



2004 Assessment Results

Office of Vice President of Academic Affairs

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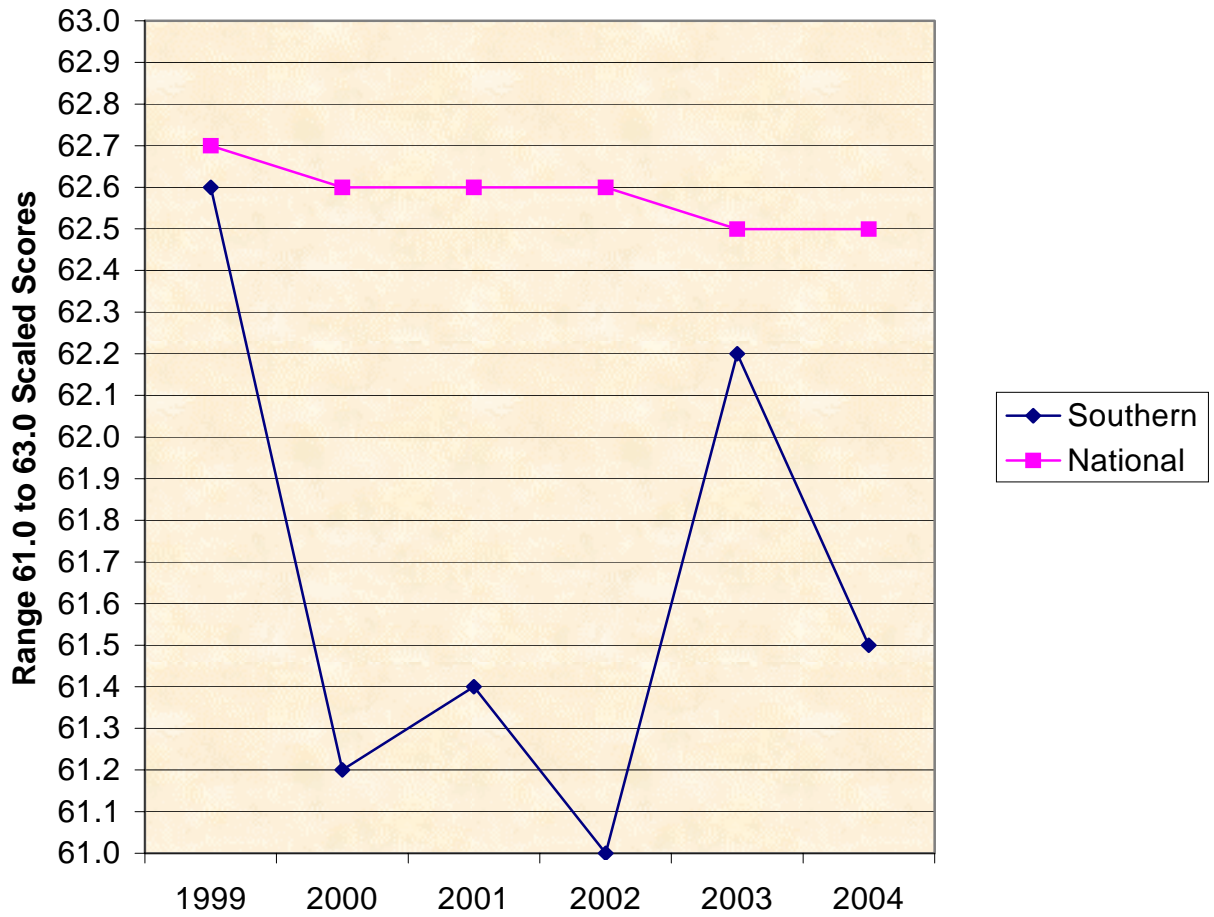
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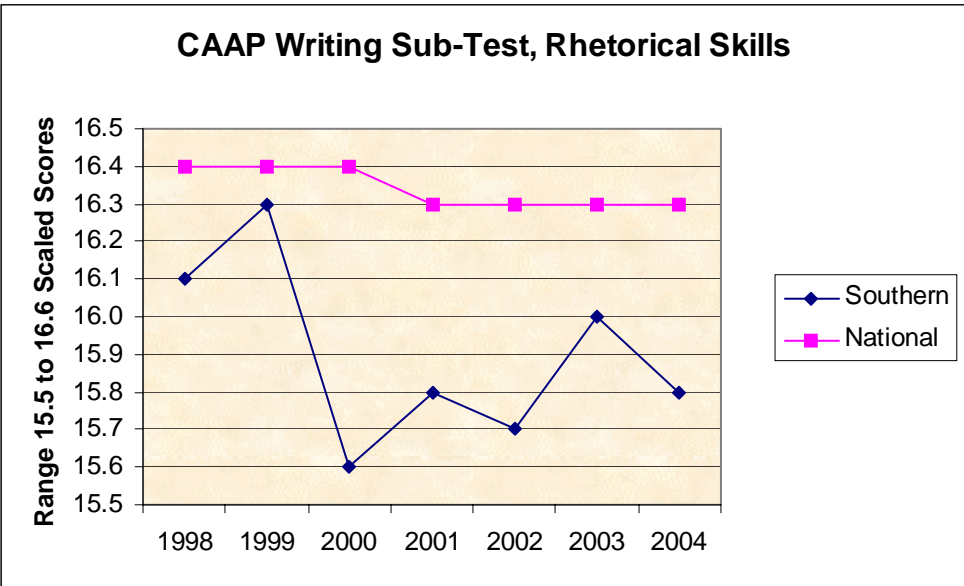
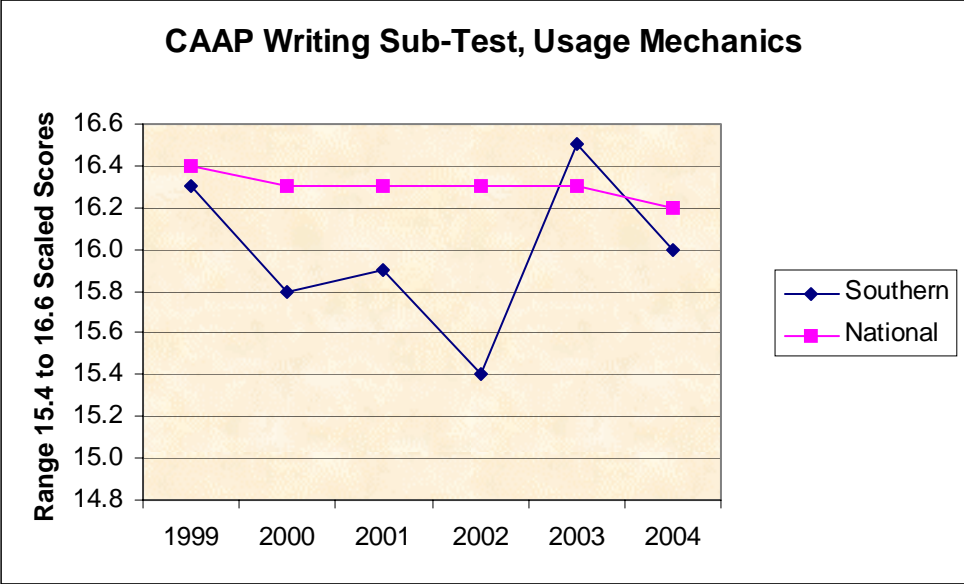
n=75

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

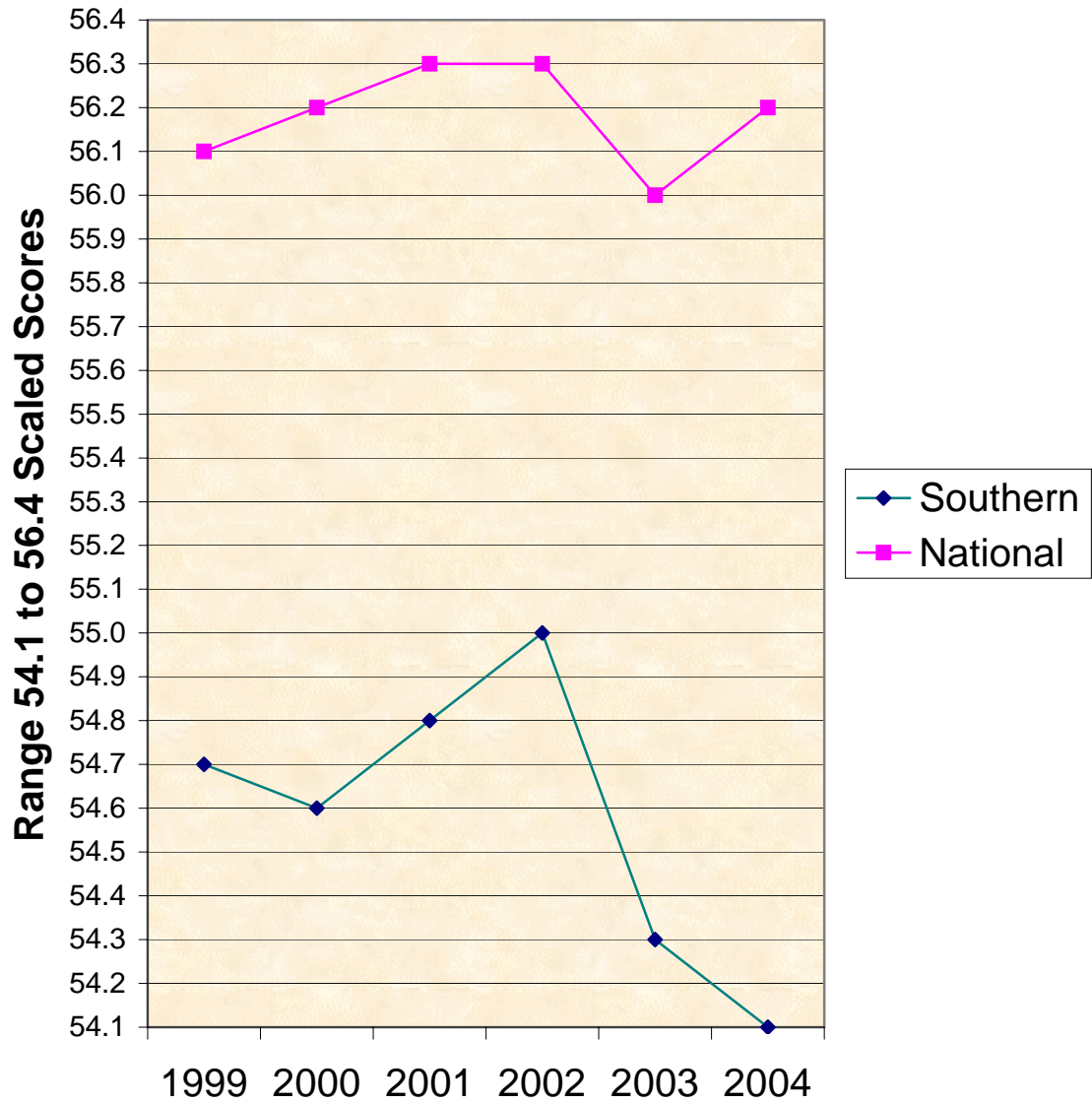
**COLLEGIATE
ASSESSMENT OF
ACADEMIC PROFICIENCY
(CAAP)
SCORES
2004**

CAAP Writing Test Score Summary

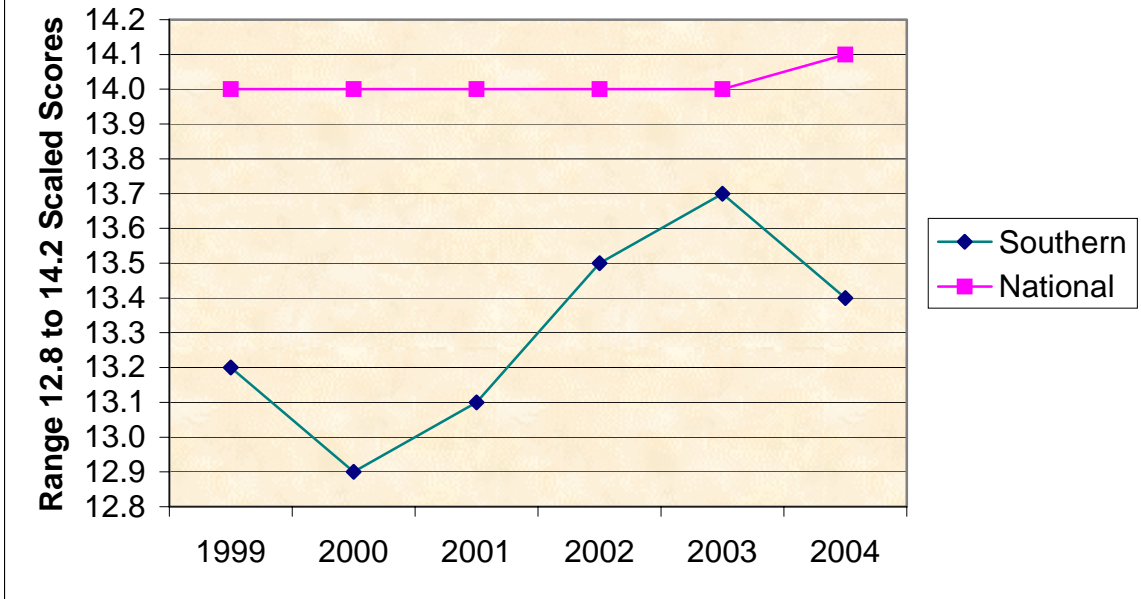




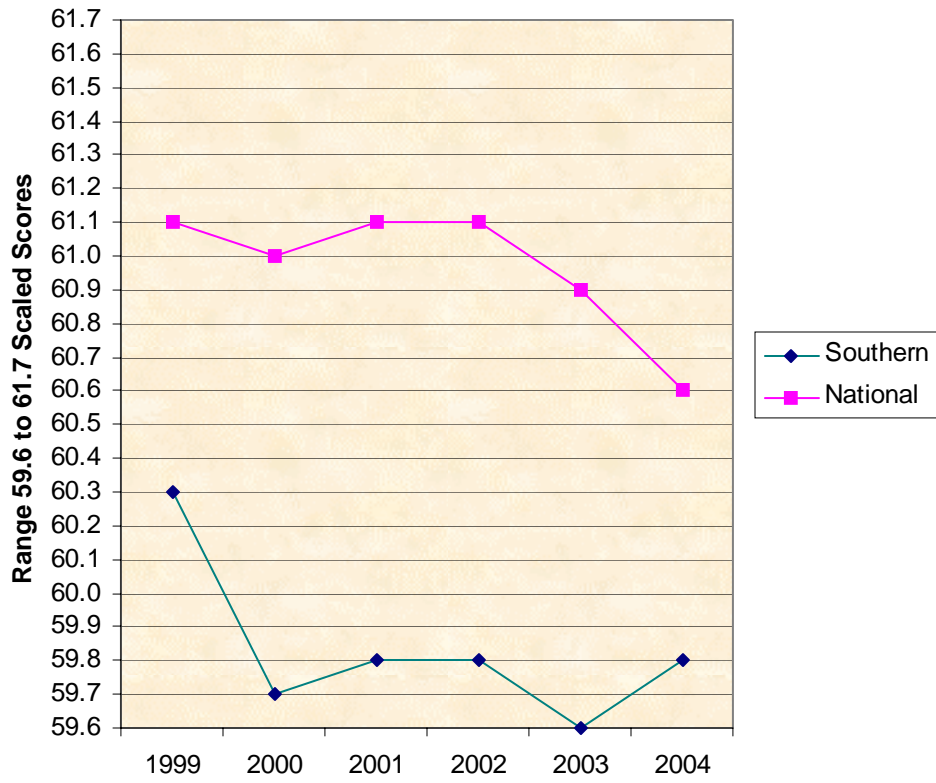
CAAP Math Test Score Summary



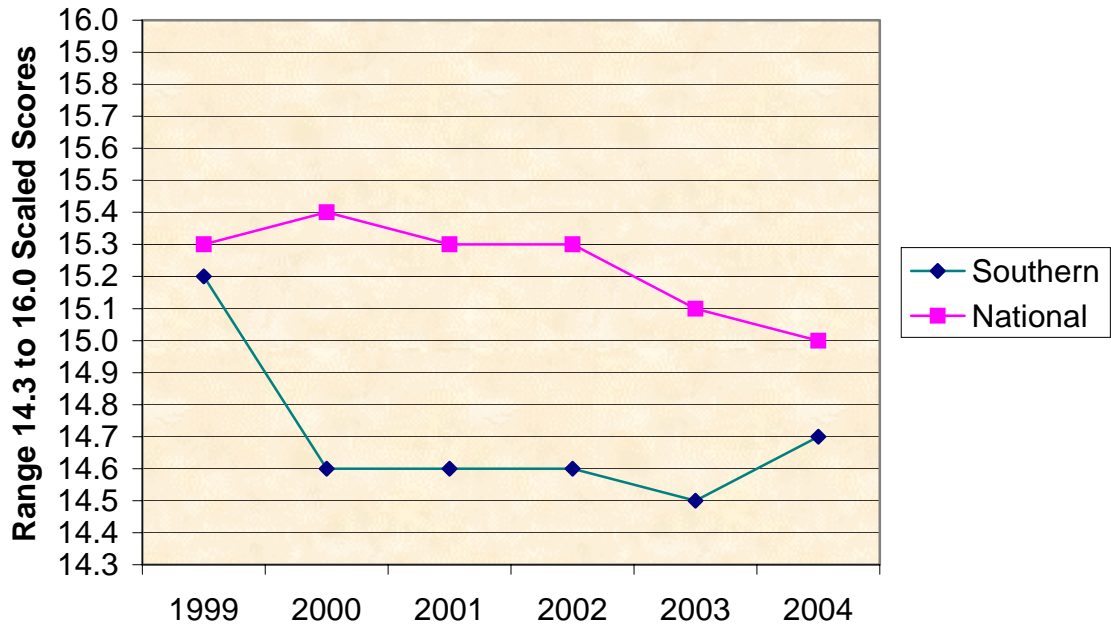
CAAP Math Sub-Test, College Algebra



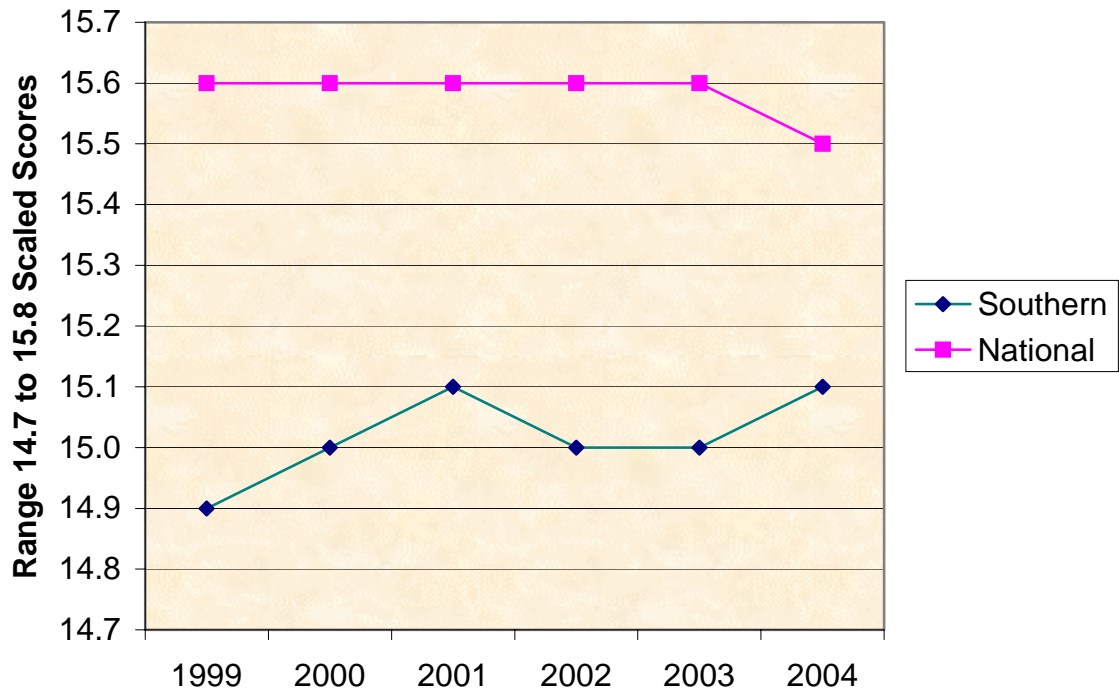
CAAP Reading Test Score Summary



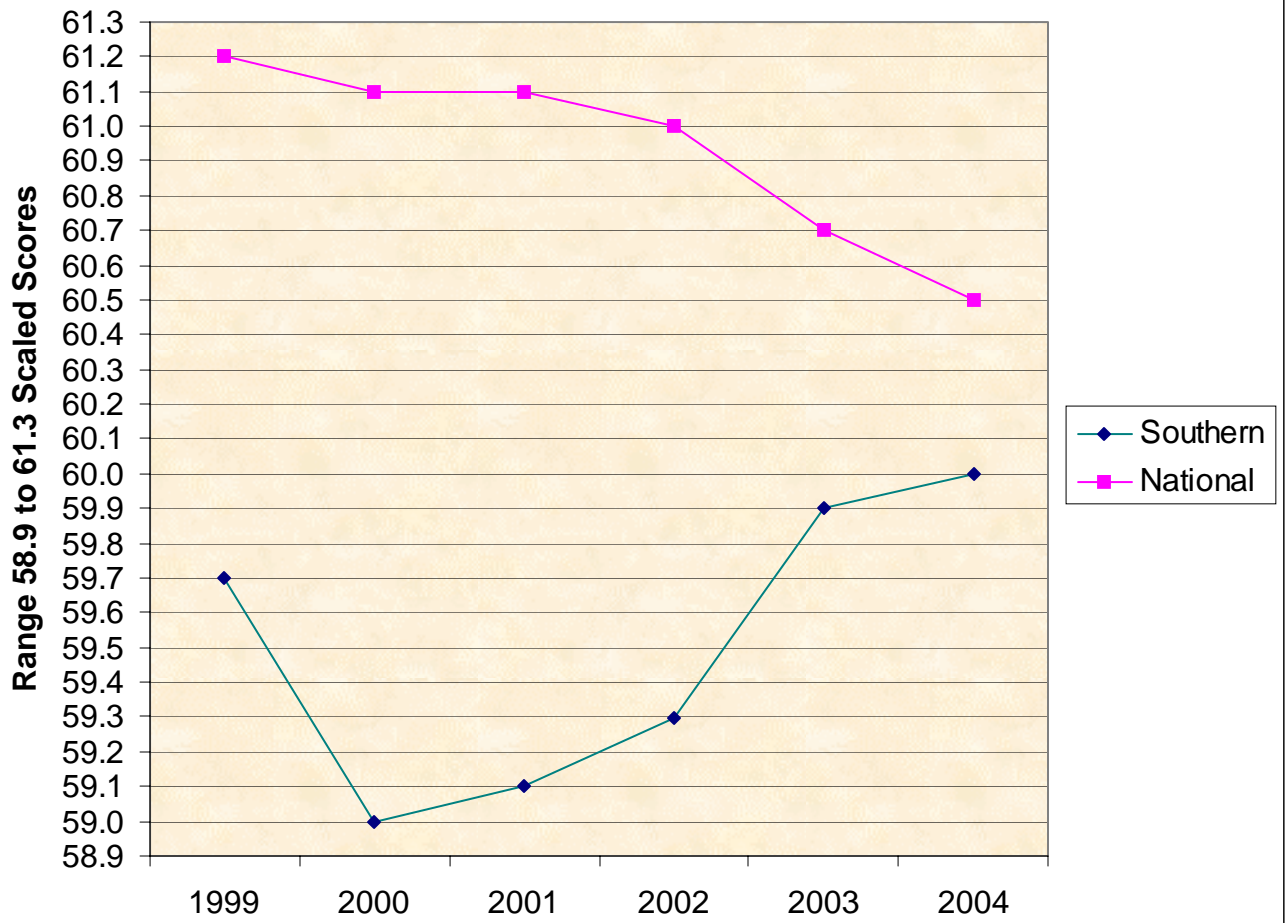
CAAP Reading Sub-Test, Arts/Literature

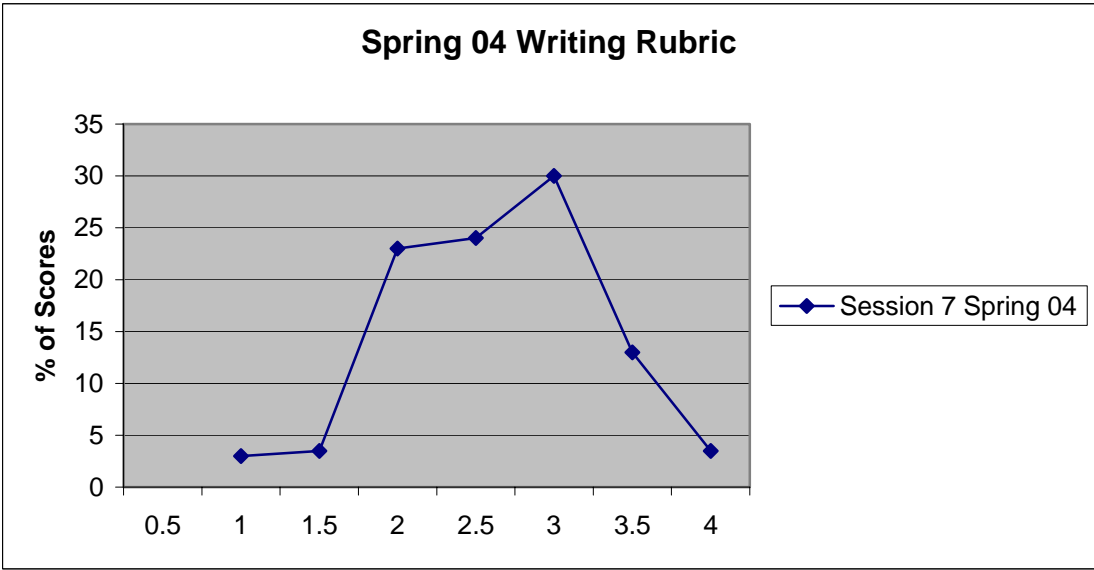
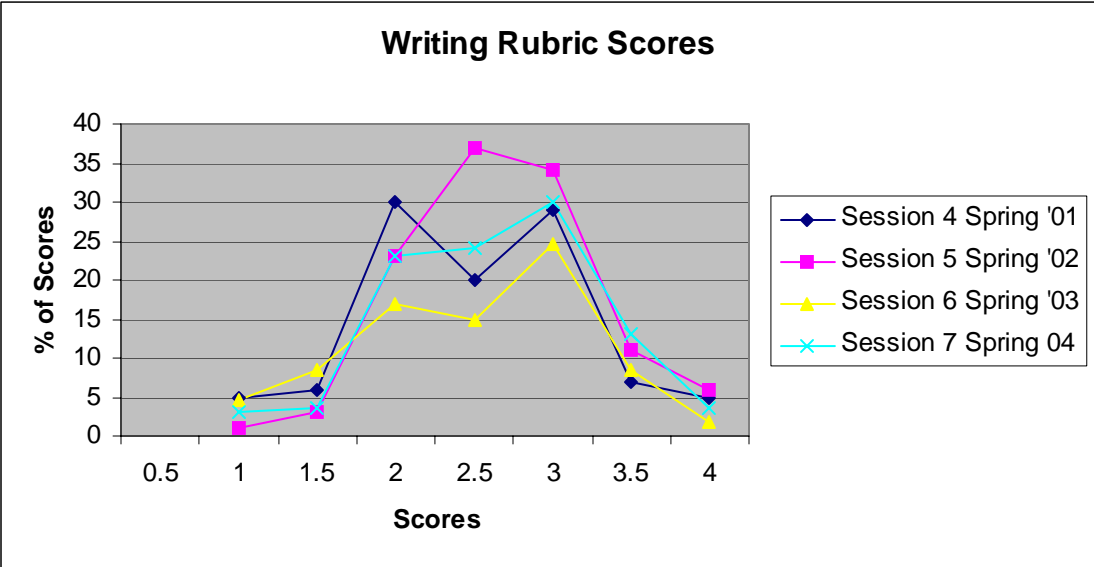


CAAP Reading Sub-Test, Social Sciences



CAAP Critical Thinking Test Score Summary





Work Keys
SUMMARY
2004

AM—Applied Mathematics
RFI—Reading for Information

Work Keys Summary
 Spring 2004
 Negotiated Level: 83.30%

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

Those in red failed to meet negotiated levels.

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

Work Keys Summary--Continued
Spring 2004
Negotiated Level: 83.30%

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

Those in red failed to meet negotiated levels.

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

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

Those in red failed to meet negotiated levels.

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

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

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

Those in red failed to meet negotiated levels.

Work Keys
Results by
Degree/Certificate

Division: Business/Public Administration Certificates

Certificate 71—Business and Public Administration

Major	Gender	Ethnicity	AM	RFI
71	F	W	6	6
71	M	W	3	4
			9	10
n=2			4.5	5 Mean

Distribution	1--3		Total U AM & RFI	1	50%
		1--4			
	1--6	1--6			
Standards Minimum Met % Successful	5	5	Total S AM & RFI	1	50%
	1	1			
	50%	50%			

Certificate 61—Business and Public Administration

Major	Gender	Ethnicity	AM	RFI
61	F	W	6	6
n=1			6	6 Mean

Distribution	1--6	1--6	Total U AM & RFI	0	
Standards Minimum Met % Successful	5	5	Total S AM & RFI	1	100%
	1	1			
	100%	100%			

Division: Business/Public Administration

Business Accounting (major 540)

n=18 Min. AM (4) Min. RFI (4)
 17 – 95% 18 – 100%
 Min. Both
 17 - 95%

Campus	Major	Gender	Ethnicity	AM	RFI
L	540	F	W	5	4
WY	540	F	W	6	4
L	540	F	W	<3	4
B	540	F	W	5	5
B	540	F	W	6	5
W	540	F	W	6	5
W	540	M	W	4	6
W	540	F	W	4	6
W	540	F	W	4	6
B	540	F	NR	5	6
L	540	F	NR	5	6
W	540	F	W	5	6
WY	540	F	W	6	6
L	540	F	W	7	6
L	540	M	W	7	6
L	540	F	W	7	6
B	540	F	W	6	7
W	540	F	W	4	6

92 100

n=18

5.11	5.56	Mean
------	------	------

Standard

4 4

Distribution	1--<3	
	4--4	3--4
	5--5	3--5
	5--6	11--6
	3--7	1--7

Total U
AM &
RFI

1 5%

Total S
AM &
RFI

17 95%

Unsuccessful
(U)

1

0

Successful (S)

17 18

% Successful

95% 100%

Division: Business/Public Administration

Business Administration: General Business Option

(major 542)

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

Campus	Major	Gender	Ethnicity	AM	RFI		
WY	542	F	W	4	3		
B	542	F	W	3	4		
WY	542	F	W	4	4		
B	542	F	W	4	5		
B	542	M	NR	4	5		
L	542	F	W	4	5		
W	542	F	W	4	5		
W	542	F	W	4	5		
L	542	F	W	5	5		
W	542	M	W	5	5		
W	542	F	W	5	5		
L	542	M	AA	4	6		
WY	542	F	W	4	6		
B	542	F	W	5	6		
B	542	F	W	6	6		
B	542	F	W	6	6		
L	542	F	W	6	6		
W	542	F	W	6	6		
W	542	F	W	6	6		
WY	542	M	W	6	6		
L	542	F	W	5	7		
W	542	F	W	5	5		
W	542	F	W	6	5		
W	542	M	W	7	6		
W	542	F	AA	<3	4	Total U	12 46%
				124	137	AM &	
				4.76	5.27	RFI	
			Mean				

n=26

Distribution	1-3	1-3	Total S	14	54%
	1<3	1--3	AM &		
	10--4	2--4	RFI		
	6--5	11--5			
	7--6	10--6			
	1--7	1--7			
Standards	5	5			

Minimum 14 22
 %
 Successful 54% 85%

Division: Business/Public Administration
Business Administration: Marketing
 (major 543)

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

Campus	Major	Gender	Ethnicity	AM	RFI
B	543	M	W	5	7

n=1

5 7 Mean

Distribution	1--5
	1--7

Total U
 AM &
 RFI 0

Standards 4 5 Total S 1 100%
 AM &
 RFI
 Minimum 1 1
 %
 Successful 100% 100%

Business Administration

Division: Business/Public Administration
Business Administration: Small Business Management Option
 (major 544)

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

Campus	Major	Gender	Ethnicity	AM	RFI
L	544	M	W	<3	4
WY	544	F	AA	3	5
L	544	M	W	5	5
W	544	M	W	6	5
B	544	F	W	4	6
				18	25
n=5				3.6	5 Mean

Distribution	1--<3	1--3	1--4	1--4	1--5	3--5	1--6	1--6	Total U AM & RFI	3	60%
									Total S AM & RFI	2	40%
Standards		5			5						
Minimum		2			4						
% Successful		40%			80%						

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

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

Campus	Major	Gender	Ethnicity	AM	RFI
L	557	F	W	7	6
L	557	F	W	4	5
L	557	F	W	4	6
L	557	F	NR	4	6
				19	23
n=4				4.75	5.75 Mean

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center;">Distribution</td> <td style="width: 30%; text-align: center;">3--4</td> <td style="width: 30%;"></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">1--5</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">3--6</td> </tr> <tr> <td></td> <td style="text-align: center;">1--7</td> <td></td> </tr> </table>	Distribution	3--4				1--5			3--6		1--7		Total U AM & RFI	0
Distribution	3--4														
		1--5													
		3--6													
	1--7														
		Total S AM & RFI	4 100%												
Standards	4	4													
Minimum	4	4													
% Successful	100%	100%													

OIT

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

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

Min. Both
 3 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI
L	558	F	W	5	6
L	558	F	W	6	6
W	558	F	W	4	7
				15	19
				5	6.3 Mean

n=3

Distribution	1--4
	1--5
	1--6 2--6
	1--7

Total U
AM &
RFI 0

Total S
AM &
RFI 3 100%

Standards 4 4

Minimum 3 3

%

Successful 100% 100%

OIT

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

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

Min. Both
 8 – 100%

Campus	Major	Gender	Ethnicity	AM	RFI
L	559	F	W	4	4
W	559	F	W	4	4
B	559	F	W	5	4
W	559	F	W	4	5
W	559	F	W	4	5
W	559	F	W	4	6
WY	559	F	W	5	6
W	559	F	W	6	7
				36	41
n=8				4.5	5.1
				Mean	

Distribution	5--4	3--4	Total U AM & RFI	
	2--5	2--5		
	1--6	2--6		
		1--7		
			Total S AM & RFI	8 100%
Standards			4	4
Minimum			8	8
% Successful			100%	100%

OIT

Division: Business/Public Administration

Criminal Justice: Corrections

(major 591)

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

Campus	Major	Gender	Ethnicity	AM	RFI
W	591	F	NR	3	5
WY	591	F	W	5	5
WY	591	F	W	6	5
L	591	F	W	4	6
W	591	F	W	4	6
				22	27
	n=5			4.4	5.4 Mean

Distribution	1--3	Total U	1	20%	
	2--4	AM & RFI			
	1--5		3--5		
	1--6		2--6		
Standards	4	5	4	80%	
Minimum	4 80%	5 100%			

Criminal Justice

Division: Business/Public Administration

Criminal Justice: Law Enforcement

(major 592)

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

Campus	Major	Gender	Ethnicity	AM	RFI
L	592	F	W	4	4
L	592	M	W	4	5
L	592	F	W	5	5
WY	592	M	W	6	6
				19	20
n=4				4.75	5 Mean

Distribution	2--4	1--4	Total U AM & RFI	1	25%
	1--5	2--5			
	1--6	1--6			
Standards	4	5	Total S AM & RFI	3	75%
Minimum %	4	3			
% Successful	100%	75%			

Criminal Justice

Division: Universal Parallel

Criminal Justice (major 220/47)

n= 2	Min. AM (4) 2 – 100%	Min. RFI (5) 2 – 100%
	Min. Both 2 – 100%	

Campus	Major	Gender	Ethnicity	AM	RFI
L	220	F	W	4	5
W	220	F	W	4	5

n=2

4	5	Mean
---	---	------

Distribution	2--4	2--5
--------------	------	------

Total U
AM &
RFI 0

Standard	4	5
Minimum	2	2
% Successful	100%	100%

Total S 2 100%
AM &
RFI

Division: Allied Health Certificates

Electrocardiography Option (major 011)

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

Campus	Major	Gender	Ethnicity	AM	RFI	
L	11	F	W	4	4	
L	11	F	W	3	5	
L	11	F	A	4	5	
L	11	F	W	4	5	
W	11	F	W	4	5	
W	11	F	W	4	6	
W	11	F	W	5	6	
W	11	F	W	5	6	
				33	42	
				4.125	5.25	Mean

n=8

Distribution	1--3	1--4	Total U	6	75%
	5--4	4--5	AM & RFI		
	2--5	3--6			

Standards	5	5	Total S	2	25%
Minimum	2	7	AM & RFI		
% Successful	25%	88%			

Division: Allied Health Certificates

Certificate 48—Allied Health

Campus	Major	Gender	Ethnicity	AM	RFI
W	48	F	W	3	7

n=1

3	7	Mean
---	---	------

Distribution	1--3	1--7	Total U AM & RFI	1	100%
Standards	5	5			
Minimum % Successful	0 0%	1 100%	Total S AM & RFI	0	0%

Division: Allied Health Certificates

Medical Lab Assistant
(major 012)

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

Campus	Major	Gender	Ethnicity	AM	RFI
L	12	F	W	3	4
B	12	F	W	5	4
L	12	F	W	4	5
W	12	F	W	4	5
L	12	F	W	5	5
W	12	F	W	5	5
L	12	M	W	6	5
L	12	F	AA	4	6
L	12	F	W	5	6
L	12	F	W	5	6
W	12	F	W	5	6
				51	57
				4.636	5.181 Mean

n=11

Distribution	1--3	3--4	4--5	5--6	6--7	Total U AM & RFI		
	3	2	1	1	1	1	1	9%
	1	1	1	1	1			
	1	1	1	1	1			
	1	1	1	1	1			
	1	1	1	1	1			
	1	1	1	1	1			
Standards								
Minimum								
% Successful							10	91%
	4	4	4	4	4			
	10	11	11	11	11			
	91%	100%	100%	100%	100%			

Division: Allied Health
Surgical Technology
 (major 441)

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

Campus	Major	Gender	Ethnicity	AM	RFI
L	441	M	W	5	5

n=1	5	5	Mean
-----	---	---	------

Distribution	1--5	1--5	Total U AM & RFI	Total S AM & RFI		
Standard	5	5				
Minimum	1	1				
% Successful	100%	100%			1	100%

Division: Allied Health
Medical Lab Technology
 (major 442)

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

Campus	Major	Gender	Ethnicity	AM	RFI	
B	442	M	W	3	4	
W	442	F	W	4	4	
W	442	F	W	4	4	
B	442	M	W	6	4	
W	442	M	W	4	5	
B	442	F	W	6	5	
L	442	F	W	6	5	
L	442	F	W	5	6	
W	442	F	W	5	6	
W	442	F	E	5	7	
B	442	F	NR	6	7	
L	442	F	W	7	7	
				61	64	
n=12				5.08	5.33	Mean

Distribution	1--3	4--4	Total U AM & RFI	5	42%
	3--4	3--5			
	4--6	2--6			
	1--7	3--7	Total S AM & RFI	7	58%
Standard	5	5			
Minimum	8	8			
% Successful	67%	67%			

Division: Allied Health
Radiologic Technology
 (major 469)

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

Campus	Major	Gender	Ethnicity	AM	RFI	
L	469	M	W	4	4	
W	469	F	W	5	4	
L	469	F	W	4	5	
L	469	F	W	5	5	
L	469	M	W	5	5	
L	469	F	W	6	5	
L	469	F	W	6	5	
L	469	F	W	6	5	
L	469	F	W	4	6	
L	469	M	W	5	6	
L	469	F	W	5	6	
L	469	M	W	5	6	
W	469	F	W	5	6	
WY	469	F	W	5	6	
W	469	M	W	6	6	
W	469	F	W	6	6	
L	469	F	W	7	6	
				89	92	
n=17				5.24	5.41	Mean

Distribution	3--4	2--4	Total U	4	24%
	8--5	6--5	AM & RFI		
	5--6	9--6			
	1--7				
			Total S	13	76%
Standard	5	5	AM & RFI		
Minimum	14	15			
% Successful	82%	88%			

Division: Allied Health
Paramedic Science
 (major 443)

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

Campus	Major	Gender	Ethnicity	AM	RFI	
L	443	M	W	4	5	
B	443	M	W	5	5	
WY	443	M	W	6	5	
B	443	F	W	6	6	
L	443	F	W	6	6	
L	443	F	W	6	7	
L	443	M	NR	<3	<3	
				33	34	
n=7				4.71	4.86	Mean

Distribution	1<3	1<3	Total U AM & RFI	2	29%
	1--4				
	1--5	3--5			
	4--6	2--6			
		1--7	Total S AM & RFI	5	71%
Standard	5	5			
Minimum	5	6			
% Successful	71%	86%			

Health Care Technology

Division: Allied Health
Nursing
(major 444)

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

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

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

Nursing (Continued)

Division: Technology and Engineering Programs
Electrical Engineering Technology
(major 670)

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

Campus	Major	Gender	Ethnicity	AM	RFI
B	670	M	W	7	6
L	670	M	W	5	5
L	670	M	W	6	6
				18	17
				6	5.7 Mean

n=3

Distribution	1--5	1--5
	1--6	2--6
	1--7	

Total U
AM &
RFI 0 0

Standards 5 5 Total S
AM &
Minimum 3 3 RFI 3 100%
%
Successful 100% 100%

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

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

Campus	Major	Gender	Ethnicity	AM	RFI	
L	665	M	W	3	4	
L	665	M	W	4	4	
WY	665	F	W	4	5	
L	665	M	W	5	5	
L	665	F	W	5	5	
L	665	M	W	5	5	
L	665	M	W	6	5	
L	665	M	W	6	5	
WY	665	F	W	4	6	
L	665	M	W	5	6	
W	665	F	W	5	6	
				52	56	
n=11				4.73	5.09	Mean

Distribution	1--3		Total U	4	36%
	3--4	2--4	AM & RFI		
	5--5	6--5			
	2--6	3--6	Total S	7	64%
Standards	5	5	AM & RFI		
Minimum	7	9			
% Successful	64%	82%			

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

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

Campus	Major	Gender	Ethnicity	AM	RFI
B	690	M	W	6	4
B	690	M	W	7	5
L	690	M	NR	5	6
L	690	M	W	5	6
W	690	M	W	5	6
L	690	M	W	7	6
L	690	M	W	7	7
L	690	M	W	7	7
				49	47
n=8				6.13	5.88 Mean

Distribution	1--4	Total U	1	13%
	3--5	AM & RFI		
	1--6	4--6		
	4--7	2--7		
		Total S	7	87%
		AM & RFI		
Standards	5	5		
Minimum	8	7		
% Successful	100%	87%		

Division: Technology and Engineering Programs

PC Support Specialist

(major 666)

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

Campus	Major	Gender	Ethnicity	AM	RFI
L	666	F	W	3	4
L	666	M	W	3	4

n=2	3	4	Mean
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Distribution	2--3		Total U		
		2--4	AM & RFI	2	100%

Standards	5	5			
Minimum	0	0	Total S	0	0%
% Successful	0%	0%	AM & RFI		

Customized AAS--754

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

Campus	Major	Gender	Ethnicity	AM	RFI
WY	754	M	W	6	5

n=1	6	5	Mean
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Distribution		1--5	Total U		
	1--6		AM & RFI	0	

Standards	5	5			
Minimum	1	1	Total S	1	100%
% Successful	100%	100%	AM & RFI		

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

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

Campus	Major	Gender	Ethnicity	AM	RFI	
WY	985	F	W	3	4	
WY	985	F	W	4	5	
WY	985	F	W	4	5	
W	985	F	W	5	5	
WY	985	F	W	5	5	
WY	985	F	W	4	6	
WY	985	F	W	5	6	
WY	985	F	W	5	6	
WY	985	F	W	6	6	
L	985	F	W	4	7	
WY	985	F	W	4	7	
L	985	F	W	5	7	
W	985	F	W	5	7	
WY	985	F	W	6	7	
				65	83	
n=14				4.64	5.93	Mean

Distribution	1--3		Total U		
	5--4	1--4	Total S AM & RFI	13	93%
	6--5	4--5			
	2--6	4--6			
		5--7			
Standards	4	5			
Minimum	13	13			
% Successful	93%	93%			

Division: Humanities and Social Sciences

Child Development Specialist—752

n=2 Min. AM (4) Min. RFI (4)
 2 – 100% 2 – 100%
 Min. Both
 2 - 100%

Campus	Major	Gender	Ethnicity	AM	RFI	
L	752	F	W	5	5	
W	752	F	W	4	5	
				9	10	
				4.5	5	Mean

n=2

Distribution	1--4	2--5	Total U AM & RFI
			0

Standards	4	5		
Minimum	2	2	Total S	2
% Successful	100%	100%	AM & RFI	100%

Explanation of Instruments and Data Collection

The 2003-2004 College-Wide Assessment Data packet contains data gained from CAAP, Work Keys, and the Writing Rubric. The data is presented in graph form where possible for ease of comparison of the data.

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

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

COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY

OVERVIEW

CAAP (COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY) is a standardized, user-normed assessment of academic achievement. CAAP consists of 1 essay and 5 objective tests. Since its development, CAAP has been administered by over 500 two- and four-year post secondary institutions to measure individual and group achievement in foundational skills, typically at the end of the sophomore year. The CAAP tests are curriculum-based for the most part and measure higher order skills beyond the mere recall of facts. These skills are considered critical for functioning well in the workplace. Each of the tests administered by Southern is described below.

WRITING SKILLS TEST

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

READING TEST

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

MATHEMATICS TEST

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

CRITICAL THINKING TEST

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

Contents of the CAAP Tests

CAAP – Collegiate Assessment of Academic Proficiency

Writing Skills Test

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

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

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

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

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

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

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

Mathematics Test

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

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

Reading Test

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

Students are required to derive meaning from the passages by:

*referring to what is explicitly stated

*reasoning to determine implicit meanings

*drawing conclusions, comparisons, and generalizations beyond the text

Critical Thinking Test

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

*clarifying and analyzing the elements of an argument

*evaluating an argument

*extending an argument

Work Keys Content by Level

Applied Mathematics

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

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

Level 3

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

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

Level 4

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

Problems at this level require the examinee to reorder verbal information before performing calculations. The examinee must read the entire problem carefully to determine which operation(s) to perform and in what order. For some problems, examinees must read a simple chart or graph to obtain the information needed to solve the problem.

Level 5

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

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

Level 6

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

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

Level 7

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

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

Reading for Information

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

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

Level 3

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

Questions at Level 3 require the examinee to

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

- recognize the application of instructions given in the passage to situations that are also described in the passage.

Level 4

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

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

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

Level 5

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

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

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

Level 6

Passages at Level 6 are significantly more difficult than those at the previous level. The presentation of the information is more complex; passages may include excerpts from regulatory and legal documents. The procedures and concepts described are more elaborate. Advanced vocabulary, jargon, and technical terms are used. Most information needed to answer the questions correctly is not clearly stated in the passages. The questions at this level require examinees to generalize beyond the stated situation, to recognize implied details, and to recognize the probable rationale behind policies and procedures.

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

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

Level 7

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

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

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