

A Report on the Progress of Assessment Efforts at Southern West Virginia Community and  
Technical College

For

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

April, 2007

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Assessment of student learning has a long history at Southern West Virginia Community and Technical College. That history has been both positive and negative. The Higher Learning Commission of the North Central Association has made three visits addressing assessment—an accreditation site visit in 1997, a focused visit on assessment in 2000, and another accreditation site visit in 2003. The assessment process, plan and implementation have undergone major revisions since 1997 when the findings of the North Central Association of Colleges and Schools (NCA) evaluators' report stated “*assessment plan and its implementation are more than inadequate and indicate a weak faculty and institutional commitment to assessment*”. The consultant evaluators who wrote that statement would be pleased with the advances that Southern has made. In 2000, the results of a NCA focused visit on assessment were very positive with Southern having “adequately addressed the issue for this focused visit—assessment of student academic achievement”. What a difference three years makes!

Not an institution that rests on its laurels as far as student achievement is concerned, Southern participated in a statewide external review of the assessment of student academic achievement in 2002. The external review was conducted by the National Center for Higher Education Management Systems (NCHEMS) and the review team consisted of Peter Ewell, Vice President of NCHEMS, Karen Paulson, Senior Associate NCHEMS, and Peg Miller, President Emerita of American Association for Higher Education and faculty member at the University of Virginia. The resulting report made reference to the exemplary practices in assessment at Southern and rated Southern as “good” based on a scale of good, okay+, okay, or unsatisfactory. Southern was one of two public colleges in West Virginia that received the top rating.

In 2003, another accreditation team of consultant evaluators from HLC/NCA conducted a full accreditation site visit at Southern. As a result of the site visit, five concerns were raised regarding assessment and are addressed in the following progress report. This committee believed that these five areas had not been completely addressed during the 2000 focused visit, though the evaluators in 2000 were very positive about the strides Southern had made. Due to the progress Southern has made in its assessment efforts since 2003, the Institution believes that all concerns have been adequately addressed.

### **Concerns Expressed in Assurance Section by the 2003 Visiting Committee**

The following expectations and concerns were expressed and the findings of the 2003 Visiting Committee are listed below.

Commission Follow-Up  
Progress Report Required:  
By May 1, 2007, a progress report filed on assessment.

It is the expectation of the Commission that a well established assessment program will:

1. *Establish connections between the community college indicators, program and general education outcomes, goal statements, and objectives in division plans, the syllabi competencies, the matrices and assessment tools.*

2. *Write a clear plan with a timetable for assessment activities, including when various tools are to be used and analyzed, then prioritize and select appropriate and manageable samples representative of the entire institution.*
3. *Coordinate the results of various assessment activities—assessment committee recommendations, writing rubric committee discussions and grading sessions, and faculty data days to ensure that faculty and administrators effectively use the data to make budgetary and planning decisions.*
4. *Continue to rely on faculty leaders to proclaim the benefits of assessment as part of an ongoing process for assuring quality learning.*
5. *As more faculty-designed program data become available, demonstrate the use of data to improve student learning.*
6. *Continue to be vigilant about ensuring coherency of general education curriculum across all programs.*

*A number of concerns identified in the 2000 Focused Visit have yet to be completely addressed: 1) reliance on standardized tests such as the Collegiate Assessment of Academic Proficiency (CAAP), WorkKeys and licensure/certification results; 2) the need for a coherent assessment plan with a timeline and connections between outcomes, objectives, goals and assessment tools; 3) broader implementation across all campuses and involvement of students; 4) unified and coordinated assessment of general education in all programs (Division faculty have identified program and general education outcomes; however, the connections of these to the assessment tools which measure these outcomes is unclear) and 5) effective use of data to improve student learning with clear, “user friendly” data reports.*

Each of the expectations can be tied to a concern. The first concern expressed is related to expectation three. The second concern expressed is related to expectation two and the third concern can be tied to expectation four. Concern four can be linked to expectations four and six and the final concern can be related to expectation five.

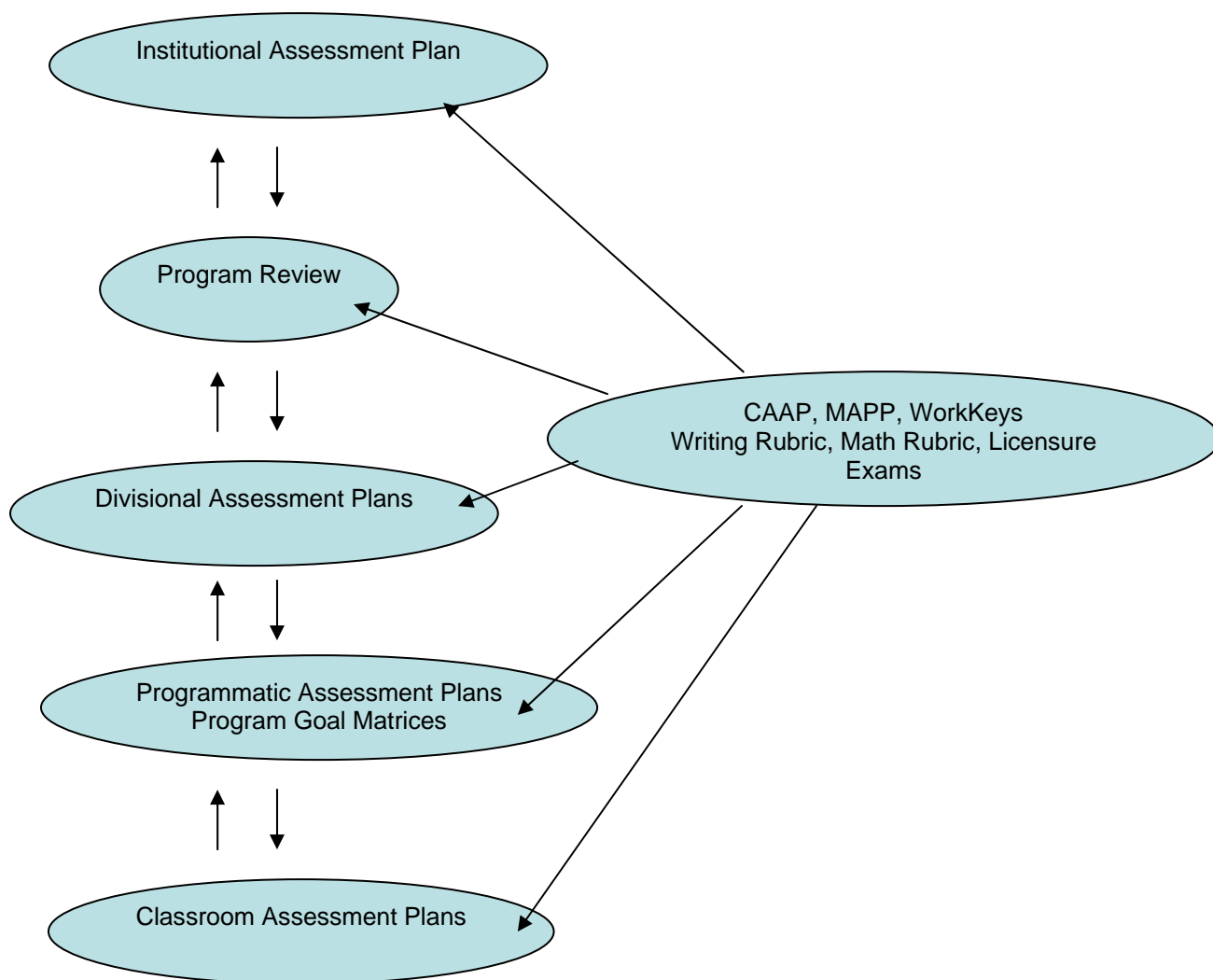
**Southern’s efforts to address these concerns and expectations on a point by point basis follow.**

### **Concern #1/ Expectation #3**

Concern: “Reliance on standardized tests such as CAAP, WorkKeys and licensure/certification results”

Expectation: “Coordinate the results of various assessment activities—assessment committee recommendations, writing rubric committee discussions and grading sessions, and faculty data days to ensure that faculty and administrators effectively use the data to make budgetary and planning decisions.”

Response: Southern does rely on standardized measures to provide information on student learning and programmatic effectiveness. This reliance is, however, only one component of the total assessment process. Each division has its own assessment plan that is updated regularly. One of the components of each of the plans is the use of WorkKeys for career programs and Measure of Academic Proficiency and Progress (MAPP) or CAAP for university transfer students. All divisional plans are a part of the overall college plan. The graphic that follows illustrates the interrelationships of the formal pieces of the assessment process.



Information gained through the implementation of each plan is used to improve student learning at all levels. The information flows in both directions. A detailed flowchart of the total assessment process is included in Appendix A.

The use of CAAP, MAPP, WorkKeys and the results of the writing and math rubrics provides a basis for further investigation into areas that appear to be challenges for students. Assessment reports detailing performance on these measures are presented each year to the faculty during a session at All College Day prior to the beginning of the fall semester. All College Day is a day set aside for meetings for all faculty and staff at the beginning of the fall and spring semesters and is used as a data day. This session is dedicated to the discussion of the report and plans for improvement. Discussion of programmatic and divisional plans also begins at these sessions and continues during monthly division meetings. Assessment data reports for 2003-2004, 2004-2005 and 2005-2006 are included in Appendix B of this report.

Using the results of CAAP or MAPP and rubric scoring, faculty in the university transfer programs identify areas to be strengthened through general education courses. WorkKeys and rubric scoring results are used by faculty in the technical areas to identify programs that are not meeting state

standard scores. Plans of improvement are devised and implemented and become part of the classroom assessment, programmatic or divisional plans for the year. For those career technical programs whose performance on WorkKeys is below state guidelines, plans of improvement are formulated. These plans are sent to the state and progress reported the following year.

The program review process incorporates all the data from assessment and other sources and assesses the effectiveness of programs. Each program is reviewed on a five year cycle and twenty percent of programs are reviewed annually. As a part of the process to determine the viability of a program the following are evaluated: 1) need; 2) assessment information related to expected student learning outcomes and the achievement of the program's objectives; 3) plans to improve the quality and productivity of the program; and 4) five year trend data on enrollment and degrees awarded.

The use of licensure/certification results for assessment of student learning is also an ongoing practice (Appendix C). Southern's record of achievement on these exams is stellar but when weak areas are found, they are addressed by the parent division in an attempt to strengthen the program and its graduates. The number of students who attain certification is a good measure of programmatic effectiveness. This number is not the only measure used, however. All students who attain licensure or certification also take WorkKeys. To assure that participants in technical programs are obtaining a general education, students in these programs are required by state policy (Appendix D) to take a specified number of general education courses.

Faculty have also developed assessments for individual programs and for courses. These assessments were developed by program or division and are used on all campuses. The following chart lists the non-standardized assessment measures used in each division/program, what each assessment measures, and how the results of the measures are used to improve student learning.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
<b>Allied Health/</b> Surgical Technology	Laboratory Skills Competency	Student capable of performing operating room skills before entering OR.	Student may need review with instructor one-on-one.
	Clinical Competency	Student shows competency of performing in the OR as a surgical technologist in different cases.	Student placed in same assignment until comfortable with performing as a surgical technologist in that case.
	Case Studies	Student is knowledgeable of OR case, supplies, instruments and equipment used.	May need to review case with discussion focused on area of need.
	Program Assessment Exam (PAE)	The program objective areas. A&P, Asepsis, Case Prep, Micro., Pharm., Terminology, Surgical Procedures.	Scored by the AST (Asso. Of ST). Shows strengths/weakness of program.
	Self Assessment Exam (SAE)	Same as above. Students may choose to take this exam before certification exam to determine how they may do on the certification exam.	Identifies strength/weakness of student and areas they need to focus on more.
	Graduate Surveys	Students rate the education they received and if it prepared them for work.	Feedback is of value to the instructor. Revisions will be made as needed in areas identified.
	Employer Surveys	Employers rate the knowledge/skills of the student as they enter the workforce.	Any weakness identified in the feedback will result in revisions in areas as needed.
	Job Placement	The needs of the service in the community.	The number of students enrolled and acceptance of students annually or every two years.
	Facility Evaluations	Facilities provide a learning environment for the student.	Facilities may be added or deleted as a clinical site.
<b>Allied Health/</b> Medical Laboratory Assistant	Student Perception of Instruction	The student evaluation is an assessment of how the student perceives the instructor, materials and presentation of instruction in the MLA courses.	This data is used by the instructor to change or improve any areas of weakness as perceived by a majority of the students.
<b>Allied Health/</b> Dental Hygiene	Clinical Competency	Ability to perform clinical dental hygiene.	Will be used to increase clinic times, if necessary.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health/Medical Laboratory Technology	Graduate Surveys	Graduate surveys provide the graduates' perceptions of how well the MLT program prepared the MLT graduate in relation to various aspects of the programs	This data is used by the MLT Program Coordinator to change or improve any areas of weakness as perceived by a majority of the graduates.
	Employer Surveys	Employer surveys provide the employers' perceptions of how well the MLT program prepared the MLT graduate in relation to various aspects of the program.	This data is used by the MLT Program Coordinator to change or improve any areas of weakness as perceived by a majority of the graduate employers.
	Job Placement	Job placement rates of MLT graduates.	This data is used to determine program viability and need.
	Student Perception of Instruction	The student evaluation is an assessment of how the student perceives the instructor, materials and presentation of instruction in the MLT courses.	This data is used by the instructor to change or improve any areas of weakness as perceived by a majority of the students.
	Case Studies	Evaluate student MLT knowledge and critical thinking skills.	This data is used to help determine the effectiveness of instructional methods throughout the MLT program.
Allied Health/Electrocardiography	Certification Exams	Measures student base of knowledge according to nationwide standards.  Provides a method for graduate certification in a field of study recognized nationwide.	1. Provides a method for graduate certification in their field of study. 2. Provides an assessment of success of program curriculum and instruction based on national standards.



Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health/Nursing	HESI Tests	Course content and end of program readiness to take licensure exam.	<ol style="list-style-type: none"> <li>1. Revision of course content.</li> <li>2. Change teaching techniques.</li> <li>3. Include other resources in course (ex. NCLEX-RN computer programs).</li> <li>4. Individual student advisement for improvement.</li> </ol>
Allied Health/Nursing	Clinical Competency	<p>Nursing courses except NU210 have a clinical component of the course in addition to the theory.</p> <p>Measures:</p> <ol style="list-style-type: none"> <li>1. clinical skills</li> <li>2. nursing knowledge</li> <li>3. assessment</li> <li>4. medication administration</li> <li>5. professionalism</li> <li>6. preparedness for experience</li> <li>7. ability to collaborate with others</li> <li>8. critical thinking</li> </ol>	<ol style="list-style-type: none"> <li>1. Determine safety and clinical competency of students/graduates in caring for clients of various ages in a variety of settings.</li> <li>2. Determines pass/fail of course or portion thereof.</li> <li>3. Determines if graduate is ready for application for licensure as independent practitioner.</li> </ol>

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
	Retention Rates	<p>Measures number of students who remain in the program from original number admitted.</p> <p>Reviews reasons for attrition.</p>	<ol style="list-style-type: none"> <li>1. Development of strategy to help students be successful in the program ( ex. financial assistance, critical thinking/test taking instruction).</li> <li>2. In past has been used to review the academic preparedness of students admitted who did not progress and to determine a level on Pre-RN that indicates student has the ability to be successful.</li> </ol>
Allied Health/Nursing	Facility Evaluations	Measures student perception of facility's ability to provide a meaningful clinical experience.	<ol style="list-style-type: none"> <li>1. Faculty members review student responses to facility evaluation in addition to their own to determine whether a facility will continue to be used for clinical experience.</li> <li>2. Results are shared with each facility and in the past a facility has changed how they relate to students, parking, and other resources available for their use.</li> </ol>

Allied Health/Nursing	NLN Evaluation Plan	NLNAC accreditation requirement.	<ol style="list-style-type: none"> <li>1. Provides ongoing evaluation of all accreditation criteria components.</li> <li>2. Depending on results of data, a course, curriculum, or teaching may be revised.</li> </ol>
	Math Competency Exam	Measures the ability of the student to complete drug calculations safety and effectively.	<ol style="list-style-type: none"> <li>1. Determines the safety of the student in calculating drug dosage.</li> <li>2. Determines the pass/fail of a student in a particular course where the assessment of drug calculation occurs.</li> </ol>
Allied Health/Radiologic Technology	Site Supervisor Assessment	Communication, psychomotor & affective performance; radiation protection, judgment, patient care, ability to follow through, adaptability, ability to take criticism, etc.	Changes to associated courses are made based on students' progress of criteria. Introduction module was added in fall 2006 to increase students' knowledge of radiation protection before clinical rotations.
	Case Studies	Critical thinking, ethical decision making.	In class discussions allow instructor to discern if critical thinking steps need reviewed.
	Peer Evaluation	Communication (written and oral).	Changes to assignment may be made.
	Clinical Competency Evaluations	Competency/performance and image evaluation.	Review of course content and structure of lab portion may need revised, additional study may be warranted; format of class may be revised to include different types of learning activities.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health/Radiologic Technology	Exit Interview form	Entrance expectations, preparation for ARRT registry and workforce, suggest changes.	Explanation of expectation may need revised or restated in handbook. May add job shadowing before admission as an option.
	Graduate Survey	Preparedness for national ARRT registry and workforce.	Changes to RA 225 may be necessary; also, employment preparedness workshops could be discussed by advisory board for suggestions.
	Presentations	Verbal communication.	Encourage students to continue to improve verbal and non-verbal skills; give feedback to those needing to improve.
	Common exams	Course content - cognitive and affective.	Changes in course outcomes and delivery may be necessary.
Technology and Engineering/All Programs	Capstone Course	Overall program goals, certification obtainment, writing, ethics.	Program curriculum review – checks program requirements and completion of goals. Also measures satisfaction of students.
	Pre/post testing	Knowledge gained percentage, weak areas of instruction, and overall student competencies.	Change in instructional materials and concepts where needed.
	Common Exams	Knowledge gained, weak areas of instruction by course and instructor, student competencies.	Identification of instructor weakness and professional development in those areas.
	Hands-on Labs	Course competencies.	Change in instructional activities and material.
	Challenge Activities for Critical Thinking	Course competencies.	Change in instructional activities and material.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
<b>Business and Public Administration/ All Programs</b>	Pre/post-testing	This assessment gives us a starting point in the student's knowledge base and then a measurement of what value has been added.	These techniques are also used on a class-by-class basis. Provides faculty member feedback on student reactions/interactions to content and delivery. Also provides for revision of content, text, scheduling, etc.
	Critical Thinking Exercises	These techniques, normally the applications of principles /concepts, such as scenarios, case problems, message analysis, etc., serve as indicators of how successful the student has been in comprehending/retaining principles/concepts that have been presented.	Instructors will identify those principles/concepts that are weak and reteach to strengthen understanding. The reteach process may involve a different delivery style or an applications approach.
	Chapter testing at the end of each chapter	This assessment indicates the knowledge gained.	On the basis of test results, either the chapter is revisited or move on to next chapter.
	Open discussion about current affairs relevant to chapter.	This assessment is indicative of critical thinking skills, based on chapters covered in the class.	If there is weakness, the chapter is revisited with relevant examples from current affairs.
	Oral quizzes related to chapter with real life applications.	Indicates critical thinking skills.	If there is weakness, the chapter is revisited with relevant examples from current affairs.
<b>Natural Science and Mathematics/All Programs</b>	Math Rubric Scoring	Basic math skills in general education.	Results are shared with all faculty and especially discussed by college-level math and transitional studies faculty.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
<b>Natural Science and Mathematics/All Programs</b>	Common Final Exams in MT 123, Intermediate Algebra	How well students meet the stated goals of the course (goals are common college-wide).	The answers to questions addressing the most crucial goals are evaluated by the math rubric scoring committee and results shared with math faculty (most of whom serve on the math rubric scoring committee).
	Common Final Exams in MT 128, Algebra for Allied Health	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
	Common Final Exams in MT 130, College Algebra	How well students meet the stated goals of the course (goals are common college-wide).	The answers to questions addressing the most crucial goals are evaluated by the math rubric scoring committee and results shared with math faculty (most of whom serve on the math rubric scoring committee).
	Common Final Exam in CH 203, Fundamentals of General, Organic, and Biological Chemistry I (ACS standardized final exam)	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
	Common Final Exam in CH 213 & 214, Principles of Chemistry I & II (ACS standardized final exam)	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
<b>Humanities and Social Sciences/ All Programs</b>	Writing Rubric Scoring	No Data Submitted.	No Data Submitted.
	Common finals in Psych	No Data Submitted.	No Data Submitted.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies/All Areas	Oral Assessment	Mastery of course competencies Positive attitude and confidence Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Diagnostic/Exit Exams (written)	Mastery of course competencies.	This technique is used to assess student learning. However, if students are having difficulty with a concept, it is emphasized more in future semesters.
	Classroom Assessment Techniques (assessment of instruction)	Effectiveness of instruction. Positive attitude and confidence.	This is the technique focused on improving instruction. Teachers use the feedback to strengthen weak areas of teaching and understanding.
	Assessment of Oral Presentations using Rubrics	Mastery of course competencies. Awareness of college procedures and resources.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Informal Observation by the instructor	Mastery of course competencies. Positive attitude and confidence. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies/All Areas	Written tests, quizzes, mid-terms, lab assignments	Mastery of course competencies. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Group Participation	Positive attitude and confidence. Good study skills, learning styles, and work habits. Faithful attendance. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Collaborative Learning Assessment with rubric	Positive attitude and confidence. Good study skills, learning styles, and work habits. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Evaluation of Reading (EN 090) & Writing (EN 099) Journals	Mastery of course competencies. Good study skills, learning styles, and work habits. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Math – Write in words how to solve problems and also solve them	Mastery of course competencies.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.



Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies/All Areas	Math – Students do problems on the board with group input	Mastery of course competencies. Positive attitude and confidence. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Homework	Mastery of course competencies. Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Work Sheets and/or in-book assignments – individual and group	Mastery of course competencies. Good study skills, learning styles, and work habits. Positive attitude and confidence.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Peer Editing	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Group assessment of individual student work	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies/All Areas	Small group and pair assessment of individual student work	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Writing students send their first drafts to SMARTHINKING	Mastery of course competencies. Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

As can be gleaned from the extensive information in the preceding chart, Southern no longer relies on standardized measures as the sole source of assessment of student learning. Assessments of student learning take place frequently, not once a year, and courses or programs are refined based on the results.

Even more significantly, assessment data now drive planning and budgetary decisions at Southern. For example, the Division of Natural Sciences and Mathematics determined that students were not mastering course/programmatic goals in Anatomy and Physiology courses necessary not only for general education in University Transfer programs but also for courses in the Allied Health AAS and Certificate programs. They determined that outdated lab equipment and supplies were one of the factors in this deficiency. As a result, this division requested more money in its annual budget to support these goals. The College went far beyond this request in actually revising its student fee structure to make a permanent commitment to fund improved lab facilities and supplies. Each year, academic divisions now plan for improvements based upon assessment and then tie these plans to budget requests to support them.

### **Concern #2/ Expectation #2**

Concern: “The need for a coherent assessment plan with a timeline and connections between outcomes, objectives, goals and assessment tools”

Expectation: “Write a clear plan with a timetable for assessment activities, including when various tools are to be used and analyzed, then prioritize and select appropriate and manageable samples representative of the entire institution.”

Response: A seemingly elegant plan has little value without implementation. A viable assessment program requires implementation. The current assessment program is built around a living plan and contains a timeline, reporting structure, information sharing methodologies and other components that facilitate implementation.

As evidence that Southern’s plan is a living document, the Assessment Plan was reviewed at All College Day in August of 2006. The resulting plan builds upon the original plan submitted in 2003, revising the types of assessments used and updating the matrices that are parts of each division’s plan. The plan also now includes the completion of the “Assessment Matrix for Measuring Program Goals” (Appendix E). Each fall, program faculty identify one or more program goals for study of student attainment of that goal in-depth. At that time faculty identify the evaluation method to be used, when the assessment will be conducted and who will be responsible for conducting the assessment. Each spring, program faculty compile the results of the assessments, determine the audience for the results and decide how the results will be used. All changes that are made as a product of the study are to be shared at All College Day and all matrices included in the annual assessment report. This process is currently in the pilot stages and will be fully implemented in Fall, 2007. Examples of completed matrices to date are also included in Appendix E.

The following Assessment timeline has been developed and is included in the revised Assessment Plan:

## Annual Assessment Timeline

## January

- All College Day Discussions
- Assessment Committee Meeting
- Division meeting assessment discussion
- Assessment materials ordered for Assessment Day
- WV Community and Technical College System contacted regarding WorkKeys administration
- List of students requested who have earned 60 or more semester hours and have not taken WorkKeys or CAPP/MAPP previously for test administration on Assessment Day
- Syllabi distributed to students in all classes; general education outcomes included in course evaluation section; electronic copy sent to Chief Academic Officer (CAO)
- Incentives for Assessment Day solicited
- Programmatic or course pretests administered

## February

- Letters for Assessment Day compiled
- Faculty trained for Assessment Day proctoring
- Letters mailed to students regarding Assessment Day
- All constituents notified of Assessment Day plans
- Formal and informal assessments conducted per matrix
  - Assessment Committee meeting
  - Division meeting assessment discussion
- Samples for Writing and Math Scoring Teams solicited
- Budget request drafted and sent to Finance

## March

- Final preparation made for Assessment Day
- Distribution of materials (MAPP or CAAP, WorkKeys)
- Reminders sent to proctors
- Assessment Day
  - Administration of MAPP to all seeking AA or AS; WorkKeys to all seeking AAS using criteria identified
  - Math Rubric scoring by faculty scoring team
  - Writing Rubric scoring by faculty scoring team
- MAPP and WorkKeys Materials returned for scoring
- Remaining columns on “Assessment Matrix for Measuring Program Goals” (columns 3-6) completed
- Assessment Committee meeting
- Community College Survey of Student Engagement (CCSSE) administered every third year
- Division meeting assessment discussion

## April

- Student Perception of Instruction (SPI) administered
- Scoring Reports Received from WorkKeys, MAPP
- Scores mailed to participating students

Assessment Report compiled that includes “Assessment Matrix for Measuring Program Goals”

Budget recommendations based on assessment results made to administration

Assessment Report shared with Assessment Committee

Graduating students scoring above the mean in all areas tested on Assessment Day identified for recognition at graduation

Assessment Committee meeting

Advisory Committee meetings

Division meeting assessment discussion

#### May

Formal Assessment using common end of course finals

Recognition of graduating students scoring above the mean in all areas tested on Assessment Day

Results distributed from Spring SPI to faculty and administration

#### June

Perkins Report completed (WorkKeys results included)

Appointments made to Assessment Committee

Assessment presentation made at Administrative Retreat

#### August

All College Day Discussions

Presentation of assessment results from prior academic year to college community

Small group discussion of utilization of results

Divisional Plans for Improvement drafted if indicated by scores or state

Distribution of syllabi in all classes; general education outcomes included in course evaluation section; electronic copy sent to CAO

Assessment Committee meeting

Division Meetings held that include discussion of informal and formal assessment efforts

Programmatic or course pretests administered

Completion of the planning columns of the “Assessment Matrix for Measuring Program Goals” (columns 1-3)

#### September

Divisional and programmatic general education matrices updated

Assessment Committee meeting

Final draft of Perkins Indicator Report submitted

Formal and informal assessments per matrix conducted

Division meeting assessment discussion

#### October

Assessment Committee meeting

Formal and informal assessments per matrix conducted

Division meeting assessment discussion

Faculty coverage established for Assessment Day, both day and evening; chart completed for all campuses

Samples for Writing and Math Scoring Teams solicited

## November

- SPI administered
- Assessment Committee meeting
- Formal and informal assessments per matrix conducted
- Initial organization of scoring teams for Math and Writing Rubrics
- Advisory Committee meetings
- Division meeting assessment discussion

## December

- Formal Assessment using common end of course finals
- Assessment Committee meeting
- Division meeting assessment discussion
- Results distributed from Fall SPI to faculty and administration

The matrices, syllabi and timeline provide the connections between the various methods of assessment used at Southern. All are used to improve student learning and lend themselves to a coherent assessment plan.

**Concern #3/ Expectation #4**

Concern: "Broader implementation across all campuses and involvement of students"

Expectation: "Continue to rely on faculty leaders to proclaim the benefits of assessment as part of an ongoing process for assuring quality learning."

Response: All faculty members attend All College Day activities at the beginning of each semester. The sessions addressing assessment are mandatory for all faculty. Assessment reports and assessment materials are provided to each faculty member on an annual basis.

Adjunct faculty members are also encouraged to participate in assessment activities. The CAO attends adjunct faculty meetings held on each campus and addresses general education in her comments to provide a general overview of Southern's program. Adjunct faculty members are directed to seek more information from their Division Chairs. Information on assessment is also included in the faculty handbook and all adjunct faculty receive a copy. In addition, adjunct faculty members receive a letter prior to Assessment Day each year (Appendix F). That letter emphasizes the importance of student participation in Assessment Day and student performance on the measures administered. It asks adjuncts to encourage students to participate in Assessment Day activities and to do their best. Finally, adjuncts use a master syllabus for each course they teach. This is supplied by the division and includes goals and objectives that are standard for the course. The master syllabus also includes the general education goals taught and assessed in the course.

Students are involved at all levels. In each course, assessment and general education are topics when the syllabus is discussed with students. Assessments of outcomes are explained at that time also. The college catalog, a contract between the institution and students, contains information related to general education and assessment and the student's obligation to participate. Any student who has completed 60 hours or more is required to take either WorkKeys or CAAP/MAPP. The test administered is determined by declared major. Students receive letters before each Assessment Day giving the purpose for the assessment and information on the logistics of the day (Appendix F). Papers and problems are collected by faculty each semester for evaluation on Assessment Day using the Math and Writing rubrics developed by the faculty (Appendix G). Students, whose papers or

problems are evaluated, are informed that this is done and why it is done. In addition, Assessment Day is held on all campuses and classes are not held on that day. Students are given their choice of testing sites and may choose either day or evening testing sessions. Faculty also administer both formal and informal assessments regularly to provide students with feedback, change teaching methods or reteach topics as needed.

Faculty, students, classified staff and administrators serve on the Assessment Committee. Two representatives from each of the six academic divisions (elected by their divisions), the past chair of the assessment committee, the Vice President of Academic Affairs, a career development representative, the Director of Transitional Studies, a representative from Economic, Workforce and Community Development and a student representative make up the committee. This group leads the assessment efforts at the institution, promoting assessment in division meetings and in their classes. As leaders of the assessment efforts, the group makes all important decisions related to assessment and compiles the program goal matrices at the beginning of each academic year. The Assessment Committee is a standing governance committee. Minutes of each meeting (Appendix H) are distributed to all constituents.

In addition, to meet the expectation of “Continue to rely on faculty leaders to proclaim the benefits of assessment as part of an ongoing process for assuring quality learning”, the Assessment Committee surveyed the faculty in the spring of 2007 using the *Assessment of Student Academic Achievement: Assessment Culture Matrix* that was adapted by Cecilia Lopez from Richard Floral’s work. The results were compiled and compared to the results from the original Floral survey done in 2000. The resulting comparison revealed that faculty felt that assessment efforts had improved at the Institution. The following is an analysis of that survey data.

Pattern	2000 Converted Mean*	2007 Mean
Institutional Culture		
a. Collective/shared values	5	6.58
b. Mission	5.42	7.03
Shared Responsibility		
a. Faculty	5.41	6.75
b. Administration and Board	5	6.41
c. Students	2.39	5.57
Institutional Support		
a. Structures	5.44	5.79
b. Resources	5.38	6.7
Efficacy of Assessment	2.21	6.41

\*Conversion of scale from 3 categories with scale of 1-3 to 3 categories scaled 1-3, 4-6, and 7-9.

An increase in mean score in all areas indicates that the institution is making progress in the implementation of most areas measured by the survey. All responses are now mid-range and above. Perhaps most telling, however are the written rationales for the ratings. Many faculty respondents indicated that the institution recognized the value of assessment and that progress has been made.

**Concern #4/ Expectation #1; Expectation #6**

Concern: “Unified and coordinated assessment of general education in all programs (Division faculty have identified program and general education outcomes; however, the connections of these to the assessment tools which measure these outcomes is unclear).”

Expectation: “Establish connections between the community college indicators, program and general education outcomes, goal statements, and objectives in division plans, the syllabi competencies, the matrices and assessment tools.”

Expectation: “Continue to be vigilant about ensuring coherency of general education curriculum across all programs.”

Response: Using the matrices developed for degrees and programs, syllabi now reflect the general education outcomes taught and assessed in courses. Students are introduced to general education in this way. A definition of a generally educated student has also been developed and accepted. The definition is included in Southern General Education Policy --SCP 3637 (Appendix I) and is as follows: *The purpose of general education at Southern West Virginia Community and Technical College is to produce generally educated students who contribute to their communities and country. A generally educated student is, by definition, a life-long learner with a common academic canon of knowledge, concepts and attitudes.*

In addition to the existing divisional matrices, general education outcomes have been identified at the program level through use of a program matrix. The “Assessment Matrix for Measuring Program Goals” focuses on program goals which may be related to general education or specifically to course content.

Courses that comprise the general education core have been identified at institutional and state levels. Title 135, Series 7—Standards for Degree Designations and General Education Requirement for Community and Technical College Degrees dictates that students who receive degrees or certificates within the system must enroll in general education courses (Appendix D). The policy specifies the minimum number of general education courses for each degree or certificate. General education courses are identified by each institution and these courses can be included on the statewide Core Coursework Transfer Agreement.

The program review process also involves assessment. As a consequence of the most recent program review for university transfer program, the general education core for both the Associate in Science and the Associate in Arts has changed (Appendix J). One of the findings of the program review process was that concentrations in each degree detracted from the general education core. As a result of the finding, concentrations were eliminated and the number of hours in the general education core increased.

Also as a consequence of discussions within the faculty, general education outcomes were revised in 2004. Minutes of the Assessment Committee meetings reflect the change process (Appendix H). Currently the general education goals adopted by the institution are as follows:

- Critical Thinking Skills  
Students will demonstrate their ability to think critically by analyzing and synthesizing material.
- Oral and Written Communication  
Students will demonstrate their oral and written communication skills by reading, writing, and speaking effectively.



- Mathematical Skills/Competencies  
Students will demonstrate their abilities to think mathematically by using problem-solving skills which include estimation, computation, analysis, assimilation, application, and transference, as well as implementation of appropriate technology.
- Information and Communication Technology Skills  
Students will demonstrate their information and communication technology skills by using technology, communications tools, and/or networks to access, retrieve, process, and communicate information.
- Scientific Inquiry/Reasoning Skills  
Students will demonstrate their scientific inquiry/reasoning skills by using resources and methods appropriate to the program's curriculum.
- A Cultural/Artistic/Global Perspective  
Students will demonstrate their awareness of a cultural/artistic/global perspective by discussing the quality, value, and significance of cultural/artistic artifacts and/or by discussing political, historical, economic, and social issues from a global perspective.

Several of the programs further assess general education through common finals. Common finals are used in mathematics and chemistry in the Natural Science and Mathematics division. Allied Health administers common finals in all of the courses in its purview. The results of common finals are evaluated and shared and discussed with appropriate instructors to be used to improve student learning. Many discussions on the differences of student groups have occurred as a result of this longitudinal data. Course content has been changed in some instances.

The faculty also have expressed optimism with the implementation of MAPP. Since MAPP is both norm and criterion referenced, they believe that connections can be made between test results and programmatic instruction. Using item analysis and making connections between that analysis and the performance of identified student groups may prove to be beneficial. The previous product, CAAP, made no connection between individual outcomes and skills. The faculty believe that MAPP results allow for those connections to be made.

Students are also given the Community College Survey of Student Engagement (CCSSE) to complete on a three year cycle. The results of the latest survey, done in 2005, revealed that students' scores were above the mean in the "Educational and Personal Growth" section when prompted on questions pertaining to general education. Southern students responded that they believed they were acquiring a broad general education. In that same administration, Southern's benchmark scores in all areas were higher than those of the state consortium and the other colleges that administered the CCSSE survey in 2005.

#### **Concern #5/ Expectation #5**

Concern: "Effective use of data to improve student learning with clear, 'user friendly' data reports"

Expectation: "As more faculty-designed program data becomes available, demonstrate the use of data to improve student learning."

Response: Data are currently reported in a "user friendly" manner. All faculty receive reports annually. Copies of the reports are found in Appendix A. The reports are also posted on Southern's website at [http://www.southern.wvnet.edu/assessment/assmnt\\_data.htm](http://www.southern.wvnet.edu/assessment/assmnt_data.htm). An explanation section has recently been added to assist the novice with interpretation of the scores on

CAAP, MAPP and WorkKeys assessments. The explanation is included in an appendix in each of the reports. Writing and Mathematics rubric scores are included in the report. Copies of the rubrics used for both Mathematics and Writing are included in Appendix G.

Statistical data reported are percentages, means and, in some cases,  $z$  scores. When  $z$  scores are included, an explanation of the score is also given in an appendix. Most would agree that the most basic statistical processes have been used to facilitate understanding. The reports are also discussed at length in the Assessment Committee, President's Cabinet/Executive Council and in a formal assessment meeting on All College Day. Recommendations for change are solicited and opportunity for questions is given.

In 2005, concerns with the CAAP test and the usefulness of CAAP results were discussed in the Assessment Committee. The committee decided to look at other standardized measures of general education to find an instrument that would give a more detailed score report. After much discussion, the committee determined that development of an in-house test was too time intensive and that the validity and reliability of an in-house test could be questioned. Another alternative to CAAP was sought. After a demonstration of MAPP and faculty evaluation of the instrument, MAPP was adopted to replace CAAP. The test is both norm and criterion referenced and the information gained from the testing was deemed more valuable by the faculty. MAPP was used to assess general education of University Transfer students in March, 2006. The 2006 assessment report includes the results for this group of students. A faculty member has been given release time to interpret the data and produce more user friendly data reports for the MAPP and WorkKeys tests. These have been included in the most recent assessment report in the MAPP section.

Students who take CAAP, MAPP or WorkKeys are sent individual score reports with an explanation of the scores. If students have questions they are directed through the cover letter to call or email the Vice President of Academic Affairs. Several have called and asked for further information regarding their scores. Beginning with the 2007 WorkKeys administration, students will be issued gold, silver or bronze certificates of achievement based on their performance on WorkKeys. These certificates can be used in job searches or for employment purposes. This is a joint effort among Academic Affairs, Workforce and Community Development and the local Workforce Investment Agency.

Changes in curriculum must also be supported by assessment data. In 2007, all curriculum forms were changed to reflect the use of assessment data in the decision-making process (Appendix K). For each new course or program, a statement must be included regarding the assessment data that supports the inclusion of the course or program in the college's offerings. An assessment statement must also be included before a course can be changed or deleted from the curriculum.

### **Future Directions for Assessment at Southern**

It is the desire of the faculty at Southern that the assessment of student academic achievement will continue to grow and become an even greater part of Southern's culture. To that end, several provisions have been made.

First, as a part of academic reorganization, the position of academic dean has been created. One of the duties listed in the job description is "The Dean will take a lead role in assisting department chairs, program coordinators, and faculty in the development and implementation of an effective

assessment plan. He/she monitors the development and revision of curriculum, course outlines, syllabi, instructional methodologies, and textbook adoption based upon assessment data.” This adds additional checkpoints to assure that the assessment process is viable. Also, as a part of the same reorganization, the position of department chair has been created. The department chair will hold the first line of responsibility for assessment. Included in that job description is “Under the direction of the Vice President of Academic Affairs and the Academic Dean, the Department Chair leads departmental faculty in developing and implementing an effective plan for assessing course, program specific, and general education goals, as well as student academic achievement. Data derived through such assessment will be utilized to improve teaching and learning”. These changes are to be implemented July, 2007 and will increase accountability for assessment at the faculty leadership level.

As a part of the “living” assessment plan, the faculty will choose measures that give usable and easily accessible information. Experience has allowed the faculty to refine expectations of the measures used. An example of the use of this experience is the change from CAAP to MAPP. The ability to articulate this change of direction is evidence of the institution’s deeper understanding of assessment. It represents a shift in emphasis from norm to criterion referenced measures to better assess student achievement of programmatic and course goals. Faculty will constantly strive to find instruments that better assess general education for Southern’s students and provide usable data that will lead to improved teaching and learning.

Data from the new assessment techniques and instruments will be included in the annual assessment report. Feedback will be solicited from users and will be incorporated into future reports. Inclusion of the program goal matrices will facilitate faculty discussion of assessment and the changes that authentic assessment brings.

Student participation in assessment efforts is somewhat limited by the nature of the community college population. In an effort to get more students involved, Southern will hold its first colloquium on assessment for students during Assessment Day in March, 2008. This session will give students information on the assessment efforts at Southern and will provide an additional avenue for student input on the process. Also, assessment of student achievement will be introduced in the mandatory orientation course that is to be implemented in Fall, 2007.

## **Summary**

In summary, assessment of student academic achievement is flourishing at Southern West Virginia Community and Technical College. Assessment is the vehicle for data driven decisions for all facets of academic affairs. All constituents are involved: students, faculty, staff and administration.

Many changes have taken place in recent history and each of the five concerns stated initially in this report have been adequately addressed. First, assessments are varied in nature. Southern continues to use standardized tests such as MAPP and WorkKeys, but it also employs a variety of programmatic and in-course assessments, as well as faculty-led initiatives such as the math and writing scoring projects using faculty-developed rubrics. The faculty uses the results of assessment to make course and programmatic changes. Assessment data drive not only planning decisions, but also budget decisions.

In addition, the assessment plan is a living document, undergoing revision as needed. Connections have been made between outcomes, objectives, goals and assessment tools and faculty are aware of the connections. A timeline for assessment has been published and is now part of the institutional assessment plan, and matrices have been developed and are being used by faculty members to manage assessment activities, tools, and outcomes.

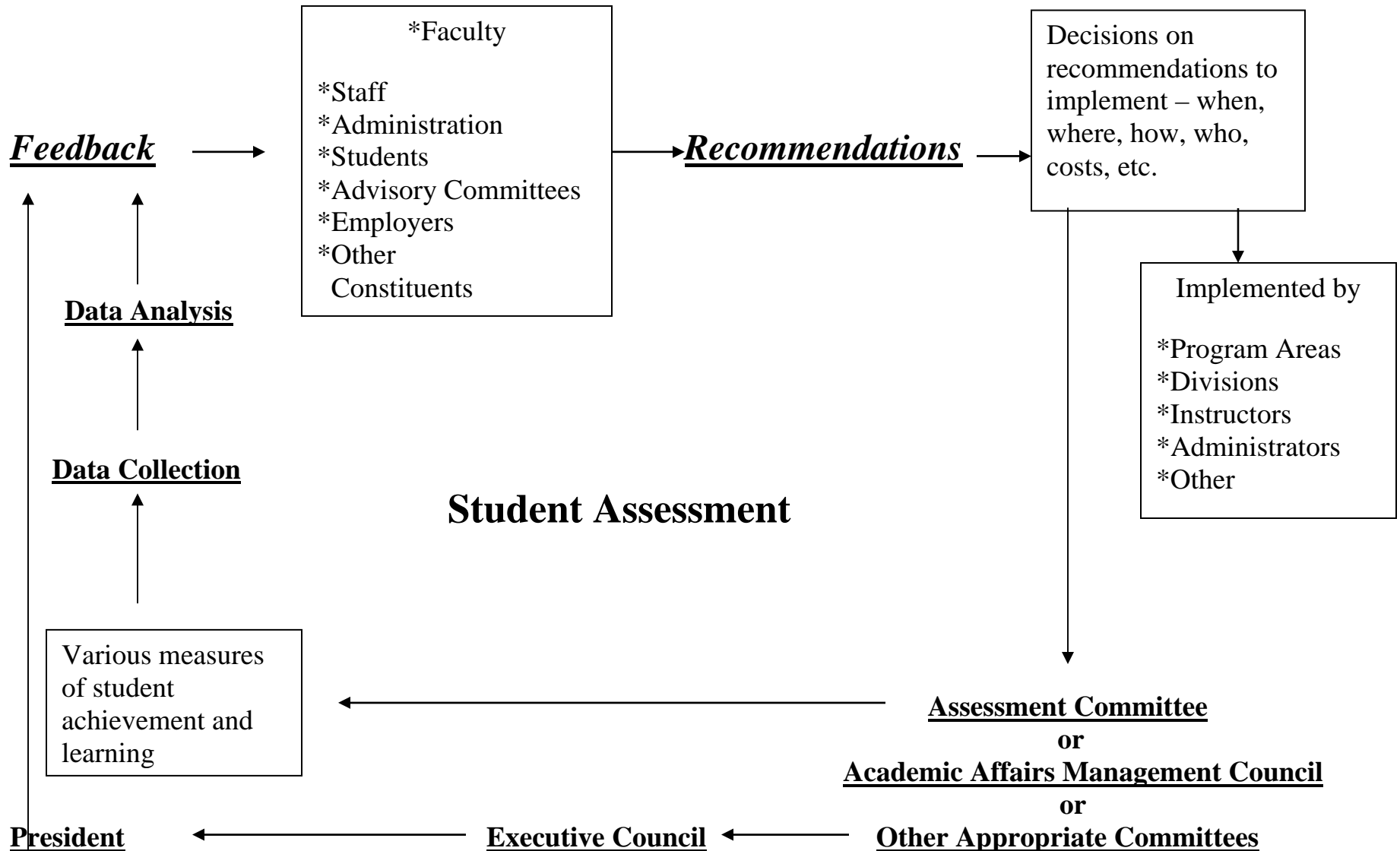
Efforts to draw more faculty and students into assessment discussions continue, through faculty assemblies, membership on the college Assessment Committee or math or writing scoring teams, participation in proctoring for Assessment Day, and work with division programmatic and course assessment efforts. This year, for the first time ever, students not selected to participate in MAPP and WorkKeys testing asked faculty members to be allowed to participate. With the new student colloquiums, the College expects to have an even greater student understanding of the importance of assessment. Of course, faculty members continue to perform course and programmatic assessments, as they always have, but now they can link these assessments to a larger picture and articulate a process of planning and change as a result. The entire culture of assessment at Southern has changed from the perception that assessment is an odd requirement of accreditation to the mindset that assessment is a given, something every responsible faculty member performs as a matter of improving student success.

In addition, with the leadership of the Assessment Committee, Southern has worked to unify and coordinate assessment at the program level. The group began with the evaluation and revision of the general education outcomes, and then progressed through development of general education matrices to link general education assessment, program assessment and course assessment into a unified process. Faculty divisions identified where general education goals were addressed in programs, where program goals should be met, and what tools would assess these goals in particular courses or areas. They specified this information in course syllabi and in general education matrices that have become part of each division's assessment program. They learned to follow through and articulate the use of assessment results and set up a cycle to make sure the process continues.

Finally, assessment reports are now more user-friendly, with explanations included, and they incorporate faculty-developed measures such as math and writing scoring initiatives in addition to standardized testing information. Most importantly, decisions are made as a result of data collected from the assessment process, which has now become truly a program at Southern rather than a plan.

Southern has made great strides in improving the assessment of student academic achievement and, in improving student outcomes, has improved as an institution. The faculty, staff and administration are committed to improving student learning through the assessment of student outcomes.

Appendix A  
Assessment Process Flowchart



Appendix B



2004 Assessment Results

*Office of Vice President of Academic Affairs*

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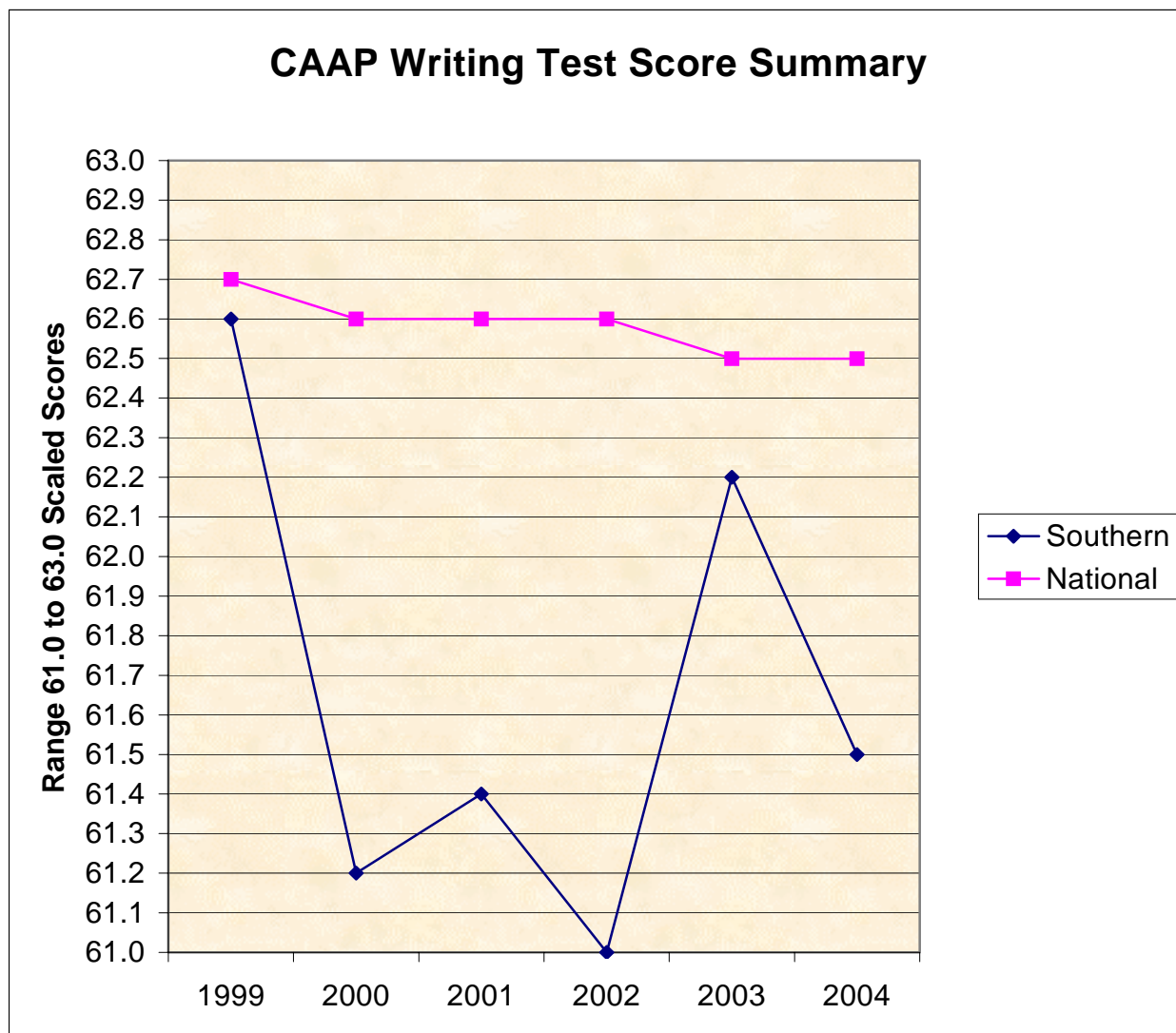
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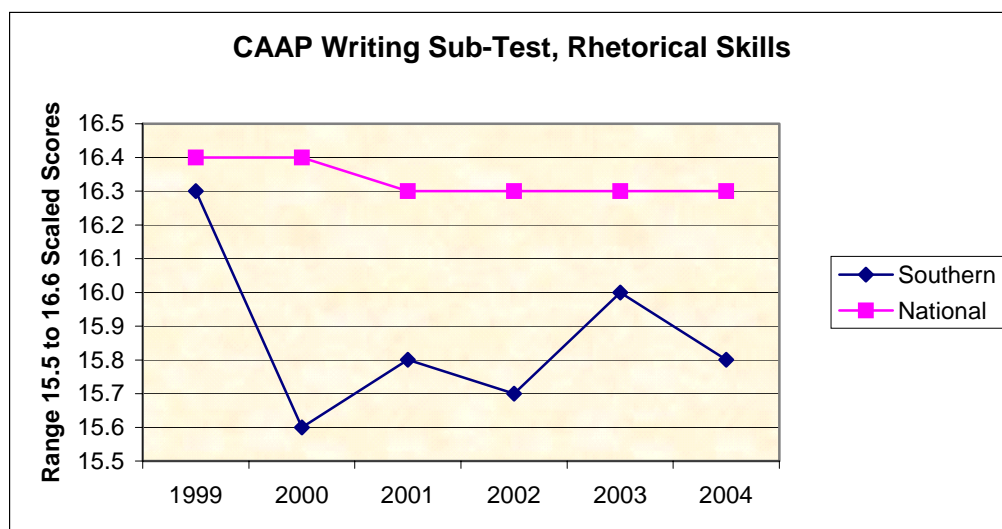
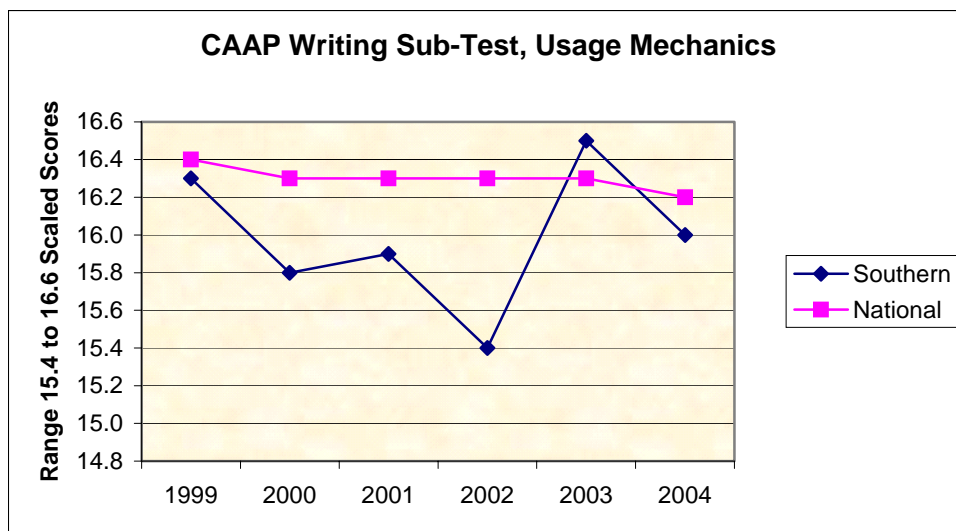
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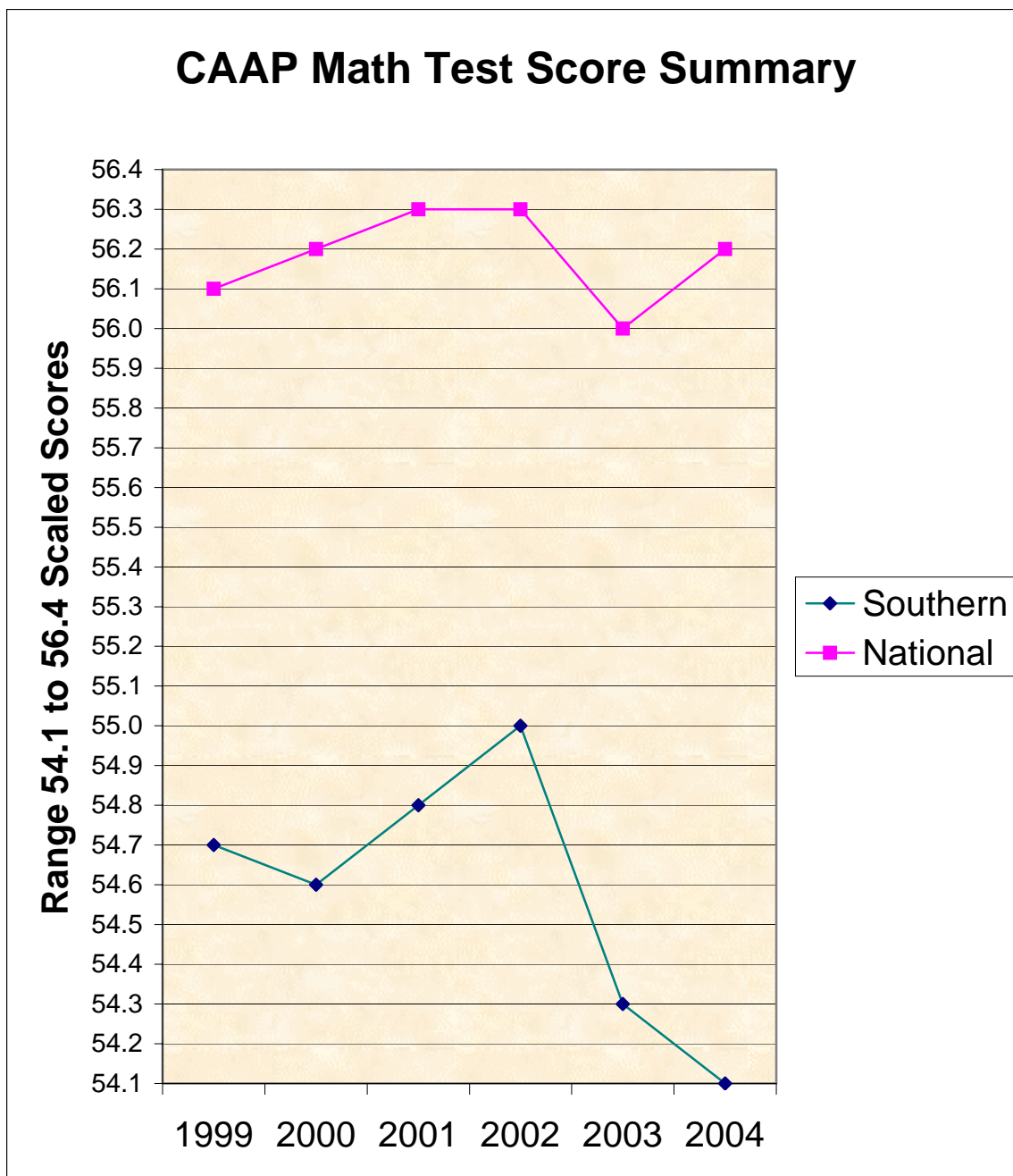
<u>Writing</u>		Usage/Mechanics	Rhetorical	
Range 40-80	<b>National Mean</b>	<b>62.5</b>	16.2	16.3
	Southern Mean	61.5	16.0	15.8
	National Standard Deviation	4.8	2.3	2.5
	Southern's $\bar{z}$ -score	-0.2083	-0.0869	-0.2000
	<u>Math</u>		<u>Basic Algebra</u>	<u>College Algebra</u>
	National Mean	56.2	14.2	14.1
	Southern Mean	54.1	12.8	13.4
	National Standard Deviation	3.5	2.3	2.1
	Southern's $\bar{z}$ -score	-0.6000	-0.608	-0.3333
	<u>Reading</u>		<u>Arts/Literature</u>	<u>Social Sciences</u>
	National Mean	60.6	15.0	15.5
	Southern Mean	59.8	14.7	15.1
	National Standard Deviation	5.4	2.6	2.7
	Southern's $\bar{z}$ -score	-0.1481	-0.1155	-0.1480
	<u>Critical Thinking</u>	No Sub Tests		
	National Mean	60.5		
	Southern Mean	60.0		
	National Standard Deviation	5.5		
	Southern's $\bar{z}$ -score	-0.0909		

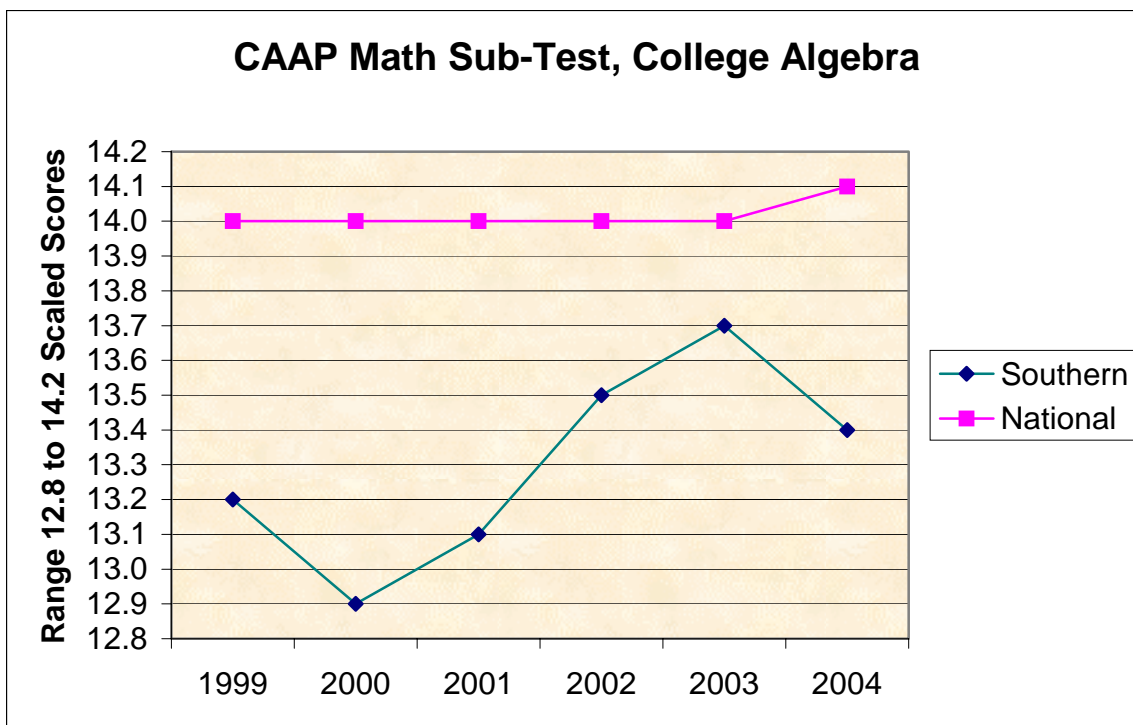
**COLLEGIATE  
ASSESSMENT OF  
ACADEMIC PROFICIENCY  
(CAAP)  
SCORES  
2004**

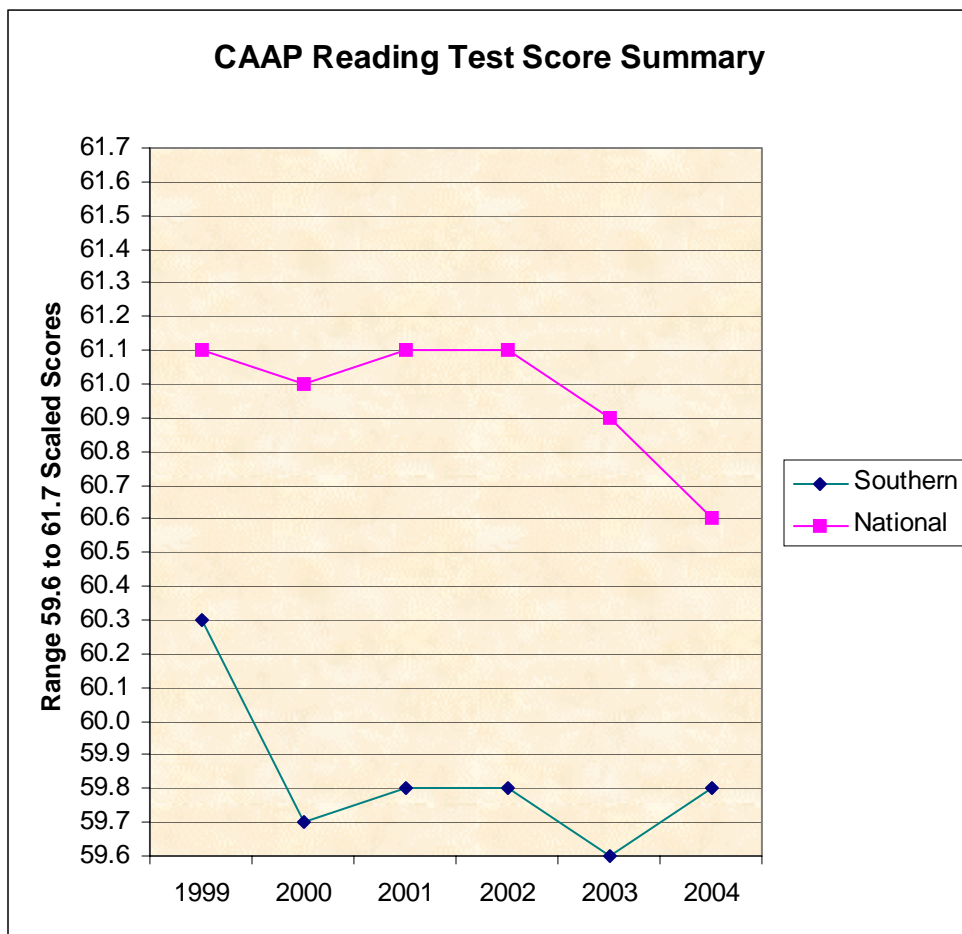


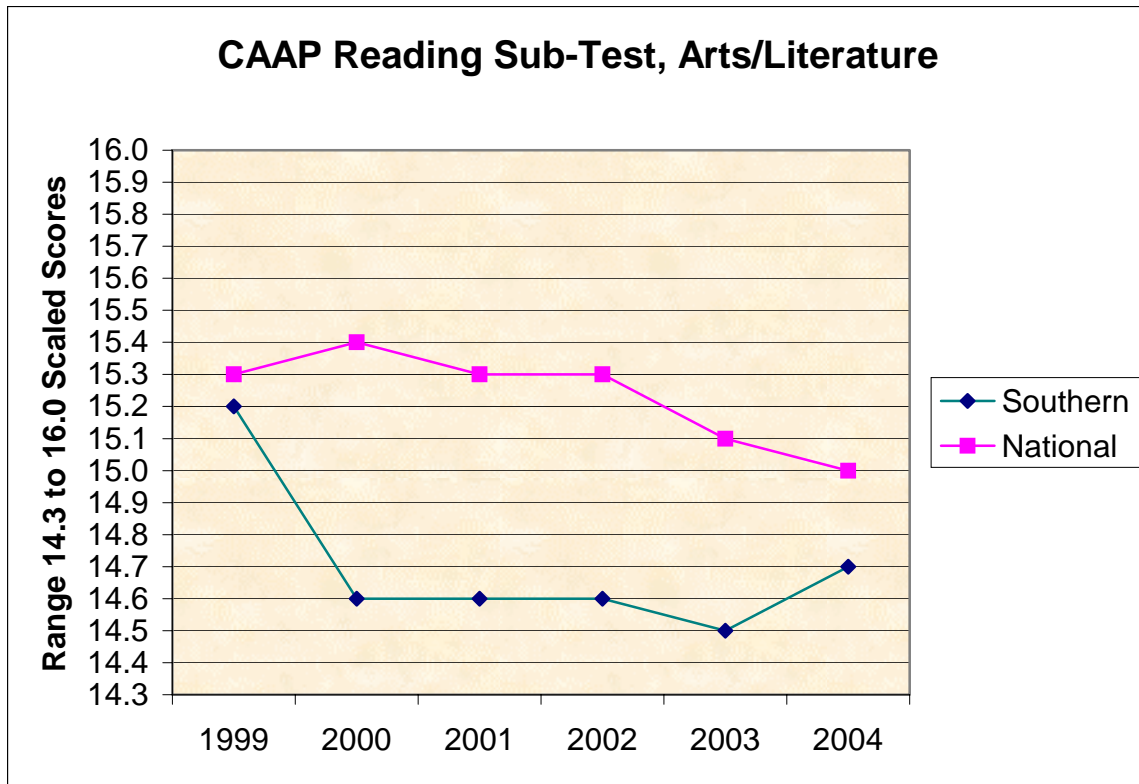


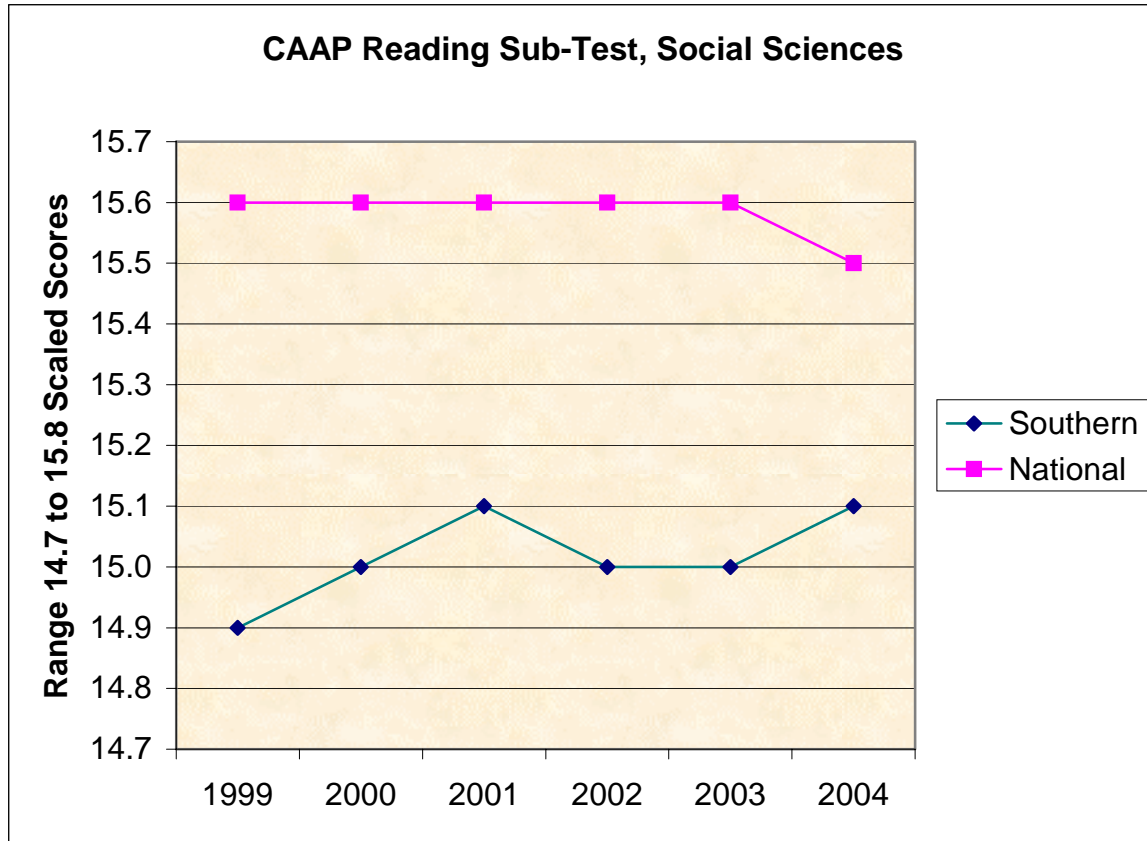


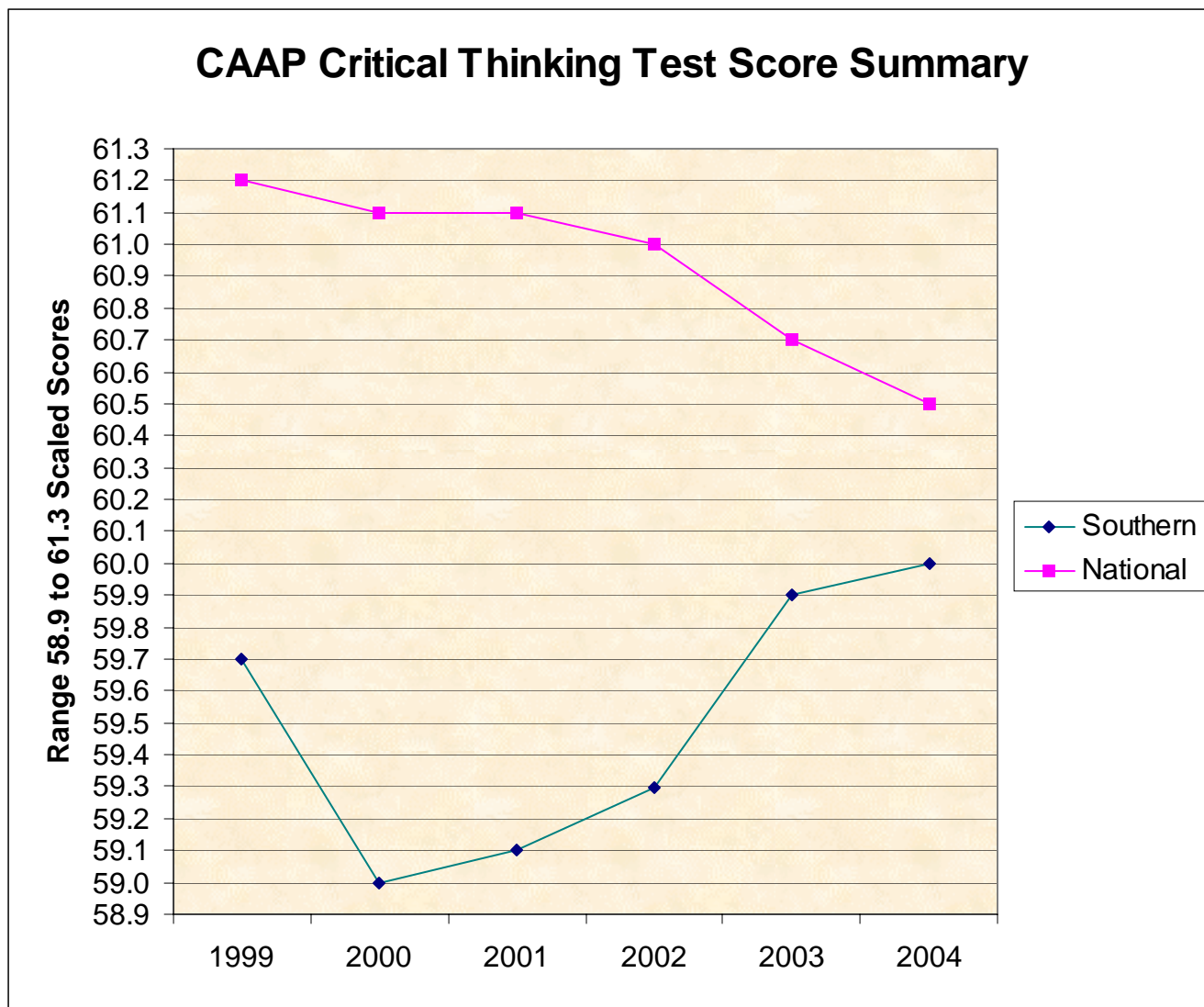




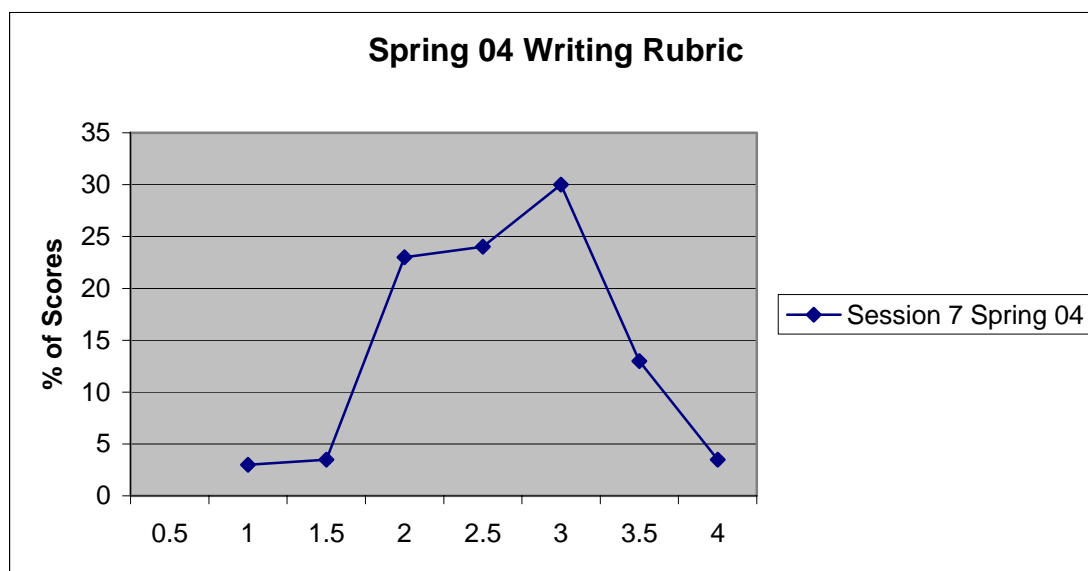
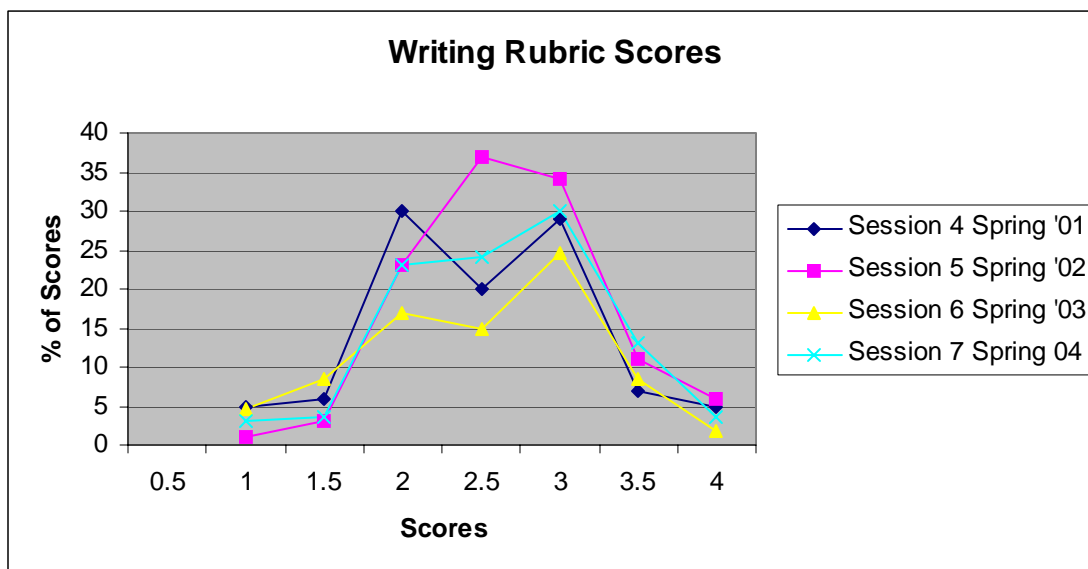












**WorkKeys**  
**SUMMARY**  
**2004**

**AM—Applied Mathematics**  
**RFI—Reading for Information**

WorkKeys Summary  
 Spring 2004  
 Negotiated Level: 83.30%

<b>Program -- AAS</b>	<b>#Pass</b>	<b>#Taken</b>	<b>%Passed</b>
Health Care Technology	5	7	71%
Paramedic Science	5	7	71%
Early Childhood Development	15	16	94%
Information Technology	8	9	89%
Electrical Engineering Technology	3	3	100%
Criminal Justice	7	9	78%
Law Enforcement	3	4	75%
Corrections	4	5	80%
Radiological Technology	13	18	72%
Surgical Technology	1	1	100%
Medical Laboratory Technology	8	13	62%
Nursing	50	50	100%
Business Administration	21	40	53%
Small Business Management	2	5	40%
Marketing	1	1	100%
General Business	14	26	54%
Health Care Management	4	8	50%
Business Accounting	17	18	95%
Office Information Technology	15	15	100%
Medical	8	8	100%
Legal	3	3	100%
Administrative	4	4	100%
Computer Information Systems	8	13	57%
<b>Totals</b>	<b>171</b>	<b>212</b>	<b>80.66%</b>

Those in gray failed to meet negotiated levels.

Students must have successfully met negotiated levels on both portions to be considered successful.

WorkKeys Summary--Continued  
 Spring 2004  
 Negotiated Level: 83.30%

<b>Program -- Certificate</b>	<b>#Pass</b>	<b>#Taken</b>	<b>%Passed</b>
Health Care Technology	2	9	22%
Electrocardiography	2	8	25%
Cert 48	0	1	0%
Information Technology	0	0	N/A
Electrical Engineering Technology	0	0	N/A
Environmental Technology	0	0	N/A
Automotive Power Technology	0	0	N/A
Criminal Justice	0	0	N/A
Pharmacy Technology	0	0	N/A
Radiological Technology	0	0	N/A
Surgical Technology	0	0	N/A
Medical Laboratory Assistant	10	11	91%
Nursing	0	0	N/A
Business Administration	2	3	67%
Cert 61	1	1	100%
Cert 71	1	2	50%
Business Accounting	0	0	N/A
Office Information Technology	0	0	N/A
Computer Information Systems	0	0	N/A
<b>Totals</b>	<b>18</b>	<b>35</b>	<b>51%</b>

Those in gray failed to meet state negotiated levels.

Students must have successfully met negotiated levels on both portions to be considered successful.

<b>Program – AAS and Certificate</b>	<b>#Pass</b>	<b>#Taken</b>	<b>%Passed</b>
Health Care Technology	7	16	44%
Early Childhood Development	15	16	94%
Information Technology	8	9	89%
Electrical Engineering Technology	3	3	100%
Criminal Justice	7	9	78%
Radiological Technology	13	18	72%
Surgical Technology	1	1	100%
Medical Laboratory Technology	7	12	58%
Medical Laboratory Assisting	10	11	91%
Nursing	50	50	100%
Business Administration	23	43	53%
Business Accounting	17	18	95%
Office Information Technology	15	15	100%
Computer Information Systems	8	14	57%
<b>Totals</b>	<b>184</b>	<b>235</b>	<b>78%</b>

Those in gray failed to meet state negotiated levels.

Students must have successfully met negotiated levels on both portions to be considered successful.

**Associate in Applied Science By Applied Math (AM) and Reading for Information (RFI)  
Minimum Met**

<b>Program -- AAS</b>	<b>#Taken</b>	<b>AM #Pass</b>	<b>% Pass</b>	<b>RFI # Pass</b>	<b>%Passes</b>
Paramedic Science	7	5	71%	6	86%
Early Childhood Development	16	15	94%	15	94%
Information Technology	9	9	100%	8	89%
Electrical Eng. Technology	3	3	100%	3	100%
Law Enforcement	4	4	100%	3	75%
Corrections	5	4	80%	5	100%
Radiological Technology	18	14	78%	15	83%
Surgical Technology	1	1	100%	1	100%
Medical Laboratory Technology	13	9	69%	9	69%
Nursing	50	50	100%	50	100%
Small Business Management	5	2	40%	4	80%
Marketing	1	1	100%	1	100%
General Business	26	15	58%	22	85%
Health Care Management	8	4	50%	8	100%
Business Accounting	18	17	94%	18	100%
Medical--OIT	8	8	100%	8	100%
Legal--OIT	3	3	100%	3	100%
Administrative--OIT	4	4	100%	4	100%
Computer Information Systems	13	7	54%	9	69%
<b>Totals</b>	<b>212</b>	<b>175</b>	<b>82.5%</b>	<b>192</b>	<b>90.6%</b>

Those in gray failed to meet state negotiated levels.

**WorkKeys  
Results by  
Degree/Certificate**

***Division: Business/Public Administration***  
**Certificates**

Certificate 71—Business and Public Administration

Major	Gender	Ethnicity	AM	RFI			
71	F	W	6	6			
71	M	W	3	4			
			9	10			
n=2			4.5	5	Mean		
		Distribution	1--3		Total U	1	50%
				1--4	AM & RFI		
			1--6	1--6			
		Standards	5	5	Total S	1	50%
		Minimum Met	1	1	AM & RFI		
		% Successful	50%	50%			

Certificate 61—Business and Public Administration

Major	Gender	Ethnicity	AM	RFI			
61	F	W	6	6			
n=1			6	6	Mean		
		Distribution	1--6	1--6	Total U	0	
					AM & RFI		
		Standards	5	5			
		Minimum Met	1	1			
		% Successful	100%	100%	Total S	1	100%
					AM & RFI		



***Division: Business/Public Administration***

Business Accounting (major 540)

Min. AM (4)

Min. RFI (4)

n=18 17 – 95%

18 – 100%

Min. Both

17 - 95%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	540	F	W	5	4			
WY	540	F	W	6	4			
L	540	F	W	<3	4			
B	540	F	W	5	5			
B	540	F	W	6	5			
W	540	F	W	6	5			
W	540	M	W	4	6			
W	540	F	W	4	6			
W	540	F	W	4	6			
B	540	F	NR	5	6			
L	540	F	NR	5	6			
W	540	F	W	5	6			
WY	540	F	W	6	6			
L	540	F	W	7	6			
L	540	M	W	7	6			
L	540	F	W	7	6			
B	540	F	W	6	7			
W	540	F	W	4	6			
				92	100			
	n=18			5.11	5.56	Mean		
			Standard	4	4			
			Distribution	1--<3		Total U	1	5%
				4--4	3--4	AM & RFI		
				5--5	3--5			
				5--6	11--6			
				3--7	1--7	Total S	17	95%
			Unsuccessful (U)	1	0	AM & RFI		
			Successful (S)	17	18			
			% Successful	95%	100%			

***Division: Business/Public Administration***

Business Administration: Health Care Management Option  
(major 541)

n=8      Min. AM (5)      Min. RFI (5)  
              4 – 50%      8– 100%  
              Min. Both  
              4 – 50%

Campus	Major	Gender	Ethnicity	AM	RFI			
B	541	F	W	3	5			
W	541	F	AA	3	5			
WY	541	F	H	5	5			
L	541	M	W	4	6			
W	541	F	W	4	6			
L	541	F	W	7	6			
WY	541	F	W	7	6			
W	541	F	W	5	7			
				38	46			
	n=8			4.75	5.75	Mean		
			Distribution	2--3		Total U	4	50%
				2--4		AM & RFI		
				2--5	3--5			
					4--6			
				2--7	1--7	Total S	4	50%
						AM & RFI		
			Standards	5	5			
			Minimum	4	8			
			% Successful	50%	100%			

***Division: Business/Public Administration***Business Administration: General Business Option  
(major 542)

n=26      Min. AM (5)  
14 – 54%      Min. RFI (5)  
22 – 85%  
Min. Both  
14 – 54%

Campus	Major	Gender	Ethnicity	AM	RFI			
WY	542	F	W	4	3			
B	542	F	W	3	4			
WY	542	F	W	4	4			
B	542	F	W	4	5			
B	542	M	NR	4	5			
L	542	F	W	4	5			
W	542	F	W	4	5			
W	542	F	W	4	5			
W	542	F	W	4	5			
L	542	F	W	5	5			
W	542	M	W	5	5			
W	542	F	W	5	5			
L	542	M	AA	4	6			
WY	542	F	W	4	6			
B	542	F	W	5	6			
B	542	F	W	6	6			
B	542	F	W	6	6			
L	542	F	W	6	6			
W	542	F	W	6	6			
W	542	F	W	6	6			
WY	542	M	W	6	6			
L	542	F	W	5	7			
W	542	F	W	5	5			
W	542	F	W	6	5			
W	542	M	W	7	6			
W	542	F	AA	<3	4	Total U	12	46%
				124	137	AM & RFI		
			Mean	4.76	5.27			
			Distribution	1--3 1<3	1--3	Total S	14	54%
				10--4	2--4	AM & RFI		
	n=26			6--5	11--5			
				7--6	10--6			
				1--7	1--7			
			Standards	5	5			
			Minimum	14	22			
			% Successful	54%	85%			

***Division: Business/Public Administration***

Business Administration: Marketing  
(major 543)

Min. AM (4)                      Min. RFI (5)  
 n=1      1 – 100%                      1 – 100%  
 Min. Both  
 1 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
B	543	M	W	5	7			
	n=1			5	7	Mean		
			Distribution	1--5		Total U	0	
						AM & RFI		
					1--7			
			Standards	4	5	Total S	1	100%
			Minimum	1	1	AM & RFI		
			% Successful	100%	100%			
	Business Administration							

***Division: Business/Public Administration***

Business Administration: Small Business Management Option  
(major 544)

Min. AM (5)                      Min. RFI (5)  
n=5      2 – 40%                      4 – 80%  
Min. Both  
2 – 40%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	544	M	W	<3	4			
WY	544	F	AA	3	5			
L	544	M	W	5	5			
W	544	M	W	6	5			
B	544	F	W	4	6			
				18	25			
	n=5							
				3.6	5	Mean		
			Distribution	1--<3		Total U	3	60%
				1--3		AM & RFI		
				1--4	1--4			
				1--5	3--5			
				1--6	1--6	Total S	2	40%
						AM & RFI		
			Standards	5	5			
			Minimum	2	4			
			% Successful	40%	80%			

***Division: Business/Public Administration***Office Information Technology: Administrative Option  
(major 557)

n=4      Min. AM (4)      Min. RFI (4)  
             4 – 100%      4 – 100%  
             Min. Both  
             4 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	557	F	W	7	6			
L	557	F	W	4	5			
L	557	F	W	4	6			
L	557	F	NR	4	6			
				19	23			
	n=4			4.75	5.75	Mean		
			Distribution	3--4		Total U	0	
					1--5	AM & RFI		
					3--6			
				1--7				
						Total S	4	100%
			Standards	4	4	AM & RFI		
			Minimum	4	4			
			% Successful	100%	100%			
	OIT							

***Division: Business/Public Administration***Office Information Technology: Legal Option  
(major 558)

n=3      Min. AM (4)      Min. RFI (4)  
              3 – 100%      3 – 100%  
              Min. Both  
              3 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	558	F	W	5	6			
L	558	F	W	6	6			
W	558	F	W	4	7			
				15	19			
	n=3			5	6.3	Mean		
			Distribution	1--4		Total U	0	
				1--5		AM & RFI		
				1--6	2--6			
					1--7			
						Total S	3	100%
			Standards	4	4	AM & RFI		
			Minimum	3	3			
			% Successful	100%	100%			
OIT								

***Division: Business/Public Administration***Office Information Technology: Medical Option  
(major 559)

n=8      Min. AM (4)      Min. RFI (4)  
             8 –100 %      8 –100%  
             Min. Both  
             8 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	559	F	W	4	4			
W	559	F	W	4	4			
B	559	F	W	5	4			
W	559	F	W	4	5			
W	559	F	W	4	5			
W	559	F	W	4	6			
WY	559	F	W	5	6			
W	559	F	W	6	7			
				36	41			
	n=8			4.5	5.1	Mean		
			Distribution	5--4	3--4	Total U	0	
				2--5	2--5	AM & RFI		
				1--6	2--6			
					1--7			
						Total S	8	100%
			Standards	4	4	AM & RFI		
			Minimum	8	8			
	OIT		% Successful	100%	100%			



***Division: Business/Public Administration***

Criminal Justice: Corrections

(major 591)

n=5      Min. AM (4)      Min. RFI(5)  
              4–80%      5– 100%  
              Min. Both  
              4 – 80%

Campus	Major	Gender	Ethnicity	AM	RFI			
W	591	F	NR	3	5			
WY	591	F	W	5	5			
WY	591	F	W	6	5			
L	591	F	W	4	6			
W	591	F	W	4	6			
				22	27			
	n=5			4.4	5.4	Mean		
			Distribution	1--3		Total U	1	20%
				2--4		AM & RFI		
				1--5	3--5			
				1--6	2--6			
						Total S	4	80%
			Standards	4	5	AM & RFI		
Criminal Justice								
			Minimum	4	5			
				80%	100%			

***Division: Business/Public Administration***

Criminal Justice: Law Enforcement  
(major 592)

Min. AM (4)                      Min. RFI (5)  
n= 4    4 – 100%                      3 – 75%  
Min. Both  
3 – 75%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	592	F	W	4	4			
L	592	M	W	4	5			
L	592	F	W	5	5			
WY	592	M	W	6	6			
				19	20			
	n=4			4.75	5	Mean		
			Distribution	2--4	1--4	Total U	1	25%
				1--5	2--5	AM & RFI		
				1--6	1--6			
			Standards	4	5	Total S	3	75%
						AM & RFI		
			Minimum	4	3			
			% Successful	100%	75%			

**Division: Universal Parallel**

Criminal Justice (major 220/47)

Min. AM (4)

Min. RFI (5)

n= 2

2 – 100%

2 – 100%

Min. Both

2 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	220	F	W	4	5			
W	220	F	W	4	5			
	n=2			4	5	Mean		
			Distribution	2--4		Total U	0	
					2--5	AM & RFI		
			Standard	4	5			
			Minimum	2	2	Total S	2	100%
			% Successful	100%	100%	AM & RFI		

**Division: Allied Health****Certificates**

Electrocardiography Option

(major 011)

n=8      Min. AM (5)      Min. RFI (5)  
          2 – 25%      7 – 88%  
          Min. Both  
          2 – 25%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	11	F	W	4	4			
L	11	F	W	3	5			
L	11	F	A	4	5			
L	11	F	W	4	5			
W	11	F	W	4	5			
W	11	F	W	4	6			
W	11	F	W	5	6			
W	11	F	W	5	6			
				33	42			
				4.125	5.25	Mean		
	n=8							
			Distribution	1--3	1--4	Total U	6	75%
				5--4	4--5	AM & RFI		
				2--5	3--6			
			Standards	5	5	Total S	2	25%
			Minimum	2	7	AM & RFI		
			% Successful	25%	88%			

**Division: Allied Health  
Certificates**

Certificate 48—Allied Health

Campus	Major	Gender	Ethnicity	AM	RFI			
W	48	F	W	3	7			
	n=1			3	7	Mean		
			Distribution	1--3	1--7	Total U	1	100%
						AM & RFI		
			Standards	5	5			
			Minimum	0	1	Total S	0	0%
			% Successful	0%	100%	AM & RFI		

**Division: Allied Health  
Certificates**

Medical Lab Assistant  
(major 012)

n=11      Min. AM (4)      Min. RFI (4)  
              10 – 91%      11 – 100%  
              Min. Both  
              10 – 91%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	12	F	W	3	4			
B	12	F	W	5	4			
L	12	F	W	4	5			
W	12	F	W	4	5			
L	12	F	W	5	5			
W	12	F	W	5	5			
L	12	M	W	6	5			
L	12	F	AA	4	6			
L	12	F	W	5	6			
L	12	F	W	5	6			
W	12	F	W	5	6			
				51	57			
				4.636	5.181	Mean		
	n=11		Distribution	1--3		Total U	1	9%
				3--4	2--4	AM & RFI		
				6--5	5--5			
				1--6	4--6			
						Total S	10	91%
			Standards	4	4	AM & RFI		
			Minimum	10	11			
			% Successful	91%	100%			

**Division: Allied Health**  
Surgical Technology

(major 441)

n=1      Min. AM (5)      Min. RFI (5)  
              1 – 100%      1 – 100%  
              Min. Both  
              1 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	441	M	W	5	5			
	n=1			5	5	Mean		
			Distribution	1--5	1--5	Total U		
						AM & RFI		
			Standard	5	5			
			Minimum	1	1			
			% Successful	100%	100%	Total S	1	100%
						AM & RFI		

**Division: Allied Health**

Medical Lab Technology

(major 442)

n=12      Min. AM (5)      Min. RFI (5)  
             8 – 67%      8 – 67%  
             Min. Both  
             7 – 58%

Campus	Major	Gender	Ethnicity	AM	RFI			
B	442	M	W	3	4			
W	442	F	W	4	4			
W	442	F	W	4	4			
B	442	M	W	6	4			
W	442	M	W	4	5			
B	442	F	W	6	5			
L	442	F	W	6	5			
L	442	F	W	5	6			
W	442	F	W	5	6			
W	442	F	E	5	7			
B	442	F	NR	6	7			
L	442	F	W	7	7			
				61	64			
	n=12			5.08	5.33	Mean		
			Distribution	1--3		Total U	5	42%
				3--4	4--4	AM & RFI		
				3--5	3--5			
				4--6	2--6			
				1--7	3--7	Total S	7	58%
			Standard	5	5	AM & RFI		
			Minimum	8	8			
			% Successful	67%	67%			



**Division: Allied Health**  
**Radiologic Technology**  
 (major 469)

n=17      Min. AM (5)      Min. RFI (5)  
              14 – 82%      15 – 88%  
              Min. Both  
              13 – 76%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	469	M	W	4	4			
W	469	F	W	5	4			
L	469	F	W	4	5			
L	469	F	W	5	5			
L	469	M	W	5	5			
L	469	F	W	6	5			
L	469	F	W	6	5			
L	469	F	W	6	5			
L	469	F	W	4	6			
L	469	M	W	5	6			
L	469	F	W	5	6			
L	469	M	W	5	6			
W	469	F	W	5	6			
WY	469	F	W	5	6			
W	469	M	W	6	6			
W	469	F	W	6	6			
L	469	F	W	7	6			
				89	92			
	n=17			5.24	5.41	Mean		
			Distribution	3--4	2--4	Total U	4	24%
				8--5	6--5	AM & RFI		
				5--6	9--6			
				1--7				
						Total S	13	76%
			Standard	5	5	AM & RFI		
			Minimum	14	15			
			% Successful	82%	88%			

**Division: Allied Health**

Paramedic Science

(major 443)

n=7      Min. AM (5)      Min. RFI (5)  
              5 – 71%      6 – 86%  
              Min. Both  
              5 – 71%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	443	M	W	4	5			
B	443	M	W	5	5			
WY	443	M	W	6	5			
B	443	F	W	6	6			
L	443	F	W	6	6			
L	443	F	W	6	7			
L	443	M	NR	<3	<3			
				33	34			
	n=7			4.71	4.86	Mean		
			Distribution	1<3	1<3	Total U	2	29%
				1--4		AM & RFI		
				1--5	3--5			
				4--6	2--6			
					1--7	Total S	5	71%
			Standard	5	5	AM & RFI		
			Minimum	5	6			
			% Successful	71%	86%			
	Health Care Technology							

**Division: Allied Health  
Nursing  
(major 444)**

**n=50      Min. AM (4)      Min. RFI (4)**  
**50 – 100%      50 – 100%**  
**Min. Both**  
**50 – 100%**

Campus	Major	Gender	Ethnicity	AM	RFI						
L	444	F	W	4	4						
L	444	M	W	4	4						
W	444	M	W	4	4						
L	444	F	W	5	4						
L	444	F	W	5	4						
WY	444	M	W	5	4						
L	444	F	W	5	5						
W	444	F	W	5	5						
W	444	F	W	5	5						
W	444	F	W	5	5						
B	444	F	W	6	5						
B	444	F	W	6	5						
L	444	F	W	6	5						
L	444	F	W	6	5						
L	444	M	W	6	5						
W	444	F	W	6	5						
W	444	M	W	6	5						
W	444	F	W	6	5						
B	444	F	W	7	5						
L	444	M	W	7	5						
B	444	F	W	4	6						
L	444	M	W	4	6						
B	444	F	W	5	6						
B	444	F	W	5	6						
L	444	F	W	5	6						
L	444	F	W	5	6						
L	444	M	W	5	6						
L	444	F	W	5	6						
L	444	F	W	5	6						
L	444	M	W	5	6						
W	444	F	W	5	6						
WY	444	F	W	5	6						
B	444	F	W	6	6						
L	444	F	W	6	6						

Campus	Major	Gender	Ethnicity	AM	RFI						
L	444	F	W	6	6						
L	444	F	W	6	6						
L	444	F	W	6	6						
L	444	F	W	6	6						
L	444	F	W	6	6						
W	444	F	W	6	6						
W	444	F	W	6	6						
W	444	F	W	6	6						
W	444	F	W	7	6	Distribution	5--4	6--4	Total U	0	
L	444	F	W	5	7		18--5	14--5	AM & RFI		
L	444	F	W	6	7		20--6	24--6			
B	444	F	W	7	7		7--7	6--7			
L	444	M	W	7	7	Standard	4	4	Total S	50	100%
L	444	F	W	7	7	Minimum	50	50	AM & RFI		
L	444	M	W	7	7	% Successful	100%	100%			
L	444	F	NR	6	6						
				279	280						
	n=50			5.6	5.6	Mean					

Nursing (Continued)

**Division: Technology and Engineering Programs**

Electrical Engineering Technology  
(major 670)

n=3      Min. AM (5)      Min. RFI (5)  
              3 – 100%      3 – 100%  
              Min. Both  
              3 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
B	670	M	W	7	6			
L	670	M	W	5	5			
L	670	M	W	6	6			
				18	17			
	n=3			6	5.7	Mean		
			Distribution	1--5	1--5	Total U	0	0
				1--6	2--6	AM & RFI		
				1--7				
			Standards	5	5	Total S	3	100%
			Minimum	3	3	AM & RFI		
			% Successful	100%	100%			

**Division: Technology and Engineering Programs**  
 Computer Information Systems  
 (major 665)

n=11      Min. AM (5)      Min. RFI (5)  
              7 – 64%      9 – 82%  
              Min. Both  
              7 – 64%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	665	M	W	3	4			
L	665	M	W	4	4			
WY	665	F	W	4	5			
L	665	M	W	5	5			
L	665	F	W	5	5			
L	665	M	W	5	5			
L	665	M	W	6	5			
L	665	M	W	6	5			
WY	665	F	W	4	6			
L	665	M	W	5	6			
W	665	F	W	5	6			
				52	56			
	n=11			4.73	5.09	Mean		
			Distribution	1--3		Total U	4	36%
				3--4	2--4	AM & RFI		
				5--5	6--5			
				2--6	3--6			
						Total S	7	64%
			Standards	5	5	AM & RFI		
			Minimum	7	9			
			% Successful	64%	82%			

**Division: Technology and Engineering Programs**  
 Information Technology  
 (major 690)

n=8      Min. AM (5)      Min. RFI (5)  
             8 – 100%      7 – 87%  
             Min. Both  
             7 – 87%

Campus	Major	Gender	Ethnicity	AM	RFI			
B	690	M	W	6	4			
B	690	M	W	7	5			
L	690	M	NR	5	6			
L	690	M	W	5	6			
W	690	M	W	5	6			
L	690	M	W	7	6			
L	690	M	W	7	7			
L	690	M	W	7	7			
				49	47			
	n=8			6.13	5.88	Mean		
			Distribution		1--4	Total U	1	13%
				3--5	1--5	AM & RFI		
				1--6	4--6			
				4--7	2--7			
						Total S	7	87%
			Standards	5	5	AM & RFI		
			Minimum	8	7			
			% Successful	100%	87%			

**Division: Technology and Engineering Programs**

PC Support Specialist

(major 666)

n=2      Min. AM (5)      Min. RFI (5)  
             0 – 0%              0 – 0%  
             Min. Both  
             0 – 0%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	666	F	W	3	4			
L	666	M	W	3	4			
	n=2			3	4	Mean		
			Distribution	2--3		Total U	2	100%
					2--4	AM & RFI		
			Standards	5	5			
			Minimum	0	0	Total S	0	0%
			% Successful	0%	0%	AM & RFI		

## Customized AAS--754

n=1      Min. AM (5)      Min. RFI (5)  
             1 – 100%              1 – 100%  
             Min. Both  
             1 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
WY	754	M	W	6	5			
	n=1			6	5	Mean		
			Distribution		1--5	Total U	0	
				1--6		AM & RFI		
			Standards	5	5			
			Minimum	1	1	Total S	1	100%
			% Successful	100%	100%	AM & RFI		



*Division: Humanities and Social Sciences*Early Childhood Development  
(major 985)

n=14      Min. AM (4)      Min. RFI (4)  
              13 – 93%      13 – 93%  
              Min. Both  
              13 - 93%

Campus	Major	Gender	Ethnicity	AM	RFI			
WY	985	F	W	3	4			
WY	985	F	W	4	5			
WY	985	F	W	4	5			
W	985	F	W	5	5			
WY	985	F	W	5	5			
WY	985	F	W	4	6			
WY	985	F	W	5	6			
WY	985	F	W	5	6			
WY	985	F	W	6	6			
L	985	F	W	4	7			
WY	985	F	W	4	7			
L	985	F	W	5	7			
W	985	F	W	5	7			
WY	985	F	W	6	7			
				65	83			
	n=14			4.64	5.93	Mean		
			Distribution	1--3		Total U	1	7%
				5--4	1--4	AM & RFI		
				6--5	4--5			
				2--6	4--6			
					5--7	Total S	13	93%
						AM & RFI		
			Standards	4	5			
			Minimum	13	13			
			% Successful	93%	93%			

*Division: Humanities and Social Sciences*

Child Development Specialist—752

Min. AM (4)

Min. RFI (4)

n=2

2 – 100%

2 – 100%

Min. Both

2 - 100%

Campus	Major	Gender	Ethnicity	AM	RFI			
L	752	F	W	5	5			
W	752	F	W	4	5			
				9	10			
	n=2			4.5	5	Mean		
			Distribution	1--4		Total U	0	
				1--5	2--5	AM & RFI		
			Standards	4	5			
			Minimum	2	2	Total S	2	100%
			% Successful	100%	100%	AM & RFI		

### **Explanation of Instruments and Data Collection**

The 2003-2004 College-Wide Assessment Data packet contains data gained from CAAP, WorkKeys, and the Writing Rubric. The data are presented in graphical format when possible for ease of comparison of the data.

The CAAP data are provided for the test score summaries in Writing, Math, Reading, and Critical Thinking. It is also provided for each of the sub-tests for these assessment areas if a sub-test was administered. The CAAP data displays the national mean scaled score and Southern's mean scaled score for each year the tests were administered.

WorkKeys Data is also provided in graphical format. Each program is listed by division and number. Other data reported includes campus, gender and ethnicity. Minimum acceptable scores for each program are also provided. In the charts "U" is unsatisfactory, not meeting the minimum score and "S" is satisfactory, meeting the minimum score. In 2004 tests in Applied Math (AM) and Reading for Information (RFI) were administered. The Teamwork test was administered for the purposes of fieldtesting the instrument and results are not included in the report.

For information regarding z scores please visit the following website:  
<http://www.acastat.com/Statbook/zscore.htm>. The explanation is excellent.

## COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY

## OVERVIEW

**CAAP (COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY)** is a standardized, user-normed assessment of academic achievement. CAAP consists of one essay and five objective tests. Since its development, CAAP has been administered by over 500 two- and four-year post-secondary institutions to measure individual and group achievement in foundational skills, typically at the end of the sophomore year. The CAAP tests are curriculum-based for the most part and measure higher order skills beyond the mere recall of facts. These skills are considered critical for functioning well in the workplace. Each of the tests administered by Southern is described below.

**WRITING SKILLS TEST**

Assesses understanding of standard written English usage/mechanics (punctuation, grammar, sentence structure), and rhetorical skills (strategy, organization, style). Spelling, vocabulary, and rote recall of rules of grammar are not tested.

**READING TEST**

Assesses reading comprehension; the student is required to derive meaning from several texts by 1) referring to what is explicitly stated; 2) reasoning to determine implicit meanings; 3) drawing conclusions, comparisons and generalizations. Selected passages include topics from fiction, the humanities, social sciences and natural sciences.

**MATHEMATICS TEST**

Assesses mathematical reasoning ability with an emphasis on solving math problems across a range of post secondary curricula; emphasizes quantitative reasoning rather than the memorization of formulas.

**CRITICAL THINKING TEST**

Assesses the ability to clarify, analyze, evaluate and extend arguments, which are defined as a sequence of statements including a claim that the conclusion follows from the other statements. Formats include case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, or editorials.

## Contents of the CAAP Tests

### CAAP – Collegiate Assessment of Academic Proficiency

#### Writing Skills Test

The Writing Skills Test measures students' understanding of the following conventions of standard written English:

*Punctuation* Items in this category test the use and placement of commas, colons, semicolons, dashes, parentheses, apostrophes, and quotation, question, and exclamation marks.

*Grammar* Items in this category examine the use of adjectives, adverbs, and conjunctions, and test the agreement between subject and verb, and between pronouns and their antecedents.

*Sentence Structure* Items in this category test relationships between/among clauses, the placement of modifiers, and shifts in construction.

*Organization* Items in this category test the organization of ideas and the relevance of statements in context (order, coherence, unity).

*Strategy* Items in this category examine the appropriateness of expression in relation to audience and purpose, the strengthening of writing with appropriate supporting material, and the effective choice of statements of theme and purpose.

*Style* Items in this category test precision and appropriateness in the choice of words and images, rhetorically effective management of sentence elements, avoidance of ambiguous pronoun references, and economy in writing.

CAPP does not return results by category; aggregate is reported.

#### Mathematics Test

The Mathematics Test measures students' mathematical reasoning abilities. It emphasizes quantitative reasoning rather than the memorization of formulas.

*Pre-algebra and elementary algebra* Items in this category are based on integers and algebraic expressions. Students may be required to solve linear equations.

### Reading Test

The Reading Test measures reading comprehension as a product of skill in referring, reasoning, and generalizing. The test consists of passages selected from fiction, the humanities, and the social and natural sciences.

Students are required to derive meaning from the passages by the following:

- \*referring to what is explicitly stated
- \*reasoning to determine implicit meanings
- \*drawing conclusions, comparisons, and generalizations beyond the text

### Critical Thinking Test

The Critical Thinking Test consists of passages that present one or more arguments in a variety of formats, including case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, and editorials. The test measures students' skills in the following areas:

- \*clarifying and analyzing the elements of an argument
- \*evaluating an argument
- \*extending an argument

## WorkKeys Content by Level

### Applied Mathematics

The Applied Mathematics assessment measures the examinee's skill in applying reasoning to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. As on the job, the calculator serves as a tool for problem solving. A formula sheet that includes all formulas required for the assessment is provided.

This assessment contains questions at five levels of complexity, with Level 3 being the least complex and Level 7 being the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. Examinees are given 45 minutes to solve 33 multiple-choice problems.\*

#### ***Level 3***

Problems at Level 3 measure the examinee's skill in performing basic mathematical operations (addition, subtraction, multiplication, and division) and conversions from one form to another using whole numbers, fractions, decimals, or percentages. Solutions to problems at Level 3 are straightforward, involving a single type of mathematical operation. For example the examinee might be required to add several numbers or to calculate the correct change in a simple financial transaction.

Problems at this level translate easily from a verbal setup to a mathematical equation. All the information needed to solve the problems is provided in a logical order and no unrelated information is included. Problem setups may include units of measurement. However, with the exception of dollars and cents, these units function solely as labels and are not involved in actual calculations.

#### ***Level 4***

Problems at Level 4 measure the examinee's skill in performing one or two mathematical operations, such as addition, subtraction, or multiplication, on several positive or negative numbers. (Division of negative numbers is not covered until Level 5.) Problems may require adding commonly known fractions, decimals, or percentages (e.g.  $\frac{1}{2}$ , .75, 25%), or adding three fractions that share a common denominator. At this level, the examinee is also required to calculate averages, simple ratios, proportions, and rates, using whole numbers and decimals.

Problems at this level require the examinee to reorder verbal information before performing calculations. The examinee must read the entire problem carefully to determine which operation(s)

to perform and in what order. For some problems, examinees must read a simple chart or graph to obtain the information needed to solve the problem.

### ***Level 5***

Problems at Level 5 require the examinee to look up and calculate single-step conversions within English or non-English systems of measurement (e.g., converting from ounces to pounds or from centimeters to meters) or between systems of measurement (e.g., converting from centimeters to inches). These problems also require calculations using mixed units (e.g., hours and minutes).

Problems at this level contain several steps of logic and calculation. The examinee must determine what information, calculations, and unit conversions are needed to find a solution. For example, the examinee might be asked to calculate perimeters and areas of basic shapes, to calculate percent discounts or markups, or to complete a balance sheet or order form.

### ***Level 6***

Problems at Level 6 measure the examinee's skill in using negative numbers, fractions, ratios, percentages, and mixed numbers in calculations. For example, the examinee might be required to calculate multiple rates, to find areas of rectangles or circles and volumes of rectangular solids, to solve problems that compare production rates and pricing schemes. The examinee might need to transpose a formula before calculation or to look up and use two formulas in conversions within a system of measurement. Level 6 problems may also involve identifying and correcting errors in calculations.

Problems at Level 6 may require considerable translation from verbal form to mathematical expression. They generally require considerable setup and involve multiple-step calculations or conversions.

### ***Level 7***

Problems at Level 7 require multiple steps of logic and calculation. For example, the examinee may be required to convert between systems of measurement that involve fractions, mixed numbers, decimals, or percentages; to calculate multiple areas and volumes of spheres, cylinders and cones; to set-up and manipulate complex ratios and proportions; or to determine the better economic value of several alternatives. Problems may involve more than one unknown, nonlinear functions, and applications of basic statistical concepts (e.g., error of measurement). The examinee may be required to locate errors in multiple-step calculations.

At this level, problem content or format may be unusual, and the information presented may be incomplete or implicit, requiring the examinee to derive the information needed to solve the problem from the setup.

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## Reading for Information

The Reading for Information assessment measures an examinee's skill in reading and understanding work-related instructions and policies. The reading passages and questions in the assessment are based on the actual demands of the workplace. Passages take the form of memos, bulletins, notices, letters, policy manuals, and governmental regulations. Such materials differ from the expository and narrative texts used in most reading instructions, which are usually written to facilitate reading. Workplace communication is not necessarily well-written or targeted to the appropriate audience. Because the Reading for Information assessment uses workplace texts, the assessment is more reflective of actual workplace conditions.

The reading materials and related multiple-choice questions comprise five levels of complexity, with Level 3 being the least complex and Level 7 the most complex. Although Level 3 is the least complex, the questions require a level of reading skill well above simple decoding. The levels build on each other, each incorporating the skills assessed at the preceding levels. Examinees are given 45 minutes to answer 33 multiple-choice questions.

### *Level 3*

Questions at Level 3 measure the examinee's skill in reading short, uncomplicated passages which use elementary vocabulary. The reading materials include basic company policies, procedures, and announcements. All of the information needed to answer the questions is stated clearly in the reading materials, and the questions focus on the main points of the passages. At this level, the wording of the questions and answers is similar or identical to the wording used in the reading materials.

Questions at Level 3 require the examinee to

- identify uncomplicated key concepts and simple details;
- recognize the proper placement of a step in a sequence of events, or the proper time to perform a task;
- identify the meaning of a word that is defined within the passage;
- identify the meaning of a simple word that is not defined within the passage and;
- recognize the application of instructions given in the passage to situations that are also described in the passage.

***Level 4***

At Level 4, the reading passages are slightly more complex than those at Level 3. They contain more detail and describe procedures which involve a greater number of steps. Some passages describe policies and procedures with a variety of factors which must be considered in order to decide on appropriate behavior. The vocabulary, while elementary, includes words that are more difficult than those at Level 3. For example, the word “immediately” may be used at this level, whereas at Level 3 the phrase “right away” would be used. At this level, the questions and answers are paraphrased from the passage.

In addition to the skills tested at the preceding level, questions at Level 4 require the examinee to

- identify important details that are less obvious than those in Level 3;
- recognize the application of more complex instructions, some of which involve several steps, to describe situations;
- recognize cause-effect relationships; and
- determine the meaning of words that are not defined in the reading material.

***Level 5***

Passages at Level 5 are more detailed, more complicated, and cover broader topics than those at Level 4. Words and phrases may be specialized (e.g., jargon and technical terms), and some words may have multiple meanings. Questions at this level typically call for applying information given in the passage to a situation that is not specifically described in the passage. All of the information needed to answer the questions is stated clearly in the passages, but the examinee may need to take several considerations into account in order to choose the correct responses.

In addition to the skills tested at the preceding levels, questions at Level 5 require the examinee to

- identify the paraphrased definition of a technical term or jargon that is defined in the passage;
- recognize the application of technical terms or jargon to stated situations;
- recognize the definition of an acronym that is defined in the passage;
- identify the appropriate definition of a word with multiple meaning;
- recognize the application of instructions from the passage to new situations that are similar to those described in the reading materials; and
- recognize the application of more complex instructions to described situations, including conditionals and procedures with multiple steps.

***Level 6***

Passages at Level 6 are significantly more difficult than those at the previous level. The presentation of the information is more complex; passages may include excerpts from regulatory and legal documents. The procedures and concepts described are more elaborate. Advanced vocabulary,

jargon, and technical terms are used. Most information needed to answer the questions correctly is not clearly stated in the passages. The questions at this level require examinees to generalize beyond the stated situation, to recognize implied details, and to recognize the probable rationale behind policies and procedures.

In addition to the skills tested at the preceding levels, questions at Level 6 require the examinee to

- recognize the application of jargon or technical terms to new situations;
- recognize the application of complex instructions to new situations;
- recognize, from context, the less common meaning of a word with multiple meanings;
- generalize from the passage to situations not described in the passage;
- identify implied details;
- explain the rationale behind a procedure, policy, or communication; and
- generalize from the passage to a somewhat similar situation.

### ***Level 7***

The questions at Level 7 are similar to those at Level 6 in that they require the examinee to generalize beyond the stated situation, to recognize implied details, and to recognize the probable rationale behind policies and procedures. However, the passages are more difficult: the density of information is higher, the concepts are more complex, and the vocabulary is more difficult. Passages include jargon and technical terms whose definitions must be derived from context.

In addition to the skills tested at the preceding levels, questions at Level 7 require the examinee to

- recognize the definitions of difficult, uncommon jargon or technical terms, based on the context of the reading materials; and
- figure out the general principles underlying described situations and apply them to situations neither described in nor completely similar to those in the passage.

Source: ACT WorkKeys Website



2005 Assessment Results

*Office of the Vice President for Academic Affairs*

All College Day  
August 15, 2005

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\*\*\*Pages numbers are applicable to original report and are not reflected in this document.

n=84

**Writing**

Usage/Mechanics

Rhetorical

***National Mean*** ***62.3***

16.2

16.2

Southern Mean 61.7

15.9

15.9

National Standard Deviation 4.7

2.3

2.5

Range  
40-80**Math****Basic Algebra****College Algebra**Range  
5-25

National Mean 56.1

14.3

14.1

Southern Mean 54.4

12.9

13.6

National Standard Deviation 3.6

2.3

2.1

**Reading****Arts/Literature****Social Sciences**

National Mean 60.4

14.8

15.4

Southern Mean 59.5

14.4

15.0

National Standard Deviation 5.3

2.7

2.7

**Critical Thinking**

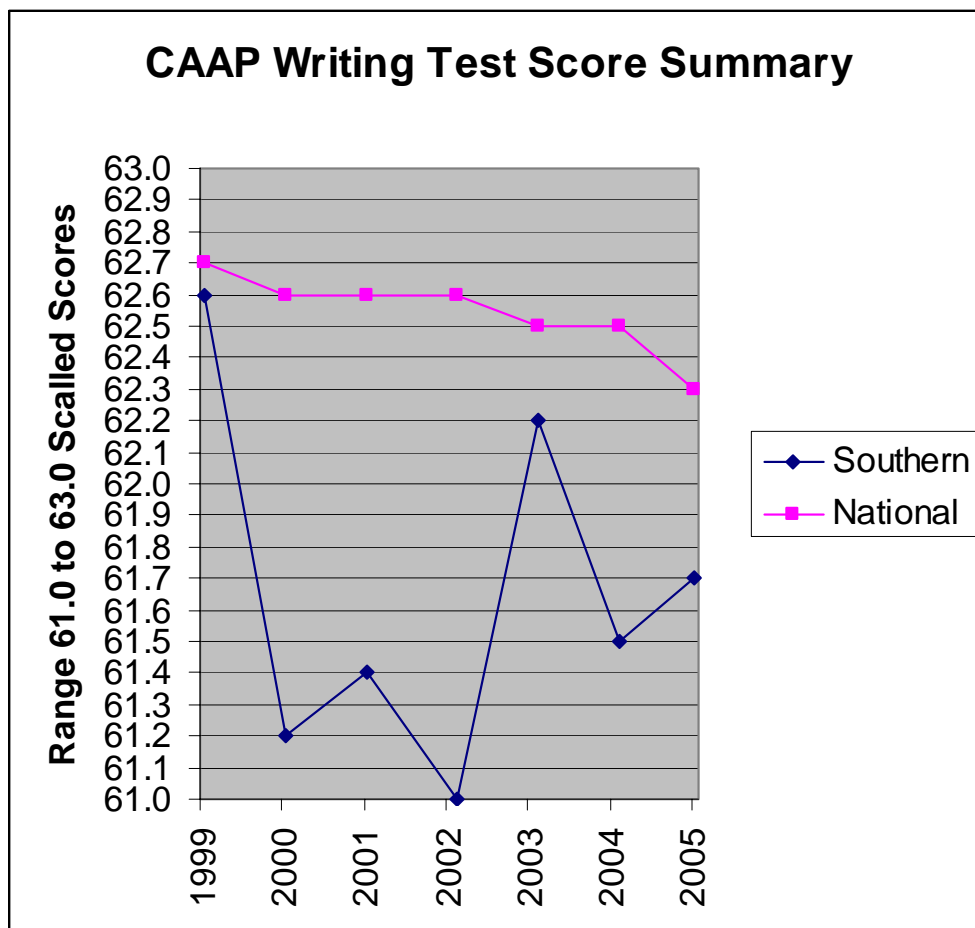
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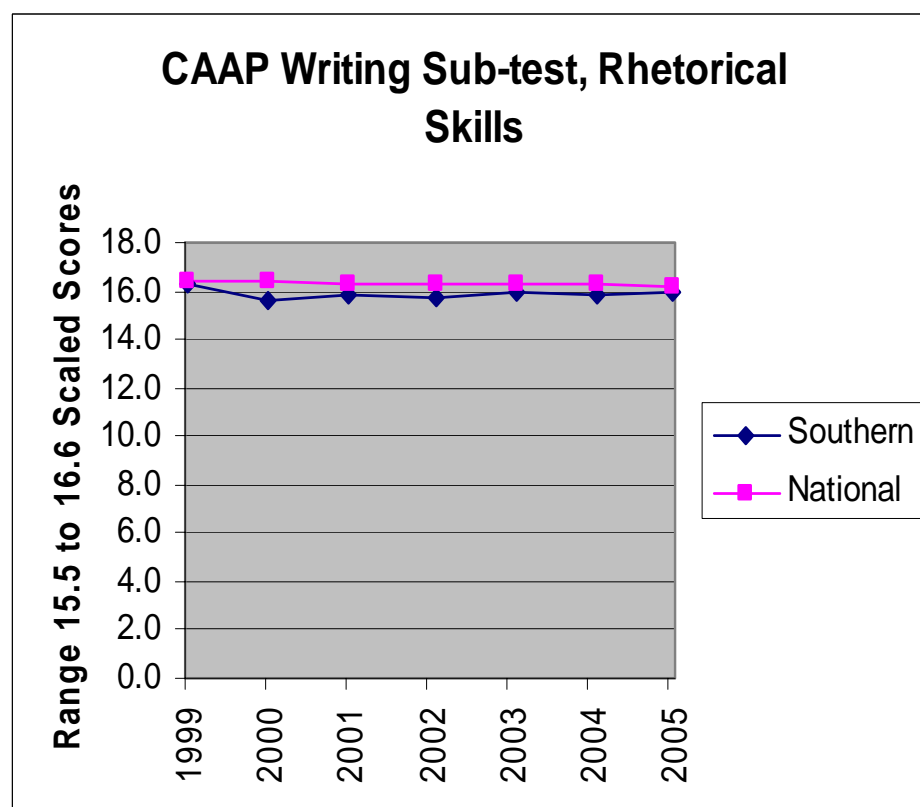
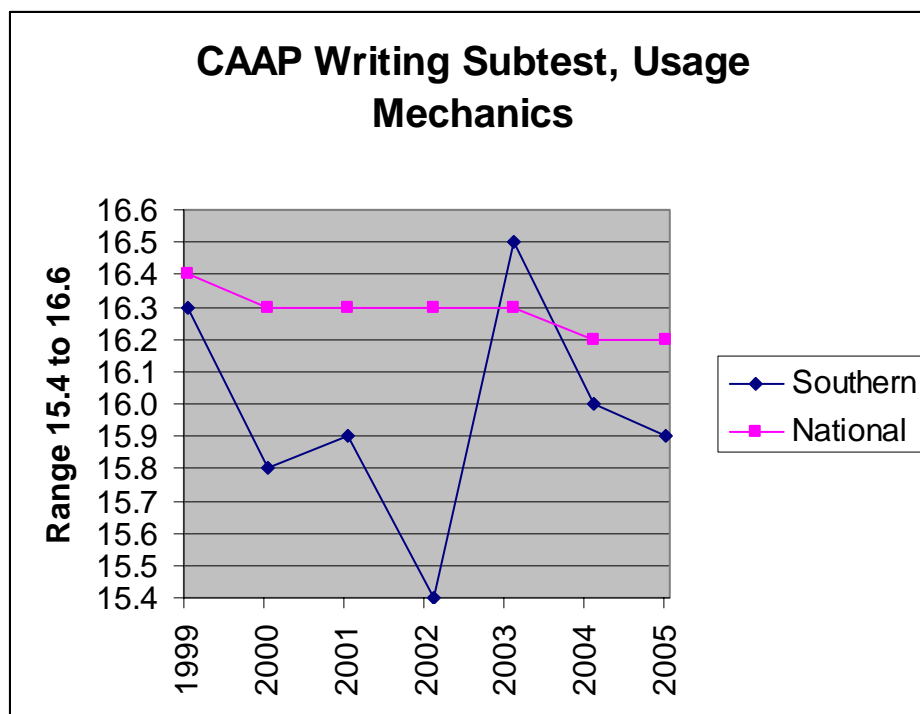
National Mean 60.5

Southern Mean 59.5

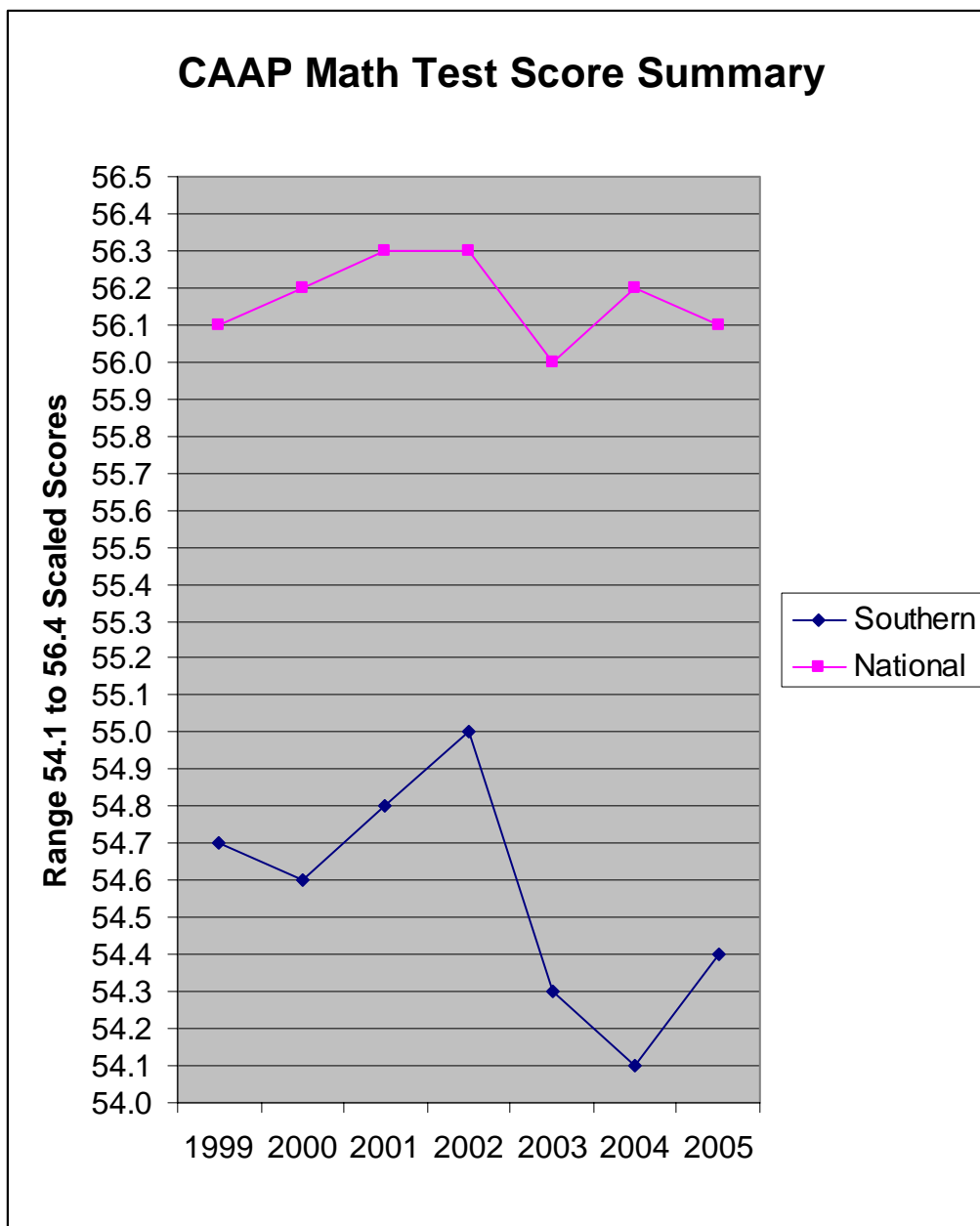
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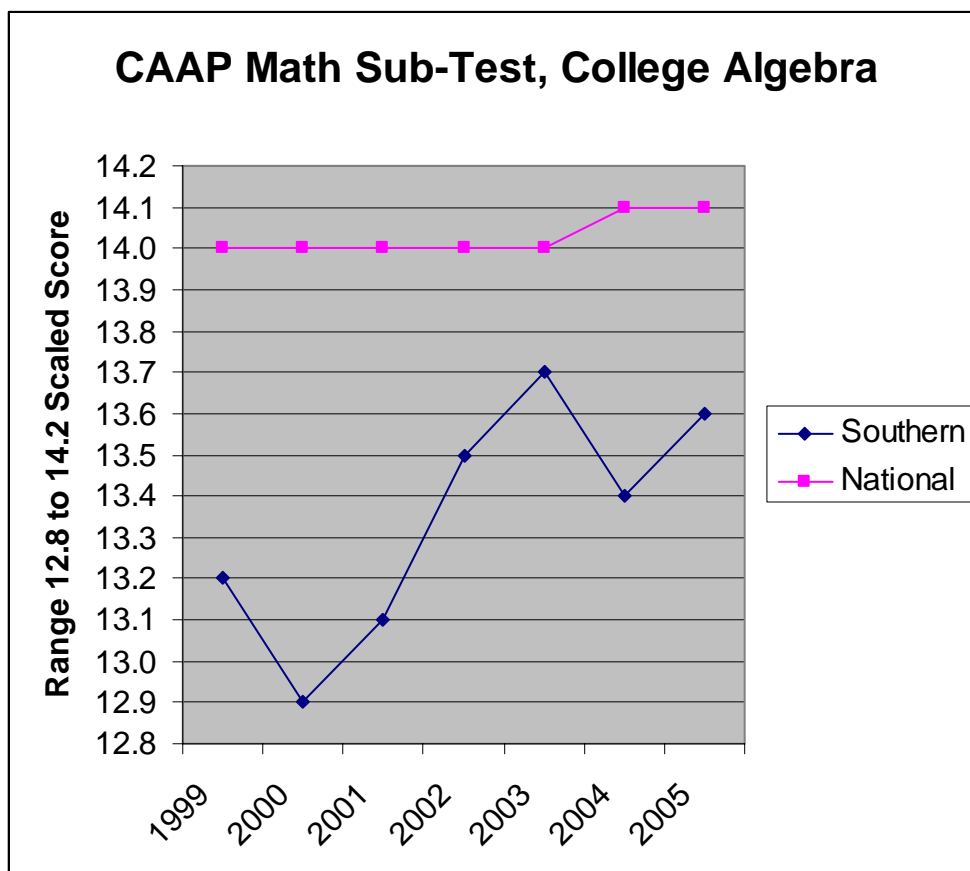
**COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY (CAAP)****SCORES****2005**

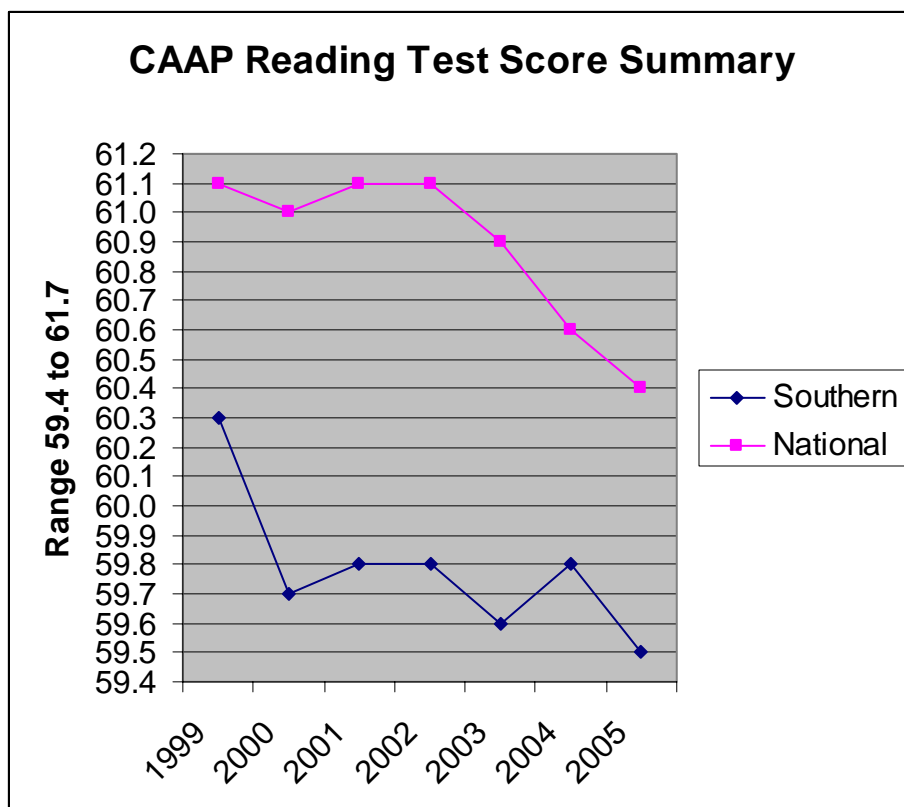


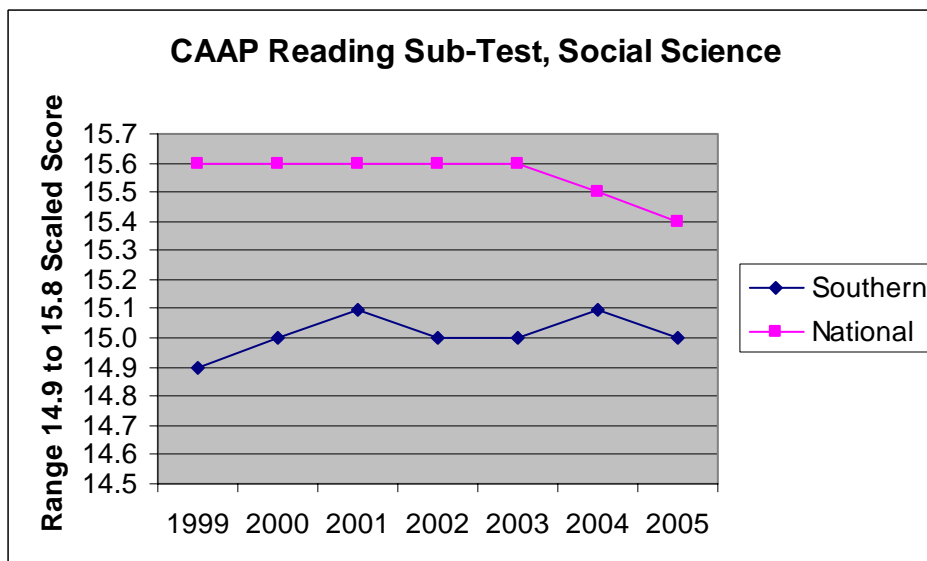
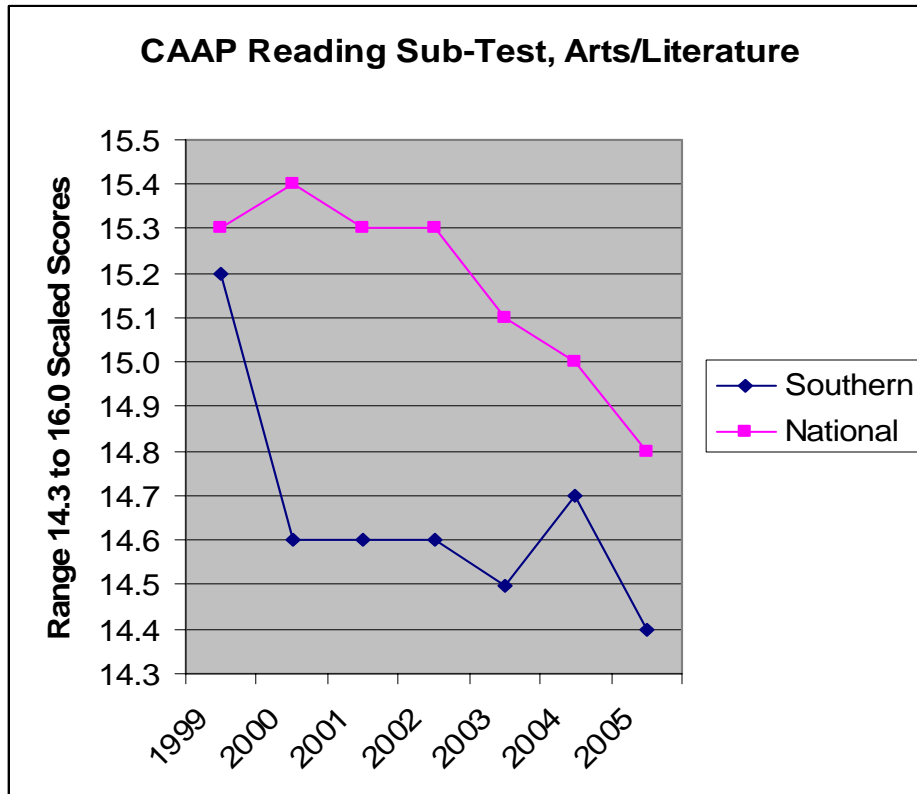




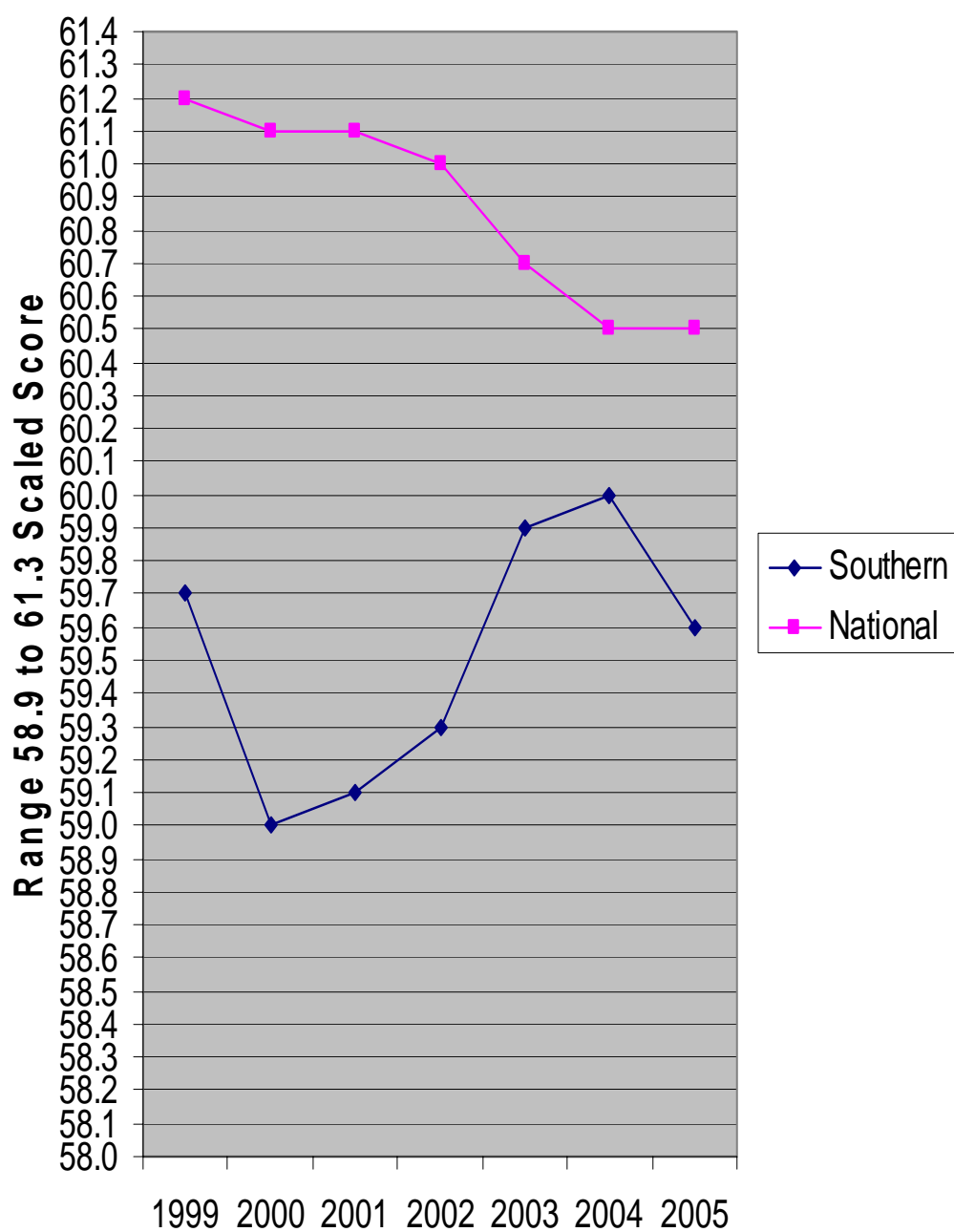


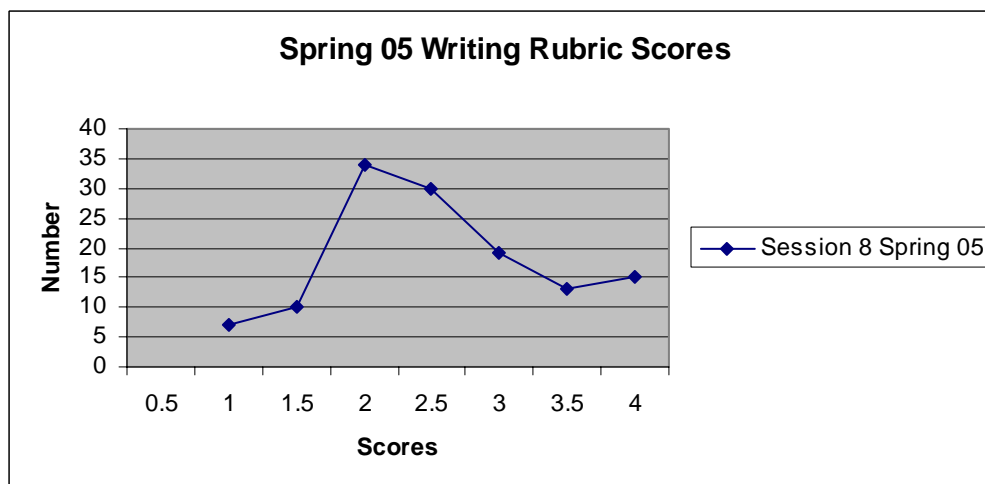
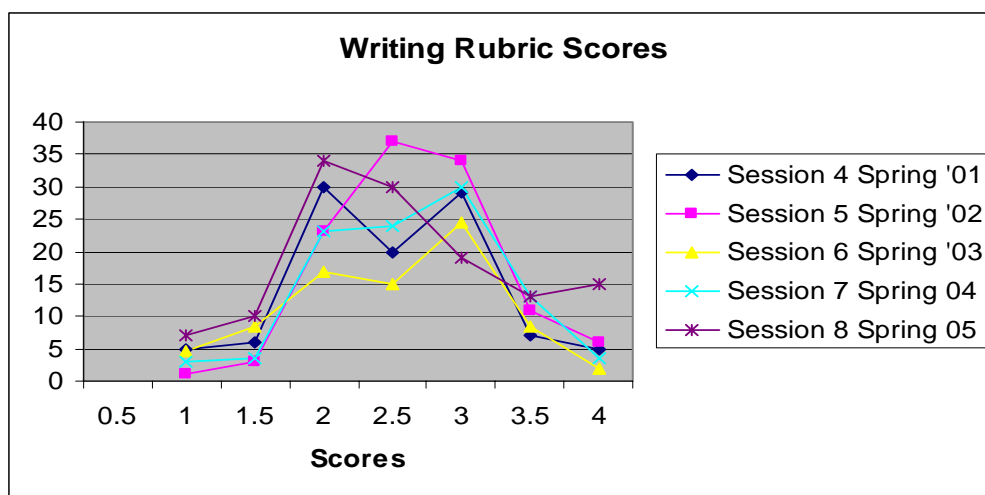






## CAAP Critical Thinking Test Score Summary





**WorkKeys**  
**SUMMARY**  
**2005**

WorkKeys Summary  
Spring 2005  
Negotiated Level: 83.30%

<b>Program -- AAS</b>	<b>#Pass</b>	<b>#Taken</b>	<b>%Passed</b>
Early Childhood Development	6	12	50%
Information Technology	3	5	60%
Electrical Engineering Technology	0	1	0%
Criminal Justice			
Law Enforcement	6	8	75%
Corrections	4	7	57%
Radiological Technology	15	16	94%
Surgical Technology	8	9	89%
Medical Laboratory Technology	4	16	25%
Nursing	73	76	96%
Business Administration			
Small Business Management	1	3	33%
Marketing			
General Business	24	41	59%
Health Care Management	2	3	66%
Business Accounting	20	24	83%
Office Information Technology			
Medical	4	8	50%
Legal	1	1	100%
Administrative	1	2	50%
Computer Information Systems	1	3	33%
PC Support Specialist	1	2	50%
Technical Studies-Applied	1	1	100%
<b>Totals</b>	<b>175</b>	<b>238</b>	<b>73.5%</b>

Those in gray failed to meet state negotiated levels.

Students must have successfully met negotiated levels on all three parts to be considered successful.



WorkKeys Summary--Continued  
Spring 2005  
Negotiated Level: 83.30%

<b>Program -- Certificate</b>	<b>#Pass</b>	<b>#Taken</b>	<b>%Passed</b>
Health Care Technology			
Electrocardiography	2	4	50%
Medical Laboratory Assistant	10	13	77%
Secretarial Science	1	1	100%
<b>Totals</b>	<b>13</b>	<b>18</b>	<b>72%</b>

<b>Program – AAS and Certificate</b>	<b>#Pass</b>	<b>#Taken</b>	<b>%Passed</b>
Early Childhood Development	6	12	50%
Information Technology	3	5	60%
Electrical Engineering Technology	0	1	0%
Criminal Justice			
Law Enforcement	6	8	75%
Corrections	4	7	57%
Radiological Technology	15	16	94%
Surgical Technology	8	9	89%
Medical Laboratory Technology	4	16	25%
Nursing	73	76	96%
Business Administration			
Small Business Management	1	3	33%
Marketing			
General Business	24	41	59%
Health Care Management	2	3	66%
Business Accounting	20	24	83%
Office Information Technology			
Medical	4	8	50%
Legal	1	1	100%
Administrative	1	2	50%
Computer Information Systems	1	3	33%
PC Support Specialist	1	2	50%
Technical Studies-Applied	1	1	100%
Health Care Technology			
Electrocardiography	2	4	50%
Medical Laboratory Assistant	10	13	77%
Secretarial Science	1	1	100%
<b>Totals</b>	<b>188</b>	<b>256</b>	<b>73.4%</b>

Those in gray failed to meet state negotiated levels.

Students must have successfully met negotiated levels on all three parts to be considered successful.

**WorkKeys  
Results by  
Degree/Certificate**

***Division: Business/Public Administration*****Certificates****02—Secretarial Science**

n=1

Min. AM (4)    Min LI (4)    Min. RFI (4)

1--100%    1 – 100%    1 – 100%

All Areas—1--100%

## Certificate 02—Secretarial Science

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
2	f	w	5	4	5	
n=1						
		Standards	4	4	4	
		% Met	100%	100%	100%	
		Distribution	1--5	1--4	1--5	
						100%

***Division: Business/Public Administration***

## Business Accounting

(major 540)

n=24

Min. AM (4)  
22 – 92%Min. LI (4)  
21 – 88%Min. RFI (4)  
24 – 100%Min. All Areas  
20 – 83%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
540	f	w	5	3	5	U
540	f	w	5	4	7	S
540	f	w	6	5	6	S
540	f	w	5	4	6	S
540	f	w	5	4	5	S
540	m	w	5	5	5	S
540	f	w	5	6	5	S
540	f	w	6	4	6	S
540	f	w	5	4	5	S
540	f	w	5	4	5	S
540	f	w	3	3	5	U
540	m	w	5	4	6	S
540	f	w	5	4	5	S
540	f	w	3	4	5	U
540	f	w	5	4	5	S
540	f	w	6	5	6	S
540	f	w	5	4	5	S
540	f	w	5	5	7	S
540	f	w	6	5	6	S
540	f	w	5	5	6	S
540	f	w	4	3	4	U
540	f	w	6	5	7	S
540	f	w	4	4	5	S
540	m	w	5	4	5	S
			119	102	132	
Mean			4.9	4.25	5.5	
Distribution			2--3	3--3		
			2--4	13--4	1--4	
			15--5	7--5	13--5	
			5--6	1--6	7--6	
					3--7	
Standard			4	4	4	
			22/24=92%	21/24=88%	24/24=100%	20/24=83%

***Division: Business/Public Administration***

Business Administration: Health Care Management Option  
(major 541)

n=3

Min. AM (5)  
2 – 67%

Min. LI (4)  
2 – 67%

Min. RFI (5)  
2 – 67%

Min. All Areas  
2 – 67%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
541	m	w	6	5	6	S
541	f	w	3	<3	4	U
541	f	w	5	4	7	S

Mean		14	9	17	
		4.6	3	5.6	
Distribution			1--<3		
		1--3			
			1--4	1--4	
		1--5	1--5		
		1--6		1--6	
				1--7	
Standard		5	4	5	
Competency		2/3=67%	2/3=67%	2/3=67%	2/3=67%

***Division: Business/Public Administration*****Business Administration: General Business Option**

(major 542)

n=41

Min. AM (5)    Min. LI (4)    Min. RFI (5)

29 – 71%    33 – 80%    32 – 78%

Min. All Areas

24 – 59%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
542	f	w	5	4	5	S
542	m	aa	5	4	5	S
542	f	w	5	4	5	S
542	f	w	5	4	6	S
542	f	w	5	5	7	S
542	f	w	6	4	5	S
542	f	w	5	4	5	S
542	f	w	6	6	6	S
542	f	w	5	4	5	S
542	f	w	6	5	6	S
542	f	w	6	4	5	S
542	f	w	5	4	5	S
542	f	w	6	5	7	S
542	f	w	5	4	6	S
542	f	w	5	4	5	S
542	f	w	6	5	6	S
542	f	w	5	4	5	S
542	f	w	7	5	6	S
542	f	w	6	4	7	S
542	m	o	5	4	5	S
542	m	w	5	4	6	S
542	f	w	5	4	5	S
542	f	w	5	5	5	S
542	f	w	5	4	6	S
542	f	w	4	4	5	U
542	f	w	5	4	4	U
542	f	w	4	3	5	U
542	f	w	4	4	5	U
542	m	w	4	4	5	U
542	m	w	4	4	4	U
542	f	w	5	4	4	U
542	f	w	5	3	4	U
542	f	w	4	<3	4	U
542	m	w	5	3	5	U
542	f	w	3	4	5	U

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
542	f	w	3	4	5	U
542	f	aa	<3	<3	3	U
542	f	w	5	na	na	U
542	m	w	4	4	4	U
542	f	w	<3	<3	4	U
542	f	w	4	3	5	U
			192	152	205	
Mean			4.7	3.7	5	
				1--na	1--na	
Distribution			2--<3	3--<3		
			2--3	4--3	1--3	
			8--4	26--4	7--4	
			21--5	6--5	21--5	
			7--6	1--6	8--6	
			1--7		3--7	
Standard			5	4	5	
Competency			29/41=71%	33/41=80%	32/41=78%	24/41=59%

***Division: Business/Public Administration***

Business Administration: Small Business Management Option  
(major 544)

n=3

Min. AM (5)      Min. LI (4)      Min. RFI (5)  
3 – 100%      2 – 67%      1 – 33%

Min. All Areas  
1 – 33%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
544	f	w	5	3	4	U
544	m	w	5	4	5	S
544	m	w	5	4	4	U
			15	11	13	
Mean			5	3.7	4.3	
Distribution				1--3		
				2--4	2--4	
			3--5		1--5	
Standard			5	4	5	
Competency			3/3=100%	2/3-67%	1/3=33%	1/3=33%



***Division: Business/Public Administration***

Office Information Technology: Administrative Option

(major 557)

n=2

Min. AM (4)

Min. LI (4)

Min. RFI (4)

2– 100%

1-50%

2 – 100%

Min. Both

1 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
557	f	w	5	3	5	U
557	f	w	5	4	6	S
			10	7	11	
Mean			5	3.5	5.5	
Distribution				1--3		
				1--4		
			2--5		1--5	
					1--6	
Standard			4	4	4	
Competency			2/2=100%	1/2=50%	2/2=100%	1/2=50%

***Division: Business/Public Administration***

Office Information Technology: Legal Option

(major 558)

n=3

Min. AM (4)

Min. LI (4)

Min. RFI (4)

1 – 100%

1 – 100%

1 – 100%

Min. All Areas

1 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
558	f	w	6	5	7	S
Mean			6	5	7	
Distribution				1--5		
			1--6			
					1--7	
Standard			4	4	4	
Competency			1/1-100%	1/1-100%	1/1-100%	1/1-100%

***Division: Business/Public Administration***  
Office Information Technology: Medical Option  
(major 559)  
n=8  
Min. AM (4)    Min. LI (4)    Min. RFI (4)  
6 – 75%       5– 63%       8– 100%  
Min. All Areas  
4 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
559	f	w	3	5	6	U
559	f	w	4	3	4	U
559	f	w	5	4	5	S
559	f	w	3	3	4	U
559	f	w	5	5	6	S
559	f	w	5	3	5	U
559	f	w	5	4	5	S
559	f	w	5	4	5	S
			35	31	40	
Mean			4.4	3.9	5	
Distribution			2--3	3--3		
			1--4	3--4	2--4	
			5--5	2--5	4--5	
					2--6	
Standard			4	4	4	
Competency			6/8=75%	5/8=63%	8/8=100%	4/8=50%

***Division: Business/Public Administration***

Criminal Justice: Corrections

(major 591)

n=7

Min. AM (4)

Min. LI (4)

Min. RFI (5)

6 – 86%

5– 71%

6– 86%

Min. All Areas

4 – 57%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
591	f	w	4	3	5	U
591	f	w	5	4	5	S
591	m	w	5	4	6	S
591	f	w	5	6	5	S
591	f	w	<3	3	5	U
591	f	w	5	4	7	S
591	m	w	5	4	4	U
			29	28	37	
Mean			4.1	4	5.3	
Distribution			1<3			
				2--3		
			1--4	4--4	1--4	
			5--5	1--6	4--5	
					1--6	
					1--7	
Standard			4	4	5	
Competency			6/7=86%	5/7=71%	6/7=86%	4/7=57%

***Division: Business/Public Administration***

Criminal Justice: Law Enforcement

(major 592)

n=8

Min. AM (4)

Min. LI (4)

Min. RFI (5)

8 – 100%

7 – 88%

6 – 75%

Min. All Areas

6 – 75%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
592	m	w	4	<3	3	U
592	m	w	4	4	5	S
592	m	w	5	4	4	U
592	m	h	4	4	5	S
592	m	w	5	4	5	S
592	m	w	5	4	5	S
592	m	w	5	5	5	S
592	m	w	4	4	6	S
			36	29	38	
Mean			4.5	3.6	4.8	
Distribution						
				1--<3		
					1--3	
			4--4	6--4	1--4	
			4--5	1--5	5--5	
					1--6	
Standard			4	4	5	
Competency			8/8=100%	7/8=88%	6/8=75%	6/8=75%

**Division: Allied Health**  
**Certificates**  
 Electrocardiography Option  
 (major 011)  
 n=4

Min. AM (4)    Min. LI (4)    Min. RFI (4)  
 2 – 50%       3– 75%       3– 75%  
 Min. All Areas  
 2 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
11	m	w	<3	4	5	U
11	m	w	3	3	<3	U
11	f	w	5	4	4	S
11	m	w	5	4	4	S
			13	15	13	
Mean			3.25	3.75	3.25	
Distribution			1--<3		1<3	
			1--3	1--3		
				3--4	2--4	
			2--5		1--5	4--U
						8--S
Standard			4	4	4	
Competency			2/4=50%	3/4=75%	3/4=75%	2/4=50%

**Division: Allied Health****Certificates**

Medical Lab Assistant

(major 012)

n=13

Min. AM (4)	Min. LI (4)	Min. RFI (4)
11 – 85%	12– 92%	13–100%
Min. All Areas		
10 – 77%		

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas	
12	f	w	3	4	5	U	
12	f	w	4	4	5	S	
12	f	w	5	5	5	S	
12	f	w	3	4	5	U	
12	f	w	5	4	7	S	
12	f	w	5	5	6	S	
12	m	w	5	4	4	S	
12	f	w	5	4	6	S	
12	f	w	6	5	5	S	
12	f	w	6	4	6	S	
12	f	w	4	3	5	U	
12	f	w	5	4	5	S	
12	f	w	5	4	5	S	
			61	54	69	10--S, 3--U	
MEAN			4.7	4.1	5.3	85%--S	
						15%--U	
Distribution			2--3	1--3		4--3	
			2--4	9--4	1--4	13--4	
			7--5	3--5	8--5	18--5	
			2--6		3--6	5--6	
					1--7	1--7	10--S, 3--U
Standard			4	4	4		77%--S
Competency			11/13=85%	12/13=92%	13/13=100%		23%--U

**Division: Allied Health**

Surgical Technology

(major 441)

n=9

Min. AM (4)

Min. LI (4)

Min. RFI (4)

9 – 100%

8– 89%

9–100%

Min. All Areas

8 – 89%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
441	f	w	5	5	6	S
441	f	w	5	4	5	S
441	f	w	5	4	6	S
441	f	w	4	3	4	U
441	f	w	4	4	6	S
441	f	w	5	4	5	S
441	f	w	5	4	5	S
441	f	w	5	4	5	S
441	f	w	4	4	5	S
			42	36	47	
Mean			4.6	4	5.2	
Distribution				1--3		
			3--4	7--4	1--4	
			6--5	1--5	5--5	
					3--6	
Standard			4	4	4	
Competency			9/9=100%	8/9=89%	9/9=100%	8/9=89%



**Division: Allied Health**

Medical Lab Technology

(major 442)

n=16

Min. AM (5)

Min. LI (5)

Min. RFI (5)

13 – 81%

4 – 25%

12 – 75%

Min. All Areas

4 – 25%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
442	f	w	5	4	4	U
442	f	w	5	5	5	S
442	f	w	4	<3	4	U
442	f	w	5	4	5	U
442	m	w	5	4	5	U
442	f	w	3	3	5	U
442	f	w	5	5	5	S
442	f	w	5	5	5	S
442	f	w	5	5	6	S
442	f	w	5	4	4	U
442	f	w	5	4	6	U
442	f	w	6	4	4	U
442	f	w	4	4	5	U
442	f	w	5	4	6	U
442	f	w	5	4	5	U
442	f	w	5	4	5	U
			77	63	79	
Mean			4.8	3.9	4.9	
Distribution				1--<3		
			1--3	1--3		
			2--4	10--4	4--4	
			12--5	4--5	9--5	
			1--6		3--6	
Standard			5	5	5	
Competency			13/16=81%	4/16=25%	12/16=75%	4/16=25%

**Division: Allied Health**

Radiologic Technology

(major 469)

n=16

Min. AM (4)

Min. LI (4)

Min. RFI (5)

16 – 100%

15– 94%

15–94%

Min. All Areas

15 – 94%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
469	f	w	5	4	5	S
469	m	w	7	6	6	S
469	m	w	5	4	5	S
469	f	w	5	5	5	S
469	f	w	5	4	5	S
469	f	w	6	4	6	S
469	f	w	6	5	5	S
469	m	w	5	na	na	U
469	f	w	6	5	7	S
469	f	w	6	6	5	S
469	f	w	5	4	6	S
469	f	w	5	5	6	S
469	f	w	5	4	5	S
469	f	w	5	5	6	S
469	f	w	5	4	6	S
469	m	w	6	4	6	S
			87	69	84	
Mean			5.4	4.3	5.3	
Distribution				1--na	1--na	
				8--4		
			10--5	5--5	7--5	
			5--6	2--6	7--6	
			1--7		1--7	
Standard			4	4	5	
Competency			16/16=100%	15/16=94%	15/16=94%	15/16=94%

**Division: Allied Health**

Paramedic Science

(major 443)

n=3

Min. AM (4)

Min. LI (5)

Min. RFI (5)

3 – 100%

1 – 33%

3 – 100%

Min. All Areas

1 – 33%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
443	f	w	5	4	5	U
443	m	w	4	3	5	U
443	m	w	6	5	6	S
			15	12	16	
Mean			5	4	5.3	
Distribution				1--3		
			1--4	1--4		
			1--5	1--5	2--5	
			1--6		1--6	
Standard			4	5	5	
Competency			3/3=100%	1/3=33%	3/3=100%	1/3=33%

**Division: Allied Health****Nursing**  
**(major 444)**

n=76

Min. AM (4)  
76 – 100%Min. LI (4)  
73 – 96%Min. RFI (4)  
75 – 99%Min. All Areas  
73 – 96%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
444	f	w	6	4	7	S
444	f	w	6	4	4	S
444	f	w	5	4	5	S
444	f	w	6	5	7	S
444	m	w	5	5	6	S
444	f	w	5	5	6	S
444	f	w	6	5	7	S
444	f	w	6	5	6	S
444	f	o	5	5	7	S
444	f	w	5	5	7	S
444	f	w	6	5	6	S
444	f	w	5	4	7	S
444	f	w	5	4	6	S
444	f	w	5	4	5	S
444	f	w	5	4	6	S
444	m	w	5	4	5	S
444	f	w	5	4	6	S
444	f	w	6	5	6	S
444	f	w	5	5	6	S
444	f	w	6	4	6	S
444	f	w	5	5	6	S
444	f	i	4	4	5	S
444	f	w	5	4	7	S
444	f	w	5	5	5	S
444	f	w	5	5	5	S
444	f	h	6	6	7	S
444	m	w	5	5	6	S
444	m	w	5	5	7	S
444	f	w	4	4	5	S
444	m	w	5	4	4	S
444	m	w	5	6	6	S
444	f	w	6	5	7	S
444	f	w	5	5	6	S
444	f	w	5	5	na	U
444	f	w	4	4	5	S
444	f	w	5	4	4	S
444	f	w	5	4	5	S
444	f	w	5	4	4	S
444	m	w	6	4	7	S
444	m	w	6	5	6	S

444	f	w	5	5	7	S
444	f	w	6	5	7	S
444	f	w	6	5	6	S
444	f	w	5	4	4	S
444	f	w	5	4	6	S
444	f	w	7	5	6	S
444	f	w	5	5	6	S
444	f	w	5	5	5	S
444	f	w	5	5	7	S
444	m	w	6	5	7	S
444	f	w	5	4	6	S
444	f	w	5	4	6	S
444	f	w	6	5	5	S
444	m	w	5	5	5	S
444	f	w	7	5	6	S
444	f	w	5	4	6	S
444	f	w	5	5	6	S
444	f	w	5	4	5	S
444	f	w	6	4	6	S
444	f	w	5	4	5	S
444	m	w	6	5	7	S
444	f	w	5	3	6	U
444	f	w	5	4	6	S
444	f	w	6	5	6	S
444	f	w	5	5	5	S
444	f	w	5	4	6	S
444	f	w	5	5	6	S
444	f	w	6	4	6	S
444	f	w	5	3	5	U
444	m	w	4	3	4	U
444	f	w	5	5	6	S
444	f	w	5	5	6	S
444	f	w	5	4	7	S
444	f	w	5	4	5	S
444	m	w	6	5	6	S
444	m	w	5	4	4	S
			401	343	436	
	Mean		5.3	4.5	5.7	
	Distribution			3--3	1--na	
			4--4	33--4	7--4	
			49--5	38--5	17--5	
			21--6	2--6	34--6	
			2--7		17--7	
	Standard		4	4	4	
	Competency		76/76=100%	73/76=96%	75/76=99%	73/76=96%

**Division: Technology and Engineering Programs**

Computer Information Systems

(major 665)

n=3

Min. AM (5)

Min. LI (4)

Min. RFI (5)

1 – 33%

3 – 100%

3 – 100%

Min. All Areas

1 – 33%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
665	m	w	6	4	5	S
665	m	w	4	5	6	U
665	f	w	4	4	5	U
			14	13	16	
Mean			4.7	4.3	5.3	
Distribution						
			2--4	2--4		
				1--5	2--5	
			1--6		1--6	
Standard			5	4	5	
Competency			1/3=33%	3/3=100%	3/3=100%	1/3=33%

**Division: Technology and Engineering Programs**

Electrical Engineering Technology

(major 670)

n=5

Min. AM (5)

Min. LI (5)

Min. RFI (5)

1 – 100%

0 – 0%

0 – 0%

Min. All Areas

0 – 00%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
70	m	w	5	4	5	U
Distribution			1--5	1--4	1--5	
Standard			5	5	5	
Competency			100%	0%	100%	0%

**Division: Technology and Engineering Programs**

Information Technology

(major 690)

n=5

Min. AM (5)

Min. LI (4)

Min. RFI (5)

3 – 60%

4 – 80%

4 – 80%

Min. All Areas

3 – 60%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
690	m	o	4	4	5	U
690	f	w	6	5	6	S
690	m	w	6	4	5	S
690	m	w	6	5	6	S
690	m	w	4	3	4	U
			26	21	26	
Mean			5.2	4.2	5.2	
Distribution				1--3		
			2--4	2--4	1--4	
				2--5	2--5	
			3--6		2--6	
Standard			5	4	5	
Competency			3/5=60%	4/5=80%	4/5=80%	3/5=60%



**Division: Technology and Engineering Programs**

PC Support Specialist

(major 666)

n=2

Min. AM (5)

2 – 100%

Min. LI (4)

2 – 100%

Min. RFI (5)

1 – 50%

Min. All Areas

1 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
666	m	w	5	4	4	U
666	m	w	7	4	5	S
			12	8	9	
Mean			6	4	4.5	
Distribution				2--4	1--4	
			1--5		1--5	
			1--7			
Standard			5	4	5	
Competency			2/2=100%	2/2=100%	1/2=50%	1/2=50%

**Division: Technology and Engineering Programs**

Technical Studies--AT

(major 755)

n=1

Min. AM (5)

Min. LI (4)

Min. RFI (5)

1 – 100%

1 – 100%

1 – 100%

Min. All Areas

1 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
755	m	w	5	5	5	S
			5	5	5	
Mean			5	5	5	
Distribution						
			1--5	1--5	1--5	
Standard			5	4	5	
Competency			1/1=100%	1/1=100%	1/1=100%	1/1=100%

*Division: Humanities and Social Sciences*

## Early Childhood Development

(major 985)

n=12

Min. AM (4)

Min. LI (4)

Min. RFI (5)

11 – 92%

8 – 67%

9 – 75%

Min. All Areas

6 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
985	f	w	3	<3	3	U
985	f	w	5	4	5	S
985	f	w	4	3	5	U
985	f	w	4	3	5	U
985	f	w	4	4	3	U
985	f	w	5	4	6	S
985	f	w	4	4	4	U
985	f	w	5	4	5	S
985	f	w	5	4	6	S
985	f	w	4	4	7	S
985	f	w	4	4	5	S
985	f	w	4	3	6	U
			51	41	60	
Mean			4.3	3.4	5	
Distribution				1--<3		
			1--3	3--3	2--3	
			7--4	8--4	1--4	
			4--5		5--5	
					3--6	
					1--7	
Standard			4	4	5	
Competency			11/12=92%	8/12=67%	9/12=75%	6/12=50%

### **Explanation of Instruments and Data Collection**

The 2004-2005 College-Wide Assessment Data packet contains data gained from CAAP, WorkKeys, and the Writing Rubric. The data is presented in graphical format when possible for ease of comparison of the data.

The CAAP data are provided for the test score summaries in Writing, Math, Reading, and Critical Thinking. It is also provided for each of the sub-tests for these assessment areas if a sub-test was administered. The CAAP data display the national mean scaled score and Southern's mean scaled score for each year the tests were administered.

WorkKeys data are also provided in graphical format. Each program is listed by division and number. Other data reported include campus, gender and ethnicity. Minimum acceptable scores for each program are also provided. In the charts "U" is unsatisfactory, not meeting the minimum score and "S" is satisfactory, meeting the minimum score. In 2005 tests in Applied Math (AM), Reading for Information (RFI) and Locating Information (LI) were administered.

## COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY

## OVERVIEW

**CAAP (COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY)** is a standardized, user-normed assessment of academic achievement. CAAP consists of one essay and five objective tests. Since its development, CAAP has been administered by over 500 two- and four-year post-secondary institutions to measure individual and group achievement in foundational skills, typically at the end of the sophomore year. The CAAP tests are curriculum-based for the most part and measure higher order skills beyond the mere recall of facts. These skills are considered critical for functioning well in the workplace. Each of the tests administered by Southern is described below.

**WRITING SKILLS TEST**

Assesses understanding of standard written English usage/mechanics (punctuation, grammar, sentence structure), and rhetorical skills (strategy, organization, style). Spelling, vocabulary, and rote recall of rules of grammar are not tested.

**READING TEST**

Assesses reading comprehension; the student is required to derive meaning from several texts by 1) referring to what is explicitly stated; 2) reasoning to determine implicit meanings; 3) drawing conclusions, comparisons and generalizations. Selected passages include topics from fiction, the humanities, social sciences and natural sciences.

**MATHEMATICS TEST**

Assesses mathematical reasoning ability with an emphasis on solving math problems across a range of post secondary curricula; emphasizes quantitative reasoning rather than the memorization of formulas.

**CRITICAL THINKING TEST**

Assesses the ability to clarify, analyze, evaluate and extend arguments, which are defined as a sequence of statements including a claim that the conclusion follows from the other statements. Formats include case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, or editorials.

## Contents of the CAAP Tests

### CAAP – Collegiate Assessment of Academic Proficiency

#### Writing Skills Test

The Writing Skills Test measures students' understanding of the following conventions of standard written English:

*Punctuation* Items in this category test the use and placement of commas, colons, semicolons, dashes, parentheses, apostrophes, and quotation, question, and exclamation marks.

*Grammar* Items in this category examine the use of adjectives, adverbs, and conjunctions, and test the agreement between subject and verb, and between pronouns and their antecedents.

*Sentence Structure* Items in this category test relationships between/among clauses, the placement of modifiers, and shifts in construction.

*Organization* Items in this category test the organization of ideas and the relevance of statements in context (order, coherence, unity).

*Strategy* Items in this category examine the appropriateness of expression in relation to audience and purpose, the strengthening of writing with appropriate supporting material, and the effective choice of statements of theme and purpose.

*Style* Items in this category test precision and appropriateness in the choice of words and images, rhetorically effective management of sentence elements, avoidance of ambiguous pronoun references, and economy in writing.

#### Mathematics Test

The Mathematics Test measures students' mathematical reasoning abilities. It emphasizes quantitative reasoning rather than the memorization of formulas.

*Pre-algebra and elementary algebra* Items in this category are based on integers and algebraic expressions. Students may be required to solve linear equations.

### Reading Test

The Reading Test measures reading comprehension as a product of skill in referring, reasoning, and generalizing. The test consists of passages selected from fiction, the humanities, and the social and natural sciences.

Students are required to derive meaning from the passages by:

- \*referring to what is explicitly stated
- \*reasoning to determine implicit meanings
- \*drawing conclusions, comparisons, and generalizations beyond the text

### Critical Thinking Test

The Critical Thinking Test consists of passages that present one or more arguments in a variety of formats, including case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, and editorials. The test measures students' skills in the following areas:

- \*clarifying and analyzing the elements of an argument
- \*evaluating an argument
- \*extending an argument

### WorkKeys--Applied Mathematics

This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.

#### *Characteristics/Skills*

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. Examples are included with each level description.

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> <li>Translate easily from a word problem to a math equation</li> <li>All needed information is presented in logical order</li> <li>No extra information</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers</li> <li>Add or subtract negative numbers</li> <li>Change numbers from one form to another using whole numbers, fractions, decimals, or percentages</li> <li>Convert simple money and time units (e.g., hours to minutes)</li> </ul>

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> <li>Information may be presented out of order</li> <li>May include extra, unnecessary information</li> <li>May include a simple chart, diagram, or graph</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that require one or two operations</li> <li>Multiply negative numbers</li> <li>Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals</li> <li>Add commonly known fractions, decimals, or percentages (e.g., <math>\frac{1}{2}</math>, .75, 25%)</li> <li>Add up to three fractions that share a common denominator</li> <li>Multiply a mixed number by a whole number or decimal</li> <li>Put the information in the right order before performing calculations</li> </ul>

Level	Characteristics of Items	Skills
-------	--------------------------	--------



- 5
- Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax)
  - Decide what information, calculations, or unit conversions to use to solve the problem
  - Look up a formula and perform single-step conversions within or between systems of measurement
  - Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
  - Divide negative numbers
  - Find the best deal using one- and two-step calculations and then comparing results
  - Calculate perimeters and areas of basic shapes (rectangles and circles)
  - Calculate percent discounts or markups

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> <li>May require considerable translation from verbal form to mathematical expression</li> <li>Generally require considerable setup and involve multiple-step calculations</li> </ul>	<ul style="list-style-type: none"> <li>Use fractions, negative numbers, ratios, percentages, or mixed numbers</li> <li>Rearrange a formula before solving a problem</li> <li>Use two formulas to change from one unit to another within the same system of measurement</li> <li>Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement</li> <li>Find mistakes in questions that belong at Levels 3, 4, and 5</li> <li>Find the best deal and use the result for another calculation</li> <li>Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations</li> <li>Find the volume of rectangular solids</li> <li>Calculate multiple rates</li> </ul>

Level	Characteristics of Items	Skills
7	<ul style="list-style-type: none"> <li>Content or format may be unusual</li> <li>Information may be incomplete or implicit</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that include nonlinear functions and/or that involve more than one unknown</li> </ul>

- Problems often involve multiple steps of logic and calculation
- Find mistakes in Level 6 questions
- Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages
- Calculate multiple areas and volumes of spheres, cylinders, or cones
- Set up and manipulate complex ratios or proportions
- Find the best deal when there are several choices
- Apply basic statistical concepts

<http://www.act.org/workkeys/assess/math/levels.html>

### WorkKeys--Reading for Information

*The WorkKeys Reading for Information test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.*

#### *Characteristics/Skills*

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The reading materials at Level 3 are short and direct. The material becomes longer, denser, and more difficult to use as readers move toward Level 7. The tasks also become more complex as readers move from Level 3 to Level 7. At Level 3, readers begin by finding very obvious details and following short instructions. At the more complex levels, tasks can also involve more application and interpretation.

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> <li>• Reading materials include basic</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main ideas and clearly</li> </ul>

- company policies, procedures, and announcements
  - Reading materials are short and simple, with no extra information
  - Reading materials tell readers what they should do
  - All needed information is stated clearly and directly
  - Items focus on the main points of the passages
  - Wording of the questions and answers is similar or identical to the wording used in the reading materials
- stated details
  - Choose the correct meaning of a word that is clearly defined in the reading
  - Choose the correct meaning of common, everyday workplace words
  - Choose when to perform each step in a short series of steps
  - Apply instructions to a situation that is the same as the one in the reading materials

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> <li>• Reading materials include company policies, procedures, and notices</li> <li>• Reading materials are straightforward, but have longer sentences and contain a number of details</li> <li>• Reading materials use common words, but do have some harder words, too</li> <li>• Reading materials describe procedures that include several steps</li> <li>• When following the procedures, individuals must think about changing conditions that affect what they should do</li> <li>• Questions and answers are often paraphrased from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• Identify important details that may not be clearly stated</li> <li>• Use the reading material to figure out the meaning of words that are not defined</li> <li>• Apply instructions with several steps to a situation that is the same as the situation in the reading materials</li> <li>• Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)</li> </ul>

Level	Characteristics of Items	Skills
5	<ul style="list-style-type: none"> <li>• Policies, procedures, and announcements include all of the information needed to finish a task</li> <li>• Information is stated clearly and directly, but the materials have many details</li> <li>• Materials also include jargon, technical terms, acronyms, or words that have several meanings</li> <li>• Application of information given in the passage to a situation that is not specifically described in the passage</li> <li>• There are several considerations to be</li> </ul>	<ul style="list-style-type: none"> <li>• Figure out the correct meaning of a word based on how the word is used</li> <li>• Identify the correct meaning of an acronym that is defined in the document</li> <li>• Identify the paraphrased definition of a technical term or jargon that is defined in the document</li> <li>• Apply technical terms and jargon and relate them to stated situations</li> <li>• Apply straightforward instructions to a new situation that is similar to</li> </ul>

taken into account in order to choose the correct actions

- the one described in the material
- Apply complex instructions that include conditionals to situations described in the materials

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> <li>• Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents</li> <li>• Complicated sentences with difficult words, jargon, and technical terms</li> <li>• Most of the information needed to answer the items is not clearly stated</li> </ul>	<ul style="list-style-type: none"> <li>• Identify implied details</li> <li>• Use technical terms and jargon in new situations</li> <li>• Figure out the less common meaning of a word based on the context</li> <li>• Apply complicated instructions to new situations</li> <li>• Figure out the principles behind policies, rules, and procedures</li> <li>• Apply general principles from the materials to similar and new situations</li> <li>• Explain the rationale behind a procedure, policy, or communication</li> </ul>

Level	Characteristics of Items	Skills
7	<ul style="list-style-type: none"> <li>• Very complex reading materials</li> <li>• Information includes a lot of details</li> <li>• Complicated concepts</li> <li>• Difficult vocabulary</li> <li>• Unusual jargon and technical terms are used, but not defined</li> <li>• Writing often lacks clarity and direction</li> <li>• Readers must draw conclusions from some parts of the reading and apply them to other parts</li> </ul>	<ul style="list-style-type: none"> <li>• Figure out the definitions of difficult, uncommon words based on how they are used</li> <li>• Figure out the meaning of jargon or technical terms based on how they are used</li> <li>• Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials</li> </ul>

### WorkKeys--Locating Information

The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

#### *Characteristics/Skills*

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. At Level 3, examinees look for information in simple graphics and fill in information that is missing from simple graphics. At Level 6, examinees may use the information in one or more complex graphics to draw conclusions and make decisions. The complexity can also increase as the quantity and/or density of the information increases.

#### *Characteristics/Skills*

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> <li>Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans</li> <li>One graphic used at a time</li> </ul>	<ul style="list-style-type: none"> <li>Find one or two pieces of information in a graphic</li> <li>Fill in one or two pieces of information that are missing from a graphic</li> </ul>

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> <li>Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps</li> <li>One or two graphics are used at a time</li> </ul>	<ul style="list-style-type: none"> <li>Find several pieces of information in one or two graphics</li> <li>Understand how graphics are related to each other</li> <li>Summarize information from one or two straightforward graphics</li> <li>Identify trends shown in one or two straightforward graphics</li> <li>Compare information and trends shown in one or two straightforward graphics</li> </ul>

Level	Characteristics of Items	Skills
5	<ul style="list-style-type: none"> <li>Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges</li> </ul>	<ul style="list-style-type: none"> <li>Sort through distracting information</li> <li>Summarize information from</li> </ul>

- Graphics may have less common formats
- One or more graphics are used at a time
- one or more detailed graphics
- Identify trends shown in one or more detailed or complicated graphics
- Compare information and trends from one or more complicated graphics

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> <li>• Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams</li> <li>• Graphics contain large amounts of information and may have challenging formats</li> <li>• One or more graphics are used at a time</li> <li>• Connections between graphics may be subtle</li> </ul>	<ul style="list-style-type: none"> <li>• Draw conclusions based on one complicated graphic or several related graphics</li> <li>• Apply information from one or more complicated graphics to specific situations</li> <li>• Use the information to make decisions</li> </ul>

<http://www.act.org/workkeys/assess/locate/index.html>



# 2006 Assessment Results

***Office of the Vice President for Academic Affairs***

All College Day  
August 14, 2006

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\*\*\*Pages numbers are applicable to original report and are not reflected in this document.



# **WorkKeys**

## **SUMMARY**

**2006**

WorkKeys Summary  
Spring 2006  
Negotiated Level: 83.30%

<b>Program -- AAS</b>	<b>#Pass</b>	<b>#Taken</b>	<b>%Passed</b>
Early Childhood Development	1	2	<b>50%</b>
Information Technology	1	2	<b>50%</b>
Criminal Justice			
Law Enforcement	2	4	<b>50%</b>
Corrections	4	4	<b>100%</b>
Radiological Technology	5	5	<b>100%</b>
Medical Laboratory Technology	4	6	<b>67%</b>
Nursing	55	56	<b>98%</b>
Business Administration			
Small Business Management	1	1	<b>100%</b>
General Business	19	29	<b>66%</b>
Health Care Management	2	3	<b>66%</b>
Business Accounting	7	7	<b>100%</b>
Office Information Technology			
Medical	2	3	<b>67%</b>
Administrative	0	1	<b>0%</b>
Computer Information Systems	0	1	<b>0%</b>
PC Support Specialist	1	2	<b>50%</b>
Technical Studies-Applied	0	1	<b>0%</b>
<b>Totals</b>	<b>104</b>	<b>127</b>	<b>81.2%</b>

Those in gray failed to meet state negotiated levels.

Students must have successfully met negotiated levels on all three parts to be considered successful.

WorkKeys Summary--Continued  
Spring 2006  
Negotiated Level: 83.30%

<b>Program -- Certificate</b>	<b>#Pass</b>	<b>#Taken</b>	<b>%Passed</b>
Health Care Technology			
Electrocardiography	11	14	79%
Medical Laboratory Assistant	8	10	80%
Secretarial Science	1	1	100%
Well Tending	4	5	80%
<b>Totals</b>	<b>24</b>	<b>30</b>	<b>80%</b>

Those in gray failed to meet state negotiated levels.

Students must have successfully met negotiated levels on all three parts to be considered successful.

WorkKeys  
Results by  
Degree/Certificate

**Division: Business/Public Administration****Certificates****52—Secretarial Science**

n=1

Min. AM (4)      Min LI (4)      Min. RFI (4)

1--100%      1 – 100%      1 – 100%

All Areas—1--100%

Major	Gender	Ethnicity	AM	LI	RFI	Met Standards	All	3
52	F	W	5	4	5	S		
		Sum	5	4	5			
		MEAN	5	4	5			
			4	4	4			
			0--3	0--3	0--3			
			0--4	1--4	0--4			
			1--5	0--5	1--5			
	Met Standards		1	1	1	100% S		
						0U		
	n=1					1S		

**Division: Business/Public Administration****Business Accounting**

(major 540)

n=7

Min. AM (4)

Min. LI (4)

Min. RFI (4)

7 – 100%

7 – 100%

7 – 100%

Min. All Areas

7 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
540	F	W	5	4	5	S
540	M	W	4	4	5	S
540	M	W	5	4	5	S
540	M	W	6	4	6	S
540	F	W	5	4	4	S
540	M	W	5	5	4	S
540	F	W	6	4	5	S
		Sum	36	29	34	
		MEAN	5.1	4.1	4.9	
Standard			4	4	4	
Distribution			0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			1--4	6--4	2--4	
			4--5	1--5	4--5	
			2--6	0--6	1--6	
			0--7	0--7	0--7	
	Met Standard		7	7	7	100% S
						0U
	n=7					7S

**Division: Business/Public Administration**

Business Administration: Health Care Management Option  
(major 541)

n=3

Min. AM (5)

3 - 100%

Min. LI (4)

3 - 100%

Min. RFI (5)

2 – 67%

Min. All Areas

2 – 67%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
541	F	W	5	4	6	S
541	F	W	6	5	6	S
541	F	W	5	4	4	U
		Sum	16	13	16	
		MEAN	5.3	4.3	5.3	
	Standards		5	4	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			0--4	2--4	1--4	
			2--5	1--5	0--5	
			1--6	0--6	2--6	
			0--7	0--7	0--7	
	Met Standard		3	3	2	67% S
						1U
	n=3					2S

***Division: Business/Public Administration***  
**Business Administration: General Business Option**  
 (major 542)  
 n=29  
 Min. AM (5)    Min. LI ( 4)    Min. RFI (5)  
 21 – 73%    28 – 97%    23 – 79%  
 Min. All Areas  
 19 – 66%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
542	F	W	6	4	5	S
542	F	W	5	4	6	S
542	F	W	5	4	6	S
542	M	W	4	4	5	U
542	F	W	3	4	4	U
542	F	W	4	4	4	U
542	M	W	4	4	<3	U
542	F	W	5	4	5	S
542	M	W	6	5	5	S
542	M	W	5	5	5	S
542	M	W	4	3	4	U
542	F	W	5	4	4	U
542	M	W	5	5	7	S
542	F	W	6	4	5	S
542	F	W	4	4	6	U
542	F	W	5	4	5	S
542	F	W	4	4	5	U
542	M	W	5	4	5	S
542	F	W	5	4	6	S
542	F	W	6	5	6	S
542	F	W	5	4	5	S
542	F	W	5	4	6	S
542	F	W	5	4	4	U
542	M	W	6	5	6	S
542	F	W	6	5	5	S
542	M	W	4	4	6	U
542	F	W	5	4	6	S
542	F	W	6	5	5	S
542	F	W	5	4	6	S
		Sum	143	122	149	
		MEAN	4.9	4.2	5.1	



	Standards		5	4	5	
	Distribution		0--<3	0--<3	1--<3	
			1--3	1--3	0--3	
			7--4	21--4	5--4	
			14--5	7--5	12--5	
			7--6	0--6	10--6	
			0--7	0--7	1--7	
	Met Standard		21	28	23	66% S
						10U
	n=29					19S

**Division: Business/Public Administration**

Business Administration: Small Business Management Option  
(major 544)

n=3

Min. AM (5)

Min. LI (4)

Min. RFI (5)

1 – 100%

1 – 100%

1 – 100%

Min. All Areas

1 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
544	M	W	5	4	5	S
		Sum	5	4	5	
		MEAN	5	4	5	
	Standards		5	4	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			0--4	1--4	0--4	
			1--5	0--5	1--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
	Met Standards		1	1	1	100% S
						0U
	n=1					1S

**Division: Business/Public Administration**Office Information Technology: Administrative Option  
(major 557)

n=1

Min. AM (4)

0 – 0%

Min. LI (4)

1-100%

Min. RFI (4)

1 – 100%

Min. Both

0 – 0%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
557	F	W	3	4	5	U
		Sum	3	4	5	
		MEAN	3	4	5	
	Standards		4	4	4	
	Distribution		0--<3	0--<3	0--<3	
			1--3	0--3	0--3	
			0--4	1--4	0--4	
			0--5	0--5	1--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
	Met Standards		0	1	1	0% S
						1U
	n=1					0S

**Division: Business/Public Administration**

Office Information Technology: Medical Option  
(major 559)

n=3

Min. AM (4)    Min. LI (4)    Min. RFI (4)  
3 – 100%       2 – 67%       3 – 100%

Min. All Areas  
2 – 67%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
559	F	W	5	3	4	U
559	F	W	4	4	5	S
559	F	W	5	4	6	S
		Sum	14	11	15	
		MEAN	4.67	3.67	5	
	Standards		4	4	4	
	Distribution		0--<3	0--<3	0--<3	
			0--3	1--3	0--3	
			1--4	2--4	1--4	
			2--5	0--5	1--5	
			0--6	0--6	1--6	
			0--7	0--7	0--7	
	Met Standards		3	2	3	67% S
						1U
	n=3					2S

**Division: Business/Public Administration****Criminal Justice: Corrections**

(major 591)

n=4

Min. AM (4)      Min. LI (4)      Min. RFI (5)

4 – 100%      4 – 100%      4 – 100%

Min. All Areas

4 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
591	F	W	5	4	5	S
591	F	W	4	4	5	S
591	M	W	5	4	6	S
591	F	W	5	4	5	S
		Sum	19	16	21	
		MEAN	4.75	4	5.25	
	Standards		4	4	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			1--4	4--4	0--4	
			3--5	0--5	3--5	
			0--6	0--6	1--6	
			0--7	0--7	0--7	
	Met Standards		4	4	4	100% S
						0U
	n=4					4S

**Division: Business/Public Administration**

Criminal Justice: Law Enforcement  
(major 592)

n=4

Min. AM (4)    Min. LI (4)    Min. RFI (5)  
2 – 50%        2– 50%        3– 75%  
Min. All Areas  
2 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
592	M	W	<3	<3	3	U
592	F	W	4	4	5	S
592	M	W	3	4	5	U
592	F	W	4	5	5	S
		Sum	13	15	18	
		MEAN	3.25	3.75	4.5	
	Standards		4	4	5	
	Distribution		1--<3	1--<3	0--<3	
			1--3	0--3	1--3	
			2--4	2--4	0--4	
			0--5	1--5	3--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
	Met Standards		2	2	3	50% S
						2U
	n=4					2S

## Division: Allied Health Certificates

Health Care Technology--Electrocardiography Option  
(major 011)

n=14

Min. AM (4)      Min. LI (4)      Min. RFI (4)

12 – 86%      13– 93%      12– 86%

Min. All Areas

11 – 79%

Major	Gender	Ethnicity	AM	LI	RFI	Met All Standards 3
11	F	W	3	4	5	U
11	M	W	4	4	4	S
11	F	W	5	4	4	S
11	F	W	5	4	5	S
11	F	AA	3	3	<3	U
11	M	W	5	4	3	U
11	F	W	5	4	4	S
11	F	W	5	4	6	S
11	F	W	5	5	5	S
11	M	W	5	5	5	S
11	F	W	5	4	4	S
11	F	W	5	4	6	S
11	F	W	5	4	5	S
11	F	H	5	4	5	S
		Sum	65	57	63	
		MEAN	4.6	4.1	4.5	
	Standards		4	4	4	
	Distribution		0--<3	0--<3	1--<3	
			2--3	1--3	1--3	
			1--4	11--4	4--4	
			11--5	2--5	6--5	
			0--6	0--6	2--6	
	Met Standards		12	13	12	79% S
						3 U
	n=14					11S

## Division: Allied Health Certificates

Medical Lab Assistant

(major 012)

n=10

Min. AM (4)

9 – 90%

Min. LI (4)

9 – 90%

Min. RFI (4)

9 – 90%

Min. All Areas

8 – 80%

Major	Gender	Ethnicity	AM	LI	RFI	Met All Standards	3
12	F	W	5	5	6	S	
12	F	W	6	5	6	S	
12	F	W	6	4	5	S	
12	F	W	5	3	5	U	
12	F	W	5	4	5	S	
12	F	W	7	5	5	S	
12	F	W	5	4	6	S	
12	F	W	5	4	5	S	
12	F	W	5	4	3	U	
12	F	W	4	4	5	S	
		Sum	53	42	51		
		MEAN	5.3	4.2	5.1		
	Standards		4	4	4		
	Distribution						
			0--3	1--3	1--3		
			1--4	6--4	0--4		
			6--5	3--5	6--5		
			2--6	0--6	3--6		
			1--7	0--7	0--7		
	Met Standards		9	9	9	80%S	
						2U	
	n=10					8S	



**Division: Allied Health****Medical Lab Technology**

(major 442)

n=6

Min. AM (5)

Min. LI (5)

Min. RFI (5)

6 – 100%

4 – 67%

5 – 75%

Min. All Areas

4 – 67%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
442	F	W	5	5	5	S
442	F	W	5	4	6	U
442	M	W	6	5	5	S
442	F	W	5	4	4	U
442	F	W	5	5	6	S
442	F	W	6	5	5	S
		Sum	32	28	31	
		MEAN	5.3	4.7	5.2	
	Standards		5	5	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			0--4	2--4	1--4	
			4--5	4--5	3--5	
			2--6	0--6	2--6	
	Met Standards		6	4	5	67% S
						2U
	n=6					4S

**Division: Allied Health**

Radiologic Technology

(major 469)

n=5

Min. AM (4)

Min. LI (4)

Min. RFI (5)

5– 100%

5– 100%

5–100%

Min. All Areas

5 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
469	F	W	5	5	7	S
469	F	W	6	5	5	S
469	F	W	6	5	7	S
469	F	W	7	4	5	S
469	F	W	6	5	6	S
		Sum	30	24	30	
		MEAN	6	4.8	6	
	Standards		4	4	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			0--4	1--4	0--4	
			1--5	4--5	2--5	
			3--6	0--6	1--6	
			1--7	0--7	2--7	
	Met Standards		5	5	5	100% S
						0U
	n=5					5S

**Division: Allied Health**

Paramedic Science

(major 759)

n=5

Min. AM (4)

Min. LI (5)

Min. RFI (5)

5 – 100%

1 – 20%

5 – 100%

Min. All Areas

1 – 20%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
759	F	W	5	4	5	U
759	F	W	4	4	5	U
759	F	W	5	4	5	U
759	M	W	4	4	5	U
759	M	W	6	5	6	S
		Sum	24	21	26	
		MEAN	4.8	4.2	5.2	
	Standards		4	5	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			2--4	4--4	0--4	
			2--5	1--5	4--5	
			1--6	0--6	1--6	
			0--7	0--7	0--7	
	Met Standards		5	1	5	20% S
						4U
	n=5					1S

**Division: Allied Health****Nursing  
(major 444)**

n=56

Min. AM (4)

Min. LI (4)

Min. RFI (4)

55 – 98%

56--100%

56--100%

Min. All Areas

55 – 98%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
444	M	W	5	5	6	S
444	F	W	5	5	5	S
444	M	O	6	5	7	S
444	F	W	6	5	6	S
444	M	W	6	5	5	S
444	F	W	5	5	5	S
444	F	W	5	5	7	S
444	F	W	5	4	6	S
444	F	W	5	5	7	S
444	F	O	4	4	6	S
444	F	W	4	4	5	S
444	F	W	5	4	6	S
444	F	W	6	4	5	S
444	F	W	5	4	6	S
444	F	W	6	4	6	S
444	F	W	5	5	6	S
444	F	W	6	5	6	S
444	F	W	5	5	5	S
444	F	W	3	4	5	U
444	F	W	5	5	5	S
444	F	W	5	5	5	S
444	F	W	6	4	5	S
444	F	W	5	5	5	S
444	M	W	4	4	5	S
444	F	W	4	4	4	S
444	F	W	6	4	4	S
444	F	W	5	5	6	S
444	M	O	5	5	6	S
444	M	W	6	5	7	S
444	M	W	6	4	6	S
444	F	W	5	5	6	S
444	F	W	5	5	7	S
444	F	W	6	5	6	S

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
444	F	W	5	4	5	S
444	F	W	5	4	5	S
444	F	W	7	5	5	S
444	F	W	6	5	5	S
444	F	W	6	5	6	S
444	F	W	5	4	6	S
444	F	W	6	5	7	S
444	F	W	7	5	7	S
444	F	W	5	4	5	S
444	F	W	6	4	5	S
444	F	W	5	4	5	S
444	M	W	5	5	5	S
444	F	W	5	4	5	S
444	M	W	6	4	7	S
444	F	W	6	5	6	S
444	F	W	6	5	6	S
444	F	W	5	4	6	S
444	F	W	4	5	5	S
444	F	W	5	5	5	S
444	M	O	6	5	5	S
444	F	W	6	5	6	S
444	M	W	5	5	5	S
444	M	W	6	5	6	S
		Sum	298	258	315	
		MEAN	5.3	4.6	5.6	
	Standards		4	4	4	
	Distribution		0--<3	0--<3	0--<3	
			1--3	0--3	0--3	
			5--4	22--4	2--4	
			27--5	34--5	25--5	
			21--6	0--6	21--6	
			2--7	0--7	8--7	
	Met Standards		55	56	56	98% S
						1U
	n=56					55S

## Division: Technology and Engineering Programs

Computer Information Systems—PC Support

(major 665)

n=1

Min. AM (5)

Min. LI (4)

Min. RFI (5)

0 – 0%

1 – 100%

0 – 0%

Min. All Areas

0 – 0%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
665	M	W	4	4	4	U
		Sum	4	4	4	
		MEAN	4	4	4	
	Standards		5	4	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			1--4	1--4	1--4	
			0--5	0--5	0--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
	Met Standards		0	1	0	0% S
						1U
	n=1					0S

**Division: Technology and Engineering Programs**

## Information Technology

(major 690)

n=2

Min. AM (5)

Min. LI (4)

Min. RFI (5)

1 – 50%

2 – 100%

2 – 100%

Min. All Areas

1 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
690	M	W	6	5	5	S
690	M	W	4	4	5	U
		Sum	10	9	10	
		MEAN	5	4.5	5	
	Standards		5	4	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			1--4	1--4	0--4	
			0--5	1--5	2--5	
			1--6	0--6	0--6	
			0--7	0--7	0--7	
	Met Standards		1	2	2	50% S
						1U
	n=2					1S

## Division: Technology and Engineering Programs

Technical Studies--AT

(major 753)

n=1

Min. AM (5)

Min. LI (4)

Min. RFI (5)

0 – 0%

1 – 100%

1 – 100%

Min. All Areas

0 – 0%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
753	F	W	3	4	5	U
		Sum	3	4	5	
		MEAN	3	4	5	
	Standards		5	4	5	
	Distribution		0--<3	0--<3	0--<3	
			1--3	0--3	0--3	
			0--4	1--4	0--4	
			0--5	0--5	1--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
	Met Standards		0	1	1	0% S
						1U
	n=1					0S



## Division: Technology and Engineering Programs

Technical Studies—Certificate

Well Tending

(major 118)

n=5

Min. AM (4)

5 – 100%

Min. LI (4)

5 – 100%

Min. RFI (4)

4 – 80%

Min. All Areas

4 – 80%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
118	M	W	6	4	4	S
118	M	W	6	5	5	S
118	M	W	5	5	5	S
118	M	W	5	4	<3	U
118	M	W	5	4	5	S
		Sum	27	22	21	
		MEAN	5.4	4.4	4.2	
	Standards		4	4	4	
	Distribution		0--<3	0--<3	1--<3	
			0--3	0--3	0--3	
			0--4	3--4	1--4	
			3--5	2--5	3--5	
			2--6	0--6	0--6	
	Met Standards		5	5	4	80% S
						1--U
	n=5					4--S

*Division: Humanities and Social Sciences*

## Early Childhood Development

(major 985)

n=2

Min. AM (4)      Min. LI (4)      Min. RFI (5)

2 – 100%      1 – 50%      1 – 50%

Min. All Areas

1 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
985	F	W	4	3	4	U
985	F	W	4	4	7	S
		Sum	8	7	11	
		MEAN	4	3.5	5.5	
	Standards		4	4	5	
	Distribution		0--<3	0--<3	0--<3	
			0--3	1--3	0--3	
			2--4	1--4	1--4	
			0--5	0--5	0--5	
			0--6	0--6	0--6	
			0--7	0--7	1--7	
	Met Standards		2	1	1	50% S
						1U
	n=2					1S

### **Explanation of Instruments and Data Collection**

WorkKeys data are provided in graphical format. Each program is listed by division and number. Other data reported include campus, gender and ethnicity. Minimum acceptable scores for each program are also provided. In the charts “U” is unsatisfactory, not meeting the minimum score and “S” is satisfactory, meeting the minimum score. In 2006 tests in Applied Math (AM), Reading for Information (RFI) and Locating Information (LI) were administered.

## WorkKeys

### Explanation of Tests and Scores

#### WorkKeys--Applied Mathematics

This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.

#### *Characteristics/Skills*

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. Examples are included with each level description.

Level	Characteristics of Items	Skills
<b>3</b>	<ul style="list-style-type: none"> <li>Translate easily from a word problem to a math equation</li> <li>All needed information is presented in logical order</li> <li>No extra information</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers</li> <li>Add or subtract negative numbers</li> <li>Change numbers from one form to another using whole numbers, fractions, decimals, or percentages</li> <li>Convert simple money and time units (e.g., hours to minutes)</li> </ul>

Level	Characteristics of Items	Skills
<b>4</b>	<ul style="list-style-type: none"> <li>Information may be presented out of order</li> <li>May include extra, unnecessary information</li> <li>May include a simple chart, diagram, or graph</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that require one or two operations</li> <li>Multiply negative numbers</li> <li>Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals</li> <li>Add commonly known fractions, decimals, or percentages (e.g.,</li> </ul>

1/2, .75, 25%)

- Add up to three fractions that share a common denominator
- Multiply a mixed number by a whole number or decimal
- Put the information in the right order before performing calculations

Level	Characteristics of Items	Skills
<b>5</b>	<ul style="list-style-type: none"> <li>• Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax)</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what information, calculations, or unit conversions to use to solve the problem</li> <li>• Look up a formula and perform single-step conversions within or between systems of measurement</li> <li>• Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)</li> <li>• Divide negative numbers</li> <li>• Find the best deal using one- and two-step calculations and then comparing results</li> <li>• Calculate perimeters and areas of basic shapes (rectangles and circles)</li> <li>• Calculate percent discounts or markups</li> </ul>

Level	Characteristics of Items	Skills
<b>6</b>	<ul style="list-style-type: none"> <li>• May require considerable translation from verbal form to mathematical expression</li> <li>• Generally require considerable setup and involve multiple-step calculations</li> </ul>	<ul style="list-style-type: none"> <li>• Use fractions, negative numbers, ratios, percentages, or mixed numbers</li> <li>• Rearrange a formula before solving a problem</li> <li>• Use two formulas to change from one unit to another within the same system of measurement</li> <li>• Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement</li> <li>• Find mistakes in questions that belong at Levels 3, 4, and 5</li> </ul>

- Find the best deal and use the result for another calculation
- Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations
- Find the volume of rectangular solids
- Calculate multiple rates

Level	Characteristics of Items	Skills
<b>7</b>	<ul style="list-style-type: none"> <li>• Content or format may be unusual</li> <li>• Information may be incomplete or implicit</li> <li>• Problems often involve multiple steps of logic and calculation</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems that include nonlinear functions and/or that involve more than one unknown</li> <li>• Find mistakes in Level 6 questions</li> <li>• Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages</li> <li>• Calculate multiple areas and volumes of spheres, cylinders, or cones</li> <li>• Set up and manipulate complex ratios or proportions</li> <li>• Find the best deal when there are several choices</li> <li>• Apply basic statistical concepts</li> </ul>

<http://www.act.org/workkeys/assess/math/levels.html>

## WorkKeys--Reading for Information

***The WorkKeys Reading for Information test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.***

### Characteristics/Skills

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The reading materials at Level 3 are short and direct. The material becomes longer, denser, and more difficult to use as readers move toward Level 7. The tasks also become more complex as readers move from Level 3 to Level 7. At Level 3, readers begin by finding very obvious details and following short instructions. At the more complex levels, tasks can also involve more application and interpretation.

Level	Characteristics of Items	Skills
<b>3</b>	<ul style="list-style-type: none"> <li>Reading materials include basic company policies, procedures, and announcements</li> <li>Reading materials are short and simple, with no extra information</li> <li>Reading materials tell readers what they should do</li> <li>All needed information is stated clearly and directly</li> <li>Items focus on the main points of the passages</li> <li>Wording of the questions and answers is similar or identical to the wording used in the reading materials</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and clearly stated details</li> <li>Choose the correct meaning of a word that is clearly defined in the reading</li> <li>Choose the correct meaning of common, everyday workplace words</li> <li>Choose when to perform each step in a short series of steps</li> <li>Apply instructions to a situation that is the same as the one in the reading materials</li> </ul>

Level	Characteristics of Items	Skills
<b>4</b>	<ul style="list-style-type: none"> <li>Reading materials include company policies, procedures, and notices</li> <li>Reading materials are straightforward, but have longer sentences and contain a number of details</li> <li>Reading materials use common</li> </ul>	<ul style="list-style-type: none"> <li>Identify important details that may not be clearly stated</li> <li>Use the reading material to figure out the meaning of words that are not defined</li> <li>Apply instructions with several steps to a situation that is the same as the situation in the</li> </ul>

- words, but do have some harder words, too
  - Reading materials describe procedures that include several steps
  - When following the procedures, individuals must think about changing conditions that affect what they should do
  - Questions and answers are often paraphrased from the passage
- reading materials
  - Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)

Level	Characteristics of Items	Skills
<b>5</b>	<ul style="list-style-type: none"> <li>• Policies, procedures, and announcements include all of the information needed to finish a task</li> <li>• Information is stated clearly and directly, but the materials have many details</li> <li>• Materials also include jargon, technical terms, acronyms, or words that have several meanings</li> <li>• Application of information given in the passage to a situation that is not specifically described in the passage</li> <li>• There are several considerations to be taken into account in order to choose the correct actions</li> </ul>	<ul style="list-style-type: none"> <li>• Figure out the correct meaning of a word based on how the word is used</li> <li>• Identify the correct meaning of an acronym that is defined in the document</li> <li>• Identify the paraphrased definition of a technical term or jargon that is defined in the document</li> <li>• Apply technical terms and jargon and relate them to stated situations</li> <li>• Apply straightforward instructions to a new situation that is similar to the one described in the material</li> <li>• Apply complex instructions that include conditionals to situations described in the materials</li> </ul>

Level	Characteristics of Items	Skills
<b>6</b>	<ul style="list-style-type: none"> <li>• Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents</li> <li>• Complicated sentences with difficult words, jargon, and technical terms</li> <li>• Most of the information needed to</li> </ul>	<ul style="list-style-type: none"> <li>• Identify implied details</li> <li>• Use technical terms and jargon in new situations</li> <li>• Figure out the less common meaning of a word based on the context</li> <li>• Apply complicated instructions to new situations</li> <li>• Figure out the principles</li> </ul>



answer the items is not clearly stated

behind policies, rules, and procedures

- Apply general principles from the materials to similar and new situations
- Explain the rationale behind a procedure, policy, or communication

Level	Characteristics of Items	Skills
<b>7</b>	<ul style="list-style-type: none"> <li>• Very complex reading materials</li> <li>• Information includes a lot of details</li> <li>• Complicated concepts</li> <li>• Difficult vocabulary</li> <li>• Unusual jargon and technical terms are used, but not defined</li> <li>• Writing often lacks clarity and direction</li> <li>• Readers must draw conclusions from some parts of the reading and apply them to other parts</li> </ul>	<ul style="list-style-type: none"> <li>• Figure out the definitions of difficult, uncommon words based on how they are used</li> <li>• Figure out the meaning of jargon or technical terms based on how they are used</li> <li>• Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials</li> </ul>

<http://www.act.org/workkeys/assess/reading/levels.html>

## WorkKeys--Locating Information

The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

### **Characteristics/Skills**

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. At Level 3, examinees look for information in simple graphics and fill in information that is missing from simple graphics. At Level 6, examinees may use the information in one or more complex graphics to draw conclusions and make decisions. The complexity can also increase as the quantity and/or density of the information increases.

***Characteristics/Skills***

Level	Characteristics of Items	Skills
<b>3</b>	<ul style="list-style-type: none"> <li>Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans</li> <li>One graphic used at a time</li> </ul>	<ul style="list-style-type: none"> <li>Find one or two pieces of information in a graphic</li> <li>Fill in one or two pieces of information that are missing from a graphic</li> </ul>

Level	Characteristics of Items	Skills
<b>4</b>	<ul style="list-style-type: none"> <li>Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps</li> <li>One or two graphics are used at a time</li> </ul>	<ul style="list-style-type: none"> <li>Find several pieces of information in one or two graphics</li> <li>Understand how graphics are related to each other</li> <li>Summarize information from one or two straightforward graphics</li> <li>Identify trends shown in one or two straightforward graphics</li> <li>Compare information and trends shown in one or two straightforward graphics</li> </ul>

Level	Characteristics of Items	Skills
<b>5</b>	<ul style="list-style-type: none"> <li>Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges</li> <li>Graphics may have less common formats</li> <li>One or more graphics are used at a time</li> </ul>	<ul style="list-style-type: none"> <li>Sort through distracting information</li> <li>Summarize information from one or more detailed graphics</li> <li>Identify trends shown in one or more detailed or complicated graphics</li> <li>Compare information and trends from one or more complicated graphics</li> </ul>

Level	Characteristics of Items	Skills
-------	--------------------------	--------

## 6

- Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams
- Graphics contain large amounts of information and may have challenging formats
- One or more graphics are used at a time
- Connections between graphics may be subtle
- Draw conclusions based on one complicated graphic or several related graphics
- Apply information from one or more complicated graphics to specific situations
- Use the information to make decisions

**Source:** <http://www.act.org/workkeys/assess/locate/index.html>

Measure of Academic Proficiency and Progress  
Assessment Results  
2006

**MAPP**  
**Measures of Academic Proficiency and Progress**

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

**Southern West Virginia  
Community and Technical Col**

**Abbreviated**

**Test Description:** Abbreviated  
Form A Paper

**Cohort Name:** TEST DATE: 2006-08-29T00:00:00-04:00

**Close Date:** 09/06/2006

**Student Level:**  
All

**Number of students tested:** 69

**Number of students included in  
these statistics:** 67

**Number of students excluded  
(see roster):** 2

	Possible Range	Southern Mean Score	All Test Takers Mean Scores	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
<b>Total Score</b>	400 to 500	436.15		433 to 439	16.52	423	435	445
<b>Skills Subscores:</b>								
<b>Critical Thinking</b>	100 to 130	110.42	110.2	109 to 112	5.65	106	110	115
<b>Reading</b>	100 to 130	116.73	118	115 to 118	6.42	112	118	121
<b>Writing</b>	100 to 130	113.1	113.9	112 to 114	4.34	111	112	117
<b>Mathematics</b>	100 to 130	109.13	112.6	108 to 111	4.36	106	108	112
<b>Context-Based Subscores:</b>								
<b>Humanities</b>	100 to 130	113.97	114.2	112 to 116	6	109	112	118
<b>Social Sciences</b>	100 to 130	112	112.8	110 to 114	4.7	109	112	115
<b>Natural Sciences</b>	100 to 130	114.45	114.4	113 to 116	5.3	111	114	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 67. Shaded areas represent areas in which Southern students scored lower than the mean for all other test takers.

**MAPP**  
**Measures of Academic Proficiency and Progress**

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

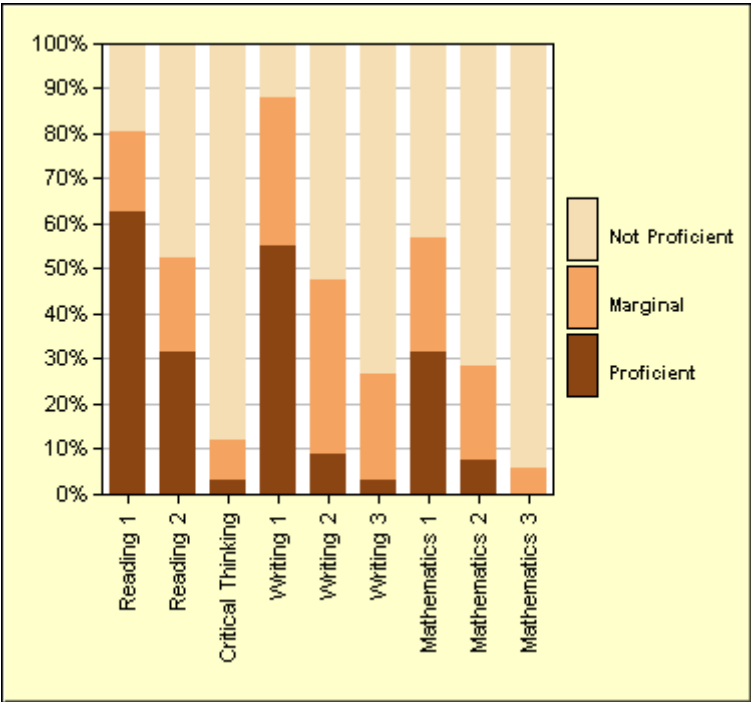
**Southern West Virginia Community  
and Technical Col**  
**Abbreviated Form**  
**Test Description:** Abbreviated Form A  
Paper  
**Number of students tested:** 69  
**Number of students included in these  
statistics:** 67  
**Number of students excluded:** 2

**Cohort** TEST DATE: 2006-08-29T00:00:00-  
**Name:** 04:00  
**Close Date:** 09/06/2006  
**Student**  
**Level:** All

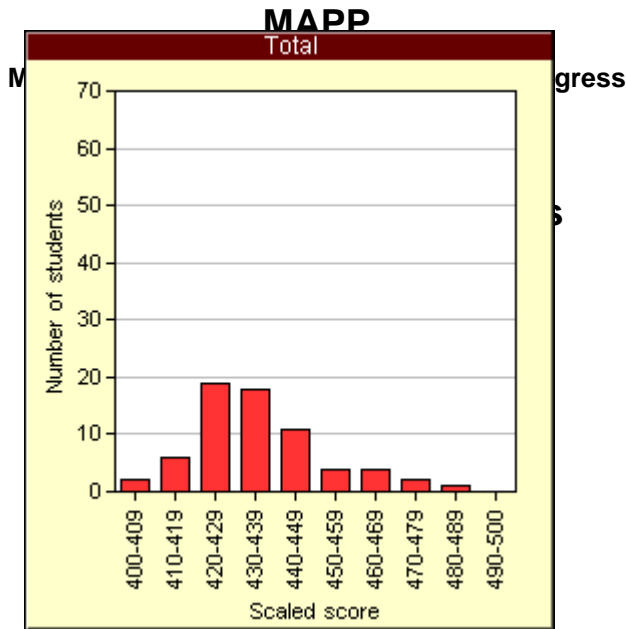
Skill Dimension	Proficiency Classification			
	Proficient	All Test Takers	Marginal	Not Proficient
<b>Reading, Level 1</b>	63%	64%	18%	19%
<b>Reading, Level 2</b>	31%	29%	21%	48%
<b>Critical Thinking</b>	3%	3%	9%	88%
<b>Writing, Level 1</b>	55%	62%	33%	12%
<b>Writing, Level 2</b>	9%	13%	39%	52%
<b>Writing, Level 3</b>	3%	6%	24%	73%
<b>Mathematics, Level 1</b>	31%	48%	25%	43%
<b>Mathematics, Level 2</b>	7%	20%	21%	72%
<b>Mathematics, Level 3</b>	0%	4%	6%	94%

Shaded areas represent areas in which Southern students scored lower than the number proficient for all other test takers.

Summary of Proficiency Classifications for Southern Students  
Graphical Representation



**Southern West Virginia Community and Technical Col**  
**Unknown**  
**Test Description:** Abbreviated Form A Paper  
**Number of students tested:** 69  
**Number of students included in these statistics:** 67  
**Number of students excluded (see roster):** 2





Measures of  
Academic  
Proficiency  
and Progress

Demographic  
Analysis  
Report  
Age

Total Group	67
<20	12
20 - 29	39
30 - 39	9
40 - 49	4
50 - 59	2
60 - 69	0
>=70	0

**Measures of Academic Proficiency and Progress**

**Demographic Analysis Report**

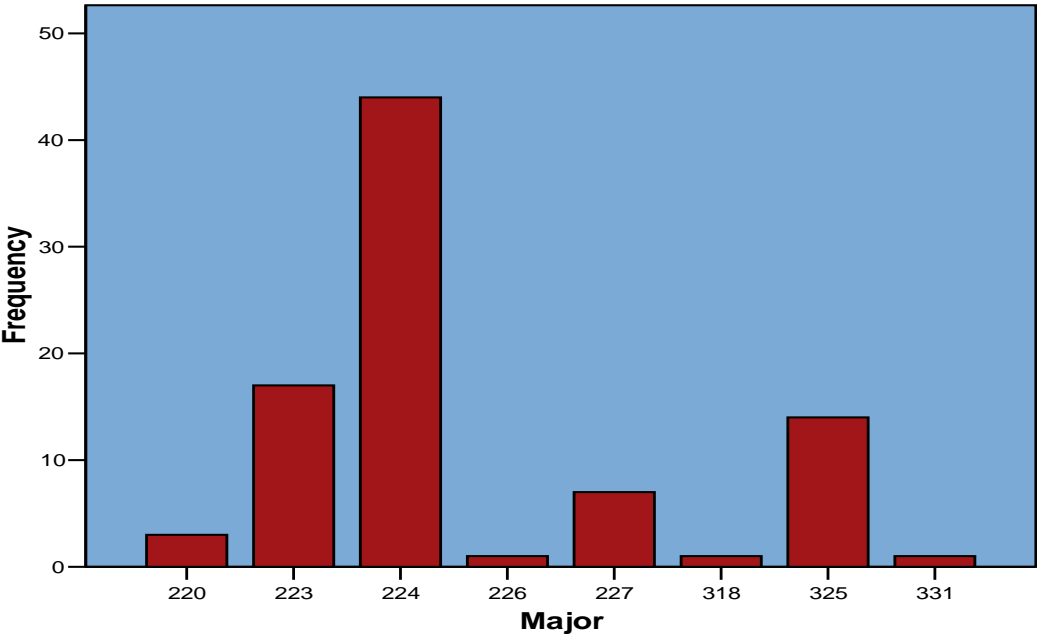
**Gender**

<b>Total Group 67</b>
<b>Male 15</b>
<b>Female 52</b>

Major Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
220	3	3.4	3.4	3.4
223	17	19.3	19.3	22.7
224	44	50.0	50.0	72.7
226	1	1.1	1.1	73.9
227	7	8.0	8.0	81.8
318	1	1.1	1.1	83.0
325	14	15.9	15.9	98.9
331	1	1.1	1.1	100.0
Total	88	100.0	100.0	

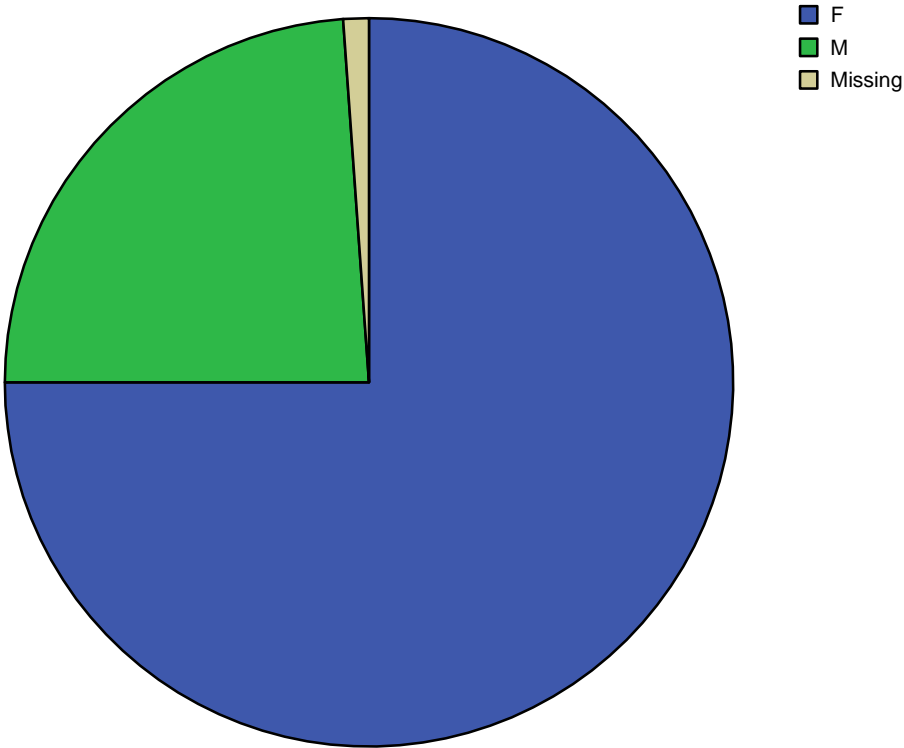
Major Distribution



Gender Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
F	66	75.0	75.9	75.9
M	21	23.9	24.1	100.0
Total	87	98.9	100.0	
Missing 9	1	1.1		
Total	88	100.0		

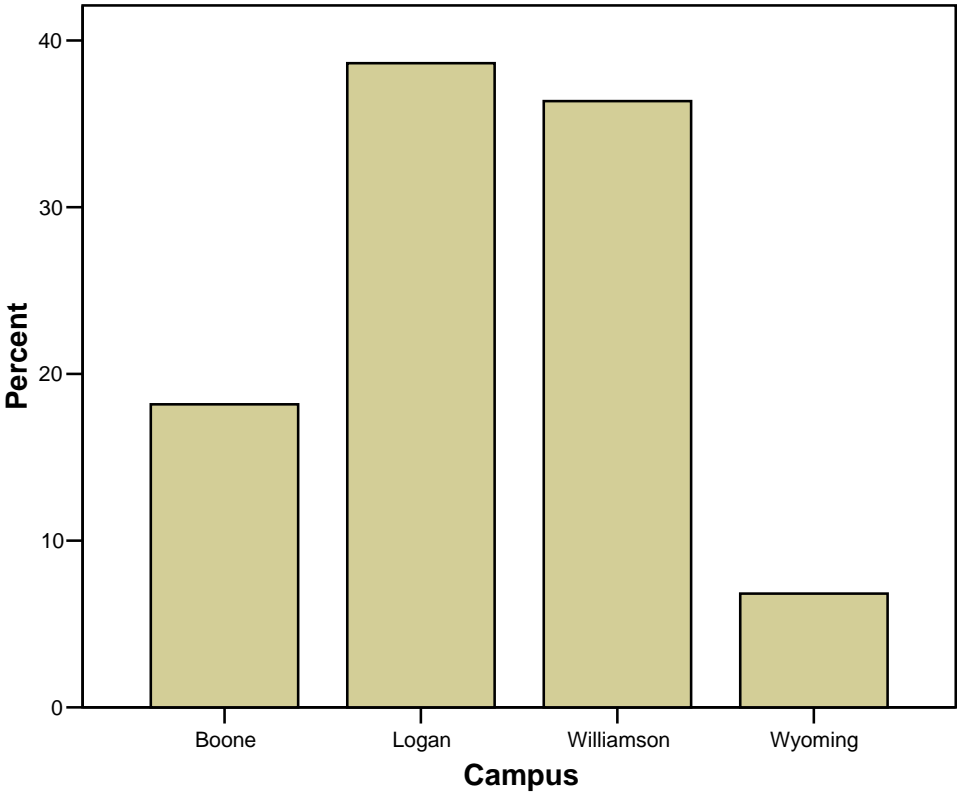
Gender



Campus Distribution

Campus	Frequency	Percent	Valid Percent	Cumulative Percent
Boone	16	18.2	18.2	18.2
Logan	34	38.6	38.6	56.8
Williamson	32	36.4	36.4	93.2
Wyoming	6	6.8	6.8	100.0
Total	88	100.0	100.0	

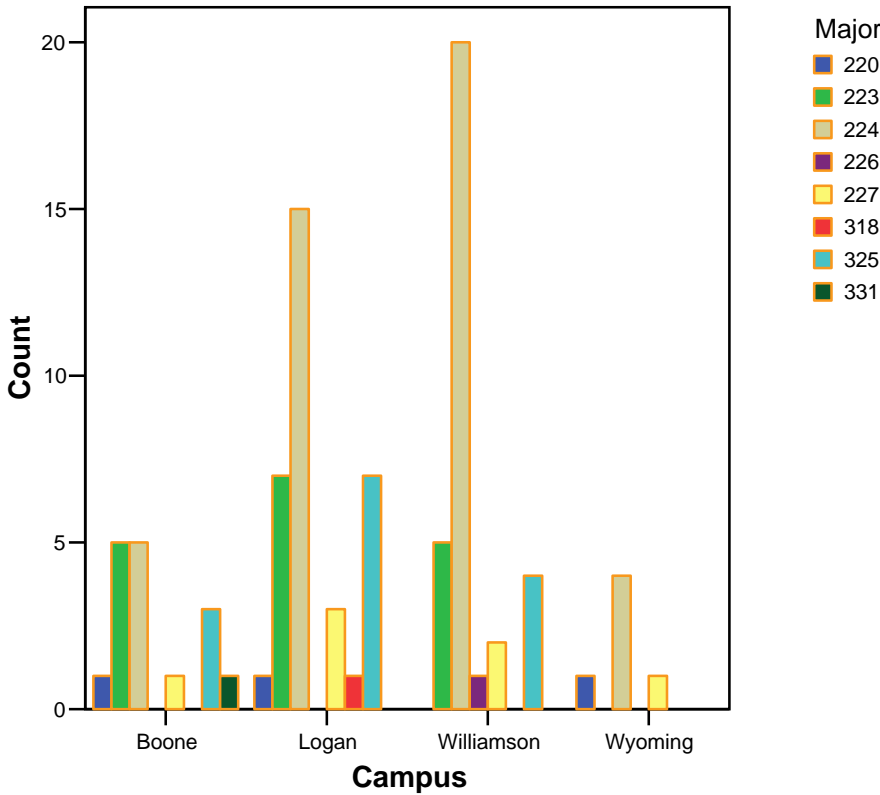
Campus



Campus Vs Major

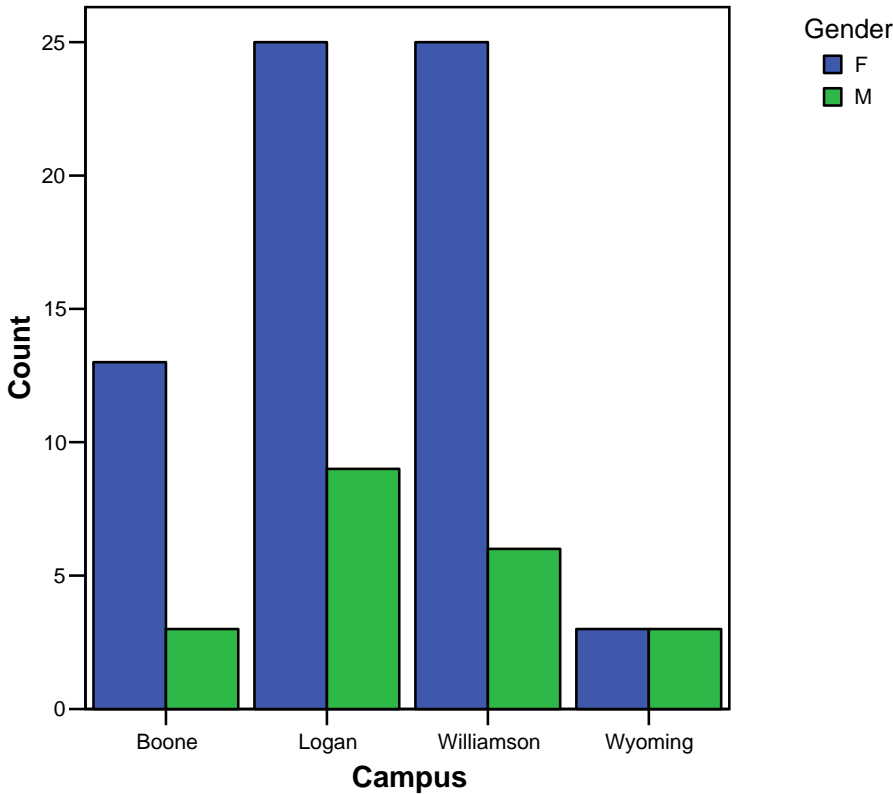
		Major								
		220	223	224	226	227	318	325	331	Total
Campus	Boone	1	5	5	0	1	0	3	1	16
	Logan	1	7	15	0	3	1	7	0	34
	Williamson	0	5	20	1	2	0	4	0	32
	Wyoming	1	0	4	0	1	0	0	0	6
Total		3	17	44	1	7	1	14	1	88

Campus Vs Major



		Gender		
		F	M	Total
Campus	Boone	13	3	16
	Logan	25	9	34
	Williamson	25	6	31
	Wyoming	3	3	6
Total		66	21	87

Bar Chart



**Proficiency Classifications Taken Directly From**

**<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f74aaf5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=448646f1674f4010VgnVCM10000022f95190RCRD>**

The MAPP test provides specific information needed to identify areas of strength and weakness in curricula and teaching methods. These criterion-referenced scores have meaning in and of themselves. Such scores are defined in terms of an established level of performance or proficiency, and a student either achieves or does not achieve each criterion or level. Proficiency classifications reveal what degree of proficiency (Proficient, Marginal or Not Proficient) students demonstrate at three different levels of difficulty in each skill area:

**Reading/Critical Thinking**

To be considered Proficient at **level 1** a student should be able to

Recognize factual material explicitly presented in a reading passage  
Understand the meaning of particular words or phrases in the context of a reading passage

To be considered Proficient at **level 2** a student should be able to

Synthesize material from different sections of a passage  
Recognize valid inferences derived from material in the passage  
Identify accurate summaries of a passage or of significant sections of the passage  
Understand and interpret figurative language  
Discern the main idea, purpose, or focus of a passage or a significant portion of the passage

To be considered Proficient at **level 3** a student should be able to

Evaluate competing causal explanations  
Evaluate hypotheses for consistency with known facts  
Determine the relevance of information for evaluating an argument or conclusion  
Determine whether an artistic interpretation is supported by evidence contained in a work  
Recognize the salient features or themes in a work of art  
Evaluate the appropriateness of procedures for investigating a question of causation  
Evaluate data for consistency with known facts, hypotheses or methods  
Recognize flaws and inconsistencies in an argument

**Writing Skills**

To be considered Proficient at **level 1** a student should be able to

Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)  
Recognize appropriate transition words  
Recognize incorrect word choice  
Order sentences in a paragraph  
Order elements in an outline

To be considered Proficient at **level 2** a student should be able to

Incorporate new material into a passage  
Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns, and conjunctions) when these elements are complicated by intervening words or phrases  
Combine simple clauses into single, more complex combinations



Recast existing sentences into new syntactic combinations

To be considered Proficient at **level 3** a student should be able to

Discriminate between appropriate and inappropriate use of parallelism

Discriminate between appropriate and inappropriate use of idiomatic language

Recognize redundancy

Discriminate between correct and incorrect constructions

Recognize the most effective revision of a sentence

## Mathematics

To be considered Proficient at **level 1** a student should be able to

Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multi-step if the steps are repeated rather than embedded.

Solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%).

Solve problems requiring a general understanding of square roots and the squares of numbers.

Solve a simple equation or substitute numbers into an algebraic expression.

Find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

To be considered Proficient at **level 2** a student should be able to

Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).

Simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.

Interpret a trend represented in a graph, or choose a graph that reflects a trend.

Solve problems involving sets; the problems would have numeric answer choices.

To be considered Proficient at **level 3** a student should be able to

Solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or are numbers that do not lend themselves to back-solving.

Solve problems involving difficult arithmetic concepts such as exponents and roots other than squares and square roots and percent of increase or decrease.

Generalize about numbers, e.g., identify the values of (x) for which an expression increases as (x) increases.

Solve problems requiring an understanding of the properties of integers, rational numbers, etc.

Interpret a graph in which the trends are to be expressed algebraically or in which one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease.

Solve problems requiring insight or logical reasoning.

Writing Assessment Report

Assessment Day - March 14, 2006

The writing scoring team met on Tuesday, March 14, 2006, as part of the Assessment Day activities. The team (Brenda Baksh, Larry D’Angelo, Guy Lowes, George Morrison, David O’Dell, and Jennifer Godby) evaluated a total of 128 writing samples. While the majority of papers scored consisted of English 101 and 102 research papers from both regular and adjunct faculty, the divisions of Natural Sciences and Allied Health also submitted samples from MT 128, BS 125, and ML 205. Papers came from three campuses (Logan, Wyoming, and Boone) and two off campus sites (Chapmanville HS and Harts HS).

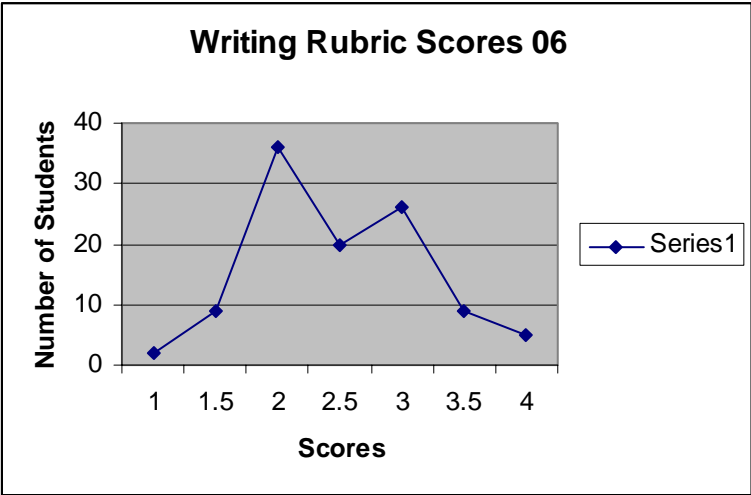
Each sample was scored first by one member of the team and then (blind) second scored by another team member. Six samples needed to be third scored because the discrepancy between the first and second scores exceeded a .5 difference. Four of the six third scores concerned papers that were in dispute concerning their “scoreability” factor. After discussion, the team decided that there was not a sufficient amount of writing to evaluate. This is obviously an area the group will need to address prior to the next scoring session.

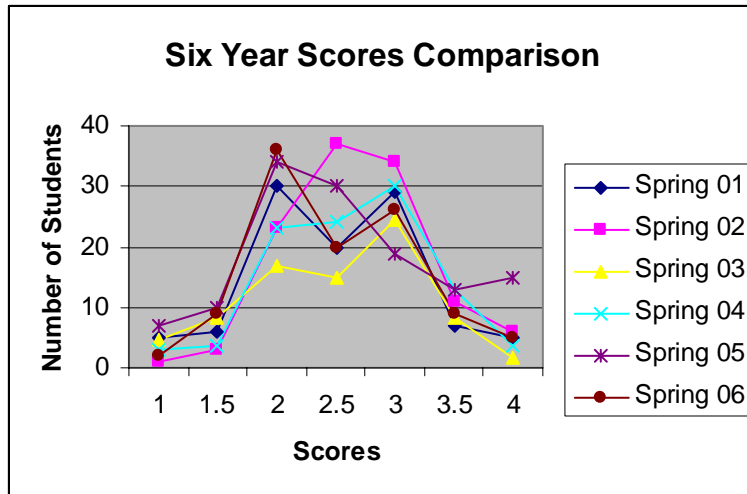
The breakdown of scores is as follows:

4	3.5	3	2.5	2	1.5	1	N
5	9	26	20	36	9	2	21

Scores of N were assigned to samples that contained an insufficient amount of writing or to samples the team believed to be plagiarized.

Any sample receiving a score of 2.5 or below was also given an analytical assessment based on the scoring rubric.





### MATH RUBRIC TEAM REPORT

The Math Rubric Assessment Team met on March 14, 2006 and we scored papers from Math Department, Chemistry Department, and the Transitional Studies Department. We also received papers from the Business Department but they were unable to be scored due to the fact that they did not have to show any process to the solution only the solution, so according to our rubric these 11 papers were not scored. We scored a total of 238 papers, not including the 11 papers that could not be scored and 8 papers that were duplicate sample papers (total papers submitted 257). Only 9 had to be scored by a third person making the percentage 4%.

The total scoring results are as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
61	13	29	13	21	14	19	10	58	238

Percentage for each is as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
25%	6%	12%	6%	9%	6%	8%	4%	24%	100%

**Appendix C**  
**Results of National Certification Exams**  
 SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
 ASSOCIATE DEGREE NURSING - STATE BOARD SCORES

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1974	24	17	70.83	7	N/A	N/A
1975	20	10	50.00	10	N/A	N/A
1976	24	13	54.16	11	N/A	N/A
1977	26	15	57.69	11	N/A	N/A
1978	34	12	35.29	22	78.40	84.60
1979	24	15	62.50	9	83.10	84.30
1980	22	12	54.50	10	79.70	84.20
1981	18	8	55.50	10	80.20	84.40
1982	18	14	77.70	4	85.90	91.70
1983	25	19	76.00	6	N/A	N/A
1984	49	40	81.63	9	N/A	N/A
1985	41	33	80.49	8	83	90
1986	45	36	80.00	9	88	92
1987	33	28	84.85	5	87	91
1988	38	34	89.47	4	81	84
1989	40	28	70.00	12	84	87
1990	52	37	71.15	15	88	92
1991	36	29	80.55	7	85	91
1992	69	61	88.41	8	88	93 *
1993	68	50	73.53	18	83	91
1994	53	45	85.3	8	85	90
1995	40	36	90.00	4	87	91*
1996	41	36	85.40	6	87	88
1997	55	44	85.82	10	90	88
1998	40	36	90.00	4	88	85*
1999	53	50	94.30	3	84	85
2000	26	25	96.15	1	81.5	83.84
2001	39	39	100	0	87.29	85.53
2002	48	44	92	4	87.10	86.7
2003	66	64	97	2	86.87	87.01

## HLC NCA Assessment Report

190

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2004	44	42	96	2	84.01	85.26*
2005	83	77	93	6	87.24	87.29
2006	51	51	100	0		

N/A - DATA NOT AVAILABLE

\*Test plan changed

## MEDICAL LABORATORY TECHNOLOGY NATIONAL CERTIFICATION AGENCY TESTING

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1976	6	3	50.0	3	N/A	N/A
1977	N/A	N/A	N/A	N/A	N/A	N/A
1978	6	6	<b>100</b>	0	N/A	N/A
1979	3	3	<b>100</b>	0	N/A	N/A
1980	1	1	<b>100</b>	0	N/A	N/A
1981	2	0	0	2	N/A	N/A
1982	N/A	N/A	N/A	N/A	N/A	N/A
1983	6	3	50.0	3	N/A	N/A
1984	7	5	71.43	2	N/A	N/A
1985	9	8	88.9	1	N/A	N/A
1986	N/A	N/A	N/A	N/A	N/A	N/A
1987	4	3	75.0	1	N/A	N/A
1988	12	8	66.7	4	N/A	N/A
1989	6	4	66.7	2	N/A	79.86
1990	6	6	<b>100</b>	0	N/A	79.64
1991	7	3	42.9	4	N/A	74.90
1992	11	6*	60.0*	4*	N/A	74.90
1993	14	8	57.14	6	N/A	76.30
1994	8	7	87.5	1	N/A	78.20
1995	10 NCA 10 ASCP	7 3	70 NCA 30 ASCP	3 7	N/A	N/A
1996	14 13	14 13	<b>100</b> NCA <b>100</b> ASCP	0 0	N/A	80.2 79.0
1997	7	7	<b>100</b> NCA / 88 ASCP	0 0	N/A	77.8 81
1998	9	9	<b>100</b> NCA / <b>100</b> ASCP	0 0	N/A	N/A
1999	6	6	<b>100</b> NCA / <b>100</b> ASCP	0	N/A	N/A
2000	11	11 9	<b>100</b> NCA 82 ASCP	0 N/A 2	N/A	N/A
2001	1 11	1 8	<b>100</b> NCA 73 ASCP	0 3	N/A	N/A
2002	8	7	88 ASCP	1	N/A	N/A
2003	10	9	90 ASCP	1	65	74%

# HLC NCA Assessment Report

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YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2004	6	6	<b>100</b> ASCP	0	N/A	82%
2005	15	12	80	3	N/A	81
2006	7	7	<b>100</b>	0	N/A	83

\* - ONE STUDENT WITHHELD RESULT



## PARAMEDIC SCIENCE

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2000	5	1	20	4	N/A	N/A
2001	1	1	<b>100</b>	0	N/A	N/A
2002	2	2	<b>100</b>	0	N/A	N/A
2003	2	2	<b>100</b>	0	N/A	N/A
2004	1	1	<b>100</b>	0	N/A	N/A
2005	2	2	<b>100</b>	0	N/A	N/A
2006	6	6	<b>100</b>	0	N/A	N/A

## RADIOLOGIC TECHNOLOGY

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1993	8	7	88	1	N/A	85
1994	13	12	92	1	N/A	85
1995	14	14	<b>100</b>	0	N/A	93
1996	14	14	<b>100</b>	0	N/A	92
1997	12	11	92	1	N/A	83
1998	12	10	83	2	N/A	88
1999	14	11	79	3	82	88
2000	14	12	86	2	82	89
2001	14	13	93	1	82	88
2002	10	10	<b>100</b>	0	82	88
2003	9	9	<b>100</b>	0	83	89
2004	16	15	94	1	84	89
2005	14	13	93	1	85.5	85.5
2006	12	12	<b>100</b>	0		

## SURGICAL TECHNOLOGY

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1999	1	1	<b>100</b>	0	N/A	N/A
2000	0	0	0	0	N/A	N/A
2001	13	13	<b>100</b>	0	N/A	N/A
2002	0	0	0	0	N/A	N/A
2003	9	9	<b>100</b>	0	N/A	N/A
2004	0	0	0	0	N/A	N/A
2005	0*	0	0	0	N/A	N/A
2006	0	0	0	0	N/A	N/A

Students graduate every other year.

\*Graduates are not required to take exam. As of 8/06 none had taken.

## HEALTH CARE TECHNOLOGY CERTIFICATE PROGRAMS

## ELECTROCARDIOGRAPHY - Logan

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1998	10	9	90	1	N/A	N/A
1999	6	6	<b>100</b>	0	N/A	N/A
2000	5	5	<b>100</b>	0	N/A	N/A
2001	13	12	92	1	N/A	N/A
2002	10	10	<b>100</b>	0	N/A	N/A
2003	7	7	<b>100</b>	0	N/A	N/A
2004	11	11	<b>100</b>	0	N/A	N/A
2005	24	24	<b>100</b>	0	N/A	N/A
2006	17	16	94	1	N/A	N/A

## ELECTROCARDIOGRAPHY - Wyoming

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2006	6	6	<b>100</b>	0	N/A	N/A

## MEDICAL LABORATORY ASSISTANT (PHLEBOTOMY)

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1998	6	6	<b>100</b>	0	N/A	N/A
1999	5	5	<b>100</b>	0	N/A	N/A
2000	5	5	<b>100</b>	0	N/A	N/A
2001	11	11	<b>100</b>	0	N/A	N/A
2002	4	4	<b>100</b>	0	N/A	N/A
2003	8	8	<b>100</b>	0	N/A	N/A
2004	11	11	<b>100</b>	0	N/A	N/A
2005	10	10	<b>100</b>	0	N/A	N/A
2006	12	12	<b>100</b>	0	N/A	N/A

## Appendix D

**TITLE 135  
PROCEDURAL RULE  
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL  
COLLEGE EDUCATION  
SERIES 7  
STANDARDS FOR DEGREE DESIGNATIONS AND GENERAL EDUCATION  
REQUIREMENTS FOR COMMUNITY AND TECHNICAL COLLEGE DEGREES**

**§135-7-1. General.**

1.1. Scope. -- This rule establishes standards for community and technical colleges to determine the appropriate degree designation for academic programs and the general education requirements for the respective degrees.

1.2. Authority. -- W. Va. Code §18B-2B-6.

1.3. Filing Date. -- December 6, 2004.

1.4. Effective Date. -- January 10, 2005.

**§135-7-2. Purpose.**

2.1. Certificate and associate degree programs are central to the mission of the community and technical college. They are a means through which the institution develops and maintains integrity in its educational programs. Appropriately defined, these degrees become an integrating force for the institution, set academic standards and goals for achievement of students, and establishes the relationship between the college and other institutions at community college and baccalaureate college levels.

The associate degree program establishes the community college vision of what it means to be an educated person and affirms the college's commitment to program coherence, continuity, and student success. Awarding the associate degree is a way by which an institution indicates the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workplace.

The associate degree is recognized by baccalaureate degree granting institutions and by employers as a critical indicator a student has demonstrated proficiencies at levels deemed appropriate to

enter upper-division college programs or to enter a field of work.

Certificate and associate degree programs must consist of a coherent and sequenced set of courses, including an evaluation procedure that assesses the outcomes of the learning process.

In addition, all certificate and associate degree programs must include a complement of general education requirements that define what constitutes an educated person.

Therefore, it is the purpose of this policy to adopt and require the use of nationally standardized nomenclature regarding certificate and associate degrees and the nationally promulgated standards for the general education

components of the respective degrees. It is the goal of this policy to ensure a common understanding of the associate degrees awarded by West Virginia community and technical colleges; to promote the transferability and portability of degrees among the colleges and with baccalaureate degree granting institutions; and to foster recognition of the degrees as a respected credential for employment.

**§135-7-3. Certificate and Associate Degree Definitions.**

There are three nationally recognized associate degree designations adopted for use. Each has a specific purpose and declares the specific intent of those who framed the academic

program requirements. The respective degree designations communicate clearly the primary, predetermined goal for the preparation of the student. All three associate degrees require a minimum of sixty-credit hours for completion of the degree, and the certificate degree requires thirty-credit hours for completion.

3.1. The Associate in Arts (AA) degree

The purpose and intent of this degree are to prepare the student to transfer to an upper division baccalaureate degree program. It gives emphasis to those majoring in the arts, humanities, social sciences, and similar areas. It is the goal of this degree to achieve successful transfer for completion of the bachelor's degree and acceptance at the junior level.

3.2. The Associate in Science (AS) degree  
The purpose and intent of this degree are to prepare the student to transfer to an upper division baccalaureate degree program. It gives emphasis to those majoring in the agriculture, engineering and technology, and the sciences with substantial undergraduate requirements in mathematics and the natural sciences. It is the goal of this degree to achieve successful transfer for completion of the bachelor's degree and acceptance at the junior level. While a student may enter directly into employment upon attainment of this degree, the goal of programs that award this degree is successful transfer with junior status.

3.3. The Associate in Applied Science (AAS) degree  
The purpose and intent of this degree are to prepare the student to enter directly into employment in a specific career. It gives emphasis to those majoring in occupational programs designed with and through employer advisory committees. It is the goal of this degree to achieve acceptance as an employment credential. While a student may be able to achieve successful transfer of some or all the courses within this degree, the goal of programs that award this degree is successful employment.

3.4. The Certificate Degree [CP] program  
The purpose and intent of the certificate degree program are to prepare the student to enter directly into employment in a specific career and meet the documented workforce needs of local employers. Generally, certificate programs provide the foundation for the associate in applied science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance

as an employment credential.

#### **§135-7-4. General Education Requirements.**

4.1. The curriculum is the foundation of certificate and associate degree programs. For students to earn the degrees, the program must consist of a coherent and sequenced set of courses, including an evaluation procedure that assesses the outcomes of the learning process.

The program must state the proficiency outcomes required for the students to transfer to baccalaureate institutions and/or achieve career goals.

4.2. Certificate and associate degree programs must include a full complement of general education requirements that define what constitutes an educated person, including essential communication and computation skills.

In accordance with national standards, a strong foundation general education curriculum for associate degrees should include courses in the arts, the humanities, mathematics, the natural sciences, and the social sciences. Based on the respective purpose, intent and goal of certificate and associate degrees, the full complement of general education is established as follows.

4.2.1. The Associate in Arts degree:  
For successful transfer with program emphasis in arts, humanities, social sciences, and similar areas, a substantial component of this degree, at least 45 semester hours of coursework shall be in general education.

4.2.2. The Associate in Science degree:  
For successful transfer with program emphasis in agriculture, engineering and technology, and the sciences with a substantial undergraduate requirement in mathematics and the natural sciences, a large component of this degree, at least 30 semester hours of coursework shall be in general education.

4.2.3. The Associate in Applied Science degree: For successful entry directly into

employment in a specific career and to provide a basic foundation for life-long learning and future career changes, at least 20 semester hours of coursework for this degree shall be in general education.

4.2.4. The Certificate Degree program:

As the foundation of the Associate in Applied Science degree and for successful entry into employment in a specific career, at least 6 semester hours of coursework for the certificate shall be in general education.

**§135-7-5. Accountability Process.**

5.1. General Education Curriculum Policy

Each community and technical college shall file with the Council their institutional policy on general education as approved by the respective Board of Governors. Such institutional policy shall address the college's vision for the common core of learning outcomes that are

essential to the definition of an educated person regardless of the field of study undertaken. Such institutional policy shall include the institutional minimum requirements for general education for each certificate and associate degree designation.

5.2. Program Review Component

During the established five-year program review cycle for certificate and associate degrees, each community and technical college shall demonstrate compliance with this Council policy regarding degree designation and general education requirements. Specifically, the institution shall document that the purpose, intent and goals of the program are consistent with the degree designation and the full complement of general education courses support the program learning outcomes.

Appendix E

Assessment Matrix for Measuring Program Goals  
Program:

Specify goal to be evaluated here					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6

Notes:

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal One: Transitional Studies students will demonstrate the basic competencies needed for college-level work.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students will take an exit exam.	Week 16 of semester	Instructor	Students demonstrate competency or the lack thereof.	TS Division, students, instructor	Students will demonstrate competency in subject and readiness for college-level work.
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students will do weekly labs.	Weekly	Instructor	Students demonstrate competency or the lack thereof.	Student, Instructor	To demonstrate competency of subject.
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students will take chapter tests.	At the end of each chapter	Instructor	Students demonstrate competency or the lack thereof.	Student, Instructor	To demonstrate competency of subject and determine whether further work is needed for material covered.
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students will complete homework/ quizzes.	As assigned	Instructor	Students demonstrate competency or the lack thereof.	Student, Instructor	To demonstrate competency of subject.

EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students will complete collaborative activities/ outside projects.	As assigned	Instructor	Students demonstrate competency or the lack thereof.	Student, Instructor	To demonstrate competency of subject.
EN 090 and EN 099 students will take a comprehensive midterm exam.	Once per semester at week seven.	Instructor	Students demonstrate competency or the lack thereof.	Student, Instructor	Advise students on plan of action for rest of semester.
EN 099 students will write paragraphs and essays.	Throughout semester	Students, Instructors	Students demonstrate competency or the lack thereof.	Students, Instructors	To demonstrate competency of subject.

Notes:



Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Two: Transitional Studies students will use good study skills.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Group activities from EN 090 Study Skills Objectives	Throughout semester	EN 090 Teachers	Students demonstrate competency or the lack thereof or refuse to participate.	EN 090 Instructor, EN 090 students	Demonstrate good study skills.
Chapter Tests on Study Skills concepts	Following instruction of each Study Skills concept.	EN 090 Teachers	Students demonstrate competency or the lack thereof.	EN 090 Instructor, EN 090 students	Demonstrate good study skills.
All assessments given during semester	Throughout semester	EN 090 Teachers	Students demonstrate competency or the lack thereof.	EN 090 Instructor, EN 090 students	Evaluate understanding of Study Skills based upon assessment results & reteach students regarding Study Skills.

Notes:

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Three: Transitional Studies students will exhibit a positive attitude about learning.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099: Observation	Daily	Instructor	Students demonstrate positive attitude or lack thereof.	Instructor, Students	Conference with student or counselor referral.
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099: Self Evaluation Form	Week 15	Student responsible to complete	Students give feedback on their attitudes toward learning.	Instructors, TS Division	Course Evaluation.
EN 090 and EN 099 students will complete journal entries	Throughout Semester	EN 090 and EN 099 teachers	Students give feedback on their attitudes toward learning.	EN 090 and EN 099 teachers & students	Make suggestions to students regarding attitude about learning and encourage them to think positively.
EN 090 and EN 099 students and instructors will participate in Midterm Conferences.	Once per semester at week eight	EN 090 and EN 099 teachers	Students' attitudes will improve, remain the same, or diminish.	EN 090 and EN 099 teachers & students	Make suggestions to students and help them develop better attitudes regarding learning.

Notes:

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Four: Transitional Studies students will display confidence in their abilities</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
EN 090 EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students will be observed participating in class.	Daily	Instructor	Students demonstrate confidence in their abilities or the lack thereof.	Instructor and Classmates	Help students' retention and further encourage student's confidence.
EN 090 and EN 099 students will participate in oral questioning during class.	Throughout semester several times	Instructor	Students demonstrate confidence in their abilities or the lack thereof.	Instructor	Make suggestions to students regarding confidence level. Give appropriate feedback on future assessments. Evaluate whether students display confidence in their abilities.
EN 099 students will rewrite paragraphs and essays.	Throughout semester	Students, Instructors	Students' confidence levels will increase, remain the same, or diminish.	Students, Instructors	To point out strengths.

Notes:

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Five: Transitional Studies students will demonstrate an understanding of their personal learning styles and study habits.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
EN 090 students will complete a Learning Styles Inventory.	Once per semester	EN 090 Teachers	Students will become aware of their personal learning styles and related study skills.	EN 090 Students	Students modify study strategies to fit personal learning styles.
EN 090 students will complete study skills unit tests.	Throughout semester, after instruction of each unit	EN 090 Teachers	Students demonstrate understanding or the lack thereof.	EN 090 Instructor, EN 090 Students	Determine student readiness for next level of instruction.
MT 090 students will complete in-house learning style evaluation tools.	Week 1	Instructor	Students and instructors will become more aware of appropriate teaching and learning styles for a particular section of students.	Instructor, Students	Used to determine if teaching style change is necessary to match student learning styles.
MT 090 students will be observed.	Daily	Instructor	Teaching styles will or will not match learning styles.	Instructor	Used to determine if teaching style change is necessary.

Notes:

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Six: Transitional Studies students will attend classes faithfully.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099: Attendance will be taken in each class and lab meeting.	Daily	Instructor	Students will or will not attend class faithfully.	Instructor, Student, Transitional Studies Division	Students should succeed in class with faithful attendance. Instructors will make recommendations to improve attendance by letters/phone calls.
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099: Required in-class activities	As assigned	Instructor, Student	Students will or will not attend class to get credit for in-class activities.	Instructor, Student	Helps students by reinforcing the skills taught and the importance of regular attendance.

Notes:

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Seven: Transitional Studies students will practice good work habits and social skills.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students' papers will be observed for organization.	Daily papers	Instructor	Students' papers will or will not be organized.	Instructor	Students will become more aware of the benefits of practicing good work habits.
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students will be observed in collaborative groups.	During collaborative group assignments, at least 2-3 times per semester.	Instructor and students	Students will or will not demonstrate good work habits and social skills.	Instructor, Students	To see if asking students to work in groups would help with social skills and to assess ability to work well in a group.
EN 090 students will give an oral presentation.	Once per semester	EN 090 Teacher	Students will or will not demonstrate good work habits and social skills.	EN 090 Teacher & Students	Make suggestions to students regarding work habits and social skills in order to be successful college-students.

Notes:

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Eight: Transitional Studies students will exhibit an awareness of college procedures and resources.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Oral presentation regarding College resources and procedures.	Once per Semester	EN 090 Instructor	Students will or will not demonstrate an awareness of college resources.	EN 090 Instructors, EN 090 students	Help students become more aware of College resources as needed.
Use lab for course requirements.	Throughout Semester	EN 090 Instructor	Students will or will not demonstrate an awareness of college computer resources.	EN 090 Instructors, EN 090 students	Further instruct students on use of computer resources. Forward any technical issues to Computer Center and Division Chair.

Notes:

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Nine: Transitional Studies students will participate in a sense of community at Southern.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
EN 099 students will write a journal entry on the topic.	Once a semester following a campus social event.	EN 099 teachers.	Students will or will not become more involved in campus activities.	T. S. Division; SGA and Student Services; Recruitment & Retention Committee	Help students become more involved in campus activities and improve student retention.
EN 099 students will do a follow-up journal entry as to what other activities they attended and whether they feel a part of the student body.	Week 15 of semester.	EN 099 teachers.	Students will or will not express a sense of community through involvement in campus activities.	T. S. Division; SGA and Student Services; Recruitment & Retention Committee	See if asking students to attend one college event helped them become more involved.

Notes:



Assessment Matrix for Measuring Program Goals  
Business Accounting Program

<b>Goals 1 - 4</b>					
<b>Evaluation Method</b>	<b>When Conducted</b>	<b>Person Responsible</b>	<b>Results</b>	<b>Audience for Results</b>	<b>Use of Results</b>
Work Keys	The Work Keys exam is conducted during the spring semester on assessment day.	Faculty Representative	This test measures performance in a variety of skills that are used in the workplace.	Faculty, Students, Potential Employers	The results help identify areas of deficiency. Faculty can then adjust the curriculum accordingly.
Pre-Test	The pre-test is conducted in AC 111, Principles of Accounting I.	AC 111 Instructor	This test measures the level of knowledge as the student begins the program.	Faculty	The results are eventually used for comparison purposes.
Post-Test	The post-test is conducted during the final semester.	Internship Instructor	This test measures the improvement as the student completes the program.	Faculty	The results help identify areas of deficiency. Faculty can then adjust the curriculum accordingly.
Internship	The student completes the internship during their final semester.	Internship Instructor Division Chair	Feedback from employers with whom the student's have completed an internship.	Faculty, Students	The feedback from the employers identifies student's strengths and weaknesses. Curriculum changes
Practicum	Each Semester	Instructor	Student Grades	Faculty Students	Curriculum Changes

**Notes:**

**Goal 1: Demonstrate mastery of accounting procedures, from source documents through financial statements.**

**Goal 2: Demonstrate skills in areas such as financial statement analysis, internal control of cash and fixed assets, product costing, and budgeting.**

**Goal 3: Demonstrate knowledge of communication, organizational, mathematical, and managerial skills.**

**Goal 4: Demonstrate working knowledge of computerized accounting procedures using current software.**

**Assessment Matrix for Measuring Program Goals  
OFFICE INFORMATION TECHNOLOGY PROGRAM**

<b>Goals 1 - 3</b>					
<b>Evaluation Method</b>	<b>When Conducted</b>	<b>Person Responsible</b>	<b>Results</b>	<b>Audience for Results</b>	<b>Use of Results</b>
Pre-Test	Students take the exam when enrolled in Intermediate Keyboarding (SE 104)	Instructor that is teaching Intermediate Keyboarding (SE 104)	This test acts as a base-line test. Student and instructor can see student's weaknesses and strengths prior to taking class.	Instructor	Emphasis can be placed on weak areas and curriculum can be adjusted accordingly
Post-Test	At the end of Internship	Faculty	After completing post-test, a comparison is made with the pre-test to determine if learning has been achieved	Instructor	The results can identify student's deficiency and curriculum can be adjusted accordingly
WorkKeys	Annually-on Assessment Day	Faculty	Measures the student attainment of academic skill proficiencies in reading, writing, and math	Students, Faculty, and Potential Employers	Results help identify areas of deficiency. Faculty then adjust curriculum accordingly.
Internship	At the end of the program	Internship Instructor	Employer gives feedback regarding intern's competency	Faculty, Students	From the information obtained via a checklist evaluation, telephone procedures were implemented in the program

**Notes:**

Goal One: The program provides for those who have little or no experience in office information technology an opportunity to achieve skills and knowledge that will make them valuable to many employers.

Goal Two: The program provides for those who are already employed in jobs that require or would be helped by training in office information technology an opportunity to increase their skills and knowledge.

Goal Three: The program provides the student with the opportunity to specialize in one of three office information technology occupational areas: administrative, legal, or medical.

Assessment Matrix for Measuring Program Goals  
Pre-Med /Pre-Pharmacy Conc.

Goal One and Two					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Solve Word Problems	Exams, Homework	Instructor	Correct or Incorrect, answers; method of solution	Students	Evaluate Teaching
Retrosynthetic analysis	Classroom discussion, exams, homework	Instructor	method of solution	Students	Develop ability to think creatively.

Notes:

Assessment Matrix for Measuring Program Goals  
Chemistry/ Physics Conc.

Goal One and Two					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Solve Word Problems	Exams, Homework	Instructor	Correct or Incorrect, answers; method of solution	Students	Evaluate Teaching
Retrosynthetic analysis	Classroom discussion, exams, homework	Instructor	method of solution	Students	Develop ability to think creatively.

Notes:

Assessment Matrix for Measuring Program Goals  
Biology Conc.

Evaluation Method	When Conducted	Goals One, Three, Four and Five Person Responsible	Results	Audience for Results	Use of Results
Word Problems	Quizzes Tests Labs	Instructor	Results are Acceptable or Not	Students, Instructors and Div. Personnel	Evaluate Teaching Methods
Conference to Discuss Lit. Sources		Instructor	Results are Acceptable or Not	Students, Instructors and Div. Personnel	Evaluate Teaching Methods
Lab. Report	With Select Labs.	Instructor	Results are Acceptable or Not	Students	Improvement of future labs and lab orientation
Read Rubrics Created by Students	After Function Evaluation is Given	Instructor	Results are Acceptable or Not	Students	Classroom Discussion
Research	During the semester	Instructor	Results are Acceptable or Not	Students	Classroom and Individual Student Discussion

Notes:

**Appendix F**  
Assessment Day Correspondence

**Sample WorkKeys Letter to Students**

February 28, 2005

Dear Southern Student,

Assessment day at Southern West Virginia Community and Technical College is scheduled for Tuesday, **March 15, 2005**. You have been selected to participate in this year's assessment because you have earned more than 60 hours of credit here at Southern. You will be taking the WorkKeys tests. Please follow the steps for registration outlined on the enclosure. As stated in the 2004-2005 catalog, page 8, *Assessment Expectations for Students*, and on page 24, *Academic Expectations of Students, section f*, you are **required** to participate in Southern's assessment efforts by taking these tests.

WorkKeys will measure skills in Reading for Information and Applied Math. The information obtained from these tests is of vital importance to our institution. It is used in decision-making processes to evaluate courses and program outcomes. In combination with other measures, WorkKeys results also help us determine the quality of our programs. **Because of the importance of the information these tests provide, I urge you to take the test seriously and to do the best you can.** More information regarding WorkKeys and sample questions can be found at <http://www.act.org/workkeys/assess/index.html>.

The information obtained is confidential. To highlight good performance, however, you may request that a note regarding your participation and scores be placed on your official transcript. Approximately 75% of Southern's students receive a certificate of achievement in at least one of the areas tested. Scores that earn this certificate are impressive when placed on academic transcripts. You will receive a copy of your scores when the testing and grading process is complete.

There will be no classes held on March 15 to facilitate the scheduling of the test sessions. I have enclosed a testing schedule. You may use a calculator on the math portion of WorkKeys but you must provide your own.

If you need information concerning the WorkKeys tests or Southern's assessment activities, please call Cathy L. Smith-Cox, Vice-President for Academic Affairs, by dialing (304) 792-7263.

Thank you for your support and participation in our assessment efforts.

Sincerely,



Cathy L. Smith-Cox  
Vice President for Academic Affairs  
Enclosure

Test you are taking WORKKEYS

Home Campus Boone

## Sample CAAP/MAPP Letter to Students

February 28, 2005

Dear Southern Student,

Assessment day at Southern West Virginia Community and Technical College is scheduled for Tuesday, **March 15, 2005**. You have been selected to participate in this year's assessment because you have earned more than 60 hours of credit here at Southern. You will be taking the CAAP tests. Please follow the steps for registration outlined on the enclosure. As stated in the 2004-2005 catalog, page 8, *Assessment Expectations for Students*, and on page 24, *Academic Expectations of Students*, section f, you are **required** to participate in Southern's assessment efforts.

The CAAP will measure skills in reading, math, writing, and critical thinking. The information obtained from these tests is of vital importance to our institution. It is used in decision-making processes to evaluate courses and program outcomes. In combination with other measures, CAAP results also help us determine the quality of our programs. **Because of the importance of the information these tests provide, I urge you to take the test seriously and to do the best you can.** More information about the tests and sample questions can be found at <http://www.act.org/caap/pdf/userguide.pdf>.

The information obtained is confidential. To highlight good performance, however, you may request that a note regarding your participation and scores be placed on your official transcript. Approximately 75% of Southern's students receive a certificate of achievement in one or more of the four areas tested. Scores that earn this certificate are impressive when placed on academic transcripts. You will receive a copy of your scores when the testing and grading process is complete.

There will be no classes held on March 15 to facilitate the scheduling of the test sessions. I have enclosed a testing schedule. You may use a calculator on the math portion of the CAAP but you must provide your own.

If you need information concerning the CAAP tests or Southern's assessment activities, please call Cathy L. Smith-Cox, Vice-President for Academic Affairs, by dialing (304) 792-7263.

Thank you for your support and participation in our assessment efforts.

Sincerely,



Cathy L. Smith-Cox  
Vice President for Academic Affairs  
Enclosure

Test you are taking CAAP

Home Campus Boone

### Sample Information Sheet for Students

Please look at the accompanying letter to determine if you are to take the CAAP/MAPP or WorkKeys test. You will need this information in order to register for the test.

**No Classes will be held on March 15, 2005** – college-wide so that students may participate in this assessment effort. You have been assigned a campus location to report to for the tests based on your home campus assignment according to your records in the computer. This campus location is written at the bottom of the accompanying letter. You may choose to take the tests at another campus and can do this when you register for the tests.

Please contact Hope Adams at (304) 792-7160 x201 to register for testing. If more convenient to sign up in person, you may go to her office, Room 225, which is located on the second floor in the District Office.

When you call or go in to register please indicate whether you are signing up for CAAP or WorkKeys and the session that you will attend. Also, if you are changing your assigned test site, please coordinate the changes with Hope.

#### Testing Sessions at All Campuses

There will be **two** sessions held at each campus on **March 15**.

Session 1 9:00am-1:00pm

Session 2 5:00pm-9:00pm

You may choose either session as best fits your needs, but you must register for one of the sessions no later than Friday, March 11.

The CAAP test will take 4 hours and the WorkKeys test will take 2 hours. You will receive instructions as to where to go for the testing when you arrive at the campus to take the tests.

All students will participate in a short group meeting prior to beginning the testing. You will be given room assignments at this meeting. Please make arrangements to be **on time** for the testing session you select.

When you are selected to participate in either CAAP or WorkKeys ***you are obligated to do so.***

On **page 9** of the 2001-2002 College Catalog in the section titled “Academic Expectations for Students” your obligation is outlined and contains the following: “Failure to participate in scheduled assessment activities may result in limitations on continued enrollment, forwarding of official transcripts, and/or program completion and graduation.”

On **Page 28** of the catalog under “College Administrative Regulations”, paragraph f., you will find more information concerning your obligation to participate. The penalties for not participating are spelled out for you in these two sections. Please read them carefully to familiarize yourself with them.

**Sample Letter to Adjunct Faculty**

February 28, 2005

All Adjunct Faculty,

College-wide Assessment Day 2005 will be held on **Tuesday, March 15.**

There will be **no classes** this day to facilitate the assessment process and the scheduling of the tests.

The CAAP/MAPP and WorkKeys measures that are given on this day are of great importance to the institution in decision-making regarding curricular and program matters. They are also vital to our accreditation efforts.

I would ask that you encourage the students in your classes to sign up for the tests if they have been selected and to do the very best they can on these important assessment measures. Please take a few minutes in class to do this.

Sincerely,



Cathy L. Smith-Cox  
Vice President for Academic Affairs



**Sample Letter to Fulltime Faculty**

March 2, 2005

All Fulltime Faculty,

College-wide Assessment Day 2005 will be held on **Tuesday, March 15.**

There will be **no classes** this day to facilitate the assessment process and the scheduling of the tests.

The CAAP/MAPP and WorkKeys measures that are given on this day are of great importance to the institution in decision-making regarding curricular and program matters. They are also vital to our accreditation efforts.

I would ask that you encourage the students in your classes to sign up for the tests if they have been selected and to do the very best they can on these important assessment measures. Please take a few minutes in class to do this.

Students who have completed a minimum of 60 semester hours have been identified through the Banner system to take either CAAP or WorkKeys based on their declared major. Each of the 528 students in the cohort has been sent a letter telling them which test to take and giving them their home campus location for the testing. I have attached the directions that were sent to the students concerning the day. All students must register with Hope Adams. I will be exempting students if necessary. If students have questions have them call me at (304) 792-7263.

I have also attached the schedule for test proctors. I wish to publicly thank everyone who has made this day possible. Whether you are proctoring CAAP or WorkKeys, reading writing samples or grading using the Math rubric please know that I really appreciate what you are doing.

Sincerely,



Cathy L. Smith-Cox  
Vice President for Academic Affairs

## Assessment Day Coverage 2005 - Official

Sample

	Logan	Williamson	Boone	Wyoming
<b>CAAP Session 1 9:00-1:00</b>	Lynn Earnest	Glenna Hatfield	Susan Baldwin	Steve Lacey & Tehseen Irfan
	Tex Wood	Kim Hensley		
	Student Services	Student Services	Student Services	Student Services
<b>CAAP Session 2 5:00-9:00</b>	Fazal Masih	Kathryn Krasse	Roger Stollings	Steve Lacey & Tehseen Irfan
	Chuck Puckett	Beverly Slone		
	Student Services	Student Services	Student Services	Student Services

	Logan	Williamson	Boone	Wyoming
<b>WorkKeys Session 1 9:00-1:00</b>	Rosalea McNeal	Pat Poole	Bill Alderman	Mike Redd
	Matthew Payne	Rick Thompson		
	Student Services	Student Services	Student Services	Student Services
<b>WorkKeys Session 2 5:00-9:00</b>	Juanita Topping	Vinnie Kudva	Dara Fann	Tim Weaver
	Mo Afzalirad	Thad Stupi		
	Student Services	Student Services	Student Services	Student Services

Williamson-Room  
230 and 235Logan-Room 111  
and 120 and 121Wyoming 126 and  
127Boone 100B and  
110C

**Appendix G**  
**Rubrics**  
Southern's Mathematics Rubric  
**Holistic Scoring Criteria**

4	3	2	1	0
The solution is complete and correct.	The solution is complete but may contain minor errors in computation, sign errors, or errors copying data that may result in an incorrect solution.	The solution may be incomplete and may contain some significant computation errors, procedural errors, or flaws in mathematical reasoning.	The solution is incomplete and contains major computation errors and/or serious flaws in mathematical reasoning	The solution is absent, does not go beyond copying data, or is irrelevant to the task.
The process demonstrates full comprehension of mathematical concepts relevant to the task.	The process demonstrates knowledge of mathematical concepts relevant to the task.	The process demonstrates a limited grasp of mathematical concepts or procedures.	The process demonstrates a minimal understanding of mathematical concepts and procedures.	The process shows no mathematical understanding of the task.
The response communicates effectively the process used to obtain a solution.	The response communicates effectively the process used to obtain a solution.	The response may not communicate the process used to obtain a solution.	The response does not communicate the process used to obtain a solution.	The response is absent or communicates a process irrelevant to the task.

Glossary: 1) Solution – the final answer      2) Response – everything the student has written      3) Process – steps the student has followed to arrive at the solution

Southern's Writing    Sample Rubric  
Modified Holistic    Scoring Criteria

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The composition has a beginning, middle, and end.	The composition has a beginning, middle, and end.	The composition may lack a beginning, middle, or end.	The composition is disorganized and difficult to follow.
The composition is focused, coherent, and has a clear and logical progression of ideas.	The composition is focused and coherent.	The composition may lack focus and coherence.	The composition lacks focus and coherence.
There is evidence of smooth transition.	There is some evidence of transition.	The composition may lack transition.	The composition lacks transition.
The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition attempts to address the assigned topic.
The composition contains specific, relevant details.	The composition contains specific, relevant details.	The composition may lack specific, relevant details.	The composition lacks specific, relevant details.
The sentences are complete, varied, and economical.	There are complete sentences with some degree of variety.	There may be incomplete and fused sentences.	The composition contains incomplete or fused sentences.
The diction is vivid, precise, and economical.	The diction is precise and economical.	The diction may be wordy, repetitive, or inadequate.	The diction is vague, wordy, inadequate, or inappropriate.
Errors in Standard Written English may occur but do not detract from the overall impression of the composition.	Errors in Standard Written English may occur but do not detract from the overall impression of the composition.	Errors in Standard Written English are frequent and serious enough to detract from the overall impression of the composition.	There are serious and consistent violations of the conventions of Standard Written English.

Analytics Scale: Letters indicate areas of deficiency; see analytics scoring guide on reverse of page for details.

A. Organization      B. Development      C. Sentence Formation      D. Word Usage      E. Mechanics

Analytics Scoring Guide  
Southern's Writing Sample Rubric

A. Organization	B. Development	C. Sentence Formation	D. Word Usage	E. Mechanics
A logical overall plan	Sufficient relevant details	Correct and complete	Precision and clarity of	Spelling
	(examples, incidents,	sentences	word choices	
Has a beginning, middle,	reasons, comparisons,			Capitalization
and end	etc.)	Sentence variety	Correct subject-verb	
			agreement	Punctuation
Unified paragraphing	Excludes irrelevant details	Avoids run-on sentences		
			Pronoun references	
Transition		Avoids misplaced or		
		dangling modifiers, etc.	Modifiers	
Focus and coherence				

**Appendix H**  
**Assessment Committee Minutes**  
**Southern West Virginia Community and Technical College**  
**Assessment Committee Minutes**  
**February 21, 2003**  
**8:30 a.m.**

**Present:** Calisa Pierce, Michael McGraw, Vinnie Kudva, Kathryn Krasse, Glenna Hatfield, Pat Poole, Amanda Kirkendoll, and Kim Hensley.

**Absent:** Larry D'Angelo (excused), Roy Bolen (excused), Tim Reed, Sherry Dempsey (excused), Kathy Deskins (excused), Guy Lowes (excused), and Patricia Brooks-Recorder (excused).

**CALL TO ORDER/APPROVAL OF MINUTES**

The meeting was called to order at 8:30 a.m. It was motioned and seconded (Krasse, Kudva) to accept the minutes as amended with the following changes:

- a. Page 1, List Guy Lowes as a guest
- b. Page 2, Second bullet on bottom of page, should read "Southern needs to continue to work to meet this challenge."

**15 INFORMATIONAL ITEMS**

**ITEM 1: Student Assessment Day**

McGraw recommended to the committee for discussion to take place at division meetings concerning faculty encouragement. Faculty should encourage students to take the assessment test and try their best. He informed the committee of the criteria that establish students to become eligible for testing.

CAAP-These are University Parallel majors only, who will have completed 60 or more credit hours at the end of Spring 2003 semester. This group does not include transfer or transient students or someone who has received a degree from Southern or any other institution.

WorkKeys-These students are Career, Technical and Vocational majors only, who will have completed 60 or more credit hours at the end of the Spring 2003 semester. If seeking a certificate, the student will have completed 30 or more credit hours at the end of the Spring 2003 semester.

The number of students taking the tests before first year Nursing students were excluded:

<b>WorkKeys</b>		<b>CAAP</b>	
Logan	153	Logan	56
Williamson	104	Williamson	28
Boone	35	Boone	20
Wyoming	24	Wyoming	13
Total	<b>316</b>	Total	<b>117</b>

The regulations concerning assessment located in the 2002-2003 catalog were addressed. McGraw informed the committee that he is the only person who may excuse students from taking the assessment tests. Changes regarding registration for testing were clarified. All registration will go through Institutional Research Assistant Amanda Kirkendoll, whereas in previous years, division secretaries registered students.

In addition, the committee examined test security and determined that faculty will be involved in getting the test booklets to test sites, securing them, and returning them to McGraw and Kirkendoll. Krasse and Hatfield will take responsibility for these arrangements for the CAAP test at Williamson, while Kudva and Poole will take responsibility for the Work Key arrangements there. McGraw informed the committee that a training session will take place within the next few weeks as the materials arrive.

McGraw told the committee that he will be informing the Division Chairs that two faculty per test, per session, will be needed to be present during March 25.

Suggestions were made, but not voted on, by the Committee to:

1. Have a central location to store the tests on each campus
2. Provide faculty with a "Do and Don't Checklist"
3. Have a Student Services employee available as back-up during every test.

McGraw received permission to take care of any assessment issues that may arise with testing from now until Assessment Day.

**ITEM 2: Data Day**

McGraw concluded that overall, Data Day went well; however, it he recommended that it should be scheduled differently during the next All College Day, with all faculty and instructional staff present in the same session.

**ITEM 3: CAAP and WorkKeys Recommendations**

Pierce asked the committee to report on CAAP and WorkKeys recommendations. Pierce reported that the Transitional Studies division agreed with the recommendations; however, the division suggested that Southern constitute the Math Scoring Committee and attempt to use the Math Rubric. The other representatives will forward comments from their divisions to Mike McGraw and the committee.

**ITEM 4: Student Member of the Committee**

The student member of the committee will be Robert Copley.

**ITEM 5: General Education Matrices**

Pierce informed the committee that the general education matrices have been sent out to Division Chairs and will be returned to McGraw and Kirkendoll with changes. Pierce explained briefly how the matrices are used. McGraw emphasized that the course syllabi, general education matrices, and assessment plans are connected to each other and to the mission and institutional commitments.

**ITEM 6: Updates of Division Assessment Programs**

Pierce asked that the committee go back to division meetings and discuss "closing the loop" and completing assessment plan updates. McGraw reiterated the importance of

documenting how is the data going to be used and why. Also, he enlightened the committee on different forms of assessment that can be considered as “closing the loop.”

**ITEM 7: Locally Produced Criterion Reference Tests**

Poole and Kudva informed the committee that the Business and Public Administration Division and Technology and Engineering Division do not want to develop a locally produced test, but rather purchase a national test. The Allied Health division also uses national tests. Krasse and Hensley said that the Humanities and Social Science Division and Natural Science and Math Division would rather develop their own tests and could possibly use a common final. Transitional Studies Division students do not take CAAP or Work Keys; however, the division does utilize locally-produced diagnostic and exit tests.

**ITEM 8: Math Rubric Scoring**

Pierce addressed the issue of how to develop a math rubric scoring team. She suggested that volunteers from each division be asked to participate. Approximately six to eight people will be needed. She asked each representative to bring this up at their next division meeting. The committee agreed that any faculty member who uses mathematics in his/her course could participate appropriately on the scoring team.

**ITEM 9: Other**

Pierce discussed the membership changes of the committee. Recommendations were submitted to President Tomblin and were approved. Based on the recommendation of Division Chair Carol Howerton, the second spot in the Technology Division will remain listed as “vacant,” although it will not count against a quorum. Guy Lowes will serve as the “Past President” member of the committee.

**3. NEXT MEETING**

Pierce will announce via email when the next meeting will be held, since the March meeting falls during Southern’s Spring Break, and the college is closed for a holiday during the April meeting.

**MOTION:**

There being no further business to discuss, the meeting adjourned at approximately 10:30 a.m. upon a motion made by Kudva and seconded by Krasse.

RESPECTFULLY SUBMITTED:

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Calisa Pierce, Chair, Assessment Committee

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Amanda L. Kirkendoll, Substitute Recorder



**Southern West Virginia Community and Technical College**  
**Assessment Committee Minutes**  
**April 11, 2003**

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**Present:** Kathy Deskins, Amanda Kirkendoll, Kim Hensley, Kathryn Krasse, Mike McGraw, Merle Dempsey, Calisa Pierce, Robert Copley (student member), Sherry Dempsey, Pat Poole, Guy Lowes, and Patricia Brooks (recorder).

**Absent:** Vinnie Kudva (excused), Glenna Hatfield (excused), Larry D'Angelo (excused), and Roy Bolen (excused).

16                   **Agenda Item I**

Approval of Minutes

It was m/s (Krasse, Lowes ) to accept the minutes.

17                   **Agenda Item II**

Assessment Day

Assessment day went very well, compared to other testing days; there were two sessions held on each campus: Logan, Williamson, Boone, and Wyoming.

McGraw thanked the committee for playing an active role in Assessment Day.

Discussion: Krasse stated that one faculty member in the Humanities and Social Science Division felt that the instructions for the CAAP and WorkKeys were confusing and redundant. Members from this division stated that they were supportive of Assessment Day. McGraw posed this question: Did this faculty member attend the training that was offered?

Hensley stated that the students took the testing very seriously and tried to do their best. Hensley also stated that she had spoken with her students and urged them to take the testing very seriously. This faculty support seemed to motivate the students to do their best. Poole stated that she had one negative student during the testing; Poole also stated that she had dealt with this student before and that the student had a negative attitude all of the time. On the other hand, a faculty member had spoken with Poole concerning a student that had applied for a job in Williamson and the first thing that employer said was that he wanted the student to take the WorkKeys test. The student explained to the employer that he had already taken the WorkKeys test at Southern; this discussion took place at Job Service with the employer present. Poole stated that Southern needs to communicate better with Job Service and let them know that we do administer the WorkKeys test here at Southern.

Discussion continued:

Poole suggested first moving the students to their individual testing rooms instead of congregating in the student union. This way, faculty members could address the students and capture the students' attention until testing begins.

Pierce inquired about the do's and don'ts list that McGraw handed out to the committee members; most members stated that the list was very helpful. Pierce inquired about the CAAP and WorkKeys training that had been requested. Kirkendoll stated that only four employees attended the training; more student service personnel showed for the training than faculty.

Poole stated that the training for the CAAP and WorkKeys needs to be mandatory rather than optional; furthermore, Poole stated that those that attended the training said that it was very helpful.

McGraw discussed making the training for CAAP and WorkKeys mandatory, to a certain degree, maybe offering two training sessions, one for WorkKeys and one for CAAP.

McGraw stated that he wanted to publicly thank Kirkendoll for going above and beyond her duties for Assessment Day.

Pierce inquired about continuing Assessment Day rather than an Assessment week.

McGraw inquired as to how the students felt. Copley, a newly appointed student member, stated that he had not received any feedback

McGraw offers another option for the CAAP test: to come up with program-specific, locally-produced assessment items. McGraw asked the committee to consider using WorkKeys for all assessment purposes instead of CAAP. Specifically, are the students meeting the goals that we set for them and are they reaching the learning outcomes? CAAP really cannot tell us that.

**Agenda Item III**

**Math Rubric**

Southern is in the process of forming a math rubric scoring team. Divisions are requesting volunteers for this team.

Page 3  
Assessment Committee Minutes  
April 11, 2003

- **Agenda Item IV**  
Closing the Loop  
Closing the Loop material has been collected from every division; the booklet has been distributed and will be made available for North Central.
- **Agenda Item V**  
North Central Agenda  
Our comprehensive evaluation visit for North Central is scheduled for April 28-30.  
The Assessment Committee will meet with the team on Tuesday, April 29, 2003 at 9 a.m.  
The itinerary for North Central's visit is located on Southern's web page.
- **Motion**  
There being no further business to discuss, the meeting adjourned at approximately 12:00 (m/s by McGraw, Hensley).

Respectfully Submitted,

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**Calisa Pierce, Chair**

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**Patricia Brooks, Recorder**

**ASSESSMENT COMMITTEE MEETING  
MINUTES  
FRIDAY, SEPTEMBER 19, 2003  
8:30 A.M. – GUYANDOTTE ROOM**

**PRESENT:** Calisa Pierce, Chairperson; Mike McGraw, Karan Grimes, Larry D'Angelo, Glenna Hatfield, Matthew Payne, Pat Poole, Mohammad Afzalirad, Camille Helsel, Guy Lowes, Juanita Topping and Drema Vance, Recorder.

**ABSENT:** Kathryn Krasse, Kim Hensley (excused), Vinnie Kudva (excused), Sherry Dempsey (excused).

The committee consists of the following representation:

- Two members each from the Allied Health Division, Business Division, Technology Division, Humanities/Social Science Division, and Natural Science Division.
- Past President (Guy Lowes) of Assessment Committee.
- Staff member (Juanita Topping).
- Student Services member (Sherry Dempsey).
- Student Representative (this position is vacant at the present time)

**MINUTES:**

The minutes of the April 3, 2003 meeting were reviewed. After checking for content, it was decided that Larry D'Angelo and Calisa Pierce would correct the grammar errors and forward these changes to Drema Vance to make the corrections before distributing them and making them "official." Mike McGraw made a motion to accept the minutes as amended. Camille Helsel seconded the motion. The motion passed unanimously.

**ELECTION OF OFFICERS:**

Ms. Pierce informed the group, before the nominations began, that these positions were for a two-year period. The following nominations, motions and elections were made:

**CHAIR:**

**Action:** Calisa Pierce nominated Pat Poole. Pat Poole declined and nominated Calisa Pierce. Calisa Pierce accepted the nomination. Camille Helsel seconded the nomination. Mohammad Afzalirad made a motion to close the nominations. Mike McGraw seconded the motion. All were in favor.

**Decision:** Calisa Pierce was elected as Chair.

**VICE CHAIR:**

**Action:** Glenna Hatfield made a motion to nominate Pat Poole for this position. Pat Poole accepted the nomination. Camille Helsel made a motion to close the nominations. Mike McGraw seconded the motion. All were in favor.

**Decision:** Pat Poole will serve in the Vice Chair's position.

**REPRESENTATIVE TO COLLEGE COUNCIL:**

**Action:** Pat Poole nominated Vinnie Kudva to remain as the representative to College Council. Camille Helsel made a motion to close the nominations. Karan Steele seconded the motion. All were in favor.

**Decision:** Vinnie Kudva was absent from the meeting. If he agrees, he will remain as the representative to College Council.

**CAAP AND WORKKEYS RESULTS:**

Mike McGraw reported that the results of the CAAP and WorkKeys tests have been completed. He stated that both test scores show an improvement from last year's scores. He stated that he has not distributed these results yet due to the resignation of Amanda Kirkendoll. He stated that he hopes to get them out within the next few weeks. He stated that he plans to have a "Data Day" again and everyone will be invited.

Mr. McGraw reported that the overall scores on the WorkKeys tests were higher. He stated that these were broken down by programs and divisions. He stated that notification will be sent to the appropriate Division Chairperson if the passing score of the students were not at least 80% passing. Upon receiving the notification, a plan for improvement must be sent to Mike McGraw so that he can forward it to the state level. He reminded everyone that this must be done in a timely fashion. A brief discussion concerning stipulations being made for small groups of students testing was held. Mr. McGraw stated that this was not taken into consideration. He reemphasized the urgency of these plans being turned in and reminded everyone that these scores are a determining factor in receiving Perkins Funds.

**CLOSING THE LOOP:**

Mike McGraw explained that this form is the last stage in assessment that the evaluation team looks at to see if the data is being used to determine changes in curriculum and other decisions that are made, budget planning, etc. This form was devised mainly to document changes that are based on assessment, because, otherwise, the information is difficult to track.

Mr. McGraw stated that the North Central Team is mandating from our institution a Monitoring Report in 2006. He stated that we will be receiving information on things we need to address in the report, and it may also include timeframes. This report is their way of forcing us to obtain all the needed information and present it to them in the form of a report. Mr. McGraw emphasized that the visiting team seemed exceedingly pleased with our assessment program, but he feels sure that they will want more "closing the loop" information in the final report.

Mr. McGraw urged everyone to keep assessment on their agendas for division meetings. He stated that he will need reports from each division. He urged everyone to begin working on this data now instead of waiting until the last minute, because he stated that the report may ask for data beginning now through 2006. He emphasized that each division has a plan for assessment that it needs to be following on collecting data. He reminded the group that the North Central Team encourages using multiple measures besides test results. Ms. Pierce asked the faculty members present to inform their chairperson that they need to keep assessment as a topic on their

division meeting agendas. Mr. McGraw reminded everyone that for every change that is made in a program, it must have a Change of Program form and a Closing the Loop form attached.

Mr. McGraw informed everyone that he has previously attended a workshop at Alverno College in Wisconsin dealing with teaching and assessing student abilities, and he stated that it is a workshop that is well worth attending. He stated that this College has one of the best Assessment Programs that he is aware of. Calisa Pierce will be attending this year, and he stated that if any other members of the committee wish to attend, funds may be available for the trip.

### **MATH RUBRIC:**

Ms. Pierce distributed a copy of the new math rubric that is currently used in the Transitional Studies Division. She stated that there was a math rubric devised by the College several years ago when the writing sample rubric was devised, but it was misplaced. Ms. Pierce stated that over the summer, she retrieved several samples of rubrics from a variety of states from the Internet, and the Transitional Studies division used the ideas to devise the new rubric as a group. She reported that they used the rubric in their Adjunct Orientation/Training Meeting and were able to make improvements as a result. She stated that the other divisions have now reviewed it and think it will be useful.

Ms. Pierce stated that what she needs to know from the group is “Does everyone feel that we need a Math Scoring Team?” She stated that in the comments of the 1997 report, it was stated that we would have a math scoring team. The divisions were contacted for those interested in serving on the team and there were only two people, Mohammad Afzalirad and Rodney Scaggs, who to her knowledge were interested in serving on the team.

Mr. McGraw stated that this scoring team goes back to using multiple assessment measures. We need achievements, as well as competencies. He stated that this team would be one way to start the process by completing the scoring and checking the results. He expressed concern on the fact that, unlike the writing rubric, students may have had only one or two math classes at the time that they take the test and others may have had more. He stated that it might be a good idea to break the rubric down by the amount of math the student has had prior to taking the test. He felt there may be better results by doing it this way.

Pat Poole asked the question, “What was the purpose of using this math rubric?” Ms. Pierce answered, “To check the level of learning in math just like in writing.” Some of the group expressed concern that without a math background they felt the rubric would be too complex to follow. They were assured that this would not be the case and that training on reading the form would be held.

It was suggested that the first step would be to get a math committee together to start making the kind of decisions that were discussed. It was decided that the committee should consist of two members from Allied Health, Business, Natural Science, and Humanities Divisions and one member from Technology and Transitional Studies Divisions. The faculty members that were present from each division agreed to work with their chairperson to get this topic on the agenda for their next division meeting which will be October 3, 2003. Ms. Pierce asked the faculty members present to bring the names of the faculty members that agreed to serve on this committee from their division to the next Assessment Meeting on October 17<sup>th</sup>, 2003. She also asked them to bring the other commitments and committee schedules for the scoring team

members so that the first meeting could be scheduled at the Assessment Meeting. Ms. Pierce stated that this first meeting will be an organizational meeting to determine how it will work. She asked Mike McGraw and Guy Lowes to attend this meeting since they had experience with the writing sample rubric. Mr. McGraw stated that he does not have any experience in this area but Mr. Lowes agreed to attend.

It was agreed that when the date of the first meeting is scheduled, it will be put on the Institutional Calendar.

**OTHER:**

Mike McGraw used this opportunity to applaud the committee for their hard work in improving our assessment program since the North Central Visit in 1997. He stated that it has improved tremendously in such a short time.

Guy Lowes announced that he attended a curriculum alignment workshop and that he was proud to report that Southern and Glenville were the two schools that seemed to be most knowledgeable about what was going on.

Ms. Pierce announced that Southern has been chosen to participate in a Math & Language Curriculum Alignment Workshop in Beckley on Saturday. She stated that she is planning to attend and there are extra slots if anyone else is interested in attending. It was stated that this type of exposure is good for the entire college and that students tend to progress better if there is an open dialogue between the college and the public schools.

Pat Poole suggested that it would be a good idea if the committee could sponsor speakers to come to the college to talk about teaching/learning styles. She stated that she heard a speaker by the name of Sharon Bowman and was very impressed with her. Mr. McGraw wrote the information down and reported that he will work on scheduling her to come in for a session.

There being no other business, the meeting adjourned at approximately 10:00 a.m.

Respectfully submitted,

Drema Vance  
Recorder

**ASSESSMENT COMMITTEE MEETING  
MINUTES  
FRIDAY, OCTOBER 17, 2003  
8:30 A.M.**

**PRESENT:** Calisa Pierce, Chairperson; Mike McGraw, Karan Grimes, Glenna Hatfield, Pat Poole, Juanita Topping, Kim Hensley, Vinnie Kudva, and Drema Vance, Recorder.

**ABSENT:** Guy Lowes (excused for Tech Prep), Larry D'Angelo (excused for Tech Prep), Matthew Payne (excused for personal reason), Kathryn Krasse (excused for illness), Camille Helsel (excused for conference), Mohammad Afzalirad and Sherry Dempsey.

The first item of discussion was what process should be used to select a student representative for the committee. It was stated that a Logan student served on the committee last year. Because of the early start time of the meeting and the travel time involved, it was decided that another Logan student should be appointed. It was the decision of the committee to run an announcement via the television on campus to see who might be interested in this position. It was also decided to ask the Student Government President if they or another member of the SGA would be interested in serving.

The September 19<sup>th</sup> meeting minutes were reviewed. The following corrections were made:

On the second page, under *Representative to College Council*, *Karan Steele* should be *Karan Grimes*. Under *Vice Chair – Decision*, the sentence should read: *Pat Poole will serve in the Vice Chair's position*.

Mike McGraw made a motion to accept the minutes as amended. Vinnie Kudva seconded the motion. The motion passed unanimously.

The next item of discussion was the Math Rubric Scoring Team. The following individuals from the following divisions agreed to serve on this team:

- |                             |   |
|-----------------------------|---|
| • Natural Science           | Anne Olofson  |
| • Math                      | Rodney Scaggs   |
| • Allied Health             | Shelba Long and Regina Bias   |
|                             | Karan Grimes (alternate)  |
| • Technology                | Vinnie Kudva  |
| • Business                  | Mohammad Afzalirad  |
|                             | (Pat Poole will notify Calisa on Monday who the other person will be) |
| • Transitional Studies      | Sandy Ellis   |
| • Humanities/Social Science | (Drema will call Rita Pruitt to see who will serve)                   |



Mike McGraw suggested another alternative could be to have a short (possibly four questions) math test devised based on the rubric. He emphasized that whoever designs the test must make certain that it follows the rubric. Students would randomly be chosen to take the test.

The question was asked, “If the math scoring team does not work, could we rely on the WorkKeys and CAAP?” The answer was, “No, because it goes back to the need of using multiple measures.”

Karan Grimes suggested requiring the students to take a math test at the same time that they take the WorkKeys or CAAP tests. Mr. McGraw stated that he did not feel that this would be fair to the students.

Mike McGraw reported that HEPC is in the process of increasing the math and English scores that are required for students to qualify for college-level courses. He stated that this change will affect a large amount of students for at least the first year. There will be about 50 more students in the Transitional Studies classes versus the college-level classes. Mr. McGraw stated that in order to get the correct level of math on the test, the type of math required in a program needs to be reviewed carefully. He stated that it is being reviewed presently at the state level to put specific math requirements in most programs.

Mike McGraw noted that prerequisites and/or minimum test scores were taken off many of the college-level courses a few years back. The question was asked about how these could be reinstated. Mr. McGraw reported that this could be done starting at the division level. It was noted that most students take only the courses that they are required to take to get their two-year degree.

Kim Hensley expressed concern about Allied Health students not being required to take chemistry because it is needed for the microbiology courses. Karan Grimes reported that since it is no longer a requirement, the only choice that they have is to recommend to the students to take it. It was suggested that it might be a good idea to add this recommendation to the Allied Health Handbook.

A general discussion ensued. Some of the highlights of this discussion were:

- At the public school level, there is a new standardized test used called the *West Test* which will be part of the students’ grades.
- A change in the requirement of obtaining a Promise Scholarship is that in addition to a composite score, a minimum score on three sub-tests will be used.
- Questions arose about dual credit classes. These classes are scheduled by division chairs and campus directors, and the same material should be covered as the classes taught on campus. It was stated that the college offers the courses, but the local Board of Education decides on the credit issue.
- The public schools are in the process of changing their math requirements.
- The seamless projects work very well in that they prevent the same material from being duplicated and, at the same time, all the material needed is covered.

Calisa Pierce reported that she is working on an Academic Prep Package by incorporating ideas/tips from the faculty. She stated that she will be sending information out to all faculty very shortly.

There being no further business, the meeting adjourned at approximately 10:00 a.m.

Respectfully submitted,

Drema Vance  
Recorder

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, NOVEMBER 21, 2003**  
**8:30 A.M.**  
**GUYANDOTTE ROOM – LOGAN CAMPUS**

**PRESENT:** Calisa Pierce, Chairperson; Mike McGraw, Kathryn Krasse, Kim Akers (for Juanita Topping), Karan Grimes, Vinnie Kudva, Matthew Payne, Guy Lowes, Mohammad Afzalirad, Pat Poole, Kim Hensley and Drema Vance, recorder.

**ABSENT:** Camille Helsel (excused), Sherry Dempsey (excused), Juanita Topping (excused), Larry D'Angelo, and Glenna Hatfield.

**MINUTES:**

Mike McGraw made a motion to accept the minutes of the October meeting as submitted. Kathryn Krasse seconded the motion. The motion passed unanimously.

**OLD BUSINESS:**

**MATH SCORING COMMITTEE:**

The date/time for the Math Scoring Committee meeting is Friday, December 5, 2003 at 8:30 a.m. Calisa Pierce reminded everyone of the names of the people that agreed to serve on this committee. They are as follows:

- Allied Health: Shelba Long, Regina Bias and Karan Grimes.
- Business and Public Administration: Mohammad Afzalirad and Connie White.
- Natural Science and Math: Anne Olofson and Rodney Scaggs.
- Technology and Engineering: Vinnie Kudva.
- Transitional Studies: Sandy Ellis.

Ms. Pierce reported that the Humanities and Social Science division was the only division not represented on this committee. Kathryn Krasse stated that the reason for this was because nobody in the division felt qualified to serve. After a brief discussion, Mike McGraw stated that it would be best to have representation from every division. After discussing the role of the people serving on this committee, Ms. Krasse volunteered to serve as a representative for the Humanities and Social Science division. Ms. Pierce reminded the group that the number of representatives from each division is not limited, so others that are interested in serving on this committee are welcome to do so.

Ms. Pierce stated that Guy Lowes agreed to be the facilitator for this first meeting. She reminded everyone that this would be an organizational meeting to set up guidelines for samples and to review the math rubric and other things that the committee felt a need to discuss.

**STUDENT ASSESSMENT REPRESENTATION:**

Ms. Pierce stated that the announcement was posted on all campuses asking for a student representative to serve on the committee, but no responses were received. She asked the group for suggestions for the next step. Mike McGraw informed everyone that during the focus visit, the team noted that a student representative was needed for this committee. Kim Hensley informed the group that she knew of several students that might possibly be interested in serving on the committee. Ms. Pierce asked her to follow up with the potential students and to let her know the outcome by the first week of December. It was decided that the committee will not meet in December, so the next meeting will be held on January 16<sup>th</sup>, when, hopefully, the appointed student representative will be able to attend.

**CAAP AND WORKKEYS DATA:**

Mike McGraw reported that he did not have the results to share with the group, due to the hiring of the new Administrative Research Assistant not working out. He stated that the overall scores were up from last year. He stated that some of the percentages in some of the programs of study were down and plans of improvement will have to be done. He stated that statistically some of the low scores were really not significant due to the small number of participants taking the test in some of the programs.

Mr. McGraw stated that the major problem causing the low scores is the fact that students are being tested in the wrong programs of study because of incorrect majors. He reinforced that this is a critical problem that needs to be remedied as soon as possible. He stated that the test results of students testing in the wrong major are low, and they cause our percentages to be low. This is a major problem for the entire institution because the state uses our data and it affects the Perkins funding. Karan Grimes stated that she planned to make the faculty in her division aware of this problem and encouraged everyone else to do so. Ms. Pierce stated that this was an excellent idea and one way to make everyone aware of the problem. She stated that since this would determine whether plans of improvement will have to be done and whether our Perkins money will be affected, she felt everyone should be involved in solving the problem.

Mr. McGraw told the group that when they are discussing this in the division meetings, to remind everyone to use the 3-digit codes on the registration forms. He stated that it needed to also be verified if the student is in an associate or certificate program. Kathryn Krasse stated that it would be helpful if the faculty were sent the correct codes to use. Mr. McGraw informed the group that he would ask Roy Simmons to e-mail a code list to the faculty. Ms. Krasse also stated that she felt another problem was the students changing their major but not turning their change of program forms in to the appropriate office. Mr. McGraw suggested that one way to assure the paper work was submitted properly was for the faculty member to have the student to complete the form and leave it with them to submit.

Mr. McGraw informed the group that he will send the results of the CAAP and WorkKeys tests out next week through e-mail.

**ASSESSMENT DAY:**

It was reported that Assessment Week is scheduled for March 22 through March 26 and the group was charged with deciding which day would be best for Assessment Day. After a brief discussion, the group agreed that the best day would be Tuesday, March 23<sup>rd</sup>. Mr. McGraw stated that, since the list cannot be printed until after add/drop period in January, he may have to call on the committee for help to make sure the mailings go out in a timely fashion.

Ms. Pierce commended the committee for their past participation in Assessment Day and stated that many people felt it made a positive difference in how the activities ran. Vinnie Kudva explained the role that the Assessment Committee played in the past. The group agreed that they would participate again.

Mr. McGraw asked everyone to inform the students in their classes, prior to the test, of the importance of the test. Pat Poole stated that she informed her students who would be taking the WorkKeys test that employers look at these scores. She stated that when she informed them of this, they seemed to put more importance on the test.

Kathryn Krasse mentioned that the CAAP students did not seem highly motivated and asked if there was anything that they could be told to change their attitudes. Again, Mr. McGraw emphasized the importance of talking with the students prior to the test. He said to let the students also know that if their scores are exceptional, they will be sent a certificate that would look good with their resumes and transcripts. Mr. McGraw stated that the catalog has a policy concerning the repercussions that the students may face if they are chosen to take the test and refuse to do so.

**GEN. ED. FORUM:**

Ms. Pierce distributed the page out of the college catalog on “General Education Philosophy and Goals”. She briefly explained the history of the goals, competencies, and matrix and how they came about and were put together. She stated that these were done in 1997 and have not been reviewed since then. She stated that although we have ten years before the next focus visit, if the general education goals must be covered in every program, assuring that this is done should be a gradual process.

Mr. McGraw stated that the important thing is that each listed goal be met in every program, stating how they are addressed and measured in the end. It was stated that the general education competencies also need to be reflected in the syllabi. It was stated that the goals may very well be covered, but the problem is that they are not being measured. After each division reviews the goals in particular courses, goals could possibly have to be added to a course or some goals deleted or changed.

There was some discussion about one particular goal “A Cultural, Artistic, and Global Perspective” being covered. Vinnie Kudva suggested the possibility of approaching the Student Government Associations asking them to consider supporting a multicultural activity in the future to cover this goal. Another suggestion from Karan Grimes was to revise the wording in the goals to read “and/or” instead of “and”.

After a brief discussion, it was stated that it is imperative that all faculty be involved in the process of reviewing Southern's general education goals. Ms. Pierce suggested to the group that a session could be scheduled to discuss the general education philosophy and goals during All College Day. She stated that the concerns/suggestions that were discussed in this pre-discussion would be a good start for discussion at the scheduled meeting. She volunteered to moderate the session but asked some of the faculty of this committee to lead the discussions. The committee agreed that this session should be scheduled, but that the attendance should be voluntary.

**ALVERNO:**

Ms. Pierce shared with the group a handout from a workshop that she attended at Alverno College explaining their assessment procedures. She went on to explain briefly that their students go through six articulated levels for every competency that is covered. She explained that they have committees to review each competency. She urged everyone to read through the material and familiarize themselves with their procedure for further discussion and see how organized assessment can be. She encouraged everyone to share this information with their colleagues as a helpful thinking guide for anyone that is interested.

There being no further business, Vinnie Kudva made the motion to adjourn and Mo Afzalirad seconded the motion. The meeting adjourned at approximately 9:45 a.m.

Respectfully submitted,

Drema Vance  
Recorder

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, JANUARY 16, 2004**  
**8:30 A.M.**  
**GUYANDOTTE ROOM – LOGAN CAMPUS**

**PRESENT:** Calisa Pierce, Chairperson; Mike McGraw, Kathryn Krasse, Larry D'Angelo, Kim Hensley, Glenna Hatfield, Camille Helsel, and Drema Vance, Recorder.

**ABSENT:** Karan Grimes (excused), Sherry Dempsey (excused), Guy Lowes (excused), Mohammad Afzalirad (excused), Juanita Topping (excused), Vinnie Kudva, Pat Poole, and Matthew Payne.

**MINUTES:**

Larry D'Angelo made a motion to accept the minutes of the last meeting as submitted. Kathryn Krasse seconded the motion. The motion passed unanimously.

**OLD BUSINESS:**

**Math Scoring Committee:**

Regina Bias was elected as the Chair of this committee and Anne Olofson was elected as Vice-Chair. Kathryn Krasse explained that at their first meeting, the committee worked on sample problems and scored them using the rubric. She explained that after doing this, she was a little more comfortable serving on the committee even though she is not a math major.

The committee will meet again on Assessment Day, March 23<sup>rd</sup>. Calisa said that she understood that Ms. Bias sent out an e-mail requesting samples/items for the committee to score. Several members stated that they did not receive any information on this. Mike McGraw stated that a cover sheet, similar to the one sent out for the writing sample, should accompany the e-mail. He also stated that it needs to be reported where the sample came from, whether it was a homework problem, a test question, etc. It was decided that the scorers would get a copy of the sample without the person's name on it. Ms. Pierce reported that she would check with Ms. Bias to find out if she did send out an e-mail and the information that she requested. Mr. McGraw asked Ms. Pierce to bring this issue up at the next AAMC Meeting, so that the chairpersons would be informed of the process.

**Student Assessment Committee Member:**

Kathryn Krasse reported that a student, Chris Chapman, agreed to serve on this committee and would be at the next meeting. Ms. Pierce asked her to give his phone number and/or e-mail address to Drema Vance so that he could be notified of the future meetings. Mr. McGraw stated that he felt the information should be given to President Tomblin, so that the proper procedure could be followed in appointing Mr. Chapman to this committee.

**CAAP and Work Keys Data:**

Mike McGraw reported that this data is not ready, due to his lack of an assistant.

**Assessment Day:**

Mike McGraw reported that after add/drop week, he will request a list of students that meet the criteria for taking the CAAP test. He stated that presently the criteria are as follows: University Parallel Students that have completed 60 hours of course work who have not received a degree, and are not a transient or transfer student. He reported that 110-111 students have been identified that meet this criteria. He stated that by following the criteria, we are limiting the number of students, and the College might want to consider reducing the credit hours completed to 45.

A brief discussion ensued on changing the number of completed hours. Several of the members asked if it would be possible to change the hours to 45 for the tests this year. Mr. McGraw explained that it would be better to obtain data, which we would not have time to do this year, so that we would know what number would work best for the college. He stated, for example, that a positive side of reducing the number of hours completed would be that those students that felt comfortable with mathematics would have taken several math classes before taking the test. It was the consensus of the group to leave the 60-hours criterion as it is and collect more data before making any changes.

Mr. McGraw reiterated that the more involved in this process that the faculty become, the more success we will have in inspiring students to take the test willingly and to try to do their best. He mentioned that he is not sure if faculty members are aware that if they are interested in the performance of their own students on the tests, this information could be made available to them.

The question arose as to whether or not we have enough students taking the test to get an accurate assessment. Mr. McGraw stated that we have enough samples in that we are testing almost the entire population, but he questions the fact as to whether we are testing enough of our students before they graduate or move on to another institution.

Another item of discussion was what happened to the students that did not show up to take the test, but were identified to do so. Mr. McGraw reminded the committee members of the statement in the College catalog referring to possible consequences for students who do not participate in Assessment Day. He stated that the State pays for the initial tests, but if we schedule an alternative date for the students to come in to test, the cost to the College would be \$17 per student. Camille Helsel suggested notifying the students in the beginning that their grades would be held if they don't take the test and that they would be responsible for paying the fee to take the test in order for their grades to be released. Larry D'Angelo stated that he felt the students would take offense to this process if it were enforced, and they would not take the test seriously. Another suggestion was that some kind of an incentive could be given to the students who take the test. After a brief discussion, it was decided to handle the test in the same manner that we have in the past and see how many students do not show up to take the test. This issue will be discussed in more detail at a later date.

The following committee members volunteered to handle the following duties on Assessment Day this year:

- Kathryn Krasse – Oversee the morning and evening session of the CAAP test on the Williamson campus.
- Glenna Hatfield and Kim Hensley – Administer the morning session of the CAAP test on the Williamson campus. Ms. Hensley also stated that she would act as courier, if needed.



- Kathryn Krasse and Camille Helsel – Administer the evening session of the CAAP test on the Williamson campus.

Ms. Pierce stated that more specifics about the CAAP test would be discussed at the next meeting. Work Keys will also be discussed. Mr. McGraw will bring more information to the next meeting.

**General Education Goals:**

Ms. Pierce distributed a copy of the *General Education Philosophy and Goals* as they are stated presently, a copy of some revisions that resulted from the meeting on *All College Day*, and a hand-written sheet of some of the ideas that came from her meeting with Mr. Dempsey. After reviewing these, a discussion was held mainly on how the following sections should be listed:

- Scientific Inquiry and Research Skills
- Informational Access/Literacy Skills
- Science & Technology

After a brief discussion of several ideas and comments, Ms. Pierce asked the committee members to take these suggestions to their divisions for comments. The divisions' comments would be brought back to the committee for further discussion and then presented to the Academic Affairs Committee. Mr. McGraw reminded the committee members that these goals need to also be incorporated in the Assessment Plan.

There being no further business, the meeting adjourned at approximately 10:00 a.m.

Respectfully submitted,

Drema Vance

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, FEBRUARY 20, 2004**  
**8:30 A.M.**

**PRESENT:** Calisa Pierce, Chairperson; Mike McGraw, Kim Hensley, Glenna Hatfield, Camille Helsel, Karan Grimes, Juanita Topping, Vinnie Kudva, Mohammad Afzalirad, and Drema Vance, Recorder.

**ABSENT:** Guy Lowes (excused), Sherry Dempsey (excused), Pat Poole (excused), Matthew Payne (excused), Kathryn Krasse, and Larry D'Angelo.

**MINUTES:**

The minutes of the last meeting were reviewed. Glenna Hatfield made a motion to accept the minutes as submitted. Vinnie Kudva seconded the motion. The motion passed unanimously. It was decided that there was a need for the committee to meet in March in order to finalize the preparations for Assessment Day, so the date was set for March 12, 2004 at 8:30 a.m. The April meeting will be held on April 16<sup>th</sup>, as scheduled.

**STUDENT ASSESSMENT COMMITTEE MEMBER:**

Kathryn Krasse is the committee member with the information on the student representative. Since Ms. Krasse was not at this meeting and, after determining that she did not give anyone the information on the student, Ms. Pierce stated that she would get in touch with her. She will ask Ms. Krasse to forward the information to her, so that President Tomblin could officially appoint the student to the committee.

**ASSESSMENT DAY:**

Mike McGraw reported that 400 Work Keys students and 120 CAAP students have been identified this year to take the test. He stated that the tests will be ordered Monday. He explained that the criteria for Work Keys included transfer students, transient students, and students with one or more degrees. For the CAAP students, they do not have a degree. Both groups would have to have completed 60 hours of instruction by the end of this semester.

Ms. Pierce stated that she submitted a computer request for the student list and the mailing labels of those required to take the test. She stated that she is currently working on the student letter. Some of the information that should be included in the letter or with the letter is the test schedule, how and who the students see to sign up for the tests, and the excerpt from the College catalog explaining the obligation of the students that are selected to take the test.

Mr. McGraw reminded the group that a letter explaining Assessment Day was sent out through e-mail to be forwarded to the adjunct faculty members. He explained the importance of making certain every adjunct member is aware of Assessment Day, so that they can talk about it in a positive manner with their students. Mr. McGraw encouraged the group members to positively talk about this in the division meetings with the other faculty. He reminded the group that there are no scores for the tests, only pass-fail information. He stated that students are not individually identified; the group data are all that is needed.

Mr. McGraw reported that the critical points concerning the tests that needed to be handled immediately were:

- Who the contact person(s) would be for students to sign up for a time to take the test.
- Who the tests will be distributed to.
- The security issue of the tests.
- Who the contact person will be to return all the tests.

Ms. Pierce asked if the “Do’s/Don’ts List” that was used previously would be distributed to those persons that will be proctoring the tests. Mr. McGraw stated that it would be available to those persons. One of the problems that is addressed on this list is concerning test booklets being opened when they are received. Mr. McGraw stated that there is a form to be completed that comes with the tests for any unusual problems that occur and this problem could be addressed in the same manner.

Mr. McGraw announced that the College will be piloting, for the first time, an additional test for Work Keys called “Team Work.” By adding this test, the following will be the skills measured for Work Keys: Reading for Information, Applied Math and Teamwork. The CAAP test will include reading, writing, math and critical thinking. He also announced that the first scoring rubric for math will be used with math samples (similar to the writing scoring process), in addition to the testing.

Mr. McGraw stated that the letters to the students should go out in the mail no later than Friday, February 27<sup>th</sup>. Several committee members volunteered to help with the letters Thursday afternoon. Ms. Pierce stated that we would try to get some work study students to help, but we would let the volunteers know if they were needed. Ms. Pierce stated that before the letters could be completed for distribution, the critical part was to identify who the students need to see to sign up for the test on each campus because this information needed to be included in the letters. Mr. McGraw stated that Dianna Ball normally took care of it at the Boone campus and Patty Brooks took care of it at the Wyoming campus. He will talk to J.P. Owens to see if the counselors at the Logan and Williamson campuses could take care of it on those campuses.

Mr. McGraw stated that there would be a Student Services person as extra help for the faculty for the administering of the tests. The two test session times of the tests are 9:00 a.m.-1:00 p.m. and 5:00 p.m. – 9:00 p.m. Some of the coverage of the tests is as follows:

- It was stated that the Allied Health Division covers their own test(s) and normally have their students to report for the morning session at the Logan campus.
- Vinnie Kudva volunteered to help with the Work Keys test at the Williamson campus. He stated that Pat Poole and Thad Stupi would also help. He will work on getting one more person to help with this test.
- The morning session of the CAAP test at the Williamson campus will be covered by Kim Hensley and Glenna Hatfield. Kathryn Krasse and Camille Helsel will cover the evening session.
- The evening session of the Work Keys test at the Logan campus will be covered by Juanita Topping and Mohammad Afzalirad.

The committee members stated that they would work on getting other volunteers to help with the tests. Mr. McGraw reminded the group that NO CLASSES WILL BE HELD ON

ASSESSMENT DAY! He stated that the criteria for students being selected was that they would have earned their 60<sup>th</sup> credit hour by the end of this semester. Mr. McGraw asked the faculty in the group to take back to their division meetings that he is the only person that could excuse a student from the test. He also asked them to remind the students of their obligation to take the test and discourage them from asking for permission to be excused.

Mr. McGraw strongly recommended that in the future the committee think about the following:

- He urged the committee to consider giving the Work Keys test to everyone and not to use the CAAP test. He stated the reason for this is because the Work Keys test has Levels Three through Seven. This tells you what students can do at what level and what knowledge is required for each level. The CAAP test is norm referenced and compares the scores of the students to others, instead of letting you know how students actually did on the test.
- He stated that it is better to go with a locally produced test. He stated that by doing this you can measure to see if you are testing the information that students need to know. He stated that the faculty determines what the students need to know from a course or a program of study and that should be what is tested, but is not the case with standardized tests.

Ms. Pierce stated that this is the big movement nationally toward assessment tests. She stated that possibly using common finals for courses would be a good tool to use. A set of questions could be taken from each course or program of study. It was stated that students would probably feel more comfortable taking the test if we move to a locally developed test.

### **GENERAL EDUCATION GOALS:**

Mr. McGraw informed Ms. Pierce that Merle Dempsey would like to have a report on what has been discussed so far on these goals. Ms. Pierce stated that she would provide him with this information. Ms. Pierce asked each of the faculty present what their divisions wanted to see happen with the *Cultural, Artistic, and Global Perspective* goal. They reported as follows:

- Karan Grimes reported that the Allied Health Division felt that as long as the wording was changed to *and/or* under this goal, the courses and program of studies in the division would be able to cover the goal.
- Kim Hensley stated that the Natural Science Division would discuss this at the next division meeting.
- Vinnie Kudva reported that the Business Division felt that they were meeting the *cultural and artistic* portion of the goal, but the *global* part was harder to cover. Therefore, he suggested that the College may want to consider extra curricular activities to cover this part of the goal.
- Calisa Pierce reported that the Transitional Studies Division felt that this goal was very important and should be kept, but that it should be worded differently.

Mr. McGraw stated that the committee has the option of making a recommendation to drop the goal entirely or to modify it. The consensus of the group was that it was an important goal and that it should not be dropped, so it will be modified so that it can be measurable. Ms. Pierce volunteered to compile the comments from everyone and modify the goal. She will bring it back to the committee for approval.

The goals *Informational Access/Literacy Skills* and *Scientific Inquiry and Research Skills* were discussed. Vinnie Kudva reported that his division did not think technology should be included in the Scientific Inquiry goal. It was suggested that maybe this should be covered under the *Informational Access* goal and take the literacy skills off.

Mr. McGraw stated that the important thing to consider when modifying these goals was that the College had the means to test to make sure these goals were met in the way that they were written. One goal, specifically, that was mentioned as to whether the College could prove that it was met by our students was the oral communication goal. It was mentioned that one way to meet this goal would be to record the oral presentations of the students in classes. It was stated that the problem in doing this was the access to a camcorder in each of the divisions. Mr. McGraw informed the group that there is still money left in the Perkins funds and he has not received many requests for this money.

A motion was made by Karan Grimes to submit a request from the Assessment Committee to Mike McGraw for funds from the Perkins monies to purchase a video camera and tapes for each academic division in order to record the oral presentations. Kim Hensley seconded the motion. The motion passed unanimously.

There being no further business, the meeting adjourned at approximately 10:00 a.m.

Respectfully submitted,

Drema Vance  
Recorder

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, APRIL 16, 2004**  
**8:30 A.M.**  
**GUYANDOTTE ROOM – LOGAN CAMPUS**

**PRESENT:** Calisa Pierce, Chairperson; Larry D'Angelo, Kim Hensley, Glenna Hatfield, Camille Helsel, Karan Grimes, Sherry Dempsey, Guy Lowes, Vinnie Kudva, Mohammad Afzalirad, Pat Poole, Matthew Payne, and Drema Vance, Recorder.

**ABSENT:** Mike McGraw, Juanita Topping, and Kathryn Krasse (all excused).

**MINUTES:**

Glenna Hatfield made a motion to accept the minutes of the last meeting as submitted. Larry D'Angelo seconded the motion. The motion passed unanimously.

**ASSESSMENT DAY:**

A discussion was held about Assessment Day. The following comments were made:

- Students did not like the letter, too demanding. It was decided that the letter should be toned down in the future.
- Students that have taken the test 3 or 4 times previously were upset that they were chosen again. Ms. Pierce suggested that students that have a degree should notify someone previously of this and supply proof of such.
- Proctors did not get a list of students that would be in their group. The lists that were available on some campuses were not separated by CAAP and WorkKeys.
- Proctors need the booklets, explaining the directions, at least the day before the actual test day.
- Allied Health students piloted "Teamwork" for the first time. It did not work out because of the size of the group and the room, with only one television.

Students supplying picture identifications, seating charts, etc. were discussed. After a brief discussion, Ms. Pierce stated that a revised "Do's and Don'ts" List needed to be completed for the next test.

It was reported that, for the most part, the students seemed to take the test seriously; especially those taking the WorkKeys tests after they found out that employers use this information for hiring purposes.

**GENERAL EDUCATION GOALS:**

Calisa Pierce distributed copies of the original and the revised General Education Goals for discussion. She explained that grammatical changes were made throughout the entire document. She distributed a copy of an article, which came from a national study that the Educational Services did, referring to ICT (Information & Communication Technology). She stated that since this article matched some of the things that the College is doing, she changed the wording in the Informational Access/Literacy Skills Goal to match it. Ms. Pierce stated that she changed the wording on the last Goal "*A Cultural, Artistic, and Global Perspective*". There was some discussion on the changes made to the *Scientific Inquiry and Research Skills* goal. It was the consensus of the group that they felt this goal

could be deleted. It was stated that the important thing on these goals was that every goal could be covered in some of the divisions. The group agreed that the changes made the goals much clearer.

Ms. Pierce asked the group to take these revisions to their next Division Meetings for approval. She stated that since this committee would not meet again until August, she would like for the divisions to e-mail the results to her.

Guy Lowes made a motion to take the general education goals as amended to the division meetings for discussion. Glenna Hatfield seconded the motion. The motion passed unanimously.

**PHI THETA KAPPA ALL-USA ACADEMIC TEAMS:**

Ms. Pierce distributed the criteria for nominating students for this award. She stated that, in the past, the College has not done a good job nominating students. She thought that if the committee was aware of this, they could be prepared to nominate students next year. She stated that each institution nominates two students with a 3.25 GPA or better. The students must be ready to graduate the year that they are nominated.

**CHEA INFORMATION:**

Ms. Pierce distributed an article for Mike McGraw entitled "CHEA Institute for Research and Study of Accreditation and Quality Assurance". She stated that the article explains what is expected for assessment. She emphasized the part pertaining to a move toward faculty driven tests and the fact that CAAP tests are not mentioned. She asked everyone to review the article. She stated that she and Mike McGraw will be attending an Assessment Workshop next week, where various tests will be introduced.

**STUDENT ASSESSMENT COMMITTEE MEMBER:**

Brenda McCoy will be asked if she wants to serve as the student representative for the committee for next year. Karan Grimes and Camille Helsel will ask Martha Hill if she would like to serve as an alternate.

There being no further business, Camille Helsel made a motion to adjourn the meeting. Glenna Hatfield seconded the motion. The motion passed unanimously.

Respectfully submitted,

Drema Vance,  
Recorder

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, AUGUST 20, 2004**  
**8:30 A.M.**

**PRESENT:** Calisa Pierce, Chairperson; Karan Grimes, Glenna Hatfield, Beverly Slone, Larry D'Angelo, Camille Helsel, Dianna Toler, Pat Poole, Matthew Payne, Guy Lowes, Kathryn Krasse, Kimberly Hensley, and Drema Vance, Recorder.

**GUESTS:** Katie Smith, Pamela Alderman, and Vernon Elkins

**ABSENT:** Mohammad Afzalirad, Tim Weaver, Steven Lacek and Juanita Topping (excused)

**ASSESSMENT FORUM, ALL COLLEGE DAY:**

Calisa Pierce opened the discussion of whether the group felt that there should be future assessment sessions held on All College Day for all faculty members. Most of the group felt that there should be mandatory future sessions. Larry D'Angelo commented that these sessions could cover the basics for faculty. Pat Poole commented that faculty could be given tips/ideas to assess students in these sessions. Pam Alderman stated that we needed to use the same tools, so that we would have consistency in assessing students. Ms. Pierce stated that professional development sessions through the Director of the Teaching/Learning Center could be held in the future. Ms. Pierce asked the group to remind their division members at the next division meeting that camcorders were purchased for each division and to encourage them to use them.

**MINUTES:**

Karan Grimes made a motion to accept the minutes of the last meeting as submitted. Glenna Hatfield seconded the motion. The motion passed unanimously.

**COMMITTEE MEMBERSHIP:**

Ms. Pierce informed the group that the committee was in the second year of their membership for this committee. Kathryn Krasse explained that there was a misunderstanding about the meeting place with her and the student representative, so that was the reason why the student did not attend today's meeting. Ms. Pierce asked Ms. Krasse to send her the e-mail address of Brenda McCoy, the student representative, so that she could be included in future e-mails with the rest of the committee. Karan Grimes and Camille Helsel asked if they could appoint an alternate student representative. Ms. Pierce stated that they could do so but the student would be a non-voting member when the other student was in attendance at future meetings.

**GENERAL EDUCATION GOALS:**

Ms. Pierce asked the group if they received any feedback in their last division meetings with the last draft revision of the General Education Goals. Karan Grimes reported that the Allied Health Division did not think the goal *Scientific Inquiry/Research Skills* should be deleted, but that the wording needed to be changed. Others stated that their divisions felt the same way.

Ms. Pierce stated that the first question that needed to be answered concerning this goal was, "Does every program incorporate something with science?" She suggested changing the word *Research* to *Reasoning*. After a brief discussion, it was the consensus of the group to leave the goal in, but to change the goal to read:



*Scientific Inquiry/Reasoning Skills*

*Students will demonstrate their scientific inquiry/reasoning skills by using resources and methods appropriate to the curriculum.*

Kathryn Krasse made a motion to present this change at the next division meetings to get a faculty consensus. Glenna Hatfield seconded the motion. The motion passed unanimously. Ms. Pierce stated that she would make the necessary changes and forward the corrected revision, by e-mail, to be shared and voted on at the next division meetings.

**ASSESSMENT REPORT:**

Vernon Elkins joined the meeting to discuss an issue concerning the assessment report. He stated that when reviewing the report, he found that more students took the test than were enrolled in his program. In other words, he had students to take the test that were not in the MLT (Medical Laboratory Technology) Program or that had previously failed out of the program. The group realized that this was another example of students not having the correct major code. Ms. Alderman stated that one way to rectify the problem would be to have the students to go with the instructor of the program for testing. That way the instructor could identify the students as being in his/her program.

Calisa Pierce reported that out of nine students in her Portfolio Class, only two of them were listed with the correct major code. She is in the process of changing the others. Pam Alderman stated that the Allied Health instructors take the "Change of Program" forms to their classes to have the students complete them in class and the instructors submit the forms to the Records Office.

The discussion was held whether there was a problem with the incorrect major codes when students register for classes on the web. It was stated that even if students do not know their correct major code, the instructors should be able to correct the codes if the students are not in the appropriate program to match the major code. It was discussed that the major code should be part of the registration process. The discussion was held that the major code could be identified with the class lists. It was the consensus of the group that this would take too much class time. Another problem could be that students may give the instructor the wrong information and/or if the change of program forms were completed, the student may not turn the forms in to the appropriate office.

Katie Smith informed the group that she would address this issue by requesting a list of the students, with their major codes listed, at the end of the third week of classes each semester.

Vernon Elkins reported that after he weeded out the students that should not have taken the test, the passage rate changed from 58 % to 71%. He stated that he was not very satisfied with the Reading for Information numbers either. Ms. Smith informed him that these were profile numbers from businesses. He stated with a 90-95% passage rate on national exams, he was not satisfied with the above percentages. Larry D'Angelo suggested that the reason for this could be that the students put more of an effort forth in the national exams because they want to pass them.

The discussion was that the majority of students lacking reading skills could be a problem with testing. The question was asked among them, "How do you teach differently to improve reading skills?" Ms. Smith made reference to page 15 of the report stating that the figures looked better in this chart.

The group made the following suggestions concerning the assessment report:

- A Key should be added.
- A page should be included to explain the Writing and Math Test Score Summary charts for the CAAP tests.
- An explanation of the report should be included, so that everyone could understand it.

Matthew Payne mentioned that students that were chosen three/four times to take the test were very upset about it and may not have taken as much interest in doing well on the test. Ms. Smith said that if a proctor is absolutely sure that a student did not take the test seriously, the test could be pulled as an invalid test. The idea of offering an incentive to students for taking the test was again mentioned. The problem with this is funding for the project.

It was reported that if the tests were sent back in a more reasonable timeline, the institution would have received the results in a more timely fashion. The group discussed ways that students could be motivated and ways to better prepare them for the tests. It was suggested that scheduling a college-wide work session for students may be helpful. Most of the group thought that the students would resent this because of taking more of their time. One suggestion was to randomly select the students to take the tests in order to get a better group. It was stated that this would not be possible if there was a small number of students to start with.

Vernon Elkins asked where the research figures came from for the profiles. He felt that all the students, including MLT Assistants, were being held to a four-year standard which is a problem. He was told that that ACT sets the standards for these. He stated that he is very dissatisfied with the results because they were not consistent.

Katie Smith handed out an explanation of WorkKeys score levels. Vernon agreed that the levels set for his program were correct, based upon this explanation.

Katie Smith gave the following overview of the assessment report:

- The format is the same, with tables added.
- CAAP is stated as “Z” scores. She explained that “Z” scores range from -1 to 1 and that we want to be close to zero.
- Data from 2003 is included on all the charts.
- The Critical Thinking portion is very positive for Southern.
- There is four years data for the Writing Rubric Scores.
- The remainder of the report is WorkKeys information which is broken down by majors, certificates, etc.

Guy Lowes informed the group that he has attended writing rubric training sessions with other institutions and has discovered that Southern has been tougher on scoring than the other institutions. It was noted that we cannot compare results nationwide because the rubrics used are not consistent.

### **CAAP TESTING FOR SPRING:**

Calisa Pierce informed the group that there are not many institutions interested in using the CAAP test for assessment in the future. She stated that if our institution chooses to continue to use it, we may have to pay for it.

The overall consensus of the group was to begin the process of developing our own in-house assessment test. Ms. Pierce stated that the committee could make this decision and also make a

decision on how the tests would be developed. However, Ms. Smith cautioned them that it will take at least one year to develop the test and the committee may want to consider using the CAAP tests one more time to give themselves ample time to complete the project. She stated that if the test is completed in time, they could pilot a small group with the finished project. They all agreed to this.

There was a discussion on ways to develop the test. Ms. Pierce reminded them to keep in mind that the program goals, as well as the general education goals must be included in the test. There must be a general education component and a program-based component.

When discussing who would serve on the committee to devise this test, Kathryn Krasse asked if a bonus or release time could be considered for individuals willing to do this. It was reported that they did not think the college would fund money for this project.

It was decided that the first step to approach this project was to take it to the division meetings for discussion. Ms. Pierce asked the group to take this back to their division members to find out if any of them would be interested in chairing this initiative and/or participating in this effort and what they felt would be the appropriate incentive for someone serving on this project. Ms. Pierce asked them to bring this information back to the next meeting which will be Friday, September 17, 2004, at 8:30 a.m.

Kim Hensley made a motion to adjourn and Camille Helsel seconded the motion. The motion passed unanimously.

Respectfully submitted,

Drema Vance

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, SEPTEMBER 17, 2004**  
**8:30 A.M. – GUYANDOTTE ROOM, LOGAN CAMPUS**

**PRESENT:** CALISA PIERCE, CHAIRPERSON; KATHRYN KRASSE, GLENNA HATFIELD, DIANNA TOLER,

PAT POOLE, STEVE LACEK, BEVERLY SLONE, CAMILLE HELSEL, KARAN GRIMES, TIM WEAVER, KIM HENSLEY, JUANITA TOPPING, GUY LOWES, BRENDA MCCOY, STUDENT REPRESENTATIVE; MARTHA HILL, ALTERNATE STUDENT

REPRESENTATIVE;

AND DREMA VANCE, RECORDER.

**ABSENT:** MOHAMMAD AFZALIRAD, LARRY D'ANGELO, AND MATTHEW PAYNE (ALL EXCUSED).

**GUESTS:** KATIE SMITH, PAMELA ALDERMAN, DR. GAIL HALL, AND VINNIE KUDVA.

**MINUTES:**

THE MINUTES OF THE LAST MEETING WERE REVIEWED. THERE BEING NO CORRECTIONS, KARAN GRIMES MADE A MOTION TO ACCEPT THE MINUTES AS SUBMITTED. CAMILLE HELSEL SECONDED THE MOTION. SOME OF THE MEMBERS WERE LATE COMING IN, SO MS. PIERCE ANNOUNCED THAT IF THERE WERE ANY CORRECTIONS TO THE MINUTES TO PLEASE NOTIFY DREMA VANCE.

**GENERAL EDUCATION GOALS:**

MS. PIERCE ASKED IF THE ACADEMIC DIVISIONS VOTED ON THE REVISED GENERAL EDUCATION GOALS. THE FOLLOWING RESPONSES WERE GIVEN:

- TRANSITIONAL STUDIES – APPROVED THE CHANGES.
- SOCIAL SCIENCE/HUMANITIES – DIVISION DID NOT MEET. THIS WILL BE DISCUSSED AT THE OCTOBER MEETING.
- NATURAL SCIENCE – APPROVED THE CHANGES.
- BUSINESS – UNDER THE SCIENTIFIC INQUIRY/REASONING SKILLS GOAL, THE DIVISION SUGGESTED CHANGING THE LAST WORD, “CURRICULUM” TO “PROGRAM”.
- ALLIED HEALTH – THIS WAS DISCUSSED VIA E-MAIL. THE DIVISION ACCEPTED THE WORD CHANGE.
- TECHNOLOGY – THERE WERE NO COMMENTS FROM THIS DIVISION.

MS. PIERCE REPORTED THAT SINCE EVERY DIVISION HAS NOT HAD THE OPPORTUNITY TO DISCUSS THE REVISED GOALS, THIS CANNOT BE SENT TO THE ACADEMIC AFFAIRS COMMITTEE. SHE ASKED EVERY DIVISION TO DISCUSS THIS AT THEIR OCTOBER MEETINGS AND TO BRING THE RESULTS TO THE NEXT MEETING. SHE ASKED THEM TO INCLUDE IN THEIR DISCUSSIONS, THE SUGGESTION FROM THE BUSINESS DIVISION ON CHANGING THE WORDING OF THE *SCIENTIFIC INQUIRY/REASONING SKILLS*.

**IN-HOUSE ASSESSMENT PROJECT:**

MS. PIERCE ASKED IF ANYONE HAD ANY FEEDBACK FROM THEIR DIVISIONS THAT THEY WOULD LIKE TO SHARE WITH THE GROUP ON THE COLLEGE DEVISING THEIR OWN ASSESSMENT TESTS. PAT POOLE ANNOUNCED THAT MIKE REDD AGREED TO HELP WITH DEVISING THE TEST. SHE EXPLAINED THAT VINNIE KUDVA STATED THAT HE FELT THE GRAPHS USED IN THE ASSESSMENT

RESULTS DATA REPORT WERE MISLEADING. MS. POOLE STATED THAT HE OFFERED TO WRITE AN EXPLANATORY NARRATIVE TO EXPLAIN THE GRAPHS. AFTER SOME DISCUSSION, MS. PIERCE STATED THAT SHE WOULD LIKE FOR MR. KUDVA TO ATTEND THE NEXT ASSESSMENT MEETING TO DISCUSS THIS FURTHER. SHE STATED THAT, HOPEFULLY, MOHAMMAD AFZALIRAD WOULD BE IN ATTENDANCE AND COULD ALSO HELP WITH THE INTERPRETATION OF THE GRAPHS.

MS. PIERCE STATED THAT SHE FELT THE FIRST STEP TOWARD WORKING ON THE IN-HOUSE ASSESSMENT TEST IS TO GET INPUT FROM ALL THE ACADEMIC DIVISIONS AS TO WHAT THE TEST SHOULD BE. SHE STATED THAT THE IMPORTANT THING TO KEEP IN MIND IS THAT THE TEST MUST CONSIST OF COMPONENTS COVERING PROGRAM GOALS AND GENERAL EDUCATION GOALS.

KIM HENLSEY AND PAT POOLE EXPLAINED THAT THE NATURAL SCIENCE DIVISION AND THE BUSINESS DIVISION ALREADY GIVE COMPREHENSIVE EXAMS FOR THEIR FINALS IN MOST OF THE COURSES WITHIN THEIR DIVISIONS. PAM ALDERMAN STATED THAT THE ALLIED HEALTH DIVISION ADMINISTERS A NATIONAL EXAM. IT WAS STATED THAT THESE EXAMS FOR THE MOST PART COVER THE PROGRAM COMPONENT, BUT MAY NOT COVER THE GENERAL EDUCATION COMPONENT.

MS. PIERCE STATED THAT WE COULD PROCEED BETTER ON THE ASSESSMENT EXAM ONCE WE RECEIVE MORE INPUT FROM THE ACADEMIC DIVISIONS. IT WAS THE CONSENSUS OF THE GROUP THAT IF TEST DEVELOPMENT IS INDICATED, A COMMITTEE SHOULD BE FORMED TO DEVISE THIS TEST. IT WAS DECIDED THAT THERE NEEDED TO BE MORE THAN ONE REPRESENTATIVE FROM EACH DIVISION TO PARTICIPATE ON THIS COMMITTEE. MS. PIERCE STATED THAT THE COMMITTEE SHOULD WORK SIMILAR TO THE WRITING AND THE MATH TEAMS.

KATHRYN KRASSE STATED THAT SHE AND DR. CHARLES WOOD ARE WORKING ON COMPREHENSIVE EXAMS FOR THE PY 201 AND PY 218 COURSES. SHE STATED THAT THESE WERE CLOSE TO COMPLETION, BUT THERE WERE A FEW MINOR PROBLEMS THAT THEY WERE TRYING TO WORK OUT. MS. PIERCE EXPLAINED THAT SHE INCLUDED THE ADJUNCT FACULTY MEMBERS IN DEVISING THE TESTS FOR THE TRANSITIONAL STUDIES COURSES. SHE STATED THAT THIS WORKED VERY WELL BY GETTING MORE PEOPLE INVOLVED AND SUGGESTED THAT MS. KRASSE'S DIVISION MAY THINK ABOUT DOING THE SAME THING.

THERE WAS A DISCUSSION ON THE IMPORTANCE OF THE WORDING OF QUESTIONS FOR TESTS. IT WAS STATED THAT IF STYLES ARE SHIFTED WHEN DEVISING QUESTIONS THAT THIS COULD CONFUSE THE STUDENTS. IT WAS SUGGESTED THAT IT MAY HELP STUDENTS IF THE INSTRUCTORS WOULD GET THEM USE TO STANDARDIZED TESTS DURING THE SEMESTER. MS. PIERCE REMINDED EVERYONE THAT COURSE GOALS MUST BE KEPT IN MIND WHEN WORKING ON THESE TESTS. SHE STATED THAT EVERY DIVISION HAS THEIR OWN ASSESSMENT, BUT TO REMEMBER THAT THE GENERAL EDUCATION GOALS MUST BE INCLUDED.

BRENDA MCCOY STATED THAT FROM A STUDENT'S POINT OF VIEW SHE FELT THAT THE INSTRUCTORS NEEDED INPUT ON DEVISING THE EXAMS AND TO ACTUALLY SEE THE COMPLETED EXAM BEFORE ADMINISTERING IT. IT WAS DISCUSSED THAT THIS SHOULD INCLUDE THE ADJUNCT FACULTY MEMBERS, AS WELL. THEY NEEDED TO BE REMINDED OF THE IMPORTANCE OF COVERING ALL THE COURSE GOALS IN COURSES. IT WAS STATED THAT IF THE COURSE OBJECTIVES WERE COVERED, THE STANDARDIZED TESTS SHOULD NOT BE A PROBLEM FOR STUDENTS.

SOME OF THE GROUP EXPRESSED CONCERN THAT IF THE COLLEGE DEVISES A TEST THAT INCLUDES ONLY WHAT IS TAUGHT IN OUR COURSES, OUR STUDENTS MAY NOT HAVE THE GLOBAL KNOWLEDGE TO COMPETE WHEN THEY TRANSFER TO OTHER INSTITUTIONS. THE QUESTION WAS ASKED AS TO

HOW BIASED THE TEST WOULD BE IF IT WERE DEVELOPED IN-HOUSE. THE IDEA WAS MENTIONED AS TO WHETHER THE COLLEGE COULD PURCHASE AN INEXPENSIVE EXAM TO GET FEEDBACK ON THE CONCRETE SKILLS THAT STUDENTS NEEDED. AFTER DISCUSSING THE MONEY ISSUE, MS. PIERCE INFORMED THE GROUP THAT THERE WAS FREE INFORMATION AVAILABLE ON DEVELOPING EXAMS. MS. ALDERMAN STATED THAT THE ALLIED HEALTH DIVISION STUDENTS PAY TESTING FEES. IT WAS DISCUSSED THAT THE GROUP MUST KEEP IN MIND THAT THERE WERE MANY ISSUES TO CONSIDER BEFORE ASSESSING FEES FOR TESTING.

MS. PIERCE ASKED THE GROUP TO DISCUSS AT THEIR NEXT DIVISION MEETING WHO WAS WILLING TO SERVE ON THIS COMMITTEE TO PARTICIPATE IN THE DEVELOPMENT OF THE TEST. A TENTATIVE DATE OF OCTOBER 22ND OR OCTOBER 29TH WAS SET FOR THIS COMMITTEE TO MEET, IF DIVISIONS EXPRESS THAT THEY ARE INTERESTED IN MOVING TO A LOCALLY-PRODUCED ASSESSMENT INSTRUMENT. MS. PIERCE EXPLAINED THAT THE TEAM MUST BE WILLING TO DISCUSS PROGRAM-BASED ASSESSMENT, AS WELL AS GENERAL EDUCATION GOALS.

KATIE SMITH ASKED ABOUT THE CRITERIA FOR SELECTING STUDENTS TO TAKE THE CAAP TEST. SHE WAS TOLD THAT THEY MUST HAVE COMPLETED A MINIMUM OF 60 CREDIT HOURS AND THAT THEY DO NOT HAVE A DEGREE. IT WAS DISCUSSED THAT THE GENERAL EDUCATION GOALS ARE MEASURED IN UNIVERSITY TRANSFER AND THAT WORKKEYS IS USED FOR CAREER AND TECHNICAL PROGRAMS OF STUDY. MS. SMITH ADDED THAT THERE IS NOT A PRESCRIBED METHOD TO ASSESSMENT OF LEARNING AND THAT MEASURING LEARNING IS WHAT IS IMPORTANT.

GLENNA HATFIELD EXPRESSED CONCERN ABOUT THE TIME THAT WOULD BE INVOLVED IN DEVELOPING THIS TEST. SHE STATED THAT IF THERE ISN'T AN INCENTIVE FOR FACULTY TO PARTICIPATE, SHE IS NOT SURE THERE WOULD BE MANY VOLUNTEERS, BECAUSE MOST FACULTY MEMBERS WOULD NOT HAVE THE TIME TO DEVOTE TO THIS PROJECT. THE DISCUSSION OF GRANTING RELEASE TIME WAS HELD WITH THE OUTCOME BEING THAT IT WOULD BE DIFFICULT TO DO. MS. PIERCE STATED THAT THE COLLEGE HAS TWO OPTIONS OF EITHER DEVELOPING THE TEST IN-HOUSE OR PAYING FOR TESTS.

MARTHA HILL STATED THAT SHE HAS, IN THE PAST, BEEN INVOLVED IN DEVELOPING A COMPREHENSIVE EXAM AND THAT IT WAS A VERY TIME-CONSUMING JOB. SHE AGREED WITH WHAT WAS SAID EARLIER IN THE MEETING THAT THE WORDING IS VERY IMPORTANT ON THE QUESTIONS. TIM WEAVER SUGGESTED THAT WE PLAN FOR MORE TIME TO WORK ON THE EXAM, BY SETTING OUR GOAL TO USE THE EXAM FOR THE FIRST TIME TO SPRING 2007.

MS. PIERCE STATED THAT, AT THIS POINT, SHE FELT THAT A COMMITTEE SHOULD BE FORMED TO DECIDE HOW WE WILL PROCEED WITH THIS PROJECT, IF DIVISIONS INDICATE THAT THEY ARE INTERESTED. SHE ASKED THAT EACH DIVISION HAVE AN OPEN DISCUSSION ABOUT THE ISSUES THAT HAD BEEN DISCUSSED IN ASSESSMENT COMMITTEE AND BRING THIS INFORMATION BACK TO THE NEXT MEETING. SHE STATED THAT SHE WOULD LIKE FOR EACH DIVISION TO IDENTIFY AT THEIR OCTOBER DIVISION MEETINGS WHO THE REPRESENTATIVES WILL BE TO WORK ON THIS PROJECT FROM THEIR DIVISION, IF THE DIVISION WISHES TO CONSIDER A LOCALLY-PRODUCED ASSESSMENT MEASURE. THE GROUP DECIDED THAT THE TENTATIVE DATE FOR THIS COMMITTEE TO MEET WOULD BE OCTOBER 22<sup>ND</sup>. THE NAME OF THE COMMITTEE WILL BE THE *ASSESSMENT DEVELOPMENT COMMITTEE*.

THE QUESTION WAS ASKED WHETHER REPRESENTATION WOULD BE NEEDED FROM THE DIVISIONS THAT DO NOT USE THE CAAP TEST. MS. PIERCE SUGGESTED THAT THEY ASK IF ANY OF THEIR DIVISION MEMBERS WOULD LIKE TO VOLUNTEER TO SERVE ON THIS COMMITTEE. SHE STATED THAT

SHE WOULD LIKE TO GIVE EACH ACADEMIC DIVISION THE OPPORTUNITY TO PARTICIPATE, IF THEY WISH TO DO SO.

VINNIE KUDVA JOINED THE GROUP AT THIS TIME. HE BRIEFLY EXPLAINED THAT SOMETIMES CHARTS CAN BE MISLEADING WHEN PRESENTING NUMBERS THAT ARE CLOSE, AND HE FELT THIS WAS THE CASE IN THE ASSESSMENT DATA RESULTS REPORT. HE STATED THAT STATISTICAL DATA IS ALWAYS DIFFERENT. KATIE SMITH STATED THAT SHE WOULD SEND HIM THE RAW DATA FROM WHICH THIS REPORT WAS COMPLETED. MS. PIERCE STATED THAT IF THE BUSINESS DIVISION CAME UP WITH ANY RECOMMENDATIONS CONCERNING ALTERNATE GRAPHICAL REPRESENTATIONS OF THE DATA, TO PLEASE PASS IT ON TO THE COMMITTEE.

**OTHER:**

MS. PIERCE INFORMED THE GROUP THAT SHE HAD A REQUEST TO HOLD FUTURE ASSESSMENT MEETINGS VIA THE INTERACTIVE CLASSROOM. THERE WAS A BRIEF DISCUSSION CONCERNING SOME OF THE MEMBERS' OPINIONS OF THIS REQUEST. MS. PIERCE ASKED THE MEMBERS TO VOTE BY A SHOW OF THEIR HANDS. THE FOLLOWING VOTES WERE NOTED:

- THREE PREFERRED TO HAVE THE MEETINGS VIA THE ICR.
- FOUR WOULDN'T MIND HAVING THE MEETINGS VIA ICR.
- TWO PREFERRED NOT TO HAVE THE MEETINGS VIA THE ICR.

MS. PIERCE STATED THAT SHE WOULD DISCUSS THE PROS AND CONS DISCUSSED BY THE COMMITTEE MEMBERS WITH MERLE DEMPSEY. SHE WILL LET EVERYONE KNOW IF THE NOVEMBER MEETING IS VIA THE INTERACTIVE CLASSROOM. IF THE MEETING IS HELD AS USUAL, IT WILL MEET IN ROOM 120 ON THE LOGAN CAMPUS ON OCTOBER 15<sup>TH</sup>.

THERE BEING NO FURTHER DISCUSSION, CAMILLE HELSEL MADE THE MOTION TO ADJOURN. KATHRYN KRASSE SECONDED THE MOTION.

RESPECTFULLY SUBMITTED,

DREMA VANCE  
RECORDER

**ASSESSMENT COMMITTEE MEETING MINUTES  
FRIDAY, OCTOBER 15, 2004 – 8:30 A.M.  
INTERACTIVE CLASSROOM**

**PRESENT:** TIM WEAVER, STEVEN LACEK, LARRY D'ANGELO, MATTHEW PAYNE, KARAN GRIMES,  
GUY LOWES, DIANNA TOLER, MOHAMMAD AFZALIRAD, PAT POOLE, GLENNA HATFIELD,  
BEVERLY SLONE, KIM HENSLEY, AND MARTHA HILL, ALTERNATE STUDENT REPRESENTATIVE.

**GUESTS:** PAM ALDERMAN

**ABSENT:** CALISA PIERCE, JUANITA TOPPING, KATHRYN KRASSE, CAMILLE HELSEL, AND BRENDA MCCOY, STUDENT REPRESENTATIVE.

CALISA PIERCE, CHAIRPERSON OF THE COMMITTEE, WAS OUT OF TOWN ATTENDING ANOTHER MEETING DURING THE TIME OF THIS MEETING. PAT POOLE CHAIRED THE COMMITTEE IN HER ABSENCE.

**MINUTES:**

AFTER REVIEW OF THE MINUTES OF THE LAST MEETING, THERE WAS ONE CORRECTION PRESENTED BY KARAN GRIMES. UNDER THE HEADING, ***GENERAL EDUCATION GOALS, ALLIED HEALTH*** THE ORDER OF BUSINESS SHOULD READ, ***THIS WAS DISCUSSED VIA E-MAIL. THE DIVISION ACCEPTED THE WORD CHANGE.*** MOHAMMAD AFZALIRAD MADE A MOTION TO ACCEPT THE MINUTES AS AMENDED. GUY LOWES SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY.

**OLD BUSINESS:**

**GENERAL EDUCATION GOALS:**

MS. POOLE ASKED THE REPRESENTATIVE FROM EACH ACADEMIC DIVISION HOW THEIR GROUP VOTED ON THE PROPOSED CHANGE UNDER THE **“SCIENTIFIC INQUIRY/REASONING SKILLS”** ON THE GENERAL EDUCATION GOALS OF CHANGING THE WORD “CURRICULUM” TO “PROGRAM”. THE DIVISIONS VOTED IN THE FOLLOWING MANNER:

- TRANSITIONAL STUDIES – APPROVED.
- SOCIAL STUDIES/HUMANITIES – EXPRESSED THE DESIRE TO START OVER WITH THE GOALS. THE GROUP DISCUSSED THAT THEY WOULD LIKE TO SEE ACTUAL COURSES LISTED, INSTEAD OF GOALS.
- NATURAL SCIENCE – APPROVED.
- BUSINESS – APPROVED.
- ALLIED HEALTH – APPROVED.
- TECHNOLOGY – APPROVED.

LARRY D'ANGELO EXPLAINED TO THE GROUP THAT SEVERAL OF THE FACULTY MEMBERS IN THE SOCIAL SCIENCE/HUMANITIES DIVISION WERE NOT PLEASED WITH THE GENERAL EDUCATION



GOALS AS THEY WERE WRITTEN. HE STATED THAT THEY WOULD LIKE TO SEE ACTUAL COURSES LISTED, INSTEAD OF GOALS. AFTER SOME DISCUSSION, MS. POOLE ASKED EACH MEMBER OF THE GROUP TO VOTE, BY A SHOW OF HANDS, ON LEAVING THE GENERAL EDUCATION GOALS AS THEY WERE WITH THE ONLY CHANGE BEING CHANGING THE WORD *CURRICULUM* TO *PROGRAM*. THE VOTE WAS UNANIMOUS TO APPROVE THE WORD CHANGE IN THE GENERAL EDUCATION GOALS. IT WAS STATED THAT THE MAJORITY OF THE ACADEMIC DIVISIONS, AS SHOWN ABOVE, WERE IN SUPPORT OF THE CHANGE. THE VOTES WERE AS FOLLOWS ACCORDING TO THE CAMPUS LOCATION:

- LOGAN - (5) APPROVED.
- WILLIAMSON – (4) APPROVED.
- WYOMING – (2) APPROVED.
- BOONE – (2) APPROVED.

### **IN-HOUSE ASSESSMENT PROJECT:**

A REPRESENTATIVE FROM EACH ACADEMIC DIVISION WAS ASKED TO SHARE THEIR DIVISION'S THOUGHTS ON THE DEVELOPMENT OF AN IN-HOUSE ASSESSMENT TEST AND IF THERE WERE ANY VOLUNTEERS TO WORK ON THIS PROJECT FROM THEIR DIVISION. THE RESULTS WERE AS FOLLOWS:

- TECHNOLOGY DIVISION – THE GROUP AGREED TO SUPPORT THE CAUSE BUT THEY DID NOT FEEL THAT THEY SHOULD BE INVOLVED DIRECTLY IN THE MAKE UP OF THE EXAM BECAUSE THE WORKKEYS TEST IS USED IN THEIR DIVISION INSTEAD OF THE CAAP TEST.
- TRANSITIONAL STUDIES DIVISION – THERE WERE NO VOLUNTEERS BUT THE GROUP WOULD BE SUPPORTIVE.
- NATURAL SCIENCE DIVISION – THE DIVISION HAD ONE VOLUNTEER TO WORK ON THE PROJECT. THE FACULTY MEMBERS IN THIS DIVISION STATED THAT THEY WOULD LIKE MORE INFORMATION ON THE PROCESS BEFORE THEY COMMITTED THEMSELVES TO THE PROJECT.
- BUSINESS DIVISION – THEY AGREED TO BE SUPPORTIVE. THEY DID NOT FEEL THAT THEY SHOULD STEP OVER THE LINE IN DEVELOPING A TEST THAT OTHER DIVISION'S PROGRAMS WOULD BE USING.
- ALLIED HEALTH DIVISION – THE GROUP FELT THAT SINCE THE DIVISION HAD THEIR OWN ASSESSMENT TEST, THEY SHOULD NOT BE DIRECTLY INVOLVED IN A TEST THAT THEY WOULD NOT BE USING BUT THEY COULD HELP IN OTHER WAYS. THEY RESEARCHED OTHER INSTITUTIONS ON WHAT THEY WERE USING AND SHARED SOME OF THIS INFORMATION WITH THE GROUP.
- HUMANITIES/SOCIAL SCIENCE DIVISION – THEY DID NOT LIKE THE IDEA OF DEVELOPING A TEST. THEY FELT IF THE MAJORITY OF THE STUDENTS FAILED, THEY FAILED. IT WAS STATED THAT A DIVISION MEMBER PLANNED TO ADDRESS THIS ISSUE IN LETTER FORM. MARTHA MAYNARD AGREED TO SERVE ON THE COMMITTEE.

THE FOLLOWING WERE SOME OF THE COMMENTS/CONCERNS FROM THE GROUP DISCUSSION CONCERNING THE DEVELOPMENT OF AN IN-HOUSE ASSESSMENT TEST:

- IT WAS STATED THAT IT WOULD TAKE AT LEAST A YEAR TO DEVISE A TEST THAT IS RELIABLE AND VALID. IT WAS SUGGESTED THAT WE NEED TO EXPLORE WHICH TESTS THAT OTHER INSTITUTIONS ARE USING TO SEE IF THEY WOULD WORK FOR OUR INSTITUTION.
- IT WAS STATED THAT THE CONSENSUS OF THE FACULTY WAS THAT THEY WOULD BE IN SUPPORT OF THIS PROJECT, BUT MOST WOULD NOT HAVE THE AVAILABLE TIME TO COMMIT TO THE PROJECT.
- AN INCENTIVE SHOULD BE GIVEN TO PERSONS PARTICIPATING IN THIS PROJECT.
- THE COMMENT WAS MADE AS TO WHETHER THE COLLEGE IS USING THE GENERAL EDUCATION GOALS TO GET ANY KIND OF RESULTS. IT WAS SUGGESTED THAT THE

WRITING/MATH RUBRICS COULD BE INCORPORATED IN THE GENERAL EDUCATION GOALS, INSTEAD OF STARTING OVER TO DEVISE A TEST.

AFTER THE DISCUSSION, A VOTE WAS TAKEN TO TABLE THIS ISSUE AND TO CANCEL THE TENTATIVE OCTOBER 22<sup>ND</sup> MEETING TO DISCUSS THE ISSUES OF THE DEVELOPMENT OF THE TEST, SINCE THERE WAS ONLY ONE PERSON WILLING TO PARTICIPATE IN THE MEETING. THE VOTE WAS AS FOLLOWS:

- LOGAN CAMPUS – FOUR PERSONS IN AGREEMENT.
- WILLIAMSON CAMPUS – FOUR PERSONS IN AGREEMENT.
- WYOMING CAMPUS – TWO PERSONS IN AGREEMENT.
- BOONE CAMPUS – TWO PERSONS IN AGREEMENT.

**OTHER:**

GUY LOWES INFORMED THE GROUP THAT BRENDA MCCOY, STUDENT REPRESENTATIVE, OF THE COMMITTEE WOULD BE ATTENDING ANOTHER INSTITUTION NEXT SEMESTER. HE MADE A MOTION TO MAKE MARTHA HILL THE VOTING MEMBER AND TO MAKE BRENDA MCCOY THE ALTERNATE STUDENT MEMBER. KARAN GRIMES SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY.

MATTHEW PAYNE INFORMED THE GROUP THAT A WEBSITE, ACT.COM/WK, PROVIDED SAMPLE EXAMS FOR THE COST OF \$24.00. HE STATED THAT SOME OF THE DIVISIONS MAY WANT TO PURCHASE AND REVIEW THESE EXAMS.

THERE BEING NO FURTHER BUSINESS, KIM HENSLEY MADE A MOTION TO ADJOURN. GLENNA HATFIELD SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY.

RESPECTFULLY SUBMITTED,

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CALISA PIERCE, CHAIRPERSON

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DREMA VANCE, RECORDER

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, NOVEMBER 19, 2004**  
**8:30 A.M. – GUYANDOTTE ROOM, LOGAN CAMPUS**

**PRESENT:** CALISA PIERCE, CHAIRPERSON; LARRY D'ANGELO, MOHAMMAD AFZALIRAD, STEVE LACEK, PAT POOLE, GUY LOWES, MATTHEW PAYNE, KARAN GRIMES, GLENNA HATFIELD, BEVERLY SLONE, DARA FANN (FOR TIM WEAVER), KIM HENSLEY, KATIE SMITH COX, MARTHA HILL, STUDENT REPRESENTATIVE; AND DREMA VANCE RECORDER.

**ABSENT:** KATHRYN KRASSE, DIANNA TOLER, CAMILLE HELSEL, TIM WEAVER, AND JUANITA TOPPING (EXCUSED).

**MINUTES:**

THE FOLLOWING CORRECTIONS WERE MADE TO THE OCTOBER 15<sup>TH</sup> MINUTES ON PAGE TWO, UNDER THE **IN-HOUSE ASSESSMENT PROJECT** :

- GUY LOWES STATED THAT THE FIRST SENTENCE FOR THE NATURAL SCIENCE DIVISION SHOULD READ, "THE DIVISION HAD ONE VOLUNTEER."
- KARAN GRIMES STATED THAT THE FIRST SENTENCE FOR THE ALLIED HEALTH DIVISION SHOULD READ, "THE GROUP FELT THAT SINCE THE DIVISION HAD THEIR OWN ASSESSMENT TEST, THEY SHOULD NOT BE DIRECTLY INVOLVED IN A TEST THAT THEY WOULD NOT BE USING BUT THEY COULD HELP IN OTHER WAYS."

MO AFZALIRAD MADE A MOTION TO ACCEPT THE MINUTES AS AMENDED. GLENNA HATFIELD SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY.

**GENERAL EDUCATION CORE CURRICULUM:**

A HANDOUT FROM THE WV COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION MEETING OF OCTOBER 15, 2004 WAS DISTRIBUTED. MS. SMITH REFERRED TO SECTION FOUR OF THE DOCUMENT WHICH STATED THE NUMBER OF SEMESTER HOURS OF COURSEWORK REQUIRED IN GENERAL EDUCATION FOR EACH DEGREE AND/OR CERTIFICATE PROGRAM. SHE STATED THAT THIS POLICY IS OUT FOR A 30-DAY COMMENT PERIOD.

KARAN GRIMES ASKED WHY THE HOURS WERE CHANGED FROM THE REQUIRED 65 HOURS MANDATED BY THE CHANCELLOR SEVERAL YEARS AGO. MS. PIERCE STATED THAT THE REQUIREMENT WAS NEVER ACTUALLY PUT INTO POLICY. GUY LOWES REMINDED THE GROUP THAT THE COLLEGE HAS LED THE STATE IN ASSESSMENT AND HE WONDERED IF THE COLLEGE WOULD BE REQUIRED TO HAVE A COMMON CORE CURRICULUM. MS. SMITH STATED THAT, AT PRESENT, SHE FELT IF THE INSTITUTION COULD PROVE HAVING 20 HOURS IN GENERAL EDUCATION COURSES IN OUR A.A.S DEGREE PROGRAM, THAT WE WOULD MEET THE GUIDELINES. SHE STATED THAT WE MUST IDENTIFY WHICH COURSES GO WITH WHICH GENERAL EDUCATION GOALS. SHE SUGGESTED ONE WAY OF DOING THIS WOULD BE TO TAKE OUR MATRIX AND SELECT THE COURSES THAT MEET ONE OR MORE OF THE GENERAL EDUCATION GOALS. MS. PIERCE ASKED EVERYONE TO TAKE THE DRAFT POLICY TO THEIR DIVISIONS FOR

DISCUSSION AND THIS WILL BE DISCUSSED IN MORE DETAIL.

Ms. PIERCE EXPLAINED THAT ONE OF THE ACADEMIC DIVISIONS WAS WORKING ON A DRAFT FOR THE UNIVERSITY PARALLEL TRANSFER COURSES. A COPY WAS DISTRIBUTED FOR DISCUSSION. SHE EXPLAINED THAT THE PROPOSAL IS FOR THE GENERAL EDUCATION CORE CLASSES. SHE STATED THAT ONE OF THE CHANGES WAS THE NAME TO *UNIVERSITY TRANSFER*. SHE STATED THAT THE PROPOSAL IS TO INCLUDE LISTING THE SIMPLE CORE IN THE CATALOG AND ADDING THE 2+2'S THAT GO ALONG WITH IT. SHE REPORTED THAT AS THE DOCUMENT IS SHOWN IN THE CATALOG CURRENTLY, THERE ARE APPROXIMATELY 14 NOTES LISTED BEFORE THE CURRICULUM. SHE STATED THAT THE MAIN REASON FOR CHANGING THIS WAS TO MAKE IT MORE READABLE AND UNDERSTANDABLE FOR STUDENTS AS THEY ARE REGISTERING FOR CLASSES.

SOME OF THE COMMENTS, PERTAINING TO THIS ITEM, FROM THE DISCUSSION WERE:

- WHAT WAS CURRENTLY IN THE CATALOG WAS NOT DIFFICULT TO READ.
- THE PROPOSED CHANGE DID NOT GIVE STUDENTS ENOUGH INFORMATION ON WHAT COURSES THEY COULD CHOOSE FROM IN VARIOUS AREAS.
- REGISTRATION ON-LINE WOULD BE MORE DIFFICULT.
- THE PROPOSED CHANGE WAS TOO VAGUE. STUDENTS WOULD NOT ASK FOR HELP.
- ONE OF THE QUESTIONS ASKED WAS WHY WE COULDN'T MAKE STUDENTS SEE AN ADVISOR BEFORE REGISTRATION. IT WAS NOTED THAT THIS WOULD DEFEAT THE PURPOSE OF WEB REGISTRATION.

Ms. PIERCE ASKED EVERYONE TO TAKE THIS TO THEIR DIVISIONS FOR DISCUSSION. THIS WILL BE DISCUSSED FURTHER AT THE NEXT MEETING.

### **GENERAL EDUCATION ASSESSMENT:**

Ms. PIERCE ASKED KARAN GRIMES TO SHARE WITH THE GROUP INFORMATION THAT Ms. GRIMES HAD FORWARDED TO HER PERTAINING TO AVAILABLE ASSESSMENT TESTS. Ms. GRIMES STATED THAT MARY HOLDER WENT ON-LINE WITH OTHER ACF REPRESENTATIVES TO GATHER SOME INFORMATION. SHE DISTRIBUTED HANDOUTS EXPLAINING TWO TESTS. ONE WAS THE *ACADEMIC PROFILE* AND THE OTHER WAS THE *CLA (COLLEGIATE LEARNING ASSESSMENT)*. SHE STATED THAT MARSHALL UNIVERSITY USES THE FIRST ONE AND CONCORD COLLEGE USES THE OTHER ONE. KARAN GRIMES MADE A MOTION TO CONTACT ETS TO SEE IF A DEMONSTRATION OF THEIR ASSESSMENT TEST COULD BE HELD AT THE NEXT MEETING. GLENNA HATFIELD SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY.

### **GENERAL EDUCATION MATRIX:**

SEVERAL DIFFERENT GENERAL EDUCATION ASSESSMENT MATRICES WERE DISTRIBUTED FOR DISCUSSION. Ms. SMITH EXPLAINED THAT YOU CANNOT STATE THAT YOU MEET A GOAL UNLESS YOU ASSESS HOW YOU MEET THAT GOAL. SHE STATED THAT WORK KEYS AND CAAP TESTS DO NOT SUPPORT THIS TYPE OF MEASUREMENT. SHE STATED THAT IS THE REASON THAT THE COLLEGE HAS THE MATH RUBRIC AND THE WRITING ASSESSMENT.

Ms. PIERCE STATED THAT THE COLLEGE DEVISED A GENERAL EDUCATION MATRIX FOR EACH COURSE AND SUBMITTED IT, BUT NOTHING ELSE HAS BEEN DONE WITH IT. SHE STATED THAT IT IS TIME TO REVISIT IT AND BEGIN WORKING ON IT TO DOCUMENT WHAT ASSESSMENT METHOD THAT

WE ARE USING. SHE STATED THAT A MATRIX OF THIS TYPE NEEDS TO BE REVIEWED REGULARLY. SHE EXPLAINED THAT THERE ARE MANY WAYS TO DO THIS, BUT WE NEED TO DECIDE HOW WE ARE GOING TO DO IT BECAUSE THE REPORT WILL BE DUE IN 2006. COMMITTEE MEMBERS DECIDED TO PRESENT THE SAMPLE MATRICES PROVIDED BY MS. SMITH TO THEIR DIVISIONS FOR DISCUSSION.

### **PATTERNS OF EVIDENCE:**

MS. PIERCE DISTRIBUTED A POWER POINT PRESENTATION HANDOUT DEALING WITH INSTRUCTIONAL EFFECTIVENESS & ASSESSMENT THAT WAS PRESENTED AT THE WVCCA/WVADE CONFERENCE BY DR. CECILIA LOPEZ. MS. PIERCE STATED THAT THE PRESENTER EXPLAINED THAT THE TERM ASSESSMENT IS NOW USED BY THE HIGHER LEARNING COMMISSION TO REFER ONLY TO EVALUATION OF STUDENT LEARNING. SHE ESPECIALLY DISCUSSED AND EMPHASIZED THE PORTION DEALING WITH DIRECT AND INDIRECT MEASURES OF ASSESSING STUDENT LEARNING, SINCE THE COMMITTEE HAD PREVIOUSLY ATTEMPTED TO FIND EXAMPLES OF THESE MEASURES. SHE STATED THAT WHEN THE GROUP LOOKED AT MATRICES, THIS PORTION WOULD BE BENEFICIAL TO REFER BACK TO. SHE DISCUSSED OTHER PORTIONS OF THE DOCUMENT THAT SHE FELT WERE OF IMPORTANCE AND URGED EVERYONE TO REVIEW THE ENTIRE DOCUMENT.

WHEN REVIEWING THE EXAMPLES OF PATTERNS OF EVIDENCE PRESENTED IN THE HANDOUT, THE COMMITTEE DISCUSSED THAT AT THE LAST FOCUSED VISIT, THE TITLE OF ASSOCIATE VICE PRESIDENT FOR ASSESSMENT, NOW COMBINED WITH THE VICE PRESIDENT OF ACADEMIC AFFAIRS POSITION, SEEMED TO BE IMPORTANT. THE GROUP DISCUSSED WHETHER THIS SHOULD BE ADDED BACK IN THE TITLE. MS. SMITH STATED THAT IT MADE NO DIFFERENCE TO HER BECAUSE SHE FELT THAT THIS WAS A FACULTY-DRIVEN ISSUE AND HER JOB IS TO COLLECT THE DATA. IT WAS DECIDED THAT THE IMPORTANT ISSUE WAS THAT THE JOB DUTIES OF ASSESSMENT ARE INCLUDED IN THE JOB DESCRIPTION. SINCE THIS IS THE CASE, THE COMMITTEE CONCLUDED THAT WE MEET THE INTENT OF THE HIGHER LEARNING COMMISSION PATTERNS OF EVIDENCE.

IT WAS DISCUSSED THAT EVERYONE MUST REALIZE THAT ASSESSMENT IS MUCH MORE THAN WORK KEYS AND CAAP TESTS AND THE COLLEGE NEEDED TO DECIDE HOW WE WANT TO PROCEED WITH THIS.

### **CAAP/WORK KEYS MOTIVATION:**

INFORMATION WAS SHARED BY KATIE SMITH ON A SAMPLE OF THE KIND OF LETTER THAT WAS SENT TO STUDENTS REQUIRED TO TAKE THE ASSESSMENT TEST AT A PARTICULAR INSTITUTION. THE GROUP LIKED THE FACT THAT THE INFORMATION WAS NOT THE LEAST BIT THREATENING AND IT OFFERED INCENTIVES TO STUDENTS FOR PARTICIPATING. THE GROUP MADE A SUGGESTION THAT THE ASSESSMENT COMMITTEE COULD DRAFT THE LETTER THAT WILL BE SENT TO STUDENTS. THE GROUP REALIZED THAT FUNDING OF INCENTIVE GIFTS WOULD BE A PROBLEM, UNLESS AREA BUSINESSES WOULD BE WILLING TO DONATE TO THE CAUSE. THE FOLLOWING PERSONS WILL CHECK WITH THE FOLLOWING BUSINESSES TO BEGIN THE PROCESS:

- KIM HENSLEY WILL CHECK WITH THE AREA WALMART STORES.
- GUY LOWES WILL TALK WITH RON LEMON ABOUT THE FOUNDATION.
- LARRY D'ANGELO WILL TALK WITH THE HARLEY-DAVIDSON STORE.

**NEXT MEETING:**

MS. PIERCE STATED THAT THE AGENDA FOR THE NEXT MEETING ON JANUARY 21, 2005, WAS SUCH THAT A PRODUCTIVE MEETING COULD BE HELD VIA THE INTERACTIVE CLASSROOM. A VOTE WAS TAKEN TO SEE HOW MANY WOULD LIKE TO HOLD THE MEETING IN THIS MANNER. THE OUTCOME WAS SIX VOTED YES TO THE INTERACTIVE CLASSROOM AND NOBODY DISAGREED. THE MEETING WILL BE HELD VIA THE INTERACTIVE CLASSROOM UNLESS AN ETS DEMONSTRATION IS SCHEDULED FOR THE MEETING.

THERE BEING NO FURTHER BUSINESS, KIM HENSLEY MADE A MOTION TO ADJOURN. GLENNA HATFIELD SECONDED THE MOTION.

RESPECTFULLY SUBMITTED,

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CALISA PIERCE, CHAIRPERSON

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DREMA VANCE,  
RECORDER

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, JANUARY 21, 2005**  
**8:30 A.M. – Interactive Classroom**

**PRESENT:** CALISA PIERCE, CHAIRPERSON; GUY LOWES, KATHRYN KRASSE, STEVE LACEK, TIM WEAVER, PAT POOLE, MATTHEW PAYNE, GLENNA HATFIELD, AND DREMA VANCE, RECORDER.

**GUEST:** KATIE SMITH

**ABSENT:** LARRY D'ANGELO, MOHAMMAD AFZALIRAD, KARAN GRIMES, BEVERLY SLONE, KIM HENSLEY, DIANNA TOLER, JUANITA TOPPING, AND MARTHA HILL, STUDENT REPRESENTATIVE.

THERE WAS NOT A QUORUM FOR THE MEETING, BUT CALISA PIERCE STATED THAT THE MEETING WOULD BE HELD FOR DISCUSSION PURPOSES ONLY.

**MINUTES:**

MS. PIERCE STATED THAT THE REVIEW OF THE MINUTES WOULD NOT BE HELD UNTIL THE NEXT MEETING, SO THAT THEY COULD BE VOTED ON.

KATIE SMITH PRESENTED HER DEFINITION OF THE PURPOSE OF GENERAL EDUCATION FOR DISCUSSION. SHE STATED THAT THIS DEFINITION IS NEEDED FOR THE GENERAL EDUCATION GOALS FOR THE ASSESSMENT REPORT. THE ONLY POSSIBLE CHANGE DISCUSSED WAS THE WORD "CANON" IN THE DOCUMENT. AFTER A BRIEF DISCUSSION, IT WAS THE CONSENSUS OF THE GROUP TO LEAVE IT IN SINCE THE PURPOSE OF THIS DOCUMENT WAS FOR ACCREDITING AGENCIES, LEGISLATURE, AND THE ACADEMIC AREA INSTEAD OF FOR STUDENTS. THE DOCUMENT WILL BE SENT VIA E-MAIL TO THE OTHER COMMITTEE MEMBERS TO GET THEIR INPUT.

**GENERAL EDUCATION CORE CURRICULUM AND MATRIX:**

MS. PIERCE ASKED REPRESENTATIVES FROM EACH OF THE ACADEMIC DIVISIONS WHAT THEIR DIVISION VOTED ON THIS TOPIC. THE FINDINGS WERE AS FOLLOWS:

- **TRANSITIONAL STUDIES** – STEVE LACEK REPORTED THAT THIS DIVISION LIKED THE ONE FROM *PHOENIX COLLEGE* AND THE ONE THAT THE COLLEGE IS CURRENTLY USING. HE STATED THAT THEY WOULD LIKE TO SEE THE COLLEGE USE BOTH OF THEM.
- **NATURAL SCIENCE/MATH** – GUY LOWES STATED THAT THIS DIVISION LIKED THE ONE THAT THE COLLEGE IS CURRENTLY USING, BUT THEY THOUGHT THAT IF A GOAL IS COVERED BUT NOT ASSESSED THAT THERE WAS NO POINT IN MENTIONING IT BECAUSE IT IS NOT PRODUCTIVE. MR. LOWES STATED THAT BOTH COULD BE USED BECAUSE THE ONE FROM *PHOENIX COLLEGE* WAS AN IMPLEMENTATION AND THE ONE THAT WE HAVE IS A GENERAL LAYOUT.
- **TECHNOLOGY** – TIM WEAVER STATED THAT THE DIVISION RAN OUT OF TIME AND DID NOT DISCUSS THIS.
- **SOCIAL SCIENCE/HUMANITIES** – KATHRYN KRASSE REPORTED THAT SHE WILL TAKE THIS TO THE NEXT DIVISION MEETING BECAUSE IT WAS NOT DISCUSSED AT THE LAST ONE. SHE STATED THAT THE GENERAL FEELING AND CONCERN IN HER DIVISION WAS THAT SOME OTHER DIVISIONS WERE TRYING TO PHASE OUT THE GENERAL EDUCATION COMPONENT. MS. SMITH COMMENTED THAT THIS WOULD NOT HAPPEN BECAUSE THE STATE WOULD NOT

ALLOW IT. MR. PIERCE FURTHER SUPPORTED THIS BY SHARING THE GENERAL EDUCATION REQUIREMENTS SET FOR THE VARIOUS DEGREE PROGRAMS BY THE STATE.

### **ACADEMIC PROFILE DEMO AND PRESENTATION:**

MS. PIERCE ANNOUNCED THAT THERE WILL BE A DEMONSTRATION/PRESENTATION OF THE *ACADEMIC PROFILE* TEST ON FRIDAY, FEBRUARY 18<sup>TH</sup> AT 8:30 A.M. AT THE DISTRICT OFFICE, ROOM 116. SHE STATED THAT THIS DEMO SHOULD LAST APPROXIMATELY ONE HOUR AND A DISCUSSION COULD BE HELD AFTER THAT. SHE STATED THAT TWO VERSIONS WILL BE REVIEWED, THE STANDARD VERSION AND THE ABBREVIATED VERSION. SHE SAID THAT A WEB VERSION WILL BE AVAILABLE IN 2006.

THE CONSENSUS OF THE GROUP WAS THAT ALL THE FACULTY AND INSTRUCTIONAL STAFF MEMBERS SHOULD BE INVITED BY THE ASSESSMENT COMMITTEE. KATHRYN KRASSE EXPRESSED THAT SHE FELT MORE PEOPLE WOULD ATTEND IF THE DEMO WOULD BE HELD ON THE SAME FRIDAY THAT DIVISION MEETINGS WERE HELD. MS. PIERCE STATED THAT SHE WOULD CHECK TO SEE IF IT WOULD BE POSSIBLE TO SCHEDULE IT FOR THE FIRST FRIDAY OF THE MONTH.

MS. PIERCE ASKED THE GROUP HOW THEY WANTED TO HANDLE EVERYONE GETTING AN OPPORTUNITY TO REVIEW THE ACTUAL TEST. MATTHEW PAYNE ASKED OF THE POSSIBILITY OF REVIEWING IT ON THE WEB. MS. SMITH AND MS. PIERCE STATED THAT THIS WOULD NOT BE POSSIBLE BECAUSE OF SECURITY REASONS. IT WAS DECIDED THE KATIE SMITH WOULD TAKE THE TEST TO THE VARIOUS CAMPUSES WHEN SHE DID HER WEEKLY VISITS AND FACULTY COULD VIEW THE TEST AT THAT TIME ON THEIR CAMPUSES.

### **ASSESSMENT DAY:**

#### **INCENTIVES:**

LARRY D'ANGELO AND KIM HENSLEY STATED AT THE LAST MEETING THAT THEY WOULD CHECK WITH BUSINESSES TO TRY TO GET DONATIONS TO USE AS INCENTIVES FOR STUDENTS TAKING THE CAAP AND WORKKEYS TESTS. SINCE THEY WERE NOT AT THE MEETING, THIS WAS TABLED UNTIL THE NEXT MEETING. KATIE SMITH STATED THAT HER BROTHER WOULD MAKE A DONATION.

#### **TEST SECURITY/PROCTORING:**

KATHRYN KRASSE STATED THAT SHE FELT THE PROCESS SHOULD REMAIN AS IT WAS PREVIOUSLY BECAUSE IT SEEMED TO WORK. SHE STATED THAT SHE FELT THE LESS PEOPLE INVOLVED, THE BETTER. SHE EXPLAINED THAT ON THE WILLIAMSON CAMPUS, THE TESTS WERE BROUGHT TO HER, SHE LOCKED THEM IN HER OFFICE, PASSED THEM ON TO THE PROCTORS THE DAY OF THE TEST, THEY RETURNED THE COMPLETED TEST TO HER TO BE LOCKED IN HER OFFICE, AND SHE SENT THEM BACK TO MIKE MCGRAW THE FOLLOWING DAY.

TIM WEAVER STATED THAT THE TESTS WERE BROUGHT TO THE WYOMING CAMPUS AND IT WAS A JOINT EFFORT OF THOSE ON THE CAMPUS TO MAKE SURE THE TESTS WERE SECURED, PROCTORED, AND RETURNED IN A SECURE MANNER. IT WAS STATED THAT BOONE CAMPUS WAS HANDLED THE SAME WAY.

IT WAS STATED THAT FACULTY MEMBERS WERE PROCTORS WITH BACK UP FROM THE STUDENT SUPPORT SERVICES AREA. THE GROUP FELT THAT ONE PERSON SHOULD BE RESPONSIBLE FOR SCHEDULING THE TEST TIME FOR STUDENTS BECAUSE, IN THE PAST, SEVERAL WERE INVOLVED



AND IT DID NOT WORK WELL. MS. SMITH STATED THAT HER ASSISTANT, HOPE ADAMS, WOULD HANDLE THAT PART OF THE PROCESS.

**LETTER:**

MS. SMITH STATED THAT SHE IS WORKING ON THE LETTER TO MAIL TO THE STUDENTS. SHE STATED THAT IT WOULD BE A FRIENDLIER LETTER THAN WHAT WAS SENT OUT PREVIOUSLY. SHE STATED THAT SHE WOULD ENCLOSE A COLORED ATTACHMENT WITH THE LETTER SO THAT STUDENTS WOULD KNOW IF THEY WERE TO TAKE THE CAAP OR THE WORKKEYS TEST.

MATTHEW PAYNE STATED THAT PROCTORS NEED THE INSTRUCTIONS SEVERAL DAYS BEFORE THE ACTUAL TESTS SO THAT THEY CAN REVIEW THEM. MS. SMITH STATED THAT THEY WOULD GET THEM AHEAD OF TIME BECAUSE THE INSTRUCTIONS ARE NOT SECURE DOCUMENTS.

KATHRYN KRASSE STATED THAT IT WOULD BE HELPFUL TO HAVE A STUDENT ROSTER FOR CAAP STUDENTS AND A SEPARATE LIST FOR WORKKEYS STUDENTS. MS. SMITH STATED THAT THESE WILL BE PROVIDED.

**WRITING AND MATH SAMPLE SCORING:**

MS. PIERCE ASKED IF ANYONE HAD RECEIVED ANY INFORMATION ABOUT THESE COMMITTEES. IT WAS STATED THAT REGINA BIAS SENT SOMETHING OUT BEFORE CHRISTMAS ON THE MATH SAMPLE SCORING. MS. PIERCE STATED THAT SHE IS SURE THESE COMMITTEES WOULD MEET ON ASSESSMENT DAY AND THAT INFORMATION SHOULD BE FORTHCOMING.

**DATA DAY:**

MS. PIERCE STATED THAT IT WAS DECIDED BY THE GROUP AT A PREVIOUS MEETING TO HOLD DATA DAY FOR ALL FACULTY AND INSTRUCTIONAL STAFF ON ALL COLLEGE DAY IN THE FALL. THE PURPOSE IS TO DISCUSS THE ASSESSMENT RESULTS. THE GROUP AGREED THAT IT SHOULD STILL BE HELD THIS WAY.

**UNIVERSITY TRANSFER PAGES:**

MS. PIERCE ASKED FOR THE RESULTS FROM THE ACADEMIC DIVISIONS ON THIS DOCUMENT. THE RESULTS WERE AS FOLLOWS:

- **SOCIAL SCIENCES/HUMANITIES** – KATHRYN KRASSE REPORTED THAT THIS WAS NOT DISCUSSED AT THEIR MEETING. SHE WILL PRESENT IT AT THE NEXT MEETING.
- **BUSINESS** – PAT POOLE STATED THAT THIS WAS NOT ACTUALLY DISCUSSED AT THE DIVISION MEETING, BUT SHE SENT OUT AN E-MAIL AND DID NOT GET ANY RESPONSE FROM ANYONE. SHE STATED THAT SHE AND DR. HALL DISCUSSED IT AND SAID THAT THEY WOULD GO ALONG WITH THE OTHERS.
- **NATURAL SCIENCE** – GUY LOWES AND GLENNA HATFIELD STATED THAT THEIR DIVISION THOUGHT THAT THE DOCUMENT WAS TOO VAGUE. THEY FELT THE DOCUMENT IN THE PREVIOUS CATALOG MADE IT POSSIBLE FOR STUDENTS TO SELF ADVISE THEMSELVES AND THE ADVISORS HAD ALL THE INFORMATION THAT THEY NEEDED TO ADVISE STUDENT CORRECTLY.
- **TECHNOLOGY** – TIM WEAVER STATED THAT THE DIVISION FELT THAT IT WAS TOO VAGUE. THEY DID NOT LIKE IT.
- **TRANSITIONAL STUDIES** – STEVE LACEK REPORTED THAT THE DIVISION DID NOT LIKE IT. THERE WAS NOT ENOUGH INFORMATION LISTED.

THE CONSENSUS OF THE GROUP WAS THAT EVERYONE LIKED THE NEW TITLE OF *UNIVERSITY TRANSFER* AND THE FIRST PARAGRAPH THAT IS UNDER THE TITLE. TIM WEAVER STATED THAT THE EASIER THAT WE MAKE IT FOR THE STUDENT, THE EASIER IT IS FOR EVERYONE. HE STATED THAT IT MIGHT BE A GOOD IDEA TO ADD A SENTENCE SIMILAR TO “FOR STUDENTS ATTENDING SWVCTC AND TRANSFERRING TO ANOTHER INSTITUTION”.

KATIE SMITH INFORMED THE GROUP THAT THERE IS GOING TO BE A NEW DEGREE IN THE FUTURE. IT WILL BE CALLED “BACHELORS OF APPLIED SCIENCE.” SHE STATED THAT THIS IS BEING DISCUSSED AT THE STATE LEVEL PRESENTLY AND HAS BEEN WELL RECEIVED. THIS DEGREE WILL ALLOW STUDENTS TO TRANSFER THE MAJORITY OF THEIR CREDITS IN THE ASSOCIATE APPLIED SCIENCE DEGREE TOWARD THIS DEGREE.

THERE BEING NO FURTHER BUSINESS, THE MEETING ADJOURNED.

RESPECTFULLY SUBMITTED,

DREMA VANCE,  
RECORDER

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, FEBRUARY 18, 2005**  
**8:30 A.M. – INTERACTIVE CLASSROOM**

**PRESENT:** Calisa Pierce, Chairperson; Katie Smith-Cox, Steven Lacek, Matthew Payne, Larry D'Angelo, Juanita Topping, Dianna Toler, Karan Grimes, Tim Weaver, Kimberly Hensley, Kathryn Krasse, Beverly Slone, Mohammad Afzalirad, Guy Lowes, Martha Hill, student representative, and Drema Vance, Recorder.

**GUEST:** Pamela Alderman

**ABSENT:** Pat Poole (excused) and Glenna Hatfield.

**MINUTES:**

The minutes of the November and the January meetings were reviewed. The following changes were made to the January meeting minutes:

- *Mohammad Afzalirad and Beverly Slone* were changed to *excused* absences.
- On page two, under *Test Security/Proctoring*, the second sentence, the word “*less*” was changed to “*fewer*”.
- On page three, under *University Transfer Pages, Natural Science*, the word “*self-advise*” was hyphenated and the word “*themselves*” omitted.

Karan Grimes made the motion to accept the November minutes as submitted. Katie Smith-Cox seconded the motion. The motion passed unanimously.

Katie Smith-Cox made a motion to accept the minutes of the January meeting as amended. Karan Grimes seconded the motion. The motion passed unanimously.

**OLD BUSINESS:**

**General Education Policy:**

Calisa Pierce gave the group the opportunity to review the definition of general education that Katie Smith-Cox presented in a previous meeting. She informed the group that this document was out for comment and that the group still had the opportunity to suggest revisions. After a brief review session, Guy Lowes made a motion to approve the definition as submitted. Kim Hensley seconded the motion. The motion passed unanimously.

**General Education Matrix:**

Calisa Pierce reminded everyone that the committee previously discussed the following matrices that they would like to see the College use for assessment. The two were:

- The one that is used currently by the college.
- The one distributed at a previous meeting from Phoenix College.

Ms. Pierce stated that the committee needed to vote on these two if they are the two that the committee as a whole decides on so that the divisions could re-review them and begin working on them for the assessment report. The group all agreed that they felt we should continue using the one that we have been using. Several commented that they worked with a form similar to the Phoenix one and they like the form. The question was asked if we could choose to use only one of

the matrices. Katie Smith-Cox cautioned the group that this was one of the weak areas of the College and that she felt both should be used in order to successfully evaluate and assess our goals.

Karan Grimes made a motion to continue using the current matrix for the purpose of evaluating goals and to use the Phoenix one to assess our goals. Mohammad Afzalirad seconded the motion. The motion passed unanimously.

### **University Transfer Catalog Pages:**

Ms. Pierce stated that the committee has reviewed and talked about the proposed change to the University Transfer Page in the catalog, but that action must be taken at this meeting in order to make a recommendation. Several members of the committee stated that it was the consensus of the group at the last meeting that the majority of the members liked the new title and the paragraph under the title. After a brief discussion, there was no recommendation made on this item.

### **Assessment Day/Proctor Schedule:**

Assessment Day will be held Tuesday, March 15<sup>th</sup>. The Math Scoring Committee and the Writing Scoring Committee have scheduled meetings for this day. The WorkKeys Test and the CAAP Test will be given. Students are to contact Hope Adams to sign up for a time to take the tests. Katie Smith-Cox is working on the letter that she will send to the students.

The *Faculty Coverage Chart* from last semester was distributed. The only replacements made on the chart were those faculty members that were no longer employed. Those that were in the meeting and were proctors last year stated that they would proctor the same sections as they did last year. Drema Vance will contact the other proctors to see if they would be willing to help in the same area as they did last year. Ms. Pierce asked Diana Toler if J.P. Owens has devised a schedule as to who the support people would be from the Student Services area. She stated that he has not finalized it. Ms. Smith stated that she would work with him on the schedule.

There was a discussion on who would be responsible for making certain that the tests arrive at the various campuses. Katie Smith-Cox stated that she would work out the details on who would be responsible for transporting them. She stated that she would make certain that all the proctors receive instruction sheets prior to proctoring the exams.

Ms. Smith stated that if the *Team Building* portion of the WorkKeys Test was going to be given that the room must be equipped with the necessary equipment and that there would be enough proctors, depending on the number of students that will take this portion of the test. For those that were involved in the pilot of this session last year, the feeling was that this was only a pilot and that it was not successful so they decided to not pilot it again this year.

### **Academic Profile:**

Ms. Pierce stated that a sample copy of the Academic Profile Test has been and will be available for faculty to review. She reported that the Logan and Boone faculty have already had a chance to review it. It will be available at Williamson and Wyoming campuses during the next few weeks. She stated that although several people had attended the demo, not many faculty members had taken advantage of reviewing the test so far, and that she hoped others would take the opportunity so that the committee could get some feedback about the test. Some of the comments made by those persons that attended the demonstration or reviewed the test were

- The cost estimate averages are several hundred dollars less than the CAAP costs.
- The longitudinal data is a disadvantage, since comparisons cannot be done.

- The trend analysis on the Academic Profile test would be a plus.

Ms. Pierce stated that she would like to table this discussion until the next meeting to give everyone the opportunity to review the test.

**INCENTIVES FOR ASSESSMENT DAY:**

Some of the people reported that they did not have any success in getting contributions from the businesses that they approached. These were going to be used as incentives for students taking the CAAP and WorkKeys Tests. Katie Smith-Cox stated that her brother would make a donation from *Outfitters*. Karan Grimes volunteered to target area restaurants to see if she could get food coupons of some sort to use as incentives. Ms. Alderman volunteered that the Allied Health Division would fix a gift bag for an incentive gift. It was stated that the Foundation would also contribute one. It was decided that a drawing would be held for the students with the highest percentiles on the tests. Ms. Smith stated that she would need to know of any definite incentives within a week, so that she could mention them in the letter that is going out to the students.

Matthew Payne asked if it would be possible to count the score that a student made on the test as a major grade for a capstone class. It was stated that it would not be practical or time efficient to do it this year. We possibly could award extra points. It was stated that certificates are awarded to those students that score above the average range. It was stated that if an award is granted, it has to be for high performance, not participation, because all students are not given the opportunity to test.

Ms. Pierce stated that she would like to discuss at the next meeting some of the incentives that the Academic Profile people offer.

Ms. Pierce stated that she did not feel that persons contributed in the discussions at this meeting via the interactive classroom like they would have in a person-to-person meeting. She stated that the next meeting would be held on the Logan campus.

There being no further business, Katie Smith-Cox made a motion to adjourn and Juanita Topping seconded the motion. The motion passed unanimously.

Respectfully submitted,

Drema Vance, Recorder

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, MARCH 18, 2005**  
**8:30 A.M. – LOGAN CAMPUS**

**PRESENT:** Calisa Pierce, Chairperson; Katie Smith-Cox, Glenna Hatfield, Dianna Toler, Steven Lacey, Beverly Slone, Karan Grimes, Tim Weaver, Kim Hensley, Juanita Topping, Guy Lowes, Martha Hill, Student Representative; and Drema Vance, Recorder.

**ABSENT:** Kathryn Krasse and Mohammad Afzalirad. Pat Poole, Matthew Payne, and Larry D'Angelo (excused).

**MINUTES:**

The following corrections were made to the February 18<sup>th</sup> minutes:

- On Page One, under *Minutes*, Juanita Topping's name was added to the first bullet.
- On Page Two, under *General Education Matrix*, the second paragraph, the fifth sentence, the word *like* was changed to *liked*.
- On Page Two, under *Assessment Day/Proctor Schedule*, the second paragraph, the second sentence, the word *long* was changed to *longer*.

Glenna Hatfield made a motion to accept the minutes as amended. Juanita Topping seconded the motion. The motion passed unanimously.

**OLD BUSINESS:**

**Assessment Day:**

The following comments/suggestions were made concerning Assessment Day:

- Each campus needs a coordinator. This person should be visible the entire time. He/she will be responsible for recording the tests that go out and the tests that are returned.
- The letter to the students should state that they must bring photo IDs with them. These IDs should be checked before students start testing.
- The letter should state that students can use calculators.
- Students should be asked to bring their letters with them so that they will know what test they are taking.
- The WorkKeys instructions were not available early enough for the proctors to review because the tests were late arriving. This situation must not happen again.
- Rooms that will be used for testing on all campuses need to be scheduled in advance with the campus managers/directors.
- One campus was confused as to whether the Midway students were counted as transfer students or our students. Ms. Smith-Cox stated that they were our students.
- Letters should list the criteria for selecting students. Ms. Smith-Cox stated that this information is already in the letter.
- It is important that the classrooms are large enough for the amount of students that are testing and that there are a sufficient number of proctors.

- Transient students need to be exempt from the test.
- Letters should list a specific time for students to test, instead of having them call in and set a time.
- A postage-paid envelope could be enclosed with the letter for students to send back.
- The college should send letters out in small groups, instead of at one time, to avoid students all calling in to schedule appointments at the same time.
- Students expressed concern that the test was at mid-term.
- Allied Health students' letters could possibly be handled during class time.
- Some students that took the WorkKeys Test were upset because it took longer than the specified time.
- Since the majority of students tested in the morning sessions, the evening hours could possibly be limited to two campuses.

The group discussed that the WorkKeys Test was a very low level test geared more to the high school level, instead of the college level. Katie Smith-Cox said that she agreed and that she planned to discuss this at the state level. She also stated that the reading for information and the locating information portions of the tests were very similar. The group discussed that the students are not getting the type of math that they need to succeed on the math portion of the WorkKeys test.

The group noted that if students already had a degree, they should not be required to take the test. The only criterion currently in place at the state level is that the student must be in a program that culminates in an A.S. degree. The group discussed the possibility of redefining the criteria to 50 hours completed, instead of 60 hours, for the CAAP test. However, this change would define an even smaller pool of CAAP students, since the Transitional Studies courses are excluded from the overall hours.

### **Scoring Teams:**

Guy Lowes reported that the scorers that serve on the Math Scoring Committee need more training. Karan Grimes stated that the Business Division did not supply any samples. Mr. Lowes stated that the Writing Sample Scoring Committee needs more members, because the grading is more time consuming on this committee. He stated that the rubric is working well on both committees, especially with the definitions included on the math rubric.

Ms. Pierce stated that the Transitional Studies Division is looking at a six-point Rubric that is used in Grade 10. She stated that they are in the process of scheduling a meeting with the English faculty to further discuss this document and that she would bring the results of the meeting to the committee. The group informed her that they would like to take this document back to their divisions for discussion. Guy Lowes was asked to provide copies to the English and math scoring teams.

### **Academic Profile:**

Ms. Pierce asked for opinions on adoption of the Academic Profile Test from those who reviewed it. Karan Grimes stated that she felt we needed to adopt the test because it is both criterion referenced and norm referenced. Guy Lowes stated that he was not overly enthused about the test itself, but he was impressed with the information included in the student reports.

Guy made a motion to adopt the Academic Profile test as a replacement for the CAAP Test. Karan Grimes seconded the motion. The motion passed unanimously.

**Assessment Incentives:**

Ms. Pierce distributed handouts listing motivational ideas from the College Board and from ACT for discussion. The group decided that one incentive that can be done this year is to provide food for those students testing. The college will provide donuts/coffee for the morning sessions and pizza/soda for the evening sessions.

The group held a brief discussion on other incentives that could be put in place later. Possibilities included drawings/raffles for prizes, t-shirts, news releases, recognition of top scores at graduation, and coupons for movies/food.

The committee discussed including information in the letters to the WorkKeys students that employers are looking at scores on these tests when making decisions for hiring. Juanita Topping stated that she would check further to see if she could get a list of local companies so that they could be listed in the letters. This information could be put in the letters that go to the faculty members so that they could disseminate the information. Posters could be hung throughout the buildings and table tents could be used for advertising on the tables in the commons areas.

**GENERAL EDUCATION ASSESSMENT:**

Ms. Pierce distributed three matrices for review and discussion. She stated that the form entitled *Placement of General Education Competencies* is the form that the college has used in the past, without the variety of letters. Instead, if a general education goal is assessed in a course, it is to be marked with an X. Another one of the forms has an area in which to insert the program goals, and the courses that meet these goals are inserted across the top of the form. The third form entitled *Assessment Matrix for Measuring Program Goals* is the form that will replace the *Closing the Loop* form. The division representatives were given the task of taking these forms to their next division meetings for review.

Ms. Pierce asked for suggestions/comments on when and how these forms will be completed by the divisions. Karan Grimes stated that the Allied Health group could work on these during their CDC monthly meetings. Glenna Hatfield suggested that work sessions be scheduled during All College Days to begin and complete work on these forms. The committee decided that each division would work on a plan for completing these forms at the All College Day session in the fall semester, work through the plan during the fall semester, and bring the results to the session in the spring semester.

Katie Smith-Cox stated that she would print out the matrices and distribute the information.

**APRIL 15 MEETING:**

Ms. Pierce reported that she did not have any items for the agenda for the April meeting. She asked if anyone else had any items. Since no one did, Beverly Slone made a motion to cancel the April meeting. Glenna Hatfield seconded the motion. The motion passed unanimously.

Ms. Pierce stated that since this meeting is the last until August, the group needed to be thinking about a new chair for the committee, since the two-year term is coming to a close. She stated that she felt a faculty member should be chair. She stressed the importance of some of the current members asking their divisions to elect them for another term on this committee. She reminded them that with the Assessment Report coming up, members familiar with the issues discussed by the



committee would be an asset. Also, a new student representative must be chosen to serve on the committee. The committee decided that this person would serve a two-year term.

There being no further business, Karan Grimes made a motion to adjourn. Steve Lacek seconded the motion. The motion passed unanimously.

Respectfully submitted,

Drema Vance, Recorder.

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, SEPTEMBER 16, 2005**  
**8:30 A.M. – INTERACTIVE CLASSROOM**

**PRESENT:** Calisa Pierce, Chairperson; Kathryn Krasse, Glenna Hatfield, Dianna Toler, Beverly Slone, Karan Grimes, Kim Hensley, Guy Lowes, Larry D'Angelo, Matthew Payne, Shelba Long, Sandy Ellis, Carol Howerton (for Harry Ruloff), and Drema Vance, Recorder.

**EXCUSED:** Pat Poole, Juanita Topping, Mohammad Afzalirad, and Cathy Smith-Cox.

**MINUTES:**

There being no corrections to the March 18, 2005 minutes, Karan Grimes made a motion to accept them as submitted. Beverly Slone seconded the motion. The motion passed unanimously.

**ELECTION OF OFFICERS:**

The discussion and nominations were as follows for the membership and election of officers for this committee:

Glenna Hatfield nominated Guy Lowes as Chair of the Committee. Mr. Lowes declined because he stated that he has several upcoming program reviews. Pat Poole was not present, but one of the members asked if anyone knew if she would be interested in serving as chair. Ms. Pierce stated that Ms. Poole declined the position per a telephone conversation with her. Ms. Pierce was asked if she would be interested in serving a second term as chair. She stated that she felt that this committee was more of a faculty committee and should have a faculty chair.

Guy Lowes nominated Kim Hensley for the chair position. Calisa Pierce seconded the motion. Karan Grimes made a motion to close the nominations and Glenna Hatfield seconded the motion. The motion passed unanimously. Kim Hensley accepted the position as chair. Ms. Pierce stated that if Ms. Hensley needed her assistance in this position that she would be glad to help her. Ms. Pierce also stated that it would be a tremendous help to Ms. Hensley that Cathy Smith-Cox served on the committee.

The next order of business was to elect a Vice-Chair for the committee. Karan Grimes asked if Pat Poole would be interested in this position. Ms. Pierce stated that she declined serving in any capacity when she talked with her on the telephone. The following nominations for vice-chair were made and declined:

- Glenna Hatfield nominated Karan Grimes.
- Glenna Hatfield nominated Larry D'Angelo.
- Karan Grimes nominated Glenna Hatfield.
- Kim Hensley nominated Beverly Slone.
- Beverly Slone nominated Sandy Ellis.

Karan Grimes accepted the position since nobody else was interested. Glenna Hatfield made a motion to make Ms. Grimes the vice-chair. Guy Lowes seconded the motion. Guy Lowes made a

motion to close the nominations, and Sandy Ellis seconded the motion. Both motions passed unanimously.

### **COMMITTEE MEMBERSHIP:**

It was decided that Guy Lowes would become an ex-officio member like the other division chairs, since he would be moving out of the position of Past President. Ms. Pierce stated that she would like to eliminate the Past President position on the committee and also become an ex-officio member, since all the other chairpeople were ex-officio members. Guy Lowes asked her to reconsider this elimination and wait to become ex-officio when she was no longer past president, since she would not be the last past president to serve on the committee. Ms. Pierce agreed.

Ms. Pierce stated that the position of Director of Transitional Studies was put on the membership of this committee previously because of an upcoming focused visit from NCA. She stated that since there is not a visit scheduled in the near future, that she feels the Transitional Studies division members that currently serve on the committee are sufficient to represent the division. She stated that she would like to make a motion to eliminate this position from the membership. Guy Lowes seconded the motion. The motion passed unanimously.

### **STUDENT MEMBER:**

Ms. Pierce stated at the spring meeting, the group agreed that they would like to have a student member on this committee that would serve a two-year term. She asked if anyone knew of any students that they felt would be willing to do this. Karan Grimes reported that she talked with the first year nursing students but did not get any volunteers. She said that they all felt overwhelmed by their classes and workload.

Kathryn Krasse made a suggestion to let the various Student Government Associations assign a student to serve on the committee, instead of the committee choosing a representative. It was stated that this strategy had not worked well in the past. Guy Lowes stated that someone could talk to the SGA groups and encourage them to select someone that is willing to serve on the committee, but in the meantime, committee members should actively look for a representative. Shelba Long stated that the committee needs to have the final say about any student that is selected to serve on the committee.

Several students were mentioned as possibilities and various people will contact them to see if they are interested in serving on the committee. Kim Hensley will also contact the various SGA groups to see if they could come up with an individual. Ms. Pierce stated that if more than one student is interested we could have several student representatives and let them decide which student will be the “official” member.

### **OCTOBER 21<sup>ST</sup> MEETING:**

Ms. Pierce reported that there is a conflict with having the next meeting via the interactive classroom. She stated that a class is scheduled in the interactive rooms during the time of the meeting. Logan & Williamson campuses can use the other interactive classrooms on the campuses, since each of them have two interactive classrooms, and the meeting can originate at Williamson. Persons attending the meetings via the Boone campus classroom will have to travel to the Logan campus if the group decided to have the meeting via the ICR. The only other option that the

committee could consider would be to have the meeting by a telephone conference. After some discussion, the two members of the group that would normally attend on the Boone Campus agreed to carpool to Logan for the October meeting.

**NEXT MEETING:**

Ms. Pierce asked if there were any agenda items for the next meeting. There being none, Guy Lowes made a motion to adjourn this meeting and Glenna Hatfield seconded the motion. The motion passed unanimously.

Respectfully submitted,

Drema Vance  
Recorder

**ASSESSMENT COMMITTEE MEETING MINUTES  
FRIDAY, OCTOBER 21, 2005  
8:30 A.M. – INTERACTIVE CLASSROOM**

**PRESENT:** Kim Hensley, Chairperson; Kathryn Krasse, Glenna Hatfield, Beverly Slone, Pat Poole, Karan Grimes, Guy Lowes, Larry D'Angelo, Shelba Long, Sandy Ellis, Mohammad Afzalirad, and Ruby Runyon, Recorder.

**ABSENT:** Juanita Topping, Matthew Payne and Cathy Smith-Cox.

**EXCUSED:** Calisa Pierce

**MINUTES:**

There being no corrections to the September 16, 2005 minutes, Karan Grimes made a motion to accept them as submitted. Sandy Ellis seconded the motion. The motion passed unanimously. Kim Hensley as the new chair for the Assessment Committee, asked for assistance in quorum determination. Guy Lowes defined a committee quorum as "greater than 50%".

**STUDENT MEMBERS:**

Kim Hensley has asked the SGA to submit a name(s) of someone who would be willing to serve as the student member to the Assessment Committee. SGA will return this information to Kim as they have their meetings. Shelba Long plans to speak to one of the nursing students concerning this position. Kim added later that the Wyoming SGA may submit a name for a possible student representative.

**ASSESSMENT REPORT TO NCA:**

The Divisions who were present reported their status on the progress of the completion of the Gen Ed Matrices:

- Business and Public Administration - completed - returned to Dr. Hall who has submitted several, (possibly not all) to Katie
- Allied Health - completed - returned to Katie
- Humanities and Social Sciences - supplied faculty with a form to fill out for each class - should be completed by the next division meeting
- Transitional Studies - completed - returned to Calisa Pierce
- Natural Sciences and Math - still working on theirs
- Technology and Engineering Division - no report was available

The Divisions represented at today's meeting reported that the Revamped Gen Ed Goals had been approved on their division level and that it was time to move on.

**ACADEMIC PROFILE (Successor is MAPP):**

Academic Profile is the successor to CAPP. For the spring 2006 term, the College has the option to choose the paper version of the test (Academic Profile) or the computerized version (MAPP). Following some discussion, the majority of the committee felt that this was a choice that should be made at the Division level. Some of the points made about Academic Profile vs. MAPP were that this would be the first time that the computerized version has been available for the schools to use and hence, possible glitches. Kim pointed out that with the number of Allied Health students who would be WorkKeys testing, there would not be enough computers to allow MAPP testing in time frames that segments would be needed. More segments would then require more sessions and therefore more volunteers for administering the test. Under the computerized version, the students will still need to come to the college for testing. Kathryn Krasse stated that she had completed some sample on-line testing and found it very easy to use with the instructions easy to follow.

**ASSESSMENT DAY INCENTIVES:**

Ms. Hensley encouraged those present to please discuss assessment day incentives in their next Division meetings. Ideas are needed for ways and means to encourage our students to come and test. Time is critical; corporate offices need to be notified if a donation is made from McDonalds for example. WalMart, on the other hand, does not consider us to be a non-profit organization and currently have reported that their donation focus has been on Katrina Relief. Larry D'Angelo suggested that many feel that a credit towards books, supplies, etc. would be the best incentive. Kathryn Krasse will approach the local McDonalds in South Williamson, KY.

Later, Pat Poole suggested that during testing breaks, snacks should be provided for the students. Funding was a concern. It was noted that if SGA does not have funds for this activity that Assessment does have a budget and the snacks could possibly be provided in that manner.

**EMBEDDED ASSESSMENT OF STUDENT LEARNING WORKSHOP:**

An agenda for a Faculty Development Workshop was included with today's meeting packet. Southern West Virginia Community and Technical College could become a host school for the workshop which would allow five (5) faculty members to attend for "free". Kim asked those present to return to their Divisions with this information and ask if anyone would be interested in attending one of these workshops. In the meantime, Kim Hensley will speak to Katie about obtaining permission for Southern to become a host school based on the interest shown by some of the Assessment Committee members.

**NOVEMBER 18<sup>TH</sup> MEETING:**

Ms. Hensley suggested and the members concurred that the Assessment Committee meet via ICR (hopefully all four campuses) for November 18<sup>th</sup>, 2005, noting that that day was the Friday prior to Thanksgiving Break. Some concerns were raised about the possibility of having a quorum due to Holiday plans. Kim suggested that since there would be no agenda items other than the determination of Academic Profile vs. MAPP versions of the assessment test that a vote

via email may be possible. Kim felt the need to discuss this option with Katie to determine if other committee work was needed from the Assessment Committee prior to the end of the fall 2005 semester. Also noted was the fact that the December meeting date of the 16<sup>th</sup> will fall during the Christmas break.

**NEXT MEETING:**

There being no other business to conduct, Kathryn Krasse made a motion to adjourn this meeting and Shelba Long seconded the motion. The motion passed unanimously.

Respectfully submitted,

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Kim Hensley, Chairperson

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Ruby Runyon, Recording Secretary

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, JANUARY 20, 2006**  
**8:30 A.M. – INTERACTIVE CLASSROOM**

**PRESENT:** Kim Hensley, Chairperson; Katie Smith-Cox, Calisa Pierce, Sandy Ellis, Shelba Long, Karan Grimes, Beverly Slone, Pat Poole, Matthew Payne, Juanita Topping, Glenna Hatfield, Pam Alderman and Guy Lowes, Ex-Officio; Andrew Cabauatan, Student Representative; and Drema Vance, Recorder.

**EXCUSED:** Dianna Toler, Kathryn Krasse, and Larry D'Angelo. Harry Ruloff (off on medical leave).

**ABSENT:** Mohammad Afzalirad

**MINUTES:**

The only correction to the October minutes stated at the meeting was that *Calisa Pierce* should have been marked *excused*, instead of *absent*. Kim Hensley asked the group to review the minutes at their leisure and if there were any other corrections to please let Drema know.

**PROGRAM GOALS:**

Kim Hensley announced that goals for all the programs must be submitted to Katie Smith-Cox by the week of February 13<sup>th</sup>, if divisions haven't already submitted them. These will be included in the Assessment Report. It was announced that the Allied Health Division has already completed theirs. Ms. Hensley stated that she would contact the division chair people, who were not in attendance at the meeting, to remind them of this due date.

**WORKSHOPS:**

Ms. Hensley reminded the group of the upcoming Faculty Development Workshop which will be conducted by Dr. Larry Kelley on February 24<sup>th</sup> from 9:00 a.m. to 2:30 p.m. She stated that if anyone was interested in attending to let her know and she will send them further information about it. She stated that she planned to attend.

**ASSESSMENT REPORT:**

Ms. Smith stated that divisions needed to be working on information that will be part of the Assessment Report. She stated that this report must be faculty driven. Ms. Smith asked the group if they thought a sub-committee needed to be formed within this committee to accomplish this task. The group agreed and Ms. Smith stated that she would need faculty volunteers to serve on the committee. Ms. Pierce stated that although she wasn't faculty, she agreed to help with the faculty group. Ms. Hensley asked if there were people in the group that were willing to serve. Pam Alderman stated that she would be helping by reading the drafts. Kim Hensley, Pat Poole, Glenna Hatfield, and Matthew Payne agreed to serve on the committee. George Morrison was drafted to serve. Ms. Hensley stated that she would talk with Mr. Morrison to see if he will accept and that it would be a good idea to talk with the division members at the next division meeting to secure more volunteers.

**CCSSE:**

Ms. Smith distributed copies of the 2005 Findings of the CCSSE (Community College Survey of Student Engagement) and the CCSSE Overview Report. She stated that she would send copies of the actual booklet to the other committee members via intercampus mail. She reported that



part of this information will be used in the Assessment Report. She stated that the classes at our institution which were chosen to complete the survey were randomly selected. She explained that the overview included areas that were above and areas that were below the mean and the Benchmark Report for our school.

### **ASSESSMENT DAY:**

Ms. Smith distributed for review drafts of the letters that will be sent to students who are chosen to take the Assessment Day tests. She stated that she did not include information about incentives in the letter because it hasn't been finalized. She stated that she is in the process of trying to get monies appropriated to be used for gifts. She said that purchasing gift cards from Wal-Mart is the plan if the money becomes available. Several members of the committee stated that they would like to contribute money for this purpose. Ms. Smith stated that she would work with the Foundation to see if the money could be donated to them and gift cards would be purchased with the money. Sandy Ellis volunteered to donate a gift basket as a prize. Ms. Pierce suggested that Ms. Hensley follow up with Larry D'Angelo because he was working on a donation/prize from the Harley Davidson Shop.

Ms. Alderman asked if it would be possible for the Student Government Association to provide refreshments for the students the day of the testing. Ms. Hensley stated that she would talk with the members of the SGA to see if they were willing to do this and, possibly, include this in their budgets for the future. It was stated that if this happened that it would be a good thing to include in the Assessment Report.

At this time, the new student representative on the committee, Andy Cabauatan, was introduced to the group. It was stated that he is a first year Nursing student and that he is willing to serve on the committee for two years.

The question was asked if a monetary gift could be presented to the top performer of the test at graduation. It was stated that this could only be done for the students that take the WorkKeys test, which might not be a good idea, because the MAAP scores would not be ready until June.

The next item discussed was proctor coverage. Ms. Pierce stated that she would be available to assist Ms. Smith in coordinating the day. Ms. Alderman stated that she would arrange coverage for the Allied Health students. It was decided that a training session for those that will be proctors will be held March 3<sup>rd</sup> at the Earl Ray Tomblin Convention Center after the Harmony Banquet.

The following tentative schedule was devised and Ms. Hensley stated that she would talk with the people who helped last year, but were not present at the meeting, to see if they would be willing to help. She stated that she would also work on finding proctors for the other sessions that are not covered:

### **Williamson Campus:**

MAPP Test:                      Morning Session: Kim Hensley and Glenna Hatfield  
   Evening Session: Beverly Slone, Martha Maynard or Kathryn Krasse

WorkKeys Test:                Morning Session: Pat Poole and Gordon Hensley  
   Evening Session: Vinnie Kudva, Rick Thompson, Business Faculty?

**Logan Campus:**

MAPP Test: No Volunteers

WorkKeys Test: Morning Session: Matthew Payne and Juanita Topping  
Evening Session: Mohammad Afzalirad and Rosalea McNeal

**Boone Campus:**

MAPP Test: Roger Stollings and Larry D'Angelo

WorkKeys Test: Bill Alderman and Thad Stupi

**Wyoming Campus:**

MAAP Test: Steve Lacek and Sarma Pidaparthi

WorkKeys Test: Tim Weaver and Mike Redd

The following people were named as possible choices for transporting the tests to the various campuses:

Kim Hensley to Williamson Campus, Glenna Hatfield to Boone Campus, and Sarma Pidaparthi to Wyoming Campus.

The committee worked as a group reviewing the letters that would be mailed to the students. They made suggestions for corrections/additions to be forwarded to Katie Smith-Cox.

**NEXT MEETING:**

Ms. Hensley explained that there was a conflict with the Interactive Classrooms with a class starting at 9:30 a.m. the next two times that the committee is scheduled to meet. She asked if a start time of 8:00 a.m. would be feasible for everyone. Several opposed unless it was absolutely necessary. Ms. Pierce suggested that the people driving from Charleston could use the Kanawha Valley site. The motion was made by Karan Grimes for Kim Hensley to work with Mike Baldwin on the options available. Sandy Ellis seconded the motion. The motion passed unanimously. Ms. Hensley stated that she would notify the committee before the next meeting of the available options.

**OTHER:**

Juanita Topping distributed a handout explaining *The Career Readiness Certificate*.

Ms. Pierce stated that she was working on a mini grant which might possibly be used to purchase software in which students could practice WorkKeys. She asked the group if anyone would be interested in their students using the software, if she received the grant. Several representatives including Business, Technology, and Allied Health stated that they would be interested.

There being no further business, Juanita Topping made a motion to adjourn. Sandy Ellis seconded the motion. The motion passed unanimously.

Respectfully submitted,

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Kim Hensley, Chairperson

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Drema Vance, Recorder

ASSESSMENT COMMITTEE MEETING MINUTES  
FRIDAY, MARCH 17, 2006 – 8:30 A.M.  
INTERACTIVE CLASSROOM

**PRESENT:** Kim Hensley, Chairperson; Beverly Slone, Glenna Hatfield, Pat Poole, Shelba Long, Karan Grimes, Calisa Pierce, Dianna Toler, Katie Smith-Cox, Guy Lowes, Andy Cabauatan, Student Representative; and Drema Vance, Recorder.

**EXCUSED:** Matthew Payne, Larry D'Angelo (They reported to the Kanawha Site and the interactive system was not working due to power problems), and Juanita Topping.

**ABSENT:** Mohammad Afzalirad and Kathryn Krasse.

**MINUTES:**

The minutes of the January Meeting were reviewed. There being no corrections, Calisa Pierce made a motion to accept them as submitted. Sandy Ellis seconded the motion. The motion passed unanimously.

**ASSESSMENT DAY:**

Katie Smith-Cox announced that she thought that Assessment Day went well. She explained that the WorkKeys tests have been mailed back and she expected to get the results back by April 15<sup>th</sup>. She stated that the MAPP tests were ready to send back, but that the college would not receive these results back as quickly. She said that out of the 105 students identified, 66 participated in the test. She explained that the reason for the delay in the results was because the abbreviated version of the test was used because the timeline was too close for comfort in receiving the other version of the test before the test date.

After some discussion, it was suggested that several rooms should be used for the Allied Health Group so that the groups would be smaller and more manageable. Another suggestion was that when Katie Smith-Cox received the list of students that met the criteria for testing that she would forward a copy of the list to the Allied Health Division, Technology Division, and the Business Division. The chairpeople of these divisions would review the list and make certain that the students in their discipline area were second-year students and were not Kanawha or Eastern students.

Andy Cabauatan made a suggestion that the college purchase two satellite radios for prizes as incentives for students to participate. He suggested that one could be given to the student with the highest score and the other could be awarded in a drawing from the pool of all students that tested. The group agreed that this would be a good incentive, but that the same should be done for all campuses. It was decided that one would be purchased for the highest score and that one would be purchased for each campus. Katie Smith-Cox reported that Sandy Ellis donated two gift baskets that were given away by drawing names and that the students were pleased.

Pat Poole made the suggestion that healthy snacks should be available for the students throughout the testing times. It was stated that if gifts were purchased for incentives and if snacks were going to be available, then this information should be included in the letters that are

sent to the students. It was further stated that posters advertising this information should be posted on all campuses.

Kim Hensley expressed concern that if the group was in agreement that these things should take place that someone needed to be assigned the task of following through on them. Pat Poole volunteered to take care of the refreshments for the Williamson Campus. Shelba Long and Karan Grimes volunteered to take care of the gift incentives for each campus. The group suggested that Juanita Topping take care of the publicity.

Katie Smith-Cox stated that she is proposing a budget for Assessment, so monies will be available to follow through on these initiatives. Some other suggestions for collecting money were as follows:

- Add \$1.00 to student fees to support assessment costs. It was stated that this would have to be approved at the state level.
- Set aside part of the SGA Budget for assessment. Ms. Smith-Cox stated that she would check on this idea.
- Take this to the April division meetings to see if employees would like to donate toward this cause. The money would go to Katie Smith-Cox who will forward it to the Foundation.

### **ASSESSMENT REPORT:**

#### **Faculty Reports from Divisions:**

Katie Smith-Cox reported that she has received the information that she needs. She stated that even though it was difficult getting the information that it all seems to be coming together. She is in the process of compiling it in matrix form. She stated that another draft of the report should be ready by the first week of April. She stated that once this report is complete, it will prove that the college is doing what it should toward assessment.

### **PROPOSED CHANGES FOR COMMITTEE STRUCTURE:**

#### **Composition of Scoring Teams:**

Karan Grimes reported that she served on the Math Scoring Committee and that more samples from teachers were needed. She said that the group had 16 samples to score which were from Chemistry, Transitional Studies, MT 123, MT 128, and MT 130. She stated that the rubric worked really well and that only three papers had to be scored by a third person.

Ms. Grimes stated that more volunteers from each division were needed for the Math and the Writing Scoring Committees, especially the Writing. It was stated that some of the people who were on the Math Rubric Committee helped to proctor the tests. Also, some of the faculty who served on the Writing Committee have retired and have not been replaced. Guy Lowes stated that some people were apprehensive about serving on these committees because they did not feel comfortable that they had the expertise to do so. He stated that training is done at every meeting that people should not feel this way. Ms. Hensley asked if the group felt that the division chairpeople should ask for volunteers from their divisions or if a standing committee should be formed for this purpose. Some of the suggestions from the group were as follows:

- Identify the people that had the expertise to serve on these committees and Katie Smith-Cox would appoint these people to the committees.

- Leave the committees as they are now with people volunteering to serve on them.
- Award the same credit to persons who serve on this committee that they would receive for serving on a regular governance committee.
- Choose persons who serve on quarterly committees to serve on these committees.

After the discussion, it was decided that the first step would be that chairpeople would ask for volunteers from their divisions. If there were not enough volunteers, Ms. Smith-Cox would appoint persons. Each division needs two representatives for each team for a total of four from each division.

Karan Grimes asked if the group thought that the Assessment Committee membership should be increased, since it was a faculty-driven committee. Currently, the committee has fifteen voting members. It was mentioned that since the committee memberships are being reviewed, new members could be assigned to this committee from committees that are going to be disbanded.

### **ASSESSMENT OF QUALITY/EFFICIENCY OF TECH PREP COLLEGE DAYS:**

Guy Lowes reported that he attended a meeting recently involving high school representatives, but that he did not have any concrete evidence to share concerning how efficient the Tech Prep College visits were for assessment. A questionnaire may be necessary to determine how beneficial these visits were. It was further stated that students, faculty and chaperones needed to be surveyed.

Kim Hensley asked if the group felt a sub-committee should be formed to work on this questionnaire. It was stated that divisions need the opportunity to have input on what questions should be asked. Katie Smith-Cox suggested that a sub-committee could be formed to get started on the questionnaire and then take it back to the divisions for input. The group agreed and persons were asked to volunteer to serve on this committee. Kim Hensley volunteered and asked Guy Lowes to help. Matthew Payne and Larry D'Angelo were volunteered to serve on the committee, as well. Ms. Hensley stated that she would check with them to make sure that they would serve and set a time/day for the first meeting.

### **OTHER:**

Karan Grimes asked if the math rubric was still being piloted or if it was part of assessment. Katie Smith-Cox stated that she needed some recommendations about scoring of the rubric. She asked people to send them and she would compile them after Spring Break. The data will be looked at during the next meeting and a decision made.

There being no further business, Shelba Long made a motion to adjourn and Sandy Ellis seconded the motion. The motion passed unanimously.

Respectfully submitted,

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Kim Hensley, Chairperson

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Drema Vance, Recorder

**ASSESSMENT COMMITTEE MEETING MINUTES**  
**FRIDAY, APRIL 21, 2006**  
**8:30 A.M. – GUYANDOTTE ROOM**

**PRESENT:** Kim Hensley, Chairperson; Katie Smith-Cox, Kathryn Krasse, Matthew Payne, Karan Grimes, Beverly Slone, Larry D'Angelo, Guy Lowes, Juanita Topping, Pat Poole, Glenna Hatfield, Andy Cabauatan, Student Representative; and Drema Vance, Recorder.

**EXCUSED:** Calisa Pierce, Shelba Long, Dianna Toler, Mohammad Afzalirad, and Sandy Ellis.

**MINUTES:**

The minutes of the March meeting were reviewed. There being no corrections, Karan Grimes made a motion to accept them as submitted. Glenna Hatfield seconded the motion. The motion passed unanimously.

**ALVERNO COLLEGE WORKSHOP:**

It was announced that this annual workshop will be held from June 19 through June 23, 2006. A brochure was distributed for those interested.

**DONATIONS FOR INCENTIVE DRAWINGS:**

Kim Hensley announced that there were four \$20 Walmart Giftcards and two baskets given away on Assessment Day. The baskets were donated by Sandy Ellis. She announced the winners from all four campuses. She said that she would forward the information to the Public Relations Department, so that the winners could be announced in the *On the Scene*.

**WORKKEYS RESULTS:**

Katie Smith-Cox distributed the results of the WorkKeys tests. She stated that our scores were good in all categories. She said that the results will be mailed to the students next week. She stated that a Thank You letter and an explanation of what the scores mean would be included. She said that a total of 164 students were tested.

Pat Poole expressed concern that students do not take the test seriously. Andy Cabauatan added that if an incentive of, for example, giving extra points in class for participating in the test were given to students that they may take it more seriously. Kim Hensley stated that it would not be fair to do this because all students are not eligible to take the test.

Mr. Cabauatan suggested letting students know that their grades will be withheld and follow through with it. Another suggestion was to make students take the test in order for them to graduate. It was stated that this would not work unless we had an in-house test. Ms. Smith-Cox stated that the ramifications of not taking the test are not listed in the catalog. The problem will be discussed in further detail next year.

**ASSESSMENT REPORT:**

Ms. Smith-Cox reported that she will send the report out by e-mail this summer. She asked everyone to review it before All College Day in the fall, so that it could be discussed.

**MATH AND WRITING SCORING COMMITTEES:**

The following was reported from the various divisions concerning persons serving on the scoring committees:

- Technology Division – There were no volunteers. This will be discussed at the next meeting.
- Natural Science Division – Mindy Saunders, Ann Olofson, and Rodney Scaggs will serve on the Math Committee. Chuck Puckett, Guy Lowes, and David O'Dell will serve on the Writing Committee.
- Business Division – This will be discussed at the next division meeting.
- Humanities/Social Sciences – Kathryn Krasse will serve on the Math Committee. Larry D'Angelo, Jennifer Godby, George Trimble and Brenda Baksh will serve on the Writing Committee.
- Allied Health Division – Regina Bias and Karan Grimes will serve on the Math Committee. It was stated that names of those serving on the Writing Committee will be provided at the next meeting.
- Transitional Studies Division – This will be discussed at the next meeting.

Karan Grimes reported that out of 257 papers submitted to the Math Rubric Committee, 238 were scored.

**ASSESSMENT PLANNING FOR NEXT YEAR:****Assessment Day:**

Kim Hensley stated that once we determine the number of students that will be testing, we can decide how many rooms and how many proctors will be needed for each session. It was suggested that the best time to ask for volunteers for proctors would be on All College Day. If it's done when everyone is present, conflicts will be avoided of those serving on the rubrics committees and those proctoring the tests. Faculty will be assigned first and if others are needed, staff will be asked to help. Ms. Smith-Cox stated that everyone is expected to take part in Assessment in some manner.

Ms. Smith-Cox stated that she is working on funding for snacks for students taking part in Assessment Day and that she feels confident that funds will be available. Glenna Hatfield volunteered to pick up snacks for all the campuses. The following people volunteered or were assigned to put the snacks out on each of the campuses:

- Logan – Drema Vance and Juanita Topping
- Williamson – Pat Poole
- Boone – Dianna Ball and Susan Baldwin
- Wyoming – Patty Brooks and Peggy Epling

Ms. Smith-Cox is working on funding to purchase satellite radios for each of our four campuses to use as prizes. Some of the group wished to donate for this cause and it was decided that donations would be accepted in the divisions in the fall.

Juanita Topping agreed to take charge of the publicity for this cause. She said that she would need to involve three or four people to help. A sub-committee consisting of Larry D'Angelo, Kim Hensley, and Andy Cabauatan was formed. Ms. Topping stated that some of the topics she would like to cover would be the importance of taking the test, prize drawings being available, snacks being provided, etc. She will also see that it gets advertised in the newsletter and *On the Scene*.

#### **INCREASE/DECREASE IN COMMITTEE:**

Ms. Hensley brought up the discussion of the current membership of the committee. She stated that there are currently seventeen voting members. Ms. Grimes remarked that she felt the committee membership needed to increase because assessment was faculty-driven. She stated that there are several non-voting members on the committee. She stated that this may be a good time to increase the membership by using people from committees that will be disbanded. It was stated that new people are needed, as well as needing consistency by keeping present members on the committee.

Ms. Smith-Cox stated that the committee may want to table this issue until later because there will be changes taking place as late as 2007-2008. Kathryn Krasse made a motion to table this issue until Fall. Larry D'Angelo seconded the motion. The motion passed unanimously.

#### **TECH PREP:**

The sub-committee of volunteers needed comments from the remainder of the group concerning areas that needed to be included on questionnaires for persons taking part in the Tech Prep activities. It was stated that questionnaires needed to be available to the students, the chaperones from the high schools, and the faculty and staff from the college.

There was some discussion of some of the discipline problems of students from past Tech Prep Days. It was reported that some of the problems stemmed from the chaperones not being involved enough with the students when they were on campus. Andy Cabauatan suggested using the college's security guard to assure order for these activities. It was stated that it would not be possible to do this, but some of the Criminal Justice students doing their internships may be a possibility. Another suggestion was to color code the chaperones. Guy Lowes reported that he attended a meeting consisting of superintendents, principals and college personnel and that they expressed interest in making certain that their personnel involved in these sessions were doing what they needed to be doing to assure a smooth, successful day. He stated that he was told that taking notes of problems with each group would be helpful.

It was decided that the sub-committee would remain after the meeting to work on the questionnaires. The group felt that separate questionnaires for each group should be devised consisting of 4-5 questions and a comment section.

There being no further business, Karan Grimes made the motion to adjourn. Glenna Hatfield seconded the motion.

Respectfully submitted,

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Kim Hensley, Chairperson

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Drema Vance, Recorder



**Appendix I**  
**Southern College Policy 3637**

**SUBJECT:**                                   **General Education Philosophy And Goals**

**REFERENCE:**

1.     PURPOSE

Policy Statement

The faculty of Southern West Virginia Community and Technical College dedicate themselves to preparing Southern's graduates for the challenges that lie ahead. The following statement and goals describe Southern's commitment to providing each graduate the skills and knowledge necessary for professional and personal success.

2.     SCOPE AND APPLICABILITY

This policy is applicable to all students enrolled in degree or certificate programs at Southern West Virginia Community and Technical College and the faculty who are responsible for instruction.

3.     DEFINITIONS

The purpose of general education at Southern West Virginia Community and Technical College is to produce generally educated students who contribute to their communities and country. A generally educated student is, by definition, a life long learner with a common academic canon of knowledge, concepts and attitudes.

4.     POLICY

Philosophy

Southern West Virginia Community and Technical College is committed to providing a general education to help students develop the qualities and skills associated with college-educated adults. Southern's general education promotes the development of independent, critical, and conceptual thinking skills and those skills necessary for effective communication. Southern's general education provides students with an integrated view of knowledge and prepares them for their role as productive and responsible members of society.

5.     BACKGROUND OR EXCLUSIONS

None

6. GENERAL PROVISIONSGoals

Students who have completed the general education requirements of an associate degree will have competencies in the following:

1. Critical Thinking Skills
2. Oral and Written Communications
3. Mathematical Skills/Competencies
4. Informational and Communication Technology Skills
5. Scientific Inquiry/Reasoning Skills
6. A Cultural-/Artistic-/Global Perspective

7. RESPONSIBILITIES AND PROCEDURES

General education is the responsibility of all who work and learn at Southern West Virginia Community and Technical College. Components of general education are embedded in each curriculum and are measured annually. Southern will maintain a general education core within each program as specified in the state policy.

8. CANCELLATION

None.

9. SIGNATURE

Date

President

Attachments

Distribution

Revision Date January, 2005

Appendix J  
Degree Requirements for Associate in Science and Associate in Arts  
**UNIVERSITY TRANSFER PROGRAM**  
AA DEGREE  
Associate in Arts Degree

**General Education Core Requirements***Communications/Humanities*

Orientation 110.....	1 hr
English 101.....	3 hr
English 102.....	3 hr
Literature (choose any 6 hrs from American or English Literature, EN200, 201, 202, or 204).....	6 hr
Speech 103 or 202.....	3 hr
Art, Music or Theatre Appreciation.....	<u>3 hr</u>
<b>Total Hrs. 19</b>	

*Social Sciences*

General Psychology, PY 201.....	3 hr
Introduction to Sociology, SO 200.....	3 hr
American History Elective (choose either HS230 or 231).....	3 hr
Social Science Electives (any 6 hrs from the Social Science group).....	<u>6 hr</u>
Social Science Group	
Economics (EC)	
History (HS)	
Philosophy (PL)	
Political Science (PS)	
Psychology (PY)	
Religion (RL)	
Sociology (SO)	
<b>Total Hrs. 15</b>	

*Natural Science and Math*

Laboratory Science (any 8 hrs of science from BS, CH, GL, IS, PH or SC).....	8 hr
Math (Math 121, 123, 125 or 130).....	<u>3 hr</u>
<b>Total Hrs. 11</b>	

*Physical Education*

PE 223.....	<b>Total Hrs. 2</b>
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*Computer Literacy*

CS 102.....	<b>Total Hrs. 3</b>
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**TOTAL GENERAL EDUCATION CORE HRS. 50***Electives*

*Students must choose 10 hours of degree specific electives to complete their degrees.....*

**Total Hrs. 10**

Students are advised to consult the college catalog of the institution to which they plan to transfer to determine appropriate elective courses for their intended major.

**Hours Required for AA.....Total Hrs. 60**

**UNIVERSITY TRANSFER PROGRAM****AS DEGREE****Associate in Science Degree****General Education Core Requirements***Communications/Humanities*

Orientation 110.....	1 hr
English 101.....	3 hr
English 102.....	3 hr
Literature (choose either EN 200, 201, 202, or 204).....	3 hr
Speech 103 or 202.....	3 hr
Appreciation (choose either AR112, TH112, or MU175).....	<u>3 hr</u>

**Total Hrs. 16***Social Sciences*

PY 201.....	3 hr
Social Science Electives (any 6 hrs from the Social Science group).....	<u>6 hr</u>

## Social Science Group

Economics (EC)  
 History (HS)  
 Philosophy (PL)  
 Political Science (PS)  
 Psychology (PY)  
 Religion (RL)  
 Sociology (SO)

**Total Hrs. 9***Science*

Select a minimum of 12 hours from the following (BS101, 102, or 216, CH213, 214, 223, 224, 225 or 226, GL 110, IS (any), PH210, 212, 220, or 222, ).....**Total Hrs. 12**

*Math*

Select 6 hours from (MT 125, 130, 229, 230, 231, 235 or 245).....**Total Hrs. 6**

*Physical Education*

PE 223..... **Total Hrs. 2**

*Computer Literacy*

CS 102.....**Total Hrs. 3**

**TOTAL GENERAL EDUCATION CORE HRS. 48***Electives*

*Students must choose 12 hours of degree specific electives to complete their degrees.....*

**Total Hrs. 12**

Students are advised to consult the college catalog of the institution to which they plan to transfer to determine appropriate elective courses for their intended major.

**Hours Required for AS.....Total Hrs. 60**

**Appendix K**  
**Revised Curriculum Form**  
**CURRICULUM AND INSTRUCTION REQUEST FORM**  
**NEW COURSE FORM**

**PROPOSED COURSE NAME AND NUMBER:** \_\_\_\_\_

**CREDIT HOURS:** \_\_\_\_\_

**REQUIRED COURSE :** \_\_\_\_\_ **ELECTIVE COURSE :** \_\_\_\_\_

**DIVISION/DEPARTMENT:** \_\_\_\_\_

**LIST ALL PROGRAM(S) THIS COURSE ACTION WILL IMPACT AND HOW:**

\_\_\_\_\_

**PREREQUISITES:**

\_\_\_\_\_

**CATALOG DESCRIPTION:**

\_\_\_\_\_

**WHAT ASSESSMENT DATA/INFORMATION PROMPTED THESE CHANGES?**

\_\_\_\_\_

\_\_\_\_\_

**Recommended By / Date** \_\_\_\_\_

**Approved by Division / Date**

\_\_\_\_\_

**Academic Affairs Committee Chairperson / Date**

\_\_\_\_\_

**Approve/Disapprove**

\_\_\_\_\_

**Chief Academic Officer / Date**

\_\_\_\_\_

**Approve/Disapprove**

\_\_\_\_\_

## **Appendix L**

### **Other Assessment Methods**

#### **Informal Assessment Methods Submitted by Faculty—Kim Hensley**

Keeping students interested in class can be a challenge for an instructor. The amount of information that an instructor must present to students, long class periods, large class loads, along with the other challenges of college and home life can all overwhelm the students. Trying different techniques to keep the students interested and to help teach them with new ways of thinking are ways of helping students succeed in their college career.

##### **“The No Lecture, Lecture”**

In trying to help students reach not only a basic knowledge of whichever subject I’m teaching but also an ability to critically think in these fields, I implemented a technique referred to as, “the no lecture, lecture.” Each subject can have a wide breadth of information, so oftentimes what happen is that an instructor spends so much time just lecturing the information that the students need, that time in class to discuss critical thinking on the topics becomes limited. By giving the information before a class period for the students to learn, when they come into class, a discourse on the material may ensue. I found that at first the students don’t like to have to memorize the material given to them, without having been given a lecture on that material. However, they are amazed that when they come back to class and we begin having conversations about the material, they can actually speak intelligently and think more critically about the topics and other subjects that may relate to them. The biggest downfall I have found to the “no lecture, lecture, is that when the newness wears off, the students get bored. So what I have found to work well, is to vary the class period to incorporate different types of “lectures.” Some classes are made up of traditional lectures, some the “no lecture, lectures”, and other traditional and nontraditional teaching techniques.

##### **Group Game**

Another more nontraditional technique that I have used to vary the class times, is a group game in which the students work together in small groups that compete with other groups in the class for extra credit. The extra credit does not add up to much. If they’ve earned enough, it may be enough to boost a borderline student to the next grade. But by calling it “extra credit” the students seem to want to do better just so they are the winners for that day. Because they are in small groups they are also having to cooperate with each other as they would in a work environment, as well as discussing the material.

##### **Partner Testing**

Few people are ever isolated from their colleagues ,or outside sources of information when they are working a particular project. Even doctors, oftentimes must refer to a desk reference or may confer with another physician. So why should students not learn to work with their colleagues. I sometimes offer partner testing. I try to group the students as evenly as possible to my knowledge of the students, so that a well versed student will not be carrying a student who is not as successful with the topic. The rule is that the students receive the same grade, so they must come to an agreement on the answers they give. This allows the students practical practice in working with a colleague as well as learning the information. Because this type of testing requires discussion of the material, the students help to introduce each other to new ways of thinking about the information as well as helping to commit the material to their long term memory. There are however downfalls to testing this way:

1. Some students feel as if they do not need to study as hard, so therefore the other partner may have to carry them more. I deal with this by making their tests cumulative and limiting the number of partner tests given in a semester.
2. If they are given who their partners will be in advance of the test, they will sometimes divide the information and study only their part of it. Obviously, this means that they are only learning part of the information, as well as denying each other the new perceptions on the material and the discussion which may have helped them in the long run retain more of the information. By pairing the students up directly before the class, they are denied the opportunity to “cheat” as discussed above. However, it also denies them the opportunity to study honestly together.

In my classes I have found that varying the way the class time is presented, using power point, “no lecture, lectures,” playing games, etc. helps to better keep the students interested and interactive.