Assessment Results
2007-2008

Office of the Vice President of Academic Affairs

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WorkKeys Results 2007

Summary
Work Keys Summary
Spring 2008
Negotiated Level: 83.30%

Program -- AAS	#Pass	#Taken	%Passed
Early Childhood Development	1	3	**33%**
Criminal Justice	0	2	**0%**
Radiological Technology	14	15	**93%**
Medical Laboratory Technology	5	13	**38%**
Nursing	57	57	**100%**
Dental Hygiene	11	11	**100%**
Business Administration			
Small Business Management	1	1	**100%**
General Business	12	13	**92%**
Health Care Management	2	4	**50%**
Marketing	2	2	**100%**
Business Accounting	15	15	**100%**
Office Administration	2	2	**100%**
Medical	2	4	**50%**
Administrative	1	1	**100%**
Legal	1	2	**50%**
Computer Information Systems	1	2	**50%**
PC Support Specialist	2	4	**50%**
Web Design	0	1	**0%**
Information Technology	1	1	**100%**
Technical Studies-EMT	0	1	**0%**
Totals	**130**	**154**	**84.4%**

Those in gray failed to meet negotiated levels.
Students must have successfully met negotiated levels on all three parts to be considered successful.

Work Keys Summary--Continued
Spring 2008
Negotiated Level: 83.30%

Program -- Certificate	#Pass	#Taken	%Passed
Health Care Technology	2	2	**100%**
CIS	1	1	**100%**
Medical Laboratory Assistant	1	8	**13%**
EET	0	1	**0%**
OA	0	1	**0**
Totals	**4**	**13**	**31%**

Those in gray failed to meet negotiated levels.
Students must have successfully met negotiated levels on all three parts to be considered successful.

Division: Nursing

Certificate

11-EKG Health Care Technology

n=2

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

2--100% 2 – 100% 2 – 100%

All Areas—2--100%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	6	4	5	S	
F	W	5	4	6	S	
	Sum	11	8	11		
	n=	2	2	2		
	Mean	5.5	4	5.5		
		4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3	0 -- U	0% U
		0--4	2--4	0--4	2 -- S	100% S
		1--5	0--5	1--5		
		1--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	2	2	2		

Department: Allied Health

Certificate

12-Medical Laboratory Assistant

n=8

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

5--63% 1 – 13% 7 – 88%

All Areas—1--13%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards	
F	W	4	4	4	U	
F	W	5	4	5	U	
M	W	3	4	6	U	
F	W	5	4	6	U	
F	W	5	4	6	U	
F	W	4	3	5	U	
F	W	5	4	7	U	
F	W	5	5	6	S	
Sum		36	32	45		
n=		8	8	8		
Mean		4.5	4	5.6		
		5	5	5		
		0--<3	0--<3	0--<3		
		1--3	1--3	0--3		
		2--4	6--4	1--4		
		5--5	1--5	2--5		
		0--6	0--6	4--6		
		0--7	0--7	1--7	7--U	87% U
	Met Standard	5	1	7	1--S	13% S

Department: Technology

Certificate

65-Computer Information Systems

n=1

Min. AM (5) Min LI (4) Min. RFI (5)
1--100% 1 – 100% 1 –100%
All Areas—1--100%

Gender	Ethnicity	AM	LI	RFI	Met Standard	
M	W	6	6	7	S	
	Mean	6	6	7		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	0--4	0--4		
		0--5	0--5	0--5		
		1--6	1--6	0--6		
		0--7	0--7	1--7	0—U	0% U
	Met Standard	1	1	1	1—S	100% S

Department: Technology

Certificate

116-Electrical Engineering Technology

n=1

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

0--0% 1 – 100% 1 –100%

All Areas—0--0%

Gender	Ethnicity	AM	LI	RFI	Met Standard	
M	W	4	5	6	U	
		4	5	6		
		5	5	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	0--4	0--4		
		0--5	1--5	0--5		
		0--6	0--6	1--6		
		0--7	0--7	0--7	1--U	100% U
	Met Standard	0	1	1	0--S	0% S

Department: Criminal Justice

AAS

592-Criminal Justice

n=2

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

0--0% 0--0% 0--0%

All Areas—0--0%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
M	AA	2	3	3	U	
M	W	3	3	3	U	
	Sum	5	6	6		
	n=	2	2	2		
	Mean	2.5	3	3		
	Standard	4	4	5		
		1--<3	0--<3	0--<3		
		1--3	2--3	2--3		
		0--4	0--4	0--4	2 – U	100% U
		0--5	0--5	0--5	0 – S	0% S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	0	0	0		

Department: Business

540-AAS—Business Accounting

n=15

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

15--100% 15 – 100% 15 – 100%

All Areas—15--100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	4	S	
F	W	5	4	4	S	
F	W	5	4	4	S	
F	H	6	4	4	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
M	O	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
M	W	6	4	5	S	
F	W	6	5	5	S	
F	W	4	4	6	S	
F	W	5	4	6	S	
F	W	5	4	6	S	
M	W	6	4	6	S	
	Sum	78	61	75		
	n=	15	15	15		
	Mean	5.2	4.1	5		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	14--4	4--4	0 – U	0% U
		10--5	1--5	7--5	15 – S	100% S
		4--6	0--6	4--6		
		0--7	0--7	0--7		
	Met Standard	15	15	15		

Department: Business

541-AAS—Business Administration-Health Care Management

n=4

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

3 -- 75% 4 – 100% 3 – 75%

All Areas—2--50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	5	6	S	
F	W	5	4	5	S	
F	W	5	4	4	U	
F	W	4	4	5	U	
	Sum	19	17	20		
	n=	4	4	4		
	Mean	4.8	4.3	5		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	3--4	1--4	2 – U	50% U
		3--5	1--5	2--5	2 – S	50% S
		0--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	3	4	3		

Department: Business

542-AAS—Business Administration-General Business

n=13

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

12 -- 92% 13 – 100% 12 – 92%

All Areas—12--92%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
M	W	4	4	4	U	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	W	5	5	5	S	
M	W	5	5	5	S	
F	W	6	5	5	S	
M	W	6	5	5	S	
F	W	5	4	6	S	
M	W	5	4	6	S	
M	W	5	4	6	S	
M	W	5	4	6	S	
	Sum	66	56	68		
	n=	13	13	13		
	Mean	5.1	4.3	5.2		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	9--4	1--4	1 – U	8% U
		10--5	4--5	8--5	12 – S	92% S
		2--6	0--6	4--6		
		0--7	0--7	0--7		
	Met Standard	12	13	12		

Department: Business

543-AAS—Business Administration-Marketing

n=2

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

2 -- 100% 2– 100% 2--100%

All Areas—2 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	5	S	
F	W	6	4	7	S	
	Sum	11	8	12		
	n=	2	2	2		
	Mean	5.5	4	6		
	Standard	4	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	2--4	0--4	0 – U	0% U
		1--5	0--5	1--5	2 – S	100% S
		1--6	0--6	0--6		
		0--7	0--7	1--7		
	Met Standard	2	2	2		

Department: Business

543-AAS—Business Administration-Small Business Mgmt

n=1

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

1 -- 100% 1– 100% 1--100%

All Areas—1 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	5	5	S	
	Mean	5	5	5		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	0--4	0--4	0 – U	0% U
		1--5	1--5	1--5	1 – S	100% S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	1	1	1		

Department: Business

557-AAS—Office Information Technology--Administrative

n=1

Min. AM (4) Min LI (4) Min. RFI (4)
1 -- 100% 1– 100% 1 – 100%
All Areas—1-- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	6	5	6	S	
	Mean	6	5	6		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	0--4	0--4	0 -- U	0% U
		0--5	1--5	0--5	1 -- S	100% S
		1--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	1	1	1		

Department: Business

558-AAS—Office Information Technology--Legal

n=2

Min. AM (4) Min LI (4) Min. RFI (4)
1 -- 50% 2 – 100% 2 –100%
All Areas—1 -- 50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	3	4	5	U	
F	W	5	4	5	S	
	Sum	8	8	10		
	n=	2	2	2		
	Mean	4	4	5		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		1--3	0--3	0--3		
		0--4	2--4	0--4	1 – U	50% U
		1--5	0--5	2--5	1 – S	50% S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	1	2	2		

Department: Business

559-AAS—Office Information Technology--Medical

n=4

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

3 -- 75% 2 – 50% 4 –100%

All Areas—2 -- 50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	4	4	4	S	
F	W	5	4	6	S	
F	W	3	3	5	U	
F	W	4	3	5	U	
	Sum	16	14	20		
	n=	4	4	4		
	Mean	4	3.5	5		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		1--3	2--3	0--3		
		2--4	2--4	1--4	2 – U	50% U
		1--5	0--5	2--5	2 – S	50% S
		0--6	0--6	1--6		
		0--7	0--7	0--7		
	Met Standard	3	2	4		

Department: Business

559-AAS—Office Administration

n=2

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

2 -- 100% 2 – 100% 2 –100%

All Areas—2 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	6	4	6	S	
F	W	5	5	6	S	
	Sum	11	9	12		
	n=	2	2	2		
	Mean	5.5	4.5	6		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	1--4	0--4	0 – U	0% U
		1--5	1--5	0--5	2 – S	100% S
		1--6	0--6	2--6		
		0--7	0--7	0--7		
	Met Standard	2	2	2		

Department: Allied Health

442-AAS—Medical Laboratory Technology

n=13

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

12 -- 92% 5 – 38% 13 – 100%

All Areas—5 -- 38%

Gender	Ethnicity	AM	LI	RFI	Met Standard	
F	W	5	5	5	S	
M	W	3	4	5	U	
F	W	6	5	6	S	
F	W	6	5	6	S	
F	W	6	5	6	S	
F	W	5	4	6	U	
M	W	5	4	6	U	
F	W	5	4	6	U	
F	W	6	5	5	S	
M	W	5	4	7	U	
F	W	5	4	5	U	
M	W	6	4	5	U	
M	W	5	4	5	U	
		68	57	73		
		13	13	13		
		5.23	4.38	5.6		
		5	5	5		
		0--<3	0--<3	0--<3		
		1--3	0--3	0--3		
		0--4	8--4	0--4	8 – U	62% U
		7--5	5--5	6--5	5 – S	38% S
		5--6	0--6	6--6		
		0--7	0--7	1--7		
Met Standard		12	5	13		

Department: Nursing

444-AAS—Nursing

n=57

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

57 -- 100% 57 – 100% 57 – 100%

All Areas—57 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	4	S	
F	W	5	5	4	S	
F	W	4	4	5	S	
F	W	5	4	5	S	
M	Asian	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	W	5	4	5	S	
M	W	5	4	5	S	
F	W	5	4	5	S	
M	W	5	4	5	S	
F	W	5	4	5	S	
F	W	6	4	5	S	
F	W	6	4	5	S	
F	W	6	4	5	S	
M	AA	6	4	5	S	
F	W	6	4	5	S	
M	W	5	5	5	S	
F	W	5	5	5	S	
F	W	5	5	5	S	
F	W	5	5	5	S	
F	W	5	5	5	S	
F	W	5	5	5	S	
F	W	5	5	5	S	
F	W	6	5	5	S	
F	W	6	5	5	S	
F	W	6	5	5	S	

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	4	4	6	S	
M	W	4	4	6	S	
M	W	5	4	6	S	
F	W	5	4	6	S	
F	W	5	4	6	S	
M	AA	5	4	6	S	
M	W	6	4	6	S	
F	W	5	5	6	S	
F	W	5	5	6	S	
F	W	5	5	6	S	
F	W	6	5	6	S	
F	W	6	5	6	S	
M	W	6	5	6	S	
F	W	6	5	6	S	
F	O	6	5	6	S	
F	W	6	5	6	S	
M	W	6	5	6	S	
F	W	6	5	6	S	
F	W	6	5	6	S	
F	W	6	5	6	S	
M	W	7	5	6	S	
F	W	7	5	6	S	
F	W	5	4	7	S	
F	W	6	4	7	S	
F	W	6	4	7	S	
F	W	4	5	7	S	
F	W	5	5	7	S	
F	W	5	5	7	S	
M	W	6	5	7	S	
	Sum	307	258	319		
	n=	57	57	57		
	Mean	5.4	4.5	5.6		
	Standard	4	4	4		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		4--4	27--4	2--4	0 – U	0% U
		29--5	30--5	26--5	57 – S	100% S
		22--6	0--6	22--6		
		2--7	0--7	7--7		
	Met Standard	57	57	57		

Department: Allied Health

445-AAS—Dental Hygiene

n=11

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

11 -- 100% 11 – 100% 11 – 100%

All Areas—11 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	5	S	
F	W	5	4	5	S	
F	w	5	4	5	S	
F	W	6	4	5	S	
F	W	6	5	5	S	
F	W	6	4	6	S	
F	W	5	5	6	S	
F	W	6	5	6	S	
F	W	6	5	6	S	
F	W	4	4	7	S	
F	W	7	5	7	S	
	Sum	61	49	63		
	n=	11	11	11		
	Mean	5.5	4.5	5.7		
	Standard	4	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	6--4	0--4	0 – U	0% U
		4--5	5--5	5--5	11—S	100% S
		5--6	0--6	4--6		
		1--7	0--7	2--7		
	Met Standard	11	11	11		

Department: Allied Health

469-AAS—Radiologic Technology

n=15

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

15 -- 100% 15 – 100% 14 – 93%

All Areas—14 -- 93%

Gender	Ethnicity	AM	LI	RFI	Met Standard	
F	W	4	5	4	U	
F	W	5	4	5	S	
M	W	5	4	5	S	
F	W	5	4	5	S	
M	W	6	4	5	S	
F	W	5	5	5	S	
M	W	5	5	5	S	
F	AA	5	5	5	S	
M	W	5	4	6	S	
M	W	4	5	6	S	
F	W	5	5	6	S	
F	W	5	5	6	S	
F	W	5	5	6	S	
M	W	6	5	6	S	
F	W	6	5	7	S	
	Sum	76	70	82		
	n=	15	15	15		
	Mean	5.1	4.6	5.5		
	Standard	4	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		2--4	5--4	1--4	1 -- U	7% U
		10--5	10--5	7--5	14 -- S	93% S
		3--6	0--6	6--6		
		0--7	0--7	1--7		
	Met Standard	15	15	14		

Department: Allied Health

759-AAS—Technical Studies in Emergency Medical Services

n=1

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

1 -- 100% 0 – 0% 1 – 100%

All Areas—0 -- 0%

Gender	Ethnicity	AM	LI	RFI	Met Standard	
F	W	4	4	7	U	
	Mean	4	4	7		
	Standard	4	5	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	1--4	0--4	1 – U	100% U
		0--5	0--5	0--5	0 – S	0% S
		0--6	0--6	0--6		
		0--7	0--7	1--7		
Met Standard		1	0	1		

Department: Technology

665-AAS—Computer Information Systems

n=2

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

1 -- 50% 2 – 100% 2 – 100%

All Areas—1 -- 50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
M	W	6	4	5	S	
F	W	4	4	5	U	
	Sum	10	8	10		
	n=	2	2	2		
	Mean	5	4	5		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	2--4	0--4	1 – U	50% U
		0--5	0--5	2--5	1 – S	50% S
		1--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	1	2	2		

Department: Technology

666-AAS—Computer Information Systems—PC Support Specialist

n=4

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

2 -- 50% 3 – 67% 3 – 67%

All Areas—2 -- 50%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
M	W	2	3	4	U	
F	W	5	4	5	S	
M	W	4	4	5	U	
M	O	6	5	5	S	
	Sum	17	16	19		
	n=	4	4	4		
	Mean	4.3	4	4.8		
	Standard	5	4	5		
		1--<3	0--<3	0--<3		
		0--3	1--3	0--3		
		1--4	2--4	1--4	2 -- U	50% U
		1--5	1--5	3--5	2 -- S	50% S
		1--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	2	3	3		

Department: Technology

667-AAS—Computer Information Systems—Web Design

n=1

Min. AM (5) Min LI (4) Min. RFI (5)
0 -- 0% 1 – 100% 1 – 100%
All Areas—0 -- 0%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
M	W	4	4	5	U	
	Mean	4	4	5		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		1--4	1--4	0--4	1 – U	100% U
		0--5	0--5	1--5	0 – S	0% S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	0	1	1		

Department: Technology

690-AAS—Information Technology

n=1

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

1 -- 100% 1 – 100% 1 – 100%

All Areas—1 -- 100%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	6	S	
	Mean	5	4	6		
	Standard	5	4	5		
		0--<3	0--<3	0--<3		
		0--3	0--3	0--3		
		0--4	1--4	0--4	0 – U	0% U
		1--5	0--5	0--5	1 – S	100% S
		0--6	0--6	1--6		
		0--7	0--7	0--7		
Met Standard		1	1	1		

Department: Humanities

985-AAS—Early Childhood Education

n=3

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

2 -- 67% 3 – 100% 1 – 33%

All Areas—1 -- 33%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	4	U	
F	W	3	4	4	U	
F	W	5	4	5	S	
	Sum	13	12	13		
	n=	3	3	3		
	Mean	4.3	4	4.3		
	Standard	4	4	5		
		0--<3	0--<3	0--<3		
		1--3	0--3	0--3		
		0--4	3--4	2--4	2 – U	67% U
		2--5	0--5	1--5	1 – S	33% S
		0--6	0--6	0--6		
		0--7	0--7	0--7		
	Met Standard	2	3	1		

Explanation of Instruments and Data Collection

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

Work Keys

Explanation of Tests and Scores

Work Keys--Applied Mathematics

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

Characteristics/Skills

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

Level	Characteristics of Items	Skills
3	• Translate easily from a word problem to a math equation • All needed information is presented in logical order • No extra information	• Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers • Add or subtract negative numbers • Change numbers from one form to another using whole numbers, fractions, decimals, or percentages • Convert simple money and time units (e.g., hours to minutes)

Level	Characteristics of Items	Skills

Level	Characteristics of Items	Skills
4	• Information may be presented out of order • May include extra, unnecessary information • May include a simple chart, diagram, or graph	• Solve problems that require one or two operations • Multiply negative numbers • Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals • Add commonly known fractions, decimals, or percentages (e.g., 1/2, .75, 25%) • Add up to three fractions that share a common denominator • Multiply a mixed number by a whole number or decimal • Put the information in the right order before performing calculations
5	• Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax)	• Decide what information, calculations, or unit conversions to use to solve the problem • Look up a formula and perform single-step conversions within or between systems of measurement • Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) • Divide negative numbers • Find the best deal using one- and two-step calculations and then comparing results • Calculate perimeters and areas of basic shapes (rectangles and circles) • Calculate percent discounts or markups
6	• May require considerable translation from verbal form to mathematical expression • Generally require considerable setup and involve multiple-step	• Use fractions, negative numbers, ratios, percentages, or mixed numbers • Rearrange a formula before solving a problem • Use two formulas to change from

	calculations	one unit to another within the same system of measurement • Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement • Find mistakes in questions that belong at Levels 3, 4, and 5 • Find the best deal and use the result for another calculation • Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations • Find the volume of rectangular solids • Calculate multiple rates

Level	Characteristics of Items	Skills
7	• Content or format may be unusual • Information may be incomplete or implicit • Problems often involve multiple steps of logic and calculation	• Solve problems that include nonlinear functions and/or that involve more than one unknown • Find mistakes in Level 6 questions • Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages • Calculate multiple areas and volumes of spheres, cylinders, or cones • Set up and manipulate complex ratios or proportions • Find the best deal when there are several choices • Apply basic statistical concepts

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

Work Keys--Reading for Information

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

Characteristics/Skills

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

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

Level	Characteristics of Items	Skills
4	• Reading materials include company policies, procedures, and notices • Reading materials are straightforward, but have longer sentences and contain a number of details • Reading materials use common words, but do have some harder words, too • Reading materials describe	• Identify important details that may not be clearly stated • Use the reading material to figure out the meaning of words that are not defined • Apply instructions with several steps to a situation that is the same as the situation in the reading materials • Choose what to do when changing conditions call for a

	procedures that include several steps • When following the procedures, individuals must think about changing conditions that affect what they should do • Questions and answers are often paraphrased from the passage	different action (follow directions that include "if-then" statements)

Level	Characteristics of Items	Skills
5	• Policies, procedures, and announcements include all of the information needed to finish a task • Information is stated clearly and directly, but the materials have many details • Materials also include jargon, technical terms, acronyms, or words that have several meanings • Application of information given in the passage to a situation that is not specifically described in the passage • There are several considerations to be taken into account in order to choose the correct actions	• Figure out the correct meaning of a word based on how the word is used • Identify the correct meaning of an acronym that is defined in the document • Identify the paraphrased definition of a technical term or jargon that is defined in the document • Apply technical terms and jargon and relate them to stated situations • Apply straightforward instructions to a new situation that is similar to the one described in the material • Apply complex instructions that include conditionals to situations described in the materials

Level	Characteristics of Items	Skills
6	• Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents • Complicated sentences with difficult words, jargon, and technical terms • Most of the information needed to answer the items is not clearly stated	• Identify implied details • Use technical terms and jargon in new situations • Figure out the less common meaning of a word based on the context • Apply complicated instructions to new situations • Figure out the principles behind policies, rules, and procedures • Apply general principles from

		the materials to similar and new situations • Explain the rationale behind a procedure, policy, or communication

Level	Characteristics of Items	Skills
7	• Very complex reading materials • Information includes a lot of details • Complicated concepts • Difficult vocabulary • Unusual jargon and technical terms are used, but not defined • Writing often lacks clarity and direction • Readers must draw conclusions from some parts of the reading and apply them to other parts	• Figure out the definitions of difficult, uncommon words based on how they are used • Figure out the meaning of jargon or technical terms based on how they are used • Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials

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

Work Keys--Locating Information

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

Characteristics/Skills

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

Characteristics/Skills

Level	Characteristics of Items	Skills
3	• Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans • One graphic used at a time	• Find one or two pieces of information in a graphic • Fill in one or two pieces of information that are missing from a graphic

Level	Characteristics of Items	Skills
4	• Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps • One or two graphics are used at a time	• Find several pieces of information in one or two graphics • Understand how graphics are related to each other • Summarize information from one or two straightforward graphics • Identify trends shown in one or two straightforward graphics • Compare information and trends shown in one or two straightforward graphics

Level	Characteristics of Items	Skills
5	• Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges • Graphics may have less common	• Sort through distracting information • Summarize information from one or more detailed

	formats • One or more graphics are used at a time	graphics • Identify trends shown in one or more detailed or complicated graphics • Compare information and trends from one or more complicated graphics

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

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

WV COMMUNITY & TECHNICAL COLLEGE SYSTEM

Standards and Measures for Perkins Core Indicators
Standards for WorkKeys Assessment by Program

BUSINESS/MARKETING

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

Engineering/Technical

Programs	Applied Math Level	Reading Level	Writing Level	Locating Information Level
Air Conditioning, Refrigeration & Heating Technology	5	5	3	5
Applied Design	5	5	4	4
Architectural/Engineering Technology	5	5	4	4
Architectural Drafting & Construction Technology	5	5	4	4
Automotive Technology	4	4	3	4
Aviation Maintenance Technology	4	4	3	4
Aviation Technology	4	4	3	4
Avionics Line Maintenance	4	4	3	4
Avionics Maintenance Technology	4	4	3	4
Chemical Engineering Technology	5	5	4	4
Civil Engineering Technology	5	5	4	5
Computer-Aided Drafting & Design Technology	5	5	4	5
Drafting and Design Technology	5	5	4	5
Drafting and Design Engineering Technology	5	5	4	5
Electrical Engineering Technology	5	5	4	5
Electromechanical Technology	5	5	4	5
Electronics Engineering Technology	5	5	4	5
Electronics Technology	5	5	4	4
Engineering Technology	5	5	4	4
Graphics Technology	4	4	4	4
Industrial Maintenance Technology	4	4	3	4
Information Systems	5	5	4	4
Major Appliance Repair	5	5	3	5
Manufacturing Engineering Technology	5	5	4	5
Manufacturing/Processes Technology	4	4	3	4
Mechanical Engineering Technology	5	5	4	5
Land Surveying Technology	5	5	4	4
Welding Management Technician	4	4	3	4
Welding Technology	4	4	3	4

Health

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

Human Services

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

Science/Natural Science

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

MAPP Results

2008

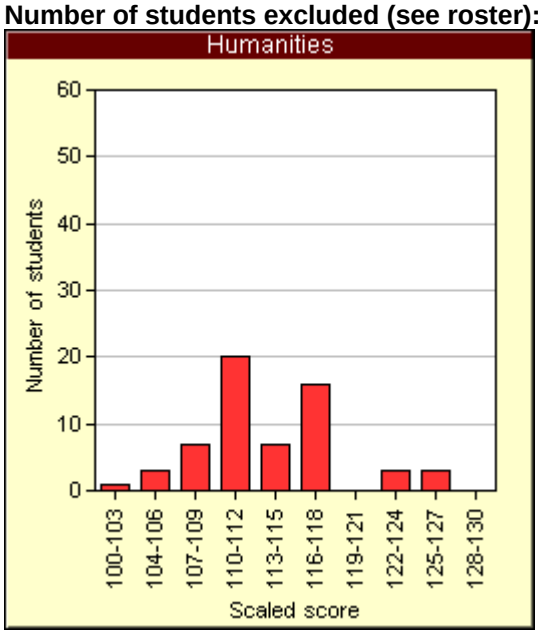
MAPP
Measures of Academic Proficiency and Progress

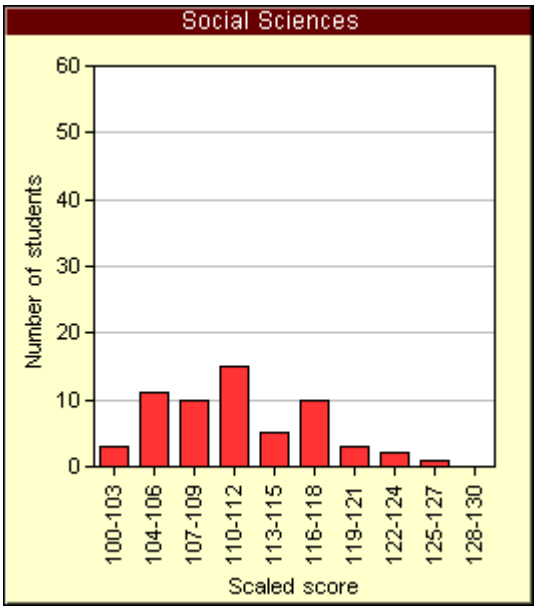
Scaled Score Distributions
Academic Area Subscores

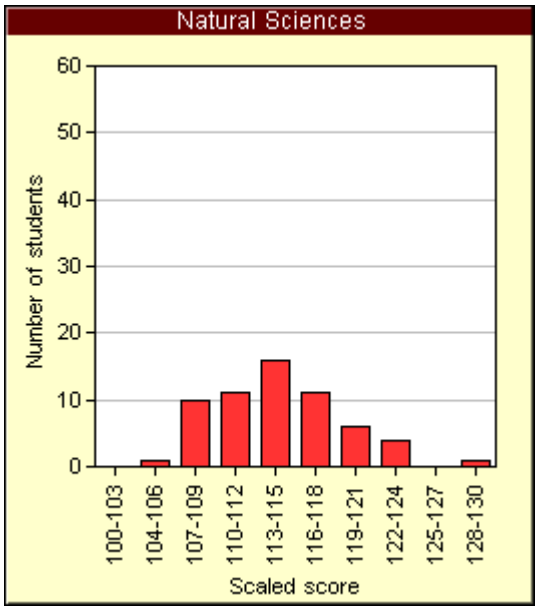
Southern West Virginia Community and Technical Col
Standard
Test Description: Standard Form A Paper
Number of students tested: 60
Number of students included in these statistics: 60
Number of students excluded (see roster): 0

Cohort Name: TEST DATE: 2008-03-21T00:00:00-04:00

Close Date: 03/31/2008
Student Level: All







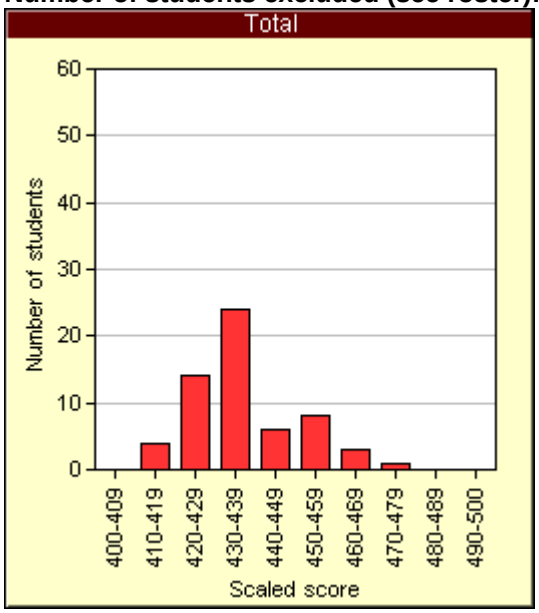
MAPP
Measures of Academic Proficiency and Progress

Scaled Score Distributions
Total

Southern West Virginia Community and Technical Col
Standard

Cohort Name: TEST DATE: 2008-03-21T00:00:00-04:00
Close Date: 03/31/2008
Student Level: All

Test Description: Standard Form A Paper
Number of students tested: 60
Number of students included in these statistics: 60
Number of students excluded (see roster): 0



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

MAPP		
Measures of Academic Proficiency and Progress		
Roster of Scaled Scores		
To show the scaled scores of individual students		
Southern West Virginia Community and Technical Col	**Cohort Name:** TEST DATE: 2008-03-21T00:00:00-04:00	
Standard	**Close Date:** 03/31/2008	
Test Description: Standard Form A Paper	**Student Level:** All	

Total	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
444	115	121	113	111	118	116	118
422	109	109	109	106	106	112	111
417	104	108	111	103	109	101	111
434	107	117	112	112	114	104	117
435	108	113	111	117	107	110	114
438	109	117	113	113	118	107	114
425	107	115	108	108	106	110	115
424	107	106	110	109	109	106	108
430	110	115	106	112	116	110	111
451	114	119	121	113	114	115	118
428	110	112	110	108	110	107	115
426	109	109	113	106	112	107	109
445	119	124	115	106	122	122	118
439	107	116	118	112	116	106	112
413	107	109	105	102	110	109	106
438	115	113	112	112	112	112	117
434	110	112	115	109	110	113	109
440	115	116	115	110	112	112	119
428	108	112	113	107	112	106	112
445	118	117	120	108	116	113	119
415	107	111	103	105	110	106	111
473	125	126	118	117	125	125	123
434	110	111	115	110	112	110	109
464	124	125	114	117	122	122	123
443	112	120	117	109	116	116	115
430	109	112	113	108	112	107	112
451	112	120	117	117	118	115	115
434	112	118	114	105	112	116	115
452	111	124	118	115	118	120	114
439	107	116	118	113	116	106	112
425	114	112	108	105	112	112	114

Total	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
451	115	125	114	113	116	118	122
442	114	124	117	105	118	116	119
456	115	125	116	116	118	120	119
432	110	119	112	105	116	109	118
420	107	106	105	110	107	104	111
432	108	115	114	108	110	109	114
436	108	116	113	113	110	110	114
434	107	116	115	109	114	103	117
455	114	126	114	117	114	120	122
451	116	117	116	119	114	112	121
430	108	113	112	109	114	103	115
451	119	121	116	111	122	115	121
430	110	120	112	102	112	116	115
439	110	123	120	104	112	116	118
430	107	116	114	107	107	118	108
432	112	117	113	104	114	112	117
424	112	113	108	103	112	112	114
422	107	108	110	108	109	107	108
439	109	118	118	109	116	112	112
439	110	115	116	112	112	106	118
433	109	115	110	113	109	112	114
425	108	109	110	108	110	107	109
423	110	111	104	108	110	112	109
465	121	127	117	115	125	116	130
413	102	108	106	106	104	104	109
424	108	108	111	107	103	106	117
465	118	120	120	123	125	116	115
420	104	115	105	107	116	106	108
434	109	115	113	110	116	107	112

MAPP Measures of Academic Proficiency and Progress

Demographic Analysis Report Gender

SWVCTC **Cohort Name:** TEST DATE: 2008-03-21T00:00:00-04:00
Standard **Close Date:** 03/31/2008

Standard
Form A
Paper

Number of students tested: 60
Number of students included in these statistics: 60
Number of students excluded [see roster]: 0

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	60	436.05 [13.28]	110.97 [4.64]	115.93 [5.48]	112.93 [4.25]	109.77 [4.50]	113.45 [4.91]	111.28 [5.39]	114.7 [4.64]
Male	20	438.65 [12.22]	111.25 [4.67]	116.45 [5.12]	113.2 [4.72]	111.7 [3.65]	113.8 [4.66]	111.45 [4.91]	115.1 [4.11]
Female	40	434.75 [13.59]	110.83 [4.62]	115.68 [5.63]	112.8 [3.99]	108.8 [4.57]	113.28 [5.01]	111.2 [5.61]	114.5 [4.87]

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.

MAPP
Measures of Academic Proficiency and Progress

Demographic Analysis Report
GPA

SWVCTC **Cohort Name:** TEST DATE: 2008-03-21T00:00:00-04:00
Close Date: 03/31/2008
Standard Test Description:
Standard Form A Paper
Number of students tested: 60
Number of students included in these statistics: 60
Number of students excluded [see roster]: 0

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	60	436.05 [13.28]	110.97 [4.64]	115.93 [5.48]	112.93 [4.25]	109.77 [4.50]	113.45 [4.91]	111.28 [5.39]	114.7 [4.64]
None yet, entering freshman	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]
3.50 - 4.00	12	441.42 [13.22]	111.33 [4.50]	117.42 [5.56]	115 [4.00]	112.33 [5.41]	114.17 [4.79]	111.67 [5.91]	115.75 [3.72]
3.00 - 3.49	24	438.54 [14.15]	112.08 [5.41]	117.42 [5.88]	113.63 [3.30]	109.25 [4.31]	114.83 [5.15]	112.5 [6.03]	115.58 [5.50]
2.50 - 2.99	17	428.24 [9.29]	109.12 [3.56]	113.18 [3.99]	109.88 [4.48]	108.35 [2.72]	111.65 [3.94]	109.18 [3.87]	112.65 [3.51]
2.00 - 2.49	6	435 [8.60]	110.17 [1.46]	114.67 [4.27]	114.17 [2.91]	109.17 [3.76]	111.5 [4.82]	111.5 [3.77]	113.83 [2.61]
	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
1.00 - 1.99	1	451 [0.00]	116 [0.00]	117 [0.00]	116 [0.00]	119 [0.00]	114 [0.00]	112 [0.00]	121 [0.00]

Less than 1.00	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.

MAPP
Demographic Analysis
Report
Ethnicity

SWVCTC **Cohort Name:** TEST DATE: 2008-03-21T00:00:00-04:00
Close Date:
Standard 03/31/2008
Test
Description:
Standard Form A
Paper
Number of students tested:
60
Number of students included in these statistics:
60
Number of students excluded [see roster]: 0

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	60	436.05 [13.28]	110.97 [4.64]	115.93 [5.48]	112.93 [4.25]	109.77 [4.50]	113.45 [4.91]	111.28 [5.39]	114.7 [4.64]
African American	1	423 [0.00]	110 [0.00]	111 [0.00]	104 [0.00]	108 [0.00]	110 [0.00]	112 [0.00]	109 [0.00]
Black Hispanic	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]
Hispanic	1	424 [0.00]	107 [0.00]	106 [0.00]	110 [0.00]	109 [0.00]	109 [0.00]	106 [0.00]	108 [0.00]
Latino	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]
American Indian or Alaskan Native	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]
Other/Decline	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Asian, Asian American or Pacific Islander	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]
White	58	436.48 [13.29]	111.05 [4.69]	116.19 [5.37]	113.14 [4.14]	109.81 [4.57]	113.59 [4.93]	111.36 [5.44]	114.91 [4.57]

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

Proficiency Classifications Taken Directly From http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f74aaf5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=448646f1674f4010VgnVCM10000022f95190RCRD

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

Reading/Critical Thinking

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

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

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

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

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

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

Writing Skills

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

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

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

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

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

Discriminate between appropriate and inappropriate use of parallelism
Discriminate between appropriate and inappropriate use of idiomatic language
Recognize redundancy
Discriminate between correct and incorrect constructions
Recognize the most effective revision of a sentence

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

Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multi-step if the steps are repeated rather than embedded.
Solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%).
Solve problems requiring a general understanding of square roots and the squares of numbers.
Solve a simple equation or substitute numbers into a algebraic expression.
Find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

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

Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
Simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.
Interpret a trend represented in a graph, or choose a graph that reflects a trend.
Solve problems involving sets; the problems would have numeric answer choices.

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

Solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or are numbers that do not lend themselves to back-solving.
Solve problems involving difficult arithmetic concepts such as exponents and roots other than squares and square roots and percent of increase or decrease.
Generalize about numbers, e.g., identify the values of (x) for which an expression increases as (x) increases.
Solve problems requiring an understanding of the properties of integers, rational numbers, etc.
Interpret a graph in which the trends are to be expressed algebraically or in which one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease.

The Math Rubric Assessment Team met on March 11, 2008 and we scored papers from Math Department, Chemistry Department, and the Transitional Studies Department. The Committee consisted of Guy Lowes, Karan Grimes, Regina Bias, Sarma Pidaparthi, Rosemary Farrar, Anne Olofson, and Mary Hamilton, We scored a total of 303 papers. Only 5 had to be scored by a third person making the percentage 1.7%. We have provided the overall totals with percentages as well as a breakdown by department.

The total scoring results are as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
33	13	21	31	27	18	36	36	89	303

Percentage for each is as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
10.9%	4%	7%	10.2%	8.8%	5.9%	11.9%	11.9%	29.4%	100%

Science Department:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
12	3	8	12	10	5	16	5	11	82

Percentage for each is as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
14.63%	3.7%	9.7%	14.63%	12.24%	6.1%	19.5%	6.1%	13.4%	100%

Transitional Studies Department:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
4	1	4	4	5	1	0	9	9	37

Percentage for each is as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
10.8%	2.7%	10.8%	10.8%	13.6%	2.7%	0	24.3%	24.3%	100%

Math Department:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
17	9	9	15	12	13	20	21	68	184

Percentage for each is as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
9.2%	4.9%	4.9%	8.2%	6.5%	7.1%	10.9%	11.3%	37%	100%

Southern's Mathematics Rubric

Holistic Scoring Criteria

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

Glossary: 1) Solution – the final answer 2) Response – everything the student has written

3)Process – steps the student followed to arrive at solution

Assessment Day Results

Writing Rubric Scoring Team

March 11, 2008

The team met on Tuesday, March 11, at 10:a.m. on the Logan Campus to score English 101 and 102 research papers from all four campus sites as well as several off-campus ones.

Because there were seven new members to the team, the first ninety minutes were devoted to training. Again, because so many new members were scoring for the first time, we did not score as many papers as we have before.

The session was surprisingly smooth and we anticipate being able to score more papers in future.

Below is a breakdown of the process and results:

Total papers scored – 181

Score	# Papers	% of Total Papers
4	9	4.9%
3.5	25	13.8%
3	40	22%
2.5	38	20.9%
2	29	16%
1.5	16	8.8%
1	3	1.65%
N	21	11.6%

Again, the number of non-scored (N) papers is a concern because these were deemed plagiarized papers by the team.

All papers were scored twice with the second scorer “blind” to the scores given by the first scorer. Any two scores which have more than a .5 discrepancy have a third scorer. Only four papers (2.2%) of the 181 papers required a third scorer, and three of them were ultimately labeled ‘’N” papers.

All papers receiving a score of 2.5 or below were given an analytical analysis as well. Below is a summary of these results:

Analytic	# of Papers	% of Total Papers
A – Organization	48	22%
B – Development	26	14%
C – Sentence Formation	39	21.5%
D – Word Usage	26	14.3%
E – Mechanics	42	23.2%

Southern's Writing Sample Rubric
Modified Holistic Scoring Criteria

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

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

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

Analytics Scoring Guide

Southern's Writing Sample Rubric

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

Assessment Matrices

Assessment Matrix for Measuring Program Goals
Medical Laboratory Technology Program
Results for Year 2008

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. Pending** 2.See comment below*** 3. No problems noted 4. Pending**	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	Pending**	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.
**Results for 2008 graduates have not been received. An updated report will be submitted in the fall.

***With the institution of NAACLS recommendation relating to evaluation of ML 201 student labs, MLT students commented on a need for increased student lab time during the semester and several noted that the 1hour ML 201 course should be changed to a 2 hour course. This change was requested and approved with the ML 201 course changing to a 2 hour course beginning the fall of 2008.

SWVCTC MLT PROGRAM GOALS

The SWVCTC MLT Program has developed the following goals:

1. Provide students with both a general and technical education which will prepare them as competent entry level Medical Laboratory Technicians in hospitals and other health care environments.

2. Prepare graduates with the proper attitudes, knowledge and skills to realize a rewarding career in the clinical laboratory environment.

3. Prepare graduates to assume responsibility for self-growth and development in order to adapt to the changing needs of self and the laboratory medicine profession.

4. Prepare graduates with the necessary knowledge to be able to pass national certification examinations.

5. Prepare graduates to communicate in a facilitative, purposeful and respectful manner with patients, families, colleagues, and other members of the health care team.

6. Prepare graduates with the basis for continuing their undergraduate education in medical technology or other field of their choice.

7. Provide graduates with prospective job information in an effort to achieve 100% placement within 3 months of graduation.

Assessment Matrix for Measuring Program Goals
Radiologic Technology September 2007 – May 2008

Goal: Prepare students to become safe and competent radiographers. **Page 1 of 2**

Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Clinical Competency Evaluation form	First spring and second spring semesters	Clinical Coordinator	Data not analyzed for spring semester yet.	Program faculty, advisory committee, JRCERT; institutional accreditation data	No data until end of semester.
Weekly evaluation form (clinical), radiation protection	First fall and second spring semesters	Clinical Coordinator	1st fall: 135/139 weeklys = 98.5% scored 6.5 or higher with 7.5 possible. Outcome met. Benchmark= average of weeklys will be 6.5 or higher.	Program faculty, advisory committee, JRCERT; institutional accreditation data; clinical affiliates staff and supervisors.	Continue to have students demonstrate correct use of radiation protection in labs and stress importance & program's expectations to clinical staff.
Film evaluation form/critique portion of exams	End of first year, fall In RA 101 course	Radiography Positioning Instructor	Three graded critiques, average = 82.7% out of possible 100%. N= 17 x 3 critiques Benchmark: avg on film evaluation exercises will be 80% or higher.	Program faculty, advisory committee, JRCERT; institutional accreditation data; clinical supervisors and staff.	Continue to complete film critiques, both non and graded in course and lab. Explain expectations to staff.

GOAL: Prepare students to become safe and competent radiographers, continued

Written Patient Care Quiz in Introduction Module, first fall	First fall, prior to clinic rotations.	Introduction module instructor	Average quiz score was 94% out of 100. n=15 Benchmark: average score will be 80% or higher.	Program faculty, advisory committee, JRCERT; institutional accreditation data; clinical staff and supervisors.	Good grasp of content at introductory level. Most taking patient care course at same time.

Assessment Matrix for Measuring Program Goals
Nursing Program

Program Goal: Empower the student to realize their educational goal by preparing them to take and pass the NCLEX-RN exam.					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
Hesi Fundamentals Exam (Fall 2007)	End of NU100 course (fall semester in the first year of the nursing program)	Course Instructor	868 Score of 850 is recommended	Faculty Individual results to students	Faculty use to revise lectures and/or course content. Used to advise students of strengths and weaknesses and available study/practice resources.
Hesi Maternity Nursing Exam (Spring 2007)	End of NU104 course (spring semester of the first year of the nursing program)	Course Instructor	1005 Score of 850 is recommended	Faculty Individual results to students	Faculty use to revise lectures and/or course content. 2007: No changes. Continue to monitor Used to advise students of strengths and weaknesses and available study/practice resources
Hesi Psychiatric Nursing Exam (Spring 2007)	End of NU107 course (spring semester of the first year of the nursing program)	Course Instructor	894 Score of 850 is recommended	Faculty Individual results to students	Faculty use to revise lectures and/or course content. Has been used in past to revise clinical experiences and student paper assignments. 2007: No changes. Continue to monitor Used to advise students of strengths and weaknesses and available study/practice resources.
Hesi Medical/Surgical Exam (Spring 2007) (Spring 2008)	End of NU212 course (fall semester of second year of the nursing program)	Course Instructor	963 879	Faculty Individual results to students	Faculty use the results to revise lectures and/or course content. 2007: No changes. Continue to monitor 2008: Fall of 2008

					faculty will review course content for Nu206 and NU212 relevant to areas of concern of summary Hesi M/S report. Used to advise students of strengths and weaknesses and available study/practice resources

Assessment Matrix for Measuring Program Goals
Nursing Program

Program Goal: Prepare students to competently practice within the role of the Associate Degree Nurse in a changing global and technological society.					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
Math Drug Dosage Competency Exam (Students in nursing program fall of 2006)	Near end of NU100 course for conversions and oral medications. Near end of NU206 course for intramuscular, drug concentrations, and intravenous rates.	Course Instructor	All students have passed the exams in 2006-2007 by the third attempt.	NU100 students for first year nursing program NU206 students for second year nursing program	Results are utilized as one method to help determine that students are safe in the clinical setting in giving medications. Failure to pass the exam by the third attempt will fail the student for the course.
Graduate Survey (Graduates May 2006)	6 months after graduation from the nursing program	Nursing Chair	Graduates used a likert scale of 0-4 with 4 indicating be the most satisfied with how well the nursing program prepared them. Nursing Process: 3.8 Nursing Skills: 3.6 Pharmacology: 3 Drug Administration: 3.7	Faculty Advisory Committee	Results were used in past to revise curriculum to include pharmacology course. Also used in past to develop and offer the drug calculation course. 2007: No changes. Continue to monitor.

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

Notes:

Assessment Matrix for Measuring Program Goals
Nursing Program

Program Goal: Empower the student to realize their educational goal by preparing them to take and pass the NCLEX-RN exam.					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
Hesi Exit Practice Exam (Spring 2008)	Mid-term of NU210 course (spring semester of the second year of the nursing program)	Nursing Chair	765-Logan (2008)	Faculty Individual results to students	Used to advise students of strengths and weaknesses and available NCLEX-RN study/practice resources. Student Handbook changed: (Change) Students who withdraw from nursing courses in two different semesters will be dismissed from the program. The handbook already stipulated that failing the same or two different nursing courses resulted in dismissal and that students could repeat a nursing course only one time.
Hesi Exit Exam (Spring 2007) Score of 900 required to indicate readiness to take NCLEX-RN exam.	End of Program in NU210 course (spring semester of the second year of the nursing program)	Nursing Chair	945 2007: All students passed by 3rd attempt at a similar exam with a score of 900 or above.	Faculty Individual results to students	Used to assess student readiness to take the NCLEX-RN exam for licensure. Used to determine pass or failure of NU210 course.
NCLEX-RN pass rate (Graduates May 2007)	Within 3 months of graduation from the nursing program	National Council of State Boards of Nursing and the WV Board of Examiners for RN's	2007 Graduates: 100% Kanawha Valley 100% Moorefield 92% Logan	Faculty Advisory Committee	Has been used to change pass rate of Hesi exit exam in NU210 in 2006. Utilized to change lecture and/or nursing program course content such as the inclusion of disaster nursing. Used to change admission score sheet

					for selection of students by decreasing the weight of points given for courses and increasing the points for prior degrees and certifications.

Notes:

Assessment Matrix for Measuring Program Goals
Electrocardiography

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

Notes:

Assessment Matrix for Measuring Program Goals
Electrocardiography

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

Assessment Matrix for Measuring Program Goals

Program or Department
Respiratory Care Technology
Allied Health

Goal: Prepare students to function as advanced level Respiratory Care Practitioners					
Evaluation Method/ Evaluation Standard	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
National Board of Respiratory Care's Registered Respiratory Therapy Exam Standard: At least 90% of those students taking the exam will pass on the first attempt	After Program Graduation: Graduates of the Respiratory Care Technology Program	Instructor/Program Coordinator NBRC		National Board of Respiratory Care Committee on Accreditation of Respiratory Care Allied Health Department Advisory Committee	Possible: admission and selection of students Possible: curriculum change Possible: course content, grading change
National Board of Respiratory Care's Self Assessment Exam Standard: At least 80% of those students taking the exam will score greater than the COARC passing score of 55%.	Given during the final month of the last semester to all graduating program students.	Instructor/Program Coordinator		Committee on Accreditation of Respiratory Care Faculty Individual Results to Students	Possible: curriculum change Possible: course content, grading change
Graduation Rate: Number of students graduating each year compared to number of students admitted for that class. (percentage) Standard: Attrition will be 33% or less	Graduates each May: Evaluate August of each year	Instructor/ Program Coordinator		Committee on Accreditation of Respiratory Care Allied Health Department Advisory Committee	Possible: curriculum change Possible: course content, grading change
Employment Rate: Graduate Survey Standard: At least 90% of those graduates seeking employment will be employed within 6 months of graduation.	Graduates at 6 months after graduation	Instructor/ Program Coordinator		Committee on Accreditation of Respiratory Care Allied Health Department Advisory Committee	Possible: curriculum change Possible: course content, grading change

Program Satisfaction: Graduate and Employer Surveys Standard: 100% satisfaction among employers and graduates with having meet the needs of the healthcare community.	Graduates and employers at 6 months after graduation	Instructor/ Program Coordinator		Committee on Accreditation of Respiratory Care Allied Health Department Advisory Committee	Possible: curriculum change Possible: course content, grading change

Notes:

Assessment Matrix for Measuring Program Goals

EMS Department
2007-2008

Goal – Patient Assessment					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
The students wrote down three scenarios from field experience or clinical rotation that included MOI, evaluation, field treatment/transport, and hospital treatment/diagnosis. These scenarios were then transferred to blank NR Trauma Assessment sheets. Placed in groups of four each student presented the scenarios with an assessment manikin to their classmates in a teaching/testing mode.	After the assessment lecture for lab. Third day of assessment class. Used in other sections for medical assessment as well.	Instructor –As the instructor I had always developed scenarios for the students to use.	The students discussed actions taken during the call, things that should or could have been handled differently that may have resulted in a better outcome for the patient. The blank assessment form used is the same form NR uses at the final practical exam. Having to place all the information on the form resulted in student retention of the items in the order they are required to recall them.	Instructor and students	In the field, better assessment and care of the trauma patient. In the classroom, I have changed the way I approached the lecture as well as lab. I will have the students start on day one with the sheets and throughout the assessment class and use the same method for the trauma sections.

Notes: The final evaluation/results of the Trauma Patient Assessment will take place on July 7, 2008 during the National Registry Practical Exam.

Assessment Matrix for Measuring Program Goals
Office Administration

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

Notes:

Goal 1 The program provides for those that have little or no experience in office administration an opportunity to achieve skills and knowledge that will make them valuable to many employers.

Goal 2 The program provides for those who are already employed in jobs that require or would be helped by training in office administration an opportunity to increase their skills and knowledge.

Goal 3 The program provides the student with the opportunity to specialize in one of program's emphasis areas: Administrative, Legal or Medical.

Assessment Matrix for Measuring Program Goals

Business Administration

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

Notes:

Goal One: The program 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.

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

Goal Three The program empowers the students with an understanding of the social, political/legal, technological, and global influences in domestic business issues.

Goal Four	The program provides students an opportunity to demonstrate a sound understanding of ethical conduct and reasoning.
Goal Five	The program addresses the diverse needs and fosters relationships with the community by providing continuing education, extended campus instruction, internships, and consultative services.

Assessment Matrix for Measuring Program Goals

Business Accounting

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

Notes:

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

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

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

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

Assessment Matrix for Measuring Program Goals					
Transitional Studies					
Goal One: Transitional Studies students will demonstrate the basic competencies needed for college-level work.					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
EN 090, EN 099, MT 090, MT 095, MT 096, MT 097, and MT 099 students will take an exit exam.	Week 16 of semester	Instructor	Students 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, MT 096, MT 097, and MT 099 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, MT 096, MT 097, and MT 099 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, MT 096, MT 097, and MT 099 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, MT 096, MT 097, and MT 099 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.
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.					

Southern West Virginia Community and Technical College
Department of Dental Hygiene
2008 Assessment of Dental Hygiene Program

Monitoring Mechanism	Evaluating Mechanism	Frequency	Responsible Party	Results	Action	Program Improvements
Clinical Skill Assessment	90% will pass	Throughout Semester	Clinical Faculty	100% but weak areas noted	More one-on-one attention to specific weaknesses in future	Weaker students as identified through competencies are receiving more individual attention
Program Completion Rate	85% will pass within two years	Annually	Faculty	100% but weak areas noted	Remediation to be recommended to students based upon individual needs	Will remediate as necessary
Clinical Experience	100% of students will recognize problems and dialogue with faculty	Throughout clinical experience	Students/ Clinical Faculty	100%	Continue to encourage students to recognize problems and consult with faculty	Same as clinical skill assessment
Exit survey	90% positive responses	Annually	Students/ Coordinator	awaiting repsonses	Changes in curriculum	Curriculum changes have been approved
Patient Satisfaction Survey	90 % positive responses	Annually	Patients/ Coordinator	100%	Patients are overall very satisfied with the services offered	Format allows more anonymity, so response rate has improved; satisfactory results
Job Placement	95% seeking employment	Annually	Coordinator	100% are	Will contact peers,	Six out of seven graduates

Rates	will find positions w/in 6 mos. of licensure			employed or seeking higher degree	programs, etc. to facilitate employment	are employed; one is in four year program and will seek dental degree
Nat'l Bd. Pass Rates	100% will pass within 6 mos. of graduation	Annually	Coordinator	10 of 11 students took exam; 60% of those passed	Change in curriculum; adopting more strict controls	A new curriculum is being adopted in August 2008
Clinical Bd. Pass Rates				100% so far	More clinic time	

The Surgical Technology Program Goals:

1. The Program curriculum will meet or exceed the content demands of the latest Core Curriculum of The Surgical Technologist.
2. Faculty will meet or exceed qualifications described in the CAAHEP Standards and Guidelines for an Accredited Educational Program in Surgical Technology.
3. Prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
4. Provide students with job service information such as but not limited to: resume and interviewing skills, and prospective job information.
5. Maintain adequate support services to meet demands of the curriculum.
6. Provide timely information to students relative to achievement of course/program objectives.
7. Admit students to the program according to published admission criteria and according to community need.
8. Maximize the quality of the Surgical Technology Program by ongoing monitoring and evaluating of program, faculty, facilities, and outcomes.
9. Maintain communication with the community health care agencies through an advisory committee.
10. 85% of graduates and employers will rate the Program satisfactory.
11. Provide the opportunity for students to experience a variety of surgical procedures.

Student/Graduate Outcomes:

1. 75% of the students admitted to the program will progress to the second year of the program.
2. 70% of the students entering the Program will graduate.
3. 100% of students/graduates will demonstrate effective communication skills with patients, families, and other health care professionals.
4. 100% of students/graduates will demonstrate compassion/respect for the patient and maintain his/her confidentiality.
5. 100% of students/graduates will demonstrate responsible behaviors as a member of a surgical health care team.
6. 80% of graduates will obtain employment or continue their education within one year of graduation.
7. 75% of students will pass the ARC-ST assessment test.
8. 100% of employers will agree graduates possess the knowledge and skill of an entry level Surgical Technologist

revised 2003

Assessment Matrix for Measuring Program Goals
Surgical Technology Program

Goal					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
(Goal 1) Program Assessment Exam (PAE)	Prior to graduation	ART-ST/Coordinator	Shows strengths and weakness of program	ART-ST Coordinator/Instructors Students	Revise program or added emphasis as needed
(Goals 2,8) Annual report to ART-ST	Annually by April 1	Coordinator	Guidelines being met	ART-ST CAAHEP	Program continues to be accredited
(Goals 3,6) PAE and Self Assessment Exam (SAE)	Prior to graduation	ART-ST Coordinator	Indicates if student is a competent entry-level surgical technologist	ART-ST Coordinator/Instructors Students	Indicates strengths/weakness. Revisions may be made as needed
Lab/Clinical Competency	Performing skills	Coordinator/Instructors/Mentors	Strengths/weakness	Students/Instructors	Review as needed. Repeat performance
(Goals 45,7,9,10,11) Graduate Surveys Employer Surveys Job Placement Facility Evaluations Advisory Committee	Surveys, past graduation. Facility Evaluations each semester. Advisory Committee each semester.	Coordinator Students Employers Committee Members	Student prepared. Facility rating of program. Need of graduates in comm.. Student rating of facility.	Program Coordinator Facilities Committee Members	Recommendations by facilities, students and committee members for any changes needed.

Notes: NOTES: The Surgical Technology Program Goals are listed on separate page. All students, clinical facilities and mentors in the facilities receive a copy of the program goals and expected student/graduate outcomes.

Assessment Matrix for Measuring Program Goals
Program or Department

Goal					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
All 101 & 102 research papers submitted to Division office and scored by the Writing Rubric Team.	Assessment Days	Scoring Team members	not all faculty (esp. adjuncts) have been following current paper format procedures or even teaching research	Assessment Comm English faculty Academic Dean Academic VP	Eng. faculty need to place more emphasis on research and teach correct format; Some adjuncts have not been retrained; other adjuncts have been more closely monitored

Notes: NOTES:

Goal: "demonstrate research skills by competing a research paper in current MLA format."

EN 101 / EN 102

Appendix E

Assessment Matrix for Measuring Program Goals

Program:

Specify goal to be evaluated here Critical Thinking Skills

Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Analysis of En 101 research Papers	Assessment Period in march, 2008	Rubric Scoring Team members			
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6

Notes:

General Education Goal

Assessment Matrix for Measuring Program Goals
Math Conc.

Goal One					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Have students collect and analyze data.	During or outside class session.	Instructor.	Acceptable or not acceptable.	Students and instructors.	Evaluate teaching methods, classroom discussion.
Develop model given data set.	Quizzes, tests	Instructor.	Acceptable or not acceptable.	Students and instructors.	Evaluate teaching methods, improve student learning.

Notes:

Assessment Matrix for Measuring Goals and Objectives
Associate in Science

Goals	Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
1,2,4,6,7	Research	During the semester	Instructor	Results are acceptable or not	Students, instructor	Classroom and individual student discussion
1,2,5,6,7	Solve Word Problems	Exams, homework	Instructor	Correct or incorrect, answers, method of solution	Students, instructor	Evaluate teaching, classroom and individual student discussion
1,2,4,5,6,7	Worksheets and text assignments	Class sessions, and out of class	Instructor	Results are acceptable or not	Students, instructor	Evaluate teaching methods, evaluate learning, class discussion
1,2,3,4,6,7	Writing assignments-essays, research papers, lab reports	Tests in class sessions and out of class assignments	Instructor	Results are acceptable or not	Students, instructor, division and department personnel, rubric grading committee	Improvement of teaching, learning, class discussion
1,2,3,4,5, 6,7	Lab. assignments	During Laboratory Time	Instructor	Results are acceptable or not	Students, instructor	Evaluate teaching methods and improvement of future labs

Notes:

Assessment Matrix for Measuring Program Goals
Program or Department

SPEECH 108

Goal ORAL + WRITTEN COMMUNICATIONS skills

Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
3 speeches	throughout the semester	Faculty	student Deliver speech	fellow classmates	to evaluate if student is obtaining proper knowledge to deliver speeches
manuscripts for speeches	Prior to Presenting Speeches	Faculty	student Researches material Prior to writing	Faculty	to evaluate if student Has Researched topics and composed manuscript correctly
Essay Questions on final exam	Finals week	Faculty	student must study the info for class and write an essay on various topics	Faculty	to evaluate students overall knowledge of the class

Notes: NOTES:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Four					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate class, student discussion, learning

Notes:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Five					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning, class discussion

Notes:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Five					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning, class discussion

Notes:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Six					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning, class discussion

Notes:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Seven					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning, class discussion

Notes:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Eight					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning, class discussion

Notes:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Eleven					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning, class discussion

Notes:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Nine					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning, class discussion

Notes:

Assessment Matrix for Measuring Program Goals
Conc.

Goal Twelve					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Problems	Quizzes, tests, class presentations, homework	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning, class discussion
Labs	In class and out of class	Instructor	Acceptable or not acceptable.	Students and instructor	Evaluate teaching and student learning

Notes:

Kathryn Krease

Assessment Matrix for Measuring Program Goals

Program or Department

Social Science Dept. – Life Span 194218

Goal: ORAL + WRITTEN Communication Goal

Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
oral presentation	as presented by student	faculty	student Researches + shares Research	classmates + faculty	to assess feasibility of student learning
project writeups	finals week	faculty	take original Lit. survey + define meaning	faculty + presenting student	to enable student to continue lifelong learning.
subjective research questions	after unit completion	faculty	assess student retention of knowledge + application of knowledge to real world	faculty + presenting student	determine if faculty presentation has been efficient + adequate

Notes: NOTES:

Assessment Matrix for Measuring Program Goals
Program or Department

guest

	Goal					
	Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
1.	To bring students into the classroom one day during the semester to try to recruit new students.	fall 2007	Instructor			
2.	To offer more classes at C-ville High School so that Jrs. + Srs. will be encouraged to take SWVCTC classes	fall 2007	Instructor			
3.	Possibly be a guest on WVOW's whats Your Opinion about the benefits of SWVCTC	fall 2007	Instructor			

Notes: NOTES:

Bill Alderman

Dr. Charles M. Wood II

Assessment Matrix for Measuring Program Goals
Program or Department

Goal					
Evaluation Method	When Conducted	Person Responsible	Results	Audience for Results	Use of Results
Designing an exit exam for Py 201 and Py 218	End of the semester	Instructor			
Implementing a common syllabus in PY 201	Fall of 2007	Chair of S.S. Dept.			

Notes: NOTES:

The above mentioned goal is designed to bring concensus to the floormat of teaching PY 201 and PY 218. The above mentioned exit exam will be given by the instructor of the classes but the exam itself will be designed by the Chair of the Social Sciences Department after consulting with the other Py instructors. The desired outcome is to have a conformity in the knowledge the students leave the class with.

F. DEAN LUCAS

GOAL: To examine the mindset of Appalachian Culture on Community Service.

EVALUATION METHOD: A student survey when conducted: Spring Semester, 2008.

PERSON RESPONSIBLE: F. Dean Lucas

RESULTS: At the end of the semester.

AUDIENCE FOR RESULTS: Students/community

USE OF RESULTS: For course development in Appalachian Studies.

Assessment Matrix for Measuring Program Goals
Program: Salon Management Cosmetology

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
Daily clinic evaluations using grade sheets that incorporate NIC standards of satisfactory progress	September 2007 - June 2008	Joan Thompson	Overall satisfactory progress achieved	Myself and instructors Advisory Committee	Assess program strengths and where improvements need to be made
Fall 2007 Final 300 clock hour exam. Practical exam using NIC standards of satisfactory progress	December 2007	Joan Thompson Belinda Bradley	Overall satisfactory progress achieved	Myself and instructors	Assess program strengths and where improvements need to be made. What areas students need additional practice.
Computed generated every 400 clock hours satisfactory progress reports.	When students reach scheduled 400 clock hour evaluation segments	Joan Thompson	Overall satisfactory progress achieved	Myself and students	Assess students' progress using college, state and NIC satisfactory progress standards. To determine students' strengths, weaknesses, percentage of attendance, and academic achievement. Aids in counseling students.
Spring 2008 final exam	May 7, 2008	Joan Thompson Belinda Bradley	Overall satisfactory progress achieved	Instructors and individual student.	Assess student's retention of subject material. Used to evaluate program.

NOTES: No changes planned to clinical or theory evaluation methodology, or content of course - continue to monitor.