2005 Assessment Results

Office of the Vice President for Academic Affairs

All College Day
August 15, 2005

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n=84

Writing		Usage/Mechanics	Rhetorical
National Mean	62.3	16.2	16.2
Southern Mean	61.7	15.9	15.9
National Standard Deviation	4.7	2.3	2.5

Range 40-80

Math		Basic Algebra	College Algebra	Range 5-25
National Mean	56.1	14.2	14.1	
Southern Mean	54.4	12.8	13.6	
National Standard Deviation	3.6	2.3	2.1	

Reading		Arts/Literature	Social Sciences
National Mean	60.4	14.8	15.4
Southern Mean	59.5	14.4	15.0
National Standard Deviation	5.3	2.6	2.7

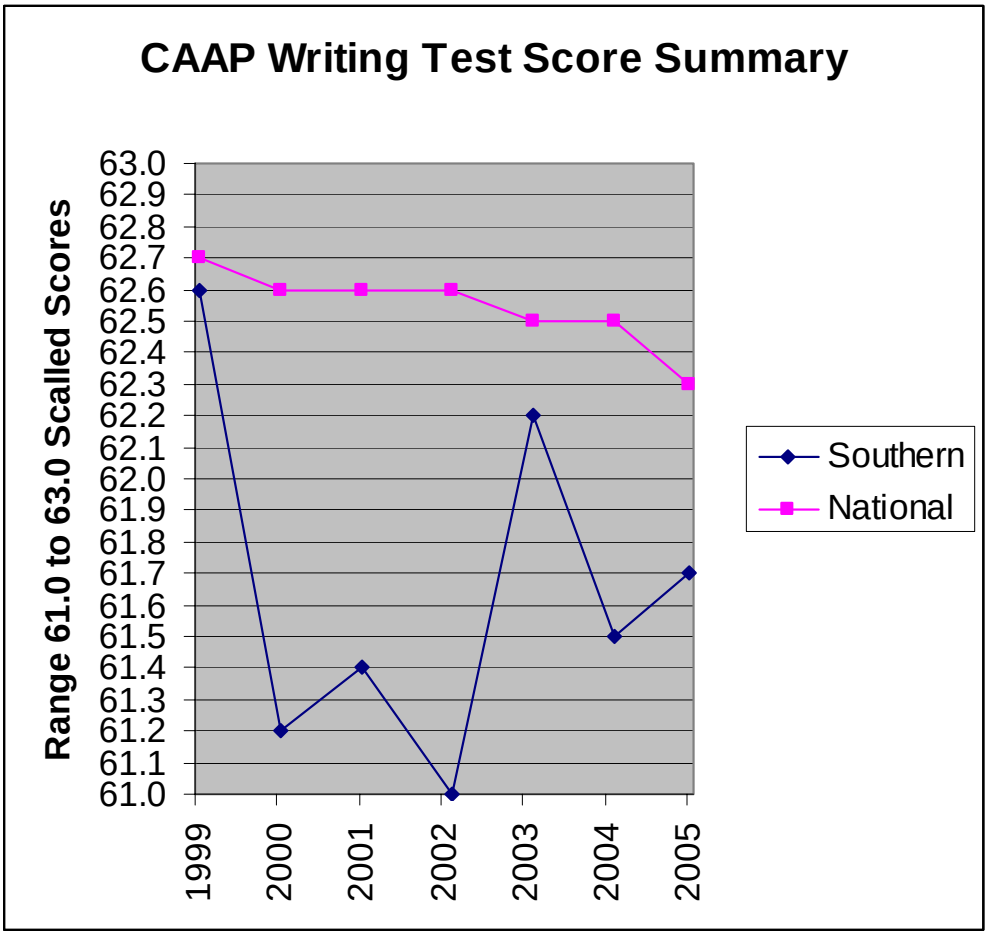
Critical Thinking		No Sub Tests
National Mean	60.5	
Southern Mean	59.5	
National Standard Deviation	5.4	

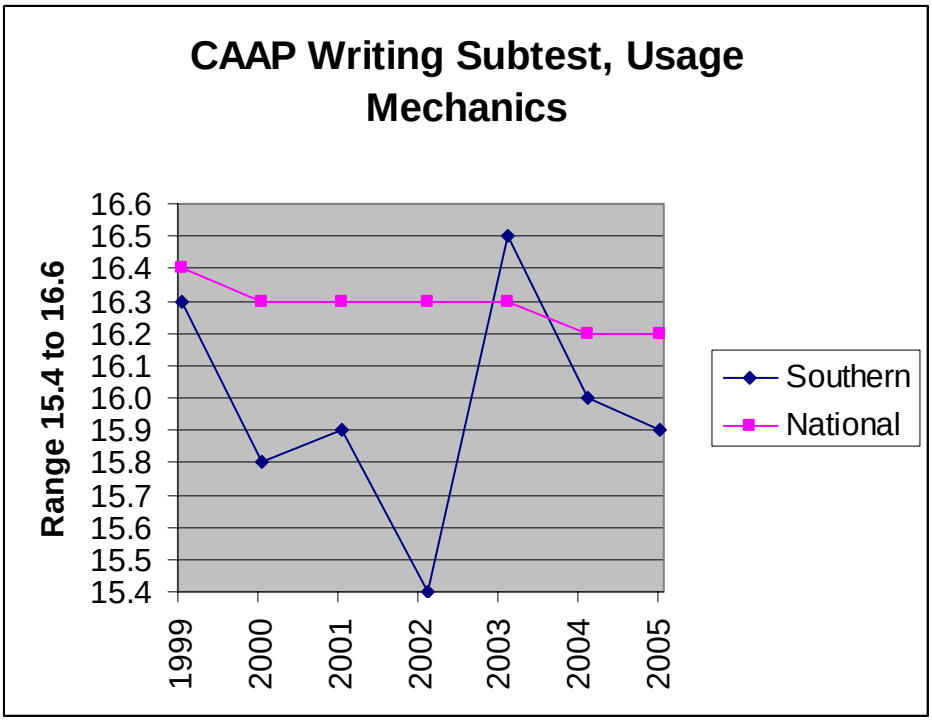
COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY

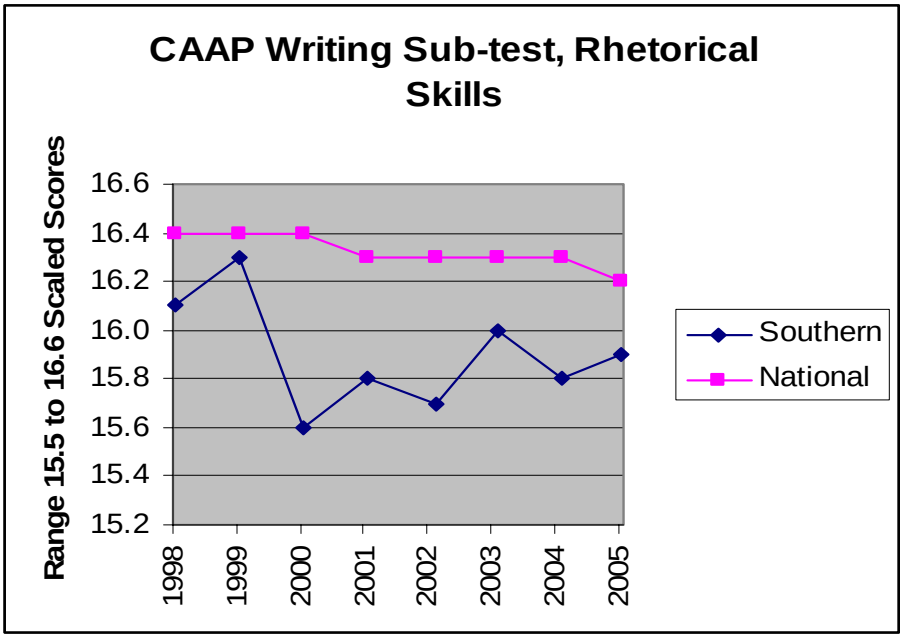
(CAAP)

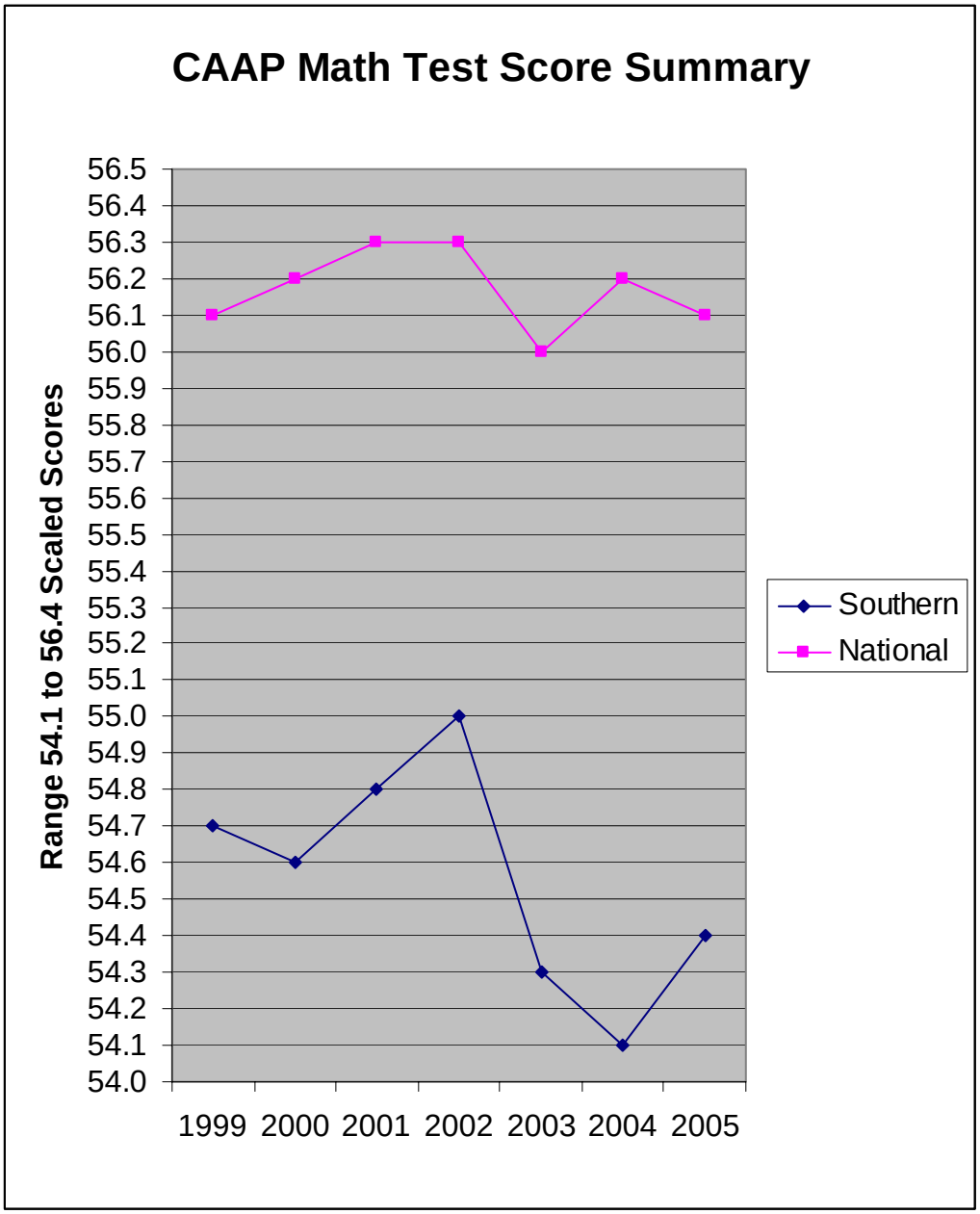
SCORES

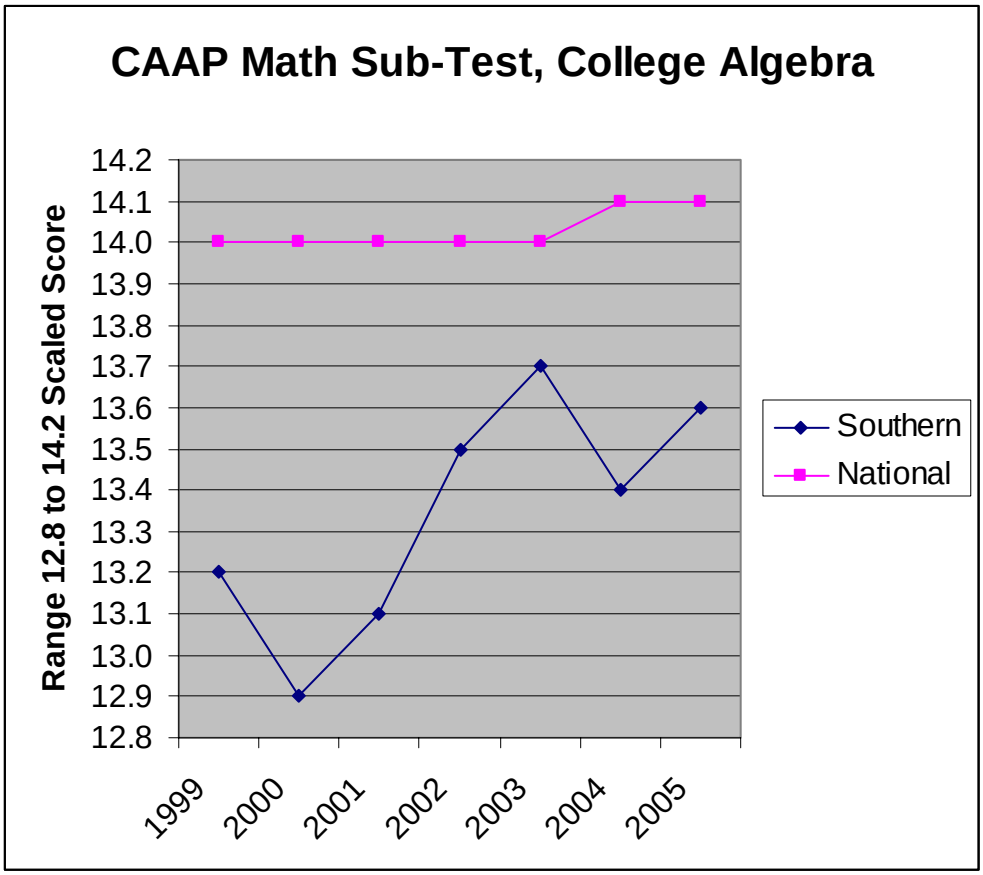
2005

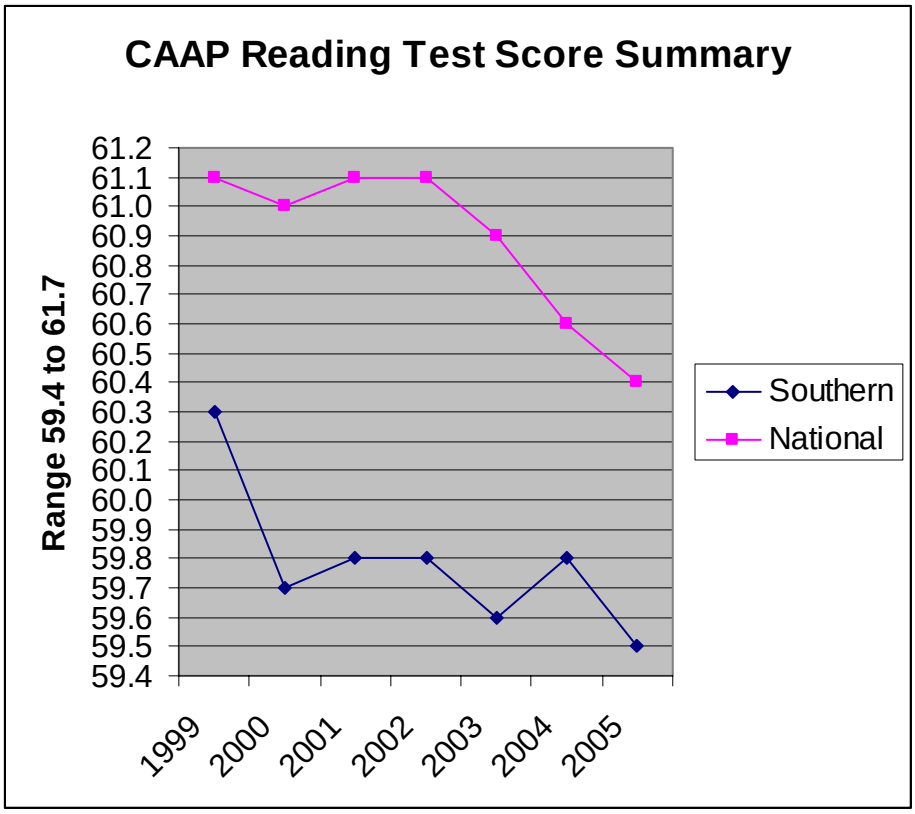

CAAP Writing Test Score Summary
Range 61.0 to 63.0 Scalled Scores
63.0
62.9
62.8
62.7
62.6
62.5
62.4
62.3
62.2
62.1
62.0
61.9
61.8
61.7
61.6
61.5
61.4
61.3
61.2
61.1
61.0
1999
2000
2001
2002
2003
2004
2005
Southern
National

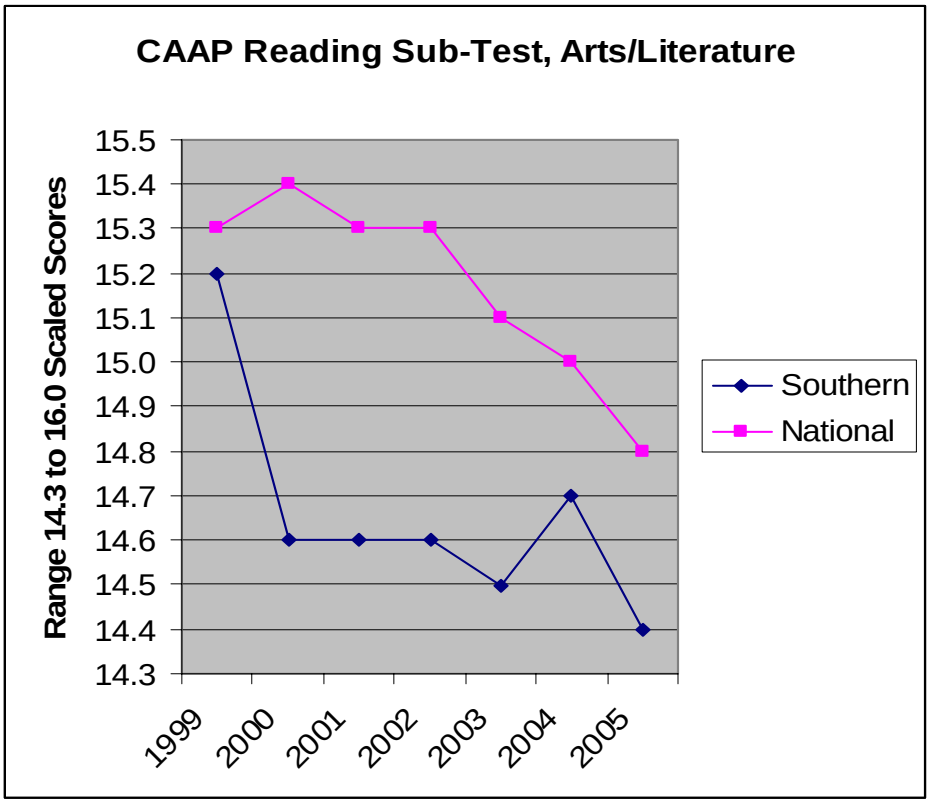

CAAP Writing Subtest, Usage Mechanics
Range 15.4 to 16.6
16.6
16.5
16.4
16.3
16.2
16.1
16.0
15.9
15.8
15.7
15.6
15.5
15.4
1999
2000
2001
2002
2003
2004
2005
Southern
National

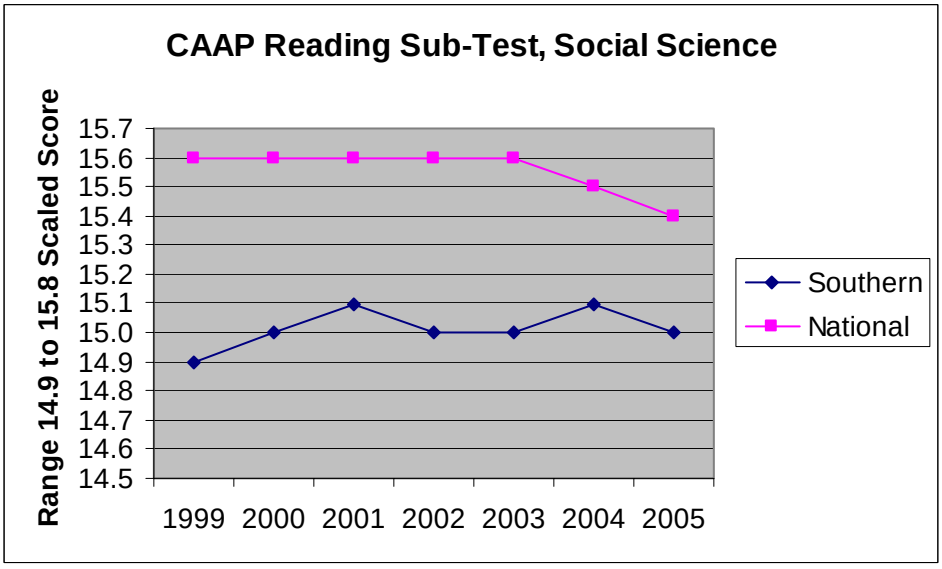

CAAP Writing Sub-test, Rhetorical Skills
Range 15.5 to 16.6 Scaled Scores
16.6
16.4
16.2
16.0
15.8
15.6
15.4
15.2
1998
1999
2000
2001
2002
2003
2004
2005
Southern
National

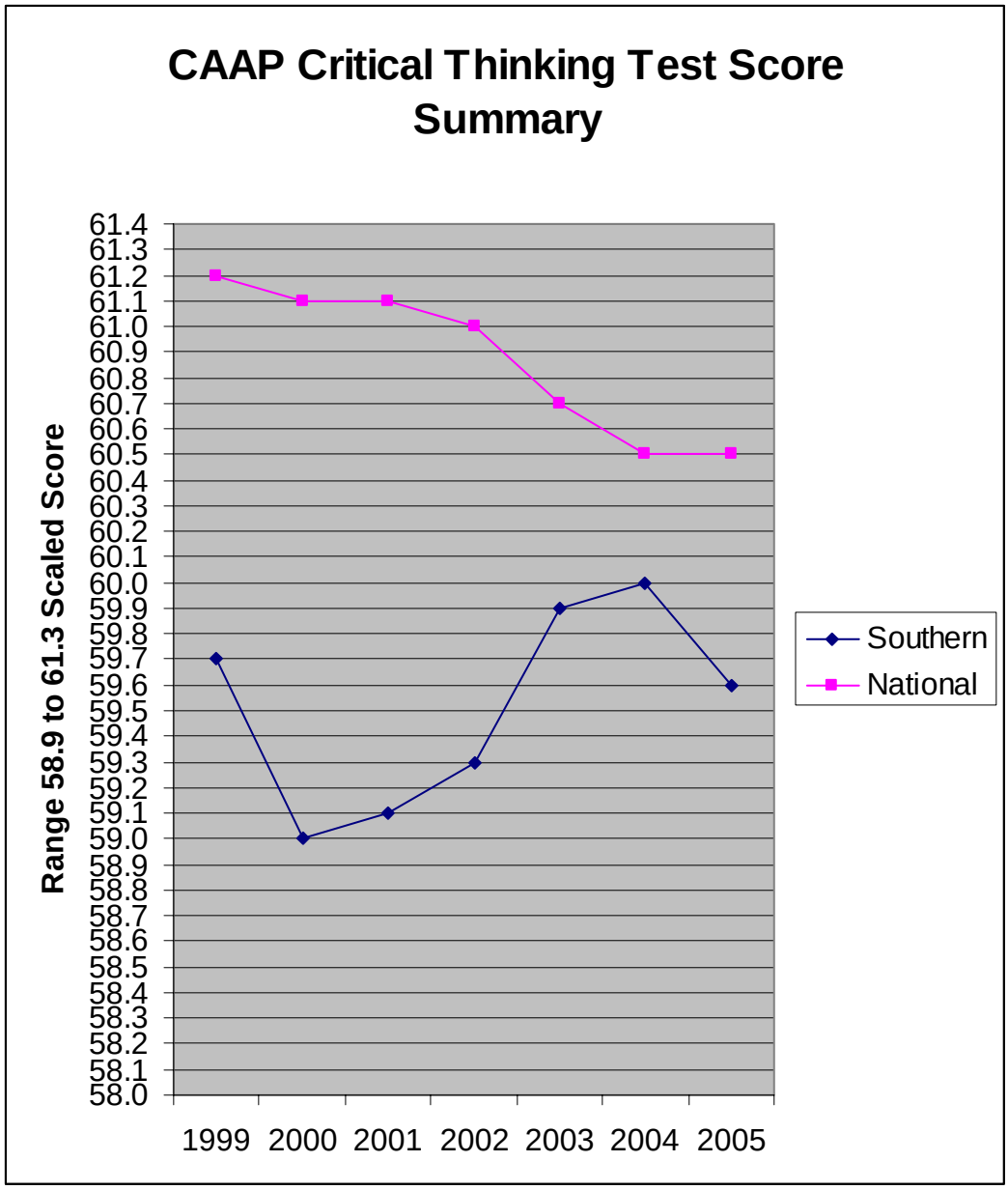

CAAP Math Test Score Summary
Range 54.1 to 56.4 Scaled Scores
56.5
56.4
56.3
56.2
56.1
56.0
55.9
55.8
55.7
55.6
55.5
55.4
55.3
55.2
55.1
55.0
54.9
54.8
54.7
54.6
54.5
54.4
54.3
54.2
54.1
54.0
1999
2000
2001
2002
2003
2004
2005
Southern
National

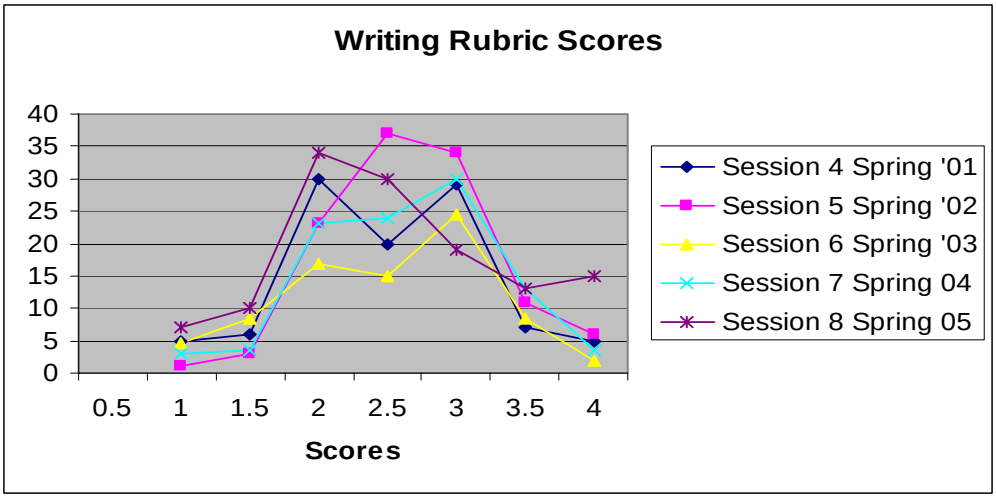

CAAP Math Sub-Test, College Algebra
Range 12.8 to 14.2 Scaled Score
14.2
14.1
14.0
13.9
13.8
13.7
13.6
13.5
13.4
13.3
13.2
13.1
13.0
12.9
12.8
1999
2000
2001
2002
2003
2004
2005
Southern
National

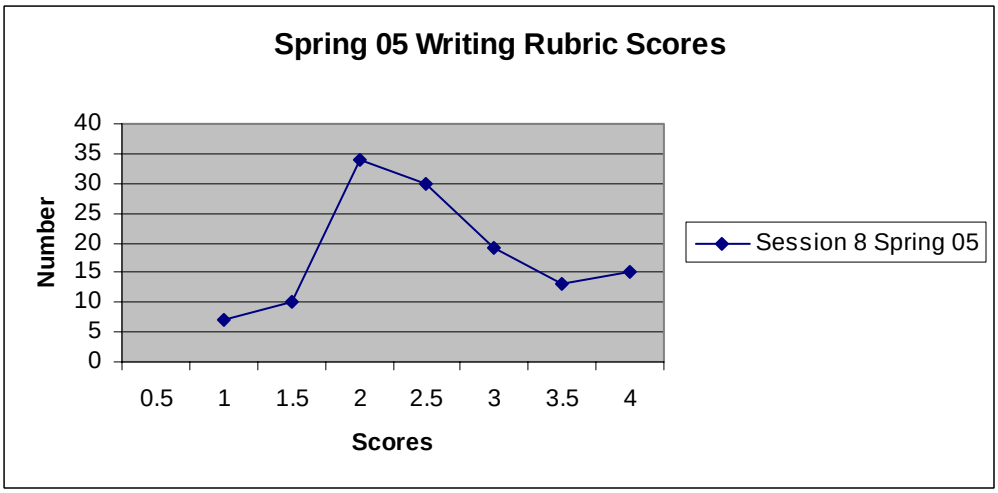

CAAP Reading Test Score Summary
Range 59.4 to 61.7
61.2
61.1
61.0
60.9
60.8
60.7
60.6
60.5
60.4
60.3
60.2
60.1
60.0
59.9
59.8
59.7
59.6
59.5
59.4
1999
2000
2001
2002
2003
2004
2005
Southern
National


CAAP Reading Sub-Test, Arts/Literature
Range 14.3 to 16.0 Scaled Scores
15.5
15.4
15.3
15.2
15.1
15.0
14.9
14.8
14.7
14.6
14.5
14.4
14.3
1999
2000
2001
2002
2003
2004
2005
Southern
National


CAAP Reading Sub-Test, Social Science
Range 14.9 to 15.8 Scaled Score
15.7
15.6
15.5
15.4
15.3
15.2
15.1
15.0
14.9
14.8
14.7
14.6
14.5
1999
2000
2001
2002
2003
2004
2005
Southern
National


CAAP Critical Thinking Test Score Summary
Range 58.9 to 61.3 Scaled Score
61.4
61.3
61.2
61.1
61.0
60.9
60.8
60.7
60.6
60.5
60.4
60.3
60.2
60.1
60.0
59.9
59.8
59.7
59.6
59.5
59.4
59.3
59.2
59.1
59.0
58.9
58.8
58.7
58.6
58.5
58.4
58.3
58.2
58.1
58.0
1999
2000
2001
2002
2003
2004
2005
Southern
National


Writing Rubric Scores
40
35
30
25
20
15
10
5
0
0.5
1
1.5
2
2.5
3
3.5
4
Scores
Session 4 Spring '01
Session 5 Spring '02
Session 6 Spring '03
Session 7 Spring 04
Session 8 Spring 05


Spring 05 Writing Rubric Scores
Number
40
35
30
25
20
15
10
5
0
0.5
1
1.5
2
2.5
3
3.5
4
Scores
Session 8 Spring 05

Work Keys
SUMMARY
2005

Work Keys Summary
Spring 2005
Negotiated Level: 83.30%

Program -- AAS	#Pass	#Taken	%Passed
Early Childhood Development	6	12	**50%**
Information Technology	3	5	**60%**
Electrical Engineering Technology	0	1	**0%**
Criminal Justice			
Law Enforcement	6	8	**75%**
Corrections	4	7	**57%**
Radiological Technology	15	16	**94%**
Surgical Technology	8	9	**89%**
Medical Laboratory Technology	4	16	**25%**
Nursing	73	76	**96%**
Business Administration			
Small Business Management	1	3	**33%**
Marketing			
General Business	24	41	**59%**
Health Care Management	2	3	**66%**
Business Accounting	20	24	**83%**
Office Information Technology			
Medical	4	8	**50%**
Legal	1	1	**100%**
Administrative	1	2	**50%**
Computer Information Systems	1	3	**33%**
PC Support Specialist	1	2	**50%**
Technical Studies-Applied	1	1	**100%**
Totals	**175**	**238**	**73.5%**

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 2005
Negotiated Level: 83.30%

Program -- Certificate	#Pass	#Taken	%Passed
Health Care Technology			
Electrocardiography	2	4	**50%**
Medical Laboratory Assistant	10	13	**77%**
Secretarial Science	1	1	**100%**
Totals	**13**	**18**	**72%**

Program – AAS and Certificate	#Pass	#Taken	%Passed
Early Childhood Development	6	12	**50%**
Information Technology	3	5	**60%**
Electrical Engineering Technology	0	1	**0%**
Criminal Justice			
Law Enforcement	6	8	**75%**
Corrections	4	7	**57%**
Radiological Technology	15	16	**94%**
Surgical Technology	8	9	**89%**
Medical Laboratory Technology	4	16	**25%**
Nursing	73	76	**96%**
Business Administration			
Small Business Management	1	3	**33%**
Marketing			
General Business	24	41	**59%**
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Business Accounting	20	24	**83%**
Office Information Technology			
Medical	4	8	**50%**
Legal	1	1	**100%**
Administrative	1	2	**50%**
Computer Information Systems	1	3	**33%**
PC Support Specialist	1	2	**50%**
Technical Studies-Applied	1	1	**100%**
Health Care Technology			
Electrocardiography	2	4	**50%**
Medical Laboratory Assistant	10	13	**77%**
Secretarial Science	1	1	**100%**
Totals	**188**	**256**	**73.4%**

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
Results by
Degree/Certificate

Division: Business/Public Administration

Certificates

02—Secretarial Science

n=1

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

1--100% 1 – 100% 1 – 100%

All Areas—1--100%

Certificate 02—Secretarial Science

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
2	f	w	5	4	5	

n=1

Standards	4	4	4	
% Met	100%	100%	100%	
Distribution	1--5	1--4	1--5	
				100%

Division: Business/Public Administration

Business Accounting
(major 540)
n=24

Min. AM (4) 22 – 92%

Min. LI (4) 21 – 88%

Min. RFI (4) 24 – 100%

Min. All Areas 20 - 83%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
540	f	w	5	3	5	U
540	f	w	5	4	7	S
540	f	w	6	5	6	S
540	f	w	5	4	6	S
540	f	w	5	4	5	S
540	m	w	5	5	5	S
540	f	w	5	6	5	S
540	f	w	6	4	6	S
540	f	w	5	4	5	S
540	f	w	5	4	5	S
540	f	w	3	3	5	U
540	m	w	5	4	6	S
540	f	w	5	4	5	S
540	f	w	3	4	5	U
540	f	w	5	4	5	S
540	f	w	6	5	6	S
540	f	w	5	4	5	S
540	f	w	5	5	7	S
540	f	w	6	5	6	S
540	f	w	5	5	6	S
540	f	w	4	3	4	U
540	f	w	6	5	7	S
540	f	w	4	4	5	S
540	m	w	5	4	5	S

	119	102	132	
Mean	4.9	4.25	5.5	
Distribution	2--3	3--3		
	2--4	13--4	1--4	
	15--5	7--5	13--5	
	5--6	1--6	7--6	
			3--7	
Standard	4	4	4	
	22/24=92%	21/24=88%	24/24=100%	20/24=83%

Division: Business/Public Administration

Business Administration: Health Care Management Option (major 541)

n=3

Min. AM (5) 2 – 67%

Min. LI (4) 2 – 67%

Min. RFI (5) 2 – 67%

Min. All Areas 2 – 67%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
541	m	w	6	5	6	S
541	f	w	3	<3	4	U
541	f	w	5	4	7	S
			14	9	17	
Mean			4.6	3	5.6	
Distribution				1--<3		
			1--3			
				1--4	1--4	
			1--5	1--5		
			1--6		1--6	
					1--7	
Standard			5	4	5	
Competency			2/3=67%	2/3=67%	2/3=67%	2/3=67%

Division: Business/Public Administration

Business Administration: General Business Option

(major 542)

n=41

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

29 – 71% 33 – 80% 32 –78%

Min. All Areas

24 – 59%

Major	Gender	Ethnicity	AM	LI	RFI		All Three Areas
542	f	w		5	4	5	S
542	m	aa		5	4	5	S
542	f	w		5	4	5	S
542	f	w		5	4	6	S
542	f	w		5	5	7	S
542	f	w		6	4	5	S
542	f	w		5	4	5	S
542	f	w		6	6	6	S
542	f	w		5	4	5	S
542	f	w		6	5	6	S
542	f	w		6	4	5	S
542	f	w		5	4	5	S
542	f	w		6	5	7	S
542	f	w		5	4	6	S
542	f	w		5	4	5	S
542	f	w		6	5	6	S
542	f	w		5	4	5	S
542	f	w		7	5	6	S
542	f	w		6	4	7	S
542	m	o		5	4	5	S
542	m	w		5	4	6	S
542	f	w		5	4	5	S
542	f	w		5	5	5	S
542	f	w		5	4	6	S
542	f	w		4	4	5	U
542	f	w		5	4	4	U
542	f	w		4	3	5	U
542	f	w		4	4	5	U
542	m	w		4	4	5	U
542	m	w		4	4	4	U
542	f	w		5	4	4	U
542	f	w		5	3	4	U
542	f	w		4	<3	4	U
542	m	w		5	3	5	U
542	f	w		3	4	5	U
542	f	w		3	4	5	U

542	f	aa	<3		<3		3	U
542	f	w		5	na	na		U
542	m	w		4	4		4	U
542	f	w	<3		<3		4	U
542	f	w		4	3		5	U

	192	152	205	
Mean	4.7	3.7	5	
		1--na	1--na	
Distribution	2--<3	3--<3		
	2--3	4--3	1--3	
	8--4	26--4	7--4	
	21--5	6--5	21--5	
	7--6	1--6	8--6	
	1--7		3--7	
Standard	5	4	5	
Competency	29/41=71%	33/41=80%	32/41=78%	24/41=59%

Division: Business/Public Administration

Business Administration: Small Business Management Option (major 544)

n=3

Min. AM (5) 3 – 100%

Min. LI (4) 2 – 67%

Min. RFI (5) 1 – 33%

Min. All Areas 1 – 33%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
544	f	w	5	3	4	U
544	m	w	5	4	5	S
544	m	w	5	4	4	U
			15	11	13	
Mean			5	3.7	4.3	
Distribution			3--5	1--3 2--4	2--4 1--5	
Standard			5	4	5	
Competency			3/3=100%	2/3-67%	1/3=33%	1/3=33%

Division: Business/Public Administration

Office Information Technology: Administrative Option

(major 557)

n=2

Min. AM (4) 2– 100%

Min. LI (4) 1-50%

Min. RFI (4) 2 – 100%

Min. Both 1 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
557	f	w	5	3	5	U
557	f	w	5	4	6	S
			10	7	11	
Mean			5	3.5	5.5	
Distribution				1--3		
				1--4		
			2--5		1--5	
					1--6	
Standard			4	4	4	
Competency			2/2=100%	1/2=50%	2/2=100%	1/2=50%

Division: Business/Public Administration

Office Information Technology: Legal Option

(major 558)

n=3

Min. AM (4) 1 – 100%

Min. LI (4) 1 – 100%

Min. RFI (4) 1 – 100%

Min. All Areas 1 – 100%

Major	Gender	Ethnicity	AM		LI		RFI		All Three Areas
558	f	w		6		5		7	S
Mean				6		5		7	
Distribution			1--6		1--5		1--7		
Standard				4		4		4	
Competency			1/1-100%		1/1-100%		1/1-100%		1/1-100%

Division: Business/Public Administration

Office Information Technology: Medical Option

(major 559)

n=8

Min. AM (4) 6 – 75%

Min. LI (4) 5– 63%

Min. RFI (4) 8– 100%

Min. All Areas 4 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
559	f	w	3	5	6	U
559	f	w	4	3	4	U
559	f	w	5	4	5	S
559	f	w	3	3	4	U
559	f	w	5	5	6	S
559	f	w	5	3	5	U
559	f	w	5	4	5	S
559	f	w	5	4	5	S
			35	31	40	
Mean			4.4	3.9	5	
Distribution			2--3 1--4 5--5	3--3 3--4 2--5	2--4 4--5 2--6	
Standard			4	4	4	
Competency			6/8=75%	5/8=63%	8/8=100%	4/8=50%

Division: Business/Public Administration

Criminal Justice: Corrections

(major 591)

n=7

Min. AM (4) 6 – 86%

Min. LI (4) 5– 71%

Min. RFI (5) 6– 86%

Min. All Areas 4 – 57%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
591	f	w	4	3	5	U
591	f	w	5	4	5	S
591	m	w	5	4	6	S
591	f	w	5	6	5	S
591	f	w	<3	3	5	U
591	f	w	5	4	7	S
591	m	w	5	4	4	U
			29	28	37	
Mean			4.1	4	5.3	
Distribution			1<3			
				2--3		
			1--4	4--4	1--4	
			5--5	1--6	4--5	
					1--6	
					1--7	
Standard			4	4	5	
Competency			6/7=86%	5/7=71%	6/7=86%	4/7=57%

Division: Business/Public Administration

Criminal Justice: Law Enforcement

(major 592)

n=8

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

8 – 100% 7– 88% 6– 75%

Min. All Areas

6 – 75%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
592	m	w	4	<3	3	U
592	m	w	4	4	5	S
592	m	w	5	4	4	U
592	m	h	4	4	5	S
592	m	w	5	4	5	S
592	m	w	5	4	5	S
592	m	w	5	5	5	S
592	m	w	4	4	6	S

	36	29	38	
Mean	4.5	3.6	4.8	
Distribution				
		1--<3		
			1--3	
	4--4	6--4	1--4	
	4--5	1--5	5--5	
			1--6	
Standard	4	4	5	
Competency	8/8=100%	7/8=88%	6/8=75%	6/8=75%

Division: Allied Health
Certificates

Electrocardiography Option
(major 011)
n=4

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

Min. All Areas
2 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
11	m	w	<3	4	5	U
11	m	w	3	3	<3	U
11	f	w	5	4	4	S
11	m	w	5	4	4	S
			13	15	13	
Mean			3.25	3.75	3.25	
Distribution			1--<3		1<3	
			1--3	1--3		
				3--4	2--4	
			2--5		1--5	4--U
						8--S
Standard			4	4	4	
Competency			2/4=50%	3/4=75%	3/4=75%	2/4=50%

Division: Allied Health
Certificates

Medical Lab Assistant
(major 012)
n=13

Min. AM (4) Min. LI (4) Min. RFI (4)
11 – 85% 12– 92% 13–100%

Min. All Areas
10 – 77%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
12	f	w	3	4	5	U
12	f	w	4	4	5	S
12	f	w	5	5	5	S
12	f	w	3	4	5	U
12	f	w	5	4	7	S
12	f	w	5	5	6	S
12	m	w	5	4	4	S
12	f	w	5	4	6	S
12	f	w	6	5	5	S
12	f	w	6	4	6	S
12	f	w	4	3	5	U
12	f	w	5	4	5	S
12	f	w	5	4	5	S

	61	54	69	10--S, 3--U	
MEAN	4.7	4.1	5.3	85%--S 15%--U	
Distribution	2--3	1--3		4--3	
	2--4	9--4	1--4	13--4	
	7--5	3--5	8--5	18--5	
	2--6		3--6	5--6	
			1--7	1--7	10--S, 3--U
Standard	4	4	4		77%--S
Competency	11/13=85%	12/13=92%	13/13=100%		23%--U

Division: Allied Health

Surgical Technology
(major 441)
n=9

Min. AM (4) 9 – 100%
Min. LI (4) 8– 89%
Min. RFI (4) 9–100%
Min. All Areas 8 – 89%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
441	f	w	5	5	6	S
441	f	w	5	4	5	S
441	f	w	5	4	6	S
441	f	w	4	3	4	U
441	f	w	4	4	6	S
441	f	w	5	4	5	S
441	f	w	5	4	5	S
441	f	w	5	4	5	S
441	f	w	4	4	5	S
			42	36	47	
Mean			4.6	4	5.2	
Distribution				1--3		
			3--4	7--4	1--4	
			6--5	1--5	5--5	
					3--6	
Standard			4	4	4	
Competency			9/9=100%	8/9=89%	9/9=100%	8/9=89%

Division: Allied Health

Medical Lab Technology
(major 442)
n=16

Min. AM (5) 13 – 81%
Min. LI (5) 4– 25%
Min. RFI (5) 12–75%

Min. All Areas
4 – 25%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
442	f	w	5	4	4	U
442	f	w	5	5	5	S
442	f	w	4	<3	4	U
442	f	w	5	4	5	U
442	m	w	5	4	5	U
442	f	w	3	3	5	U
442	f	w	5	5	5	S
442	f	w	5	5	5	S
442	f	w	5	5	6	S
442	f	w	5	4	4	U
442	f	w	5	4	6	U
442	f	w	6	4	4	U
442	f	w	4	4	5	U
442	f	w	5	4	6	U
442	f	w	5	4	5	U
442	f	w	5	4	5	U

	77	63	79	
Mean	4.8	3.9	4.9	
Distribution		1--<3		
	1--3	1--3		
	2--4	10--4	4--4	
	12--5	4--5	9--5	
	1--6		3--6	
Standard	5	5	5	
Competency	13/16=81%	4/16=25%	12/16=75%	4/16=25%

Division: Allied Health

Radiologic Technology
(major 469)
n=16

Min. AM (4) 16 – 100%
Min. LI (4) 15– 94%
Min. RFI (5) 15–94%

Min. All Areas
15 – 94%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
469	f	w	5	4	5	S
469	m	w	7	6	6	S
469	m	w	5	4	5	S
469	f	w	5	5	5	S
469	f	w	5	4	5	S
469	f	w	6	4	6	S
469	f	w	6	5	5	S
469	m	w	5	na	na	U
469	f	w	6	5	7	S
469	f	w	6	6	5	S
469	f	w	5	4	6	S
469	f	w	5	5	6	S
469	f	w	5	4	5	S
469	f	w	5	5	6	S
469	f	w	5	4	6	S
469	m	w	6	4	6	S

	87	69	84	
Mean	5.4	4.3	5.3	
Distribution		1--na	1--na	
		8--4		
	10--5	5--5	7--5	
	5--6	2--6	7--6	
	1--7		1--7	
Standard	4	4	5	
Competency	16/16=100%	15/16=94%	15/16=94%	15/16=94%

Division: Allied Health

Paramedic Science
(major 443)
n=3

Min. AM (4) 3 – 100%
Min. LI (5) 1 – 33%
Min. RFI (5) 3 – 100%
Min. All Areas 1 – 33%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
443	f	w	5	4	5	U
443	m	w	4	3	5	U
443	m	w	6	5	6	S
			15	12	16	
Mean			5	4	5.3	
Distribution				1--3		
			1--4	1--4		
			1--5	1--5	2--5	
			1--6		1--6	
Standard			4	5	5	
Competency			3/3=100%	1/3=33%	3/3=100%	1/3=33%

Division: Allied Health

Nursing
(major 444)

n=76

Min. AM (4) Min. LI (4) Min. RFI (4)
76 – 100% 73 – 96% 75 – 99%

Min. All Areas
73 – 96%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
444	f	w	6	4	7	S
444	f	w	6	4	4	S
444	f	w	5	4	5	S
444	f	w	6	5	7	S
444	m	w	5	5	6	S
444	f	w	5	5	6	S
444	f	w	6	5	7	S
444	f	w	6	5	6	S
444	f	o	5	5	7	S
444	f	w	5	5	7	S
444	f	w	6	5	6	S
444	f	w	5	4	7	S
444	f	w	5	4	6	S
444	f	w	5	4	5	S
444	f	w	5	4	6	S
444	m	w	5	4	5	S
444	f	w	5	4	6	S
444	f	w	6	5	6	S
444	f	w	5	5	6	S
444	f	w	6	4	6	S
444	f	w	5	5	6	S
444	f	i	4	4	5	S
444	f	w	5	4	7	S
444	f	w	5	5	5	S
444	f	w	5	5	5	S
444	f	h	6	6	7	S
444	m	w	5	5	6	S
444	m	w	5	5	7	S
444	f	w	4	4	5	S
444	m	w	5	4	4	S
444	m	w	5	6	6	S
444	f	w	6	5	7	S
444	f	w	5	5	6	S
444	f	w	5	5	na	U
444	f	w	4	4	5	S
444	f	w	5	4	4	S
444	f	w	5	4	5	S
444	f	w	5	4	4	S
444	m	w	6	4	7	S

444	m	w	6	5	6	S
444	f	w	5	5	7	S
444	f	w	6	5	7	S
444	f	w	6	5	6	S
444	f	w	5	4	4	S
444	f	w	5	4	6	S
444	f	w	7	5	6	S
444	f	w	5	5	6	S
444	f	w	5	5	5	S
444	f	w	5	5	7	S
444	m	w	6	5	7	S
444	f	w	5	4	6	S
444	f	w	5	4	6	S
444	f	w	6	5	5	S
444	m	w	5	5	5	S
444	f	w	7	5	6	S
444	f	w	5	4	6	S
444	f	w	5	5	6	S
444	f	w	5	4	5	S
444	f	w	6	4	6	S
444	f	w	5	4	5	S
444	m	w	6	5	7	S
444	f	w	5	3	6	U
444	f	w	5	4	6	S
444	f	w	6	5	6	S
444	f	w	5	5	5	S
444	f	w	5	4	6	S
444	f	w	5	5	6	S
444	f	w	6	4	6	S
444	f	w	5	3	5	U
444	m	w	4	3	4	U
444	f	w	5	5	6	S
444	f	w	5	5	6	S
444	f	w	5	4	7	S
444	f	w	5	4	5	S
444	m	w	6	5	6	S
444	m	w	5	4	4	S

	401	343	436	
Mean	5.3	4.5	5.7	
Distribution		3--3	1--na	
	4--4	33--4	7--4	
	49--5	38--5	17--5	
	21--6	2--6	34--6	
	2--7		17--7	
Standard	4	4	4	
Competency	76/76-100%	73/76=96%	75/76=99%	73/76=96%

Division: Technology and Engineering Programs

Computer Information Systems

(major 665)

n=3

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

1 – 33% 3 – 100% 3 – 100%

Min. All Areas

1 – 33%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
665	m	w	6	4	5	S
665	m	w	4	5	6	U
665	f	w	4	4	5	U
			14	13	16	
Mean			4.7	4.3	5.3	
Distribution						
			2--4	2--4		
				1--5	2--5	
			1--6		1--6	
Standard			5	4	5	
Competency			1/3=33%	3/3=100%	3/3=100%	1/3=33%

Division: Technology and Engineering Programs

Electrical Engineering Technology

(major 670)

n=5

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

1 – 100% 0 – 0% 0 – 0%

Min. All Areas

0 – 00%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
70	m	w	5	4	5	U

Distribution	1--5	1--4	1--5	
Standard	5	5	5	
Competency	100%	0%	100%	0%

Division: Technology and Engineering Programs

Information Technology
(major 690)
n=5

Min. AM (5) 3 – 60%
Min. LI (4) 4 – 80%
Min. RFI (5) 4 – 80%
Min. All Areas 3 – 60%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
690	m	o	4	4	5	U
690	f	w	6	5	6	S
690	m	w	6	4	5	S
690	m	w	6	5	6	S
690	m	w	4	3	4	U
			26	21	26	
			5.2	4.2	5.2	
Distribution				1--3		
			2--4	2--4	1--4	
				2--5	2--5	
			3--6		2--6	
Standard Competency			5 3/5=60%	4 4/5=80%	5 4/5=80%	3/5=60%

Division: Technology and Engineering Programs

PC Support Specialist

(major 666)

n=2

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

2 – 100% 2 – 100% 1 – 50%

Min. All Areas

1 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
666	m	w	5	4	4	U
666	m	w	7	4	5	S
			12	8	9	
Mean			6	4	4.5	
Distribution				2--4	1--4	
			1--5		1--5	
			1--7			
Standard			5	4	5	
Competency			2/2=100%	2/2=100%	1/2=50%	1/2=50%

Division: Technology and Engineering Programs

Technical Studies--AT

(major 755)

n=1

Min. AM (5) 1 – 100%

Min. LI (4) 1 – 100%

Min. RFI (5) 1 – 100%

Min. All Areas 1 – 100%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
755	m	w	5	5	5	S
			5	5	5	
Mean			5	5	5	
Distribution			1--5	1--5	1--5	
Standard Competency			5 1/1=100%	4 1/1=100%	5 1/1=100%	1/1=100%

Division: Humanities and Social Sciences

Early Childhood Development

(major 985)

n=12

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

11 – 92% 8 – 67% 9 – 75%

Min. All Areas

6 – 50%

Major	Gender	Ethnicity	AM	LI	RFI	All Three Areas
985	f	w	3	<3	3	U
985	f	w	5	4	5	S
985	f	w	4	3	5	U
985	f	w	4	3	5	U
985	f	w	4	4	3	U
985	f	w	5	4	6	S
985	f	w	4	4	4	U
985	f	w	5	4	5	S
985	f	w	5	4	6	S
985	f	w	4	4	7	S
985	f	w	4	4	5	S
985	f	w	4	3	6	U

	51	41	60	
Mean	4.3	3.4	5	
Distribution		1--<3		
	1--3	3--3	2--3	
	7--4	8--4	1--4	
	4--5		5--5	
			3--6	
			1--7	
Standard	4	4	5	
Competency	11/12=92%	8/12=67%	9/12=75%	6/12=50%

Explanation of Instruments and Data Collection

The 2004-2005 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 2005 tests in Applied Math (AM), Reading for Information (RFI) and Locating Information (LI) were administered.

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--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
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

Level	Characteristics of Items	Skills

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

Level	Characteristics of Items	Skills
6	• May require considerable translation from verbal form to mathematical expression • Generally require considerable setup and involve multiple-step calculations	• 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	• 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 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	• 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 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

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