

## Cumulative Results of Program Level Annual Survey

### Introduction

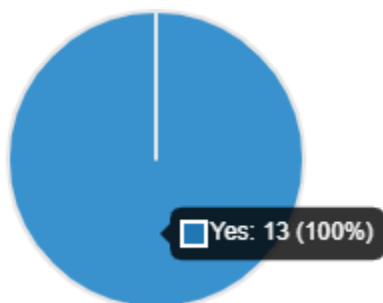
Program-level assessment is an opportunity to review the current state of an academic program's curriculum and identify areas for improvement. Program-level assessment also helps facilitate student learning and success. Student learning assessment at this level concentrates on the totality of the curriculum rather than focusing on a single course. Program Directors, Deans, and faculty are the leaders and holders of responsibility for the development and assessment of program learning outcomes

This report was sent to various Program Directors and addressed the findings of the first annual program survey conducted by using Microsoft 365 Forms. Currently, Southern has sixteen (16) programs resulting in a degree, six (6) of them are nationally accredited, and Business Accounting and Business Administration is in the process of obtaining accreditation. The areas included: mission statement, congruency of the mission statement to the college, advisory board, faculty support, student services, resources, program outcomes, and benchmarks. A copy of the survey with results is available for review. The response rate for the survey was 88% (N=16).

### Mission Statement

Programs should always have a mission statement and have it readily available to the public. Southern's mission statement can be found on its website under "About Us." Each program's mission statement can be found on the website under degrees. All the programs have a mission statement on the website.

### Programs that have Published Mission Statement



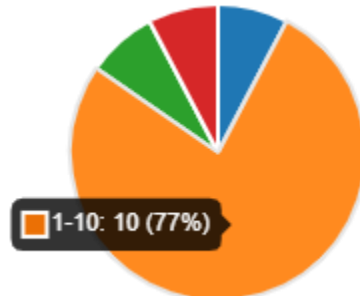
The next question regarding the mission statement looked at the congruency of the college's mission statement with the program's mission statement. The college mission statement states, "Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promotes success for those we serve." The Program Directors agreed that their program's mission statement was congruent with the college's statement; however, the Director of Accreditation and Assessment found that three (3) out of fourteen (14) mission statements did not directly correlate to the mission statement but they did mention training competency; therefore, the actual result was 79%.

### Advisory Board

Each year, each program has its advisory board meeting at the college. The President, Chief Academic Officer, Deans, faculty, and staff welcome various stakeholders to receive updates about the program, assist with a SWOT (strengths, weakness, opportunities, and threats) analysis, and have lunch. This year

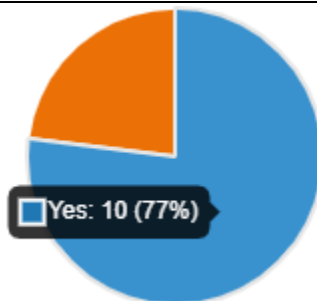
the programs 92.8% (N=14) had at least 10 members visit the college and attend a meeting. If they could not be physically present, the advisory member would meet via Zoom.

#### **Number of Attendees at Advisory Meeting**



An important aspect of advisory is letting stakeholders know how students are performing in class and when they graduate; however, when the Program Directors asked if they mentioned passage rates, job placement, or completion rates, the results were 71.4%. Six (6) of the programs (Medical Lab Technology, Nursing, Paramedic, Respiratory, Radiology) are nationally accredited programs and have access to these statistics while the others do not have the data readily available. For next year's advisory meeting, The Director of Institutional Research and the Director of Accreditation and Assessment will ensure that the reports are completed for the Advisory meeting.

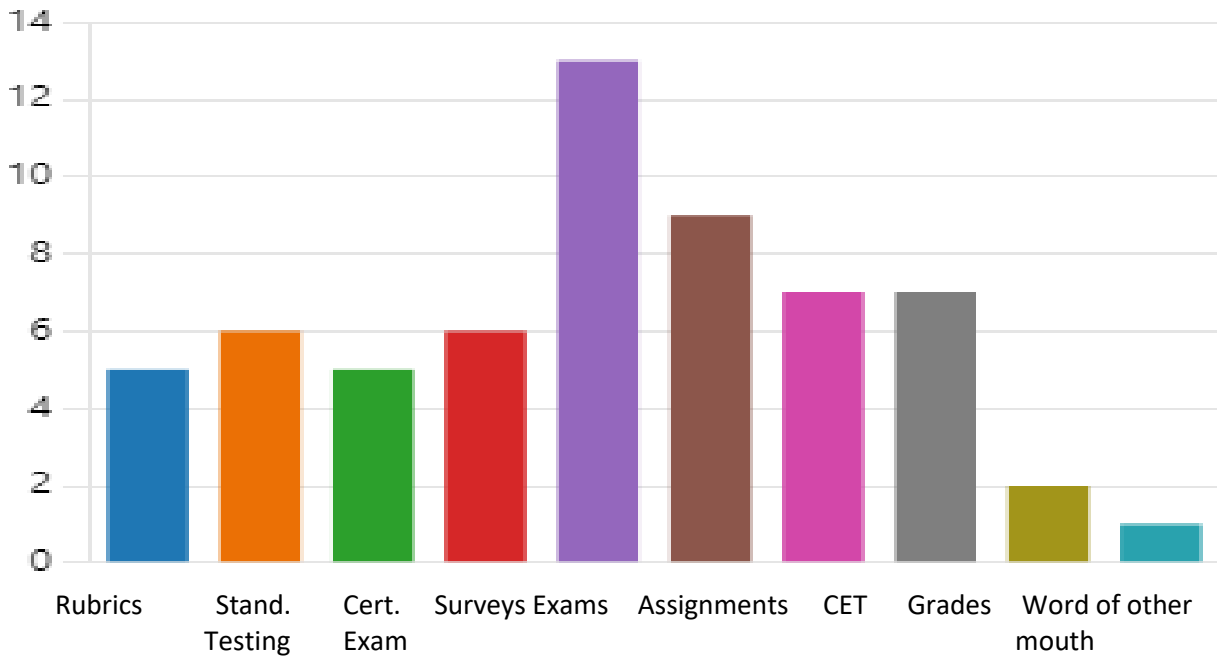
#### **Review of Outcome Data at Advisory Meeting**



#### **Ways to Evaluate Students**

Many students learn differently, and programs need to have a variety of assessment tools to determine how students are performing clinically and didactically. Southern WV Community and Technical College emphasizes student diversity, as well as being consistent in its evaluations of students. Students are evaluated by various tools, rubrics, exams, and standardized testing in these programs.

### Evaluation of Students



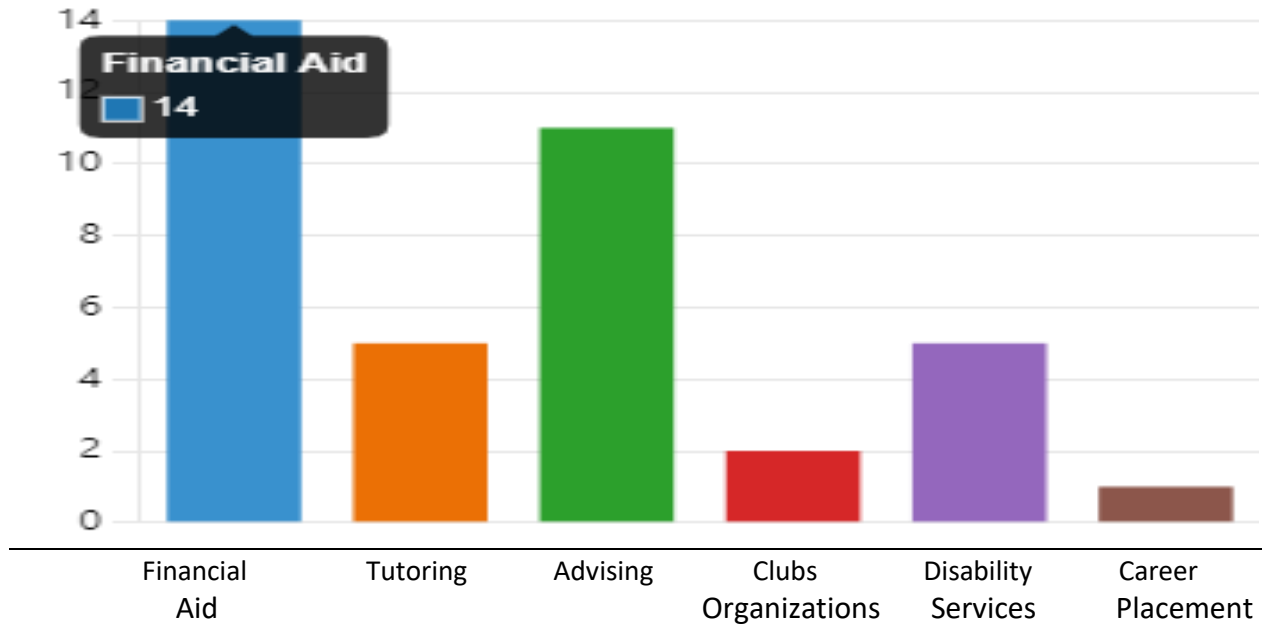
### Faculty

Faculty's responses were mostly consistent when asked if they had adequate faculty support. Program Directors were asked questions about other full-time faculty, adjunct faculty, adequate faculty, working space, and professional development. Program Directors marked that faculty have adequate office space to work and privacy to meet with students. Ninety-three percent (93%) (N=14) of the Directors stated that their faculty have received professional development in their discipline and that 100% (N=14) have experience in their teaching field. Sixty-four percent (64%) of the Program Directors state they have other full-time faculty, 71% have adjunct faculty, and 85% state they have adequate faculty to help a student meet their program outcomes. Program Directors stated in their explanations that due to the number of students, along with numerous exams, certification reviews, clinical hours, and assessments, they do not have enough time to complete everything and meet their accreditation criteria. The College will continue to look at this and make changes as necessary; however, finding someone credentialed to work in specialized areas will always be a problem in our rural area.

### Student Services

Southern students utilize their student support services, and all Program Directors are quick to recognize this and refer them to their services (100%). Program Directors value student support services and the part they play in student's education. Many students are part of Southern's co-curricular activities, which enhance their learning. Below is a breakdown of how Program Directors feel the departments are utilized:

### Perceived Utilization of Student Services (N=14)



### Program Outcomes

Program Directors were able to list their program outcomes, which were measurable, realistic, and observable. They were able to list a tool on how they were measured for the year, and 85% were able to list the attainable (N=14; 85%) benchmark. Eighty-six percent (86%) (N=14) state they have adequate resources to meet their program outcomes. Programs in the Professional and Technical Division feel they do not have adequate resources to meet their program outcomes. Fifty percent (50%) of the programs state their budget has changed in the past two years.

### Retention Rates

Many Program Directors were not able to state their retention rate. Those that were able to state their program's retention rate revealed it was 50%-78%. Many Program Directors do not ask the Director of Institutional Research about these statistics until the five-year program review is due. Some have this information available for their annual report, which is due to their accrediting organization, but many are not mandated to keep this information.

### Completion Rates

Fifty-seven percent (57%) (N=14) of the Program Directors were able to state their completion rate. The completion rate for Southern's programs ranged from 48%-100%. This large range may be attributed to the various definitions that different program accrediting bodies define.

### **Job Placement Rates**

Southern's programs (N=14, response rate of 57%) have an unofficial high job placement rate, which ranges from 75%-100% to an average of 90%; six Program Directors did not know their job placement rate.

### **Passage Rate on Licensure or Certification Exams**

Seven of the Program Directors reported their program does not have a certification exam. The passage rates (N=7) reported ranged from 0% (number of students was two (2) to 100%.

The program reporting zero has completely revamped the curriculum and has 21 new students starting Fall 2023. It should be noted that even with the 0% passage rate, the average passage rate during the time of Covid was only 66%. One Program Director (Information Technology) stated that even though he does not have the actual score, the student actually scored higher than the state and national averages in each exam.