

## **Eastern WV Community & Technical College Assessment Plan Executive Summary**

### **Assessment of Developmental Courses/Program**

Students are placed into developmental or college level courses based on results from entry level assessment (Accuplacer). Eastern assesses the effectiveness of this process by use of developmental course exit exams to determine attainment of expected competencies and minimum performance standards.

**Tracking Studies:** A series of tracking studies were implemented in Fall 2003 to assess the effectiveness of developmental courses in preparing students for college level coursework. Students enrolled in developmental courses were tracked to determine course completion rates. Standard: At least 75% of the students enrolled in developmental courses will successfully complete the course(s). Students completing developmental courses are also tracked for enrollment into and successful completion of first college level courses in the appropriate disciplines. Performance Standard: 88% of developmental English students will enroll and successfully complete the first college level course (C or higher); 82% of developmental math students will enroll and successfully complete the first college level course (C or higher). Standard for Second Level Course: Of those successfully completing the first level college course, 80% will enroll and successfully complete the second college level course (C or higher) in the appropriate discipline.

**Persistence Rate:** Developmental students will be tracked throughout their education at Eastern to determine their persistence to attainment of a certificate or associate degree in five years. Standard: Fifty percent of students completing developmental courses will continue in college level courses and complete a certificate or associate degree in five years.

### **Assessment of General Education**

General Education will be assessed through the use of a nationally normed, standardized test of general education. A standardized test of general education will be administered annually during the spring semester to students who have successfully completed 30 + college level courses including English composition and college level mathematics. The scores will be analyzed in comparison to state and national standards; tracked by major in a five year cycle. Downward shifts in performance will serve as an indicator to begin a comprehensive curriculum review to determine reason for downward trend and to identify appropriate corrective action.

**WorkKeys** will be administered in capstone courses or internships for Associate in Applied Science programs to assess mathematical, information location and reading competencies. The tests used to assess these areas are "Applied Mathematics", "Locating Information" and "Reading for Information". These tests will be administered annually in the spring semester. Scores will also be compared to performance standards established at the state level (Standards and Measures for Perkins III Core Indicators). Scores falling below the designate standard will serve as an indicator to begin a comprehensive curriculum review to determine cause and appropriate corrective action. Standard: At least 90% of the students participating in the WorkKeys testing shall score at or above the appropriate WorkKeys level for their given occupational area.

**Writing across the curriculum:** A curriculum wide writing assessment will be conducted on a three year cycle using a scoring rubric to validate attainment of effective writing standards. A scoring rubric developed by English faculty will be used as the standard for acceptable writing standards. At least 80% of students will score at the identified minimum standard or higher demonstrating continuous application of effecting writing techniques. English faculty will holistically score writing artifacts according to the rubric.

### **Assessment in Degree Programs**

Assessment of student academic achievement will be incorporated into a capstone course (or internship) as required in specific majors. All programs have defined outcomes and performance standards. Career technical program outcomes and performance standards are identified and defined through the DACUM process (Developing a

Curriculum) to assure the attainment of essential skills as determined by content professionals. Program outcomes and standards will be identified through curriculum mapping and assessed in the capstone course (or internship) through activities identified by the discipline faculty. Performance standards for the profession as defined by a licensing body or professional organization will also be included as appropriate. Alternative program level assessment activities will be developed for those programs not requiring a capstone course (or internship).

National licensing examination scores will be incorporated into assessment where appropriate. 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 discipline faculty for effective tracking of outcomes and student learning in courses. This will help to ensure linking the data with appropriate points in the curriculum requiring improvement.

**WorkKeys** will be used in Capstone courses (or internships) for Associate in Applied Science programs to assess math, locating information and reading competencies. Additional tests in the WorkKeys series will be added as recommended by the program advisory committee and faculty. These tests will be administered annually in the spring semester. Scores will be compared to performance standards established at the state level (Standards and Measures for Perkins III Core Indicators). Scores falling below the designate standard will serve as the indication to begin a comprehensive curriculum review to determine cause and appropriate corrective action.

The program level assessment activities will be completed on an annual basis with a comprehensive review completed every 5 years. Data will be maintained in the appropriate department for curriculum review and improvement activities, however, the results will be shared institutionally. The results and analysis will also be presented to the Board of Governors, and advisory and licensing boards. Results will be incorporated in strategic planning processes and institutional budgeting processes.

Alumni surveys will be administered to track student job placement, attainment of professional goals, perceptions of program effectiveness and continuing education activities.

Employer surveys/focus groups will be conducted to assess employers' perception of program graduates' occupational competencies.

### **Brokered Course Assessment**

To assure academic integrity and success of student learning, all brokered courses will be assessed on a cyclical basis by reviewing completion rates, grade patterns and results from the course evaluation survey and the distance course survey. Courses offered more than one semester will be assessed each semester using the course evaluation survey and the distance course survey.

### **Additional Assessment Activities**

Eastern has the opportunity to incorporate assessment as a cornerstone of its quality initiative in the early stages of its operation. To build a culture of assessment in the institution we have decided to include standardized tests and surveys to benchmark progress against national standards. However, because local issues and trends are also of utmost importance, institutionally generated surveys and processes will be administered as well. These include:

- Graduating Student Survey
- Alumni Survey
- Student Satisfaction Survey (Currently will administer CCSSE)
- Withdrawing Student Survey
- Non-returning Student Survey
- Employer Survey/Focus Groups
- Tracking Studies in the major: issues addressed include years to complete degree, drop rates in program, success in sequenced courses, drop points in program, etc.
- Syllabus analysis (to be conducted on a 2 year cyclical basis)
- Transcript analysis (minimum of 5 years within each program)