



2006 Assessment Results

Office of the Vice President for Academic Affairs

All College Day
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TABLE OF CONTENTS

Work Keys.....	3
Work Keys Summary Tables.....	4
Work Keys Results by Degree or Certificate Tables.....	6
BPA Certificates.....	7
BPA AAS Accounting.....	8
BPA AAS Health Care Mgmt.....	9
BPA AAS General Business.....	10
BPA AAS Small Business Mgmt.....	12
BPA AAS OIT Administrative.....	13
BPA AAS OIT Medical.....	14
BPA AAS Corrections.....	15
BPA AAS Law Enforcement.....	16
AH Certificates.....	17
Electrocardiography	
Medical Lab Assistant	
AH AAS Medical Lab Tech.....	19
AH AAS Radiological Tech.....	20
AH AAS Paramedic Science.....	21
AH AAS Nursing.....	22
TE AAS Computer Information Systems.....	24
TE AAS Information Tech.....	25
TE AAS AT	26
TE Certificate.....	27
HSS AAS Early Childhood Development.....	28
Explanation of WorKeys Tests and Data Collection.....	29
MAPP Results.....	36
MAPP Summary of Scaled Scores	37
MAPP Summary of Proficiency Classifications.....	38
MAPP Scaled Score Distributions.....	40
MAPP Demographic Data.....	41
Explanation of MAPP Proficiencies.....	42
Writing Rubric Scores.....	44
Math Rubric Scores.....	45

**Work Keys
SUMMARY
2006**

Work Keys Summary
 Spring 2006
 Negotiated Level: 83.30%

Program -- AAS	#Pass	#Taken	%Passed
Early Childhood Development	1	2	50%
Information Technology	1	2	50%
Criminal Justice			
Law Enforcement	2	4	50%
Corrections	4	4	100%
Radiological Technology	5	5	100%
Medical Laboratory Technology	4	6	67%
Nursing	55	56	98%
Business Administration			
Small Business Management	1	1	100%
General Business	19	29	66%
Health Care Management	2	3	66%
Business Accounting	7	7	100%
Office Information Technology			
Medical	2	3	67%
Administrative	0	1	0%
Computer Information Systems	0	1	0%
PC Support Specialist	1	2	50%
Technical Studies-Applied	0	1	0%
Totals	104	127	81.2%

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 2006
 Negotiated Level: 83.30%

Program -- Certificate	#Pass	#Taken	%Passed
Health Care Technology			
Electrocardiography	11	14	79%
Medical Laboratory Assistant	8	10	80%
Secretarial Science	1	1	100%
Well Tending	4	5	80%
Totals	24	30	80%

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
Results by
Degree/Certificate

**Division: Business/Public Administration
Certificates
52—Secretarial Science**

n=1

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

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
52	F	W	5	4	5	S
		Sum	5	4	5	
		MEAN	5	4	5	
			4	4	4	
			0--3	0--3	0--3	
			0--4	1--4	0--4	
			1--5	0--5	1--5	
	Met Standards		1	1	1	100% S
	n=1					OU 1S

Division: Business/Public Administration

Business Accounting

(major 540)

n=7

Min. AM (4)
7 – 100%

Min. LI (4)
7 – 100%

Min. RFI (4)
7 – 100%

Min. All Areas
7 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
540	F	W	5	4	5	S
540	M	W	4	4	5	S
540	M	W	5	4	5	S
540	M	W	6	4	6	S
540	F	W	5	4	4	S
540	M	W	5	5	4	S
540	F	W	6	4	5	S
		Sum	36	29	34	
		MEAN	5.1	4.1	4.9	
Standard			4	4	4	
Distribution			0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			1--4	6--4	2--4	
			4--5	1--5	4--5	
			2--6	0--6	1--6	
			0--7	0--7	0--7	
		Met Standard	7	7	7	100% S
		n=7				OU 7S

Division: Business/Public Administration
Business Administration: Health Care Management Option
(major 541)

n=3

Min. AM (5)
3 - 100%

Min. LI (4)
3 - 100%

Min. RFI (5)
2 - 67%

Min. All Areas
2 - 67%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
541	F	W	5	4	6	S
541	F	W	6	5	6	S
541	F	W	5	4	4	U
Sum			16	13	16	
MEAN			5.3	4.3	5.3	

Standards Distribution	AM	LI	RFI	Met Standard
0--<3	5	4	5	
0--3	0--<3	0--3	0--3	
0--4	0--3	0--3	0--3	
2--5	2--4	1--4	0--5	
1--6	2--5	1--5	0--5	
0--7	1--6	0--6	2--6	
	0--7	0--7	0--7	
Met Standard	3	3	2	67% S 1U 2S
n=3				

Division: Business/Public Administration
Business Administration: General Business Option
(major 542)

n=29

Min. AM (5) Min. LI (4) Min. RFI (5)
 21 – 73% 28 – 97% 23 –79%

Min. All Areas
 19 – 66%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
542	F	W	6	4	5	S
542	F	W	5	4	6	S
542	F	W	5	4	6	S
542	M	W	4	4	5	U
542	F	W	3	4	4	U
542	F	W	4	4	4	U
542	M	W	4	4	<3	U
542	F	W	5	4	5	S
542	M	W	6	5	5	S
542	M	W	5	5	5	S
542	M	W	4	3	4	U
542	F	W	5	4	4	U
542	M	W	5	5	7	S
542	F	W	6	4	5	S
542	F	W	4	4	6	U
542	F	W	5	4	5	S
542	F	W	4	4	5	U
542	M	W	5	4	5	S
542	F	W	5	4	6	S
542	F	W	6	5	6	S
542	F	W	5	4	5	S
542	F	W	5	4	6	S
542	F	W	5	4	4	U
542	M	W	6	5	6	S
542	F	W	6	5	5	S
542	M	W	4	4	6	U
542	F	W	5	4	6	S
542	F	W	6	5	5	S
542	F	W	5	4	6	S
		Sum	143	122	149	
		MEAN	4.9	4.2	5.1	

Standards Distribution	5	4	5
	0--<3	0--<3	1--<3
	1--3	1--3	0--3
	7--4	21--4	5--4
	14--5	7--5	12--5

	7--6 0--7	0--6 0--7	10--6 1--7	
Met Standard	21	28	23	66% S
n=29				10U 19S

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

n=3

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

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
544	M	W	5	4	5	S
		Sum	5	4	5	
		MEAN	5	4	5	
		Standards Distribution	5	4	5	
			0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			0--4	1--4	0--4	
			1--5	0--5	1--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
		Met Standards	1	1	1	100% S
						0U
		n=1				1S

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

n=1

Min. AM (4)	Min. LI (4)	Min. RFI (4)
0 – 0%	1-100%	1 – 100%
Min. Both		
0 – 0%		

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
557	F	W	3	4	5	U
		Sum	3	4	5	
		MEAN	3	4	5	
		Standards	4	4	4	
		Distribution	0--<3	0--<3	0--<3	
			1--3	0--3	0--3	
			0--4	1--4	0--4	
			0--5	0--5	1--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
		Met Standards	0	1	1	0% S 1U 0S
		n=1				

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

n=3

Min. AM (4)	Min. LI (4)	Min. RFI (4)
3 – 100%	2– 67%	3– 100%
Min. All Areas		
2 – 67%		

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
559	F	W	5	3	4	U
559	F	W	4	4	5	S
559	F	W	5	4	6	S
			<hr/>	<hr/>	<hr/>	
Sum			14	11	15	
MEAN			4.67	3.67	5	
			4	4	4	
Standards Distribution			0--<3	0--<3	0--<3	
			0--3	1--3	0--3	
			1--4	2--4	1--4	
			2--5	0--5	1--5	
			0--6	0--6	1--6	
			0--7	0--7	0--7	
Met Standards			3	2	3	67% S
						1U
n=3						2S

Division: Business/Public Administration

Criminal Justice: Corrections

(major 591)

n=4

Min. AM (4) Min. LI (4) Min. RFI (5)
4 – 100% 4 – 100% 4 – 100%

Min. All Areas

4 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
591	F	W	5	4	5	S
591	F	W	4	4	5	S
591	M	W	5	4	6	S
591	F	W	5	4	5	S
Sum			19	16	21	
MEAN			4.75	4	5.25	
Standards			4	4	5	
Distribution			0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			1--4	4--4	0--4	
			3--5	0--5	3--5	
			0--6	0--6	1--6	
			0--7	0--7	0--7	
Met Standards			4	4	4	100% S
						0U
n=4						4S

Division: Business/Public Administration

Criminal Justice: Law Enforcement

(major 592)

n=4

Min. AM (4)	Min. LI (4)	Min. RFI (5)
2 – 50%	2– 50%	3– 75%
Min. All Areas		
2 – 50%		

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
592	M	W	<3	<3	3	U
592	F	W	4	4	5	S
592	M	W	3	4	5	U
592	F	W	4	5	5	S
Sum			13	15	18	
MEAN			3.25	3.75	4.5	

Standards Distribution	4	4	5	
	1--<3	1--<3	0--<3	
	1--3	0--3	1--3	
	2--4	2--4	0--4	
	0--5	1--5	3--5	
	0--6	0--6	0--6	
	0--7	0--7	0--7	
Met Standards	2	2	3	50% S
				2U
n=4				2S

Division: Allied Health Certificates

Health Care Technology--Electrocardiography Option
(major 011)

n=14

Min. AM (4) Min. LI (4) Min. RFI (4)
12 – 86% 13– 93% 12– 86%

Min. All Areas
11 – 79%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
11	F	W	3	4	5	U
11	M	W	4	4	4	S
11	F	W	5	4	4	S
11	F	W	5	4	5	S
11	F	AA	3	3	<3	U
11	M	W	5	4	3	U
11	F	W	5	4	4	S
11	F	W	5	4	6	S
11	F	W	5	5	5	S
11	M	W	5	5	5	S
11	F	W	5	4	4	S
11	F	W	5	4	6	S
11	F	W	5	4	5	S
11	F	H	5	4	5	S
Sum			65	57	63	
MEAN			4.6	4.1	4.5	
Standards Distribution			4	4	4	
			0--<3	0--<3	1--<3	
			2--3	1--3	1--3	
			1--4	11--4	4--4	
			11--5	2--5	6--5	
			0--6	0--6	2--6	
Met Standards			12	13	12	79% S 3 U 11S
n=14						

**Division: Allied Health
Certificates**

Medical Lab Assistant

(major 012)

n=10

Min. AM (4) Min. LI (4) Min. RFI (4)
9 – 90% 9 – 90% 9 – 90%

Min. All Areas
8 – 80%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
12	F	W		5	5	6 S
12	F	W		6	5	6 S
12	F	W		6	4	5 S
12	F	W		5	3	5 U
12	F	W		5	4	5 S
12	F	W		7	5	5 S
12	F	W		5	4	6 S
12	F	W		5	4	5 S
12	F	W		5	4	3 U
12	F	W		4	4	5 S
		Sum		53	42	51
		MEAN		5.3	4.2	5.1
		Standards Distribution		4	4	4
			0--3	1--3	1--3	
			1--4	6--4	0--4	
			6--5	3--5	6--5	
			2--6	0--6	3--6	
			1--7	0--7	0--7	
		Met Standards		9	9	9 80%S
		n=10				2U 8S

Division: Allied Health
Medical Lab Technology
(major 442)

n=6

Min. AM (5) Min. LI (5) Min. RFI (5)
6 – 100% 4 – 67% 5 – 75%
Min. All Areas
4 – 67%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
442	F	W	5	5	5	S
442	F	W	5	4	6	U
442	M	W	6	5	5	S
442	F	W	5	4	4	U
442	F	W	5	5	6	S
442	F	W	6	5	5	S
		Sum	32	28	31	
		MEAN	5.3	4.7	5.2	
		Standards Distribution	5	5	5	
			0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			0--4	2--4	1--4	
			4--5	4--5	3--5	
			2--6	0--6	2--6	
		Met Standards	6	4	5	67% S 2U
		n=6				4S

Division: Allied Health

Radiologic Technology

(major 469)

n=5

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

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
469	F	W	5	5	7	S
469	F	W	6	5	5	S
469	F	W	6	5	7	S
469	F	W	7	4	5	S
469	F	W	6	5	6	S
Sum			30	24	30	
MEAN			6	4.8	6	

Standards Distribution	4	4	5	
	0--<3	0--<3	0--<3	
	0--3	0--3	0--3	
	0--4	1--4	0--4	
	1--5	4--5	2--5	
	3--6	0--6	1--6	
	1--7	0--7	2--7	
Met Standards	5	5	5	100% S
n=5				0U 5S

Division: Allied Health

Paramedic Science

(major 759)

n=5

Min. AM (4)	Min. LI (5)	Min. RFI (5)
5 – 100%	1 – 20%	5 – 100%
Min. All Areas		
1 – 20%		

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
759	F	W	5	4	5	U
759	F	W	4	4	5	U
759	F	W	5	4	5	U
759	M	W	4	4	5	U
759	M	W	6	5	6	S
			Sum	24	21	26
			MEAN	4.8	4.2	5.2
Standards Distribution			4	5	5	
			0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			2--4	4--4	0--4	
			2--5	1--5	4--5	
			1--6	0--6	1--6	
			0--7	0--7	0--7	
Met Standards			5	1	5	20% S
						4U
n=5						1S

Division: Allied Health

Nursing (major 444)

n=56

Min. AM (4) Min. LI (4) Min. RFI (4)
55 – 98% 56--100% 56--100%

Min. All Areas
55 – 98%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
444	M	W		5	5	6 S
444	F	W		5	5	5 S
444	M	O		6	5	7 S
444	F	W		6	5	6 S
444	M	W		6	5	5 S
444	F	W		5	5	5 S
444	F	W		5	5	7 S
444	F	W		5	4	6 S
444	F	W		5	5	7 S
444	F	O		4	4	6 S
444	F	W		4	4	5 S
444	F	W		5	4	6 S
444	F	W		6	4	5 S
444	F	W		5	4	6 S
444	F	W		6	4	6 S
444	F	W		5	5	6 S
444	F	W		6	5	6 S
444	F	W		5	5	5 S
444	F	W		5	5	5 S
444	F	W		5	5	5 S
444	F	W		3	4	5 U
444	F	W		5	5	5 S
444	F	W		5	5	5 S
444	F	W		6	4	5 S
444	F	W		5	5	5 S
444	M	W		4	4	5 S
444	F	W		4	4	4 S
444	F	W		6	4	4 S
444	F	W		5	5	6 S
444	M	O		5	5	6 S
444	M	W		6	5	7 S
444	M	W		6	4	6 S
444	F	W		5	5	6 S
444	F	W		5	5	7 S
444	F	W		6	5	6 S
444	F	W		5	4	5 S
444	F	W		5	4	5 S
444	F	W		7	5	5 S
444	F	W		6	5	5 S
444	F	W		6	5	6 S
444	F	W		5	4	6 S

444	F	W	6	5	7	S
444	F	W	7	5	7	S
444	F	W	5	4	5	S
444	F	W	6	4	5	S
444	F	W	5	4	5	S
444	M	W	5	5	5	S
444	F	W	5	4	5	S
444	M	W	6	4	7	S
444	F	W	6	5	6	S
444	F	W	6	5	6	S
444	F	W	5	4	6	S
444	F	W	4	5	5	S
444	F	W	5	5	5	S
444	M	O	6	5	5	S
444	F	W	6	5	6	S
444	M	W	5	5	5	S
444	M	W	6	5	6	S
		Sum	298	258	315	
		MEAN	5.3	4.6	5.6	

Standards	4	4	4	
Distribution	0--<3	0--<3	0--<3	
	1--3	0--3	0--3	
	5--4	22--4	2--4	
	27--5	34--5	25--5	
	21--6	0--6	21--6	
	2--7	0--7	8--7	
Met Standards	55	56	56	98% S
				1U
n=56				55S

Division: Technology and Engineering Programs

Computer Information Systems—PC Support

(major 665)

n=1

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

0 – 0% 1 – 100% 0 – 0%

Min. All Areas

0 – 0%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
665	M	W	4	4	4	U
		Sum	4	4	4	
		MEAN	4	4	4	
		Standards Distribution	5	4	5	
			0--<3	0--<3	0--<3	
			0--3	0--3	0--3	
			1--4	1--4	1--4	
			0--5	0--5	0--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
		Met Standards	0	1	0	0% S 1U 0S
		n=1				

Division: Technology and Engineering Programs

Information Technology

(major 690)

n=2

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

1 – 50% 2 – 100% 2 – 100%

Min. All Areas

1 – 50%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
M	W	6	5	5	S
M	W	4	4	5	U
	Sum	10	9	10	
	MEAN	5	4.5	5	
Standards		5	4	5	
Distribution		0--<3	0--<3	0--<3	
		0--3	0--3	0--3	
		1--4	1--4	0--4	
		0--5	1--5	2--5	
		1--6	0--6	0--6	
		0--7	0--7	0--7	
Met Standards		1	2	2	50% S
					1U
n=2					1S

Division: Technology and Engineering Programs

Technical Studies--AT

(major 753)

n=1

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

0 – 0% 1 – 100% 1 – 100%

Min. All Areas

0 – 0%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
753	F	W	3	4	5	U
		Sum	3	4	5	
		MEAN	3	4	5	
		Standards Distribution	5	4	5	
			0--<3	0--<3	0--<3	
			1--3	0--3	0--3	
			0--4	1--4	0--4	
			0--5	0--5	1--5	
			0--6	0--6	0--6	
			0--7	0--7	0--7	
		Met Standards	0	1	1	0% S 1U 0S
		n=1				

Division: Technology and Engineering Programs

Technical Studies—Certificate

Well Tending

(major 118)

n=5

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

5 – 100% 5 – 100% 4 – 80%

Min. All Areas

4 – 80%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
118	M	W		6	4	4 S
118	M	W		6	5	5 S
118	M	W		5	5	5 S
118	M	W		5	4	<3 U
118	M	W		5	4	5 S
		Sum		27	22	21
		MEAN		5.4	4.4	4.2

Standards		4	4	4
Distribution		0--<3	0--<3	1--<3
		0--3	0--3	0--3
		0--4	3--4	1--4
		3--5	2--5	3--5
		2--6	0--6	0--6
Met Standards		5	5	4
n=5				80% S 1--U 4--S

Division: Humanities and Social Sciences

Early Childhood Development

(major 985)

n=2

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

2 – 100% 1 – 50% 1 – 50%

Min. All Areas

1 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
985	F	W	4	3	4	U
985	F	W	4	4	7	S
Sum			8	7	11	
MEAN			4	3.5	5.5	
Standards Distribution			4	4	5	
0--<3			0--<3	0--<3	0--<3	
0--3			0--3	1--3	0--3	
2--4			2--4	1--4	1--4	
0--5			0--5	0--5	0--5	
0--6			0--6	0--6	0--6	
0--7			0--7	0--7	1--7	
Met Standards			2	1	1	50% S
n=2						1U 1S

Explanation of Instruments and Data Collection

Work Keys Data is 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 2006 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	<ul style="list-style-type: none"> Translate easily from a word problem to a math equation All needed information is presented in logical order No extra information 	<ul style="list-style-type: none"> Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers Add or subtract negative numbers Change numbers from one form to another using whole numbers, fractions, decimals, or percentages Convert simple money and time units (e.g., hours to minutes)

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> Information may be presented out of order May include extra, unnecessary information May include a simple chart, diagram, or graph 	<ul style="list-style-type: none"> Solve problems that require one or two operations Multiply negative numbers Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Add commonly known fractions, decimals, or percentages (e.g., $\frac{1}{2}$, .75, 25%) Add up to three fractions that share a common denominator Multiply a mixed number by a whole number or decimal Put the information in the right order before performing calculations

Level	Characteristics of Items	Skills
5	<ul style="list-style-type: none"> Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then 	<ul style="list-style-type: none"> Decide what information, calculations, or unit conversions to use to solve the problem Look up a formula and perform

computing tax)

single-step conversions within or between systems of measurement

- Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)
- Divide negative numbers
- Find the best deal using one- and two-step calculations and then comparing results
- Calculate perimeters and areas of basic shapes (rectangles and circles)
- Calculate percent discounts or markups

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none">• May require considerable translation from verbal form to mathematical expression• Generally require considerable setup and involve multiple-step calculations	<ul style="list-style-type: none">• Use fractions, negative numbers, ratios, percentages, or mixed numbers• Rearrange a formula before solving a problem• Use two formulas to change from one unit to another within the same system of measurement• Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement• Find mistakes in questions that belong at Levels 3, 4, and 5• Find the best deal and use the result for another calculation• Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations• Find the volume of rectangular solids• Calculate multiple rates

Level	Characteristics of Items	Skills
7	<ul style="list-style-type: none">• Content or format may be unusual• Information may be incomplete or implicit• Problems often involve multiple steps of logic and calculation	<ul style="list-style-type: none">• Solve problems that include nonlinear functions and/or that involve more than one unknown• Find mistakes in Level 6 questions• Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages• Calculate multiple areas and volumes of spheres, cylinders, or cones• Set up and manipulate complex ratios or proportions• Find the best deal when there are

- several choices
- Apply basic statistical concepts

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

Work Keys--Reading for Information

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

Characteristics/Skills

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

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> • Reading materials include basic company policies, procedures, and announcements • Reading materials are short and simple, with no extra information • Reading materials tell readers what they should do • All needed 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 	<ul style="list-style-type: none"> • Identify main ideas and clearly stated details • Choose the correct meaning of a word that is clearly defined in the reading • Choose the correct meaning of 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 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
- Identify important details that may not be clearly stated
- Use the reading material to figure out the meaning of words that are not defined
- Apply instructions with several steps to a situation that is the same as the situation in the reading materials
- Choose what to do when changing conditions call for a different action (follow directions that include "if-then" 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	<ul style="list-style-type: none"> • Very complex reading materials • Information includes a lot of details • Complicated concepts • Difficult vocabulary • Unusual jargon and technical terms are used, but not defined • Writing often lacks clarity and direction • Readers must draw conclusions from some parts of the reading and apply them to other parts 	<ul style="list-style-type: none"> • Figure out the definitions of difficult, uncommon words based on how they are used • Figure out the meaning of jargon or technical terms based on how they are used • Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials

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

Work Keys--Locating Information

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

Characteristics/Skills

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

Characteristics/Skills

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> • Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans • One graphic used at a time 	<ul style="list-style-type: none"> • 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 formats
- One or more graphics are used at a time
- Sort through distracting information
- Summarize information from one or more detailed graphics
- Identify trends shown in one or more detailed or complicated graphics
- Compare information and trends from one or more complicated graphics

Level	Characteristics of Items	Skills
-------	--------------------------	--------

6

- 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>

Measure of Academic Proficiency and Progress
Assessment Results
2006

MAPP
Measures of Academic Proficiency and Progress

Summary of Scaled Scores
To show the ability of the group taking the test

**Southern West Virginia
Community and Technical Col**

**Abbreviated
Test Description:** Abbreviated
Form A Paper

Number of students tested: 69
**Number of students included in
these statistics:** 67
**Number of students excluded
(see roster):** 2

Cohort Name: TEST DATE: 2006-08-29T00:00:00-04:00
Close Date: 09/06/2006
Student Level: All

	Possible Range	Southern Mean Score	All Test Takers Mean Scores	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile
Total Score	400 to 500	436.15		433 to 439	16.52	423	435
Skills Subscores:							
Critical Thinking	100 to 130	110.42	110.2	109 to 112	5.65	106	110
Reading	100 to 130	116.73	118	115 to 118	6.42	112	118
Writing	100 to 130	113.1	113.9	112 to 114	4.34	111	112
Mathematics	100 to 130	109.13	112.6	108 to 111	4.36	106	108
Context-Based Subscores:							
Humanities	100 to 130	113.97	114.2	112 to 116	6	109	112
Social Sciences	100 to 130	112	112.8	110 to 114	4.7	109	112
Natural Sciences	100 to 130	114.45	114.4	113 to 116	5.3	111	114

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used for the confidence limits for the mean scores in this report is 67.

Shaded areas represent areas in which Southern students scored lower than the mean for all other test takers.

MAPP
Measures of Academic Proficiency and Progress

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

**Southern West Virginia Community
and Technical Col**

**Abbreviated Form
Test Description:** Abbreviated Form A
Paper

Number of students tested: 69

Cohort Name: TEST DATE: 2006-08-29T00:00:00-04:00
Close Date: 09/06/2006
Student Level: All

Number of students included in these statistics: 67

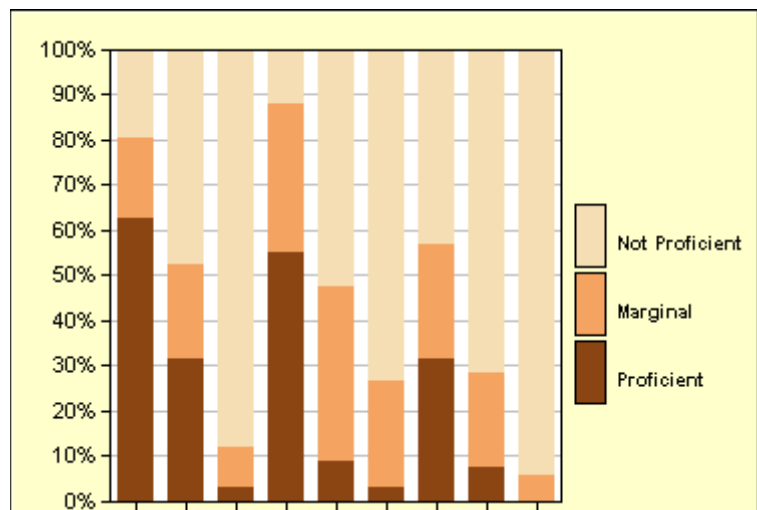
Number of students excluded: 2

Skill Dimension	Proficiency Classification			
	Proficient	All Test Takers	Marginal	Not Proficient
Reading, Level 1	63%	64%	18%	19%
Reading, Level 2	31%	29%	21%	48%
Critical Thinking	3%	3%	9%	88%
Writing, Level 1	55%	62%	33%	12%
Writing, Level 2	9%	13%	39%	52%
Writing, Level 3	3%	6%	24%	73%
Mathematics, Level 1	31%	48%	25%	43%
Mathematics, Level 2	7%	20%	21%	72%
Mathematics, Level 3	0%	4%	6%	94%

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

Shaded areas represent areas in which Southern students scored lower than the number proficient for all other test takers.

Summary of Proficiency Classifications for Southern Students Graphical Representation



MAPP

Measures of Academic Proficiency and Progress

Scaled Score Distributions Total for Southern Students

Southern West Virginia Community and
Technical Col

Unknown

Test Description: Abbreviated Form A Paper

Number of students tested: 69

Number of students included in these
statistics: 67

Number of students excluded (see roster):
2

Cohort Name:

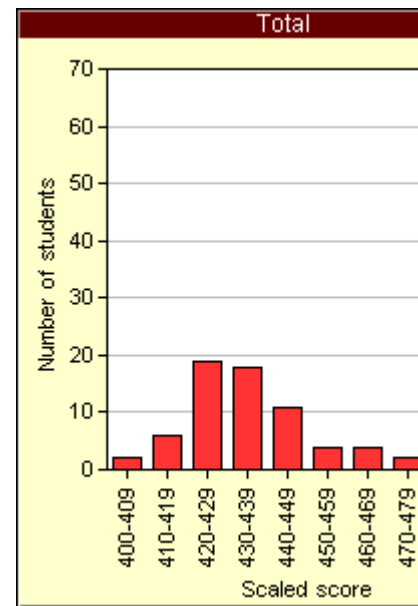
TEST DATE:
2006

Close Date:

09/06/2006

Student Level:

All



Measures of Academic Proficiency and Progress

Demographic Analysis Report Age

	Number
Total Group	67
<20	12
20 - 29	39
30 - 39	9
40 - 49	4
50 - 59	2
60 - 69	0
>=70	0

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

Measures of Academic Proficiency and Progress

**Demographic Analysis Report
Gender**

	Number
Total Group	67
Male	15
Female	52

Proficiency Classifications Taken Directly From

<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f74aaf5e44df4010VgnVCM10000022f95190RCRD&vgnnextchannel=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 an algebraic expression.
Find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

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.
Solve problems requiring insight or logical reasoning.

The writing scoring team met on Tuesday, March 14, 2006, as part of the Assessment Day activities. The team (Brenda Baksh, Larry D'Angelo, Guy Lowes, George Morrison, David O'Dell, and Jennifer Godby) evaluated a total of 128 writing samples. While the majority of papers scored consisted of English 101 and 102 research papers from both regular and adjunct faculty, the divisions of Natural Sciences and Allied Health also submitted samples from MT 128, BS 125, and ML 205. Papers came from three campuses (Logan, Wyoming, and Boone) and two off campus sites (Chapmanville HS and Harts HS).

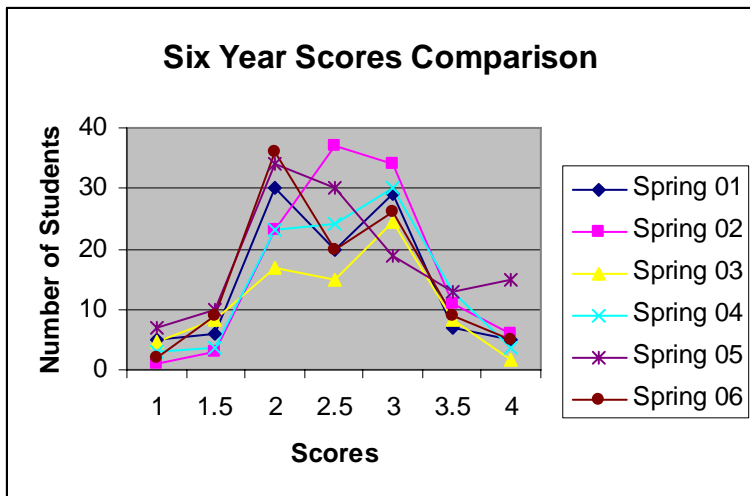
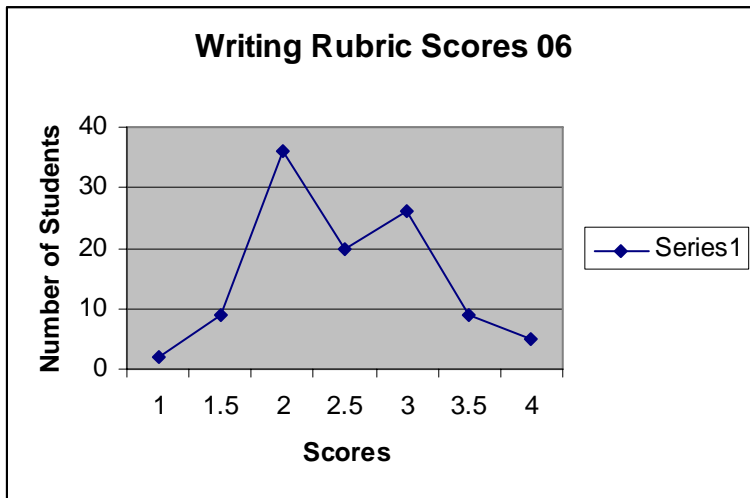
Each sample was scored first by one member of the team and then (blind) second scored by another team member. Six samples needed to be third scored because the discrepancy between the first and second scores exceeded a .5 difference. Four of the six third scores concerned papers that were in dispute concerning their "scoreability" factor. After discussion, the team decided that there was not a sufficient amount of writing to evaluate. This is obviously an area the group will need to address prior to the next scoring session.

The breakdown of scores is as follows:

4	3.5	3	2.5	2	1.5	1	N
5	9	26	20	36	9	2	21

Scores of N were assigned to samples that contained an insufficient amount of writing or to samples the team believed to be plagiarized.

Any sample receiving a score of 2.5 or below was also given an analytical assessment based on the scoring rubric.



The Math Rubric Assessment Team met on March 14, 2006 and we scored papers from Math Department, Chemistry Department, and the Transitional Studies Department. We also received papers from the Business Department but they were unable to be scored due to the fact that they did not have to show any process to the solution only the solution, so according to our rubric these 11 papers were not scored. We scored a total of 238 papers, not including the 11 papers that could not be scored and 8 papers that were duplicate sample papers (total papers submitted 257). Only 9 had to be scored by a third person making the percentage 4%.

The total scoring results are as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
61	13	29	13	21	14	19	10	58	238

Percentage for each is as follows:

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
25%	6%	12%	6%	9%	6%	8%	4%	24%	100%