

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE ASSESSMENT REPORT 2012

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Administrative Assessment Summary 2012

Outcomes Assessment Report at Southern WV Community and Technical College

Introduction

According to the *New Leadership ALLIANCE for Student Learning and Accountability 2012*, by 2018 the United States will have several million fewer degree recipients than the economy needs and can support. Closing this gap requires that more college students gain the knowledge

and skills to become productive workers. The commitment that higher education made to college access must include a commitment to helping students succeed in attaining degrees.

Assessment improves planning and decision making and provides evidence about the quality of learning, teaching, service and engagement. At Southern WV Community and Technical College, assessment responsibilities are distributed among various programs and units across the College. This report emphasizes how the processes are all based on the same guiding principle that systematic decisions can be made from the evidence gathered.

Southern WV Community and Technical College is committed to assessment that is meaningful, manageable, efficient, and useful for making decisions at the departmental level, as well as the college level. Southern WV Community and Technical College has begun to develop processes to provide institutional assessment results for decision making and accountability purposes. Southern is focused on outcomes based assessment. The academic programs and the other programs that impact student learning establish measurable and observable learning outcomes and have both ongoing assessment and periodic assessment processes.

This report is broken down into six major sections:

1. **The Introduction**
2. **Ongoing Assessments**-are events/reports or documents compiled yearly providing the College with valuable information about organization.
3. **Periodic Assessments**-are events/reports or documents compiled any time that is not yearly but is of a cyclical nature.
4. **Closing the Loop**-are actions taken by the College based on information gathered in the ongoing or periodic assessment processes.
5. **The Conclusion**
6. **Academic Assessment Summary 2012**

Ongoing Assessments at Southern WV Community and Technical College

- Every spring the College stops all classes and conducts a college-wide assessment day. Students who have completed 45 or more college hours and who have had college level Math and English are selected to take the ETS Proficiency Profile. Also during the assessment day activities, the Rubric Teams in Math and Writing score student work contributed by the faculty and submitted for the College's assessment report.

- Allied Health and Nursing students take their required boards every summer.
- Each fall the College assessment report that synthesizes the issues and action items that are a result of the annual assessment activities of the College is published.
- Assessment of General Education Philosophy and Goals includes objectives for each general education requirement that relate to student learning outcomes in general education courses.
- The Academic Advisory Committee meets every year to aid the faculty with the professional perspective on our programs and curricula.
- The Student Affairs Unit conducts a continuous and ongoing assessment of each unit's objectives as reported in its End of the Year Report, documents, and through the use of the Campus Toolkit.
- Every spring Student Affairs has the Student Affairs Round Table discussion centered on the past academic year's activities.
- Ongoing assessment of distance education and online courses provides unique opportunities to assess student learning, as well as to evaluate the effectiveness of services that provide distance learning education.
- Every fall the Workforce unit assembles the data required in the Workforce Matrix Report, which is tied to the State Performance Indicator Report and in turn to Southern's Institutional Compact.
- The Annual Up-date for the Institutional Compact/Master Plan is submitted to the WV Council for Community and Technical Colleges every May.
- The Performance Indicator Report is submitted to the WV Council for Community and Technical Colleges every fall.
- Southern WV Community and Technical College BOG and Administrators Survey is conducted every July.

Periodic Assessments at Southern WV Community and Technical College

- Academic Program Review - Southern Community and Technical College has every academic program on a revolving review schedule. Unless otherwise required by an accrediting agency, all programs are on a five year review process. The program review process is

faculty owned and is the responsibility of the academic unit.

- The President's Enrollment Management Plan - provides President Tomblin and the administration valued insights concerning the solutions to ongoing problems at Southern.
- CCSSE Report – Community College Survey of Student Engagement provides Southern WV Community and Technical College information about effective educational practices and assists institutions in using that information to promote improvements in student learning and persistence.
- Self-Study - Southern WV Community and Technical College is currently conducting a comprehensive Self-Study for our upcoming accreditation visit.
- NCA Accreditation Review – The Higher Learning Commission (HLC) is an independent corporation and one of two commissions of the North Central Association of Colleges and Schools (NCA). Southern WV Community and Technical College's next NCA visit is in the spring of 2013.

Closing the Loop

- General education goals and objectives at Southern WV Community and Technical College state that students will demonstrate their ability to think critically by analyzing and synthesizing material. Every student will possess the skills defined in our General Education Philosophy and Goals. To that end, every year the faculty review the program curricula and evaluate student performance in each area of the General Education competencies based on the academic assessment data provided by the ETS Proficiency Profile and the college Rubric Scoring Teams in writing and math. Based on last year's data, the academic unit made the following changes in course and program curricula.

** Summary of the 2012 ETS and Math/English Rubric scoring and national exam results are attached. The 2012 ETS report is a live document and will require faculty research over the next year for a complete understanding of the results. Many of the reports will encourage future curricula changes.

- Southern's program review process is in place to ensure that curricular goals are aligned with intended learning outcomes. Last year the program review process landed every program on a chopping block. The departments' faculty and the academic unit went to work trimming the hours in every program over 60 hours and every certificate over 30 hours.

Starting in the fall of 2012 all degree programs at Southern WV Community and Technical College were lowered to 60 hours for an associate's degree and 30 hours for a certificate. This extreme change was a direct result of national and state data indicating the need for students to graduate faster and enter the workforce.

After considering the low scores in math and critical thinking, the faculty in the Natural Science Department voted to adopt a common final exam in all Chemistry courses college-wide. The faculty recognized this would help to assure continuity of instruction for all sections of Chemistry college-wide. The examinations are provided by the American Chemistry Society, Division of Chemistry Education Examination.

CH 213 – 1st. Term General Chemistry Examination

CH214 - 2nd Term General Chemistry Test

CH 203 – Examination for General Chemistry, Organic Chemistry, Biochemistry

- The Transitional (Developmental) Education Department is overhauling its entire curriculum to better address the low math and critical thinking scores of Southern's students. These courses also address the national issue of students spending three and four semesters in developmental courses before they can begin college level classes – in some cases this is a waste of time and money (financial aid). New courses designed to hasten student learning have been developed in collaboration with the faculty in the Math and English departments.

EN075/101 – English Composition I

MT075/121 –College Math for General Education

To address the critical thinking issues, the faculty teaching the Leadership courses changed the course design to include needed

critical thinking assignments.

HU105, HU115, HU203, HU205

- DegreeWorks was adopted in the summer of 2012 to address some of the advising and transcript issues plaguing the College. This recommendation was made by the Enrollment Management Committee who examined these issues in 2010-2011. President Tomblin acted on the committee recommendation and made a significant investment in DegreeWorks.
- Student Services created a new course its Orientation program designed to address critical thinking; this class is a requirement for any student who tests into any developmental class.

OR 099 – College Orientation

Changes in the College Orientation curriculum were made after a review of the Campus Toolkit survey indicated the students had a high level of stress and time management issues. This same survey also showed an alarming need for unplanned pregnancy training within our student body. As a result, Student Services applied for a grant to address this important issue.

The Student Services Round Table Summit 2012 produced recommendations to improve ACCUPLACER administration, provide better freshman participation in New Student Orientations, and improve reporting at Executive Council and more activities advertised on the web/TV.

- On-line and distance education has been revamped. Learning and growing in a technology-rich environment is an academic initiative and a theme of Southern WV Community and Technical College's quality management plan.

Starting in the fall of 2012 all on-line classes must use the approved college format and all on-line faculty must be trained on Blackboard 9.1 before teaching an on-line course.

The ICR (Interactive Classrooms) experienced an upgrade in the fall of 2012. This upgrade enriches course delivery and student experience. The problem that was associated with the ICR's in the past has been addressed, and the new classrooms are being

used for meetings, as well as course distribution.

- Southern's program review process is in place to ensure that curricular goals are aligned with intended learning outcomes. Last year the program review process landed every program on a chopping block. The departments' faculty and the academic unit went to work trimming the hours in every program over 60 hours and every certificate over 30 hours.

Starting in the fall of 2012 all degree programs at Southern WV Community and Technical College were lowered to 60 hours for an associate's degree and 30 for a certificate. This extreme change was a direct result of national and state data indicating the need for students to graduate faster and enter the workforce.

- The CSSEE Report helped Southern identify some areas that need to be addressed by Student Services and the academic unit.

Conclusion

The primary responsibility for assessing and improving student learning falls on colleges. Those granting educational credentials must ensure that students have developed the requisite knowledge, skills, values, and attitudes that prepare them for work, life, and responsible citizenship. Southern WV Community and Technical College will focus on both quantity and quality, increasing our graduation rates, and improving the learning represented in our degrees.

We are dedicated to a strong, well defined outcome assessment program, and our outcomes are clearly articulated as to what every student should be able to do, achieve, demonstrate, or know upon completion of a degree. At Southern assessment processes are ongoing, sustainable, and integrated into the work of faculty, staff, and administration. The results of the evidence-based changes in programs and practices are reported to appropriate internal and external constituencies via the institutional website.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
PROGRAM REVIEW SCHEDULE
2012/2013 - 2016/2017**

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Business Accounting (540) (AAS)	BOG Adult Completion (758) (AAS)	Cosmetology / Salon Mgmt. (451) (AAS)	AA (200)	Central Sterile Supply (014) (CP)
Business Admin. (548) (AAS)	Criminal Justice (057) (CP)	Health Care Professional (450) (AAS)	AS (300)	Early Childhood Development (985) (AAS)
Office Administration (052) (CP)	Criminal Justice (591 & 592) (AAS)	Medical Laboratory Technology (442) (AAS)	Mine Management (673) (AAS)	Electrical Engineering Technology (120) (CP)
Office Administration (560) (AAS)	Health Care Technology (011 & 012) (CP)	Nursing (444) (AAS)		Electrical Engineering Technology (670) (AAS)
Dental Hygiene (445) (AAS)	Occupational Dev. (752 & 756) (AAS)	Radiologic Technology (469) (AAS)		Forensic Psychology and Investigation (056) (CP)
Survey Technology (130) (CP)	Surgical Technology (441) (AAS)			Forensic Psychology and Investigation (751) (AAS)
Survey Technology (674) (AAS)				IT (125) (CP)
				IT (690) (AAS)
				Respiratory Care Technology (446) (AAS)
				Technical Studies (115) (CP)
				Technical Studies (755) (AAS)
Follow-up Report (CTCS) due May 12, 2012: Health Care Professional (450) (AAS) Post-Audit Review for CTCS: Addiction Counseling (058) (CP) Addiction Counseling (580) (AAS) Paramedic Science (443) (AAS) Homeland Security and Emergency Service (470) (AAS) Follow-up Report (CTCS) due by August 15, 2013: Central Sterile Supply (014) (CP) Forensic Psych. & Invest. (056) (CP) Forensic Psych. & Invest. (751) (AAS) Mine Management (673) (AAS)		Post-Audit Review for CTCS: Medical Assisting (447) (AAS)		

This year Southern's assessment program was riddled with complications. For the first time since Southern WV Community and Technical College started, our sample number for testing was under 200 students. The next issue was an act of God. Nine days after our college-wide assessment day, Southern's Logan Campus flooded, including the test administrator's car, along with all but two sets of the completed tests boxed for mailing. Fortunately, the flooded tests were dried and ETS kindly agreed to transcribe the damaged tests.

There was some good that came from the flooded texts. Through conversations with ETS it was discovered that Southern could purchase additional reports that could aid in our assessment program. President Tomblin agreed to the acquisition of the additional package of reports.

ETS Summary

The ETS Proficiency Profile is a general education outcomes assessment used to document performance for self-evaluation, strategic planning, measurement of student achievement and accreditation. The ETS Proficiency Profile assesses student learning while making the best use of the institution's resources by measuring all the skills one values—critical thinking, reading, writing and mathematics— in a single test.

The ETS Proficiency Profile test allows Southern WV Community and Technical College a full perspective of the effectiveness of the general education program. ETS allows Southern to take comparative data on more than 400 institutions and over 500,000 students nationwide and creating informed teaching and learning with reports we can use to pinpoint strength and areas of improvement.

Again this year Southern WV Community and Technical College students are below the national average in math and critical thinking and slightly above the national mean in writing and reading. Although the margin of difference in the math and critical thinking is below national norms, it is less of a difference than the preceding years.

The students who were selected to be tested this year were chosen from those who had completed 45 hours of college credit, had never taken the assessment test before, and had passed college level math and English. This criterion rendered a list of 154 eligible to take the ETS test; of that 154 only 119 tested on March 6th.

One of the greatest challenges facing the assessment committee is compelling students to take the test. Although we send the students a letter stating that the test is mandatory, to date we have no penalty imposed on the students who choose not to take the test (letter attached). Unfortunately, students talk and the word is out among the student body that nothing will happen if one misses the test. Last spring 35 students didn't take the test, and the college could not enforce any sanctions on those students. The assessment committee has made the recommendation that students who miss the test should be given a make-up test or be subject to a monetary fine. The committee additionally recommends academic holds on student transcripts until either the make-up exam is completed or the fine is paid.

The ETS assessment report is a live document and will provide essential information to the faculty regarding student outcomes in their specific programs and courses. The assessment committee will be working with the Dean for University Transfer Programs on the development of specific reports that isolate weakness within our curricula and ways to address that weakness.

National Exams

Once again the Allied Health and Nursing Passage rates are very high: 100% passage in Medical Laboratory Technology, Paramedic Science, Radiologic Technology, Respiratory Care Technology, Salon Management/Cosmetology and Certificate Programs – Central Sterile Supply, Electrocardiography, and Medical Laboratory Assistant; 92% passage in Respiratory Care Technology and 75% in Dental Hygiene and Surgical Technology.

Writing and Math Rubric Scoring Teams

The Writing Scoring Team met on March 6th and scored 140 papers. Random samples (submitted from all campuses and off-campus sites) were taken from English 101 and English 102. Papers were also scored from Speech 103 and Education 214. Every sample was scored twice with the second score being a “blind” score to preserve the integrity of the process; only papers whose scores diverted by more than one point were scored a third time.

Again this year the issue of blatant plagiarism came to the surface with 51 out of 140 papers having no original content whatsoever. The committee recommends utilizing detection software to reduce this problem.

The Math Scoring Team scored 395 problems from five different departments. Each problem was scored independently by two team members, and if there was a discrepancy in the scoring, the problem was scored a third time by a third team member. This year only three problems of 395 were scored by a third team member. The scores this year did not show any significant changes from the results of preceding years. In fact, the findings were curiously similar to last year’s results.

Dear Student,

Congratulations! The Assessment Committee and I would like to extend our sincere admiration for your academic achievement. By the end of the spring semester you will have completed 40 or more college credits. This is an academic milestone and one worthy of praise. Because of your demonstrated commitment to your education you have been selected to participate in this year’s Assessment Day. I would like to take a few minutes to explain what this means to you and to Southern.

2012								
N=118	52689.9 5	13216.1 2	13956.4	13679.9 7	13426.8 6	13618.5 4	13350.2 9	13698.1 5
	442.949 2	111.118 6	117.398 3	114.974 6	112.855 9	114.542 4	112.288 1	115.152 5

RAW DATA									
Campus	Major	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	0	456	113	123	118	117	115	120	117
Boone	200	430	107	113	115	108	107	108	114
Boone	200	445	114	111	110	122	105	117	115

Boone	200	437	107	115	113	114	113	110	109
Boone	200	478	121	127	120	124	126	120	122
Boone	200	429	107	106	115	111	113	105	106
Boone	200	427	106	116	111	108	111	110	110
Boone	450	455	115	123	118	114	122	114	120
Boone	450	438	109	109	112	117	113	105	112
Logan	0	435	108	119	112	110	113	112	114
Logan	11	441	109	116	118	112	113	110	114
Logan	11	471	119	127	119	121	126	119	121
Logan	11	433	108	109	116	110	107	110	110
Logan	12	427	113	111	109	107	111	110	115
Logan	12	444	114	113	113	116	111	110	118
Logan	12	420	104	111	110	107	113	106	106
Logan	12	448	109	122	120	112	115	115	115
Logan	57	426	108	104	112	111	105	103	114
Logan	200	429	104	116	113	109	109	105	115
Logan	200	459	117	125	116	115	120	119	122
Logan	200	435	112	111	110	114	113	106	115
Logan	200	468	114	123	121	127	119	115	120
Logan	200	470	123	129	119	114	125	126	130
Logan	200	456	116	122	118	115	120	115	120
Logan	200	449	114	120	116	114	117	114	118
Logan	200	430	107	109	113	112	109	112	106
Logan	200	468	122	125	120	116	122	124	122
Logan	200	448	107	119	121	115	115	112	110
Logan	224	425	106	104	112	112	107	103	109
Logan	224	440	112	119	111	113	109	114	120
Logan	300	434	107	113	114	112	105	112	112
Logan	300	454	115	123	115	115	119	120	117
Logan	300	443	112	115	113	116	113	108	117
Logan	300	447	112	123	114	113	120	114	117
Logan	441	430	106	111	114	111	103	110	112
Logan	441	427	104	109	111	113	103	103	115
Logan	441	439	110	119	114	110	117	106	118
Logan	441	444	112	116	118	113	109	119	112
Logan	441	427	103	113	113	110	109	106	109

Logan	442	437	113	118	111	110	117	108	118
Logan	442	434	106	120	112	110	111	110	115
Logan	442	451	113	121	123	111	113	115	120
Logan	442	433	109	119	111	108	115	110	115
Logan	442	436	112	113	118	107	113	114	110
Logan	442	441	112	118	113	113	111	114	117
Logan	442	455	117	123	116	114	123	119	117
Logan	442	434	112	121	110	105	111	115	120
Logan	442	443	112	118	116	112	109	117	115
Logan	444	476	123	128	121	117	123	126	130
Logan	444	426	107	113	113	105	111	110	109
Logan	444	455	117	120	118	115	115	119	120
Logan	444	452	115	121	119	113	119	115	118
Logan	444	462	117	128	116	115	125	124	118
Logan	444	447	114	119	115	114	111	119	117
Logan	444	466	122	122	118	120	122	117	124
Logan	444	443	114	118	111	114	115	112	118
Logan	444	450	115	119	119	113	120	114	115
Logan	444	446	112	119	114	115	113	106	122
Logan	444	448	112	121	118	113	117	115	115
Logan	444	442	108	121	116	111	117	108	117
Logan	444	457	114	123	118	117	119	114	121
Logan	444	458	120	126	115	113	125	119	122
Logan	444	449	113	124	116	111	122	115	117
Logan	444	487	123	127	130	125	125	124	124
Logan	444	452	114	121	120	113	115	119	117
Logan	444	435	107	115	119	108	113	105	114
Logan	444	488	130	130	120	122	130	128	130
Logan	444	476	126	129	119	116	127	126	130
Logan	444	458	112	128	118	115	120	119	120
Logan	450	436	104	106	115	119	105	103	110
Logan	450	423	102	113	108	112	109	106	107
Logan	450	430	106	107	115	112	111	105	107
Logan	450	425	104	115	109	110	109	110	109
Logan	450	424	109	107	111	107	113	110	106
Logan	469	455	113	122	121	114	119	117	115

Logan	469	458	115	124	118	116	119	119	120
Logan	548	432	100	113	113	115	107	105	109
Logan	560	429	106	115	112	110	105	108	115
Logan	592	470	121	126	120	117	122	126	121
Logan	670	439	108	115	114	114	113	106	114
Logan	670	439	108	109	114	117	105	112	110
Logan	673	432	108	113	112	111	107	108	115
Logan	690	419	104	109	108	109	107	105	110
Logan	985	448	113	118	113	119	117	112	115
Logan	985	408	102	107	107	103	111	103	104
Logan	985	439	106	118	120	110	119	108	107
Williamson	200	445	110	109	115	121	111	112	109
Williamson	200	450	115	121	114	114	122	110	120
Williamson	200	442	114	120	115	108	117	120	112
Williamson	200	438	109	119	115	109	113	112	115
Williamson	200	422	104	109	113	105	109	103	110
Williamson	200	448	108	116	120	117	109	110	115
Williamson	200	435	110	115	114	109	109	112	115
Williamson	200	441	107	120	120	109	109	114	115
Williamson	200	438	114	115	111	112	119	108	115
Williamson	200	424	100	109	114	110	103	103	110
Williamson	224	453	116	122	114	115	120	112	122
Williamson	300	418	107	109	107	107	115	106	106
Williamson	441	440	110	118	115	111	119	110	112
Williamson	441	424	108	106	111	109	107	110	107
Williamson	450	444	110	121	116	111	111	119	115
Williamson	450	424	109	113	103	112	115	106	112
Williamson	450	439	108	119	116	110	115	110	114
Williamson	450	447	108	120	118	115	119	106	115
Williamson	450	425	107	107	111	110	107	106	110
Williamson	540	449	108	120	120	115	113	110	117
Williamson	670	423	102	118	106	112	113	108	107
Williamson	690	444	113	121	118	108	117	114	118
Williamson	690	449	112	123	115	114	119	115	117
Williamson	690	441	106	120	114	114	113	108	115
Williamson	985	435	106	109	116	114	103	108	112

Wyoming	200	455	117	124	120	110	125	115	120
Wyoming	200	442	112	121	111	113	117	114	117
Wyoming	224	467	120	128	119	115	130	114	124
Wyoming	450	432	107	103	115	114	107	105	107
Wyoming	592	445	110	123	120	107	117	117	115
Wyoming	670	423	106	106	111	110	109	110	103
Wyoming	673	439	109	118	108	117	117	106	115
Wyoming	751	457	120	121	118	114	123	119	117
		52703	13218	13962	13683	13431	13619	13358	13700

Results by Major

Table 1—Scaled Scores

Table 2—Proficiency Classification

P—Proficient

M—Marginal

N—Not Proficient

Table 3—Percentages of Proficiency Classifications

Table 3									
	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	100.00%	50.00%	0.00%	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%
Marginal	0.00%	50.00%	0.00%	50.00%	50.00%	50.00%	50.00%	50.00%	0.00%
Not Proficient	0.00%	0.00%	100.00%	0.00%	50.00%	50.00%	0.00%	50.00%	100.00%

Allied Health – EKG – Certificate

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	11	441	109	116	118	112	113	110	114
Logan	11	471	119	127	119	121	126	119	121
Logan	11	433	108	109	116	110	107	110	110
		1345	336	352	353	343	346	339	345
	MEAN	448.333	112	117.333	117.667	114.333333	115.333333	113	115

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
11	P	N	N	P	M	N	M	N	N
11	P	P	M	P	M	M	P	P	M
11	N	N	N	P	M	N	M	N	N
Proficient	2	1	0	3	0	0	1	1	0
Marginal	0	0	1	0	3	1	2	0	1
Not Proficient	1	2	2	0	0	2	0	2	2
Total	3	3	3	3	3	3	3	3	3

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
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	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	66.67%	33.33%	0.00%	100.00%	0.00%	0.00%	33.33%	33.33%	0.00%
Marginal	0.00%	0.00%	33.33%	0.00%	100.00%	33.33%	66.67%	0.00%	33.33%
Not Proficient	33.33%	66.67%	66.67%	0.00%	0.00%	66.67%	0.00%	66.67%	66.67%

<u>Allied Health – Medical Lab Assistant – Certificate</u>		
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Table 1									
Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Science	Natural Science
Logan	12	427	113	111	109	107	111	110	115
Logan	12	444	114	113	113	116	111	110	118
Logan	12	420	104	111	110	107	113	106	106
Logan	12	448	109	122	120	112	115	115	115
		1739	440	457	452	442	450	441	454
	MEAN	434.75	110	114.25	113	110.5	112.5	110.25	113.5

Table 2									
	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
12	M	N	N	M	N	N	N	N	N
12	M	N	N	P	N	N	P	M	N
12	M	N	N	M	N	N	N	N	N
12	P	M	N	P	P	M	P	N	N
Proficient	1	0	0	2	1	0	2	0	0
Marginal	3	1	0	2	0	1	0	1	0
Not Proficient	0	3	4	0	3	3	2	3	4
Total	4	4	4	4	4	4	4	4	4

Table 3									
	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	25.00%	0.00%	0.00%	50.00%	25.00%	0.00%	50.00%	0.00%	0.00%
Marginal	75.00%	25.00%	0.00%	50.00%	0.00%	25.00%	0.00%	25.00%	0.00%

Not Proficient	0.00%	75.00%	100.00%	0.00%	75.00%	75.00%	50.00%	75.00%	100.00 %
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University Transfer – Criminal Justice – Certificate

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	57	426	108	104	112	111	105	103	114
		426	108	104	112	111	105	103	114
	MEAN	426	108	104	112	111	105	103	114

Table 2									
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	Reading			Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
57	N	N	N	M	N	N	M	M	N	
Proficient	0	0	0	0	0	0	0	0	0	
Marginal	0	0	0	1	0	0	1	1	0	
Not Proficient	1	1	1	0	1	1	0	0	1	
Total	1	1	1	1	1	1	1	1	1	

Table 3									
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	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Marginal	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%	100.00%	0.00%	
Not Proficient	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	0.00%	0.00%	100.00%	

University Transfer – AA

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	200	430	107	113	115	108	107	108	114
Boone	200	445	114	111	110	122	105	117	115
Boone	200	437	107	115	113	114	113	110	109
Boone	200	478	121	127	120	124	126	120	122
Boone	200	429	107	106	115	111	113	105	106
Boone	200	427	106	116	111	108	111	110	110
Logan	200	429	104	116	113	109	109	105	115
Logan	200	459	117	125	116	115	120	119	122
Logan	200	435	112	111	110	114	113	106	115

Logan	200	468	114	123	121	127	119	115	120
Logan	200	470	123	129	119	114	125	126	130
Logan	200	456	116	122	118	115	120	115	120
Logan	200	449	114	120	116	114	117	114	118
Logan	200	430	107	109	113	112	109	112	106
Logan	200	468	122	125	120	116	122	124	122
Logan	200	448	107	119	121	115	115	112	110
Williamson	200	445	110	109	115	121	111	112	109
Williamson	200	450	115	121	114	114	122	110	120
Williamson	200	442	114	120	115	108	117	120	112
Williamson	200	438	109	119	115	109	113	112	115
Williamson	200	422	104	109	113	105	109	103	110
Williamson	200	448	108	116	120	117	109	110	115
Williamson	200	435	110	115	114	109	109	112	115
Williamson	200	441	107	120	120	109	109	114	115
Williamson	200	438	114	115	111	112	119	108	115
Williamson	200	424	100	109	114	110	103	103	110
Wyoming	200	455	117	124	120	110	125	115	120
Wyoming	200	442	112	121	111	113	117	114	117

		12438	3118	3285	3233	3175	3207	3151	3227
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	MEAN	444.2143	111.357	117.321	115.464	113.392857 1	114.535714 3	112.536	115.25
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Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
200	P	M	N	P	M	N	P	M	N
200	P	P	M	P	P	M	M	N	N
200	P	N	N	P	M	N	M	N	N
200	P	P	M	P	M	N	P	M	N
200	P	M	N	P	M	N	N	N	N
200	P	M	N	P	M	N	M	N	N
200	M	N	N	M	N	N	P	M	N
200	N	N	N	P	M	N	P	P	M
200	P	P	N	P	P	M	P	P	P

200	P	M	N	M	N	N	P	M	N
200	P	P	M	P	M	M	P	M	N
200	P	P	N	P	M	M	P	M	N
200	P	M	N	P	M	N	P	M	N
200	M	N	N	P	N	N	P	M	N
200	N	N	N	M	N	N	N	N	N
200	P	N	N	P	P	M	P	P	N
200	M	N	N	P	M	N	M	N	N
200	P	P	M	P	P	M	P	M	N
200	M	N	N	P	M	N	M	N	N
200	N	N	N	M	N	N	P	P	M
200	M	N	N	P	N	N	P	M	N
200	P	M	N	P	P	M	P	M	N
200	P	M	N	P	P	M	M	N	N
200	M	N	N	M	N	N	M	M	N
200	N	N	N	P	M	N	M	N	N
200	P	P	M	P	P	M	P	P	M
200	N	N	N	P	M	N	M	N	N
200	P	N	N	M	N	N	M	N	N

Proficient	17	7	0	22	7	0	16	5	1
Marginal	0	7	5	6	13	9	10	12	3
Not Proficient	5	14	23	0	8	19	2	11	24
Total	22	28	28	28	28	28	28	28	28

Table 3

	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	77.27%	25.00%	0.00%	78.57%	25.00%	0.00%	57.14%	17.86%	3.57%	
Marginal	0.00%	25.00%	17.86%	21.43%	46.43%	32.14%	35.71%	42.86%	10.71%	
Not Proficient	22.73%	50.00%	82.14%	0.00%	28.57%	67.86%	7.14%	39.29%	85.71%	

University Transfer – General Studies – AA

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	224	425	106	104	112	112	107	103	109
Logan	224	440	112	119	111	113	109	114	120
Williamson	224	453	116	122	114	115	120	112	122
Wyoming	224	467	120	128	119	115	130	114	124
		1785	454	473	456	455	466	443	475
	MEAN	446.25	113.5	118.25	114	113.75	116.5	110.75	118.75

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
224	N	N	N	M	N	N	M	N	N
224	P	P	N	P	M	N	P	M	N
224	P	P	M	P	M	M	P	M	N
224	P	M	N	M	N	N	M	N	N
Proficient	3	2	0	2	0	0	2	0	0
Marginal	0	1	1	2	2	1	2	2	0
Not Proficient	1	1	3	0	2	3	0	2	4
Total	4	4	4	4	4	4	4	4	4

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	75.00%	50.00%	0.00%	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%
Marginal	0.00%	25.00%	25.00%	50.00%	50.00%	25.00%	50.00%	50.00%	0.00%
Not Proficient	25.00%	25.00%	75.00%	0.00%	50.00%	75.00%	0.00%	50.00%	100.00%

University Transfer – AS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinkin g	Readin g	Writing	Mathematic s	Humanities	Social Science s	Natural Science s
Logan	300	434	107	113	114	112	105	112	112
Logan	300	454	115	123	115	115	119	120	117
Logan	300	443	112	115	113	116	113	108	117
Logan	300	447	112	123	114	113	120	114	117
Williamson	300	418	107	109	107	107	115	106	106
		2196	553	583	563	563	572	560	569
	MEAN	439.2	110.6	116.6	112.6	112.6	114.4	112	113.8

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
300	M	N	N	P	M	N	M	M	N
300	P	P	N	P	M	N	P	M	N
300	N	N	N	M	N	N	N	N	N
300	M	N	N	P	N	N	P	M	N
300	P	M	N	P	M	N	P	M	N
Proficient	2	1	0	4	0	0	3	0	0
Marginal	1	1	0	1	3	0	1	4	0
Not Proficient	1	3	5	0	2	5	1	1	5
Total	4	5	5	5	5	5	5	5	5

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	50.00%	20.00%	0.00%	80.00%	0.00%	0.00%	60.00%	0.00%	0.00%
Marginal	25.00%	20.00%	0.00%	20.00%	60.00%	0.00%	20.00%	80.00%	0.00%

Logan	441	430	106	111	114	111	103	110	112
Logan	441	427	104	109	111	113	103	103	115
Logan	441	439	110	119	114	110	117	106	118
Logan	441	444	112	116	118	113	109	119	112
Logan	441	427	103	113	113	110	109	106	109
Williamson	441	440	110	118	115	111	119	110	112
Williamson	441	424	108	106	111	109	107	110	107
		3031	753	792	796	777	767	764	785
	MEAN	433	107.57 1	113.14 3	113.71 4	111	109.5714 3	109.14 3	112.14 3
Table 2									

Major	Reading			Critical Thinkin g	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
441	M	N	N	P	M	N	M	N	N	
441	P	M	N	P	M	N	M	N	N	
441	N	N	N	M	N	N	P	M	N	
441	P	M	N	P	M	N	M	N	N	
441	N	N	N	M	N	N	M	N	N	
441	P	N	N	P	M	M	P	M	N	
441	M	N	N	P	N	N	M	N	N	
Proficient	3	0	0	5	0	0	2	0	0	
Marginal	2	2	0	2	4	1	5	2	0	
Not Proficient	2	5	7	0	3	6	0	5	7	
Total	7	7	7	7	7	7	7	7	7	
Table 3										

Major	Reading			Critical Thinkin g	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	

	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	42.86%	0.00%	0.00%	71.43%	0.00%	0.00%	28.57%	0.00%	0.00%
Marginal	28.57%	28.57%	0.00%	28.57%	57.14%	14.29%	71.43%	28.57%	0.00%
Not Proficient	28.57%	71.43%	100.00%	0.00%	42.86%	85.71%	0.00%	71.43%	100.00%

Allied Health – Medical Lab Technology – AAS

Table 1

Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	442	437	113	118	111	110	117	108	118
Logan	442	434	106	120	112	110	111	110	115
Logan	442	451	113	121	123	111	113	115	120
Logan	442	433	109	119	111	108	115	110	115
Logan	442	436	112	113	118	107	113	114	110
Logan	442	441	112	118	113	113	111	114	117

Logan	442	455	117	123	116	114	123	119	117
Logan	442	434	112	121	110	105	111	115	120
Logan	442	443	112	118	116	112	109	117	115
		3964	1006	1071	1030	990	1023	1022	1047
	MEAN	440.444	111.778	119	114.444	110	113.6666667	113.556	116.333

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
442	P	N	N	M	N	N	M	M	N
442	P	M	N	M	N	N	M	N	N
442	P	M	N	P	P	P	M	N	N
442	P	M	N	M	N	N	M	N	N
442	M	N	N	P	M	M	N	N	N
442	P	N	N	P	N	N	P	M	N
442	P	P	M	P	M	N	P	M	N
442	P	M	N	M	N	N	N	N	N
442	P	M	N	P	M	N	P	M	N
Proficient	8	1	0	5	1	1	3	0	0
Marginal	1	5	1	4	3	1	4	4	0
Not Proficient	0	3	8	0	5	7	2	5	9
Total	9	9	9	9	9	9	9	9	9

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	88.89%	11.11%	0.00%	55.56%	11.11%	11.11%	33.33%	0.00%	0.00%
Marginal	11.11%	55.56%	11.11%	44.44%	33.33%	11.11%	44.44%	44.44%	0.00%
Not Proficient	0.00%	33.33%	88.89%	0.00%	55.56%	77.78%	22.22%	55.56%	100.00%

Allied Health – Nursing – AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Science	Natural Science
Logan	444	476	123	128	121	117	123	126	130
Logan	444	426	107	113	113	105	111	110	109
Logan	444	455	117	120	118	115	115	119	120
Logan	444	452	115	121	119	113	119	115	118
Logan	444	462	117	128	116	115	125	124	118
Logan	444	447	114	119	115	114	111	119	117
Logan	444	466	122	122	118	120	122	117	124
Logan	444	443	114	118	111	114	115	112	118
Logan	444	450	115	119	119	113	120	114	115
Logan	444	446	112	119	114	115	113	106	122
Logan	444	448	112	121	118	113	117	115	115
Logan	444	442	108	121	116	111	117	108	117
Logan	444	457	114	123	118	117	119	114	121
Logan	444	458	120	126	115	113	125	119	122
Logan	444	449	113	124	116	111	122	115	117
Logan	444	487	123	127	130	125	125	124	124
Logan	444	452	114	121	120	113	115	119	117
Logan	444	435	107	115	119	108	113	105	114

Logan	444	488	130	130	120	122	130	128	130
Logan	444	476	126	129	119	116	127	126	130
Logan	444	458	112	128	118	115	120	119	120
		9573	2435	2572	2473	2405	2504	2454	2518
	MEAN	455.857	115.952	122.476	117.762	114.523809 5	119.23809 5	116.857	119.905
Table 2									

	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
444	P	P	M	P	P	M	P	P	N
444	M	N	N	M	N	N	N	N	N
444	P	M	M	P	M	M	P	P	N
444	P	M	N	P	M	M	P	N	N
444	P	P	M	P	M	N	P	P	N
444	P	M	N	P	M	N	P	N	N
444	P	P	M	P	M	M	P	P	M
444	P	M	N	M	N	N	P	M	N
444	P	M	N	P	M	M	P	M	N
444	P	M	N	P	M	N	P	M	N
444	P	M	N	P	M	M	P	M	N
444	P	P	N	P	M	N	M	N	N
444	P	P	M	P	P	P	P	P	P
444	P	M	N	P	P	M	M	M	N
444	M	N	N	P	M	M	M	N	N
444	P	P	P	P	P	M	P	P	M
444	P	P	P	P	M	M	P	M	N
444	P	P	N	P	M	M	P	M	N
Proficient	19	10	2	19	4	1	16	6	1
Marginal	2	9	6	2	15	12	4	9	2

Not Proficient	0	2	13	0	2	8	1	6	18
Total	21	21	21	21	21	21	21	21	21

Table 3

	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	90.48%	47.62%	9.52%	90.48%	19.05%	4.76%	76.19%	28.57%	4.76%	
Marginal	9.52%	42.86%	28.57%	9.52%	71.43%	57.14%	19.05%	42.86%	9.52%	
Not Proficient	0.00%	9.52%	61.90%	0.00%	9.52%	38.10%	4.76%	28.57%	85.71%	

Allied Health – Health Care Professional – AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinkin g	Readin g	Writing	Mathematic s	Humaniti es	Social Science s	Natural Science s
Boone	450	455	115	123	118	114	122	114	120
Boone	450	438	109	109	112	117	113	105	112
Logan	450	436	104	106	115	119	105	103	110
Logan	450	423	102	113	108	112	109	106	107
Logan	450	430	106	107	115	112	111	105	107
Logan	450	425	104	115	109	110	109	110	109
Logan	450	424	109	107	111	107	113	110	106
Williamson	450	444	110	121	116	111	111	119	115
Williamson	450	424	109	113	103	112	115	106	112
Williamson	450	439	108	119	116	110	115	110	114
Williamson	450	447	108	120	118	115	119	106	115
Williamson	450	425	107	107	111	110	107	106	110
Wyoming	450	432	107	103	115	114	107	105	107
		5642	1398	1463	1467	1463	1456	1405	1444
	MEAN	434	107.53 8	112.53 8	112.84 6	112.5384615	112	108.07 7	111.07 7

Table 2

Major	Reading			Critical Thinkin g	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	

450	P	P	N	P	M	M	P	M	N
450	N	N	N	P	M	N	P	P	N
450	P	P	N	P	M	N	M	N	N
450	N	N	N	M	N	N	P	P	N
450	M	N	N	N	N	N	M	M	N
450	P	M	N	P	M	N	M	N	N
450	M	N	N	M	N	N	M	N	N
450	N	N	N	P	M	N	M	N	N
450	M	N	N	M	N	N	M	N	N
450	P	M	N	P	M	M	P	M	N
450	N	N	N	M	N	N	N	N	N
450	N	N	N	P	M	N	P	M	N
450	N	N	N	M	N	N	M	N	N

Proficient	4	2	0	7	0	0	5	2	0
Marginal	3	2	0	5	7	2	7	4	0
Not Proficient	6	9	13	1	6	11	1	7	13
Total	13	13	13	13	13	13	13	13	13

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	30.77%	15.38%	0.00%	53.85%	0.00%	0.00%	38.46%	15.38%	0.00%
Marginal	23.08%	15.38%	0.00%	38.46%	53.85%	15.38%	53.85%	30.77%	0.00%
Not Proficient	0.00%	69.23%	100.00%	7.69%	46.15%	84.62%	7.69%	53.85%	100.00%

Allied Health – Radiologic Technology – AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	469	455	113	122	121	114	119	117	115
Logan	469	458	115	124	118	116	119	119	120

		913	228	246	239	230	238	236	235
	MEAN	456.5	114	123	119.5	115	119	118	117.5

Table 2

	Reading			Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
469	P	M	N	P	P	M	P	M	N	
469	P	P	N	P	M	N	P	M	N	
Proficient	2	1	0	2	1	0	2	0	0	
Marginal	0	1	0	0	1	1	0	2	0	
Not Proficient	0	0	2	0	0	1	0	0	2	
Total	2	2	2	2	2	2	2	2	2	

Table 3

	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	100.00 %	50.00%	0.00%	100.00 %	50.00%	0.00%	100.00%	0.00%	0.00%	
Marginal	0.00%	50.00%	0.00%	0.00%	50.00%	50.00%	0.00%	100.00 %	0.00%	
Not Proficient	0.00%	0.00%	100.00 %	0.00%	0.00%	50.00%	0.00%	0.00%	100.00 %	

Career and Technical /Business – Accounting – AAS

Table 1									
Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Williamson	540	449	108	120	120	115	113	110	117
		449	108	120	120	115	113	110	117
	MEAN	449	108	120	120	115	113	110	117
Table 2									
			Critical Thinking						
			Reading		Writing				Mathematics

Career and Technical / Business - General Business – AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	542	491	126	128	124	127	125	128	130
Logan	542	455	117	126	116	111	125	117	121
		946	243	254	240	238	250	245	251
	MEAN	473	121.5	127	120	119	125	122.5	125.5

Table 2

	Reading	Critical Thinking	Writing	Mathematics
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Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
542	P	P	P	P	P	P	P	P	P
542	P	P	M	P	M	N	M	N	N
Proficient	2	2	1	2	1	1	1	1	1
Marginal	0	0	1	0	1	0	1	0	0
Not Proficient	0	0	0	0	0	1	0	1	1
Total	2	2	2	2	2	2	2	2	2
Table 3									

	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	100.00%	100.00%	50.00%	100.00%	50.00%	50.00%	50.00%	50.00%	50.00%	
Marginal	0.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%	0.00%	
Not Proficient	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	50.00%	50.00%	

Career and Technical/Business – Business Admin. – AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	548	432	100	113	113	115	107	105	109
		432	100	113	113	115	107	105	109
	MEAN	432	100	113	113	115	107	105	109

Table 2

Major	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
548	M	N	N	P	N	N	P	M	N	
Proficient	0	0	0	1	0	0	1	0	0	
Marginal	1	0	0	0	0	0	0	1	0	
Not Proficient	0	1	1	0	1	1	0	0	1	

Total	1	1	1	1	1	1	1	1	1

Table 3

	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	
Marginal	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	
Not Proficient	0.00%	100.00%	100.00%	0.00%	100.00%	100.00%	0.00%	0.00%	100.00%	

Marginal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Not Proficient	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%

University Transfer/Criminal Justice – Law Enforcement AAS

Table 1									
Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinkin g	Readin g	Writing	Mathemati cs	Humanities	Social Science s	Natural Science s
Logan	592	470	121	126	120	117	122	126	121
Wyoming	592	445	110	123	120	107	117	117	115
		445	110	123	120	107	117	117	115
	MEAN	445	110	123	120	107	117	117	115

Table 2									
Major	Reading		Critical Thinkin g	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
592	P	P	N	P	P	M	N	N	N
592	P	P	M	P	P	M	P	M	N
Proficient	2	2	0	2	2	0	1	0	0
Marginal	0	0	1	0	0	2	0	1	0
Not Proficient	0	0	1	0	0	0	1	1	2
Total	2	2	2	2	2	2	2	2	2

Table 3									
Major	Reading		Critical Thinkin g	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	100.00 %	100.00 %	0.00%	100.00 %	100.00 %	0.00%	50.00%	0.00%	0.00%
Marginal	0.00%	0.00%	50.00%	0.00%	0.00%	100.00%	0.00%	50.00%	0.00%
Not Proficient	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	50.00%	50.00%	100.00 %

Career and Technical/Engineering - Electrical Engineering
AAS

Table 1									
Student Data			Skills Dimension Subscores				Context-Based Subscores		

Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	670	439	108	115	114	114	113	106	114
Logan	670	439	108	109	114	117	105	112	110
Williamson	670	423	102	118	106	112	113	108	107
Wyoming	670	423	106	106	111	110	109	110	103
		1724	424	448	445	453	440	436	434
	MEAN	431	106	112	111.25	113.25	110	109	108.5
Table 2									

Major	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
670	M	N	N	P	M	N	P	M	N	
670	P	M	N	N	N	N	P	N	N	
670	N	N	N	P	M	N	P	M	N	
670	N	N	N	M	N	N	M	N	N	
Proficient	1	0	0	2	0	0	3	0	0	
Marginal	1	1	0	1	2	0	1	2	0	
Not Proficient	2	3	4	1	2	4	0	2	4	
Total	4	4	4	4	4	4	4	4	4	
Table 3										

	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	25.00%	0.00%	0.00%	50.00%	0.00%	0.00%	75.00%	0.00%	0.00%	
Marginal	25.00%	25.00%	0.00%	25.00%	50.00%	0.00%	25.00%	50.00%	0.00%	
Not Proficient	50.00%	75.00%	100.00%	25.00%	50.00%	100.00%	0.00%	50.00%	100.00%	

Career and Technical – Mine Management AAS

Table1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	673	432	108	113	112	111	107	108	115
Wyoming	673	439	109	118	108	117	117	106	115
		871	217	231	220	228	224	214	230

	MEAN	435.5	108.5	115.5	110	114	112	107	115
Table 2									

	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
673	M	N	N	M	N	N	M	N	N
673	P	M	N	M	N	N	P	M	N
Proficient	1	0	0	0	0	0	1	0	0
Marginal	1	1	0	2	0	0	1	1	0
Not Proficient	0	1	2	0	2	2	0	1	2
Total	2	2	2	2	2	2	2	2	2

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%
Marginal	50.00%	50.00%	0.00%	100.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Not Proficient	0.00%	50.00%	100.00%	0.00%	100.00%	100.00%	0.00%	50.00%	100.00%

Career and Technology – Information Technology AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	690	419	104	109	108	109	107	105	110
Williamson	690	444	113	121	118	108	117	114	118
Williamson	690	449	112	123	115	114	119	115	117
Williamson	690	441	106	120	114	114	113	108	115

		1753	435	473	455	445	456	442	460
	MEAN	438.25	108.75	118.25	113.75	111.25	114	110.5	115
Table 2									

	Reading			Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
690	P	M	N	P	M	M	M	N	N	
690	P	P	N	P	M	N	P	M	N	
690	P	M	N	P	M	N	P	M	N	
690	N	N	N	M	N	N	N	N	N	
Proficient	3	1	0	3	0	0	2	0	0	
Marginal	0	2	0	1	3	1	1	2	0	
Not Proficient	1	1	4	0	1	3	1	2	4	
Total	4	4	4	4	4	4	4	4	4	
Table 3										

	Reading			Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	75.00%	25.00%	0.00%	75.00%	0.00%	0.00%	50.00%	0.00%	0.00%	
Marginal	0.00%	50.00%	0.00%	25.00%	75.00%	25.00%	25.00%	50.00%	0.00%	
Not Proficient	25.00%	25.00%	100.00%	0.00%	25.00%	75.00%	25.00%	50.00%	100.00%	
			%						%	

University Trans/Criminal Justice- Forensic Psych & Invest - AAS

Table 1									
Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Wyoming	751	457	120	121	118	114	123	119	117
		457	120	121	118	114	123	119	117
	MEAN	457	120	121	118	114	123	119	117

University Transfer – Early Childhood Development – AAS

Table 1									
Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinkin g	Readin g	Writing	Mathemati cs	Humaniti es	Social Science s	Natural Science s
Logan	985	448	113	118	113	119	117	112	115
Logan	985	408	102	107	107	103	111	103	104
Logan	985	439	106	118	120	110	119	108	107
Williamson	985	435	106	109	116	114	103	108	112
		1730	427	452	456	446	450	431	438
	MEAN	432.5	106.75	113	114	111.5	112.5	107.75	109.5

Table 2										
	Reading			Critical Thinkin g	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
985	N	N	N	P	M	N	P	M	N	
985	P	N	N	M	N	N	P	P	N	
985	N	N	N	N	N	N	N	N	N	
985	P	M	N	P	P	M	M	N	N	
Proficient	2	0	0	2	1	0	2	1	0	
Marginal	0	1	0	1	1	1	1	1	0	
Not Proficient	2	3	4	1	2	3	1	2	4	
Total	4	4	4	4	4	4	4	4	4	
Table 3										

	Reading			Critical Thinkin g	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
Proficient	50.00%	0.00%	0.00%	50.00%	25.00%	0.00%	50.00%	25.00%	0.00%	
Marginal	0.00%	25.00%	0.00%	25.00%	25.00%	25.00%	25.00%	25.00%	0.00%	
Not Proficient	50.00%	75.00%	100.00 %	25.00%	50.00%	75.00%	25.00%	50.00%	100.00 %	

ETS Proficiency Profile

The ETS Proficiency Profile is a general education outcomes assessment used to document performance for self-evaluation, strategic planning, measurement of student achievement and accreditation. The ETS Proficiency Profile assesses student learning while making the best use of an institution's resources by measuring all the skills it values — critical thinking, reading, writing and mathematics. The ETS Proficiency Profile is designed for colleges and universities to assess their general education outcomes and inform teaching and learning. It has been selected by the Voluntary System of Accountability (VSA) as a gauge of general education outcomes.

The ETS Proficiency Profile test allows you to:

- gain a full perspective of the effectiveness of your general education program to meet requirements for accreditation and performance funding
- inform teaching and learning with actionable score reports you can use to pinpoint strengths and areas of improvement
- take your institution to the next level by providing comparative data on more than 400 institutions and over 500,000 students nationwide

- create greater flexibility in your testing program by adding 50 locally authored questions and using both paper-and-pencil and online formats, as well as choosing to use proctored and non-proctored versions

College students take the ETS Proficiency Profile so that their institutions can demonstrate program effectiveness for accreditation and funding purposes. Colleges and universities can also conduct various studies, such as cross-sectional and longitudinal; using ETS Proficiency Profile data to determine how much their students are learning and how they can improve learning outcomes.

Testing is conducted at Southern using the proctored, standard (two-hour) tests, due to specific scheduling and staffing needs.

Colleges and universities nationwide use the ETS Proficiency Profile to:

- measure and document program effectiveness to meet requirements for accreditation and accountability
- assess student proficiency in core academic skill areas to identify strengths, weaknesses and opportunities to improve curriculum and instruction
- compare performance against programs at more than 400 institutions nationwide
- conduct trend analyses to evaluate program improvement efforts and overall learning outcomes

Demographic Analysis Report	
Age	
Southern West Virginia Community and Technical Col	Cohort Name: Combined
Close Date: Combined	
Standard	
Test Description: Combined	
Number of students tested: 119	
Number of students included in these statistics: 119	
Number of students excluded (see roster): 0	

>=70	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	
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The mean score is presented on the top of each cell, with the standard deviation below in parentheses.

Demographic Analysis Report										
Gender										
Southern West Virginia Community and Technical Col						Cohort Name: Combined				
Close Date: Combined										
Standard										
Test Description: Combined										
Number of students tested: 119										
Number of students included in these statistics: 119										
Number of students excluded (see roster): 0										

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences	
Total Group	119	442.88 (15.05)	111.08 (5.58)	117.33 (6.42)	114.98 (4.07)	112.87 (4.14)	114.45 (6.24)	112.25 (5.95)	115.13 (5.49)	
Male	37	446.27 (15.66)	111.81 (5.47)	118.11 (6.52)	115.19 (4.71)	114.65 (4.34)	115.73 (5.79)	112.30 (5.98)	115.86 (5.71)	

Female	82	441.35 (14.51)	110.74 (5.60)	116.98 (6.35)	114.89 (3.75)	112.06 (3.78)	113.87 (6.35)	112.23 (5.94)	114.79 (5.35)	
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The mean score is presented on the top of each cell, with the standard deviation below in parentheses.
 Because the "gender" field is optional, the sum total of the male and female counts may not sum to the total group.

Demographic Analysis Report	
Major	
Southern West Virginia Community and Technical Col	Cohort Name: Combined
Close Date: Combined	
Standard	
Test Description: Combined	
Number of students tested: 119	

Number of students included in these statistics: 119

Number of students excluded (see roster): 0

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences	
Total Group	119	442.88 (15.05)	111.08 (5.58)	117.33 (6.42)	114.98 (4.07)	112.87 (4.14)	114.45 (6.24)	112.25 (5.95)	115.13 (5.49)	
Accounting	2	440.50 (8.50)	104.00 (4.00)	116.50 (3.50)	116.50 (3.50)	115.00 (0.00)	110.00 (3.00)	107.50 (2.50)	113.00 (4.00)	
Chemistry	3	448.67 (5.44)	112.33 (0.47)	120.33 (3.77)	115.00 (2.16)	115.33 (1.70)	116.00 (2.94)	114.00 (4.90)	117.00 (0.00)	
Communications	1	434.00 (0.00)	107.00 (0.00)	113.00 (0.00)	114.00 (0.00)	112.00 (0.00)	105.00 (0.00)	112.00 (0.00)	112.00 (0.00)	
Computer & Information Sciences	3	437.33 (13.12)	109.67 (4.03)	117.67 (6.18)	113.67 (4.19)	110.33 (2.62)	114.33 (5.25)	111.33 (4.50)	115.00 (3.56)	
Criminal Justice	5	445.40 (14.60)	112.00 (5.10)	117.60 (7.71)	116.20 (3.37)	112.60 (3.38)	114.80 (5.67)	114.00 (7.62)	115.40 (4.03)	

Biological Sciences	3	452.33 (13.52)	115.00 (5.72)	122.33 (2.49)	115.67 (3.30)	113.67 (2.62)	118.00 (3.74)	118.67 (4.99)	117.67 (3.30)	
Business Administration	1	429.00 (0.00)	106.00 (0.00)	115.00 (0.00)	112.00 (0.00)	110.00 (0.00)	105.00 (0.00)	108.00 (0.00)	115.00 (0.00)	

The mean score is presented on the top of each cell, with the standard deviation below in parentheses.

Number of students	
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Scaled Score Distributions	
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Skills Subscores	
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Southern West Virginia Community and Technical Col	Cohort Name:	
	Combined	

Close Date: Combined	
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Student Level: All	
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Standard		
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Test Description: Combined		
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Number of students tested: 119		
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Number of students			
Important Note: Statistics for small numbers of students (e.g., 25 or fewer) may not			
Number of students similar groups of students (see roster) the number of students included in the statistics, the			
less likely that another group of students would have performed			

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Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Scaled Score Distributions

Academic Area Subscores

Southern West Virginia Community and Technical Col

Cohort Name:
Combined

Close Date: Combined

Student Level: All

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Standard		
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Test Description: Combined		
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Number of students tested: 119		
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Number of students included in these statistics: 119		
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Number of students excluded (see roster): 0		
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Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Scaled Score Distributions

Total

Southern West Virginia Community and Technical Col

Cohort Name:
Combined

Close Date: Combined

Student Level: All

Standard
Test Description: Combined
Number of students tested: 119
Number of students included in these statistics: 119
Number of students excluded (see roster): 0

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Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Reading		Summary of Scaled Scores
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To show the ability of the group taking the test

Southern West Virginia Community and Technical Col	Cohort Name: Combined
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Close Date: Combined

Student Level: All

Standard
Test Description: Combined
Number of students tested: 119
Number of students included in these statistics: 119
Number of students excluded (see roster): 0

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile	
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Total Score	400 to 500	442.88	441 to 444	15.05	432	441	452	
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Skills Subscores:								
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Critical Thinking	100 to 130	111.08	110 to 112	5.58	107	110	114	
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Reading	100 to 130	117.33	116 to 118	6.42	113	119	122	
Writing	100 to 130	114.98	114 to 116	4.07	112	115	118	
Mathematics	100 to 130	112.87	112 to 114	4.14	110	113	115	
Context-Based Subscores:								
Humanities	100 to 130	114.45	113 to 116	6.24	109	113	119	
Social Sciences	100 to 130	112.25	111 to 113	5.95	108	112	115	
Natural Sciences	100 to 130	115.13	114 to 116	5.49	110	115	118	

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 119.

Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Summary of Proficiency Classifications
To show how many students are proficient at each level

Southern West Virginia Community and Technical Col	Cohort Name: Combined	
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Close Date: Combined	
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Student Level: All	
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Standard Form

Test Description: Combined	
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Number of students tested: 119

Number of students included in these statistics: 119

Number of students excluded (see roster): 0
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Skill Dimension	Proficiency Classification			
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	Proficient	Marginal	Not Proficient	
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Reading, Level 1	62%	19%	18%	
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Reading, Level 2	24%	31%	45%	
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Critical Thinking	2%	13%	85%	
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Writing, Level 1	71%	27%	3%	
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Writing, Level 2	15%	50%	35%	
Writing, Level 3	2%	30%	68%	
Mathematics, Level 1	55%	35%	10%	
Mathematics, Level 2	13%	44%	44%	
Mathematics, Level 3	2%	5%	93%	

The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Item Information Report

Administration Date Range: May 2012 - May 2012

Southern West Virginia Community and Technical College

Number of Test Takers = 119

Section	Item Number ^(a)	Percent Correct Institution	Percent Correct National ^(b)	Percent Omit	Percent Not Reached	Skill Area	Proficiency Level	Type of Content
1	1	79.0	78.5	0	0	Reading	II	Discern primary purpose
1	2	43.7	44.9	0	0	Critical Thinking	III	Recognize assumptions
1	3	54.6	45.9	0	0	Reading	II	Discern primary purpose
1	4	72.3	65.2	0	0	Reading	I	Discern facts from a passage
1	5	66.4	62.4	0	0	Reading	I	Meaning in context
1	6	68.9	64.6	0	0	Critical Thinking	III	Evaluate an argument
1	7	68.9	56.0	0	0	Writing	III	Recognize most effective revision
1	8	68.1	63.9	0	0	Writing	III	Recognize most effective revision
1	9	53.8	51.5	0	0	Writing	I	Recognize appropriate transition
1	10	48.7	43.6	0	0	Writing	II	Incorporate new material
1	11	87.4	77.1	0	0	Mathematics	I	Arithmetic word problem - profit/loss
1	12	73.9	66.2	0	0	Mathematics	I	Data interpretation - ratios
1	13	29.4	29.2	1.7	0	Mathematics	III	Word problem - algebraic translation

1	14	63.9	57.6	0	0	Mathematics	I	Apply formula
1	15	50.4	51.3	0	0	Mathematics	II	Draw conclusion from algebraic equations
1	16	77.3	70.8	0	0	Reading	I	Discern facts from a passage
1	17	47.1	48.5	0	0	Critical Thinking	III	Evaluate data for consistency
1	18	41.2	48.7	0	0	Reading	II	Recognize a valid inference
1	19	20.2	15.6	0	0	Critical Thinking	III	Evaluate an argument
1	20	90.8	86.5	0	0	Writing	I	Recognize agreement
1	21	92.4	88.0	0	0	Writing	I	Recognize agreement
1	22	27.7	36.7	0	0	Mathematics	III	Word problem - algebraic equation
1	23	54.6	46.2	0	0	Mathematics	II	Data interpretation - probability
1	24	60.5	50.6	0	0	Mathematics	I	Properties of integers
1	25	6.7	10.1	0	0	Mathematics	III	Data interpretation - percent change
1	26	58.8	53.4	0	0	Writing	II	Recast existing sentences
1	27	88.2	81.5	0	0	Writing	II	Recast existing sentences
1	28	55.5	52.0	0	0	Writing	III	Recognize correct construction
1	29	47.1	47.3	0	0	Reading	I	Discern facts from a passage

1	30	33.6	40.1	0	0	Reading	II	Recognize a valid inference
1	31	56.3	53.4	0	0	Reading	II	Recognize a valid inference
1	32	68.1	62.5	0	0	Critical Thinking	III	Evaluate hypotheses
1	33	35.3	34.4	0	0	Critical Thinking	III	Determine relevance of information
1	34	58.8	60.8	0	0	Critical Thinking	III	Evaluate data for consistency
1	35	21.0	22.4	0	0	Critical Thinking	III	Evaluate data for consistency
1	36	41.2	37.8	0	0	Critical Thinking	III	Evaluate hypotheses
1	37	29.4	27.5	0	0	Reading	II	Discern primary purpose
1	38	39.5	39.2	0.8	0	Reading	I	Discern facts from a passage
1	39	50.4	43.2	0.8	0	Reading	I	Discern facts from a passage
1	40	39.5	36.2	0	0	Critical Thinking	III	Recognize assumptions
1	41	56.3	47.0	0	0	Reading	II	Discern primary purpose
1	42	58.8	55.7	0	0	Critical Thinking	III	Evaluate an argument
1	43	41.2	44.2	0	0	Critical Thinking	III	Evaluate interpretive claims
1	44	70.6	62.7	0	0	Mathematics	I	Data interpretation - bar chart
1	45	42.0	34.2	1.7	0	Mathematics	II	Arithmetic word problem - rates

1	46	47.1	45.7	0	0	Mathematics	III	Properties of integers - modular arithmetic
1	47	79.8	64.5	0	0	Mathematics	I	Number line
1	48	45.8	45.5	0	0.8	Mathematics	II	Word problem - averages
1	49	72.0	62.2	0.8	0.8	Writing	I	Recognize incorrect capitalization
1	50	36.4	48.6	0	0.8	Writing	I	Recognize incorrect word choice
1	51	82.2	80.5	0	0.8	Writing	I	Recognize lack of agreement
1	52	72.0	69.8	0	0.8	Writing	II	Recognize agreement
1	53	84.7	79.1	0	0.8	Writing	III	Recognize appropriate idiom
1	54	80.5	69.9	0	0.8	Writing	III	Recognize correct construction
2	1	89.1	80.6	0	0	Reading	I	Discern facts from a passage
2	2	55.5	46.0	0	0	Critical Thinking	III	Evaluate data for consistency
2	3	64.7	54.2	0	0	Reading	II	Recognize a valid inference
2	4	63.9	61.2	0	0	Critical Thinking	III	Evaluate interpretations
2	5	52.1	52.0	0	0	Reading	II	Recognize a valid inference
2	6	46.2	43.5	0	0	Critical Thinking	III	Determine relevance of information
2	7	36.1	35.6	0	0	Critical Thinking	III	Determine relevance of information
2	8	49.6	41.5	0	0	Writing	II	Incorporate new material

2	9	66.4	60.7	0	0	Writing	III	Recognize most effective revision
2	10	74.8	65.5	0	0	Writing	II	Incorporate new material
2	11	35.3	33.4	0	0	Mathematics	III	Interpretation of graphs
2	12	78.2	61.1	0	0	Mathematics	I	Arithmetic word problem - percents
2	13	79.0	63.8	0	0	Mathematics	II	Algebraic word problem - translation
2	14	6.7	9.3	0	0	Mathematics	III	Word problem - sets
2	15	22.7	22.4	0	0	Critical Thinking	III	Evaluate interpretations
2	16	52.1	50.3	0	0	Reading	II	Discern primary purpose
2	17	24.4	32.1	0	0	Reading	I	Discern facts from a passage
2	18	32.8	29.9	0	0	Critical Thinking	III	Evaluate interpretations
2	19	57.1	45.7	0	0	Critical Thinking	III	Evaluate hypotheses
2	20	53.8	50.6	0	0	Reading	II	Recognize a valid inference
2	21	49.6	46.8	0	0	Critical Thinking	III	Determine relevance of information
2	22	82.4	75.1	0	0	Reading	I	Discern facts from a passage
2	23	58.8	47.5	0.8	0	Critical Thinking	III	Determine relevance of information
2	24	48.7	39.8	0.8	0	Critical Thinking	III	Determine relevance of information
2	25	47.1	44.6	0.8	0	Mathematics	I	Data interpretation - read data

2	26	93.3	79.8	0	0	Mathematics	I	Solve algebraic equation
2	27	42.9	34.4	0	0	Mathematics	II	Word problem - similar triangles
2	28	38.7	49.1	0	0	Mathematics	III	Compound interest
2	29	59.7	44.1	0	0	Mathematics	II	Properties of integers - average
2	30	56.3	49.3	0	0	Writing	II	Combine simple clauses
2	31	82.4	64.6	0	0	Writing	III	Recognize most effective revision
2	32	53.8	46.1	0.8	0	Writing	I	Recognize appropriate transitions
2	33	89.1	68.3	0	0	Writing	I	Recognize lack of agreement
2	34	74.8	64.0	0	0	Writing	II	Recognize lack of agreement
2	35	5.9	14.6	0	0	Writing	III	Recognize redundancy
2	36	84.0	67.4	0	0	Writing	III	Recognize correct construction
								Discern
2	37	32.8	31.2	0	0	Reading	II	primary purpose
2	38	49.6	42.1	0	0	Reading	I	Discern facts from a passage
2	39	26.1	28.4	0	0	Critical Thinking	III	Determine relevance of information
2	40	62.2	52.5	0.8	0	Reading	I	Discern facts from a passage
2	41	58.8	52.3	0.8	0	Reading	II	Recognize a valid inference

2	42	58.8	51.7	0.8	0	Critical Thinking	III	Determine relevance of information
2	43	39.5	37.5	1.7	0	Mathematics	II	Arithmetic word problem - graduated rate
2	44	21.0	24.2	0	0	Mathematics	II	Linear growth
2	45	15.1	27.5	0.8	0	Mathematics	III	Word problem - percent of percent
2	46	20.2	23.1	0.8	0	Mathematics	III	Exponential growth
2	47	26.9	37.9	1.7	0	Critical Thinking	III	Evaluate interpretations
2	48	21.8	22.4	0.8	0	Reading	II	Recognize a valid inference
2	49	95.0	85.9	0.8	0	Writing	I	Recognize agreement
2	50	75.6	75.5	0	0	Writing	II	Recognize agreement
2	51	51.3	52.3	0	0	Reading	I	Discern facts from a passage
2	52	68.1	63.5	0	0	Critical Thinking	III	Evaluate interpretations
2	53	62.7	60.7	0	0.8	Critical Thinking	III	Evaluate interpretations
2	54	61.0	54.6	0	0.8	Reading	I	Discern facts from a passage

(a) The total ETS® Proficiency Profile Standard P&P Form B test consists of 108 items. Items not scored are denoted by a double asterisk "**".

(b) Based on Comparative Data population for this form. Data ranges in date from January 2006 thru June 2010.

Math Rubric Report March 2012

The Math Rubric Assessment Team met on March 6, 2012 from 10:00 AM to 2:00 PM. The team consisted of Regina Bias, Guy Lowes, Sarma Pidaparathi, Melinda Saunders, Rodney Scaggs, Verna Schwalb, and Rosemary Farrar.

A total of 395 problems were scored from Chemistry, Transitional Studies, Mathematics, and Physical Science Departments. Each problem was given an integer score between 0 and 4, by two team members according to the mathematics rubric which follows this report. The two graders worked independently. The score recorded in this document is the average of those two score unless the scores differed by more than one point. If such a discrepancy existed, the problem was graded by a third person, and the average of the two closest grades was recorded. Of the 395 problems scored, 3 (approximately 0.007%) were scored by a third person.

The results of this scoring are recorded in the tables below, indicating course, number of problems scored (per paper), and the number scored by third person. The first row in each table indicates the score and the second row specifies the number of problems receiving that score. Any comments below a table identify some of the skills required to complete the problem successfully.

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	1	2	1	0	2	3	1	2	12

Requires use of a formula. (In class graded question on an exam.)

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	0	0	2	1	1	1	0	5	12

Requires use of dimensional analysis and a formula. (In class graded question on an exam.)

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	2	3	3	0	1	1	1	11

Requires student to show process.

Requires students to balance an equation.

Chemistry: CH214

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	1	0	0	0	0	5	0	0	8

Requires an equation. Question on final exam in class (graded).

Chemistry: CH214

Number of problems scored: 1

Number of Papers scored by 3rd person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	1	0	1	1	3	1	4	11

Requires students to find molality. In class graded question.

Chemistry: CH214

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	1	2	1	0	0	0	5	9

Requires student to show process and subtract fractions with unlike denominator.

Math 095

Number of problems scored: 1

Number of Papers scored by 3rd person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	1	2	0	1	2	6	12

Requires students to evaluate expressions and use the order of operations.

Math: MT121

Number of problems scored: 1

Number of Papers scored by 3rd person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	2	4	4	3	5	2	0	15	36

Requires students to solve a linear equation in one variable. In class exam question was graded.

Math: MT121

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
6	3	0	0	1	0	0	1	7	18

Requires students to use formula.

Math: MT123

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	1	9	2	0	3	0	21	36

Requires students to solve a linear equation in one variable. Question on final exam (graded).

Math: MT123

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	2	0	2	0	1	0	0	0	6

Requires students to write the equation of a line. Question on an in class exam (graded).

Math: MT123

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
8	5	0	1	3	3	10	1	12	43

Requires students to solve a system of linear equations. Question on an in class exam (graded).

Math: MT124

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
6	3	8	6	7	1	2	2	2	37

Requires students to solve a proportion. Question was ungraded in class.

Math: MT125

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	0	0	0	0	0	6	6

Requires a formula. Question on final exam in class (graded).

Math: MT125

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	0	2	1	1	1	0	0	4	10

Requires a formula. Question on final exam in class (graded).

Math: MT125

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	1	1	0	1	1	0	0	6	10

Requires a trig formula. Question on final exam in class (graded).

Math: MT128

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
8	2	4	2	0	1	0	0	0	17

Requires students to use dimensional analysis.

Math: MT130

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
3	2	0	2	0	1	1	4	5	18

Requires students to solve a system of linear equations. Question on an in class exam (graded).

Math: MT130

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
4	0	0	0	0	4	3	3	1	15

Requires students to solve a quadratic equation. In class graded question.

Math: MT229

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	0	0	1	0	1	6	8

No technology used. Evaluate using the basic define integral. Question given in class (graded).

Math: MT230

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	0	0	0	2	0	3	5

Use partial fractions to evaluate integral. Question given in class (graded).

Mathematics Education: ME 101

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
10	1	3	2	2	1	1	1	1	22

Requires students to solve a word problem, showing Polya's 4 steps.

Mathematics Education: ME 102

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	1	3	0	0	1	0	1	1	9

Requires students to count number of outcomes for experiences.

Physical Science Part I: SC 109

Number of problems scored: 1

Number of Problems scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	3	1	1	0	0	1	0	8

Requires use of a formula. Question on an in class exam (graded).

Physical Science Part I: SC 109

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	0	0	0	1	0	1	2	6

Requires use of a formula. Question on an in class exam (graded).

Physical Science Part I: SC 109

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	4	0	0	1	0	0	0	3	10

Requires student to show process and subtract fractions with unlike denominator.

Overall Breakdown

Number of problems scored: 26

Number of problems scored by 3rd person: 3

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
58	30	35	39	30	26	38	21	118	395

2012 Assessment Day Results for the Writing Scoring Committee

The Writing Scoring Team met on Tuesday, March 6, 2012, and scored 140 papers. Random samples were taken from EN 101 and EN 102 (by both full-time and adjunct faculty and by both on-campus and off-campus sites), SP 103, and ED 214. Every sample was scored twice with the second scoring done “blind” to preserve the integrity of the process. Essays with either a first score or second score of less than three required the usage of “Analytics,” identifying why the essay was below average. Only papers whose scores deviated by more than one point were third scored.

The results are as follows:

Score	# samples receiving score	% of papers scored	# 3 rd scored	% of all papers 3 rd scored
4	0	0.00%	0	0.00%
3.5	11	12.36%	0	0.00%
3	44	49.44%	0	0.00%
2.5	18	20.22%	0	0.00%
2	14	15.73%	2	1.43%
1.5	2	2.25%	0	0.00%
1	0	0.00%	0	0.00%
N	51	36.43%	0	0.00%
Total Papers:	Papers Scored			
140	89			

Observations:

1. The Scoring Team scored the exact same number of essays as 2011.
2. With only two papers needing to be third-scored, the rubric still works remarkably well, as does the process.
3. The number of papers scoring a 3 or above increased from last year from 53.77% in 2011 to 61.80% in 2012.

Concerns:

1. There is a significant, alarming increase in the number of essays earning an N score (not capable of being scored), due to blatant plagiarism or excessive paraphrasing, with little or no original content whatsoever. In 2011, 34/140 essays were incapable of being scored (24.29%), whereas this year, 51/140 were deemed incapable of being scored (36.43%). Utilizing Turnitin.com, or some other similar plagiarism-detection software or service, would significantly reduce the incidence of this problem.
2. Because of the increased difficulty for the team to distinguish between the writers' words and that which has been paraphrased/plagiarized, it is recommended that there be a call for samples from more personal or even in-class essays, as opposed to research papers, which would help ensure that the work being scored is original and truly representative of the quality of writing at Southern.

Participants: Larry D'Angelo (Chair), Cyndee Lowes, Melissa Kirk, Tehseen Irfan, Vicky Evans, and Anna James.

Allied Health and Nursing Passage Rates

Passage Rates - Allied Health and Nursing - 2012			
Associate Degree Programs			
	Number Taking Exam	Number Passing Exam	Percent Passing Exam
Dental Hygiene	8	6	75
Medical Laboratory Technology	5	5	100
Nursing			
Paramedic Science	2	2	100
Radiologic Technology	6	6	100
Respiratory Care Technology	13	12	92
Salon Management/Cosmetology	7	7	100
Surgical Technology	8	6	75
Certificate Programs			
Central Sterile Supply	1	1	100
Electrocardiography	5	5	100
Medical Laboratory Assistant	13	13	100