

Target Group	Type of Assessment	Purpose of Assessment	Assessment Cycle	What are the Standards?	Assessment Tools for Measuring Standards	How Results Are Used
Faculty	INDIVIDUAL Faculty Annual Reviews	To evaluate full time term, tenure-track, and tenured faculty.	January	Standards are stated in Answer Book, #IV-8	The annual review that includes evidence of teaching, professional development, and service. Rubrics are being examined as a tool for measuring standards.	To evaluate faculty and determine merit
Programs and Curriculum	COURSE: End of Course: Capstone Experience	Measure student competence in major field of study	Annually at conclusion of each degree program	80% of students will receive a grade of C or better in capstone course.	Varies with each course. See attached table.	To evaluate the success of the degree program curriculum .
	COURSE: Developmental Education Course Grades	Measures the success rates of students in developmental education classes.	Each semester.	Completion and passing rates. Success of students who move to the target college level course.	Course grades.	To improve the developmental education program and retention rates.
	STANDARDIZED: Work Keys Assessment	Measure the entry level work skills of AAS program graduates (a non-discipline specific assessment).	December and May graduating classes.	Standards are set by HEPC and vary among degree programs.	ACT Work Keys assessments – Applied Math, Reading for Information, and Locating Information.	To evaluate the success of student learning in AAS degree programs.
	STANDARDIZED: MAPP – Measure of Academic Proficiency and Progress	Measure of general education program.	Annually. Pre-test, mid-test, and post-tests are administered.	80% of students assessed in the post-test will be proficient at Level One, Two, or Three in Reading and Critical Thinking, Writing, and Mathematics.	MAPP (Standard Form) and the MAPP Writing assessment.	To evaluate and improve the general education curriculum.
	STANDARDIZED: Assessment of Baccalaureate Degree Programs	Measure student academic achievement and growth, and assess the educational outcomes of degree programs.	Annually at conclusion of baccalaureate degree program	Standards are set by degree programs.	<ul style="list-style-type: none"> <li>Discipline specific Major Field Tests (ETS) for Business</li> <li>PRAXIS (ETS) for Teacher Education</li> </ul>	To evaluate curricula and to measure student progress compared to national norms
	PROGRAM: Board of Governor’s Program Review	Measure the vitality and productiveness of degree programs.	Every five years.	BOG and HEPC standards apply.	A format is provided for program review updates, which includes data for program enrollment, graduate surveys, etc.	To improve the quality of degree programs recognized by BOG.
	PROGRAM: HEPC Post-Audit Review	Measures interim success of new programs	Three years after implementation	HEPC/BOG	A suggested format is included in CTC Series 6, Program Review	To determine the viability and sustainability of programs
Students	STANDARDIZED Noel-Levitz Student Satisfaction Inventory	Measure the satisfaction level of survey students regarding varied aspects of student life at WVUP.	Annually as funding is made available through CTC.	Benchmarks are being established.	Noel-Levitz Student Satisfaction Inventory.	To determine if WVUP students are satisfied with their college experience.
	STANDARDIZED Noel-Levitz Adult Learner Inventory CAEL	Measure the satisfaction level of non-traditional age students regarding varied aspects of student life at WVUP	Annually as funding is made available through CTC.	Benchmarks are being established.	Noel-Levitz Adult Learner Inventory.	To determine if adult learners at WVUP are satisfied with their college experience.
	STANDARDIZED CCSSE Student Engagement	Measure aspects of the student experience that are linked to student success.	Every other year – spring administration.	No specific standards are set.	Community College Survey of Student Engagement (CCSSE).	To evaluate how effectively the college is engaging our students and identifying areas for improvement.
	Graduation and Program Completion Rate	To determine retention, persistence, and graduation rates	Conclusion of each semester	Graduation rates should increase to 40%	Number of students graduating	To develop strategies and plans for increasing graduation rates.

