, 2008
February 20, 2008
March 19, 2008
April 16, 2008 (Expenditure Schedule)
May 21, 2008
June 18, 2008 (Election of Officers)

ITEM:	Resolutions*
COMMITTEE:	Committee of the Whole
RECOMMENDED RESOLUTION:	Resolved, that the Board of Governors adopt the following resolutions honoring the services of Ms. Mary Mongold, Mr. Ronald Whetzel, and Mr. Robert Sisk.
BACKGROUND:	Both Ms. Mary Mongold and Mr. Ronald Whetzel have completed their second term of service to the Eastern West Virginia Community & Technical College's Board of Governors with terms ending June 30, 2007. Mr. Robert Sisk is resigning his position on the Board of Governors as the result of accepting the position of Interim President for Eastern West Virginia Community & Technical College.

EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE
BOARD OF GOVERNORS
POLICY NO. BP-5.9

TITLE: **PERSONNEL ADMINISTRATION**

SECTION 1. GENERAL

1.1 Scope - This policy establishes policy in a number of areas regarding personnel administration for Eastern West Virginia Community and Technical College employees.

1.2 Authority - West Virginia Code §18B-1-6, §18B-1-8.

1.3 Effective Date - August 11, 2003

SECTION 2. STATEMENT

It is the policy of the Eastern West Virginia Community & Technical College Board of Governors to adopt the Higher Education Policy Commission Series 8 rules regarding employee and personnel matters, including, but not limited to, definitions of different types of employment. Further, the Board adopts the Commission's rules regarding compensation, workweek, appointment, classification program and benefits.

SECTION 3. DELEGATION of AUTHORITY

The President shall be responsible for establishing institutional regulations concerning personnel administration rules, in compliance with all state and federal legal requirements. Further, the Board affirms its delegation to the President of all employment matters for Eastern, including, but not limited to hiring, supervision, performance evaluation, discipline, and termination.

_____ August 11, 2003

BOARD OF GOVERNORS, CHAIR **DATE**

Assessment of Student Academic Achievement

Eastern West Virginia Community and Technical College

Approved by Learner Outcomes Team: April 6, 2007

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ASSESSMENT of STUDENT ACADEMIC ACHIEVEMENT

Introduction

Eastern WV Community and Technical College is customer-based and dedicated to assessing learner outcomes and lifelong learning. The strength of Eastern's academic structure lies in the management of the academic organization, assessment of learner outcomes and flexibility to address learners' needs. Eastern operates with a core of educational managers who coordinate the services of academic professionals and content experts in the design, delivery, and assessment of the curriculum. These academic professionals provide curriculum development and oversight to assure Eastern is providing high quality, college-level learning experiences appropriate to the fields of study presented in the College Catalog.

The academic assessment plan serves as the evaluative mechanism facilitating ongoing review and oversight of the curriculum. The assessment plan has its basis in the institution's mission and values as articulated in the Strategic Plan and interwoven with existing policies and procedures. The assessment process assures consistency of course and program outcomes regardless of delivery modalities.

Eastern West Virginia Community and Technical College's academic assessment initiative is a cornerstone in furthering the College's mission as a student centered organization enhancing the opportunity for student success. To this end, the core of the plan focuses on improvement of student learning and excellence in teaching. Data is used to support institutional decision making in relation to instruction, curricula, and strategic planning. Academic assessment is the process to ensure the improvement of academic initiatives in meeting the college mission. The assessment initiative is an ongoing, shared and integrated process. Data alone can not impact change or improve student learning and services. Interpretation of data, application of data analysis and shared dialog will move Eastern toward enhancing student learning and student success opportunities.

Conceptual Framework

The assessment of academic achievement addresses three key questions: (1) What are we trying to do? (2) How well we are doing it? (3) How can we improve what we are doing? To answer these questions, the assessment plan incorporates the following characteristics:

- Goals and objectives derived from the College mission, vision and shared values
- Clear and explicit goals and learning outcomes
- Measurable objectives/outcomes and performance standards
- Routine evaluation to determine the extent to which the objectives/outcomes are met
- Systematic use of multiple assessment methods--direct and indirect, quantitative and qualitative--to gather and analyze information to determine the extent to which objectives/learning outcomes are achieved
- Timely use of data to improve academic functions such as curriculum development, strategic planning, budgeting, and academic personnel decisions and primarily to improve instructional activities that impact student learning and student success.
- Continuous and dynamic process
- Assessment activities separate from faculty and staff evaluation

- Professional development activities to ensure responsible and effective application of assessment instruments
- Communication of data and impact on learner achievement resulting from the assessment initiative

Eastern values life-long learning, personal growth, mutual respect, and student success. The assessment initiative examines the comprehensive student experience at the College addressing student academic achievement and the long term impact of the College experience. To assure selection of appropriate and comparable indicators, assessment measures parallel those identified in The American Association of Community Colleges (AACC) publication, Community Colleges: Core Indicators of Effectiveness (Appendix A). Assessment provides the mechanism to determine Eastern's progress in furthering the institution's mission and becoming a learner focused, educational center for its community.

Learner Outcomes Team's Role in Academic Assessment

The Learner Outcomes Team (LOT) is one of two institutional teams to serve as the primary, first level policy review and regulation development unit. This cross institutional team serves in an advisory capacity to the senior level administration. Curriculum proposals and academic and institutional policies are reviewed and recommended through the LOT. The Learner Outcomes Team is responsible for facilitating and reviewing assessment practices at Eastern. These responsibilities include facilitating implementation of data collection and assessment processes; evaluating assessment activities; reviewing assessment reports; recommending modifications to assessment activities and facilitating special assessment initiatives as needed. The assessment responsibilities of the LOT are to:

- review and recommend policies and procedures designed to support the assessment of student success and learning at Eastern;
- review plans and reports from academic programs and report on assessment activities to appropriate institutional areas;
- communicate results of assessment activities to appropriate institutional groups to facilitate use of data for improvement of student success;
- propose recommendations that improve assessment of student learning;
- identify recommendations for professional development activities;
- evaluate assessment plan and implementation regarding overall effectiveness and recommend modifications; and
- provide support to all assessment process.

Learner Outcomes Team Membership

Membership consists of Dean for Academic Services, Dean of Learner Support Services, Associate Dean of Workforce Education, two representatives of the Educational Management Team (representing different functional units), one Classified Staff and Student Representative.

The Associate Dean, Academic and Learner Support Services, serves as staff to the LOT. Assessment plans, activities and reports are reviewed and evaluated through the LOT.

Associate Dean of Learner Support and Academic Services Assessment Responsibilities:

- chair assessment meetings
- serve on Learner Outcomes Team as staff to the committee
- keep college community informed of assessment related activities
- prepare reports or coordinate preparation of reports on assessment activities and impact at Eastern
- assist with implementation of assessment activities. Assist educational managers, faculty and staff with obtaining resources and support needed to make assessment meaningful and effective
- facilitate and provide direction for interdepartmental assessment activities;
- remain current and knowledgeable regarding best practices in assessment, NCA guidelines, state assessment policies and issues, and communicate such information throughout the institution
- identify training needs and recommend appropriate professional development activities
- recommend institutional policies and procedures regarding assessment practices

General Procedures: Assessment of Academic Achievement

The James O. Nichols' model was adopted for developing program assessment plans. The Nichols' model effectively establishes a framework assuring alignment of program outcomes with program goals, the College mission and shared values, thus furthering the mission of the institution.

- All academic programs will have an assessment plan demonstrating the link to the college mission, shared values and strategic plan. Academic programs will address the measurement of student learning outcomes in meeting program goals. Academic program directors are responsible for the development of assessment plans for all programs under their supervision.
- Each plan will include the goals, objectives/outcomes, evaluation methods including analysis, timeline, evaluation results, and use of results and communication plan. Plans are prepared by academic program directors and content faculty.
- Each plan will incorporate multiple methods of assessment consisting of direct and indirect assessment measures and may include standardized, nationally normed instruments; institutionally generated instruments; focus groups; analysis of institutional data; student tracking studies; syllabus analysis and student satisfaction studies.
- Academic program directors will provide annual reports, including conclusions, recommendations, and implementation strategies based on the assessment results.
- Data will be incorporated in decisions regarding strategic planning and budget development.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

The academic assessment plan is based in the institution's mission and values as articulated in the Strategic Plan and interwoven with existing policies and procedures. Strategic Goal 2 states the College will "support individual student learning and achievement through programs that are relevant and high quality". A measure of this commitment is embodied through the development and implementation of an approved academic assessment program documenting student success in achieving learning outcomes and goal attainment.

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	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, WorkKeys, 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

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. Eastern's assessment plan incorporates existing practices required or recommended by the WV Council for Community and Technical College Education (WVCCTCE) and WV Higher Education Policy Commission (HEPC). Program assessment parallels the WVCCTCE and HEPC's five-year program review cycle. Entry level assessment of basic skills for effective placement and tracking models the WVCCTCE and HEPC policy standards and addresses questions raised in the assessment report for the Higher Education Council on Assessment (HECA). The general education and program outcomes incorporate the essential skills as recommended by the Essential Skills Committee and are integrated into curriculum proposals submitted to the Learners Outcomes Team.

The North Central Association (NCA) identifies five criteria for assessment plans: (1) the plan must be linked to mission, goals, and objectives for student learning and academic achievement; (2) it must

be carefully articulated with faculty participation but administered institution-wide; (3) it must lead to institutional improvement of teaching and learning; (4) the timeline is realistic and appropriate; and (5) the assessment plan must be administered appropriately. To address these criteria, Eastern has adopted AAHE's *Nine Principles of Good Practice for Assessing Student Learning* (See Appendix B) and adheres to the following guidelines for assessment of academic achievement.

Guiding Principles for Assessment of Student Academic Achievement:

- assessment priorities arise from the college mission and vision statement
- assessment of academic achievement is faculty developed and guided
- assessment is learner centered
- assessment activities include formative and summative assessment techniques
- assessment plans incorporate multiple measures to assess student success
- assessment is a process separate from faculty and staff evaluation
- assessment results are not used punitively against the students
- assessment results are used to improve student learning, instruction, curriculum and academic services
- assessment processes create an opportunity for everyone to learn
- assessment involves representation from across the college community
- assessment facilitates dialog among stakeholders
- assessment is an on-going, interactive, evolving process

General Guidelines: Assessment of Student Academic Achievement

All program assessment plans will incorporate the following:

- assess the major in its entirety at the program level vs. individual courses
- define program level learning outcomes and performance standards based on data acquired through the DACUM process
- include the appropriate academic program director and content faculty/experts in plan development
- define and conduct ongoing assessment activities
- incorporate multiple measures
- provide processes to inform students of their role in assessment (explain how assessment will be used and how it can be beneficial)
- apply results for improvement of student success including curriculum development, related support services and budget requests
- include an assessment component in multiple option programs to assess the outcomes specific to the option as well as the overall outcomes for the degree
- assess all program learning outcomes at least once in a five-year cycle (Not all learning outcomes need to be assessed annually)
- parallel the WVCCTCE and HEPC program review cycle
- incorporate feedback loop to ensure application of results for improvement of students learning
- assure confidentiality/anonymity of individual students in assessment/reporting processes

See Appendix C: Developing a Program Level Assessment Plan

ENTRY LEVEL ASSESSMENT

Eastern is an open door community and technical college committed to access and quality education for residents within its area of responsibility. As a result of the open door policy at Eastern, the entering competencies of students vary greatly. Entering competencies of all degree seeking students are assessed using ETS's ACCUPLACER testing program. Basic skills testing includes writing skills, reading, elementary arithmetic, and beginning algebra. In general, students test upon admission to the College. Students scoring below the defined performance standard are required to register for the appropriate developmental course(s). Entry level assessment is an essential component in providing students with the opportunity to enter college and to succeed once having enrolled.

Exit examinations incorporated into developmental courses are used to assess the effectiveness of the placement process and to determine attainment of expected competencies and minimum performance standards. Additionally, a series of tracking studies determine effectiveness of developmental programming in attainment of learner outcomes and student goals. Students completing developmental courses are tracked for enrollment into and successful completion of first college level course(s) in the appropriate discipline(s).

Assessment Activities:

- Tracking Studies: Course enrollment and completion rates of developmental students.
    - Annually, students enrolled in developmental courses are tracked through course completion and enrollment in subsequent college level courses to determine retention rates, success in first level college courses and effectiveness of college policies for entry level assessment and placement. Enrollment and completion patterns of developmental students will be tracked. The following processes and standards will be used to determine program effectiveness.
    - Seventy-five percent of developmental students will achieve a passing score on course exit examinations.
    - Eighty-eight percent of developmental English and 76% of developmental math students will enroll and successfully complete the first college level course at C or higher in the appropriate discipline. Note: minimum standard will be changed in accordance with Compact standards as necessary.
    - Implementation: In progress
- Tracking Studies: Learner Support Orientation Courses and Workshops to identify impact of learning in subsequent college level courses.
    - Students enrolled in orientation courses will be successful in subsequent college level courses.
    - Eighty percent of students completing the orientation course will attain a minimum GPA of 2.0 in the following semester.
    - Implementation: In progress
- Persistence rate: Developmental students will be tracked throughout their education at Eastern to determine program completion and goal attainment.
    - Fifty percent of students completing developmental courses will continue in college level courses and complete intended goal within five years of entrance into college level courses.
    - Implementation: In progress

PROCESS LEVEL ASSESSMENT

COURSE LEVEL ASSESSMENT

Eastern is committed to assessing and improving student learning throughout the curriculum. To assure early intervention, the college has initiated a course level assessment processes. Course level assessment shifts emphasis to course learning outcomes, clear statements of learning outcomes and opportunity for curriculum enhancement early in the assessment cycle.
Through the course level assessment, faculty and program directors will

- Identify student learning outcomes for the assessment cycle
- Develop indicators to assess accomplishment of learning outcomes
- Use data to revise learning strategies and revise curriculum
- Share and discuss results (feedback loop) with stakeholders with the intended purpose of improving student academic achievement

Course outcomes for target courses will be assessed on a cyclical basis over three years. Each year, a minimum of four course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Embedded assessment instruments (i.e. exam questions, lab exercises, etc.) addressing the target learning outcomes serve as indicators of student attainment of outcomes. The selected indicators are incorporated across all sections of the target course during the assessment cycle. The minimum performance standard is set at 80%. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision. (See Appendix D for course level assessment report model)

Course level assessment activities may serve the dual purpose of assuring learning at the course level, but also providing a mechanism for determining overall course effectiveness in meeting program level learning outcomes.

PROGRAM ASSESSMENT

In keeping with Eastern's commitment to effective teaching and learning and continuous improvement, program assessment will incorporate data collected at each defined level including entry level through long-term level assessment. Eastern evaluates student learning and achievement in career technical programs through a cyclical, systematic, summative assessment process using the capstone or internship course as the primary data source in addition to course level assessment projects. This assessment addresses the extent to which learners achieve the program outcomes as defined in student/college materials. Indirect measures of program effectiveness also include student evaluations of designated courses in the program, graduating student survey for the program majors, alumni surveys and employer surveys. The qualitative data provides a holistic perspective of the student's lived experience at the College and specifically in the program. Baccalaureate transfer programs are assessed using a comparable process, however, course assessment serves as the cornerstone given that these programs do not include a capstone/internship experience. Program level assessment demonstrates if:

- students are learning the knowledge and skills essential to achieve defined program outcomes
- program outcomes are derived from and support the college mission, the general education philosophy and the program mission
- the curriculum is coherent and current
- instruction is effective for student success

- resources are adequate for effective program delivery
- academic support services are adequate and appropriate to facilitate student learning

The capstone/internship experience requires the synthesis of student learning acquired throughout the curriculum. In order to effectively accomplish the stated program outcomes as embodied in the capstone/internship experience, students must demonstrate application of those outcomes in designated work or clinical/simulated settings. The assessment process is embedded within the capstone/internship course evaluation processes so as to be unobtrusive for the students. Saturation sampling is used to permit a comprehensive analysis of data thereby reducing sampling error. Each capstone/internship experience is assessed on multiple criteria directly related to the individual courses in the program (See Appendix E: Sample Program Outcome Matrix). Each program level outcome is measured using a scoring rubric developed by content faculty.

Performance Standards:
A minimum average score and minimum performance standard is established for each program outcome. If minimum standards are not met, the appropriate academic program directors and content faculty review course materials to develop an intervention and improvement plan. The Program Outcome Matrix provides the ability to identify target areas for extensive review and potential modification.

- At least 80% of all capstone/internship students will attain a minimum of 75% of possible points awarded on the capstone/internship scoring rubric (composite score).
- At least 80% of the sample will attain the designate minimum performance standard on each program outcome as measured by the scoring rubric.
- At least 80% of the graduates will attain at least the national or state average on required licensing examinations (if appropriate).

The inclusion of action plans in the program level assessment reports demonstrates that assessment results will be used in the improvement of student learning and success within the program. Program assessment provides information essential for effective planning and budgeting as well as overall institutional effectiveness. Program assessment is intended to be future oriented considering needed improvements and program relevancy ensuring employer needs are met. Specifically:

- Program assessment will parallel the five year program review cycle as identified by the WV Council for Community and Technical College Education and the Higher Education Policy Commission of West Virginia.
- Occupation specific and general education core outcomes and performance standards will be identified for each program that are consistent with the college mission, general education philosophy and strategic initiatives. The program outcomes will be incorporated into a program/course matrix format for clarity of program presentation and to ensure appropriate curriculum design.
- Program assessment will include data from direct and indirect assessment processes.
- Program assessment will incorporate results from the general education assessment process as appropriate.
- Program outcomes must be stated in measurable terms. Program assessment must use multiple measures to determine student success.
- Program assessment will include data from capstone/internship experiences.
- Program assessment will include survey data collected by Institutional Research. Program Advisory Committee input will be incorporated into the review process. Data relevant to

specific program accreditation and licensing exams will also be incorporated into the review process as appropriate.
- Program assessment will include a matrix that identifies the courses supporting identified program outcomes.
- The academic program directors and content faculty must demonstrate that assessment data are used to improve student learning and the curriculum.
- Implementation: In Progress

The academic program directors are responsible for coordinating program level assessment. The academic program directors and appropriate content faculty will be responsible for:

- developing measurable outcomes for the academic program
- recommending methods for assessing program outcomes
- collecting assessment input from content faculty, practitioner faculty, Institutional Research and other stakeholders including academic program directors (general education or other supporting disciplines), advisory committees and accreditation review teams
- preparing an annual and five year program assessment report to submit to Associate Dean for Learner and Academic Support Services, Deans, Learner Outcomes Team and other stakeholders
- ensuring results are used for improvement of the curriculum
- preparing and submitting proposals for curriculum revision based on assessment results

Guidelines For Five Year Program Review/Assessment Cycle

Note: These are guidelines and may be modified as deemed appropriate by the academic program directors and Dean for Academic Services.

Implementation: In progress

First Year (Initiation/Review)

- Review previous five year review, if available, for identification of outcomes, strengths and areas for improvement
- Review outcomes in relation to college mission and program goals
- Develop/review program matrix identifying which courses support specific outcomes
- Identify outcomes to be reviewed in assessment cycle
- Review identified course outcomes for all courses in program (include technical and general education/support courses)

Second, Third and Fourth Years (Assessment)

- Academic program directors meet with appropriate content faculty to review technical and support courses and assessment data.
    - Course level assessment data
    - Enrollment Patterns*
    - Drop patterns/rate*
    - Withdrawing student survey results*
    - Student Course Evaluations*
    - ACCUPLACER Data*

    - Graduation Rates*
    - Graduating Student Satisfaction Survey*
    - Transcript Analysis
    - Syllabus analysis
- Assess program outcomes in relation to external indicators
    - Input from advisory committee*
    - Employer Survey*
    - Job Placement Rates*
    - Licensing/State Boards (as appropriate)*
    - Alumni Satisfaction Survey*

Fifth Year (Planning/Revision/Reporting)

- Review program goals and outcomes in relation to mission and identify strengths and areas requiring improvements.
    - Does program meet expectations as assessed through general education assessment, program assessment and institutional and external assessment activities?
- Identify and implement program changes (Program changes must be submitted through the approved curriculum revision process and to the Learner Outcomes Team for approval) Note: This activity may occur during any point in the five year review cycle.
- Complete any additional assessment activities resulting from previous year review.
- Prepare five year program review for submission (report will include assessment related data)
- Complete first draft must be submitted to the Dean for Academic Services, Associate Dean of Academic and Learner Support Services and Learner Outcomes Team by November of fifth year for review and comment.
- Completed report must be available for review by the President by December for additional review and comment.

*Data from these surveys are available on an annual basis and are to be incorporated for the five years identified in the review cycle.

GENERAL EDUCATION ASSESSMENT

The core of the general education assessment consists of externally validated, standardized tests of general competence. To determine if the general education core is effectively integrated throughout the curriculum, the standardized testing data will be incorporated into the program level assessment plan for all majors. A matrix linking general education outcomes with specific courses ensures inclusion of all general education outcomes within a program.

Graduating students in all degree programs will complete an externally validated, standardized test of general education competency. The scores will be analyzed in comparison to state and national standards; scores by majors in a five year cycle; and analysis of course content in relation to exam subject areas and scores. Curriculum mapping will be conducted by the Academic Director for General Education and Instruction and content faculty for effective tracking of outcomes and student learning in courses. Downward shifts in performance will serve as an indicator to begin a comprehensive curriculum review to determine reason(s) for downward trend and to identify appropriate corrective action.

- Standard: The mean score for Eastern students on the test of general education will be at or above the national average for two year colleges or at least 75% of the tested students will score at or above the "normal range" for community college students.

WorkKeys is administered in capstone courses for Associate in Applied Science programs to assess mathematical and reading competencies. The tests used in the assessment include Reading for Information, Applied Mathematics and Locating Information. These tests are administered annually in the spring semester to career technical students in their final semester. Minimum performance standards are defined in accordance with Standards and Measures for Perkins III Core Indicators (See Appendix F). Scores falling below the designate standard indicate the need for a comprehensive curriculum review to determine cause and appropriate corrective action.

- Applied Mathematics Performance Standard: Seventy-seven percent of program completers shall score at or above the appropriate WorkKeys level for their given occupational area.
- Reading for Information Performance Standard: Eighty-eight percent of program completers shall score at or above the appropriate WorkKeys level for their given occupational area.
- Locating Information Performance Standard: Eighty-eight percent of program completers shall score at or above the appropriate WorkKeys level for their given occupational area.

General education assessment will be incorporated into the five-year program review process for each program. This will provide an annual review of general education in relation to at least one specific degree program addressing the issue of coherence and role of general education within the curriculum. The underlying issue addressed is whether general education courses effectively support the college mission and general education philosophy as well as support program learning outcomes.

Graduating students complete self-reports regarding the development of general education competencies by completing the Graduating Student Survey.

- Standard: At least 80% of the respondents will report improvement in each of the general education competencies defined in the college catalog.
- Implement Pilot Project Spring 2005

The Academic Program Director for General Education is responsible for coordinating the general education assessment. The Academic Program Director for General Education and Instruction and appropriate content faculty will be responsible for:

- developing measurable outcomes for each general education goal

- recommending methods for assessing general education outcomes
- collecting assessment input from content faculty, practitioner faculty, Institutional Research and other stakeholders including educational managers, advisory committees and accreditation review teams
- preparing an annual and five year general education assessment report to submit to Associate Dean for Learner and Academic Support Services, Deans and Learner Outcomes Team and other stakeholders as appropriate
- developing and implementing processes to ensure results are used for improvement of general education core curriculum
- submitting curriculum proposals to the Learner Outcomes Team as appropriate

General Education: Five Year Review/Assessment Cycle

Note: These are guidelines and may be modified as deemed appropriate by the Academic Program Director for General Education and Dean for Academic Services.

Initiation Date: Fall 2004

First Year (Initiation/Review)

- Review general education philosophy and goals. This will include a review of the mission, strategic plan, college catalog, and previous institutional general education history.
- Develop measurable outcomes.
- Identify strengths, and areas for improvement.
- Review outcomes in relation to college mission and general education philosophy.
- Develop general education course matrix identifying the courses supporting specific outcomes.
- Review timeline for scheduled program reviews to schedule meetings with appropriate stakeholders (educational managers, content faculty, etc.) involved in review process.
- Assist in career technical program reviews regarding the role of general education.

Second, Third and Fourth Years (Assessment)

- Meet with educational managers and content faculty of programs scheduled for five year program review to assess how effectively general education outcomes/courses support program outcomes.
- Review data obtained from student course evaluations.
- Review data obtained from standardized assessment tools.
- Develop data collection instruments as needed. Administer assessment instruments and analyze results.
- Share progress with Academic program directors, Deans, faculty, students and other stakeholders.

Fifth Year (Planning/Revision/Reporting)

- Review general education philosophy in relation to mission and identify strengths and areas requiring improvements.
- Determine if general education core meets expectations as determined through assessment activities.

- Identify and implement general education core changes (proposals must be submitted to the Learners Outcomes Team). Note: This activity may occur at any time during the 5 year cycle as needed.
- Complete any additional assessment activities resulting from previous year review.
- Prepare five year program review (report will include assessment related data).
- Completed first draft must be received by Learners Outcomes Team, Dean for Academic Services and Associate Dean by November of fifth year for review and comment.
- Completed report must be available for review by the President by December for additional review and comment.

Assessment of Brokered Courses: Web Based and VDL

To assure academic integrity and success of student learning, all brokered courses will be assessed on a cyclical basis. The assessment activities will incorporate multiple assessment measures in order to address student academic achievement, student perception of acquired learning, and student satisfaction with facilitation, technology and support services. The assessment activities include student tracking, student course evaluation survey and student distance course survey (See Appendix J for sample surveys).

Students will complete a two-part survey process addressing satisfaction with learning processes, course delivery, instructional materials, instructional style, technology, and facilitation and support services. One component of the survey process includes a duplicate of the course evaluation survey administered to all students regardless of course delivery and point of course origination. The second component completed only by students in brokered courses specifically addresses course delivery technology, facilitation and support services. This process incorporates qualitative data addressing the lived experience of the students in the brokered courses.

Performance Standards:

- At least 80% of students will indicate an average or higher level of satisfaction with course delivery technology, course materials, student engagement activities and support services.

LONG -TERM ASSESSMENT

Assessment of student success does not end at the graduation ceremony. Continued, effective application of learned competencies, occupational relevancy and a commitment to life long learning are essential determinants of student success and achievement of Eastern's mission. To this end, long term assessment practices are incorporated into the institution's academic assessment plan. Alumni and employer perceptions and graduate tracking studies comprise the core of the long term assessment activities. These include Graduate Follow- up Survey, Employer Survey, and Alumni Survey. Data collected from these surveys is incorporated into the program review process.

See Appendix G for Recommended Narrative Report Content

Assessment Process Evaluation Plan

To ensure the effective operation and application of the academic assessment process, the plan and its processes will be evaluated on a routine basis. The "Fundamental Questions for Conversation on Student Learning" (HLC/NCA) will serve as the prompts for discussions regarding student learning, role of assessment and improving student academic achievement. The "fundamental questions" are:

- How are your stated student learning outcomes appropriate to your mission, programs, and degrees?
- What evidence do you have that students achieve your stated learning outcomes?
- In what ways do you analyze and use evidence of student learning?
- How do you ensure shared responsibility for assessment of student learning?
- How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

Additionally, an evaluation rubric will be used in the determining the level of development of each program assessment plan and general education assessment (See Appendix H). This assures that appropriate direction and support is provided for academic areas requiring assistance. Each program plan will be evaluated by the Learner Outcomes Team for adherence to plan standards, ethical practices and relevance to College mission and values. Plans not meeting the "Established" level, as defined in the rubric, will be provided guidance and training to move to an effective and meaningful level of assessment practices.

The "Levels of Assessment" instrument devised by Dr. Cecilia Lopez will be administered on a cyclical basis as a barometer of the implementation of the institution's Quality Initiative (See Appendix I).

APPENDIX A

Core Indicators of Achievement and Measurement Sources

Adapted from: The American Association of Community Colleges (AACC) publication, Community Colleges: Core Indicators of Effectiveness

- **Student Goal Attainment**: The proportion of students who on leaving the college report that their original goal in attending (or subsequent goal decided while enrolled) has been met.
    - Data Sources: Student Withdrawing/Non-returning Survey, Alumni Survey, Graduating Student, Licensure/Certification reports
- **Persistence (Fall to Fall)**: The proportion of identified entering student cohort that is still enrolled for at least one credit the following fall term and has not completed a degree or certificate, reported each year from entry to exit.
    - Data Sources: Student enrollment data, tracking studies
- **Degree Completion Rates**: The proportion of an identified entering student cohort officially enrolled in a degree program that actually completes a degree or certificate, as reported at annual intervals
    - Data Sources: Graduation Data
- **Placement Rate in the Workforce**: The proportion of an identified entering student cohort achieving a "marketable skills" (i.e. completing at least three occupational/technical courses in a particular field of training) who obtain employment in a field directly related to this skill within one year of last attendance.
    - Data Sources: Alumni Surveys, Graduate Followup Survey, Tracking Study of Skill Set Completers.
- **Employer Assessment of Students**: The proportion of employers in a given field indicating that their employees who received training at the college exhibit skills and job performance at rates equivalent or superior to all employees.
    - Data Sources: Employer Survey, Reports of Program Advisory Committees, Internship, Field Placements, Clinicals
- **Number and Rate Who Transfer**: The proportion of an identified entering student cohort actively enrolled in a degree program and completing at least 12 semester hours of credit who enroll within two years in a degree program at a 4 year institution.
    - Data Sources: WVCCTCE and HEPC Transfer Data, Alumni Surveys
- **Performance After Transfer**: The proportion of college level courses completed with a "C" or better by students transferring to a 4 year institution.
    - Data Sources: Alumni Surveys, WVCCTCE and HEPC Transfer Data
- **Success in Subsequent, Related Coursework**: The proportion of an identified entering student cohort assessed as deficient in one or more basic skills who subsequently: a) successfully complete developmental coursework intended to remediate the deficiency, and b) within one year, complete with a grade of "C" or higher their first college-level courses requiring use of this skill.
    - Data Sources: Tracking Studies
- **Demonstration of Critical Literacy Skills**: The portion of an identified entering student cohort who meet or exceed the established national average on Academic Profile and WorkKeys assessments.
    - Data Sources: Academic Profile, Work Keys: Reading for Information
- **Demonstration of Citizenship Skills**: The portion of students participating in service learning activities.
    - Data Sources: Capstone course assessment

- **Client Assessment of Program and Services**: The portion of respondents indicating satisfaction with student skill attainment as demonstrated in job related environments.
    - Data Sources: Employer evaluation survey, Advisory Committee Focus Groups/Surveys, Internship/Field Placement assessments

APPENDIX B
Nine Principles of Good Practice for Assessing Student Learning

- **The assessment of student learning begins with educational values.**
    - Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
- **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.**
    - Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
- **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.**
    - Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
- **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.**
    - Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
- **Assessment works best when it is ongoing not episodic**.
    - Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

- **Assessment fosters wider improvement when representatives from across the educational community are involved.**
    - Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
- **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.**
    - Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.
- **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.**
    - Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.
- **Through assessment, educators meet responsibilities to students and to the public.**
    - There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright
(http://www.aahe.org/principl.htm)

APPENDIX C

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. Identify sources of existing data to evaluate outcomes/objectives
   d. Include direct measures (measures that discern if students have acquired the competencies required and the performance standard identified). These may include standardized tests, quantitative reasoning tests, competency tests, critical thinking tests, clinical or laboratory observations or course artifacts.
   e. Develop scoring rubric for capstone/internship course
   f. Include indirect measures such as feedback from internship or field placements, students' self-reports of skill attainment, surveys, interviews, advisory committee input, focus groups, etc.
   g. Develop a plan and timeline for collecting information
   h. Identify person/area responsible for specific assessment activities. (The academic program director is responsible for coordination of the process within the department.)

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 survey instruments must be reviewed and approved by Dean for Learner Support Services)
   c. Request available institutional data from Institutional Research (Dean for Learner Support Services)
   d. Determine where data and assessment materials will be retained
   e. Develop an informed consent form, if appropriate.

5. Analyze/evaluate data
   a. Examine data to determine emerging patterns
   b. Determine if minimum performance standard have been met.
   c. Note indication of mediating variables.

d. State summary of overall findings, note if data collection method was appropriate, problems with sample or methodology in general, does the data appear to be valid

6. Develop recommendation 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 (Assuring the feedback loop)
   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
   d. Note: to assure student confidentiality/anonymity, data will be reported in aggregate format. No personally identifying information will be included on individual students.

8. Note overall effectiveness of assessment plan.
   a. Determine if modifications are required in the assessment program

Appendix D

Course Level Assessment Report Model

Basic Outline of Report

I. Introduction:
   a. Basic overview of purpose of report
   b. Overview of course and role in curriculum
   c. Involvement of faculty (content and practitioner)

II. Methodology: provide brief summary of the assessment process
   a. Identify outcomes selected
   b. Identify corresponding indicators for each outcome
   c. Describe method of collecting data
      i. Standard questions used in exams across multiple sections
      ii. Use of standard scoring rubric for lab exercises
      iii. Tracking
      iv. Other
   d. Define minimum performance standard
   e. Describe how successful achievement of outcome was evaluated
   f. Describe sample: number of sections used, number of students in the sample, term/semester data was collected

III. Results
   a. Brief overview of results
      i. Number of outcomes attained and at what level
   b. Detailed review of each learning outcome and corresponding results
      i. Identify outcome and indicator
      ii. Note level of performance
      iii. Note if outcome was met or unmet
         1. provide analysis of what may be occurring if outcome was not met
            a. function of indicator used
            b. small sample or function of sample
            c. not sufficiently addressed in course materials
            d. other

IV. Conclusions and Action Plan
   a. Summary of findings
   b. Plan of action
      i. Impact on course
      ii. Proposed changes to course or materials
      iii. Closing feedback loop
         1. who will obtain results
         2. involvement of content/practitioner faculty in use of results

Sample Cover Page

Course Level Assessment

Course Title and Number

Date of Submission

Submitted by _____

The purpose of this report is to present the methodology and findings for the course level assessment of Beginning Mathematics (MTH 090). Beginning Mathematics serves as a foundation course in the Transitional Studies program. This course presents basic mathematical concepts providing students with the foundation to advance to higher level mathematic courses or other college level courses requiring basic mathematical competencies. To assure that Beginning Mathematics is meeting its intended purpose in the curriculum and that students are in fact achieving the defined course learning outcomes identified on the Master Course Record Form (See Attachment A), this course was selected for a course level assessment project to discern attainment of specified learning outcomes across multiple class sections. Can add more description of course, role in curriculum and if specific issues have presented themselves that are going to be addressed in this assessment project (Ex: concern expressed by faculty teaching next level course, tracking studies indicating less than satisfactory performance at next level course, etc)

Methodology

Vary this section as needed based on your approach to the assessment project. Beginning Mathematics course outcomes will be assessed on a cyclical basis over three years beginning with the fall 2006 semester. Each year, a minimum of four course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. These exam questions are incorporated across all sections of MTH 090 during the assessment cycle. The minimum performance standard is set at 80%. At least 80% of the students completing the common indicators administered via the course examination will select the correct

response. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision.

In the fall 2006 semester, four course learning outcomes were selected for assessment in all sections of Beginning Mathematics. The target learning outcomes include:

- Outcome 1: Use order of operations
- Outcome 2: Solve whole number word problems
- Outcome 3: Multiply fractions
- Outcome 4: Add signed numbers

Add more detail is available: inserted into exam, selected from existing exam, graded or ungraded, etc. If someone else wants to replicate, then need enough detail to do so. To assess these learning outcomes standard questions were administered in two sections of Beginning Mathematics. All students enrolled in these sections completed the standard questions. Thirty-nine students were included in this sample. The outcomes and corresponding indicators are listed in Figure 1. Results were compiled for each indicator denoting the percent of students selecting the correct response for each indicator. Findings from the data for each outcome are presented in the results section of this report.

Learning Outcome	Indicator
Outcome 1: Use order of operations	Question 11: Simplify (-5)2 + (-6)2 + 12 Question 21: Perform the indicated operation. $\sqrt{64} \bullet (2-5) \div (19-17)^2$
Outcome 2: Solve whole number word problems	Question 23: A group of 1231 college students is going to take buses for a field trip. Each bus can hold only 42 students. How many buses are needed?
Outcome 3: Multiply fractions	Question 5: Perform the indicated operation. $12 \cdot \frac{3}{7}$ Question 18: Perform the indicated operation. $2\frac{3}{10} \bullet 4\frac{2}{5}$
Outcome 4: Add signed numbers	Question 7: Perform the indicated operation. $-17 + (-25)$

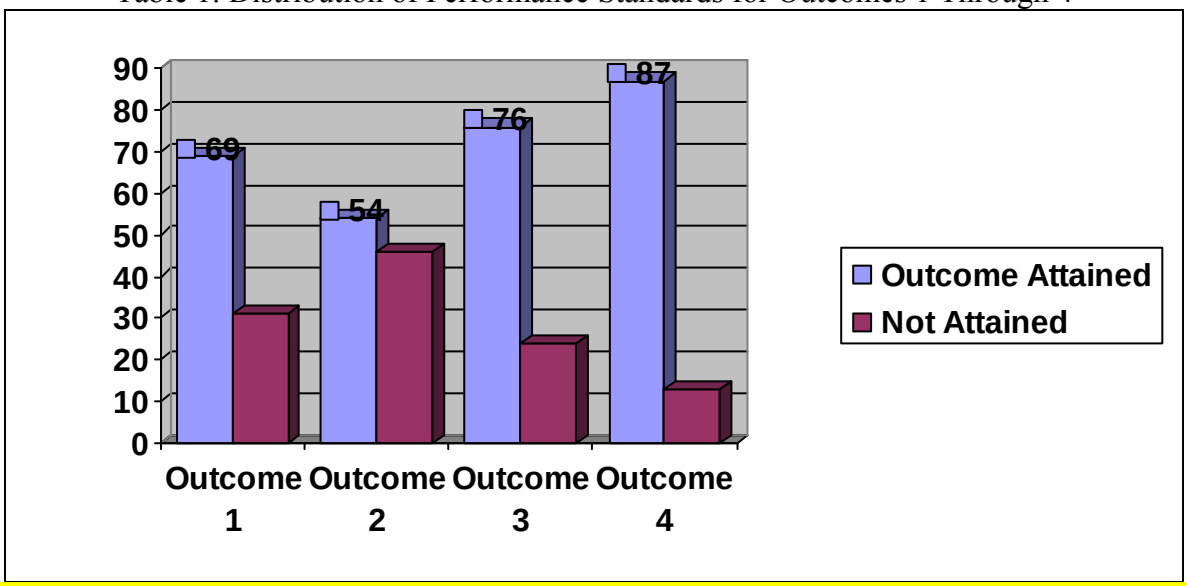
Figure 1: Assessed Outcomes and Indicators

Results

Based on the existing data, only one of the four learning outcomes was met at the minimum performance standard (See Table 1). Eight-seven percent of the students successfully completed the identified indicator for Learning Outcome 4 (Add signed numbers). The remaining three outcomes failed to meet the minimum performance standard established for the assessment activity. Of the three unmet learning outcomes, students performed better on Outcome 3 (multiply fractions: 76%),

than on Outcome 1 (use order of operations: 69%) or Outcome 2 (solve whole number word problems: 54%).

Table 1: Distribution of Performance Standards for Outcomes 1 Through 4



Present findings individually for each learning outcome including a brief discussion of the results. State the learning outcome, what indicator was selected and why, note is the outcomes was met or not met. If not met, indicate how far from performance standard. Provide brief discussion as to why the outcome may not have been met, impact of failing to meet this outcome for students (either in this course or subsequent courses). Can include graphic for visual on each of the outcomes if intending to show additional emphasis. If you have data that addresses the outcome from other tracking studies or assessment activities, insert it here for a more in depth analysis. (Ex: impact of Outcome 1 in MTH 090 on same outcome in MTH 099). If tracking studies provide supporting or confounding results, include this info, elaborate on issues presented and discuss how you plan to further study the problem.

Conclusion and Action Plan

3.

In this section restate a brief summary of findings (met and unmet outcomes). Continue discussion of impact of findings regarding the course effectiveness and meeting its role in the curriculum. Do the findings indicate that the course is not meeting its intended purpose as denoted in learning outcomes? If so, explain what that means for students. Is this an issue that requires further monitoring before intervention takes place? If so, why?

Are results being share with faculty? Discussion of the results should involve the practitioner/content faculty so they can contribute to recommendations for the action plan. If changes are going to be made to the course, what will the changes be and how are those changes intended to support improvement of student academic achievement. Include in the summary how you will or have "closed the feedback loop". Who is getting the results and for what purpose. It is not enough to just file a report… communication and action are key factors for effective, meaningful assessment.

Attachment A: Master Course Record Form (Attach LOT Approved MCRF)

Attachment B:
Summary of Outcomes, Indicators, Performance Standards and Results

Course Level Assessment: Term and year of assessment activity **Course Title and Number**				
Learning Outcome **Insert Learning Outcomes assessed during this cycle**	**Indicator** **(Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)**	**Percent of Correct Responses**	**Percent of Incorrect Responses**	**Performance Standard Met (80%)**
		97% (37)	3% (1)	Yes
		100% (38)	0% (0)	Yes
		95% (36)	5% (2)	Yes
		97% (37)	3% (1)	Yes

APPENDIX E

Sample Program Outcomes Matrix

PROGRAM OUTCOMES MATRIX ***(Include Program Title)***									
Program Outcomes ***(List all technical and general education outcomes)***	**Courses in Program** ***List all courses included in the program. Include Course Prefix and Course Number. Identify the courses that address each learning outcome as a significant portion of the course content.***								
	Prefix Crse #	Prefix Crse #	Prefix Crse #	Prefix Crse #	Prefix Crse #	Prefix Crse #	Prefix Crse #	Prefix Crse #	Prefix Crse #

APPENDIX F:
Standards for WorkKeys by Program
Standards and Measures for Perkins Core Indicators.

WV COMMUNITY & TECHNICAL COLLEGE SYSTEM

Standards and Measures for Perkins Core Indicators
Standards for WorkKeys Assessment by Program

BUSINESS/MARKETING

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Accounting	4	4	3	4
Banking and Finance	5	5	4	4
Business Supervision and Administration	5	5	4	4
Business Technology	4	4	3	4
Communications/Technical Communications	4	4	4	4
Computer/Information Processing	4	5	4	4
Computer Information Systems/Programming (Info Tech)	5	5	4	4
Computer Science	5	5	4	4
Culinary Arts	4	4	3	3
Data Processing	4	4	3	4
Desk Top Publishing	4	4	3	4
Food Service Management	5	5	4	5
General Business	5	5	4	4
Hospitality, Leisure & Recreation Management	5	5	4	4
Lodging Operations	5	5	4	4
Management	5	5	4	4
Marketing	4	5	4	4
Merchandising	4	5	4	4
Medical Records Technology	4	4	4	4
Office Technology/Administration				
Executive	4	4	4	4
Legal	4	4	4	4
Medical	4	4	4	4
Printing Technology	4	4	3	4
Small Business Management/Business Management	5	5	4	4

Engineering/Technical

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Air Conditioning, Refrigeration & Heating Technology	5	5	3	5
Applied Design	5	5	4	4
Architectural/Engineering Technology	5	5	4	4
Architectural Drafting & Construction Technology	5	5	4	4
Automotive Technology	4	4	3	4
Aviation Maintenance Technology	4	4	3	4
Aviation Technology	4	4	3	4
Avionics Line Maintenance	4	4	3	4
Avionics Maintenance Technology	4	4	3	4
Chemical Engineering Technology	5	5	4	4
Civil Engineering Technology	5	5	4	5
Computer-Aided Drafting & Design Technology	5	5	4	5
Drafting and Design Technology	5	5	4	5
Drafting and Design Engineering Technology	5	5	4	5
Electrical Engineering Technology	5	5	4	5
Electromechanical Technology	5	5	4	5
Electronics Engineering Technology	5	5	4	5
Electronics Technology	5	5	4	4
Engineering Technology	5	5	4	4
Graphics Technology	4	4	4	4
Industrial Maintenance Technology	4	4	3	4
Information Systems	5	5	4	4
Major Appliance Repair	5	5	3	5
Manufacturing Engineering Technology	5	5	4	5
Manufacturing/Processes Technology	4	4	3	4
Mechanical Engineering Technology	5	5	4	5
Land Surveying Technology	5	5	4	4
Welding Management Technician	4	4	3	4
Welding Technology	4	4	3	4

Health

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Dental Hygiene	4	5	4	4
Emergency Medical Service/Technology	4	5	4	5
Health Care Technology	4	4	4	4
Health Information Technology	4	4	4	4
Long Term Health Care Professional	4	4	4	4
Medical Assisting/Medical Assistant Technology	4	4	4	4
Medical Laboratory Technology	5	5	4	5
Nuclear Medicine Technology	5	5	4	5
Nursing	4	4	4	4
Pharmacy Technology	4	5	4	4
Physical Therapist Assistant	4	4	4	4
Radiologic Technology	4	5	4	4
Respiratory Care Technology	5	5	4	5
Surgical Technology	4	4	4	4
Veterinary Technology	4	5	4	4

Human Services

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Child Care/Geriatric Care	4	5	4	4
Community Behavioral Health Technology	4	4	4	4
Corrections	4	5	4	4
Criminal Justice	4	5	4	4
Gerontology	4	5	4	4
Human Services Technology	4	5	4	4
Journalism	4	5	4	4
Law Enforcement	4	5	4	4
Legal Assistant/Paralegal Studies	4	5	4	4
Police Science	4	5	4	4
Safety Technology				
Emergency Medical Service	4	5	4	5
Fire Science Technology	4	4	3	4
Occupational Safety	4	5	4	4
Sign Language Interpreter	4	5	4	4

Science/Natural Science

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Agricultural Applied Sciences	5	5	4	5
Aquaculture	5	4	4	4
Chemical Technology	5	5	4	4
Environmental Technology	5	5	4	4
Forest Technology	5	5	4	5
Horticulture Technology	5	5	4	4
Interior Design	4	4	4	4

APPENDIX G

Recommended Report Narrative Content for Five Year Program Review

Goals

List the major learning outcomes for the program.

List the goals established as a result of the last program review and indicate whether or not they have been achieved. If they have not been achieved, briefly explain why.

Quality

Describe and analyze:

- evidence that students are achieving each major learning outcome
- the curriculum's effectiveness in helping students achieve the major learning outcomes
- the effectiveness of faculty teaching methods and support in helping students achieve the major learning outcomes
- the technological skills that students develop in the program
- the program's effectiveness in meeting the needs of a diverse student population and preparing students to function in a diverse society
- unique components of program in meeting needs of responsibility district

Demand

Describe and analyze:

- past and anticipated enrollment trends in the program
- regional and/or national trends and their impact on this program
- curriculum's effectiveness in addressing needs of graduates and their employers

Cost-Effectiveness

Analyze the cost-effectiveness of the program, considering such factors as student/faculty ratio, average class size, cost per credit hour, and space utilization.

Other Information

- Describe and analyze any other information essential to understanding the program and planning its future.

Summary Analysis of Major Strengths and Weaknesses

- Summarize the major strengths and weaknesses of the program, as evidenced through assessment activities.

Action Plan

- Outline any substantive changes planned over the next five years (e.g., in courses and curricula, teaching methods, faculty, institutional support) in response to this program review and strategies for achieving them.

Source: Adapted from Townson University

Appendix H

Departmental Plan Evaluation Rubric

Status Level	Plan	Implementation	Analysis of Results	Action/Response
Undeveloped	Absence of learning goals, methods of assessment, and plan for implementation	No implementation of assessment activities	No analysis of student outcomes	No action or response identified or implemented
Developing	Learning goals, methods of assessment, and procedures for implementation are partially developed	Some implementation of minimal assessment activities	Some analysis of student outcomes for some learning goals	Response or action identified but not implemented
Established	Learning goals, methods of assessment, and procedures for implementation are developed	Implementation of several assessment activities to assess multiple learning goals	Some analysis of student outcomes for most learning goals	Response or action identified and implemented for most learning outcomes
Exemplary	Clearly stated objectives, reasonable methods of assessment, and a manageable timeline are developed	Implementation of a variety of assessment activities to assess the most important learning goals	Comprehensive analysis of the most important learning goals	Response or action demonstrates use of data for improvement of the program

Adapted from Southeast Missouri State University.

Appendix I
Levels of Implementation

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

Levels of Implementation and the Patterns of Characteristics
Analysis Worksheet

Where would you place your institution, division, department, or academic unit (circle focus of your evaluation) on the continuum of assessment program implementation? Using the Patterns of Characteristics as your reference, circle your response for each Pattern of Characteristics and give your reasons.

Patterns	Level One	Level Two	Level Three	Evidence / Rationale
I. Institutional Culture				
a. Collective / Shared Values	1 2 3	4 5 6	7 8 9	
b. Mission	1 2 3	4 5 6	7 8 9	
II. Shared Responsibility				
a. Faculty	1 2 3	4 5 6	7 8 9	
b. Administration and Board	1 2 3	4 5 6	7 8 9	
c. Students	1 2 3	4 5 6	7 8 9	
III. Institutional Support				
a. Resources	1 2 3	4 5 6	7 8 9	
b. Structures	1 2 3	4 5 6	7 8 9	
IV. Efficacy of Assessment				
	1 2 3	4 5 6	7 8 9	

Design concept by Richard K. Foral, Nicolet Area Technical College (WI) and Gloria M. Rogers, Rose-Hulman Institute of Technology (IN)

Adapted by Cecilia L. López, Associate Director, The Higher Learning Commission

Appendix J
Survey Instruments

Course Evaluation

CRN # _____ Instructor_____ Course Number & Title:_____

	5 Almost Always	4 Frequently	3 Sometimes	2 Rarely	1 Almost Never	0 Not Applicable
1. The instructor was well prepared for class						
2. The instructor provided a detailed course syllabus at the first class session						
3. The syllabus clearly explained the grading scale and grading policy						
4. The syllabus provided a detailed statement of course requirements						
5. The syllabus provided a detailed description of course objectives						
6. The instructor gave a detailed description of assignments						
7. The instructor explained course materials clearly						
8. The instructor covered what was stated in the course objectives						
9. The instructor used class time effectively						
10. The instructor stimulated interest in the subject matter of the course						
11. The instructor stimulated class participation						
12. The instructor performed in-class assessment activities						
13. The instructor provided useful feedback on assignments and tests						
14. The instructor was available to meet with students outside of class time						
15. The instructor returned tests and assignments in a timely manner						
16. The instructor encouraged students to integrate previous learning in discussions and assignments						
17. The instructor's responses to students' questions were clear and helpful						
18. The instructor showed respect and concern for students						
19. The instructor was willing to listen to students' questions and opinions						
20. The instructor encouraged students to use resources other than the textbook and course handouts						
21. The text book was helpful in learning the subject material						
22. Exams reflected stated course objectives						

23. Rate the level to which this course has increased your abilities/knowledge in the subject area.

☐ (3) Significantly increased abilities/knowledge

☐ (2) Somewhat increased abilities/knowledge

☐ (1) No change in abilities/knowledge

24. Did you use technologically enhanced supplemental materials in this course?

☐ (1) Yes ☐ (2) No (Please skip to question 25) ☐ (0) Not Certain (Please skip to question 25)

Complete 24a – 24 e only if you answered Yes to question 24	**Yes (1)**	**No (2)**
24 a. Were the materials accessible (web based, CD-ROM)?		
24 b. Were the materials useable?		
24 c. Was the materials user friendly?		
24 d. Did the materials enhance learning the subject material?		
24 e. Please provide additional constructive comments and example related to your experience with the supplemental course materials.		

25. Were you required to conduct library research in this course? ☐ **(1)**Yes ☐ **(2)**No

26. What is your overall rating of this course?

☐ **(5)**Excellent ☐ **(4)**Good ☐ **(3)**Average ☐ **(2)**Below Average ☐ **(1)**Poor

27. What is your rating of this instructor?

☐ **(5)**Excellent ☐ **(4)**Good ☐ **(3)**Average ☐ **(2)**Below Average ☐ **(1)**Poor

28. Would you take another course from this instructor? ☐ **(1)**Yes ☐ **(2)**No

29. Would you recommend taking a course from this instructor to another student? ☐ **(1)**Yes ☐ **(2)**No

30. What grade do you expect to receive in this course (A, B, C, D, F, Incomplete)? _____

31. What did you like about this instructor's approach to teaching and learning?

34. What suggestions would you give to this instructor to improve the teaching of this course?

35. Please provide additional constructive comments and examples.

37. Gender: ☐ **(1)**Male ☐ **(2)**Female

38. Age: ☐**(1)**19 or under ☐ **(2)**20 – 24 ☐ **(3)**25 – 29 ☐ **(4)**30 – 34 ☐**(5)**35 – 39 ☐**(6)**40 or older

39. What is your Major ?

☐ Associate in Arts, A.A. (1002)
☐ Associate in Science, A.S. (1001)
☐ Business Management, A.A.S. (2500)
☐ Business Management, CP (2100)
☐ Business Operations Support, A.A.S. (2505)
☐ Business Operations Support, C.P. (2103)
☐ Early Childhood Development, A.A.S. (4500)
☐ Early Childhood Development, Occupational Development (Apprenticeship), A.A.S. (5500)
☐ Early Childhood Development, Technical Studies (CDA), A.A.S. (6501)
☐ Board of Governors, A.A.S. (7502)
☐ Individualized Career Studies, A.A.S. (7501)
☐ Industrial Maintenance, A.A.S. (3501)
☐ Industrial Maintenance, C.P. (3101)

- ☐ Nursing, A.A.S. (9999)
- ☐ Technical Studies in Information Systems, A.A.S. (6503)
- ☐ Technical Studies, A.A.S. (Specify area_____)
- ☐ Transient Student (0000)
- ☐ Undecided, but want a degree (5555)
- ☐ Just taking courses, not interested in a degree (9999)

Distance Course Evaluation

CRN # _____Course Number &Title_____Instructor _____

1. Please check the statement that best describes your current enrollment (Select only one answer)
   - ☐ **(1)**Only enrolled in Distance Learning Courses (Online/web, VDL, Correspondence)
   - ☐ **(2)**Enrolled in traditional courses and Distance Learning courses
   - ☐ **(3)**Other, please specify_____

2. Have you taken distance courses in the past?
   ☐ **(1)**Yes ☐ **(2)**No (Please skip to question 3) ☐ **(0)**Not Certain (Please skip to question 3)

   2a. If yes, do you think your previous distance course experience helped in your performance in this course?
   ☐ **(1)**Yes ☐ **(2)**No

   2b. What type of distance course(s) did you take (online/web, VDL, correspondence, etc)?
   _____

3. What is your reason(s) for taking this distance learning course? (Check all that apply):
   - ☐ **(1)**I prefer the independent learning environment
   - ☐ **(2)**I do not have transportation to campus
   - ☐ **(3)**I live too far from campus
   - ☐ **(4)**Work Schedule
   - ☐ **(5)**Family/Personal Responsibilities make it difficult to attend traditional course
   - ☐ **(6)**Course only available in distance format
   - ☐ **(7)**Wanted to see if I like taking a distance course
   - ☐ **(8)**Other (Please specify) _____

4. Before enrolling, did you receive information about admissions requirements, tuition, fees, books, support services and technical requirements required for the course?
   ☐ **(1)**Yes ☐ **(2)**No

5. Before enrolling, did you meet (communicate) with an advisor to determine if you had access to the minimal technology required for the course?
   ☐ **(1)**Yes ☐ **(2)**No

6. Before enrolling, did you meet (communicate) with an advisor to discuss the level of self-discipline, motivation, commitment and technical ability required to succeed in a distance learning course?
   ☐ **(1)**Yes ☐ **(2)**No

7. Did you attend the online orientation session?
   ☐ **(1)**Yes ☐ **(2)**No

8. Please rate your level of satisfaction with the following communication media used in your course. Please evaluate only those you used in the course. If not used please check "Not Applicable".					
	5 Very Satisfied	4 Satisfied	3 Dissatisfied	2 Very Dissatisfied	0 Not Applicable
Course Web Site					
Electronic mail (email)					
Surface Mail (Postal Service)					
Fax					
Telephone on campus (in Access Center)					
Telephone (off campus locations)					
Audio Conference					
Video Conference					
Videotapes					
Printed materials					
Other (Specify)					

9. Rate your level of agreement with the following statements regarding communication with the instructor and students in this distance course.						
	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Uncertain	0 Not Applicable
Communication procedures and expectations were clearly established						
I felt like an active member of a cohesive class regardless of the different physical locations						
I was able to participate in collaborative activities with students at other sites						
The syllabus clearly described the hardware and software needed for participation in the course						
The syllabus clearly described technological skills needed for course participation						
The instructor returned my calls/email within a timely manner						
The course activities were effectively designed for distance delivery applications						
I was well prepared to use the technology required for this course						
I felt there was sufficient contact or communication with the instructor						
The technology often prevented access to my instructor and other students						

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10. From the list below, check any resource materials that would have been helpful prior to taking this course?
    - ☐ (1) How to communicate online
    - ☐ (2) Orientation to course technology
    - ☐ (3) Tutorial on using basic technology/computer skills
    - ☐ (4) Orientation to this distance course
    - ☐ (5) Online orientation session
    - ☐ (6) How/where to access course materials
    - ☐ (7) Other, please specify _____

11. What are the advantages as well as disadvantages of taking this course in a distance format?

_____
_____

12. Based on your experience in this course, will you register for another distance learning course?
    ☐ (1) Yes ☐ (2) No ☐ (0) Not Certain

    Please explain: _____
    _____

13. Please rate the delivery of your VDL course **(To be completed only by students enrolled in VDL course)**	5 Excellent	4 Good	3 Adequate No Serious Problems	2 Inadequate	0 Not Applicable
Quality of visual reception					
Quality of audio reception					
Distribution of course materials in timely manner for use in course					
Problem resolution and assistance by site coordinator					
Instructor engaged all sites					

14. Rate your level of agreement with the following statements regarding the use of technology in this distance course. **To be completed by students enrolled in online/web courses only**.						
	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Uncertain	0 Not Applicable
The technology required to receive this course at a distance was easy to use						
The technology required to receive this course at a distance was convenient for me to use						
If or when I did encounter technical challenges, I could quickly obtain assistance						
Course information for the online course was easy to use						
The course site was easy to access at all times						

15. Please provide additional comments that will help us to improve distance course delivery.

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Draft Graduating Student Survey

1. What Access Center(s) have you attended? Please check all that apply.

☐East Hardy Access Center	☐Hampshire County Access Center
☐Mineral County Technical Access Center	☐Pendleton County Access Center
☐South Branch Vocational Technical Access Center	☐Tucker County Access Center
☐Union Educational Complex Access Center	☐WV School for Deaf and Blind

2. What is your age?
   - ☐ 18 or younger
   - ☐ 20 - 29
   - ☐ 30 - 39
   - ☐ 40 - 49
   - ☐ 50 or older

3. What is your gender?
   ☐ Female ☐ Male

4. What is your marital status?
   - ☐ Single
   - ☐ Married
   - ☐ Divorced
   - ☐ Widowed

5. List the number of dependents under the age of 18 that live with you:
   ☐ None ☐ 1 - 3 ☐ 4 - 6 ☐7 or more

6. While attending Eastern were you enrolled:

   ☐ Full-time only ☐ Part-time only ☐ attended both, full-time and part-time, depending on semester

7. What degree have you completed? (check all that apply)
   ☐ Associate ☐ Certificate ☐ Other (Specify)_____

8. What was your major?_____

9. What was your approximate GPA?
   ☐ 2.0 - 2.5 ☐ 2.6 - 2.9 ☐ 3.0 - 3.5 ☐ 3.6 - 4.0

10. Please rate you're the courses in your <u>MAJOR FIELD OF STUDY</u> on a scale of 1 through 5 with 5 being the highest rating. If you do not have experience with a specific item listed, please check the last column to indicate "no basis for rating".	5. Outstanding	4	3. Satisfactory	2	1. Poor	No Basis for Rating
a. Quality of instruction						
b. Grading and testing						

c. Course content						
d. Instructional Materials						
e. Laboratory facilities and equipment						
f. Preparation for future employment						

11. Please rate the following <u>academic services/courses</u> on a scale of 1 through 5 with 5 being the highest rating. If you do not have experience with a specific item listed, please check the last column to indicate "no basis for rating".	5. Outstanding	4	3. Satisfactory	2	1. Poor	No Basis for Rating
a. Quality of instruction in general education courses (English, Psychology, History, Math, Sociology, etc)						
b. Availability of courses						
c. Accessibility of instructors						
d. Variety of courses offered						

In this column, indicate if you have used the following College services			**12. Please rate your experience with the following services provided by the College.**	If you have used the service, please rate your experience with the quality of service provided.				
Yes	No	Did not know was available		Excellent	Good	Average	Fair	Poor
			a. Admissions Services					
			b. Orientation					
			c. Registration Services					
			d. Academic Advising					
			e. Financial Aid Services					
			f. Information for Transfer					
			g. Bookstore Services					
			h. Library Services					
			i. Personal Counseling					
			j. Career Counseling					

13. What was your primary reason for attending Eastern?
    - ☐Preparation for a specific job
    - ☐Improvement of existing job skills
    - ☐Transfer credits eared at Eastern to a 4 year college
    - ☐Personal development
    - ☐Other (Please Specify)_____

14. Are you currently employed?
    - ☐Yes
    - ☐No. (If no, go to question 18 and continue with remainder of survey.)

15. Is your current job related to your education at Eastern?
    - ☐ Yes
    - ☐ No

16. Were you employed in your current position <u>prior</u> to enrolling at Eastern?
    - ☐ Yes
    - ☐ No

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17. How many hours per week are you employed?

☐ 37 - 40+ hours per week	☐ 11 – 20 hours per week
☐ 31 – 36 hours per week	☐ 1 - 10 hours per week
☐ 21 - 30 hours per week	☐ no set number of hours, only occasional hours

18. What is your overall rating of Eastern?

☐Excellent ☐Good ☐Average ☐Below Average ☐Poor

19. Would you recommend Eastern to others?

☐ Yes

☐ No

20. Please provide any comments that may help us to improve the quality of services we provide to our students and the community.

EWVCTC Alumni Survey

1. What was your major? _____

2. What is your current age? _____

3. Are you currently employed (including self-employment)?
   ☐Yes, working full-time
   ☐Yes, working part-time
   ☐No, but seeking employment (Skip to question 10)
   ☐No, not seeking employment (Skip to question 10)

4. If yes, please list your job title, employer, number of years with the firm?
   _____
   _____

5. What is your annual gross income in your current job?
   ☐Less than $15,000
   ☐$15,000 to $19,999
   ☐$20,000 to $24,999
   ☐$25,000 to $29,999
   ☐$30,000 to $34,999
   ☐$35,000 to $39,999
   ☐$40,000 to $44,999
   ☐$50,000 or over

6. Was being a college graduate a positive factor in obtaining your position in the firm?
   ☐Yes
   ☐No

7. How many different employers have you had since you completed your degree at Eastern? _____

8. Do you believe your education has enhanced you prospects for future occupational advancements?
   ☐Very well ☐Somewhat ☐No at all

9. Since completing your degree at Eastern have you earned any additional post-secondary degrees?
   ☐Yes
   If yes, please list all additional degrees you have earned since graduating from Eastern.
   _____
   _____

   ☐No
   If no, are you currently pursuing a degree
   ☐Yes, please specify _____
   ☐ No

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10. How well did your degree at Eastern prepare you for each of the following?					
	Very well	Well	Adequately	Inadequately	Very Poorly
a.) Current career path or most recent job					
b.) Bachelor's degree or additional training					
c.) Contributing to Community					
d.) Life-long learning					

11. Please read the following statements carefully and indicate the extent to which you agree. While a student at Eastern I...					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a.) Improved my logical thinking skills					
b.) Improved my written communication skills					
c.) Improved my general problem solving skills					
d.) Improved my public speaking/presentation skills					
e.) Improved my ability to understand and appreciate people with different habits, values and cultures					
f.) Improved my ability to plan and implement large projects					
g.) Improved my ability to be critical, evaluative and analytical					
h.) Improved my ability to guide/lead others					

12. Please read the following statements carefully and indicate the extent to which you agree. While a student at Eastern I...					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a.) Improved my time management skills					
b.) Improved my interpersonal communication skills					
c.) Improved my confidence to overcome a challenge					
d.) Improved my listening skills					
e.) Improved my ability to learn independently					
f.) Improved my ability to examine ethical issues and personal values					
g.) Gained an appreciation of my own abilities, interests and personality					

13. Please rate your satisfaction with each of the following aspects of your experience at Eastern.					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
a.) The quality of instruction					
b.) The quality of course materials					
c.) Preparation in written communication					
d.) Communication between faculty and students regarding student needs and concerns					
e.) Accessibility of college services/resources					
f.) The extent to which you were challenged academically					
g.) Your overall experience at Eastern					

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14. What is your present attitude, in general, toward:						
	Very Positive	Positive	Somewhat Positive	Somewhat Negative	Negative	Very Negative
a.) Your major field of study at Eastern						
b.) Eastern in general						

15. Would you encourage someone who is considering a college education to enroll at Eastern?
    ☐Yes
    ☐ No Comments _____
    _____

16. Please provide any additional comments regarding your experience at Eastern that may help us to improve the academic and support services available to students.
    _____
    _____
    _____

Optional

Name: _____

Address: _____
_____

Telephone: (Home) _____ (Work) _____

email: _____

DRAFT Employer's Program Evaluation Survey DRAFT

Name of student Employed at your facility:___(College fills in this info)

Please detach prior to returning this survey

1. Major field of Study_____

2. Job Title:_____

3. Do the responsibilities/tasks of this position require formal, job specific education or training?

   ☐Yes

   If yes, please rate the performance of the Eastern graduate as compared to other technically trained employees in this position

   ☐Superior ☐Good ☐Average ☐Fair ☐Poor ☐No basis for rating

   ☐ No

   If no, please rate the performance of the Eastern graduate as compared with employees in this position without a college degree or other formal training.

   ☐Superior ☐Good ☐Average ☐Fair ☐Poor ☐No basis for rating

4. Please rate the Eastern graduate in the following categories:

	Excellent	Good	Average	Fair	Poor	No basis for rating
a. Knowledge of the field (Conceptual understanding)						
b. Technical job skills (Application of Knowledge)						
c. Leadership abilities (Ability to supervise and guide others)						
d. Interpersonal relationships on the job						
e. Motivation (Demonstrates initiative; self-starter)						
f. Dependability & reliability						
g. Maturity (Responsible, stable, realistic)						
h. Appropriateness of Appearance in relation to job functions						

Comments: (Please add additional comments that will be helpful for the College in evaluating our academic programs.)

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Withdrawing Student Survey

To be completed by students registered for six or more credit hours and are completely withdrawing from the College

Please rate the importance of **each** of the following reasons regarding your decision to withdraw from the College.

1. Reason for Withdrawal: Academic	5 Very Important	4	3 Moderately Important	2	1	0 Not Important
a) Course workload was too heavy; time commitment greater than expected						
b) Courses were not relevant to my educational goals						
c) Lacked academic skills necessary to take these courses						
d) Dissatisfied with quality of instruction						
e) Poor grades						
f) Poor study habits						
g) Changed major						
h) Transferring to another college						
i) Educational goals completed						

2. Reason for Withdrawal: Personal	5 Very Important	4	3 Moderately Important	2	1	0 Not Important
a) Health Reasons						
b) Childcare concerns						
c) Conflict between demands of work and school						
d) Transportation problems						
e) Moving out of the area						
f) Too many commitments: time management problems						

3. Reason for Withdrawal: Financial	5 Very Important	4	3 Moderately Important	2	1	0 Not Important
a) Financial situation has changed						
b) Tuition, books and fees were not affordable						
c) Received financial aid, but not enough to cover expenses						
d) Applied for financial aid, but did not receive it						

4. Reason for Withdrawal: College Environment	5 Very Important	4	3 Moderately Important	2	1	0 Not Important
a) Dissatisfied with the learning environment in the classrooms						
b) Academic resources were not adequate to complete courses (lab, library, etc)						
c) Academic advising was inadequate						
d) Student support services were not adequate (counseling, tutoring, etc)						

e) Dissatisfied with the general atmosphere of the College						

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5. Please rank the following categories in order of their influence on your decision to withdraw from the College (4 being most important and 1 least important).

_____ Academic
_____ Personal
_____ Financial
_____ College Environment

6. Prior to withdrawing from the College, with whom did you discuss your decision? (Check all that apply)

☐ Instructor

☐ Academic Advisor

☐ Counselor

☐ Other College Personnel (Please specify)

☐ Spoke with no college personnel

7. Did you consider reducing your course load before withdrawing? ☐Yes ☐ No

8. Was there anything the College could have done to change your mind about withdrawing?

☐Yes ☐No

If yes, what is your recommendation?

9. Do you plan to return to college in the future?

☐Yes ☐ No

If yes, will you return to Eastern? ☐Yes ☐ No

10. Please provide any information to help us provide better services.

If you are receiving financial aid (including loans), you must inform the Financial Director that you are withdrawing from classes.

Student Signature (optional) Date

Name of person completing form if not the student Date