

Southern West Virginia Community and Technical
College

Office of the Vice-President for Academic Affairs

Assessment Results

2008-2009

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Work Keys Results 2009

Institution Summary-

Spring 2009

Negotiated Level- 83.30%

<i>Certificate Programs</i>			
Program	# Passed	# Taken	% Passed
EKG Health Care Technology	7	9	77.7%
Medical Laboratory Assistant	2	11	18.2%
Computer Information Systems (CIS)	1	1	100%
TOTALS	10	21	47.6%

<i>Associate of Applied Science Degree</i>			
Program	# Passed	# Taken	% Passed
Surgical Technology	9	11	81.2%
Medical Laboratory Technology	9	10	90.0%
Paramedic Studies	0	1	0%
Nursing	69	74	93.2%
Respiratory Technology	4	9	44.4%
Salon Management / Cosmetology	6	10	60.0%
Radiologic Technology	15	15	100.0%
Technical Studies in Emergency Services	1	1	100.0%
Business Accounting	8	8	100.0%
Business Administration / Health Care Management	1	1	100.0%
Business Administration / General Business	4	8	50.0%
Business Administration / Small Business Management	2	2	100.0%
Office Information Technology- Legal	0	1	0%
Criminal Justice- Corrections	1	2	50.0%

Early Childhood Development	2	3	66.7%
Computer Information Systems- PC Support Specialist	2	3	66.7%
Computer Information Systems- Web Design	1	1	0%
Electrical Engineering	1	2	66.7%
Electrical Engineering	1	2	66.7%
Information Technology	4	4	100.0%
Board of Governors	1	1	100.0%
TOTALS	141	169	83.4%

<i>Institution</i>			
	# Passed	# Taken	% Passed
Certificate	10	21	47.6%
AAS	141	169	83.4%
TOTALS	151	190	79.5%

Work Keys Results 2009

Campus Summary

Spring 2009

Negotiated Level- 83.30%

Campus	# Passed	# Taken	% Passed
Boone	8	16	50.0%
Logan	124	149	85.2%
Williamson	14	20	70.0%
Wyoming	5	5	100.0%
Institution	151	190	79.5%

Work Keys Results 2009
Campus Summary- Certificate
Spring 2009
Negotiated Level- 83.30%

Campus	# Passed	# Taken	% Passed
Boone	1	3	33.3%
Logan	8	17	47.1%
Wyoming	1	1	100.0%
Institution	10	21	47.6%

Work Keys Results 2009
Campus Summary- AAS
Spring 2009
Negotiated Level- 83.30%

Campus	# Passed	# Taken	% Passed
Boone	7	13	53.8%
Logan	116	132	87.9%
Williamson	14	20	70.0%
Wyoming	4	4	100.0%
Institution	141	169	83.4%

Work Keys Results 2009
 Institutional Campus Gender Summary
 Spring 2009
 Negotiated Level- 83.30%

Campus	Male			Female		
	# Passed	# Taken	% Passed	# Passed	# Taken	% Passed
Boone	4	6	66.7%	4	10	40.0%
Logan	32	37	86.5%	92	112	82.1%
Williamson	3	3	100.0%	11	17	64.7%
Wyoming	3	3	100.0%	2	2	100.0%
Institution	42	49	85.7%	109	141	77.3%

Work Keys Results 2009
 Campus Gender Summary- Certificate
 Spring 2009
 Negotiated Level- 83.30%

Campus	Male			Female		
	# Passed	# Taken	% Passed	# Passed	# Taken	% Passed
Boone			%	1	3	33.3%
Logan			%	8	17	47.0%
Wyoming			%	1	1	100.0%
Institution			%	10	21	47.6%

Work Keys Results 2009
 Campus Gender Summary- AAS
 Spring 2009
 Negotiated Level- 83.30%

Campus	Male			Female		
	# Passed	# Taken	% Passed	# Passed	# Taken	% Passed
Boone	4	6	66.7%	3	7	42.9%
Logan	32	37	86.5%	84	95	88.4%
Williamson	3	3	100.0%	11	17	64.7%
Wyoming	3	3	100.0%	1	1	100.0%
Institution	42	49	85.7%	99	120	82.5%

Work Keys Results 2009
Campus Indicator (Average) Summary
Spring 2009
Negotiated Level- 83.30%

	AM	LI	RFI
Boone	4.69	3.88	5.13
Logan	5.19	4.20	5.45
Williamson	5.05	4.43	5.71
Wyoming	5.00	4.50	5.00
TOTAL AVERAGE	5.13	4.21	5.44

Work Keys Results 2009
Institutional Program Indicator Summary
Spring 2009

Negotiated Level- 83.30%

	AM	LI	RFI
Certificate	4.83	3.89	5.17
AAS	5.16	4.24	5.47
TOTAL AVERAGE	5.13	4.21	5.44

Work Keys Results 2009
Institutional Gender Indicator Summary
Spring 2009
Negotiated Level- 83.30%

	AM	LI	RFI
Male	5.31	4.33	5.51
Female	5.07	4.16	5.42
TOTAL AVERAGE	5.13	4.21	5.44

Division: Nursing

Certificate

11- EKG Health Care Technology

EKG Health Care Technology					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Boone	F	4	4	4	S
Logan	F	5	4	6	S
Logan	F	6	4	6	S
Logan	F	6	4	7	S
Logan	F	5	4	5	S
Logan	F	5	3	5	U
Logan	F	4	5	4	S
Logan	F	6	4	5	S
Logan	F	3	4	4	U
	Summary	42	35	44	
	n=	9	9	9	
	Mean	4.66	3.88	4.88	
	Standard Set	4	4	4	
	Number Who Met Standard	8	8	9	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3		1 (11.1%)	1 (11.1%)	0	

(% of Each Criteria)			
Number Who Scored 4 (% of Each Criteria)	2 (22.2%)	7 (77.7%)	3 (33.3%)
Number Who Scored 5 (% of Each Criteria)	3 (33.3%)	1 (11.1%)	3 (33.3%)
Number Who Scored 6 (% of Each Criteria)	3 (33.3%)	0	2 (22.2%)
Number Who Scored 7 (% of Each Criteria)	0	0	1 (11.1%)
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	7 (77.7%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	2 (22.2%)		

Division: Allied Health

Certificate

12- Medical Laboratory Assistant

Medical Laboratory Assistant					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Boone	F	3	3	4	U
Logan	F	3	3	4	U
Boone	F	5	4	7	U
Logan	F	3	4	6	U
Logan	F	6	4	5	U
Logan	F	4	4	5	U
Logan	F	6	5	6	S
Logan	F	5	4	4	U
Logan	F	6	5	6	S
Logan	F	4	2	5	U
Logan	F	5	4	5	U
	Summary	50	42	57	
	n=	11	11	11	
	Mean	4.54	3.81	5.18	
	Standard Set	5	5	5	
	Number Who Met Standard (% of Each Criteria)	6 (54.5%)	2 (18.2%)	8 (72.7%)	
Number Who Scored <3 (% of Total for Each		0	1 (9.0%)	0	

Criteria)			
Number Who Scored 3 (% of Each Criteria)	3 (27.3%)	2 (18.2%)	0
Number Who Scored 4 (% of Each Criteria)	2 (18.2%)	6 (54.5%)	3 (27.3%)
Number Who Scored 5 (% of Each Criteria)	3 (27.3%)	2 (18.2%)	4 (36.4%)
Number Who Scored 6 (% of Each Criteria)	3 (27.3%)	0	3 (27.3%)
Number Who Scored 7 (% of Each Criteria)	0	0	1 (9.0%)
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	2 (18.2%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	9 (81.8%)		

Division: Technology

Certificate

65- Computer Information Systems

Computer Information Systems					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Wyoming	F	5	4	5	S
	Summary	5	4	5	
	n=	1	1	1	
	Mean	5	4	5	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	1 (100%)	1 (100%)	1 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		0	1 (100%)	0	
Number Who Scored 5 (% of Each Criteria)		1 (100%)	0	1 (100%)	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7		0	0	0	

(% of Each Criteria)			
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	1 (100%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of	0 (0%)		

Division: Technology

AAS

332- Electrical Engineering

Electrical Engineering					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	M	6	5	6	S
Logan	M	7	4	6	U
	Summary	13	9	12	
	n=	2	2	2	
	Mean	6.5	4.5	6	
	Standard Set	5	5	4	
	Number Who Met Standard (% of Criteria)	2 (100%)	1 (50%)	2 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		0	1 (50%)	0	
Number Who Scored 5 (% of Each Criteria)		0	1 (50%)	0	
Number Who Scored 6 (% of Each Criteria)		1 (50%)	0	2 (100%)	

Number Who Scored 7 (% of Each Criteria)	1 (50%)	0	0
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	1 (50%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	1 (50%)		

Division: Allied Health

AAS

441- Surgical Technology

Surgical Technology					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	5	4	4	S
Logan	F	4	4	6	S
Logan	F	4	4	5	S
Logan	F	6	4	5	S
Logan	F	3	5	5	U
Logan	M	6	4	5	S
Logan	F	3	4	7	U
Logan	F	4	4	5	S
Logan	M	5	4	5	S
Logan	F	5	4	5	S
Logan	M	4	4	5	S
	Summary	49	45	57	
	n=	11	11	11	
	Mean	4.45	4.09	5.18	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	9 (81.2%)	11 (100%)	11 (100%)	
Number Who Scored <3 (% of Total for Each		0	0	0	

Criteria)			
Number Who Scored 3 (% of Each Criteria)	2 (18.2%)	0	0
Number Who Scored 4 (% of Each Criteria)	4 (36.4%)	10 (90.9%)	1 (9.1%)
Number Who Scored 5 (% of Each Criteria)	3 (27.3%)	1 (9.1%)	8 (72.7%)
Number Who Scored 6 (% of Each Criteria)	2 (18.2%)	0	1 (9.1%)
Number Who Scored 7 (% of Each Criteria)	0	0	1
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	9 (81.2%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	2 (18.8%)		

Division: Allied Health

AAS

442- Medical Laboratory Technology

Medical Laboratory Technology					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	6	5	6	S
Logan	F	6	5	7	S
Logan	M	5	4	6	S
Logan	F	5	4	5	S
Logan	F	5	4	6	S
Logan	F	5	4	6	S
Logan	F	5	4	5	S
Logan	F	7	5	7	S
Logan	M	5	4	5	S
Logan	M	2	2	4	U
	Summary	51	41	57	
	n=	10	10	10	
	Mean	5.1	4.1	5.7	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	9 (90%)	9 (90%)	9 (90%)	
	Number Who Scored <3 (% of Total for Each Criteria)	1 (10%)	1 (10%)	0	

Number Who Scored 3 (% of Each Criteria)	0	0	0
Number Who Scored 4 (% of Each Criteria)	0	6 (60%)	1 (10%)
Number Who Scored 5 (% of Each Criteria)	6 (60%)	3 (30%)	3 (30%)
Number Who Scored 6 (% of Each Criteria)	2 (20%)	0	4 (40%)
Number Who Scored 7 (% of Each Criteria)	1 (10%)	0	2 (20%)
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	9 (90%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	1 (10%)		

Division: Allied Health

AAS

443-Parametic Services

Parametic Services					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Boone	M	2	2	4	U
	Summary	2	2	4	
	n=	1	1	1	
	Mean	2	2	4	
	Standard Set	4	5	5	
	Number Who Met Standard (% of Criteria)	0	0	0	
	Number Who Scored <3 (% of Total for Each Criteria)	1	1	0	
	Number Who Scored 3 (% of Each Criteria)	0	0	0	
	Number Who Scored 4 (% of Each Criteria)	0	0	1	
	Number Who Scored 5 (% of Each Criteria)	0	0	0	
	Number Who Scored 6 (% of Each Criteria)	0	0	0	
	Number Who Scored 7 (% of Each Criteria)	0	0	0	

Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	0 (0%)
Number Who Met All 3 Criteria Standards Unsatisfactorily	1 (100%)

Division: Nursing

AAS

444- Nursing

Nursing					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	5	5	7	S
Logan	F	6	4	6	S
Logan	F	5	4	5	S
Logan	F	5	4	6	S
Logan	F	6	4	5	S
Logan	F	6	4	6	S
Logan	F	6	5	6	S
Logan	F	6	4	6	S
Logan	F	5	4	6	S
Logan	M	6	4	4	S
Logan	F	5	4	5	S
Logan	M	5	4	5	S
Logan	F	6	3	6	U
Logan	M	6	5	7	S
Logan	F	5	4	6	S
Logan	M	5	4	5	S
Logan	M	6	4	7	S
Logan	M	5	4	5	S
Logan	F	6	4	7	S
Logan	F	5	4	6	S
Logan	F	6	4	7	S

Logan	F	5	4	6	S
Logan	F	5	3	6	U
Logan	F	5	4	6	S
Logan	F	6	4	6	S
Logan	F	5	4	5	S
Logan	F	3	4	5	U
Logan	F	6	4	5	S
Logan	F	5	5	6	S
Logan	M	6	5	5	S
Logan	F	6	4	5	S
Logan	M	5	5	5	S
Logan	F	5	4	5	S
Logan	M	6	3	5	U
Logan	F	6	5	6	S
Logan	F	5	4	6	S
Logan	F	4	4	5	S
Logan	F	6	5	6	S
Logan	F	5	4	5	S
Logan	M	6	5	5	S
Logan	F	6	5	5	S
Logan	F	5	4	5	S
Logan	F	5	4	4	S
Logan	F	6	5	7	S
Logan	F	5	5	5	S
Logan	F	5	5	6	S
Logan	F	7	4	7	S
Logan	M	6	4	5	S
Logan	F	6	5	5	S
Logan	F	6	5	5	S
Logan	F	4	4	5	S
Logan	F	5	5	6	S
Logan	M	7	5	7	S
Logan	F	5	4	6	S
Logan	F	5	4	5	S
Logan	F	6	4	6	S
Logan	F	6	4	5	S
Logan	M	6	4	5	S
Logan	F	4	4	5	S
Logan	F	7	5	7	S
Logan	M	7	5	6	S
Logan	F	6	5	6	S
Logan	M	5	4	6	S
Logan	M	5	5	6	S

Logan	F	5	5	5	S
Logan	F	6	4	6	S
Logan	M	5	4	7	S
Logan	F	3	4	4	U
Logan	F	5	5	5	S
Logan	M	6	5	6	S
Logan	F	4	2	4	U
Logan	F	6	4	7	S
Logan	F	6	4	6	S
Logan	F	5	4	5	S
	Summary	402	313	416	
	n=	74	74	74	
	Mean	5.43	4.23	5.62	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	72 (97.3%)	70 (94.6%)	74 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)	0	1 (1.4%)	0		
Number Who Scored 3 (% of Each Criteria)	2 (2.7%)	3 (4.0%)	0		
Number Who Scored 4 (% of Each Criteria)	4 (5.4%)	46 (62.2%)	4 (5.4%)		
Number Who Scored 5 (% of Each Criteria)	32 (43.2%)	24 (32.4%)	31 (41.9%)		
Number Who Scored 6 (% of Each Criteria)	32 (43.2%)	0	28 (37.8%)		
Number Who Scored 7 (% of Each Criteria)	4 (5.4%)	0	11 (14.9%)		
Number Who					

Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	69 (93.2%)
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	5 (6.8%)

Division: Allied Health

AAS

446-Respiratory Technology

Respiratory Technology					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Williamson	F	5	4	4	U
Williamson	F	5	5	5	S
Williamson	F	6	5	6	S
Williamson	F	5	5	6	S
Williamson	F	5	4	5	U
Williamson	F	5	5	6	S
Williamson	F	5	4	7	U
Williamson	F	5	4	6	U
Williamson	F	6	4	5	U
	Summary	47	40	50	
	n=	9	9	9	
	Mean	5.22	4.44	5.56	
	Standard Set	5	5	5	
	Number Who Met Standard (% of Criteria)	9 (100%)	4 (44.4%)	8 (88.8%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		0	5	1	

Number Who Scored 5 (% of Each Criteria)	7	4	3
Number Who Scored 6 (% of Each Criteria)	2	0	4
Number Who Scored 7 (% of Each Criteria)	0	0	1
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	4 (44.4%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	5 (55.5%)		

Division: Allied Health

AAS

451-Salon Management- Cosmetology

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	4	3	4	U
Logan	F	6	4	6	S
Logan	F	3	4	5	U
Logan	F	4	4	6	S
Logan	F	4	4	5	S
Logan	F	4	5	6	S
Logan	F	4	2	4	U
Logan	F	4	5	6	S
Logan	F	5	4	6	S
Logan	F	5	3	6	U
	Summary	43	38	54	
	n=	10	10	10	
	Mean	4.30	3.80	5.40	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	9 (90%)	7 (70%)	10 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	1 (10%)	0	
Number Who Scored 3 (% of Each Criteria)		1 (10%)	2 (20%)	0	
Number Who Scored 4		6 (60%)	5 (50%)	2 (20%)	

(% of Each Criteria)			
Number Who Scored 5 (% of Each Criteria)	2 (20%)	2 (20%)	2 (20%)
Number Who Scored 6 (% of Each Criteria)	1 (10%)	0	6 (60%)
Number Who Scored 7 (% of Each Criteria)	0	0	0
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	6 (60%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	4 (40%)		

Division: Allied Health

AAS

469- Radiologic Technology

Radiologic Technology					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	M	6	5	6	S
Logan	F	5	4	6	S
Logan	F	6	4	5	S
Logan	F	6	5	5	S
Logan	F	6	5	5	S
Logan	F	5	4	5	S
Logan	F	5	5	7	S
Logan	F	7	5	6	S
Logan	F	6	4	6	S
Logan	M	5	5	5	S
Logan	F	6	4	7	S
Logan	M	5	4	6	S
Logan	M	6	4	6	S
Logan	M	5	5	7	S
Logan	F	5	4	6	S
	Summary	84	67	88	
	n=	15	15	15	
	Mean	5.60	4.47	5.87	
	Standard Set	4	4	5	
	Number Who Met Standard (% of Criteria)	15 (100%)	15 (100%)	15 (100%)	
	Number Who Scored <3	0	0	0	

(% of Total for Each Criteria)			
Number Who Scored 3 (% of Each Criteria)	0	0	0
Number Who Scored 4 (% of Each Criteria)	0	8	0
Number Who Scored 5 (% of Each Criteria)	7	7	5
Number Who Scored 6 (% of Each Criteria)	6	0	7
Number Who Scored 7 (% of Each Criteria)	1	0	3
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	15 (100%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	0		

Division: Business

AAS

540- Business Accounting

Business Accounting					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	5	4	5	S
Boone	F	6	4	5	S
Boone	M	6	4	5	S
Williamson	F	6	5	6	S
Boone	F	4	4	6	S
Williamson	F	4	4	6	S
Boone	M	6	4	7	S
Williamson	F	6	5	7	S
	Summary	43	34	47	
	n=	8	8	8	
	Mean	5.38	4.25	5.88	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	8 (100%)	8 (100%)	8 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		2 (25%)	6 (75%)	0	
Number Who Scored 5 (% of Each Criteria)		1 (12.5%)	2 (25%)	3 (37.5%)	
Number Who Scored 6		5 (62.5%)	0	3 (37.5%)	

(% of Each Criteria)			
Number Who Scored 7 (% of Each Criteria)	0	0	2 (25%)
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	8 (100%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	0		

Division: Business

AAS

541- Business Administration- Health Care Management

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Williamson	F	5	4	6	S
	Summary	5	4	6	
	n=	1	1	1	
	Mean	5	4	6	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	1 (100%)	1 (100%)	1 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		0	1 (100%)	0	
Number Who Scored 5 (% of Each Criteria)		1 (100%)	0	0	
Number Who Scored 6 (% of Each Criteria)		0	0	1 (100%)	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)		1 (100%)			

Number Who Met All 3 Criteria Standards Unsatisfactorily	0
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Division: Business

AAS

542- Business Administration- General Business

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Boone	F	5	4	4	U
Boone	F	5	4	5	S
Boone	F	5	4	4	U
Boone	F	4	4	5	U
Boone	M	6	4	6	S
Boone	F	4	4	5	U
Williamson	M	5	5	5	S
Boone	M	6	5	7	S
	Summary	40	34	41	
	n=	8	8	8	
	Mean	5	4.25	5.13	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	6 (75%)	8 (100%)	6 (75%)	
	Number Who Scored <3 (% of Total for Each Criteria)	0	0		
	Number Who Scored 3 (% of Each Criteria)	0	0		
	Number Who Scored 4 (% of Each Criteria)	2 (25%)	6 (75%)	2 (25%)	
	Number Who Scored 5 (% of Each Criteria)	4 (50%)	2 (25%)	4 (50%)	
	Number Who Scored 6 (% of Each Criteria)	2 (25%)	0	1 (12.5%)	

Number Who Scored 7 (% of Each Criteria)	0	0	1 (12.5%)
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	4 (50%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	4 (50%)		

Division: Business

AAS

544-Business Administration- Small Business Management

Business Administration- Small Business Management					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	4	4	5	S
Williamson	F	5	5	5	S
	Summary	9	9	10	
	n=	2	2	2	
	Mean	4.5	4.5	5.0	
	Standard Set	4	4	5	
	Number Who Met Standard (% of Criteria)	2 (100%)	2 (100%)	2 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		1	1	0	
Number Who Scored 5 (% of Each Criteria)		1	1	2	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of		2 (100%)			

Overall Total)	
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	0

Division: Business

AAS

558- Office Information Technology- Legal

Office Information Technology- Legal					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	5	3	4	U
	Summary	5	3	4	
	n=	1	1	1	
	Mean	5	3	4	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	1 (100%)	0	1 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	1	0	
Number Who Scored 4 (% of Each Criteria)		0	0	1	
Number Who Scored 5 (% of Each Criteria)		1	0	0	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7 (% of Each Criteria)		0	0	0	

Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	0
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	1 (100%)

Division: Business and Public Administration

AAS

591-Criminal Justice- Corrections

Criminal Justice- Corrections					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Williamson	M	5	5	5	S
Williamson	F	3	4	5	U
	Summary	8	9	10	
	n=	2	2	2	
	Mean	4	4.5	5	
	Standard Set	4	4	5	
	Number Who Met Standard (% of Criteria)	1 (50%)	1 (50%)	2 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		1	0	0	
Number Who Scored 4 (% of Each Criteria)		0	1	0	
Number Who Scored 5 (% of Each Criteria)		1	1	2	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of		1 (50%)			

Overall Total)	
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	1 (50%)

Division: Technology

AAS

666- Computer Information Systems- PC Support Specialist

Computer Information Systems- PC Support Specialist					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Williamson	M	6	5	7	S
Logan	M	5	4	4	U
Wyoming	M	6	5	5	S
	Summary	17	14	16	
	n=	3	3	3	
	Mean	5.67	4.67	5.33	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	3 (100%)	3 (100%)	2 (67%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		0	1 (33.3%)	1 (33.3%)	
Number Who Scored 5 (% of Each Criteria)		1 (33.3%)	2 (66.7%)	1 (33.3%)	
Number Who Scored 6		2 (66.7%)	0	0	

(% of Each Criteria)			
Number Who Scored 7 (% of Each Criteria)	0	0	1 (33.3%)
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	2 (66.7%)		
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	1 (33.3%)		

Division: Technology

AAS

667- Computer Information Systems- Web Design

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Boone	M	4	4	4	U
	Summary	4	4	4	
	n=	1	1	1	
	Mean	4	4	4	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	0	1 (100%)	0	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		1 (100%)	1 (100%)	1 (100%)	
Number Who Scored 5 (% of Each Criteria)		0	0	0	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards		0			

Satisfactorily (% of Overall Total)	
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	1 (100%)

Division: Technology

AAS

670-Electrical Engineering

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	M	5	4	3	U
Wyoming	M	5	5	5	S
	Summary	10	9	8	
	n=	2	2	2	
	Mean	5	4.5	4	
	Standard Set	5	5	4	
	Number Who Met Standard (% of Criteria)	2 (100%)	1 (50%)	1 (50%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	1 (50%)	
Number Who Scored 4 (% of Each Criteria)		0	1 (50%)	0	
Number Who Scored 5 (% of Each Criteria)		2 (100%)	1 (50%)	1 (50%)	
Number Who Scored 6 (% of Each Criteria)		0	0	0	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of		1 (50%)			

Overall Total)	
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	1 (50%)

Division: Technology

AAS

690- Information Technology

Information Technology					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	M	6	5	6	S
Logan	M	6	5	6	S
Williamson	M	5	4	7	S
Logan	M	5	4	5	S
	Summary	22	18	24	
	n=	4	4	4	
	Mean	5.5	4.5	6.0	
	Standard Set	5	4	5	
	Number Who Met Standard (% of Criteria)	4 (100%)	4 (100%)	4 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		0	2 (50%)	0	
Number Who Scored 5 (% of Each Criteria)		2 (50%)	2 (50%)	1 (25%)	
Number Who Scored 6 (% of Each Criteria)		2 (50%)	0	2 (50%)	
Number Who Scored 7 (% of Each Criteria)		0	0	1 (25%)	
Number Who Met All 3					

Criteria Standards Satisfactorily (% of Overall Total)	4 (100%)
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	0

Division: Office of the Vice-President for Academic Affairs

AAS

758-Board of Governors

Board of Governors					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	F	6	5	6	S
	Summary	6	5	6	
	n=	1	1	1	
	Mean	6	5	6	
	Standard Set	4	4	4	
	Number Who Met Standard (% of Criteria)	1 (100%)	1 (100%)	1 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		0	0	0	
Number Who Scored 5 (% of Each Criteria)		0	1 (100%)	0	
Number Who Scored 6 (% of Each Criteria)		1 (100%)	0	1 (100%)	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)		1 (100%)			
Number Who Met All 3 Criteria Standards		0			

Unsatisfactorily	
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Division: Allied Health

AAS

759-Technology Studies in Emergency Medical Services

Technology Studies in Emergency Medical Services					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Logan	M	4	5	6	S
	Summary	4	5	6	
	n=	1	1	1	
	Mean	4	5	6	
	Standard Set	4	5	5	
	Number Who Met Standard (% of Criteria)	1 (100%)	1 (100%)	1 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		0	0	0	
Number Who Scored 4 (% of Each Criteria)		1 (100%)	0	0	
Number Who Scored 5 (% of Each Criteria)		0	1 (100%)	0	
Number Who Scored 6 (% of Each Criteria)		0	0	1 (100%)	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)		1 (100%)			
Number Who Met All 3 Criteria Standards Unsatisfactorily (% of		0			

Division: Humanities

AAS

985-Early Childhood Education

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Wyoming	F	4	4	5	S
Williamson	F	3	3	5	U
Williamson	F	6	4	6	S
	Summary	13	11	16	
	n=	3	3	3	
	Mean	4.33	3.67	5.33	
	Standard Set	4	4	5	
	Number Who Met Standard (% of Criteria)	2 (66.7%)	2 (66.7%)	3 (100%)	
Number Who Scored <3 (% of Total for Each Criteria)		0	0	0	
Number Who Scored 3 (% of Each Criteria)		1 (33.3%)	1 (33.3%)	0	
Number Who Scored 4 (% of Each Criteria)		1 (33.3%)	2 (66.7%)	0	
Number Who Scored 5 (% of Each Criteria)		0	0	2 (66.7%)	
Number Who Scored 6 (% of Each Criteria)		1 (33.3%)	0	1 (33.3%)	
Number Who Scored 7 (% of Each Criteria)		0	0	0	
Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)		2 (66.7%)			
Number Who Met All 3					

Criteria Standards Unsatisfactorily (% of Overall Total)	1 (33.3%)
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Explanation of Instruments and Data Collection

Work Keys Data is provided in graphical format. Each program is listed by department and number. Other data includes gender and ethnicity. Minimum acceptable scores (standards) for each program are also provided. In the charts- “U” is unsatisfactory by not meeting the minimum score and “S” is satisfactory by meeting the minimum score. In the 2008-09 academic year, work keys tests in Applied math (AM), Locating Information (LI), and Reading for Information (RFI) were administered.

Work Keys

Explanation of Tests and Scores

Work Keys--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">• Translate easily from a word problem to a math equation• All needed information is presented in logical order• No extra information	<ul style="list-style-type: none">• Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers• Add or subtract negative numbers• Change numbers from one form to another using whole numbers, fractions,

- decimals, or percentages
- Convert simple money and time units (e.g., hours to minutes)

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> • Information may be presented out of order • May include extra, unnecessary information • May include a simple chart, diagram, or graph 	<ul style="list-style-type: none"> • Solve problems that require one or two operations • Multiply negative numbers • Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals • Add commonly known fractions, decimals, or percentages (e.g., $\frac{1}{2}$, .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
5	<ul style="list-style-type: none"> • Problems require several steps of logic and calculation (e.g., 	<ul style="list-style-type: none"> • Decide what information, calculations, or unit conversions

problem may involve completing an order form by totaling the order and then computing tax)

- 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"> • May require considerable translation from verbal form to mathematical expression • Generally require considerable setup and involve multiple-step calculations 	<ul style="list-style-type: none"> • Use fractions, negative numbers, ratios, percentages, or mixed numbers • Rearrange a formula before solving a problem • Use two formulas to change from one unit to another within the same system of measurement

- Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement
- Find mistakes in questions that belong at Levels 3, 4, and 5
- 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
7	<ul style="list-style-type: none"> • Content or format may be unusual • Information may be incomplete or implicit • Problems often involve multiple steps of logic and calculation 	<ul style="list-style-type: none"> • Solve problems that include nonlinear functions and/or that involve more than one unknown • 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>

Work Keys--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">• Reading materials include basic 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	<ul style="list-style-type: none">• Identify main ideas and clearly stated details• Choose the correct meaning of a word that is clearly defined in the reading• Choose the correct meaning of

- 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
- 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"> • Reading materials include company policies, procedures, and notices • Reading materials are straightforward, but have longer sentences and contain a number of details • Reading materials use common 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 	<ul style="list-style-type: none"> • Identify important details that may not be clearly stated • Use the reading material to figure out the meaning of words that are not defined • Apply instructions with several steps to a situation that is the same as the situation in the reading materials • Choose what to do when changing conditions call for a different action (follow directions that include "if-then")

the passage

statements)

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

Level	Characteristics of Items	Skills
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6

- Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents
- Complicated sentences with difficult words, jargon, and technical terms
- Most of the information needed to answer the items is not clearly stated
- Identify implied details
- Use technical terms and jargon in new situations
- Figure out the less common meaning of a word based on the context
- Apply complicated instructions to new situations
- Figure out the principles 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
7	<ul style="list-style-type: none">• Very complex reading materials• Information includes a lot of details• Complicated concepts• Difficult vocabulary• Unusual jargon and technical terms are used, but not defined• Writing often lacks clarity and direction• Readers must draw	<ul style="list-style-type: none">• Figure out the definitions of difficult, uncommon words based on how they are used• Figure out the meaning of jargon or technical terms based on how they are used• Figure out the

conclusions from
some parts of the
reading and apply
them to other parts

general
principles
behind policies
and apply them
to situations
that are quite
different from
any described
in the materials

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

Work Keys--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">Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plansOne graphic used at	<ul style="list-style-type: none">Find one or two pieces of information in a graphicFill in one or two pieces of information that are missing from a graphic

a time

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

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

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

Executive	4	4	4	4
Legal	4	4	4	4
Medical	4	4	4	4
Printing Technology	4	4	3	4
Small Business Management/Business Management	5	5	4	4

Engineering/Technical				
Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Air Conditioning, Refrigeration & Heating Technology	5	5	3	5
Applied Design	5	5	4	4
Architectural/Engineering Technology	5	5	4	4
Architectural Drafting & Construction Technology	5	5	4	4
Automotive Technology	4	4	3	4
Aviation Maintenance Technology	4	4	3	4
Aviation Technology	4	4	3	4
Avionics Line Maintenance	4	4	3	4
Avionics Maintenance Technology	4	4	3	4
Chemical Engineering Technology	5	5	4	4
Civil Engineering Technology	5	5	4	5
Computer-Aided Drafting & Design Technology	5	5	4	5
Drafting and Design Technology	5	5	4	5
Drafting and Design Engineering Technology	5	5	4	5
Electrical Engineering Technology	5	5	4	5
Electromechanical Technology	5	5	4	5
Electronics Engineering Technology	5	5	4	5
Electronics Technology	5	5	4	4
Engineering Technology	5	5	4	4
Graphics Technology	4	4	4	4

Industrial Maintenance Technology	4	4	3	4
Information Systems	5	5	4	4
Major Appliance Repair	5	5	3	5
Manufacturing Engineering Technology	5	5	4	5
Manufacturing/Processes Technology	4	4	3	4
Mechanical Engineering Technology	5	5	4	5
Land Surveying Technology	5	5	4	4
Welding Management Technician	4	4	3	4
Welding Technology	4	4	3	4

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

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

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

West Virginia Community and Technical College System

Measures of Academic Proficiency and Progress (MAPP)

MAPP Test Content

The MAPP test measures:

- proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences
- academic skills developed, versus subject knowledge taught, in general education courses

Test Design

- The test follows the same design as and is statistically equated to the former ETS Academic Profile assessment, allowing former Academic Profile customers to conduct longitudinal or cross-sectional studies.
- Questions on the MAPP test are multiple-choice and are arranged in blocks of three to eight. Each section tests the same types of skills. This integrated design prevents a particular skill area from appearing all at once late in the test when fatigue can affect student performance.

Proficiency Measures

In addition to a total score, proficiency classifications (proficient, marginal or not proficient) measure how well your students have mastered each level of proficiency within three skill areas:

Reading/Critical Thinking

Writing

Mathematics

Reading/Critical Thinking

Level I

Students who are proficient can:

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

Level II

Students who are proficient can:

- 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

Level III

Students who are proficient can:

- 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

Level I

Students who are proficient can:

- 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

Level II

Students who are proficient can:

- 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

Level III

Students who are proficient can:

- 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**Level I**

Students who are proficient can:

- 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.

Level II

Students who are proficient can:

- 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; problems have numeric answer choices

Level III

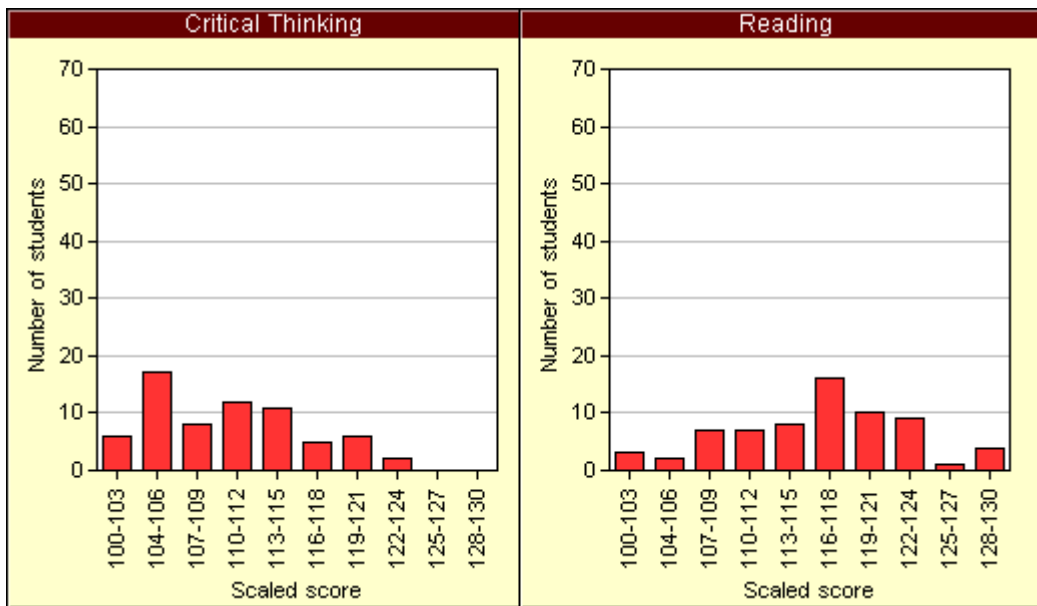
Students who are proficient can:

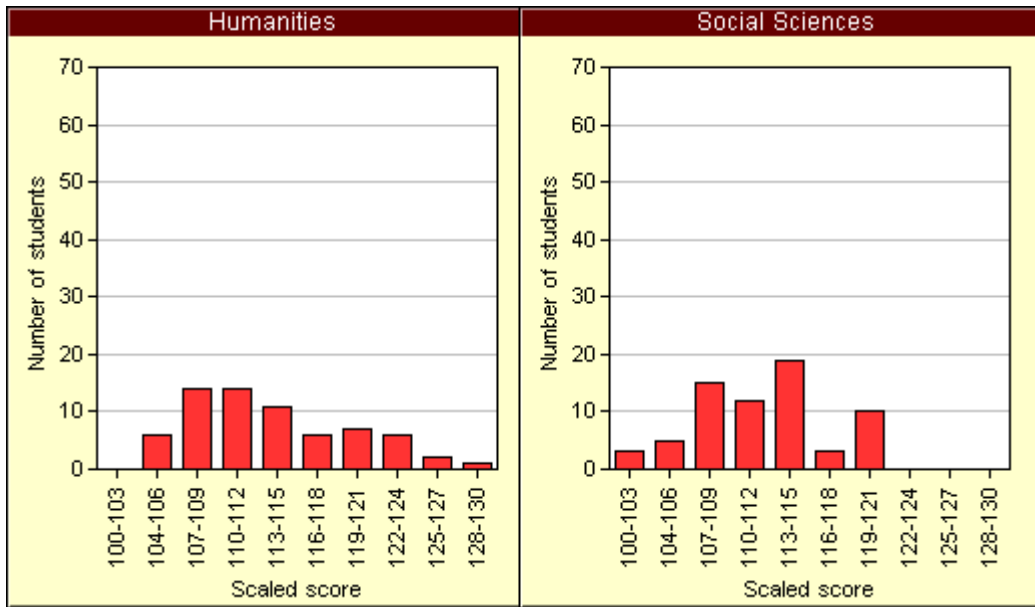
- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts such as exponents and roots other than squares and square roots 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 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

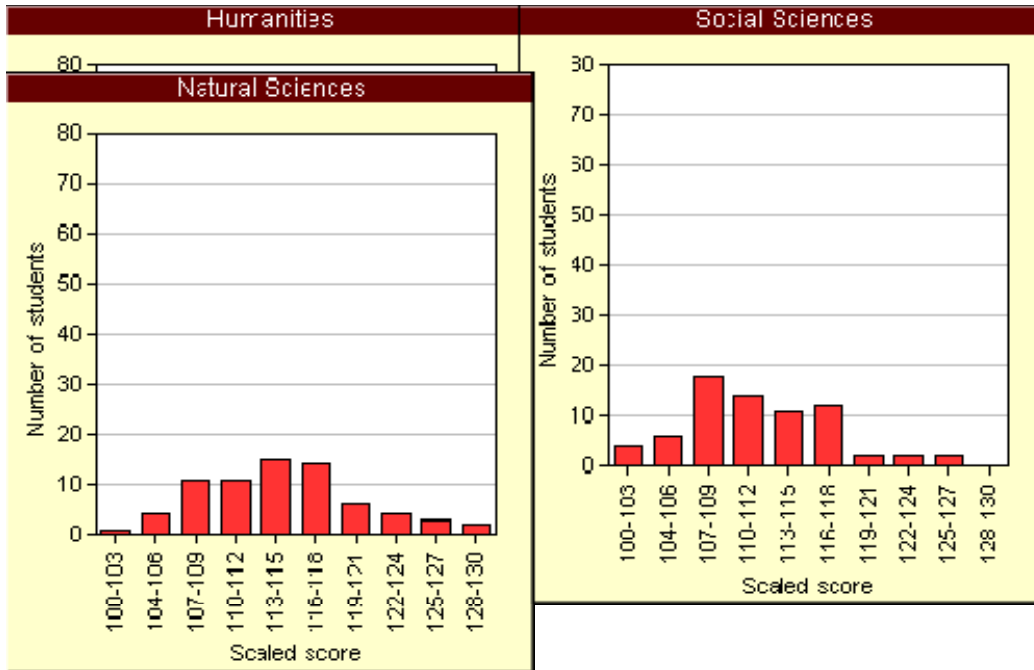
Measures of Academic Proficiency and Progress (MAPP)

2009 Results

Scaled Scores Distributions







MAPP
Measures of Academic Proficiency and Progress

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

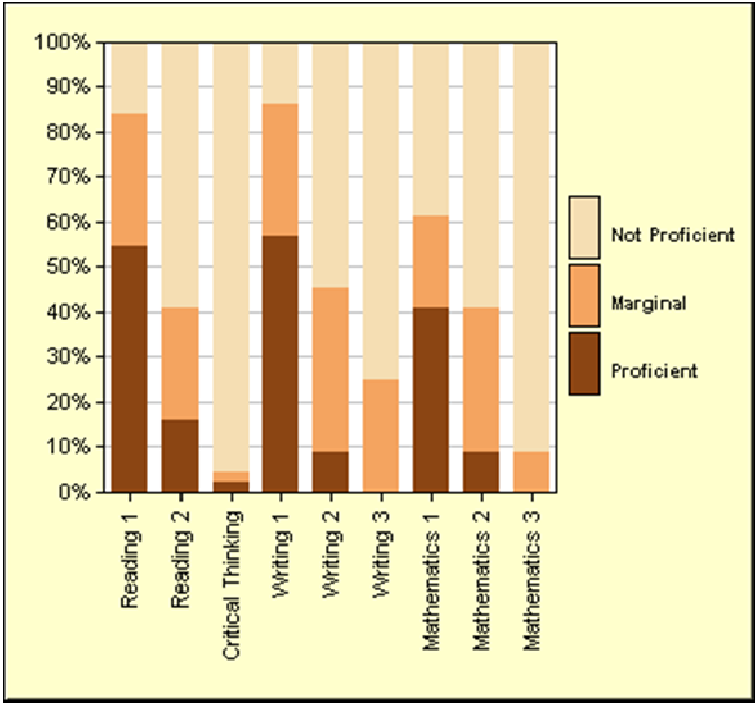
Southern West Virginia Community and Technical Col **Cohort Name:** TEST DATE: 2009-03-18T00:00:00-04:00
Standard Form **Close Date:** 03/23/2009
Student Level: All

Test Description: Standard Form A Paper
Number of students tested: 44
Number of students included in these statistics: 44
Number of students excluded (see roster): 0

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	55%	30%	16%
Reading, Level 2	16%	25%	59%
Critical Thinking	2%	2%	95%
Writing, Level 1	57%	30%	14%
Writing, Level 2	9%	36%	55%
Writing, Level 3	0%	25%	75%
Mathematics, Level 1	41%	20%	39%
Mathematics, Level 2	9%	32%	59%
Mathematics, Level 3	0%	9%	91%

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

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



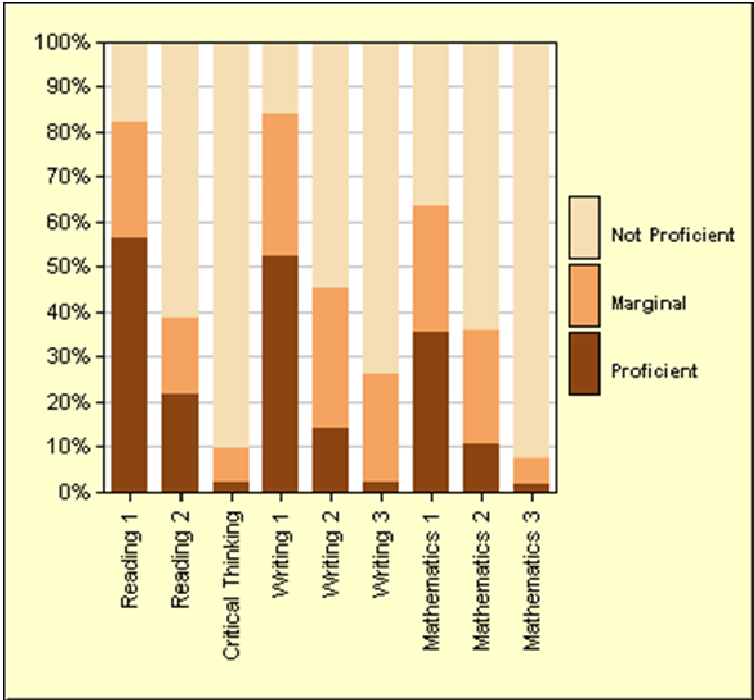
MAPP
Measures of Academic Proficiency and Progress
2007-2009
Summary of Proficiency Classifications
To show how many students are proficient at each level

Southern West Virginia Community and Technical Col **Cohort Name:** Combined
Standard Form **Close Date:** Combined
Test Description: Combined **Student Level:** All
Number of students tested: 176
Number of students included in these statistics: 175
Number of students excluded (see roster): 1

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	57%	26%	18%
Reading, Level 2	22%	17%	61%
Critical Thinking	2%	7%	90%
Writing, Level 1	53%	31%	16%
Writing, Level 2	14%	31%	55%
Writing, Level 3	2%	24%	74%
Mathematics, Level 1	35%	28%	37%
Mathematics, Level 2	11%	25%	64%
Mathematics, Level 3	2%	6%	93%

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

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



MAPP**Measures of Academic Proficiency and Progress**

March 2009

Roster of Scaled Scores

To show the scaled scores of individual students

Southern West Virginia Community and Technical Col**Standard****Test Description:** Standard Form A Paper

	Total Score	Skills Dimension Subscores				Context-Based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
	431	107	111	113	112	110	106	111
	430	107	116	111	108	109	110	114
	449	114	120	115	116	114	118	117
	445	110	121	113	117	114	113	118
	443	111	125	117	107	114	113	123
	438	116	118	114	106	112	116	119
	458	115	124	118	116	118	118	119
	424	108	109	112	105	110	107	109
	438	109	115	115	113	109	112	114
	430	109	117	112	106	112	113	112
	456	115	120	117	120	112	115	122

	421	105	112	109	106	114	106	108
	426	109	113	106	109	112	109	112
	464	124	124	118	113	126	122	119
	439	108	117	112	117	114	107	115
	424	101	115	112	107	110	106	108
	419	107	108	110	105	112	106	106
	447	108	119	121	115	116	110	114
	439	109	118	117	109	110	115	114
	418	102	111	112	103	106	107	108
	422	104	105	110	110	106	109	103
	436	101	112	118	119	110	103	108
	435	108	113	118	109	110	112	109
	424	108	112	110	106	109	109	112
	445	111	119	116	115	110	116	117
	447	121	121	112	110	121	116	122
	443	114	115	114	117	118	107	117
	418	105	108	106	108	109	101	112
	452	116	124	116	112	116	122	119
	415	102	105	110	107	103	104	108

	448	112	119	116	116	116	115	115
	447	116	118	116	112	110	115	122
	443	107	119	117	116	109	112	117
	439	110	121	111	111	116	109	121
	435	111	117	115	107	110	112	118
	432	108	113	113	110	112	110	109
	423	105	112	106	109	106	112	109
	434	107	120	114	108	112	112	115
	427	109	113	106	110	114	106	114
	429	110	112	112	107	109	112	112
	440	109	119	113	115	110	112	118
	407	103	104	106	103	103	107	105
	420	105	116	108	103	110	110	111
	432	112	115	114	105	109	112	118

* Indicates a student who answered fewer than 75% of the questions. These students are not included in any statistical analysis.

Math Rubric Assessment Team

The Math Rubric Assessment Team met on March 10 2000 and we scored papers from Math, Chemistry, and the Transitional Studies Departments. We scored a total of 303 papers. Only 9 had to be scored by a third person making the percentage 1.7%. We have provided the overall totals with percentages as well as a breakdown by courses.

Math 090

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

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

Math 095

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
	5	1	5	4	2	5	11	19	52

Math 098

Number of problems scored: 1

Number of Papers scored by 3rd person: 3

0	0.5	1	1.5	2	2.5	3	3.5	4	Total

12	2		3	4	2	1	1	3	28
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Math 123

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
9	5	1	5	8	4	1	2	24	59

Math 125

Number of problems scored: 1

Number of Papers scored by 3rd person: 2

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1		3	2	4	1			4	16

Math 128

Number of problems scored: 1

Number of Papers scored by 3rd person: 4

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
29	12	5	5	8	3	7	1	16	86

Math 130

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

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

Math 229

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

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

CH 214

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

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

SC 110 Physical Science Part II

Number of problems scored: 4

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
46	11	1	2	1	14	14	6	27	120

Overall Breakdown

Number of problems scored: 12

Number of Papers scored by 3rd person: 9

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
102	41	17	22	34	32	36	26	109	423

Conclusion:

In scoring the papers during the Math Rubric Committee session, some general observations were made. Students seemed to have difficulty working with signs in evaluating algebraic expression. Specifically, there were many sign errors in using the quadratic formula. Also, there seemed to be difficulty in solving linear equations containing fractional coefficients.

We feel these concerns should get particular attention (and present) math classes, and all other classes that incorporate a math component.

Southern West Virginia Community and Technical College

Mathematics Rubric

Holistic Scoring Criteria:

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

communicates effectively the process used to obtain a solution.	The response communicates effectively the process used to obtain a solution.	may not communicate the process used to obtain a solution.	The response does not communicate the process used to obtain a solution.	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 followed to arrive at solution

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

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				

Assessment Matrices

Assessment Matrix for Measuring Program Goals

Electrocardiology Program

Academic Year 2008-09

Program Goal: Provide the student with the knowledge and skills to take and pass the Electrocardiology certification exam provided the student meets the requirements of the certifying agency to take the exam.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Electrocardiology Certification Exam	April or May of each year to students completing AH104 Advanced Electrocardiology and AH105 Electrocardiology Clinical Practicum	AH104 Course instructor chooses a exam proctor that is approved by the certifying agency.	2007: 11 students took and passed the exam on Logan campus. 4 students took and passed the exam on the Wyoming campus.	Faculty Students taking exam Program Chair	Used to revise curriculum and/or clinical experiences if indicated. 2007: No changes. Continue to monitor.

Assessment Matrix for Measuring Program Goals
Criminal Justice Program
Academic Year 2008-09

* investigate accident and crime scenes with proper documentation

Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
CJ 280 Mock Accident/Crash Scene Students will: 1. Investigate and document a staged accident/crash scene. 2. Complete associated reports related to traffic enforcement.	Spring Semester 2008	Don Summers Roy Bolen	Student investigated a mock accident scene and prepared all reports associated with a one car crash, and suspected DUI	Southern and Criminal Justice Department	Results used to determine if students could apply the proper procedures for crash scene investigation and the proper documentation of the accident/crash scene.
CJ 213 Mock crime scene Students will: 1. Process crime scene. 2. Complete a criminal investigation report.	Spring Semester	Don Summers Roy Bolen	Students processed a mock crime scene and prepared a report as documentation of the investigation.	Southern and Criminal Justice Department	Results used to determine if students could apply the proper procedures and concepts of criminal investigation.

Assessment Matrix for Measuring Program Goals
Criminal Justice Program
Academic Year 2008-09

* demonstrate safe, effective use of weapons					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
CJ 230 In class demonstration of the proper/safe handling of weapons	Fall Semester	Brady Keyser	Students demonstrated the proper handling, safety and range procedures of a firearm.	Southern, Criminal Justice Department	Used to demonstrate knowledge of proper procedures and safety in the handling of a firearm.
CJ 230 Students will demonstrate proper handling and firing of weapons at a <u>live</u> firing range	Fall Semester	Brady Keyser	Student demonstrated the proper firing of a weapon and applied the safety procedures at a live firing range.	Southern, Criminal Justice Department	Used to determine if students can apply concepts of firearm safety and proper range procedures.

Assessment Matrix for Measuring Program Goals

Dental Hygiene Program

Academic Year 2008-09

Monitoring Mechanism	Evaluating Mechanism	Frequency	Responsible Party	Results	Action	Program Improvements
Clinical Skill Assessment	90% will Pass	Throughout Semester	Clinical Faculty	100% but weak areas noted	More one-on-one attention to specific weaknesses in future	Weaker students as identified through competencies are receiving more individual attention
Program Completion Rate	85% will pass within two years	Annually	Faculty	100% but weak areas noted	Remediation to be recommended to students based upon individual needs	Will remediate as necessary
Clinical Experience	100% of students will recognize problems and	Throughout clinical experience	Students/ Clinical Faculty	100%	Continue to encourage students to	Same as clinical skill assessment

	dialogue with faculty				recognize problems and consult with faculty	
Exit survey	90% positive Responses	Annually	Students/ Coordinator	awaiting responses	Changes in curriculum	Curriculum changes have been approved
Patient Satisfaction Survey	90 % positive responses	Annually	Patients/ Coordinator	100%	Patients are overall very satisfied with the services offered	Format allows more anonymity, so response rate has improved; satisfactory results
Job Placement Rates	95% seeking employment will find positions w/in 6 mos. of licensure	Annually	Coordinator	100% are employed or seeking higher degree	Will contact peers, programs, etc. to facilitate employment	Six out of seven graduates are employed; one is in four year program and will seek dental degree
Nat'l Bd. Pass Rates	100% will pass within 6 mos. of graduation	Annually	Coordinator	10 of 11 students took exam; 60% of those passed	Change in curriculum; adopting more strict controls	A new curriculum is being adopted in August 2008
				100% so	More clinic time	

Clinical Bd.				far		
Pass Rates						

Assessment Matrix for Measuring Program Goals
Nursing Program
Academic Year 2008-09

Program Goal: Empower the student to realize their educational goal by preparing them to take and pass the NCLEX-RN exam.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Hesi Exit Practice Exam (Spring 2008)	Mid-term of NU210 course (spring semester of the second year of the nursing program)	Nursing Chair	765-Logan (2008)	Faculty Individual results to students	Used to advise students of strengths and weaknesses and available NCLEX-RN study/practice resources. Student Handbook changed: (Change) Students who withdraw from nursing courses in two different semesters will be dismissed from the program. The handbook already stipulated that failing the same or two different nursing courses resulted in dismissal and that students could repeat a

					nursing course only one time.
Hesi Exit Exam (Spring 2007) Score of 900 required to indicate readiness to take NCLEX-RN exam.	End of Program in NU210 course (spring semester of the second year of the nursing program)	Nursing Chair	945 2007: All students passed by 3 rd attempt at a similar exam with a score of 900 or above.	Faculty Individual results to students	Used to assess student readiness to take the NCLEX-RN exam for licensure. Used to determine pass or failure of NU210 course.
NCLEX-RN pass rate (Graduates May 2007)	Within 3 months of graduation from the nursing program	National Council of State Boards of Nursing and the WV Board of Examiners for RN's	2007 Graduates: 100% Kanawha Valley 100% Moorefield 92% Logan	Faculty Advisory Committee	Has been used to change pass rate of Hesi exit exam in NU210 in 2006. Utilized to change lecture and/or nursing program course content such as the inclusion of disaster nursing. Used to change admission score sheet for selection of students by decreasing the weight of points given for courses and increasing the points for prior degrees and certifications.

Assessment Matrix for Measuring Program Goals
Nursing Program
Academic Year 2008-09

Program Goal: Prepare students to competently practice within the role of the Associate Degree Nurse in a changing global and technological society.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Math Drug Dosage Competency Exam (Students in nursing program fall of 2006)	Near end of NU100 course for conversions and oral medications. Near end of NU206 course for intramuscular, drug concentrations, and intravenous rates.	Course Instructor	All students have passed the exams in 2006-2007 by the third attempt.	NU100 students for first year nursing program NU206 students for second year nursing program	Results are utilized as one method to help determine that students are safe in the clinical setting in giving medications. Failure to pass the exam by the third attempt will fail the student for the course.
Graduate Survey (Graduates May 2006)	6 months after graduation from the nursing program	Nursing Chair	Graduates used a likert scale of 0-4 with 4 indicating be the most satisfied with how well the nursing program prepared them. Nursing Process: 3.8	Faculty Advisory Committee	Results were used in past to revise curriculum to include pharmacology course. Also used in past to develop and offer the drug calculation course.

			<p>Nursing Skills: 3.6</p> <p>Pharmacology: 3</p> <p>Drug Administration: 3.7</p> <p>Communication: 3.7</p> <p>Patient Education: 3.5</p> <p>Management of Individuals/Groups: 3.4</p> <p>Leadership: 3.5</p>		<p>2007: No changes. Continue to monitor.</p>
<p>Clinical Evaluation (Students in nursing program 2006-2007)</p>	<p>Evaluation is done each day that a student is in the clinical setting in any nursing course.</p>	<p>Course Instructors</p>	<p>All students in 2006-2007 who completed a nursing course received a satisfactory evaluation for clinical experiences.</p>	<p>Faculty</p> <p>Students are informed of any concerns or clinical failures.</p>	<p>Students must receive a satisfactory clinical evaluation in order to pass a nursing course.</p> <p>Clinical evaluation helps determine the safe practice of nursing at each level of the nursing program. Clinical objectives and evaluation is leveled with increasing levels of student performance expectations. There are 3 levels within the nursing program.</p> <p>2007: No changes planned to clinical evaluation</p>

					methodology. Continue to monitor.

Assessment Matrix for Measuring Program Goals
Nursing Program
Academic Year 2008-09

Program Goal: Empower the student to realize their educational goal by preparing them to take and pass the NCLEX-RN exam.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Hesi Fundamentals Exam (Fall 2007)	End of NU100 course (fall semester in the first year of the nursing program)	Course Instructor	868 Score of 850 is recommended	Faculty Individual results to students	Faculty use to revise lectures and/or course content. Used to advise students of strengths and weaknesses and available study/practice resources.
Hesi Maternity Nursing Exam (Spring 2007)	End of NU104 course (spring semester of the first year of the nursing program)	Course Instructor	1005 Score of 850 is	Faculty Individual results to students	Faculty use to revise lectures and/or course content. 2007: No changes.

			recommended		Continue to monitor Used to advise students of strengths and weaknesses and available study/practice resources
Hesi Psychiatric Nursing Exam (Spring 2007)	End of NU107 course (spring semester of the first year of the nursing program)	Course Instructor	894 Score of 850 is recommended	Faculty Individual results to students	Faculty use to revise lectures and/or course content. Has been used in past to revise clinical experiences and student paper assignments. 2007: No changes. Continue to monitor Used to advise students of strengths and weaknesses and available study/practice resources.
Hesi Medical/Surgical Exam (Spring 2007) (Spring 2008)	End of NU212 course (fall semester of second year of the nursing program)	Course Instructor	963 879	Faculty Individual results to students	Faculty use the results to revise lectures and/or course content. 2007: No changes. Continue to monitor 2008: Fall of 2008 faculty will review course content for Nu206 and NU212 relevant to areas of concern of summary Hesi M/S report. Used to advise students

					of strengths and weaknesses and available study/practice resources
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Assessment Matrix for Measuring Program Goals
Respiratory Care Technology Program
Academic Year 2008-09

Goal: Prepare students to function as advanced level Respiratory Care Practitioners					
Evaluation Method/ Evaluation Standard	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
National Board of Respiratory Care's Registered Respiratory Therapy Exam	After Program Graduation: Graduates of the Respiratory Care Technology Program	Instructor/Program Coordinator NBRC		National Board of Respiratory Care Committee on Accreditation of Respiratory Care	Possible: admission and selection of students Possible: curriculum change

Standard: At least 90% of those students taking the exam will pass on the first attempt				Allied Health Department Advisory Committee	Possible: course content, grading change
National Board of Respiratory Care's Self Assessment Exam Standard: At least 80% of those students taking the exam will score greater than the COARC passing score of 55%.	Given during the final month of the last semester to all graduating program students.	Instructor/Program Coordinator		Committee on Accreditation of Respiratory Care Faculty Individual Results to Students	Possible: curriculum change Possible: course content, grading change
Graduation Rate: Number of students graduating each year compared to number of students admitted for that class. (percentage) Standard: Attrition will be 33% or less	Graduates each May: Evaluate August of each year	Instructor/ Program Coordinator		Committee on Accreditation of Respiratory Care Allied Health Department Advisory Committee	Possible: curriculum change Possible: course content, grading change
Employment Rate: Graduate Survey Standard: At least 90% of those graduates seeking employment will be employed within 6 months of graduation.	Graduates at 6 months after graduation	Instructor/ Program Coordinator		Committee on Accreditation of Respiratory Care Allied Health Department Advisory Committee	Possible: curriculum change Possible: course content, grading change
Program Satisfaction: Graduate and Employer Surveys Standard: 100% satisfaction among employers and graduates with having meet the needs of the healthcare	Graduates and employers at 6 months after graduation	Instructor/ Program Coordinator		Committee on Accreditation of Respiratory Care Allied Health Department Advisory Committee	Possible: curriculum change Possible: course content, grading change

community.					
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Assessment Matrix for Measuring Program Goals

Business Accounting Program

Academic Year 2008-09

Goals 1-4					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Work Keys	Spring Semester after 60+ hours	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.
Pretest	Conducted in AC 111 - Principles of Accounting	Accounting Faculty	This test measures the level of knowledge as the students begins the program	Faculty, Any Applicable Reporting Agency, Potential Employers	The results are eventually used for comparison purposes.
Post Test	The post-test is conducted during the final semester.	Internship Supervisor	This test measures the improvement as the student completes the program.	Faculty	The results help identify area of deficiency. Faculty can then adjust the curriculum accordingly.
Internship	During the last semester.	Internship Supervisor	Feedback from employers with whom the student's have completed an internship.	Faculty, Students, Potential Employers	The feedback from employers identifies student's strengths and weaknesses.

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

General Business Program

Academic Year 2008-09

Goals 1 - 5					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pre-test, Homework, Achievement test and Exams	Pretest - Students take the exam when enrolled in BU 100, 101, or 102, Homework - weekly, Achievement test - monthly, and Exams - Periodic	Faculty	The Pretest measures the level of knowledge as the students begins the program, Homework, achievement tests and exams measures student progress during the semester.	Pretest - Faculty, Potential Employers, Homework, Achievement test and exams - Students, Instructors, and any applicable reporting agency.	The Pretest identifies areas for improvement. Faculty can adjust curriculum. Homework and Exams identify areas for improvement. Exams identify areas for improvement. Exams identify areas for improvement. Exams identify areas for improvement.
Post Test	The post-test is conducted during the final semester.	Faculty	This test measures the improvement as the student completes the program.	Faculty, Potential Students, Any Applicable Reporting Agency	The results of deficiencies are used to adjust the program according to the needs of the students.
Work Keys	Work Keys - Annually	Faculty Representative	This test measures performance in a variety of skills that are used in the workplace.	Faculty, Students, Potential Employers.	The results of deficiencies are used to adjust the program according to the needs of the students.
Internship	Internship - Final Semester of classes	Internship Supervisor	Feedback from employers with whom the student's have completed an internship.	Faculty, Students, Potential Employers	The feedback identifies strengths and weaknesses of the program.

Notes:

Goal One:

The program provides students an opportunity to demonstrate an integrated understanding of business administration accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology.

Goal Two

The program provides students with effective skills in communication, problem-solving, and decision making.

Goal Three

The program empowers the students with an understanding of the social, political/legal, technological, and global influence issues.

Goal Four

The program provides students an opportunity to demonstrate a sound understanding of ethical conduct and reasoning.

Goal Five

The program addresses the diverse needs and fosters relationships with the community by providing continuing education instruction, internships, and consultative services.

Assessment Matrix for Measuring Program Goals

Office Administration Program

Academic Year 2008-09

Goals 1-3					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	
Pretest	Students take the exam when enrolled in Intermediate Keyboarding	Intermediate Keyboarding Faculty	This test acts as a base-line test. Student and instructor can see student's weaknesses and strengths prior to taking the class.	Instructor	Empha areas a adjuste
Post-test	At the end of the Internship	Faculty	After completing the post-test, a comparison is made with the pretest to determine if learning has been achieved.	Instructor, Potential Employers, Any Applicable Reporting Agency	The res deficien be adju
Work Keys	Annually on Assessment Day	Faculty	Measures the students attainment of academic skill proficiencies in reading, writing, and math	Students, Faculty, and Potential Employers	Results deficien curricul
Internship	At the end of the Program	Internship Faculty	Employer gives feedback regarding intern's competency.	Faculty, Students, Potential Employers	From th checkli proced the pro

Notes:

- Goal 1 The program provides for those that have little or no experience in office administration an opportunity to achieve skills and make them valuable to many employers.
- Goal 2 The program provides for those who are already employed in jobs that require or would be helped by training in office administration to increase their skills and knowledge.
- Goal 3 The program provides the student with the opportunity to specialize in one of program's emphasis areas: Administrative, Legal, or Office Management.

Assessment Matrix for Measuring Program Goals
Mine Management Program
Academic Year 2008-09

Goal One: Write Goal Here					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pre-test, Homework, Achievement test, Case Studies	Pretest - 1st week of MN 266 Homework weekly Achievement test - monthly Case Studies - Bi weekly	Faculty	Pretest - 1st level of skill All others measure progress during the semester	Pretest - faculty	Pretest - Any data Faculty makes accordingly. All as a cumulative
Post-Test	During the final semester	Faculty	Measures improvement upon completion	Faculty - Potential Employers- Any applicable reporting agency	Tool for adjusting curriculum. S
Work Keys	Annually Designated Day	Faculty	Measures performance in a variety of skill sets for the workplace.	Faculty, Students, Potential Employers	Tool for adjusting curriculum. S
Internship	Final Semester of Classes	Internship Supervisor	Feedback from Employers with whom the students have completed an Internship	Faculty and Students	The feedback from employers is used to address student's strengths and weaknesses. In some cases, extensive experience is used to see if they are qualified for certain jobs.

- Goal One: The program provides students an opportunity to demonstrate an integrated understanding of business administration through finance, economics, marketing, management, mathematics, statistics, and computer technology.
- Goal Two: The program provides students with effective skills in communication, problem-solving, and decision making.
- Goal Three: The program empowers the students with an understanding of the social, political/legal, technological, and global influences in our world.
- Goal Four: The program provides students an opportunity to demonstrate a sound understanding of ethical conduct and reasoning.
- Goal Five: The program addresses the diverse needs and fosters relationships with the community by providing continuing education, externships, internships, and consultative services.