

*Southern West Virginia Community and  
Technical College*

Assessment Report 2009-2010

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# Executive Summary

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Southern West Virginia Community and Technical College is committed to student success and programmatic excellence. To determine the effectiveness of both the general education and programmatic curriculums, students participate in a variety of assessment activities throughout the year. Assessments are done on a course, programmatic and institutional level. Course level assessments are outlined in the assessment matrices. Programmatic assessments are done through program review and examination of licensure pass rates. Institutional assessments include examination of student work through rubrics and performance on the Proficiency Profile. Students take the Proficiency Profile after completion of 45 hours of college level work and completion of at least one college level math class and one college level English class. Included in this report are results from all these measures. Results are presented individually, by program and in the aggregate.

This year is the first year that all students were assessed using the Proficiency Profile from Educational Testing Service. To this point, all students pursuing certificates or Associate of Applied Science (AAS) degrees were assessed using Work Keys. The decision was made at the state system office to no longer fund the administration of that test. It was the opinion of the Assessment Committee that the Proficiency Profile measured general education outcomes more closely and the decision to test all students using the Proficiency Profile was made.

When making comparisons with national data from the Proficiency Profile, Southern students are lagging behind. The percentage differences are slight, but are lower than the national comparison data. Faculty will evaluate each program in the next year to determine what measures, if any, need to be taken to improve scores. Steps have already been taken to add a common general education core to the certificate and AAS programs in hopes of providing a broader general education for career and technical students. Further analysis needs to be done to separate results for AA, AS and AAS students to see if the general education core is effective.

Passage rates on national exams have remained steady in 2008-2009 (last year's data is used because of the lag time between graduation and the reporting of results; most are received in September following graduation). Medical Laboratory Technology, Respiratory Care, Surgical Technology, and Cosmetology had 100% passage rates while Radiologic Technology and Nursing had 93% and 86.5% respectively. Nursing faculty are evaluating the cause of the drop in scores on NCLEX.

The Writing scoring rubric team reports that 60% of the essays evaluated scored a 3 or above. This, when compared to 44% last year, suggests the quality of student writing seems to be improving. The results from the Math scoring rubric team suggest that students are also performing at adequate levels.

All results taken together suggest that Southern is doing a good job in assessing student outcomes and that students are being successful in their programs of study. Further study will be done to assure that this continues.

# MAPP Raw Data

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
11	Logan	434	109	117	111	111	109	112	117
11	Logan	436	111	115	114	110	112	113	112
12	Boone	405	102	105	103	105	104	103	108
12	Logan	420	105	111	109	106	114	104	108
12	Logan	425	104	119	105	108	114	110	111
29	Logan	452	114	119	117	119	114	115	118
48	Williamson	437	109	117	117	108	118	107	114
57	Logan	425	107	112	113	105	112	106	111
65	Boone	425	103	117	110	107	116	107	108
125	Logan	415	107	105	106	106	106	109	106
200	Boone	416	107	111	109	100	114	104	109
200	Logan	416	110	104	110	102	109	106	109
200	Williamson	419	103	112	110	105	109	104	111
200	Boone	425	107	112	111	106	116	104	109
200	Logan	425	105	111	110	108	106	107	112
200	Williamson	425	110	109	109	108	109	110	111
200	Williamson	428	103	108	108	122	104	110	105
200	Williamson	429	107	115	113	107	116	106	111
200	Logan	430	109	115	110	110	110	110	114
200	Williamson	432	109	115	111	110	112	110	112
200	Boone	433	110	119	114	104	116	115	112
200	Logan	433	103	109	114	119	107	107	106
200	Williamson	433	110	115	112	109	106	115	115
200	Logan	434	110	118	113	107	112	115	114
200	Williamson	435	112	115	115	108	110	113	115
200	Logan	438	108	118	113	113	116	110	112
200	Williamson	438	110	119	116	108	116	113	114
200	Williamson	438	105	120	115	111	122	107	111
200	Williamson	440	112	113	120	110	116	112	111
200	Williamson	441	110	117	116	113	114	109	117
200	Wyoming	443	112	119	112	116	116	116	114
200	Logan	444	110	120	118	111	110	112	121
200	Boone	450	112	123	118	112	114	120	117
200	Logan	455	121	125	114	112	122	122	121

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200	Logan	455	112	123	116	120	121	115	117
200	Williamson	468	118	125	118	122	116	120	123
200	Logan	471	122	124	121	119	125	120	121
220	Logan	432	110	116	115	105	116	112	111
220	Logan	443	108	120	116	115	114	112	115
223	Williamson	416	110	106	108	102	110	106	111
223	Williamson	416	108	105	105	107	107	104	111
223	Logan	420	108	104	108	109	106	107	108
223	Logan	424	109	112	110	105	110	106	115
223	Logan	426	104	112	114	107	107	106	112
223	Logan	429	105	113	114	108	107	110	111
223	Logan	434	109	118	118	103	112	110	117
223	Logan	434	109	120	115	104	114	112	117
223	Logan	434	110	123	111	106	116	116	115
223	Logan	436	109	117	116	108	114	112	112
223	Logan	438	108	116	118	110	110	110	114
223	Logan	438	108	116	114	115	116	109	111
223	Williamson	440	109	116	118	112	110	109	117
223	Logan	441	110	116	115	116	114	110	114
223	Logan	448	118	121	120	107	116	120	119
223	Logan	450	111	123	117	115	112	116	119
223	Williamson	452	116	120	117	115	121	116	117
223	Logan	462	121	121	116	120	118	122	119
223	Logan	476	121	126	123	120	122	122	122
224	Williamson	410	103	105	108	104	104	106	106
224	Williamson	416	109	106	106	104	109	107	109
224	Logan	417	107	115	103	104	110	107	114
224	Williamson	419	104	112	105	108	110	104	111
224	Williamson	419	100	109	113	107	106	104	105
224	Logan	420	107	111	106	107	114	106	108
224	Williamson	420	109	109	109	104	110	109	109
224	Logan	423	111	111	106	106	109	110	114
224	Boone	424	111	108	109	107	114	106	111
224	Williamson	424	105	115	110	105	118	107	106
224	Logan	426	107	111	113	107	107	110	109
224	Logan	428	108	109	111	110	110	104	112
224	Wyoming	428	108	115	111	107	107	113	112
224	Logan	429	103	111	114	111	106	107	109
224	Logan	430	108	111	114	108	114	106	109
224	Logan	430	111	115	113	105	118	109	112
224	Logan	430	103	111	117	110	107	106	109
224	Logan	430	108	115	108	113	107	113	112
224	Williamson	430	107	111	115	109	109	113	105

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224	Logan	431	111	118	112	104	114	109	119
224	Williamson	431	111	117	111	106	116	116	109
224	Logan	432	108	119	110	108	118	109	114
224	Logan	433	110	112	113	110	110	112	111
224	Logan	433	108	118	110	110	110	112	115
224	Boone	434	116	113	116	104	116	112	115
224	Logan	434	110	116	112	110	112	112	114
224	Logan	434	104	120	116	107	110	112	114
224	Logan	434	108	118	116	106	116	110	112
224	Logan	435	105	120	113	110	118	107	114
224	Logan	435	109	118	116	107	114	113	112
224	Williamson	435	111	115	115	108	114	112	112
224	Logan	437	108	118	113	112	121	109	111
224	Logan	437	108	121	118	105	121	110	114
224	Wyoming	437	114	113	112	112	118	109	114
224	Logan	438	111	117	113	111	110	112	118
224	Logan	438	107	111	117	117	112	107	108
224	Williamson	439	111	111	118	113	112	109	112
224	Logan	441	110	117	118	111	118	112	111
224	Logan	445	119	117	117	109	114	118	118
224	Logan	445	116	112	117	116	107	113	119
224	Logan	447	116	120	115	111	116	116	119
224	Wyoming	447	114	124	115	110	125	116	115
224	Williamson	449	111	123	116	115	114	115	119
224	Logan	461	111	127	120	117	122	116	118
224	Logan	461	119	121	120	116	114	120	122
224	Logan	467	118	129	120	115	122	120	123
224	Logan	473	126	123	118	120	126	122	121
224	Logan	480	124	127	118	123	125	122	126
226	Williamson	483	126	130	121	116	129	127	126
227	Williamson	426	108	109	106	113	109	107	111
227	Logan	430	105	116	116	106	110	115	106
227	Boone	437	109	118	111	113	112	109	118
300	Boone	413	105	109	105	103	107	107	109
300	Logan	427	109	109	113	107	110	109	109
300	Williamson	429	107	115	115	105	114	109	109
300	Boone	436	108	117	117	108	112	113	111
300	Williamson	436	109	113	114	113	109	110	114
300	Logan	439	110	120	117	108	110	116	117
300	Logan	443	108	113	115	125	109	109	114
300	Wyoming	452	112	124	116	116	121	115	118
300	Logan	465	112	123	123	123	116	115	119
318	Williamson	434	105	120	117	105	110	112	115

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321	Wyoming	443	111	123	111	115	116	112	121
324	Logan	425	107	111	114	104	112	107	108
324	Logan	462	118	125	120	115	122	118	121
325	Logan	419	105	108	111	104	110	103	109
325	Boone	420	104	112	109	106	110	104	111
325	Logan	427	105	111	112	109	109	107	109
325	Logan	427	107	108	108	116	109	109	106
325	Williamson	428	103	115	115	107	112	107	108
325	Logan	429	107	117	111	107	116	109	111
325	Williamson	430	103	111	111	116	107	106	109
325	Williamson	437	109	109	117	115	104	109	115
325	Logan	445	114	121	114	112	114	115	121
325	Williamson	447	114	124	121	106	118	118	118
331	Logan	428	107	112	112	108	109	110	109
332	Boone	470	121	124	120	120	118	118	126
441	Logan	409	100	106	105	107	101	109	103
441	Logan	417	107	108	109	104	103	113	108
441	Logan	429	103	112	113	111	109	109	106
441	Logan	431	107	112	115	109	110	109	109
441	Logan	431	110	113	110	110	114	104	117
441	Boone	434	109	117	118	105	114	110	114
441	Logan	435	110	111	118	109	110	107	114
441	Logan	435	114	113	110	112	116	109	115
441	Logan	440	110	118	117	110	114	116	111
441	Logan	445	111	118	114	119	114	112	117
442	Logan	417	102	109	112	103	107	104	108
442	Logan	426	107	105	116	108	106	107	108
442	Logan	429	110	112	111	108	107	107	118
442	Logan	432	112	116	111	107	114	109	118
442	Logan	435	112	117	113	108	118	110	115
442	Logan	438	104	121	115	111	112	115	111
442	Logan	440	109	121	116	109	114	112	118
442	Logan	440	114	125	115	104	121	113	122
442	Logan	444	115	117	113	116	114	109	122
442	Logan	445	110	117	120	115	112	110	117
442	Logan	448	110	121	115	117	112	112	121
444	Logan	418	102	116	108	104	109	107	111
444	Logan	421	104	111	110	106	109	107	108
444	Logan	423	108	116	109	103	112	110	112
444	Logan	425	102	113	110	111	109	104	111
444	Logan	429	108	108	112	111	112	104	109
444	Williamson	430	110	115	112	107	110	112	114
444	Logan	432	110	120	110	107	114	113	117



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444	Logan	432	110	118	111	107	110	113	117
444	Logan	433	105	116	112	112	110	110	111
444	Boone	434	115	116	108	111	110	113	119
444	Logan	434	107	117	116	108	107	113	114
444	Logan	434	109	119	112	108	116	110	115
444	Logan	435	108	116	115	110	106	113	115
444	Logan	436	105	116	117	111	110	112	109
444	Logan	436	107	118	113	112	107	116	112
444	Logan	436	112	113	115	109	112	112	114
444	Logan	436	110	118	116	107	110	116	114
444	Boone	437	114	121	110	108	116	116	118
444	Logan	437	108	119	115	109	112	112	115
444	Logan	438	111	120	112	109	114	115	117
444	Logan	438	110	119	113	110	121	115	109
444	Logan	438	111	116	114	111	116	112	112
444	Logan	439	114	119	115	107	116	112	119
444	Logan	440	107	125	117	108	116	113	117
444	Logan	440	110	120	117	108	112	115	117
444	Logan	441	109	118	115	115	110	112	117
444	Logan	442	115	123	116	106	118	115	121
444	Logan	444	109	124	117	110	112	113	121
444	Logan	444	109	123	114	115	112	115	118
444	Logan	445	110	121	121	109	114	113	118
444	Logan	445	114	120	116	111	118	113	118
444	Logan	445	115	121	113	112	125	113	117
444	Logan	447	114	123	116	110	126	112	117
444	Logan	447	114	123	115	111	112	120	119
444	Logan	448	114	126	112	112	118	122	118
444	Logan	448	112	125	114	112	121	116	118
444	Boone	449	115	121	115	113	116	115	121
444	Logan	449	112	117	120	116	110	115	117
444	Boone	450	114	123	115	115	110	115	126
444	Logan	450	118	121	120	108	121	116	119
444	Logan	451	122	120	115	111	116	122	121
444	Boone	454	112	126	118	112	122	118	117
444	Logan	455	115	123	115	119	116	115	122
444	Logan	455	114	121	121	115	122	113	117
444	Logan	459	119	125	113	119	121	118	123
444	Logan	465	122	123	117	119	122	115	126
444	Logan	471	125	125	118	117	122	127	122
444	Logan	491	129	126	125	123	128	125	126
445	Logan	425	105	112	108	111	114	106	108
445	Logan	435	107	115	115	112	114	107	111

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445	Logan	435	115	113	115	107	116	112	114
445	Boone	438	111	111	114	116	109	107	117
445	Logan	441	111	118	117	110	112	120	111
445	Logan	443	112	119	114	113	116	113	117
445	Logan	445	115	120	112	115	122	116	114
445	Logan	449	111	118	118	117	110	115	117
445	Logan	452	115	119	117	117	110	120	118
446	Williamson	410	103	109	104	104	106	106	109
446	Logan	417	109	108	104	106	110	112	105
446	Logan	424	102	111	110	111	106	103	112
446	Williamson	426	101	112	114	109	109	104	108
446	Williamson	434	105	117	112	112	110	109	114
450	Logan	418	105	104	109	108	107	107	103
450	Logan	424	108	106	112	107	110	107	106
450	Wyoming	425	107	115	112	104	110	110	111
450	Wyoming	427	110	116	112	102	114	109	115
450	Logan	428	108	117	111	105	112	107	117
450	Logan	430	107	113	115	107	112	107	111
450	Logan	430	109	113	110	111	110	109	114
450	Williamson	434	108	117	115	108	112	112	112
450	Logan	435	110	112	114	112	112	110	111
450	Logan	439	114	119	113	109	114	115	118
450	Logan	439	112	117	118	108	110	113	118
450	Logan	447	112	120	117	112	116	115	117
450	Logan	452	114	123	115	117	121	113	119
450	Logan	455	114	121	118	117	112	116	121
451	Logan	429	108	116	113	105	112	110	112
469	Logan	429	110	113	110	108	114	112	109
469	Logan	431	111	111	110	111	116	109	109
469	Logan	437	109	117	117	108	112	112	114
469	Logan	437	112	113	113	112	118	112	109
469	Logan	438	110	116	114	112	110	109	118
469	Logan	441	107	121	123	108	114	113	114
469	Logan	449	115	113	120	117	110	113	117
469	Logan	451	119	121	115	112	125	116	118
469	Boone	454	118	125	112	116	118	116	126
469	Logan	465	121	126	117	116	125	120	122
469	Logan	481	125	130	120	119	128	125	126
540	Logan	413	104	105	108	105	109	107	102
540	Boone	417	104	111	109	104	106	107	111
540	Williamson	420	104	104	112	108	104	106	106
540	Williamson	437	109	115	115	112	110	109	115
540	Logan	448	110	118	118	117	116	115	111

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540	Williamson	452	116	124	114	115	121	118	119
540	Williamson	470	119	125	118	122	121	125	119
542	Boone	423	107	113	110	105	110	112	108
542	Boone	427	108	115	110	108	112	110	111
542	Williamson	428	107	109	111	111	110	109	106
542	Logan	430	109	123	110	103	118	115	114
542	Boone	432	111	119	110	106	112	110	121
542	Logan	432	114	115	110	108	116	110	115
543	Logan	476	121	127	123	119	122	122	123
548	Logan	421	107	103	112	108	104	106	108
548	Logan	423	105	111	114	103	104	113	108
548	Wyoming	424	105	111	112	106	109	110	106
548	Wyoming	424	104	108	110	111	116	100	108
548	Wyoming	425	108	108	111	108	107	106	112
548	Logan	427	114	115	110	103	116	113	112
548	Boone	433	108	111	114	112	112	110	106
548	Wyoming	440	111	119	112	113	121	113	112
548	Wyoming	462	122	121	115	120	122	120	119
557	Logan	447	111	120	116	115	116	113	117
559	Logan	431	110	118	110	107	112	107	121
560	Williamson	419	105	108	106	108	103	109	111
560	Williamson	425	112	111	110	103	112	113	109
560	Williamson	433	107	116	117	107	112	109	112
560	Boone	438	112	117	117	107	112	115	115
560	Williamson	439	111	124	112	108	116	118	117
560	Williamson	440	109	119	117	110	114	115	112
560	Wyoming	449	111	126	118	109	118	118	118
591	Wyoming	417	107	106	108	106	106	104	112
591	Wyoming	426	111	113	110	104	114	109	114
591	Logan	427	108	115	110	108	114	107	112
591	Logan	436	112	113	115	109	112	116	109
591	Boone	437	112	116	113	110	110	112	118
592	Williamson	413	100	115	106	104	106	104	111
592	Wyoming	421	104	115	110	104	110	110	108
665	Logan	438	114	111	116	111	112	109	115
666	Wyoming	438	109	116	115	112	112	107	117
666	Williamson	471	118	129	120	119	122	122	122
667	Boone	434	108	116	116	108	109	110	115
667	Williamson	436	114	119	112	107	114	118	115
670	Logan	464	115	130	112	123	121	120	123
672	Logan	430	109	109	108	117	109	107	112
690	Logan	431	110	106	115	110	110	109	108
690	Logan	438	109	120	112	111	118	112	114

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<b>690</b>	<b>Logan</b>	<b>458</b>	114	125	115	120	114	115	126
<b>752</b>	<b>Williamson</b>	<b>413</b>	103	105	110	103	107	103	106
<b>758</b>	<b>Williamson</b>	<b>434</b>	114	118	110	108	118	115	114
<b>758</b>	<b>Logan</b>	<b>437</b>	112	118	113	108	116	112	117
<b>758</b>	<b>Logan</b>	<b>442</b>	110	121	111	116	118	112	117
<b>758</b>	<b>Williamson</b>	<b>449</b>	114	123	116	112	121	116	117
<b>985</b>	<b>Wyoming</b>	<b>412</b>	103	106	108	104	112	100	106
<b>985</b>	<b>Logan</b>	<b>416</b>	103	106	110	106	107	104	106
<b>985</b>	<b>Wyoming</b>	<b>423</b>	105	112	110	107	110	110	106
<b>985</b>	<b>Williamson</b>	<b>432</b>	111	115	112	108	116	109	114

N=301	131843	33254	35100	34286	33279	34212	33700	34430
	<b>438</b>	110	117	114	111	114	112	114

# Results by Major

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Table 1—Scaled Scores

Table 2—Proficiency Classification

P—Proficient

M—Marginal

N—Not Proficient

Table 3—Percentages of Proficiency Classifications

# HCT-EKG Opt-CERT

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>11</b>	<b>Logan</b>	<b>434</b>	109	117	111	111	109	112	117
<b>11</b>	<b>Logan</b>	<b>436</b>	111	115	114	110	112	113	112
Mean		435	110	116	113	111	111	113	115

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		M	N	N	P	M	N
<b>11</b>	P	M	N	M	N	N	P	M	N
<b>11</b>	M	N	N	M	N	N	M	N	N

Table 3

Major 11	Proficient	Marginal	Not Proficient
Reading Level I	50%	50%	
Reading Level II		50%	50%
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I	50%	50%	
Mathematics Level II		50%	50%
Mathematics Level III			100%

# HCT -Medical Lab Asst Opt-CERT

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>12</b>	<b>Boone</b>	<b>405</b>	102	105	103	105	104	103	108
<b>12</b>	<b>Logan</b>	<b>420</b>	105	111	109	106	114	104	108
<b>12</b>	<b>Logan</b>	<b>425</b>	104	119	105	108	114	110	111
		1250	311	335	317	319	332	317	327
	<b>Mean</b>	<b>417</b>	104	112	106	106	111	106	109

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
<b>12</b>	N	N	N	N	N	N	N	N	N
<b>12</b>	P	M	N	N	N	N	N	N	N
<b>12</b>	N	N	N	M	N	N	N	N	N

Table 3

Major 12	Proficient	Marginal	Not Proficient
Reading Level I	33%		67%
Reading Level II		33%	67%
Critical Thinking			100%
Writing Level I		33%	67%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# Univ Parallel - Physics

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Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>29</b>	<b>Logan</b>	<b>452</b>	114	119	117	119	114	115	118

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
<b>29</b>	P	M	N	P	M	M	P	P	M

Table 3

Major 29	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II		100%	
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III		100%	
Mathematics Level I	100%		
Mathematics Level II	100%		
Mathematics Level III		100%	



# Business - Banking - A.S.

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Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
<b>48</b>	<b>Williamson</b>	<b>437</b>	109	117	117	108	118	107	114

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
<b>48</b>	P	N	N	P	M	M	M	N	N

Table 3

	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III		100%	
Mathematics Level I		100%	
Mathematics Level II			100%
Mathematics Level III			100%

# Criminal Justice-CERT

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Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>57</b>	<b>Logan</b>	<b>425</b>	107	112	113	105	112	106	111

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
<b>57</b>	M	N	N	P	N	N	N	N	N

Table 3

Major 57	Proficient	Marginal	Not Proficient
Reading Level I		100%	
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# Computer Information Systems-CERT

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Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>65</b>	<b>Boone</b>	<b>425</b>	103	117	110	107	116	107	108

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M	N	M	N	N	N	N	N
<b>65</b>									

Table 3

Major 65	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II		100%	
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# Information Technology-CERT

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>125</b>	<b>Logan</b>	<b>415</b>	107	105	106	106	106	109	106

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	N	N		N	N	N	N	N	N
<b>125</b>	N	N	N	N	N	N	N	N	N

Table 3

Major 125	Proficient	Marginal	Not Proficient
Reading Level I			100%
Reading Level II			100%
Critical Thinking			100%
Writing Level I			100%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# University Transfer-AA

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
200	Boone	416	107	111	109	100	114	104	109
200	Williamson	419	103	112	110	105	109	104	111
200	Boone	425	107	112	111	106	116	104	109
200	Logan	425	105	111	110	108	106	107	112
200	Williamson	425	110	109	109	108	109	110	111
200	Williamson	428	103	108	108	122	104	110	105
200	Williamson	429	107	115	113	107	116	106	111
200	Logan	430	109	115	110	110	110	110	114
200	Williamson	432	109	115	111	110	112	110	112
200	Boone	433	110	119	114	104	116	115	112
200	Logan	433	103	109	114	119	107	107	106
200	Williamson	433	110	115	112	109	106	115	115
200	Logan	434	110	118	113	107	112	115	114
200	Williamson	435	112	115	115	108	110	113	115
200	Logan	438	108	118	113	113	116	110	112
200	Williamson	438	110	119	116	108	116	113	114
200	Williamson	438	105	120	115	111	122	107	111
200	Williamson	440	112	113	120	110	116	112	111
200	Williamson	441	110	117	116	113	114	109	117
200	Wyoming	443	112	119	112	116	116	116	114
200	Logan	444	110	120	118	111	110	112	121
200	Boone	450	112	123	118	112	114	120	117
200	Logan	455	121	125	114	112	122	122	121
200	Logan	455	112	123	116	120	121	115	117
200	Williamson	468	118	125	118	122	116	120	123
200	Logan	471	122	124	121	119	125	120	121
		<b>11378</b>	2857	3030	2956	2890	2955	2906	2955
	<b>Mean</b>	<b>437</b>	110	117	114	111	114	112	114

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	N	N	P	M	N
200	P	M	N	P	N	N	P	M	N
200	M	N	N	N	N	N	N	N	N
200	P	M	N	P	M	N	N	N	N
200	M	N	N	M	N	N	N	N	N
200	M	N	N	M	N	N	N	N	N
200	M	N	N	M	N	N	M	N	N
200	P	M	N	P	M	M	M	N	N
200	P	M	N	P	M	N	N	N	N
200	P	N	N	P	M	N	P	M	N
200	P	P	M	P	M	N	P	M	N
200	M	N	N	P	M	N	M	N	N
200	P	P	N	P	M	M	P	M	N
200	P	P	M	P	M	M	P	P	M
200	P	M	N	P	M	N	M	N	N
200	P	P	M	P	P	P	P	P	M
200	N	N	N	P	M	N	P	P	M
200	P	N	N	M	N	N	M	N	N
200	P	N	N	M	N	N	M	N	N
200	M	N	N	M	N	N	M	N	N
200	P	P	N	P	M	M	P	P	M
200	N	N	N	N	N	N	P	P	M
200	P	M	N	P	N	N	P	M	N
200	P	M	N	P	N	N	N	N	N
200	M	N	N	P	P	M	M	N	N
200	M	N	N	P	M	N	N	N	N
200	N	N	N	M	N	N	N	N	N

Major 200	Proficient	Marginal	Not Proficient
Reading Level I	58%	31%	11%
Reading Level II	19%	27%	54%
Critical Thinking		12%	88%
Writing Level I	65%	27%	8%
Writing Level II	8%	46%	46%
Writing Level III	4%	19%	77%
Mathematics Level I	38%	31%	31%
Mathematics Level II	19%	19%	52%
Mathematics Level III		19%	81%

# UP-Criminal Justice-AA

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>220</b>	<b>Logan</b>	<b>432</b>	110	116	115	105	116	112	111
<b>220</b>	<b>Logan</b>	<b>443</b>	108	120	116	115	114	112	115
		875	218	236	231	220	230	224	226
	Mean	438	109	118	116	110	115	112	113

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	M	P	M	N
<b>220</b>	P	M	N	P	M	M	P	M	N
<b>220</b>	P	N	N	P	M	N	N	N	N

Table 3

Major 220	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II		50%	50%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III		50%	50%
Mathematics Level I	50%		50%
Mathematics Level II		50%	50%
Mathematics Level III			100%

# UP-Elementary Education-AA

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>223</b>	<b>Williamson</b>	<b>416</b>	110	106	108	102	110	106	111
<b>223</b>	<b>Williamson</b>	<b>416</b>	108	105	105	107	107	104	111
<b>223</b>	<b>Logan</b>	<b>420</b>	108	104	108	109	106	107	108
<b>223</b>	<b>Logan</b>	<b>424</b>	109	112	110	105	110	106	115
<b>223</b>	<b>Logan</b>	<b>426</b>	104	112	114	107	107	106	112
<b>223</b>	<b>Logan</b>	<b>429</b>	105	113	114	108	107	110	111
<b>223</b>	<b>Logan</b>	<b>434</b>	109	118	118	103	112	110	117
<b>223</b>	<b>Logan</b>	<b>434</b>	109	120	115	104	114	112	117
<b>223</b>	<b>Logan</b>	<b>434</b>	110	123	111	106	116	116	115
<b>223</b>	<b>Logan</b>	<b>436</b>	109	117	116	108	114	112	112
<b>223</b>	<b>Logan</b>	<b>438</b>	108	116	118	110	110	110	114
<b>223</b>	<b>Logan</b>	<b>438</b>	108	116	114	115	116	109	111
<b>223</b>	<b>Williamson</b>	<b>440</b>	109	116	118	112	110	109	117
<b>223</b>	<b>Logan</b>	<b>441</b>	110	116	115	116	114	110	114
<b>223</b>	<b>Logan</b>	<b>448</b>	118	121	120	107	116	120	119
<b>223</b>	<b>Logan</b>	<b>450</b>	111	123	117	115	112	116	119
<b>223</b>	<b>Williamson</b>	<b>452</b>	116	120	117	115	121	116	117
<b>223</b>	<b>Logan</b>	<b>462</b>	121	121	116	120	118	122	119
<b>223</b>	<b>Logan</b>	<b>476</b>	121	126	123	120	122	122	122
		8314	2103	2205	2177	2089	2142	2123	2181
	<b>Mean</b>	<b>438</b>	111	116	115	110	113	112	115



Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
223	P	P	M	P	M	M	P	P	M
223	P	P	N	P	M	M	P	M	N
223	P	N	N	P	M	M	M	N	N
223	N	N	N	N	N	N	N	N	N
223	M	N	N	P	M	N	N	N	N
223	N	N	N	N	N	N	N	N	N
223	M	N	N	M	N	N	N	N	N
223	P	M	N	P	M	M	N	N	N
223	P	M	N	P	M	N	N	N	N
223	P	N	N	P	M	N	N	N	N
223	P	M	M	P	P	M	N	N	N
223	P	M	N	P	M	M	P	M	N
223	P	P	N	M	N	N	N	N	N
223	M	N	N	P	M	N	N	N	N
223	P	N	N	P	P	M	P	M	N
223	P	N	N	P	N	N	P	M	N
223	P	N	N	P	M	N	P	M	N
223	N	N	N	N	N	N	M	N	N
223	P	P	M	P	P	P	P	P	M

Table 3

Major 223	Proficient	Marginal	Not Proficient
Reading Level I	68%	16%	16%
Reading Level II	21%	21%	58%
Critical Thinking		16%	84%
Writing Level I	74%	11%	15%
Writing Level II	16%	52%	32%
Writing Level III	5%	37%	58%
Mathematics Level I	37%	11%	52%
Mathematics Level II	11%	26%	63%
Mathematics Level III		11%	89%

# UP-General Studies-AA

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
224	Williamson	410	103	105	108	104	104	106	106
224	Williamson	416	109	106	106	104	109	107	109
224	Logan	417	107	115	103	104	110	107	114
224	Williamson	419	104	112	105	108	110	104	111
224	Williamson	419	100	109	113	107	106	104	105
224	Logan	420	107	111	106	107	114	106	108
224	Williamson	420	109	109	109	104	110	109	109
224	Logan	423	111	111	106	106	109	110	114
224	Boone	424	111	108	109	107	114	106	111
224	Williamson	424	105	115	110	105	118	107	106
224	Logan	426	107	111	113	107	107	110	109
224	Logan	428	108	109	111	110	110	104	112
224	Wyoming	428	108	115	111	107	107	113	112
224	Logan	429	103	111	114	111	106	107	109
224	Logan	430	108	111	114	108	114	106	109
224	Logan	430	111	115	113	105	118	109	112
224	Logan	430	103	111	117	110	107	106	109
224	Logan	430	108	115	108	113	107	113	112
224	Williamson	430	107	111	115	109	109	113	105
224	Logan	431	111	118	112	104	114	109	119
224	Williamson	431	111	117	111	106	116	116	109
224	Logan	432	108	119	110	108	118	109	114
224	Logan	433	110	112	113	110	110	112	111
224	Logan	433	108	118	110	110	110	112	115
224	Boone	434	116	113	116	104	116	112	115
224	Logan	434	110	116	112	110	112	112	114
224	Logan	434	104	120	116	107	110	112	114
224	Logan	434	108	118	116	106	116	110	112
224	Logan	435	105	120	113	110	118	107	114
224	Logan	435	109	118	116	107	114	113	112

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<b>224</b>	<b>Williamson</b>	<b>435</b>	111	115	115	108	114	112	112
<b>224</b>	<b>Logan</b>	<b>437</b>	108	118	113	112	121	109	111
<b>224</b>	<b>Logan</b>	<b>437</b>	108	121	118	105	121	110	114
<b>224</b>	<b>Wyoming</b>	<b>437</b>	114	113	112	112	118	109	114
<b>224</b>	<b>Logan</b>	<b>438</b>	111	117	113	111	110	112	118
<b>224</b>	<b>Logan</b>	<b>438</b>	107	111	117	117	112	107	108
<b>224</b>	<b>Williamson</b>	<b>439</b>	111	111	118	113	112	109	112
<b>224</b>	<b>Logan</b>	<b>441</b>	110	117	118	111	118	112	111
<b>224</b>	<b>Logan</b>	<b>445</b>	119	117	117	109	114	118	118
<b>224</b>	<b>Logan</b>	<b>445</b>	116	112	117	116	107	113	119
<b>224</b>	<b>Logan</b>	<b>447</b>	116	120	115	111	116	116	119
<b>224</b>	<b>Wyoming</b>	<b>447</b>	114	124	115	110	125	116	115
<b>224</b>	<b>Williamson</b>	<b>449</b>	111	123	116	115	114	115	119
<b>224</b>	<b>Logan</b>	<b>461</b>	111	127	120	117	122	116	118
<b>224</b>	<b>Logan</b>	<b>461</b>	119	121	120	116	114	120	122
<b>224</b>	<b>Logan</b>	<b>467</b>	118	129	120	115	122	120	123
<b>224</b>	<b>Logan</b>	<b>473</b>	126	123	118	120	126	122	121
<b>224</b>	<b>Logan</b>	<b>480</b>	124	127	118	123	125	122	126
		20896	5283	5545	5436	5259	5454	5329	5431
	<b>Mean</b>	<b>435</b>	110	116	113	110	114	111	113

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
224	N	N	N	N	N	N	N	N	N
224	M	N	N	M	N	N	M	N	N
224	P	P	N	P	M	N	M	N	N
224	P	N	N	M	N	N	M	N	N
224	M	N	N	M	N	N	N	N	N
224	P	M	N	P	M	N	M	N	N
224	M	N	N	M	N	N	N	N	N
224	M	N	N	P	M	N	M	N	N
224	P	M	N	P	N	N	M	N	N
224	N	N	N	N	N	N	N	N	N
224	P	M	N	P	M	N	N	N	N
224	P	P	P	P	P	M	P	P	M
224	N	N	N	P	M	N	M	N	N
224	M	N	N	M	N	N	M	N	N
224	N	N	N	M	N	N	M	N	N
224	N	N	N	M	N	N	N	N	N
224	P	N	N	M	N	N	M	N	N
224	P	N	M	P	M	M	M	N	N
224	P	P	N	P	P	M	P	P	N
224	P	M	N	P	N	N	P	M	N
224	M	N	N	P	M	M	P	M	N
224	N	N	N	N	N	N	N	N	N
224	N	N	N	N	N	N	N	N	N
224	P	N	N	P	P	M	M	N	N
224	P	M	N	P	M	N	N	N	N
224	P	P	M	P	P	M	P	M	N
224	M	N	N	P	N	N	N	N	N
224	M	N	N	P	N	N	M	N	N
224	P	M	N	M	N	N	N	N	N
224	N	N	N	P	P	M	P	M	N
224	N	N	N	N	N	N	N	N	N
224	P	M	N	M	N	N	N	N	N
224	M	N	N	P	M	M	N	N	N
224	M	N	N	P	M	N	N	N	N
224	P	M	M	P	M	M	P	M	N
224	M	N	N	N	N	N	N	N	N
224	P	M	N	P	M	N	N	N	N
224	P	P	P	P	P	M	P	P	P

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224	M	N	N	P	M	N	M	N	N
224	P	M	N	M	N	N	M	N	N
224	N	N	N	P	M	M	M	N	N
224	P	P	N	P	P	M	N	N	N
224	P	P	N	P	M	M	P	M	N
224	P	M	N	M	N	N	M	N	N
224	M	N	N	N	N	N	N	N	N
224	P	N	N	N	N	N	P	M	N
224	N	N	N	P	N	N	N	N	N
224	N	N	N	P	M	M	P	P	N

Table 3

Major 224	Proficient	Marginal	Not Proficient
Reading Level I	48%	27%	25%
Reading Level II	15%	21%	64%
Critical Thinking	4%	7%	89%
Writing Level I	58%	25%	17%
Writing Level II	15%	33%	52%
Writing Level III		27%	73%
Mathematics Level I	23%	35%	42%
Mathematics Level II	8%	15%	76%
Mathematics Level III	2%	2%	96%

# UP-History-AA

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>226</b>	<b>Williamson</b>	<b>483</b>	126	130	121	116	129	127	126

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	P		P	P	M	P	M	N
<b>226</b>	P	P	P	P	P	M	P	M	N

Table 3

Major 226	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II	100%		
Critical Thinking	100%		
Writing Level I	100%		
Writing Level II	100%		
Writing Level III		100%	
Mathematics Level I	100%		
Mathematics Level II		100%	
Mathematics Level III			100%

# UP-Psychology/Sociology-AA

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>227</b>	<b>Williamson</b>	<b>426</b>	108	109	106	113	109	107	111
<b>227</b>	<b>Logan</b>	<b>430</b>	105	116	116	106	110	115	106
<b>227</b>	<b>Boone</b>	<b>437</b>	109	118	111	113	112	109	118
		1293	322	343	333	332	331	331	335
	<b>Mean</b>	<b>431</b>	107	114	111	111	110	110	117

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
<b>227</b>	N	N	N	N	N	N	P	M	N
<b>227</b>	P	N	N	P	M	M	N	N	N
<b>227</b>	P	M	N	M	N	N	P	M	N

Table 3

Major 227	Proficient	Marginal	Not Proficient
Reading Level I	67%		33%
Reading Level II		33%	67%
Critical Thinking			100%
Writing Level I	33%	33%	34%
Writing Level II		33%	67%
Writing Level III		33%	67%
Mathematics Level I	67%		33%
Mathematics Level II		67%	33%
Mathematics Level III			100%

# University Transfer-AS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
300	Boone	413	105	109	105	103	107	107	109
300	Logan	427	109	109	113	107	110	109	109
300	Williamson	429	107	115	115	105	114	109	109
300	Boone	436	108	117	117	108	112	113	111
300	Williamson	436	109	113	114	113	109	110	114
300	Logan	439	110	120	117	108	110	116	117
300	Logan	443	108	113	115	125	109	109	114
300	Wyoming	452	112	124	116	116	121	115	118
300	Logan	465	112	123	123	123	116	115	119
		3940	980	1043	1035	1008	1008	1003	1020
	Mean	438	109	116	115	112	112	111	113

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	M	N		P	M	N	N	N	N
300	M	N	N	P	M	N	N	N	N
300	N	N	N	P	M	N	N	N	N
300	N	N	N	N	N	N	N	N	N
300	P	P	N	P	M	M	P	M	N
300	P	P	N	P	P	P	P	P	M
300	P	N	N	P	M	M	M	N	N
300	P	M	N	P	M	M	N	N	N
300	M	N	N	P	N	N	P	M	N
300	M	N	N	P	M	N	P	P	P



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Table 3

Major 300	Proficient	Marginal	Not Proficient
Reading Level I	44%	34%	22%
Reading Level II	22%	11%	67%
Critical Thinking			100%
Writing Level I	88%		12%
Writing Level II	11%	67%	22%
Writing Level III	11%	33%	56%
Mathematics Level I	44%	11%	45%
Mathematics Level II	22%	22%	56%
Mathematics Level III	11%	11%	78%

# UP-Biology-AS

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Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>318</b>	<b>Williamson</b>	<b>434</b>	105	120	117	105	110	112	115

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	M	N	N	N
<b>318</b>	P	M	N	P	M	M	N	N	N

Table 3

Major 318	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II		100%	
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III		100%	
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# UP-Computer Information Sys-AS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>321</b>	<b>Wyoming</b>	<b>443</b>	111	123	111	115	116	112	121

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	P		N	M	N	N	P	M
<b>321</b>	P	P	N	M	N	N	P	M	N

Table 3

Major 321	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II	100%		
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I	100%		
Mathematics Level II		100%	
Mathematics Level III			100%

# UP-Pre-Med/Pre-Pharmacy-AS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>324</b>	<b>Logan</b>	<b>425</b>	107	111	114	104	112	107	108
<b>324</b>	<b>Logan</b>	<b>462</b>	118	125	120	115	122	118	121
		887	225	236	234	219	234	225	229
Mean		444	113	118	117	110	117	113	115

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
<b>324</b>	N	N	N	P	M	N	N	N	N
<b>324</b>	P	P	M	P	P	M	P	M	N

Table 3

Major 324	Proficient	Marginal	Not Proficient
Reading Level I	50%		50%
Reading Level II	50%		50%
Critical Thinking		50%	50%
Writing Level I	100%		
Writing Level II	50%	50%	
Writing Level III		50%	50%
Mathematics Level I	50%		50%
Mathematics Level II		50%	50%
Mathematics Level III			100%

# UP-Pre-Allied Health-AS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>325</b>	<b>Logan</b>	<b>419</b>	105	108	111	104	110	103	109
<b>325</b>	<b>Boone</b>	<b>420</b>	104	112	109	106	110	104	111
<b>325</b>	<b>Logan</b>	<b>427</b>	105	111	112	109	109	107	109
<b>325</b>	<b>Logan</b>	<b>427</b>	107	108	108	116	109	109	106
<b>325</b>	<b>Williamson</b>	<b>428</b>	103	115	115	107	112	107	108
<b>325</b>	<b>Logan</b>	<b>429</b>	107	117	111	107	116	109	111
<b>325</b>	<b>Williamson</b>	<b>430</b>	103	111	111	116	107	106	109
<b>325</b>	<b>Williamson</b>	<b>437</b>	109	109	117	115	104	109	115
<b>325</b>	<b>Logan</b>	<b>445</b>	114	121	114	112	114	115	121
<b>325</b>	<b>Williamson</b>	<b>447</b>	114	124	121	106	118	118	118
		4309	1071	1136	1129	1098	1109	1087	1117
<b>Mean</b>		<b>431</b>	107	114	113	110	111	109	112

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		P	M	N	P	M	N
<b>325</b>	P	N	N	P	M	N	N	N	N
<b>325</b>	N	N	N	P	M	M	P	M	N
<b>325</b>	P	N	N	M	N	N	N	N	N
<b>325</b>	M	N	N	M	N	N	M	N	N
<b>325</b>	N	N	N	N	N	N	P	M	N
<b>325</b>	P	P	N	P	P	M	N	N	N
<b>325</b>	N	N	N	M	N	N	N	N	N
<b>325</b>	M	N	N	M	N	N	N	N	N
<b>325</b>	N	N	N	M	N	N	P	M	N
<b>325</b>	P	P	N	P	M	N	P	M	N

Table 3

Major 325	Proficient	Marginal	Not Proficient
Reading Level I	40%	20%	40%
Reading Level II	20%		80%
Critical Thinking			100%
Writing Level I	40%	50%	10%
Writing Level II	10%	30%	60%
Writing Level III		20%	80%
Mathematics Level I	40%	10%	50%
Mathematics Level II		40%	60%
Mathematics Level III			100%

# UP-Bus Administration-AS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>331</b>	<b>Logan</b>	<b>428</b>	107	112	112	108	109	110	109

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	<b>331</b>	M	N	N	M	N	N	M	N

Table 3

Major 331	Proficient	Marginal	Not Proficient
Reading Level I		100%	
Reading Level II			100%
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I		100%	
Mathematics Level II			100%
Mathematics Level III			100%

# UP-Electrical Engineering Tech-AS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>332</b>	<b>Boone</b>	<b>470</b>	121	124	120	120	118	118	126

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	P	M	P	P	M	P	P	M
<b>332</b>	P	P	M	P	P	M	P	P	M

Table 3

Major 332	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II	100%		
Critical Thinking		100%	
Writing Level I	100%		
Writing Level II	100%		
Writing Level III		100%	
Mathematics Level I	100%		
Mathematics Level II	100%		
Mathematics Level III		100%	



# Surgical Technology-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
441	Logan	409	100	106	105	107	101	109	103
441	Logan	417	107	108	109	104	103	113	108
441	Logan	429	103	112	113	111	109	109	106
441	Logan	431	107	112	115	109	110	109	109
441	Logan	431	110	113	110	110	114	104	117
441	Boone	434	109	117	118	105	114	110	114
441	Logan	435	110	111	118	109	110	107	114
441	Logan	435	114	113	110	112	116	109	115
441	Logan	440	110	118	117	110	114	116	111
441	Logan	445	111	118	114	119	114	112	117

	4306	1081	1128	1129	1096	1105	1098	1114
<b>Mean</b>	<b>431</b>	108	113	113	110	111	110	111

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	N	M		N	M	N	N	M	N
441	N	N	N	N	N	N	N	N	N
441	P	M	N	P	M	N	P	P	M
441	M	N	N	P	P	M	M	N	N
441	M	N	N	P	M	N	M	N	N
441	M	N	N	M	N	N	M	N	N
441	N	N	N	N	N	N	N	N	N
441	P	M	N	P	M	M	M	N	N
441	M	N	N	P	N	N	M	N	N
441	P	N	N	P	P	M	N	N	N
441	M	N	N	M	N	N	P	M	N

Table 3

Major 441	Proficient	Marginal	Not Proficient
Reading Level I	30%	50%	20%
Reading Level II		20%	80%
Critical Thinking			100%
Writing Level I	60%	20%	20%
Writing Level II	20%	30%	50%
Writing Level III		30%	70%
Mathematics Level I	20%	50%	30%
Mathematics Level II	10%	10%	80%
Mathematics Level III		20%	80%

# Medical Lab Technology-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
442	Logan	417	102	109	112	103	107	104	108
442	Logan	426	107	105	116	108	106	107	108
442	Logan	429	110	112	111	108	107	107	118
442	Logan	432	112	116	111	107	114	109	118
442	Logan	435	112	117	113	108	118	110	115
442	Logan	438	104	121	115	111	112	115	111
442	Logan	440	109	121	116	109	114	112	118
442	Logan	440	114	125	115	104	121	113	122
442	Logan	444	115	117	113	116	114	109	122
442	Logan	445	110	117	120	115	112	110	117
442	Logan	448	110	121	115	117	112	112	121
		4794	1205	1281	1257	1206	1237	1208	1278
<b>Mean</b>		<b>436</b>	110	116	114	110	112	110	116

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		P	N	N	P	M	N
442	P	N	N	P	N	N	P	M	N
442	P	P	N	P	N	N	P	P	N
442	M	N	N	M	N	N	N	N	N
442	P	P	N	P	M	N	M	N	N
442	N	N	N	P	M	N	N	N	N
442	N	N	N	M	N	N	N	N	N
442	P	M	N	P	M	M	M	N	N
442	P	N	N	P	N	N	N	N	N
442	P	N	N	P	P	M	P	M	N
442	P	P	N	P	M	N	N	N	N
442	P	N	N	M	N	N	N	N	N

Table 3

Major 442	Proficient	Marginal	Not Proficient
Reading Level I	73%	9%	18%
Reading Level II	27%	9%	64%
Critical Thinking			100%
Writing Level I	73%	27%	
Writing Level II	9%	36%	55%
Writing Level III		18%	82%
Mathematics Level I	27%	18%	55%
Mathematics Level II	9%	18%	73%
Mathematics Level III			100%

# Nursing-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
444	Logan	418	102	116	108	104	109	107	111
444	Logan	421	104	111	110	106	109	107	108
444	Logan	423	108	116	109	103	112	110	112
444	Logan	425	102	113	110	111	109	104	111
444	Logan	429	108	108	112	111	112	104	109
444	Williamson	430	110	115	112	107	110	112	114
444	Logan	432	110	120	110	107	114	113	117
444	Logan	432	110	118	111	107	110	113	117
444	Logan	433	105	116	112	112	110	110	111
444	Boone	434	115	116	108	111	110	113	119
444	Logan	434	107	117	116	108	107	113	114
444	Logan	434	109	119	112	108	116	110	115
444	Logan	435	108	116	115	110	106	113	115
444	Logan	436	105	116	117	111	110	112	109
444	Logan	436	107	118	113	112	107	116	112
444	Logan	436	112	113	115	109	112	112	114
444	Logan	436	110	118	116	107	110	116	114
444	Boone	437	114	121	110	108	116	116	118
444	Logan	437	108	119	115	109	112	112	115
444	Logan	438	111	120	112	109	114	115	117
444	Logan	438	110	119	113	110	121	115	109
444	Logan	438	111	116	114	111	116	112	112
444	Logan	439	114	119	115	107	116	112	119
444	Logan	440	107	125	117	108	116	113	117
444	Logan	440	110	120	117	108	112	115	117
444	Logan	441	109	118	115	115	110	112	117
444	Logan	442	115	123	116	106	118	115	121
444	Logan	444	109	124	117	110	112	113	121
444	Logan	444	109	123	114	115	112	115	118
444	Logan	445	110	121	121	109	114	113	118
444	Logan	445	114	120	116	111	118	113	118
444	Logan	445	115	121	113	112	125	113	117
444	Logan	447	114	123	116	110	126	112	117

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444	Logan	447	114	123	115	111	112	120	119
444	Logan	448	114	126	112	112	118	122	118
444	Logan	448	112	125	114	112	121	116	118
444	Boone	449	115	121	115	113	116	115	121
444	Logan	449	112	117	120	116	110	115	117
444	Boone	450	114	123	115	115	110	115	126
444	Logan	450	118	121	120	108	121	116	119
444	Logan	451	122	120	115	111	116	122	121
444	Boone	454	112	126	118	112	122	118	117
444	Logan	455	115	123	115	119	116	115	122
444	Logan	455	114	121	121	115	122	113	117
444	Logan	459	119	125	113	119	121	118	123
444	Logan	465	122	123	117	119	122	115	126
444	Logan	471	125	125	118	117	122	127	122
444	Logan	491	129	126	125	123	128	125	126
		21226	5369	5743	5500	5324	5508	5473	5605
	Mean	442	112	120	115	111	115	114	117

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
444	P	N	N	N	N	N	N	N	N
444	P	M	N	M	N	N	M	N	N
444	P	M	N	M	N	N	N	N	N
444	P	P	N	P	M	N	P	P	M
444	P	P	N	M	N	N	P	M	N
444	P	N	N	P	M	M	N	N	N
444	P	M	N	P	N	N	M	N	N
444	M	N	N	M	N	N	N	N	N
444	P	P	P	P	P	M	P	P	N
444	P	P	N	M	N	N	N	N	N
444	P	M	N	P	M	N	P	M	N
444	P	M	N	P	M	N	M	N	N
444	P	P	N	P	M	M	P	M	N
444	P	M	N	M	N	N	M	N	N
444	P	N	N	P	M	M	P	M	N
444	P	P	N	P	P	M	M	N	N
444	P	P	N	P	M	N	P	M	N
444	P	M	M	P	M	N	M	N	N
444	P	P	N	P	M	M	M	N	N

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444	P	P	N	P	M	M	M	N	N
444	P	P	N	P	M	M	N	N	N
444	P	M	N	P	M	N	N	N	N
444	P	N	N	M	N	N	P	N	N
444	P	N	N	P	P	M	P	M	N
444	P	P	N	P	M	N	P	M	N
444	P	M	N	P	P	M	M	N	N
444	P	M	N	P	N	N	P	M	N
444	P	P	N	P	M	M	N	N	N
444	P	M	N	P	M	M	P	M	N
444	M	N	N	P	M	N	M	N	N
444	P	M	M	P	P	M	M	N	N
444	P	M	N	P	M	M	N	N	N
444	P	N	N	P	N	N	M	N	N
444	P	N	N	P	M	N	M	N	N
444	N	N	N	M	N	N	M	N	N
444	P	P	N	P	M	N	P	M	N
444	N	N	N	M	N	N	N	N	N
444	P	P	M	P	M	M	P	P	M
444	P	M	N	P	P	M	P	M	N
444	P	N	N	N	N	N	M	N	N
444	P	P	N	M	N	N	P	M	N
444	M	N	N	M	N	N	M	N	N
444	P	M	N	M	N	N	N	N	N
444	P	P	P	P	P	P	P	P	M
444	P	P	N	P	M	N	M	N	N
444	P	N	N	N	N	N	N	N	N
444	P	P	M	P	N	N	P	P	M
444	P	P	N	P	M	N	P	M	N

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Table 3

Major 444	Proficient	Marginal	Not Proficient
Reading Level I	90%	6%	4%
Reading Level II	40%	31%	29%
Critical Thinking	4%	8%	88%
Writing Level I	69%	25%	6%
Writing Level II	15%	46%	39%
Writing Level III	2%	33%	65%
Mathematics Level I	40%	35%	25%
Mathematics Level II	10%	27%	63%
Mathematics Level III		8%	92%



# Dental Hygiene-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
445	Logan	425	105	112	108	111	114	106	108
445	Logan	435	107	115	115	112	114	107	111
445	Logan	435	115	113	115	107	116	112	114
445	Boone	438	111	111	114	116	109	107	117
445	Logan	441	111	118	117	110	112	120	111
445	Logan	443	112	119	114	113	116	113	117
445	Logan	445	115	120	112	115	122	116	114
445	Logan	449	111	118	118	117	110	115	117
445	Logan	452	115	119	117	117	110	120	118
		3963	1002	1045	1030	1018	1023	1016	1027
<b>Mean</b>		<b>440</b>	111	116	114	113	114	113	114

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	M	P	M	M
445	P	M	N	P	M	M	P	M	M
445	P	M	N	P	N	N	P	M	N
445	M	N	N	P	M	N	P	M	N
445	M	N	N	N	N	N	M	N	N
445	M	N	N	P	M	N	P	M	N
445	P	M	N	P	M	N	P	M	N
445	M	N	N	P	M	N	N	N	N
445	P	M	N	P	M	M	P	M	M
445	P	M	N	P	M	M	M	N	N

Table 3

Major 445	Proficient	Marginal	Not Proficient
Reading Level I	56%	44%	
Reading Level II		56%	44%
Critical Thinking			100%
Writing Level I	89%		11%
Writing Level II		78%	22%
Writing Level III		33%	67%
Mathematics Level I	67%	22%	11%
Mathematics Level II		67%	33%
Mathematics Level III		22%	78%

# Respiratory Tech-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>446</b>	<b>Williamson</b>	<b>410</b>	103	109	104	104	106	106	109
<b>446</b>	<b>Logan</b>	<b>417</b>	109	108	104	106	110	112	105
<b>446</b>	<b>Logan</b>	<b>424</b>	102	111	110	111	106	103	112
<b>446</b>	<b>Williamson</b>	<b>426</b>	101	112	114	109	109	104	108
<b>446</b>	<b>Williamson</b>	<b>434</b>	105	117	112	112	110	109	114
<b>Mean</b>		<b>422</b>	104	111	109	108	108	107	110
		2111	520	557	544	542	541	534	548

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
<b>446</b>	N	N	N	N	N	N	N	N	N
<b>446</b>	N	N	N	N	N	N	N	N	N
<b>446</b>	P	N	N	M	N	N	P	M	N
<b>446</b>	M	N	N	P	N	N	M	N	N
<b>446</b>	M	N	N	M	N	N	M	N	N

Table 3

Major 446	Proficient	Marginal	Not Proficient
Reading Level I	20%	40%	40%
Reading Level II			100%
Critical Thinking			100%
Writing Level I	20%	40%	40%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I	20%	40%	40%
Mathematics Level II		20%	80%
Mathematics Level III			100%

# Health Care Professional-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
450	Logan	418	105	104	109	108	107	107	103
450	Logan	424	108	106	112	107	110	107	106
450	Wyoming	425	107	115	112	104	110	110	111
450	Wyoming	427	110	116	112	102	114	109	115
450	Logan	428	108	117	111	105	112	107	117
450	Logan	430	107	113	115	107	112	107	111
450	Logan	430	109	113	110	111	110	109	114
450	Williamson	434	108	117	115	108	112	112	112
450	Logan	435	110	112	114	112	112	110	111
450	Logan	439	114	119	113	109	114	115	118
450	Logan	439	112	117	118	108	110	113	118
450	Logan	447	112	120	117	112	116	115	117
450	Logan	452	114	123	115	117	121	113	119
450	Logan	455	114	121	118	117	112	116	121
		6083	1538	1613	1591	1527	1572	1550	1593
<b>Mean</b>		<b>435</b>	<b>110</b>	<b>115</b>	<b>114</b>	<b>109</b>	<b>112</b>	<b>111</b>	<b>114</b>

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	M	P	M	M
450	P	P	N	P	M	M	P	M	M
450	P	M	N	P	N	N	M	N	N
450	P	N	N	M	N	N	N	N	N
450	N	N	N	M	N	N	N	N	N
450	P	N	N	P	M	M	N	N	N
450	P	N	N	M	N	N	N	N	N
450	M	N	N	M	N	N	N	N	N
450	M	N	N	P	M	N	P	M	N
450	N	N	N	N	N	N	M	N	N

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<b>450</b>	P	N	N	P	M	N	M	N	N
<b>450</b>	P	M	N	P	M	M	P	N	N
<b>450</b>	M	N	N	P	M	N	N	N	N
<b>450</b>	P	P	N	P	M	N	P	P	N
<b>450</b>	M	N	N	M	N	N	M	N	N

Table 3

Major 450	Proficient	Marginal	Not Proficient
Reading Level I	57%	29%	14%
Reading Level II	14%	14%	72%
Critical Thinking			100%
Writing Level I	57%	36%	7%
Writing Level II		50%	50%
Writing Level III		21%	79%
Mathematics Level I	29%	29%	42%
Mathematics Level II	7%	14%	79%
Mathematics Level III			100%

# Salon Mgt/Cosmetology-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>451</b>	<b>Logan</b>	<b>429</b>	108	116	113	105	112	110	112

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		P	N	N	N	N	N
<b>451</b>	P	N	N	P	N	N	N	N	N

Table 3

Major 451	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# Radiologic Technology-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
469	Logan	429	110	113	110	108	114	112	109
469	Logan	431	111	111	110	111	116	109	109
469	Logan	437	109	117	117	108	112	112	114
469	Logan	437	112	113	113	112	118	112	109
469	Logan	438	110	116	114	112	110	109	118
469	Logan	441	107	121	123	108	114	113	114
469	Logan	449	115	113	120	117	110	113	117
469	Logan	451	119	121	115	112	125	116	118
469	Boone	454	118	125	112	116	118	116	126
469	Logan	465	121	126	117	116	125	120	122
469	Logan	481	125	130	120	119	128	125	126
		4913	1257	1306	1271	1239	1290	1257	1282
	<b>Mean</b>	<b>447</b>	114	119	116	113	117	114	117

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
469	P	P	M	P	M	M	P	M	N
469	P	P	N	P	P	P	N	N	N
469	P	P	P	P	P	M	P	P	M
469	M	N	N	M	N	N	M	N	N
469	P	P	M	P	M	N	P	M	N
469	P	N	N	P	N	N	M	M	N
469	M	N	N	P	M	M	P	P	N
469	P	N	N	P	M	M	M	N	N
469	M	N	N	P	N	N	P	M	N
469	M	N	N	M	N	N	N	N	N
469	P	P	M	M	N	N	P	M	N

Table 3

Major 469	Proficient	Marginal	Not Proficient
Reading Level I	64%	36%	
Reading Level II	45%		55%
Critical Thinking	9%	27%	64%
Writing Level I	73%	27%	
Writing Level II	18%	36%	46%
Writing Level III	9%	36%	55%
Mathematics Level I	55%	27%	18%
Mathematics Level II	18%	45%	37%
Mathematics Level III		9%	81%



# Business Accounting-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
540	Logan	413	104	105	108	105	109	107	102
540	Boone	417	104	111	109	104	106	107	111
540	Williamson	420	104	104	112	108	104	106	106
540	Williamson	437	109	115	115	112	110	109	115
540	Logan	448	110	118	118	117	116	115	111
540	Williamson	452	116	124	114	115	121	118	119
540	Williamson	470	119	125	118	122	121	125	119
		3057	766	802	794	783	787	787	783
<b>Mean</b>		<b>437</b>	109	115	113	112	112	112	112

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	N	P	M	N
540	P	P	M	P	P	M	P	P	M
540	P	M	N	P	M	M	P	P	N
540	N	N	N	N	N	N	N	N	N
540	N	N	N	P	N	N	N	N	N
540	P	P	N	M	N	N	P	M	N
540	M	N	N	M	N	N	N	N	N
540	M	N	N	P	N	N	P	M	N

Table 3

Major 540	Proficient	Marginal	Not Proficient
Reading Level I	43%	29%	28%
Reading Level II	29%	14%	57%
Critical Thinking		14%	86%
Writing Level I	57%	29%	14%
Writing Level II	14%	14%	72%
Writing Level III		29%	71%
Mathematics Level I	57%		43%
Mathematics Level II	29%	29%	42%
Mathematics Level III		14%	86%

# Bus Adm-Gen Business-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
542	Boone	423	107	113	110	105	110	112	108
542	Boone	427	108	115	110	108	112	110	111
542	Williamson	428	107	109	111	111	110	109	106
542	Logan	430	109	123	110	103	118	115	114
542	Boone	432	111	119	110	106	112	110	121
542	Logan	432	114	115	110	108	116	110	115
		2572	656	694	661	641	678	666	675
<b>Mean</b>		<b>429</b>	<b>109</b>	<b>116</b>	<b>110</b>	<b>107</b>	<b>113</b>	<b>111</b>	<b>113</b>

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	N	M		M	N	N	M	N	N
542	N	N	N	M	N	N	M	N	N
542	P	M	N	M	N	N	N	N	N
542	P	N	N	M	N	N	M	N	N
542	M	N	N	M	N	N	N	N	N
542	P	P	N	M	N	N	N	N	N
542	M	N	N	M	N	N	N	N	N

Table 3

Major 542	Proficient	Marginal	Not Proficient
Reading Level I	50%	33%	17%
Reading Level II	17%	17%	66%
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I		33%	67%
Mathematics Level II			100%
Mathematics Level III			100%

# Bus Adm-Marketing Option-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>543</b>	<b>Logan</b>	<b>476</b>	121	127	123	119	122	122	123

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	<b>543</b>	P	P	M	P	P	P	P	P

Table 3

Major 543	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II	100%		
Critical Thinking		100%	
Writing Level I	100%		
Writing Level II	100%		
Writing Level III	100%		
Mathematics Level I	100%		
Mathematics Level II	100%		
Mathematics Level III		100%	

# Business Administration-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
548	Logan	421	107	103	112	108	104	106	108
548	Logan	423	105	111	114	103	104	113	108
548	Wyoming	424	105	111	112	106	109	110	106
548	Wyoming	424	104	108	110	111	116	100	108
548	Wyoming	425	108	108	111	108	107	106	112
548	Logan	427	114	115	110	103	116	113	112
548	Boone	433	108	111	114	112	112	110	106
548	Wyoming	440	111	119	112	113	121	113	112
548	Wyoming	462	122	121	115	120	122	120	119
		3879	984	1007	1010	984	1011	991	991
<b>Mean</b>		<b>431</b>	109	112	112	109	112	110	110

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	N	N		M	N	N	M	N	N
548	N	N	N	M	N	N	M	N	N
548	M	N	N	P	N	N	P	N	N
548	P	P	M	P	M	N	P	P	M
548	N	N	N	P	M	N	N	N	N
548	M	N	N	M	N	N	N	N	N
548	N	N	N	M	N	N	M	N	N
548	P	M	N	M	N	N	P	M	N
548	P	N	N	M	N	N	N	N	N
548	N	N	N	N	N	N	M	N	N

Table 3

Major 548	Proficient	Marginal	Not Proficient
Reading Level I	33%	23%	44%
Reading Level II	11%	11%	78%
Critical Thinking		11%	89%
Writing Level I	33%	56%	11%
Writing Level II		22%	78%
Writing Level III			100%
Mathematics Level I	33%	33%	34%
Mathematics Level II	11%	11%	78%
Mathematics Level III		11%	89%

# Office Info Tech-Admin-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>557</b>	<b>Logan</b>	<b>447</b>	111	120	116	115	116	113	117

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	M	N	P	M	N
<b>557</b>									

Table 3

Major 557	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II		100%	
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III			100%
Mathematics Level I	100%		
Mathematics Level II		100%	
Mathematics Level III			100%

# Office Info Tech-Medical-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>559</b>	<b>Logan</b>	<b>431</b>	110	118	110	107	112	107	121

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		M	N	N	N	N	N
<b>559</b>	P	M	N	M	N	N	N	N	N

Table 3

Major 559	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II		100%	
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# Office Administration-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Science
560	Williamson	419	105	108	106	108	103	109	111
560	Williamson	425	112	111	110	103	112	113	109
560	Williamson	433	107	116	117	107	112	109	112
560	Boone	438	112	117	117	107	112	115	115
560	Williamson	439	111	124	112	108	116	118	117
560	Williamson	440	109	119	117	110	114	115	112
560	Wyoming	449	111	126	118	109	118	118	118
		3043	767	821	797	752	787	797	7
<b>Mean</b>		<b>435</b>	<b>110</b>	<b>117</b>	<b>114</b>	<b>107</b>	<b>112</b>	<b>114</b>	<b>113</b>

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		P	M	M	N	N	N
560	P	N	N	P	M	M	N	N	N
560	M	N	N	M	N	N	N	N	N
560	P	P	N	M	N	N	N	N	N
560	P	M	N	P	M	M	M	N	N
560	P	N	N	P	M	M	N	N	N
560	N	N	N	N	N	N	M	N	N
560	P	P	N	P	P	M	M	N	N
Major 560		Proficient	Marginal	Not Proficient					
Reading Level I		72%	14%	14%					
Reading Level II		29%	14%	57%					
Critical Thinking				100%					
Writing Level I		57%	29%	14%					
Writing Level II		14%	43%	43%					
Writing Level III			57%	43%					
Mathematics Level I			43%	57%					
Mathematics Level II				100%					
Mathematics Level III				100%					



# Criminal Justice-Corrections-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>591</b>	<b>Wyoming</b>	<b>417</b>	107	106	108	106	106	104	112
<b>591</b>	<b>Wyoming</b>	<b>426</b>	111	113	110	104	114	109	114
<b>591</b>	<b>Logan</b>	<b>427</b>	108	115	110	108	114	107	112
<b>591</b>	<b>Logan</b>	<b>436</b>	112	113	115	109	112	116	109
<b>591</b>	<b>Boone</b>	<b>437</b>	112	116	113	110	110	112	118
		2143	550	563	556	537	556	548	565
	<b>Mean</b>	<b>429</b>	110	113	111	107	111	110	113

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		P	N	N	M	N	N
<b>591</b>	P	N	N	P	N	N	M	N	N
<b>591</b>	N	N	N	N	N	N	N	N	N
<b>591</b>	M	N	N	P	M	N	M	N	N
<b>591</b>	M	N	N	N	N	N	N	N	N
<b>591</b>	M	N	N	M	N	N	N	N	N

Table 3

Major 591	Proficient	Marginal	Not Proficient
Reading Level I	20%	60%	20%
Reading Level II			100%
Critical Thinking			100%
Writing Level I	40%	20%	40%
Writing Level II		20%	80%
Writing Level III			100%
Mathematics Level I		40%	60%
Mathematics Level II			100%
Mathematics Level III			100%

# Criminal Just-Law Enforcement-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>592</b>	<b>Williamson</b>	<b>413</b>	100	115	106	104	106	104	111
<b>592</b>	<b>Wyoming</b>	<b>421</b>	104	115	110	104	110	110	108
		834	204	230	216	208	216	214	219
Mean		417	102	115	108	104	108	107	110

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	M	N		M	N	N	N	N	N
<b>592</b>	M	N	N	M	N	N	N	N	N
<b>592</b>	M	N	N	M	N	N	N	N	N

Table 3

Major 592	Proficient	Marginal	Not Proficient
Reading Level I		100%	
Reading Level II			100%
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# Computer Info Systems-AAS

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Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>665</b>	<b>Logan</b>	<b>438</b>	114	111	116	111	112	109	115

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	M	N		P	M	N	M	N	N
<b>665</b>	M	N	N	P	M	N	M	N	N

Table 3

Major 665	Proficient	Marginal	Not Proficient
Reading Level I		100%	
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III			100%
Mathematics Level I		100%	
Mathematics Level II			100%
Mathematics Level III			100%

# CIS-PC Support Specialist-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>666</b>	<b>Wyoming</b>	<b>438</b>	109	116	115	112	112	107	117
<b>666</b>	<b>Williamson</b>	<b>471</b>	118	129	120	119	122	122	122
		909	227	245	235	231	234	229	239
Mean		455	114	123	118	116	117	115	120

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	P		P	P	M	P	P	M
<b>666</b>	P	P	M	P	P	M	P	P	M
<b>666</b>	P	N	N	P	M	N	P	N	N

Table 3

Major 666	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II	50%		50%
Critical Thinking		50%	50%
Writing Level I	100%		
Writing Level II	50%	50%	
Writing Level III		50%	50%
Mathematics Level I	100%		
Mathematics Level II	50%		50%
Mathematics Level III		50%	50%

# CIS-Web Design Specialist-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>667</b>	<b>Boone</b>	<b>434</b>	108	116	116	108	109	110	115
<b>667</b>	<b>Williamson</b>	<b>436</b>	114	119	112	107	114	118	115
		870	222	235	228	215	223	228	230
	Mean	435	111	118	114	108	112	114	115

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		P	M	N	M	N	N
<b>667</b>	P	N	N	P	M	N	M	N	N
<b>667</b>	P	M	N	M	N	N	N	N	N

Table 3

Major 667	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II		50%	50%
Critical Thinking			100%
Writing Level I	50%	50%	
Writing Level II		50%	50%
Writing Level III			100%
Mathematics Level I		50%	50%
Mathematics Level II			100%
Mathematics Level III			100%

# Electrical Engineering Tech-AAS

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Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>670</b>	<b>Logan</b>	<b>464</b>	115	130	112	123	121	120	123

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
<b>670</b>	P	P	N	M	N	N	P	P	P

Table 3

Major 670	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II	100%		
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I	100%		
Mathematics Level II	100%		
Mathematics Level III	100%		

# EET-Mining Specialization-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>672</b>	<b>Logan</b>	<b>430</b>	109	109	108	117	109	107	112

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	<b>672</b>	N	N	N	N	N	N	P	P

Table 3

Major 672	Proficient	Marginal	Not Proficient
Reading Level I			100%
Reading Level II			100%
Critical Thinking			100%
Writing Level I			100%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I	100%		
Mathematics Level II	100%		
Mathematics Level III			100%

# Information Technology-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>690</b>	<b>Logan</b>	<b>431</b>	110	106	115	110	110	109	108
<b>690</b>	<b>Logan</b>	<b>438</b>	109	120	112	111	118	112	114
<b>690</b>	<b>Logan</b>	<b>458</b>	114	125	115	120	114	115	126
		1327	333	351	342	341	342	336	348
	<b>Mean</b>	<b>442</b>	111	117	114	114	114	112	116

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		P	N	N	P	P	M
<b>690</b>	P	P	N	P	N	N	P	P	M
<b>690</b>	P	M	N	P	N	N	M	N	N
<b>690</b>	N	N	N	P	M	N	M	N	N

Table 3

Major 690	Proficient	Marginal	Not Proficient
Reading Level I	67%		33%
Reading Level II	33%	33%	33%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		33%	67%
Writing Level III			100%
Mathematics Level I	33%	67%	
Mathematics Level II	33%		67%
Mathematics Level III		33%	67%



# Occ Dev-Child Dev Spec-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>752</b>	<b>Williamson</b>	<b>413</b>	103	105	110	103	107	103	106

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	N	N		M	N	N	N	N	N
<b>752</b>	N	N	N	M	N	N	N	N	N

Table 3

Major 752	Proficient	Marginal	Not Proficient
Reading Level I			100%
Reading Level II			100%
Critical Thinking			100%
Writing Level I		100%	
Writing Level II			100%
Writing Level III			100%
Mathematics Level I			100%
Mathematics Level II			100%
Mathematics Level III			100%

# Governors Adult Completion-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
758	Williamson	434	114	118	110	108	118	115	114
758	Logan	437	112	118	113	108	116	112	117
758	Logan	442	110	121	111	116	118	112	117
758	Williamson	449	114	123	116	112	121	116	117
		1762	450	480	450	444	473	455	465
<b>Mean</b>		<b>441</b>	113	120	113	111	118	114	116

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	M		M	N	N	M	N	N
758	P	M	N	M	N	N	P	M	N
758	P	P	N	P	M	M	P	M	N
758	P	M	N	M	N	N	N	N	N

Table 3

Major 758	Proficient	Marginal	Not Proficient
Reading Level I	100%		
Reading Level II	50%	50%	
Critical Thinking			100%
Writing Level I	75%	25%	
Writing Level II		25%	75%
Writing Level III		25%	75%
Mathematics Level I	50%	25%	25%
Mathematics Level II		50%	50%
Mathematics Level III			100%

# Early Childhood Dev-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
985	Wyoming	412	103	106	108	104	112	100	106
985	Logan	416	103	106	110	106	107	104	106
985	Wyoming	423	105	112	110	107	110	110	106
985	Williamson	432	111	115	112	108	116	109	114
		1683	422	439	440	425	445	423	432
<b>Mean</b>		<b>421</b>	106	110	110	106	111	106	108

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N		M	N	N	M	N	N
985	P	N	N	M	N	N	M	N	N
985	N	N	N	N	N	N	N	N	N
985	M	N	N	M	N	N	N	N	N
985	N	N	N	M	N	N	N	N	N

Table 3

Major 985	Proficient	Marginal	Not Proficient
Reading Level I	25%	25%	50%
Reading Level II			100%
Critical Thinking			100%
Writing Level I		75%	25%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I		25%	75%
Mathematics Level II			100%
Mathematics Level III			100%

# About MAPP—Proficiency Profile

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The ETS Proficiency Profile 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

## 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

## SWVCTC Assessment Report 2009-2010

- 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

# Proficiency Classifications

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## 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 College**  
**Standard Form**

**Cohort Name:** TEST DATE: 2010-03-19T00:00:00-04:00

**Close Date:** 03/22/2010

**Student Level:** All

**Test Description:** Standard Form A Paper

**Number of students tested:** 302

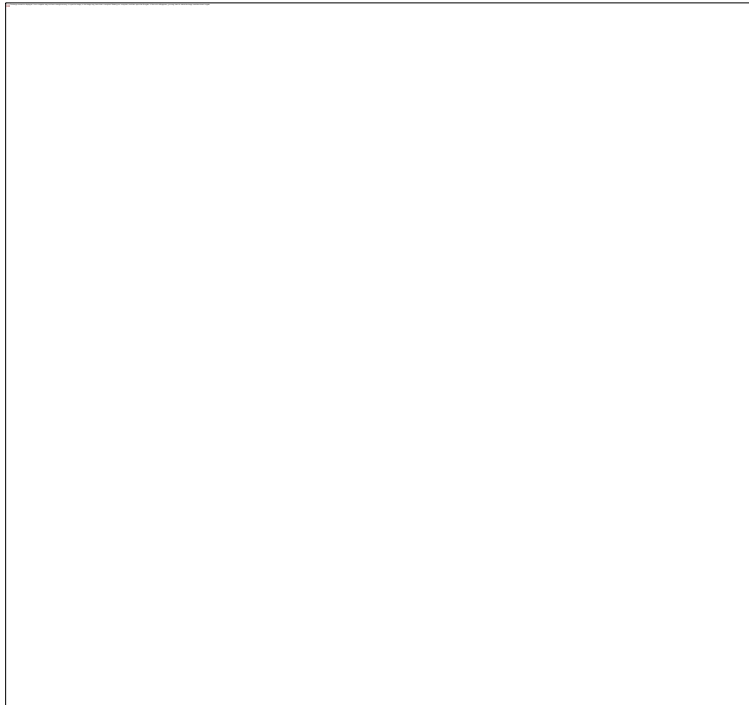
**Number of students included in these statistics:** 301

**Number of students excluded (see roster):** 1

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
<b>Reading, Level 1</b>	59%	23%	18%
<b>Reading, Level 2</b>	22%	22%	57%
<b>Critical Thinking</b>	2%	7%	91%
<b>Writing, Level 1</b>	59%	30%	12%
<b>Writing, Level 2</b>	11%	38%	51%
<b>Writing, Level 3</b>	2%	26%	72%
<b>Mathematics, Level 1</b>	34%	28%	39%
<b>Mathematics, Level 2</b>	11%	22%	67%
<b>Mathematics, Level 3</b>	1%	8%	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.





# Comparison With National Proficiency Scores

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*Sophomore (30-60 semester hours or 45-90 quarter hours)*  
*Associate's Colleges*  
**Summary of Proficiency Classifications**  
**Percent of Students Classified**  
**By Skill Dimension and Level**

	Proficient		Marginal		Not Proficient	
	National	Southern	National	Southern	National	Southern
Critical Thinking	3%	2%	12%	7%	85%	91%
Reading, Level 2	29%	22%	22%	22%	49%	57%
Reading, Level 1	62%	59%	22%	23%	16%	18%
Writing, Level 3	6%	2%	24%	26%	71%	72%
Writing, Level 2	14%	11%	37%	38%	49%	51%
Writing, Level 1	61%	59%	27%	30%	12%	12%
Mathematics, Level 3	4%	1%	12%	8%	84%	91%
Mathematics, Level 2	20%	11%	28%	22%	52%	67%
Mathematics, Level 1	47%	34%	31%	28%	22%	39%

National Total Number of Students: 22,770  
 National Weighted Number of Students: 18,559\*

Southern 2010 Students: 301

Proficient: Lower %ages in red

Marginal: Lower %ages in red

Not Proficient: Higher %ages in red

## Scores By Age

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	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	301	436.6 [14.15]	110.12 [4.95]	116.24 [5.75]	113.53 [3.94]	110.21 [4.84]	113.31 [5.16]	111.59 [4.89]	114.02 [5.02]
<b>&lt;20</b>	23	442.83 [15.38]	111.48 [5.87]	118.3 [5.64]	115 [3.58]	111.96 [4.87]	115.43 [5.27]	112.96 [5.53]	115.04 [5.31]
<b>20 - 29</b>	203	436.15 [14.09]	110.01 [5.03]	115.73 [5.80]	113.42 [3.93]	110.29 [4.76]	113.07 [5.17]	111.18 [4.94]	113.84 [5.13]
<b>30 - 39</b>	45	436.16 [13.61]	109.91 [4.47]	117.58 [5.78]	113.51 [3.86]	109.11 [4.33]	113.51 [5.75]	112.67 [4.30]	114.42 [4.68]
<b>40 - 49</b>	22	437.55 [12.97]	111.05 [3.71]	115.86 [4.48]	113.45 [4.25]	111.32 [5.85]	112.91 [3.26]	112.14 [3.78]	114.32 [4.65]
<b>50 - 59</b>	7	429 [12.34]	107.57 [4.44]	116.86 [5.59]	111.86 [3.87]	106 [2.33]	113.14 [4.12]	110.57 [6.00]	112.43 [3.50]
<b>60 - 69</b>	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]
<b>&gt;=70</b>	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]

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

## Scores By Gender

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	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	301	436.6 [14.15]	110.12 [4.95]	116.24 [5.75]	113.53 [3.94]	110.21 [4.84]	113.31 [5.16]	111.59 [4.89]	114.02 [5.02]
<b>Male</b>	77	440.61 [17.07]	111.64 [5.52]	116.57 [6.83]	113.68 [4.32]	112.18 [5.13]	113.84 [5.67]	112.35 [5.42]	115.05 [6.05]
<b>Female</b>	221	435.25 [12.76]	109.63 [4.63]	116.12 [5.35]	113.49 [3.81]	109.53 [4.58]	113.14 [4.99]	111.35 [4.66]	113.67 [4.59]

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

Because the "gender" field is optional, the sum total of the male and female counts may not sum to the total group.

# NOTES

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# 2010 Assessment Day Results for the Writing Rubric Team

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The Writing Rubric Team met on Tuesday, March 2, 2009, and scored 331 papers. With the exception of one submission of exam essay answers from a BS 102 class, all samples were EN 101 and 102 research papers from both regular and adjunct faculty. Every sample was scored twice with the second scoring done “blind” to preserve the integrity of the process. Only papers whose scores deviated more than one point were third scored.

The results are as follows:

Score	# samples receiving score	% of all papers scored	# 3 <sup>rd</sup> scored	% of all papers 3 <sup>rd</sup> scored
4	20	6.04%	2	0.60%
3.5	33	9.97%	0	0.00%
3	146	44.11%	1	0.30%
2.5	59	17.82%	0	0.00%
2	42	12.69%	0	0.00%
1.5	6	1.81%	0	0.00%
1	3	0.91%	0	0.00%
N	22	6.65%	0	0.00%

<b>Total Papers:</b>
331

Observations:

1. With 60% of the essays scoring a 3 or above (compared to 44% last year), the quality of student writing seems to be improving.
2. With less than 1% of the essays needing to be third-scored, the rubric still works remarkably well, as does the process.

Concerns:

1. The disparity in the number of sources required for papers.
2. The quality of sources allowed.
4. The disparity in the length of the papers.
5. The number of obviously plagiarized papers earning an N score. It was suggested that utilizing Turnitin.com would eradicate this problem.

# 2010 Assessment Day Results for the Mathematics Rubric Team

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The Math Rubric Assessment Team met on March 2<sup>nd</sup>, 2010 and scored papers from various departments. A total of 741 papers were scored. 36 problems were third scored, percentage 4.8%. The Committee 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 3<sup>rd</sup> person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	0	1	3	3	3	5	8	63	88

## Math 095

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
7	3	6	6	2	2	2	5	8	41

Math 096

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 4

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
36	28	7	10	4	1	0	5	22	113

Math 121

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	1	12	1				1		17

Math 123

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
4	2	2	4	8	1	1	4	30	56



Math 128

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 4

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
6	0	0	1	4	1	3	2	23	40

Math 130

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
10	4	3	6	16	5	8	7	34	93

CH 213

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
5	3	7	3	2	4	11	10	20	65

CH 214

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 0

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

SC 109

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 3

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
19	12	19	5	13	6	5	8	18	105

SC110

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 1

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

PH 200

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 2

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
7	9	13	4	0	0	1	0	5	39

ME 101

Number of problems scored: 1

Number of Papers scored by 3<sup>rd</sup> person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
17	1	1	0	1	2	2	12	29	65

Overall Breakdown

Number of problems scored:

Number of Papers scored by 3<sup>rd</sup> person:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
121	65	71	44	53	28	39	64	256	741

# SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE PASSAGE RATES IN ALLIED HEALTH PROGRAMS

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## DENTAL HYGIENE

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2007	7	7	100	0	N/A	N/A
2008	11*	11	100	0	N/A	N/A
2009	**					
2010						

Graduates take: National Board Dental Hygiene Examination (ADA requirement); either the Northeast Regional Board (clinical) OR the Southern Regional Testing Agency Examination (clinical); AND WV Dental Law Exam (offered by the WV Board of Dental Examiners)

\*as of 9/29/08 - graduates have only taken the Southern Regional Testing Agency Examination

\*\*Program offered every other year - no graduates

**EMERGENCY MEDICAL SERVICES**

(Paramedic)

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	100	0	N/A	N/A
2002	2	2	100	0	N/A	N/A
2003	2	2	100	0	N/A	N/A
2004	1	1	100	0	N/A	N/A
2005	2	2	100	0	N/A	N/A
2006*	3	3	100	0	N/A	N/A
2007	3	2	67			
2008						
2009	1	1	100	0		
2010						

\*3 waiting to test as of 11/6/06

Graduates take the National Registry of Emergency Medical Technicians - Advanced version.

**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	100	0	N/A	N/A
1979	3	3	100	0	N/A	N/A
1980	1	1	100	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

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YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1990	6	6	100	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	7	70 NCA	3	N/A	N/A
	10 ASCP	3	30 ASCP	7		
1996	14	14	100 NCA	0	N/A	80.2
	13	13	100 ASCP	0		79.0
1997	7	7	100 NCA	0	N/A	77.8
			88 ASCP	0		81
1998	9	9	100 NCA	0	N/A	N/A
			100 ASCP	0		
1999	6	6	100 NCA	0	N/A	N/A
			100 ASCP			
2000	11	11	100 NCA	0	N/A	N/A
		9	82 ASCP	2		
2001	1	1	100 NCA	0	N/A	N/A
	11	8	73 ASCP	3		
2002	8	7	88 ASCP	1	N/A	N/A
2003	10	9	90 ASCP	1	65	74

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YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2004	6	6	100 ASCP	0	N/A	82
2005	15	12	80 ASCP	3	N/A	81
2006	7	7	100 ASCP	0	N/A	83
2007	10	10	100 ASCP	0	N/A	77
2008	12	11	92 ASCP	1	N/A	78
2009	7	7	100 ASCP	0	N/A	75
2010						

\* - ONE STUDENT WITHHELD RESULT

Graduates take the Medical Laboratory Technician Examination. Graduates may also take the Clinical Laboratory Technician Examination but it is not required.



## ASSOCIATE DEGREE NURSING - NCLEX-RN

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

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YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
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	<b>100</b>	0	87.29	85.53
2002	48	44	92	4	87.10	86.7
2003	66	64	97	2	86.87	87.01
2004	44	42	96	2	84.01	??
2005	83	77	93	6	87.24	87.29
2006	51	51	<b>100</b>	0	85.96	88.11
2007	Logan - 48 Moorefield - 12 Kanawha - 21	44 12 21	91.7 <b>100</b> <b>100</b>	4 0 0		

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YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2008	53	43	81	10		
2009	Logan - 53 Kanawha - 14	Logan - 44 Kanawha - 14	Logan - 83 Kanawha - 100	Logan - 9 Kanawha - 0		
2010						

N/A - DATA NOT AVAILABLE

\*Test plan changed

Graduates take the National Council Licensing Examination for Registered Professional Nurses

## RADIOLOGIC TECHNOLOGY

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
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		
2007	12	9	75	3	85.1	
2008	15	15	<b>100</b>	0		
2009	15	14	93	1		
2010						

Graduates take the American Registry of Radiologic Technologists exam.

**RESPIRATORY CARE TECHNOLOGY**

<b>YEAR</b>	<b>NUMBER TAKING EXAM</b>	<b>NUMBER PASSING</b>	<b>PERCENT PASSING EXAM</b>	<b>NUMBER FAILING</b>	<b>STATE AVERAGE</b>	<b>NATIONAL AVERAGE</b>
2009	Written - 9	9	100	0	N/A	60.13
	Clinical - 9	9	100	0		
2010						

**SALON MANAGEMENT COSMETOLOGY**

<b>YEAR</b>	<b>NUMBER TAKING EXAM</b>	<b>NUMBER PASSING</b>	<b>PERCENT PASSING EXAM</b>	<b>NUMBER FAILING</b>	<b>STATE AVERAGE</b>	<b>NATIONAL AVERAGE</b>
2009	12	12	100	0	N/A	N/A
2011						

**SURGICAL TECHNOLOGY**

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1999	1	1	100	0	N/A	N/A
2000	0	0	0	0	N/A	N/A
2001	13	13	100	0	N/A	N/A
2002	0	0	0	0	N/A	N/A
2003	9	9	100	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
2007	1	1	100	0	N/A	N/A
2008	0	0	0	0	N/A	N/A
2009	3	3	100	0	N/A	N/A
2010						

Students graduate every other year. \*Graduates are not required to take exam. As of 8/06 none had taken.

Graduates take the Surgical Technology Certification exam.

**HEALTH CARE TECHNOLOGY CERTIFICATE PROGRAMS**

**ELECTROCARDIOGRAPHY - Boone**

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2010					N/A	N/A

**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	100	0	N/A	N/A
2000	5	5	100	0	N/A	N/A
2001	13	12	92	1	N/A	N/A
2002	10	10	100	0	N/A	N/A
2003	7	7	100	0	N/A	N/A
2004	11	11	100	0	N/A	N/A
2005	24	24	100	0	N/A	N/A

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YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2006	17	16	94	1	N/A	N/A
2007	11	11	<b>100</b>	0	N/A	N/A
2008	4	4	<b>100</b>	0	N/A	N/A
2009	7	7	<b>100</b>	0	N/A	N/A
2010						

Graduates take the National Healthcareer Examination for Electrocardiography Certification.

**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
2007	4	4	<b>100</b>	0	N/A	N/A
2008	5	4	80	1	N/A	N/A
2009	2	2	<b>100</b>	0	N/A	N/A
2010						

Graduates take the National Healthcareer Examination for Electrocardiography Certification.



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**EMERGENCY MEDICAL TECHNICIAN - BASIC**

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2006	12	12	100	0	N/A	N/A
2007	7*					
2008						
2009						
2010						

\*RESA will not report passage rates due to FERPA. Individual student must call with results.

Graduates take the National Registry for Emergency Medical Technician - Basic version

**MEDICAL LABORATORY ASSISTANT (PHLEBOTOMY)**

YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
1998	6	6	100	0	N/A	N/A
1999	5	5	100	0	N/A	N/A
2000	5	5	100	0	N/A	N/A
2001	11	11	100	0	N/A	N/A
2002	4	4	100	0	N/A	N/A
2003	8	8	100	0	N/A	N/A

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YEAR	NUMBER TAKING EXAM	NUMBER PASSING	PERCENT PASSING EXAM	NUMBER FAILING	STATE AVERAGE	NATIONAL AVERAGE
2004	11	11	100	0	N/A	N/A
2005	10	10	100	0	N/A	N/A
2006	12	12	100	0	N/A	N/A
2007	13	13	100	0	N/A	N/A
2008	7	7	100	0	N/A	N/A
2009	6	6	100	0	N/A	N/A
2010						

Graduates take the American Society of Phlebotomy Technician Exam

# Course Matrices

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**Assessment Matrix for Measuring Course Goals**

**Radiologic Technology as of 5/2010**

<b>Goal 1: Prepare students to become safe and competent radiographers.</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>
End of Semester Evaluation	End of each semester	Clinical Coordinator	100% scored 2.0 average out of 3.0 n=11.	Program Faculty; departments of Allied Health and career and technical. Advisory committee; JRCERT	Department; Advisory; JRCERT No. Central
Observation	First fall & First spring	Course instructor.	100% n=11 fall		
End of Semester Evaluation	End of each semester	Clinical Coordinator	Met n=10 100% 100% scored 2.0 out of 3.0 n=15		
Film Critique portion of quizzes or exams.	RA 101 first fall	Course Instructor	Fall: 84.3%	same	same
	RA 103 first spring		83.4% avg. 89.3% vert col 77.6 dig sys (n=10)		
Clinical Competency Evaluation form	End of first fall and spring semesters.	Clinical Coordinator	1 <sup>st</sup> fall: 32 of 33 exam scores above 88%.  1 <sup>st</sup> spr: n=10 30/30 = 100%	same	same

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“	End of second fall and spring semesters.		2 <sup>nd</sup> fall: 45 of 45 comp. exam scores above 93%.  44/45 or 98% above 93%.		
Quiz in Introduction Module, RA 101 first fall.  CCESE	Introduction Module in RA 101.  End of spring semesters	Course Instructor  Clinical Coordinator	99.4% average. N=11  1 <sup>st</sup> yr: n=10 100% scored over 2 out of 3.  2 <sup>nd</sup> yr: n=15  100% scored over 2 out of 3.	same	same

**Notes: No actions necessary at this time.**

**Assessment Matrix for Measuring Program Goals**

**Radiologic Technology as of 5/2010**

<b>Goal #2: Provide educational opportunities for students to possess communication and critical thinking skills.</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>
Criteria for research paper (convert holistic score to %)	First spring	Course Instructor (RA 104)	N=9	Program Faculty; departments of Allied Health and career and technical. Advisory committee; JRCERT	Department; Advisory; JRCERT No. Central
Pathology grading tool.	Second fall	Course Instructor	86.1% average. n=15.	Same	same
Mini teaching presentation tool.	Second spring	Course Instructor	98% average, n=15	same	same
CCESE	End of first spring.	Clinical Coordinator	1 <sup>st</sup> yr: 100% scored 2 out of 3. n=10		
	End of second spring.		2 <sup>nd</sup> spr:100% scored 2 out of 3. n=15		
Lab report criteria.	First spring	Course Instructor	94% average n=9	Same	same
		Course			

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Case Study criteria	First spring	Instructor	Avg = 94.8% N=9		
Clinical Competency Evaluation Form	First spring	Clinical Coordinator	30/30 = 100% scored 80% or higher.		
Clinical competency Evaluation form	Second spring	Clinical Coordinator	45/45 = 100% scored 85% or higher.		

**Notes: All met. No changes necessary at this time.**

Assessment Matrix for Measuring Course Goals

Radiologic Technology as of 5/2010

Goal 3: Demonstrate responsible professional growth.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Quiz in RA 101 Introductory module	First fall	Course Instructor	91.4 Quiz average, n=11	Program Faculty; departments of Allied Health and career and technical. Advisory committee; JRCERT	Department; Advisory; JRCERT No. Central
Quiz in RA 225 course	Second spring		92% average, n=15		
Name listed in Competition section of program; or proof of attendance at presentations.	Fall second year	Coordinator	100% participated. Won 1 <sup>st</sup> and 3 <sup>rd</sup> place in student bowl competition out of 18 statewide teams!	same	same
Oral or written feedback following conference.	Second fall	Coordinator	100% completed feedback about the conference.		



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<p>CARE Bill assignment for RA 201, Rad. Biology.</p> <p>Return letter from legislator.</p>	Second fall	<p>Course Instructor</p> <p>Course Instructor</p>	<p>100% completed paper meeting criteria. N=15.</p> <p>100% sent letters; 8 of 15% have received response.</p>	same	same
Career plan sheet	First spring	Course Instructor	<p>Goals submitted.</p> <p>N=9</p>		same

Career plan sheet	Second spring	Course Instructor	Goals submitted to include post grad. N=15		
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**Notes: No actions necessary at this time.**

**Assessment Matrix for Measuring Course Goals**

**Radiologic Technology as of 5/2010**

<b>Goal 4: Explore and fulfill the needs of the health care community.</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>
Survey and/or advisory committee minutes.	Spring advisory meeting	Survey and/or advisory committee designees.	Awaiting return of surveys. See A.	Program Faculty; departments of Allied Health and career and technical. Advisory committee; JRCERT	Department; Advisory; JRCERT No. Central
Exit interview form	Post Grad.	Coordinator	100% stated expectations met. N=15	same	same
Employer surveys	Post Grad. ( 6 months+ post grad.)	Coordinator	As of 2/10, 5 returned.  3 rated extremely; 2 rated well.	same	same
ARRT report	Post Grad.	Data acquired be Coordinator from ARRT	14/15 pass on first attempt, as of 10/28/09 = 93.3%	same	same

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Program Data	Post Grad.	Coordinator	15 of 22 completed in two years, 68%. One re-entered; one additional to return spring 2010. See B.	same	same
Community Feedback	Post Grad.	Coordinator & Clinical Coordinator	7 employed in field; 2 others in medical field; 1 in RTT school; 7 of 14 cohort = 100% employed as of 10/28/09. See C.	Same	same

**Notes:**

A. Few surveys returned; interest varied from offering US and CT. No action at this time.

B. With 2 returners, program completion is about 77%.

C. Due to economic impact, many unable to obtain employment as RT. Unable to relocate due to financial strains. Will decrease enrollment number in the future.

[1 more going back to school as of 2/19/10]

**Assessment Matrix for Measuring Course Goals**

**Nursing**

<p>1. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.</p> <p>2. Prepare graduates to competently practice within the role of the A D N.</p>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
NCLEX-RN Passage Rate	Annually January	Coordinator/Faculty	84%-2009-Logan 93% Kanawha 2009	Faculty, Advisory, WV Board of Examiners for Registered Professional Nurses	Admission Change  2010-Faculty revised admission requirements to better prepare selected applicants for 2012 (chemistry and Math or ACT 21)
Job Placement Rate	Annually January	Coordinator/Faculty	85%	Faculty, Advisory, WV Board of Examiners for Registered Professional Nurses	2010- Assessment Plan change to track job placement at 9 months post graduation instead of 6 months to give students ample time to pass NCLEX
Completion Rates	Annually May	Coordinator	98% of graduates in Logan completed within 3 years  100% of graduates in Kanawha Valley completed within 3 years	Faculty, Advisory, WV Board of Examiners for Registered Professional Nurses	2010-Continue to Monitor

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Nursing**

Provide alternative routes of admission, acknowledging nursing experiential learning					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Number of LPN's admitted	Annually	Coordinator/Department Chair	8 admitted in 2009-Logan  1 admitted in 2009 – Kanawha  7 to be admitted for 2010-Logan	Faculty, Advisory, WV Board of Examiners for Registered Professional Nurses	2010-Continue to Monitor
LPN-RN Curriculum	Annually	Coordinator/Faculty	Curriculum Reviewed 4/10  May 2010-LPN-RN closed on Boone campus due to low enrollment and need of laboratory.	Faculty, Advisory, WV Board of Examiners for Registered Professional Nurses	2010-Continue to Monitor  2010-Curriculum reviewed and continued in Logan and Kanawha Valley

**Notes:**

Assessment Matrix for Measuring Course Goals

Paramedic Certificate

2010

Anatomy of the Respiratory and Circulatory systems					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Making available pig lungs and heart from slaughter house for the students to dissect and inspect.	During the Airway Class near the beginning of the program.	Faculty for Airway and Cardiac Courses	The students really enjoy the session. They are amazed when they see the lungs are not "empty" and tissue fills the lung. They get to inspect and dissect the valves and structures of the lung and heart. In turn, while studying cardiac they have a better understanding of structures and the effects of the drugs they will be using.	Actually the student and the instructor see the results. The students have a better understanding of the concept of "air in and air out and blood going round and round...anything that's deviates from that..."  They remember the A&P of the lungs/heart and understand disease process and how one system failure will eventually cause failure of the other.	To enhance the knowledge base of the student in the area of respiratory and circulation.  During lecture I may make reference to some structure, valve, or blood vessel and this was a visual and hands-on lesson they will not soon forget. One student posted on her MySpace that it was the most awesome class she had ever had.

**Assessment Matrix for Measuring Program Goals**

**Cosmetology 2009-2010**

Program Goal- to empower student to attain their educational goal by empowering them with the necessary skills and level of confidence to take and pass the West Virginia National exam for Cosmetology					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
110 question national written exam. 20 Question written State Law exam. 10 Question Practical nail exam. 10 Question Practical Skin, scalp and Hair exam. Four part practical exam including cutting, styling, chemical application, and wet setting hair.	May 2010	State board of Barbers and Cosmetologists	Overall satisfactory progress achieved 100% written exam 100% practical exam*	Myself and Instructors Advisory committee	Assess program strengths and where improvements need to be made. 100% passage of practical exam only occurred after several tries by students. It was suggested to add pre requisites to CM 100 and CM 105 to improve student retention and practical applications of theory subjects.*
Daily Clinic Evaluations using grade sheets that incorporate NIC standards of satisfactory progress	September 2009 -April 2010	Joan Thompson	Overall satisfactory progress achieved	Myself and Instructors Advisory committee	Assess program strengths and where improvements need to be made.
Fall 2009Final 300 clock hour Exam. Practical Exam using NIC standards of satisfactory progress	December 2009	Joan Thompson Melissa Adkins	Overall satisfactory progress achieved	Myself and Instructors	Assess program strengths and where improvements need to be made. What areas students need additional practice
Retention exam 500 clock hour satisfactory progress	When students reach scheduled 400 clock hour evaluation segments.	Joan Thompson	Overall satisfactory progress achieved	Myself and student	Assess students progress using College, State and NIC satisfactory progress standards. To determine students strengths, weakness, percentage of attendance, and academic achievement. Aids in counseling Students.

**Notes: NOTES: No changes planned to clinical or Theory evaluation method, but requesting to add**

**Pre requisites to CM 100 and CM 105.**



Assessment Matrix for Measuring Program Goals  
 Medical Laboratory Technology Program  
 Results for Year 2009

MLT Goals 1-7 See attached.						
Goals	Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
1	1. Certification Exam 2. Graduate Survey 3. Supervisor Survey 4. Work Keys Test	1. May/June 2. November 3. December 4. March	1. V. Elkins 2. V. Elkins 3. V. Elkins 4. V. Elkins	1.No problems noted 2. No problems noted 3. No problems noted 4. No problems noted	Southern, MLT Dept. and NAACLS	* See below
2	Supervisor Survey	December	V. Elkins	No problems noted	Southern, MLT Dept. and NAACLS	* See below
3	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2.VElkins/S.Spriggs	1.No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
4	Certification Exam	May/June	V. Elkins	No problems noted 100% passage rate	Southern, MLT Dept. and NAACLS	* See below
5	Informal	On-going	VElkins/S.Spriggs	No problems noted	Southern, MLT Dept. and NAACLS	* See below
6	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2.VElkins/S.Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below
7	1. Graduate Survey 2. Informal	1. November 2. On-going	1. V. Elkins 2.VElkins/S.Spriggs	1. No problems noted 2. No problems noted	Southern, MLT Dept. and NAACLS	* See below

\*Results are used to determine if current information and methods of delivery are adequate in required MLT courses, as well as whether present support courses are adequate.

**Assessment Matrix for Measuring Course Goals**

**Respiratory Care Technology**

Prepare Students to function as advanced level Respiratory Care Practitioners which will be measured by the student's demonstration of the knowledge relevant to the advanced level Respiratory Care Practitioner.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
NBRC CRT and RRT credentialing exams	Immediately upon graduation	NBRC will administer the exam.	CRT Exam 100% passage and RRT exam had 89% initial passage and eventually 100% passage after one student's 3 <sup>rd</sup> attempt.	Program Administration Employers Advisory Committee Accreditation	Re evaluation tool of the current curriculum design. No changes indicated at this time.
Student Exit Surveys	Upon Graduation	Program Coordinator	All students were satisfied with the knowledge gained in the program	Program Administration Employers Advisory Committee Accreditation	Re evaluation tool of the current curriculum design. No changes indicated at this time.

es:

**Assessment Matrix for Measuring Program Goals**

**Respiratory Care Technology**

Prepare students to interact in society with a level of professionalism required by the healthcare industry which will be measured by the student's learning ability to demonstrate interpersonal relationship skills with all interactions among patients, families, peers and employers.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Employers Surveys	After six months of employment	Program Coordinator	All graduates were functioning at or above the minimum requirements.	Program Administration Employers Advisory Committee Accreditation	Re evaluation tool of the current curriculum design. No changes indicated at this time.
Student Exit Surveys	Upon Graduation	Program Coordinator	All students were satisfied with the knowledge gained in the program	Program Administration Employers Advisory Committee Accreditation	Re evaluation tool of the current curriculum design. No changes indicated at this time.
Clinical Evaluations	Daily upon clinical rounds.	Clinical Preceptor	Students were counseled with all results of these evaluations and were instructed on ways to improve clinical report.	Program Administration Employers Advisory Committee Accreditation	Re evaluation tool of the current curriculum design. No changes indicated at this time.

es:

**Assessment Matrix for Measuring Program Goals**

**Respiratory Care Technology**

Prepare Students to gain successful employment as advanced level Respiratory Care Practitioners which will be measured by the student's learning ability to demonstrate appropriate evaluation skills required to make decisions about potential employment opportunities.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Employers Surveys	After six months of employment	Program Coordinator	All graduates were placed in positions upon graduation. 100% employment rate.	Program Administration Employers Advisory Committee Accreditation	Re evaluation tool of the current curriculum design and clinical facilities. New clinical facilities have been added to improve outcomes.

es:

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, and MT 096 students will take an exit exam.	Week 16 of semester	Instructor	Students worked harder in class which increased their competencies. They knew this was a large percentage of their grade.	Department members, students, and dean	Continue to do.
EN 090, EN 099, MT 090, MT 095, and MT 096 students will do weekly labs.	Weekly	Instructor	This form of reinforcement improves student skills.	Department members, students, and dean	Continue to do.
EN 090, EN 099, MT 090, MT 095, and MT 096 students will take chapter tests.	At the end of each chapter	Instructor	Chapter tests shows areas that need improvement.	Department members, students, and dean	Continue to do same in other courses. MT 090-Too much testing. Will combine some chapter tests to increase instructional time.
EN 090, EN 099, MT 090, MT 095, and MT 096 students will complete homework/ quizzes.	As assigned	Instructor	This form of reinforcement improves student skills.	Department members, students, and dean	Continue to do.
EN 090, EN 099, MT 090, MT 095, and MT 096 students will complete collaborative activities/ outside projects.	As assigned	Instructor	This form of reinforcement improves student skills.	Department members, students, and dean	Continue activities. Outside projects are more appropriate to Orientation classes, so they will be dropped from the Transitional Studies classes and added to the orientation classes.

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EN 090 and EN 099 students will take a comprehensive midterm exam.	Once per semester at week seven.	Instructor	Students worked harder in class which increased their competencies. They knew this was a large percentage of their grade.	Department members, students, and dean	EN 099 - Continue to do. EN 090 instructors found that chapter tests were more helpful to students and eliminated the mid-term exam.
EN 099 students will write paragraphs and essays.	Throughout semester	Instructor	This technique is crucial to improving basic competencies.	Department members, students, and dean	Continue to do because it improves writing skills for next level class.

Notes: EN 090 - Mid-term eliminated. MT 090 - Combine some chapter tests to increase instructional time. **This goal was evaluated during the 2007-2008 academic year.**

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Two: Transitional Studies students will exhibit a positive attitude about learning.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Informal observation of T.S. students to determine whether they have a positive attitude.	Daily	Instructor	Students who persist throughout the entire semester seem to have a very positive attitude about learning.	Department members, students, and dean	We will continue to do this.
Informal observation to determine whether students participate willingly during class activities.	Daily	Instructor	Once students understand that participation is being evaluated, they are more than willing to participate during class.	Department members, students, and dean	We will continue to do this.

**Notes: This goal was evaluated during the 2008-2009 academic year.**

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Three: 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' oral participation increases their confidence.	Department members, students, dean	Continue to do.
EN 090 and EN 099 students will participate in oral questioning during class.	Throughout semester several times	Instructor	Students' oral participation increases their confidence.	Department members, students, dean	Since effectiveness has been proven, will use daily in the future.
EN 099 students will rewrite paragraphs and essays.	Throughout semester	Instructor	Improves student skills and increases confidence in their abilities. Improves communication with others.	Department members, students, dean	Continue to require. Anticipate this will increase confidence in upper level classes.

**Notes: This goal was evaluated during the 2007-2008 academic year.**

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Four: Transitional Studies students will attend classes faithfully.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results

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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	Improves attendance and promotes communication with students.	Department members, students, dean	Continue to do.
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099: Required in-class activities	As assigned	Instructor	Requiring these activities improves attendance.	Department members, students, dean	Continue to require in-class activities.

**Notes: This goal was evaluated during the 2007-2008 academic year.**

Assessment Matrix for Measuring Program Goals  
Transitional Studies

<b>Goal Five: 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, and MT 096 students' papers will be observed for organization.	Daily papers	Instructor	When organization is emphasized, students improve significantly over the course of a semester.	Department members, students, and dean	We will continue to do this.
EN 090, EN 099, MT 090, MT 095, and MT 096 students will be observed in collaborative groups.	During collaborative group assignments, at least 2-3 times per semester.	Instructor and students	Students' collaborative work habits and social skills improve significantly when the instructor and other students focus on them over a period of weeks.	Department members, students, and dean	We will continue to do this. However, the instructors would benefit from training in cooperative instruction.

**Notes: This goal was evaluated during the 2009-2010 academic year.**



**Assessment Matrix for Measuring Program Goals**

**EN 204**

<b>Perceive each author's writing style and philosophic trait.</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>
Lecture and/or discussion examining each writer's writing style and philosophic perspective	Weekly	Instructor	Students demonstrate competency or lack thereof.	Student, Instructor	To demonstrate competency and determine if further work is needed for material covered.

**Assessment Matrix for Measuring Program Goals**

**EN 200**

<b>EN 200 students will be able to comprehend symbolism within the readings.</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>
Lecture and/or discussion examining various examples of each author's usage of symbolism.	Weekly	Instructor	Students demonstrate competency or lack thereof.	Student, Instructor	To demonstrate competence and determine if further work is needed for material covered.
Quiz students to cite examples of symbolism.	Randomly	Instructor	Students demonstrate competency or lack thereof.	Student, Instructor	To demonstrate competency of subject.

**Assessment Matrix for Measuring Program Goals**

**EN 102**

<b>Investigate a variety of traditional and technological sources in literary research.</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>
Through background reading on assigned topics	2 <sup>nd</sup> week of class	Instructor	Students utilize critical thinking skills to choose specific topic for research	Instructor and students	More emphasis on background research prior to formal research process
Written exam on literary topic chosen	5 <sup>th</sup> week of class	Instructor	Students more likely to closely read selected literary work	Instructor	Less time needed to clear up confusion arising from careless or rushed writing.
Students responsible for viewing film adaptation of literary work.	6 <sup>th</sup> week of class	Instructor	Students begin to see clear parallels and distinctions between genres.	Instructor and students	Instructor able to move smoothly into the comparison /contrast writing mode process.
Working bibliographies with both primary and secondary sources including print, online, and multimedia print.	8 <sup>th</sup> week of class	Instructor	Students become familiar with various forms of research materials for obtaining them.	Instructor	Sources culled from working bibs are then used to obtain supporting details for the comparison/contrast literary/film analysis paper.

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**British Literature**

<b>To assess the student's ability to comprehend the cultural, social and intellectual developments in literature before 1800</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>
Through class discussions lectures and written assignments.	During class meetings.	Class Instructor.	Students were able to understand and appreciate all these components of literature.	Assessment committee	To evaluate/assess student performance or the about mentioned goal.

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**AR 113 Drawing and Painting for Elementary Education Majors.**

<b>To acquaint students with various media, foster discussions of the ideas behind their artworks and to present the completed works for exhibition.</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>
First half: weekly critiques and discussions of artwork assignments with group discussions then @Midterm individual critique, one-on-one.	Midterm critiques is a cumulative score averaging all letter grades on individual artworks in their portfolio.	Professor with each student.	Midterm letter grade.	Group/individual	Midterm grade.
Second half: Weekly critiques of artwork continued. Also, students deliver a project on video, a final portfolio submission, and work up and art exhibit sale.	At final time.	Professor	Final letter grade.	Individual	Course Grade.

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**ED 218**

<b>Develop skills in describing and discussing children's behavior and development accurately , clearly and professionally.</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>
Case Study-Three page paper describing different theories, and developments as they relate to the student he/she observed in a classroom. Thirty-five hours of observation required.	Weekly	Student	Three page paper- The student applied information learned about different theories as they related to language, and physical, social and moral development to a student he/she has observed in the classroom.	Instructor	Check student's understanding of different theories as they relate to language, physical development, social development and moral development.

**Notes:**

Assessment Matrix for Measuring Program Goals

**BUSINESS ACCOUNTING**

**2009-2010**

<p><b>GOAL 1: Demonstrate mastery of accounting procedures, from source documents through financial statements.</b></p> <p><b>GOAL 2: Demonstrate skills in areas such as financial statement analysis, internal control of cash and fixed assets, and product cost and budgeting.</b></p> <p><b>GOAL 3: Demonstrate knowledge of communication, organizational, mathematical, and managerial skills.</b></p> <p><b>GOAL 4: Demonstrate working knowledge of computerized accounting procedures using current software.</b></p>					
<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>
MAPP	Spring Semester  After 60+ hours	Faculty representative	This test measures performance in academic skill proficiencies in reading, writing, math	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 begin the program.	Faculty, any applicable reporting agency, potential employers	Results are eventually used for comparison purposes.
Post Test	The post-test is conducted during the student's 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.

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Internship	During the student's last semester.	Internship Supervisor.	Feedback from employers with whom the students have completed an internship.	Faculty, Students, Potential	
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**Assessment Matrix for Measuring Program Goals**

**Business Administration**

**2009-2010**

<p>The program</p> <p>Goal 1: provides students an opportunity to demonstrate an integrated understanding of business administration through foundation skills in accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology.</p> <p>Goal 2: provides students with effective skills in communication, problem-solving, and decision making.</p> <p>Goal 3: empowers the students with an understanding of the social, political/legal, technological, and global influences in domestic business issues.</p> <p>Goal 4: provides students an opportunity to demonstrate a sound understanding of ethical conduct and reasoning.</p> <p>Goal 5: addresses the diverse needs and fosters relationships with the community by providing continuing education, extended campus instruction, Internships, and consultative services.</p>					
<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, Homework, Achievement test, and Exams	Pretest – students take the exam when enrolled in BU 100; Homework – weekly; Achievement test – monthly, and Exams – periodically.	Faculty	The Pretest measures the level of knowledge as the students begin the program. Homework, achievement tests, and exams measure student progress during the semester.	Pretest – Faculty and potential employers. Homework, achievement test, and exams – students, instructors, and any applicable reporting agency.	The pretest results help identify areas of deficiency. Faculty can then adjust the curriculum accordingly. Homework, achievement test, and exams are used for course weighted average, final grades, and instructor evaluation.
Post Test	The post-test is conducted during each student’s final semester.	Faculty/Internship Supervisor	This test measures the improvement as the student completes the program.	Faculty, potential students, any applicable reporting agency.	The results help identify area of deficiency. Faculty can then adjust the curriculum accordingly.
MAPP	Spring Semester After 60+ hours	Faculty representative	This test measures performance in academic skill proficiencies in reading, writing, math	Faculty, Students, Potential Employers	The results help identify areas of deficiency. Faculty can then adjust the curriculum accordingly.

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Internship	Student's final semester.	Internship Supervisor	Feedback from employers with whom the student has completed an internship.	Faculty, Students, Potential Employers	The feedback from employers identifies students' strengths and weaknesses.
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**Notes:**

**Assessment Matrix for Measuring Program Goals**

**OFFICE ADMINISTRATION PROGRAM**

**2009-2010**

Goals 1 - 3					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pre-Test (Office Proficiency Assessment and Certification –OPAC exam)	Students take the exam when enrolled in Intermediate Keyboarding  (OA 104)	Instructor that is teaching Intermediate Keyboarding  (OA 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 (Office Proficiency Assessment and Certification –OPAC exam)	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
MAPP	Annually-on Assessment Day	Faculty	Measures the student attainment of academic skill proficiencies in reading, writing, and math	Student and, Faculty	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, more in-depth instruction was given on resumes and cover letters.

**Notes:**

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

Goal Two: The program also provides advanced training for those who are already employed in office administration position the opportunity to increase their skills and knowledge.

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

**Assessment Matrix for Measuring Program Goals**

**Mine Management**

**2009 - 2010**

Goals 1-6					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pre-test	When each class section begins.	Faculty	Measures the level of competency in each class.	Faculty, students, employers, potential employers.	Helps determine areas of proficiency and/or deficiency. Faculty may plan more effectively to target areas needed for improvement.
Weekly Blackboard assignments and Weekly Discussion Posts.	Each week of designated class section time period.	Faculty	Measures and monitors progress each week pertaining to course objectives.	Faculty, students, and any applicable reporting agency, such as state or federal pertaining to employment.	Course weighted average, final grade determination, and instructor evaluation for effectiveness and efficiency.
Quizzes and Exams	Periodic	Faculty	Measures and monitors progress each week pertaining to course objectives.	Faculty, students, and any applicable reporting agency, such as state or federal pertaining to employment.	Course weighted average, final grade determination, and instructor evaluation for effectiveness and efficiency.
Post Test	Final Semester	Program Coordinator	Measure progress from beginning to end.	Faculty, Program Coordinator	Allows thorough review of all areas of program. Adjustments may be made within department of suggestions to other departments.

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- Goal 1 The program provides for those that seek entry-level managerial positions, both surface and underground, in the mining industry.
- Goal 2 The program provides for those that seek mid-level managerial positions, both surface and underground, in the mining industry.
- Goal 3 Demonstrate mastery of theoretical principles and practical methodologies associated with mine management.
  - Goal 4 Demonstrate skills in critical thinking, financial evaluations of operations, and regulatory agencies.
  - Goal 5 Demonstrate knowledge of planning, organizing, direction, and leading within the industry.
- Goal 6 Demonstrate a global energy perspective on economic issues relative to all applicable mining industry's competition models.

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science-Life Span Psychology

<b>Goal: Critical Thinking Skills</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>
Bonus questions On tests	Embedded in unit tests	Faculty	Students use skills	Faculty	Students have less tests on view and overall higher test performance
					Students use knowledge from multiple subject areas.
Test questions	Embedded in unit tests	Faculty	Students use alternate ways of thinking	Faculty	Students use multiple intelligence to answer questions and problem solving.

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science-Life Span Psychology

<b>Goal: Oral and Written Communication</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>
Oral Presentations	As presented by student	Faculty	Student conducts research & shares data with the class	Classmates and Faculty	To assess feasibility of student learning
Project write ups	Upon student submission	Faculty	Use survey of literature & derive life meaning	Faculty	To enable life long Learning.
Subjective test questions	Upon completion of unit	Faculty	Assess student retention & application of knowledge	Faculty and student	Determine if faculty presentation method has been efficient & adequate

**Notes:**



**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science-Life Span Psychology

<b>Goal: Information Access/Literacy skills</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>
Assigned text readings	Unit tests	Faculty	Assess comprehension if material	Faculty & individual student	Assess relativity of text
Research for projects	When submitted by student	Faculty	Assess students' Understanding and application concepts	Faculty, classmates & individual students	Assess usefulness of concepts

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science-Life Span Psychology

<b>Goal: Scientific Inquiry/Research skills</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>
Class discussions	Each class meet	Faculty	Immediate feedback of student understanding	Faculty Classmates	Assess student understanding  Recover concepts
Projects	When submitted	Faculty	Students assess validity of information	Faculty and individual students	Student learns to find correct information

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science-Life Span Psychology

<b>Goal: Cultural, Artistic &amp; Global Perspectives</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>
Projects	When submitted	Faculty	Student gain tolerance & achieve broader perspectives	Classmates and Faculty	Determine a global concept
Class discussions	Embedded in each unit	Faculty	Student learns alternative child rearing practices	Classmates and Faculty	Student gains insight in the personal culture

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - General Psychology

<b>Goal: Critical Thinking Skills</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>
Test questions	Unit completion	Faculty	Students use Recall and Retrieval skills	Faculty & individual students	Assess student grasp of information & applications
Class discussions	During class meetings	Faculty	Students apply theoretical concepts	Faculty classmates	Assess student applications of concepts

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - General Psychology

<b>Goal: Oral and Written Communication</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>
Essay questions	Unit tests	Faculty	Students display written, articulation	Faculty and individual student	Assess students's written abilities. Discussion of concepts
Class discussions	During class meetings	Faculty	Students display oral articulation	Faculty and classmates	Assess student verbal skills and use of relavent vocabulary
Research paper	Upon submission	Faculty	Students translate gathered data relavent to topic	Faculty and students	Assess student ability to translate research to common understanding

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - General Psychology

<b>Goal: Information Access/Literacy skills</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>
Research paper	Upon submission	Faculty	Students assess validity of sources	Faculty and individual student	Complete theoretical process that will enable life long learning
Assigned text readings	Throughout course duration	Faculty	Students will increase vocabulary & recent data	Faculty and individual student	Enable life long learning Increase topic and understanding

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - General Psychology

<b>Goal: Scientific Inquiry/Research skills</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>
Research paper	Upon submission	Faculty	Students assess validity and reliability of data	Faculty	Student can distinguish between myth/fact/heresay

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science- General Psychology

<b>Goal: Cultural, Artistic &amp; Global Perspectives</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>
Bonus questions	Unit completion tests	Faculty	Students use diverse styles of replying to questions	Faculty	Use personal cultural expression
Class discussions	During class meetings throughout the courset	Faculty	Students compare personal with alien culture	Classmates and Faculty	Students apply concepts to multiple cultures
			Students are exposed to international research	Classmates and Faculty	Students learn multiple perspectives on conceots

**Notes:**



**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science – Death and Dying PY 220

<b>Goal: Critical Thinking Skills</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>
Funeral planning	Throughout course	Faculty & student	Students analyze options	Faculty and classmates	Students make critical decisions of weighting factors and preferences
Class discussions	Throughout course	Faculty	Students are presented w/conflicting concepts	Faculty and classmates	Students form opinions based on facts, options and reasoning

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Death and Dying PY 220

<b>Goal: Oral and Written Communication</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>
Journal	Throughout course	Faculty	Students document readings & internal processes	Faculty and individual student	Students can articulate difficulty topics and concepts
Class presentations	Final/throughout course	Faculty	Students present deeply personal concepts to class	Faculty and classmates	Verbal articulation of difficult emotional topics/ curiosities
Funeral planning	Throughout course	Faculty	Written form of objective planning	Faculty and students	Students develop a living document for survivors

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Death and Dying PY 220

<b>Goal: Information Access/Literacy skills</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>
Class presentations	Throughout course semester	Faculty	Students read & present new information	Classmates	Students can share learned data
Assigned readings	Throughout course	Faculty	Students read text & contemporary published works	Individual student	Students can locate valid information

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Death and Dying PY 220

<b>Goal: Scientific Inquiry/Research skills</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>
Field trip to Funeral Home	Once each course	Faculty	Students are taught embalming process & shown Mortuary role & practical information & conduct personal intervention.	Faculty, classmates and Mortician	Students face difficult situations easier due to prior exposure in a safe environment

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science- Death and Dying PY 220

<b>Goal: Cultural, Artistic &amp; Global Perspectives</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>
Journal	Throughout course	Faculty	Student internalizes multiple perspectives	Faculty and student	Students gain insight into self and other cultures
Journal	Throughout course	Faculty	Students include art, lyrics and poetry	Faculty and student	Students become familiar with cultural expressions regarding death in other cultures

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science – Abnormal Psychology PY 226

<b>Goal: Critical Thinking Skills</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>
Case studies	Upon completion of unit	Faculty	Assess student understanding	Faculty	Assess the need to repeat material

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Abnormal Psychology PY 226

<b>Goal: Oral and Written Communication</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>
Written tests	Upon unit completion	Faculty	Assess student ability to use proper vocabulary	Faculty	Review of vocabulary if needed
Written tests and class discussion	Throughout course	Faculty	Assess student ability to articulate ideas	Faculty	Help student clarify ideas if needed

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Abnormal Psychology PY 226

<b>Goal: Information Access/Literacy skills</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>
Use DSM	Each class meeting	Faculty	Students become familiar with DSM contents	Faculty	Practice if needed

**Notes:**



**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Abnormal Psychology PY 226

<b>Goal: Scientific Inquiry/Research skills</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>
Case studies	Upon completion of each unit	Faculty	Assess student use of outside sources	Faculty	Repeat research services and uses if needed

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science – Human Sexuality PY 224

<b>Goal: Critical Thinking Skills</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>
Written tests	At the end of each chapter	Faculty	Assess student understanding of concepts	Faculty	Assess if method of instruction needs to change

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Human Sexuality PY 224

<b>Goal: Oral and Written Communication</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>
Class discussions	Each class meeting	Faculty	Assess student articulation activities	Faculty and classmates	Vocabulary or knowledge as needed
Project Report	At each course ending	Faculty	Assess student learning curve	Faculty	Adjust teaching method if needed

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Human Sexuality PY 224

<b>_ Goal: Information Access/Literacy skills</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>
Survey developed by students	During course	Faculty	Survey should have reliability	Faculty	Degree or mentorship should be adjusted as needed

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Human Sexuality PY 224

<b>Goal: Scientific Inquiry/Research skills</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>
Presentations to class	Throughout course	Faculty	Students enhance knowledge base	Faculty, and classmates	Assess usefulness of research

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science – Race and Gender SO 220

<b>Goal: Critical Thinking Skills</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>
Class discussion	Each class meeting	Faculty	Assess understanding of concepts	Faculty & classmates	Assess the need for repetition or conclusion

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Race and Gender SO 220

<b>Goal: Oral and Written Communication</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>
Class discussions	Each class meeting	Faculty	Assess articulation ability	Faculty and classmates	Use results to clarify points as needed

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Race and Gender SO 220

<b>Goal: Information Access/Literacy skills</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>
Acquire date relevant	Weekly	Faculty	Assess understanding of assignments & ability to locate information	Faculty and classmates	Enhance student comprehension as needed

**Notes:**



**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Race and Gender SO 220

<b>Goal: Scientific Inquiry/Research skills</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>
Discern fact/research sites from social sites	Weekly	Faculty	Assess student discernment ability	Faculty, and classmates	Clarify literacy detectors as needed

**Notes:**

**Assessment Matrix for Measuring Program Goals**

**Program or Department:** Social Science - Race and Gender SO 220

<b>Goal: Cultural Artistic and Global Perspective</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>
Individualize research articles	Weekly	Faculty	Students explore different cultures from his/her own	Faculty, and classmates	Augment diversity when needed

**Notes:**

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 1: Students will be able to interpret graphical data.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 130	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 2: Students will be able to utilize appropriate technology to analyze and interpret data.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 130	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 3: Students will be able to utilize appropriate technology to perform calculations.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 130, ME 101	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130, ME 101	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 4: Students will be able to write, interpret, and/or apply principles related to linear functions.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 130, ME 101	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130, ME 101	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 5: Students will be able to analyze and interpret numerical data.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 130	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 6: Students will be able to utilize mathematical principles to interpret written information.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 130, ME 101	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130, ME 101	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 7: Students will be able to utilize mathematical principles to interpret oral information.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Class discussion and student feedback	Class sessions	Faculty			
Quizzes and/or portions of exams MT 121, MT 123, MT130	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 8: Students will be able to solve multi-step algebraic problems.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 130, ME 101	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130, ME 101	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals

University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 9: Students will be able to use written communication to express mathematical concepts.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 128, ME 101, and MT 130	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130, ME 101	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals

University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 10: Students will be able to solve application problems.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 121, MT 123, MT 130, ME 101	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 121, MT 123, MT 130, ME 101	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 11:</b>					
<b>Students will be able to write, interpret, and/or apply principles related to quadratic functions.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 123 and MT 130	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 123 and MT 130	Periodically throughout semester	Faculty			

Assessment Matrix for Measuring Program Goals  
 University Transfer Program (Associate of Arts/Science): Department of Mathematics

<b>Goal 12:</b>					
<b>Students will be able to write, interpret, and/or apply principles related to exponential functions.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Common Final Exams for MT 123, MT 130	Final Exam Week Fall/Spring Semesters	Faculty			
Hourly Exams for MT 123, MT 130	Periodically throughout semester	Faculty			



General Notes on Assessment from the Natural Science Department for the 2009-2010 Academic Year

Instructor experience with student understanding led her to use image capture technology to create tutorial videos covering DNA structure and replication. These videos were then posted on Southern's Blackboard site for student use. The usefulness and effectiveness of these videos may be assessed next year by comparing past students performance to future student performance.

Due to circumstances beyond our control, such as weather, the Natural Science Department lost approximately one fourth of its scheduled meeting time this year. As our department works best when we are working together, the department feels better reporting of assessment activities could have been made if we had met more than we did.

As a department, we would like more specific information from the Rubric Scoring Committees. It would help us be able to help our students perform better if we knew what specific skills were most lacking in our students. It may be beneficial to review these results at one of Southern's governance days. A quick review of specific skills by English and math faculty may help all faculty feel confident in fostering those skills in their students.

Assessment Matrix for Measuring Goals and Objectives  
Associate in Science

Goal 2: Teach students to be able to use scientific equipment.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for results	Use of Results
Lab. Assignments Examples: Making - aspirin -oil of wintergreen Isolating - Cinnamaldehyde -Vanillyladehyde -Chlorophyll from spinach leaves -Caffeine from coffee and tea for comparison	During Laboratory Time	Instructor	Students demonstrated their current ability to use laboratory equipment to perform experiments and evaluate the results they discovered.	Students, Instructor	Evaluated lab material allows improved teaching methods and improvement of future labs
Research projects in DNA separation, preparation, and analysis – teaching use of PCR thermocyclers and electrophoresis equipment	During the semester	Instructor	Students prepared reports in scientific format in preparation for WV Academy of Science	Students, Instructor, WV Academy of Science (planned)	Classroom and individual student discussion, promotion of science at Southern and promotion of Southern at WV Academy of Science

Notes:

Assessment Matrix for Measuring Goals and Objectives

Associate in Science

Goal 3: To help students develop problem solving abilities.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for results	Use of Results
Worksheets and Text Assignments	Class sessions, and out of class	Instructor	Not reported	Students, Instructor	Evaluate teaching methods, evaluate learning, class discussion
Writing Assignments, Essays, Research Papers, Lab Reports	Tests in class sessions and out of class assignments	Instructor	Not reported	Students, Instructor, Division and Department Personnel, Rubric Grading Committee	Improvement of teaching, learning, class discussion
Lab. Assignments Examples: Making - aspirin -oil of wintergreen Isolating - Cinnamaldehyde -Vanillyladehyde -Chlorophyll from spinach leaves -Caffeine from coffee and tea for comparison	During Laboratory Time	Instructor	Students demonstrate their current ability to use information given to them to problem solve by performing laboratory experiments. They then evaluate the results they discovered.	Students, Instructor	Evaluated lab material allows improved teaching methods and improvement of future labs

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Research projects in DNA separation, preparation, and analysis	During the semester	Instructor	Students prepared reports in scientific format in preparation for WV Academy of Science	Students, Instructor, WV Academy of Science (planned)	Classroom and individual student discussion, promotion of science at Southern and promotion of Southern at WV Academy of Science
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Notes:

Assessment Matrix for Measuring Goals and Objectives  
Associate in Science

Goal 4: To teach the student how to perform calculations.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for results	Use of Results
Solve Word Problems	Exams, Homework	Instructor	Not reported	Students, Instructor	Evaluate teaching, classroom and individual student discussion
Worksheets and Text Assignments	Class sessions, and out of class	Instructor	Not reported	Students, Instructor	Evaluate teaching methods, evaluate learning, class discussion
Lab. Assignments Examples: Making - aspirin -oil of wintergreen Isolating - Cinnamaldehyde -Vanillyladehyde -Chlorophyll from spinach leaves -Caffeine from coffee and tea for comparison Calculating g by dropping bodies from the Chapmanville	During Laboratory Time	Instructor	The students show their current abilities to manipulate chemical, mathematical and biological formulas in order to perform the necessary laboratory procedures to conduct laboratory experiments.	Students, Instructor	Evaluated lab material allows improved teaching methods and improvement of future labs

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bridge, momentum and impulse with the egg toss					
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Notes:

Assessment Matrix for Measuring Goals and Objectives  
Associate in Science

Goal 5: To use written and verbal communication skills to express ideas.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for results	Use of Results
Solve Word Problems	Exams, Homework	Instructor	Not reported	Students, Instructor	Evaluate teaching, classroom and individual student discussion
Worksheets and Text Assignments	Class sessions, and out of class	Instructor	Not reported	Students, Instructor	Evaluate teaching methods, evaluate learning, class discussion
Writing Assignments, Essays, Research Papers, Lab Reports	Tests in class sessions and out of class assignments	Instructor	Not reported	Students, Instructor, Division and Department Personnel, Rubric Grading Committee	Improvement of teaching, learning, class discussion
Lab. Assignments Examples: Making - aspirin -oil of wintergreen Isolating - Cinnamaldehyde -Vanillyladehyde -Chlorophyll from spinach leaves -Caffeine from coffee and tea for	During Laboratory Time	Instructor	The students use their present skills to write laboratory reports that explain their findings from the scientific experiments they have conducted.	Students, Instructor	Evaluated lab material allows improved teaching methods and improvement of future labs

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comparison					
Research projects in DNA separation, preparation, and analysis	During the semester	Instructor	Students prepared reports in scientific format in preparation for WV Academy of Science	Students, Instructor, WV Academy of Science (planned)	Classroom and individual student discussion, promotion of science at Southern and promotion of Southern at WV Academy of Science

Notes:



Assessment Matrix for Measuring Program Goals  
CS 102 – Computer Literacy

<b>Goal One: The student will learn basic computer operations.</b>					
Evaluation Method	When Conducted	Person Responsible	Results *	Audience for Results	Use of Results
Tests	Various Times	Instructor	<b>Expected</b> – 80% of students score 60% or higher. <b>Actual</b> Spring 2010: – 85%	IT Department	No Change
Homework	At the end of every unit.	Instructor	<b>Expected</b> – 80% of students score 60% <b>Actual</b> Spring 2010 - 92%	IT Department	No Change
Exit Exam	Beginning / End of Semester	Instructor	<b>Expected</b> – 80% of students completing the course with a grade of D or higher score a 60% or higher on the post test <b>Actual</b> Spring 2010: – 88%	IT Department	No Change
<b>Goal Two: The student will learn Microsoft Office features and uses.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Module Exam	At the end of the module on the office products	Instructor	<b>Expected</b> – 80% of students score 60% <b>Actual</b> – Spring 2010: 98%	IT Department	No Change
Homework	At the end of each unit within the module.	Instructor	<b>Expected</b> – 80% of students score 60% <b>Actual</b> Spring 2010 – 95%	IT Department	No Change
Projects	After the last unit for each product.	Instructor	<b>Expected</b> – 80% of students score 60% <b>Actual</b> – 100%	IT Department	No Change

<b>Goal Three: The student will learn computer functionality relating to global access.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Tests	Various Times	Instructor	<b>Expected</b> – 80% of students score 60% <b>Actual</b> Spring 2010 - 100%	IT Department	No Change
Homework	Daily or as Scheduled by Instructor	Instructor	<b>Expected</b> – 80% of students score 60% <b>Actual</b> – Spring 2010 - 100%	IT Department	No Change

Notes:  
 \* Course updated Spring 2010 to new textbook to update to new technologies. Course revised to reflect new content. Previous assessment results removed. Results only evaluated on those students that completed the individual method. Those not receiving any grade on the method is not calculated in results percentages.

Assessment Matrix for Measuring Program Goals  
 CS 116 Word Processing Concepts

<b>Students will complete a series of hands-on exercises that lead them through word processing concepts using Microsoft Office Word 2008.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pretest to evaluate overall knowledge of the subject before taking the class.	First week of classes	Instructor	Exams are task oriented. Students will receive a grade of 0 – 100%. No Expectations.	Department	No evaluation will be made on the results.
Assignments To provide the students more hands-on experience using software.	Weekly	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	
Hands On Labs To provide the students more hands-on experience using software with instructor assistance.	Ongoing open labs	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	
Unit Exams to evaluate material covered.	Weekly	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	

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Exit Exam to evaluate students overall knowledge of subject after taking the class.	Finals Week	Instructor	Minimum score of 55% is required to keep final average. Expected: 80% of students completing the course with a D or better will score a 60% or better.	Department	The results will be compared to the Pretest scores to evaluate student's success.
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NOTES: Course updated to reflect new technology of Office 2008 for the Spring 2010 semester. New skills based exam incorporated into the assessment materials. Actual data will be evaluated in August for the past semester. All previous data removed.

Assessment Matrix for Measuring Program Goals  
 CS 118 Spread Sheet Concepts

<b>Students will complete a series of hands-on exercises that lead them through word processing concepts using Microsoft Office Word 2008.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pretest to evaluate overall knowledge of the subject before taking the class.	First week of classes	Instructor	Exams are task oriented. Students will receive a grade of 0 – 100%. No Expectations.	Department	No evaluation will be made on the results.
Assignments To provide the students more hands-on experience using software.	Weekly	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	
Hands On Labs To provide the students more hands-on experience using software with instructor assistance.	Ongoing open labs	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	
Unit Exams to evaluate material covered.	Weekly	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	

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Exit Exam to evaluate students overall knowledge of subject after taking the class.	Finals Week	Instructor	Minimum score of 55% is required to keep final average. Expected: 80% of students completing the course with a D or better will score a 60% or better.	Department	The results will be compared to the Pretest scores to evaluate student's success.
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NOTES: Course updated to reflect new technology of Office 2008 for the Spring 2010 semester. New skills based exam incorporated into the assessment materials. Actual data will be evaluated in August for the past semester. All previous data removed.

Assessment Matrix for Measuring Program Goals  
 CS 120 Data Base Management System Concepts

<b>Students will complete a series of hands-on exercises that lead them through word processing concepts using Microsoft Office Word 2008.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pretest to evaluate overall knowledge of the subject before taking the class.	First week of classes	Instructor	Exams are task oriented. Students will receive a grade of 0 – 100%. No Expectations.	Department	No evaluation will be made on the results.
Assignments To provide the students more hands-on experience using software.	Weekly	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	
Hands On Labs To provide the students more hands-on experience using software with instructor assistance.	Ongoing open labs	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	
Unit Exams to evaluate material covered.	Weekly	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	

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Exit Exam to evaluate students overall knowledge of subject after taking the class.	Finals Week	Instructor	Minimum score of 55% is required to keep final average. Expected: 80% of students completing the course with a D or better will score a 60% or better.	Department	The results will be compared to the Pretest scores to evaluate student's success.
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NOTES: Course updated to reflect new technology of Office 2008 for the Spring 2010 semester. New skills based exam incorporated into the assessment materials. Actual data will be evaluated in August for the past semester. All previous data removed.



Assessment Matrix for Measuring Program Goals  
 CS 125 Electronic Presentation Concepts

<b>Students will complete a series of hands-on exercises that lead them through word processing concepts using Microsoft Office Word 2008.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Pretest to evaluate overall knowledge of the subject before taking the class.	First week of classes	Instructor	Exams are task oriented. Students will receive a grade of 0 – 100%. No Expectations.	Department	No evaluation will be made on the results.
Assignments To provide the students more hands-on experience using software.	Weekly	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	
Hands On Labs To provide the students more hands-on experience using software with instructor assistance.	Ongoing open labs	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	
Unit Exams to evaluate material covered.	Weekly	Instructor	Expected: 90% of students will receive a grade of 80% or better.	Department	

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Exit Exam to evaluate students overall knowledge of subject after taking the class.	Finals Week	Instructor	Minimum score of 55% is required to keep final average. Expected: 80% of students completing the course with a D or better will score a 60% or better.	Department	The results will be compared to the Pretest scores to evaluate student's success.
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NOTES: Course updated to reflect new technology of Office 2008 for the Spring 2010 semester. New skills based exam incorporated into the assessment materials. Actual data will be evaluated in August for the past semester. All previous data removed.

## Assessment Matrix for Measuring Course Goals

### EG 105 Industrial Safety

**Provide information concerning the hazards of electricity, electrical safety equipment, safety procedures and methods.**

Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Unit Exams	Following the unit instruction	Instructor	75% to score 80% Fall 2008 - 50% Fall 2009 - 80%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.
Assignment	Prepare Notebook of course	Instructor	75% to score 80% Fall 2008 - 63% Fall 2009 90%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.
Exit Exam	End of Semester	Instructor	75% to score 80% Fall 2008 - 63% Fall 2009 - 95%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.

Assessment Matrix for Measuring Course Goals					
EG 105 Industrial Safety					
Grounding, Maintenance, Safety Requirements and Standards					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Unit Exams	Following the unit instruction	Instructor	75% to score 80% Fall 2008 - 50% Fall 2009 - 80%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.
Assignments	Prepare Notebook of course	Instructor	75% to score 80% Fall 2008 - 63% Fall 2009 90%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.
Exit Exam	End of Semester	Instructor	75% to score 80% Fall 2008 - 63% Fall 2009 - 95%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.

Assessment Matrix for Measuring Course Goals					
EG 105 Industrial Safety					
Accident Prevention, Investigation, Rescue, First Aid, Training Methods and Systems					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Unit Exams	Following the unit instruction	Instructor	75% to score 80% Fall 2008 - 50% Fall 2009 - 80%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.
Assignments	Prepare Notebook of course	Instructor	75% to score 80% Fall 2008 - 63% Fall 2009 90%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.
Exit Exam	End of Semester	Instructor	75% to score 80% Fall 2008 - 63% Fall 2009 - 95%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.

Assessment Matrix for Measuring Course Goals					
EG 105 Industrial Safety					
Human Factors, Safety Management, Organizational Structure, Safety Training Methods and Systems					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Unit Exams	Following the unit instruction	Instructor	75% to score 80% Fall 2008 - 50% Fall 2009 - 80%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.
Assignments	Prepare Notebook of course	Instructor	75% to score 80% Fall 2008 - 63% Fall 2009 90%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.
Exit Exam	End of Semester	Instructor	75% to score 80% Fall 2008 - 63% Fall 2009 - 95%	Instructor and Student	Reviewed materials and textbook options. Updated textbook and materials for Fall 2009.

Assessment Matrix for Measuring Program Goals					
EG 106 National Electric Code					
Pass the Journeyman's Licensure Exam					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Unit Exams	Following the unit instruction	Instructor	75% to score 80% Fall 2008 - 75% Spring 2009 - 100%	Instructor and Student	Updated Textbook
Assignments	Problems assigned following unit instruction that are required for evaluation during the next class period .	Instructor	75% to score 80% Fall 2008 - 63% Spring 2009 - 100%	Instructor and Student	Updated Textbook
Exit Exam	End of Semester	Instructor	75% to score 80% Fall 2008 - 63% Spring 2009 - 100%	Instructor and Student	Updated Textbook

Assessment Matrix for Measuring Program Goals					
EG 210 Troubleshooting Lab					
Analyze, repair fundamental circuits involving electronic components, motors, transformers					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Unit Exams	Unit Exams are administered following the unit instruction	Instructor	No Unit Exams	Instructor and Student	Evaluate the student's ability to understand the material presented.
Assignments	Assigned for each unit covered to be turned in during the following class period for evaluation.	Instructor	75% to score 80% Fall 2008 - 100%	Instructor and Student	Evaluate the student's understanding of material covered in the unit and provide additional instruction as needed.
Exit Exam	End of Semester	Instructor	80% to score above 80%; Fall 2008 - 100%	Instructor and Student	Evaluate the students knowledge obtained from the instruction during the semester.
Lab Assignments	Weekly to correlate with the unit of study	Instructor	80% to score above 80%; Fall 2008 - 100%	Instructor and Student	Evaluate the students knowledge obtained from the instruction.



Assessment Matrix for Measuring Program Goals					
EG 290 Digital Electronics					
Analyze, construct, and design fundamental semiconductor circuits					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Unit Exams	After the lecture on the Unit	Instructor	Students expected to score 75%: Spring 2009 88%	Instructor and Student	Accumulated average will be 20% of the over all average of the final grade.
Homework Assignments	After the lecture on the Unit	Instructor	Students expected to score 75%: Spring 2009 88%	Instructor and Student	Evaluate the student's understanding of the of the unit and need for further instruction based on the results of each assignment completed.
Lab Assignments	After the lecture on the Unit	Instructor	Students expected to score 75%: Spring 2009 88%	Instructor and Student	Evaluate the student's understanding of the of the lab assignment based on the results of each experiment completed.

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Exit Exams	End of Semester	Instructor	Students expected to score 75%: Spring 2009 38%	Instructor and Student	Evaluate the students knowledge obtained from the instruction during the semester.
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Assessment Matrix for Measuring Program Goals					
EG 210 - Troubleshooting Lab					
Use skills to critically analyze practical troubleshooting problems and situations					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Unit Exams	After the lecture on the Unit	Instructor	Students expected to score 75%; Spring 2009 50%	Instructor and Student	Accumulated average will be 20% of the over all average of the final grade.
Lab Assignments	After the lecture on the Unit	Instructor	Students expected to score 75%; Spring 2009 50%	Instructor and Student	Evaluate the student's understanding of the of the lab assignment based on the results of each experiment completed.
Exit Exams	End of Semester	Instructor	Students expected to score 75%; Spring 2009 50%	Instructor and Student	Evaluate the students knowledge obtained from the lab assignments completed during the semester.

Assessment Matrix for Measuring Program Goals

IT 112 System Architecture

<b>Goal One: Students will gain a basic understanding of computer systems, make up and structure.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Class Participation	Daily	Instructor	Students completed successfully	Instructor / IT Dept	No Action needed
Homework	Daily or as given by instructor	Instructor	Students completed successfully	Instructor / IT Dept	No Action needed
Test	As assigned by instructor	Instructor	Students completed successfully	Instructor / IT Dept	Students passed successfully
Pre / Post Test	Pretest – 1 <sup>st</sup> week Posttest – Last week	Instructor	Pre – No result Post – 60 % Minimum score	Instructor / IT Dept	Review results
<b>Goal Two: Students will learn interaction of computer structures.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Class Participation	Daily	Instructor	Students completed successfully	Instructor / IT Dept	No Action needed

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Homework	Daily or as given by instructor	Instructor	Students completed successfully	Instructor / IT Dept	No Action needed
Test	As assigned by instructor	Instructor	Students completed successfully	Instructor / IT Dept	Students passed successfully
Pre / Post Test	Pretest – 1 <sup>st</sup> week Posttest – Last week	Instructor	Pre – No result Post – 60 % Minimum score	Instructor / IT Dept	Review results
<b>Goal Three: Students will learn operating system structures.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Class Participation	Daily	Instructor	Students completed successfully	Instructor / IT Dept	No Action needed
Homework	Daily or as given by instructor	Instructor	Students completed successfully	Instructor / IT Dept	No Action needed
Test	As assigned by instructor	Instructor	Students completed successfully	Instructor / IT Dept	Students passed successfully
Pre / Post Test	Pretest – 1 <sup>st</sup> week Posttest – Last week	Instructor	Pre – No result Post – 60 % Minimum score	Instructor / IT Dept	Review results

Assessment Matrix for Measuring Program Goals  
Information Technology IT 145

<b>Goal One: The student will learn Adobe Photoshop basics.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Tests	Various Times	Instructor	Expected – 80% of students score 60% Actual –80% of students scored 60% or higher	IT Department	No Change
Homework	Daily or as Scheduled by Instructor	Instructor	Expected – 80% of students score 60% Actual – 80% of students scored 60% or higher	IT Department	No Change
End Semester Project	End of Semester	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
<b>Goal Two: The student will learn Adobe Photoshop selection techniques.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Tests	Various Times	Instructor	Expected – 80% of students score 60% Actual –80% of students scored 60% or higher	IT Department	No Change
Homework	Daily or as Scheduled by Instructor	Instructor	Expected – 80% of students score 60% Actual – 80% of students scored 60% or higher	IT Department	No Change
End Semester Project	End of Semester	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change

<b>Goal Three: The student will learn Adobe Photoshop picture manipulation.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Tests	Various Times	Instructor	Expected – 80% of students score 60% Actual –80% of students scored 60% or higher	IT Department	No Change
Homework	Daily or as Scheduled by Instructor	Instructor	Expected – 80% of students score 60% Actual – 80% of students scored 60% or higher	IT Department	No Change
End Semester Project	End of Semester	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change

Assessment Matrix for Measuring Program Goals

IT 156

<b>Goal One: Evaluate students progress.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
In class review of IT 155	First week of class.	Instructor	Students demonstrate their knowledge from IT 155 Basic HTML with in class review.	Instructor and Student	Evaluate the required knowledge the student needs before taking the class and to identify areas that need review.
			Students completed review and demonstrated proficiency.		
<b>Goal Two: Learn fluid css layouts and structure.</b>					
In class assignment on fluid CSS layouts	In Class	Instructor	Students demonstrated their understanding of the material.	Instructor and Student	Reviewed areas students had difficulty with.
Homework on fluid CSS layouts	Homework	Student	Students should pass with at least 70%	Instructor	Completed fluid CSS layouts
			Average 87%		



<b>Goal Three: Learn how to create Framesets and Tables.</b>					
In Class Assignments on frames and tables	In Class	Instructor	Students demonstrate their understanding of the material.	Instructor and Student	Reviewed areas students had difficulty with.
Homework on frames and tables	Homework	Student	Students should pass with at least 70%	Instructor	Completed that section of course
			Average 78%		
<b>Goal Four: Learn CSS Lists and Header Lists.</b>					
In class assignment of CSS lists	In Class	Instructor	Students demonstrated their understanding of the material.	Instructor and Student	Reviewed areas students had difficulty with.
Homework on CSS lists	Homework	Student	Students should pass with at least 70%	Instructor	Completed section on CSS lists
			Average 94%		
Final Exam	Finals Week	Instructor	Student receives a grade of up to 100% and must pass the exam to pass the class	Instructor and Student	Evaluate the students overall knowledge of the subject after taking the class.
			Average 88%		

Assessment Matrix for Measuring Program Goals  
Information Technology IT 183

<b>Goal One: The student will learn basic networking configuration.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Tests	Various Times	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
Homework	Daily or as Scheduled by Instructor	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
Lab Activities	Weekly	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
Pre / Post Test	Beginning / End of Semester	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
<b>Goal Two: The student will learn networking protocols.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Tests	Various Times	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
Homework	Daily or as Scheduled by Instructor	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
Lab Activities	Weekly	Instructor	Expected – 100% of students score 60% Actual – 100% of students	IT Department	No Change

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			scored 60% or higher		
Pre / Post Test	Beginning / End of Semester	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
<b>Goal Three: The student will learn wireless networking.</b>					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Tests	Various Times	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
Homework	Daily or as Scheduled by Instructor	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
Lab Activities	Weekly	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change
Pre / Post Test	Beginning / End of Semester	Instructor	Expected – 100% of students score 60% Actual – 100% of students scored 60% or higher	IT Department	No Change

Notes:

Assessment Matrix for Measuring Program Goals  
IT 192 Visual Basic

Goal: Use basic programming logic skills

Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Programming Homework assignments	Weekly	Instructor	Expect 80% of Students to Score 70% or Better	IT Dept	No Change 60% of students had a 90% or better
			80% scored 70% or better		
In Class assignments	Daily or assigned Accordingly	Instructor	Expect 100% to be able to do the in class example	IT Dept	The students have to complete the example. If they do not I work with them one by one until they accomplish the example
			There is no grade but students do not leave without having completed the example		
Example Programming assignments	Daily or assigned Accordingly	Instructor	Expect 100% to be able to do the in class example	IT Dept	The students have to complete the example. If they do not I work with them one by one until they accomplish the example
			There is no grade but students do not leave without having completed the example		

Assessment Matrix for Measuring Program Goals  
IT 210 Network Administration

Goal: Understand local users, groups, and security policies

Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Mid Term Exam	Middle of the Semester	Instructor	Expect 80% of Students to Score 65% or Better	IT Dept	No Change since overall exam avg was 78.7%. With 1 person havin not taken it.
			92% of Students Scored 65% or better		
Lab activities	Weekly	Instructor	Expect 80% od students to score 80% or better	IT Dept	No change since 75% of the class scored 90% or better and the remaining 25% managed 84%
			92% of Students Scored 84% or better		
Online Question Sets	Weekly	Instructor	Expect 80% od students to score 80% or better	IT Dept	No change since 75% of the class scored 90% or better and the remaining 25% managed 84%
			92% of Students Scored 84% or better		
Post Exam	Semester Beginning and ending	Instructor	Expect 80% of Students to Score 70% or Better	IT Dept	Will tweak the final exam, enhance the study guide, cover
			50% scored 70%		

