

Southwestern Oregon Community College

Coos Bay, OR

USA

Test: HEIghten® Critical Thinking Assessment

REPORTING GROUP:

Cohort: Combined

Close Date: Combined

Students Tested: 46

Records Excluded: 1

Students Included in Report: 45

(See bottom of report to view filters applied)

COMPARISON GROUP:

Comparison Group: All Institutions

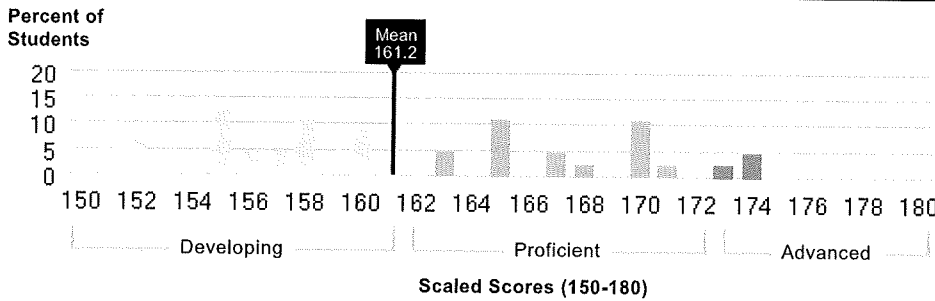
Institutions: 29

Students Included in Report: 2,520

INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

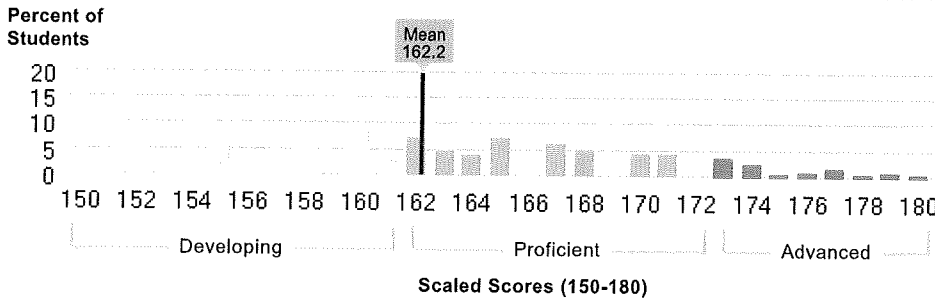
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



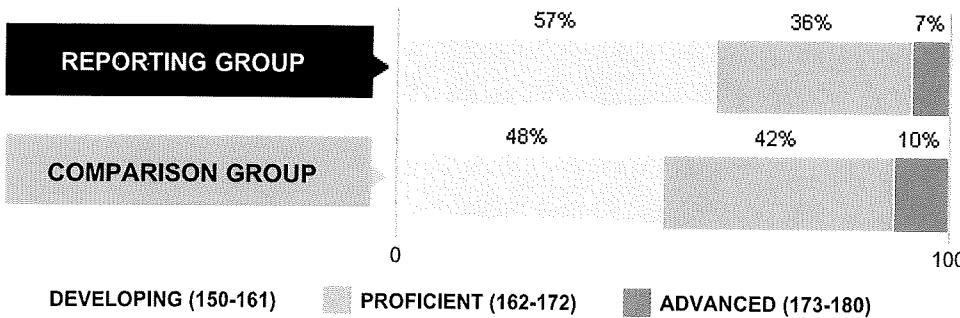
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-161)

A typical student at the **developing** level may:

- make inferential connections between two explicitly related points
- follow the logic of an explicitly structured argument
- mistake evidence that is broadly related to a topic for evidence that is relevant to a specific assertion
- identify evidence that directly supports or undermines a claim
- have difficulty distinguishing causation from correlation

PROFICIENT (162-172)

A typical student at the **proficient** level has demonstrated the ability to:

- make inferential connections
- follow the logic of an argument
- understand logical relationships between assertions/arguments and supporting information
- identify implicit assumptions and evidence that supports or undermines a claim
- distinguish causation from correlation

ADVANCED (173-180)

A typical student at the **advanced** level has demonstrated the ability to:

- extrapolate implications
- describe the logic of complex arguments
- understand subtle logical relationships between assertions/arguments and supporting information
- identify needed evidence and implicit assumptions
- identify possible alternative causes or explanations

See www.ets.org/heighten/ctproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Southwestern Oregon Community College

Coos Bay, OR
USA
Test: HEIghten® Critical Thinking Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 46
Records Excluded: 1
Students Included in Report: 45
(See bottom of report to view filters applied)

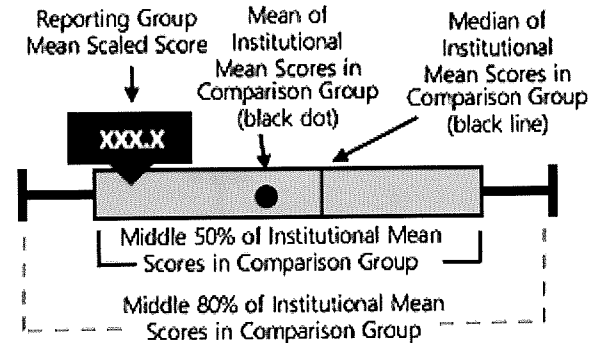
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 29
Students Included in Report: 2,520

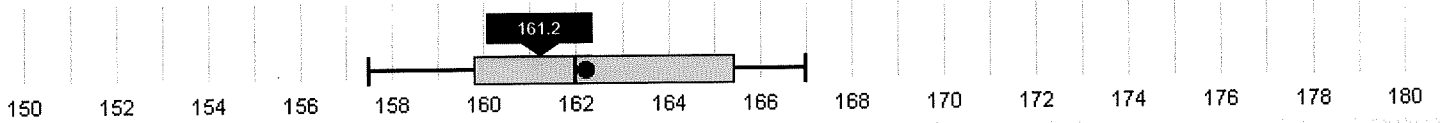
INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a "box-and-whisker" graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the "box") shows the range of the middle 50% of the institutions. The black horizontal lines (the "whiskers") extend to the range of the middle 80%. The vertical line through the box indicates the median – the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions' mean scores.

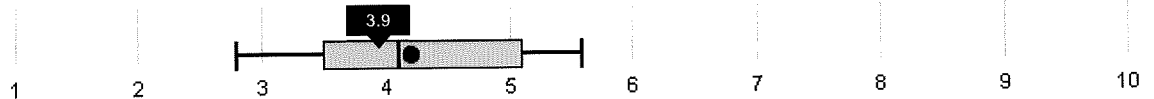


OVERALL SCALED SCORES (Scale of 150-180)

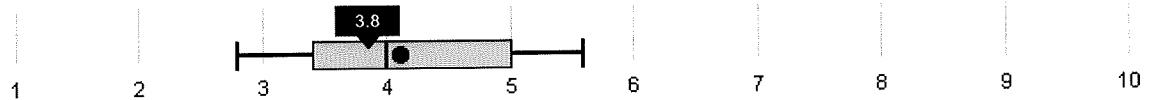


SUBSCORES (Scale of 1-10)

Analytic



Synthetic



Report Filters

Major: All | Class Level (Credit Hours): All

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Southwestern Oregon Community College

Coos Bay, OR
USA

Test: HEIghten® Quantitative Literacy Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 43
Records Excluded: 1
Students Included in Report: 42
(See bottom of report to view filters applied)

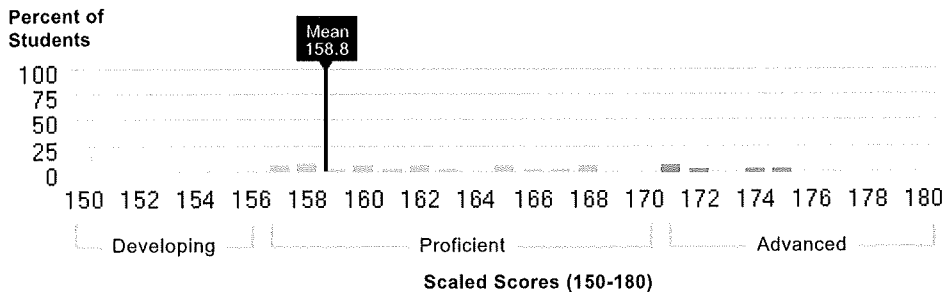
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 12
Students Included in Report: 822

INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

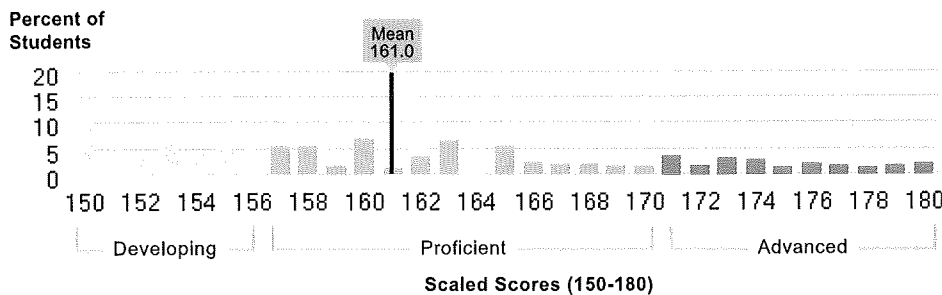
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



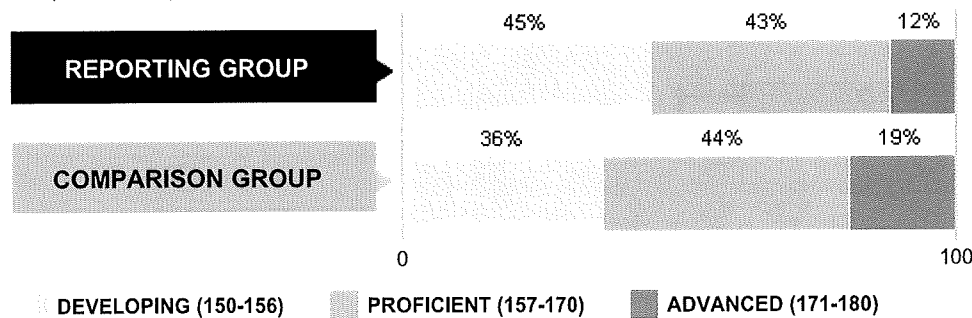
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-156)

A typical student at the **developing** level may:

- reason through single-step word problems
- recognize basic algebraic techniques and Euclidean geometry facts
- perform four basic operations with integers
- interpret simple quantitative relationships
- identify that terminology/notation are needed to communicate results

PROFICIENT (157-170)

A typical student at the **proficient** level has demonstrated the ability to:

- reason through simple multi-step word problems
- apply solution strategies to a particular context
- use basic algebra and Euclidean geometry facts
- compute basic percents and positive percent change
- perform the four basic operations with integers and decimals
- interpret simple quantitative relationships and some complex data representations
- recognize correct terminology/notation for communicating results

ADVANCED (171-180)

A typical student at the **advanced** level has demonstrated the ability to:

- reason through complex multi-step word problems
- apply solution strategies to a variety of contexts
- use and understand algebra and Euclidean geometry facts
- compute and interpret percents and percent change
- perform four basic operations with integers, decimals, and fractions
- interpret complex quantitative relationships and data representations
- use correct terminology/notation for communicating results

See www.ets.org/heighten/qiproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

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Southwestern Oregon Community College

Coos Bay, OR
USA

Test: HEIghten® Quantitative Literacy Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 43
Records Excluded: 1
Students Included in Report: 42
(See bottom of report to view filters applied)

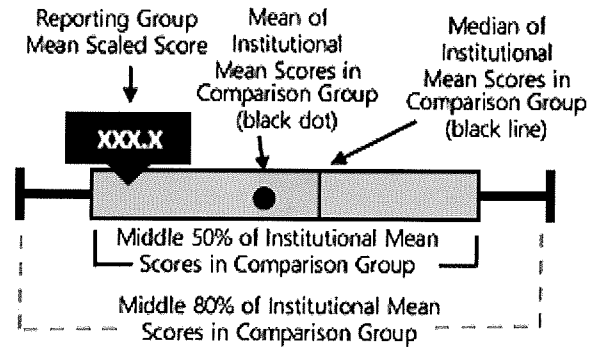
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 12
Students Included in Report: 822

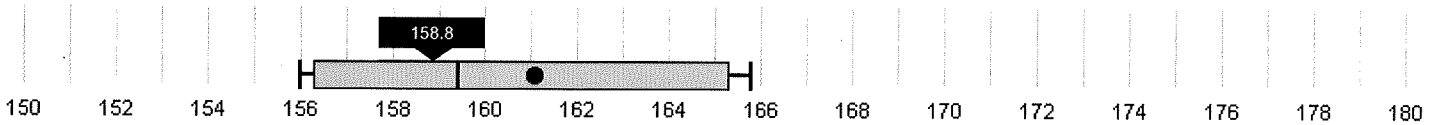
INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS

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OVERALL SCALED SCORES (Scale of 150-180)



SUBSCORES (Scale of 1-10)

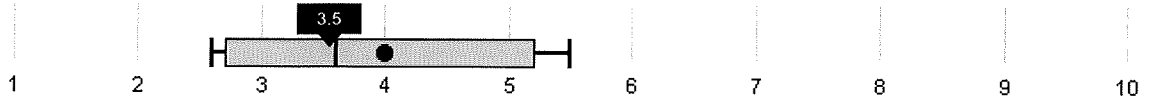
Number & Operations



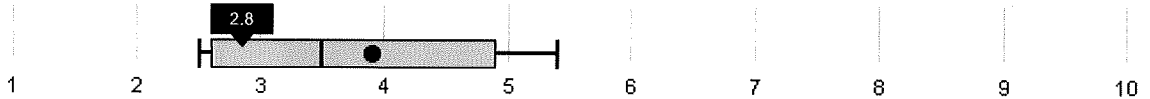
Algebra



Geometry & Measurement



Statistics & Probability



Report Filters

Major: All | Class Level (Credit Hours): All

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Southwestern Oregon Community College

Coos Bay, OR

USA

Test: HEIghten® Written Communication Assessment

REPORTING GROUP:

Cohort: Combined

Close Date: Combined

Students Tested: 44

Records Excluded: 3

Students Included in Report: 41

(See bottom of report to view filters applied)

COMPARISON GROUP:

Comparison Group: All Institutions

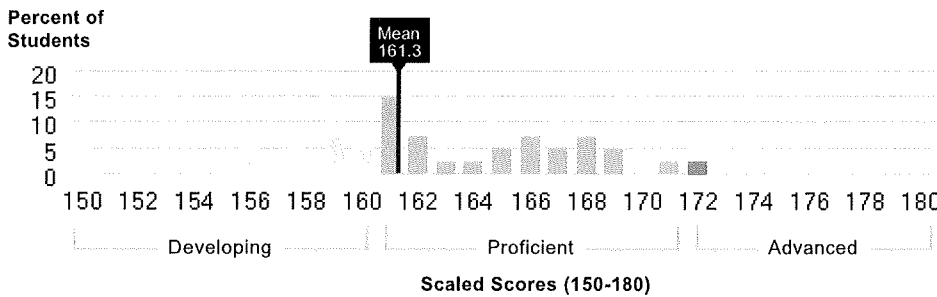
Institutions: 27

Students Included in Report: 2,162

INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

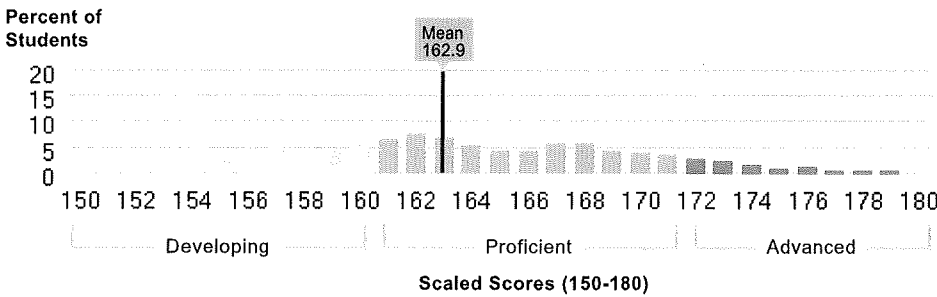
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



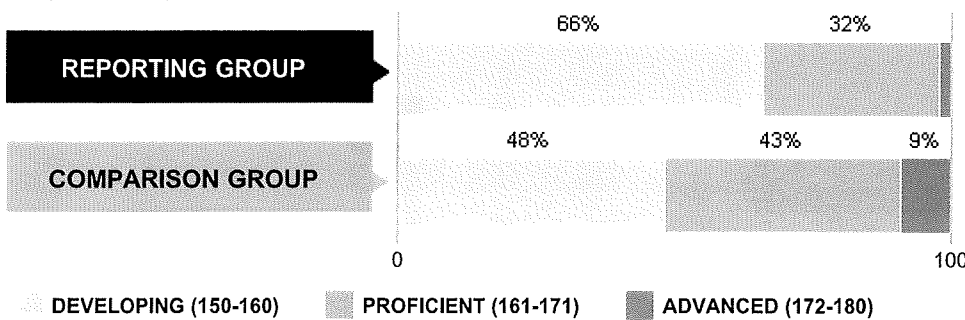
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COMPARISON GROUP



PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



When a reporting group proficiency level is less than 6%, the percent value will not display. If the proficiency level information cannot be determined using the chart, administrators may calculate the percentages using the data download report.

PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-160)

A typical student at the **developing** level may:

- not consistently use or recognize the use of appropriate information from source texts
- be unable to represent a source's meaning with accuracy
- have difficulty developing ideas or recognizing the development of ideas
- struggle to present ideas or recognize the presentation of ideas
- have difficulty composing or revising text to be generally free of errors

PROFICIENT * (161-171)

A typical student at the **proficient** level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts
- represent a source's meaning with general accuracy
- develop ideas or recognize the development of ideas
- present ideas or recognize the presentation of ideas
- compose or revise text to be generally free of errors

ADVANCED * (172-180)

A typical student at the **advanced** level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts to convincingly support ideas
- represent a source's meaning with accuracy
- fully develop ideas or recognize the full development of ideas
- effectively present ideas or recognize the effective presentation of ideas
- compose or revise text to be free of all but minor errors

*To qualify as Proficient or Advanced, test takers must also earn a minimum essay score of 6.

See www.ets.org/heighten/wcproficiency for the complete descriptions.

Report Filters

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Southwestern Oregon Community College

Coos Bay, OR
USA
Test: HEIghten® Written Communication Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 44
Records Excluded: 3
Students Included in Report: 41
(See bottom of report to view filters applied)

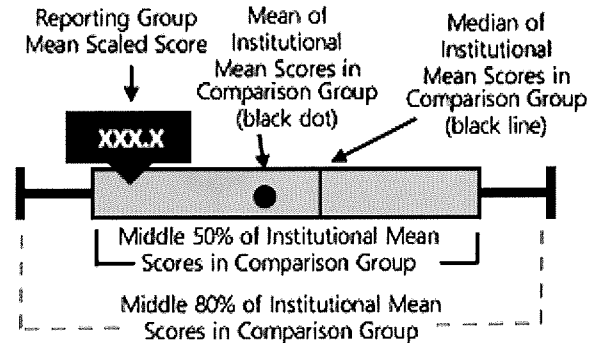
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 27
Students Included in Report: 2,162

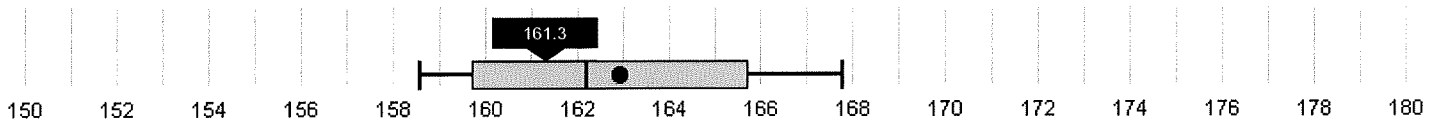
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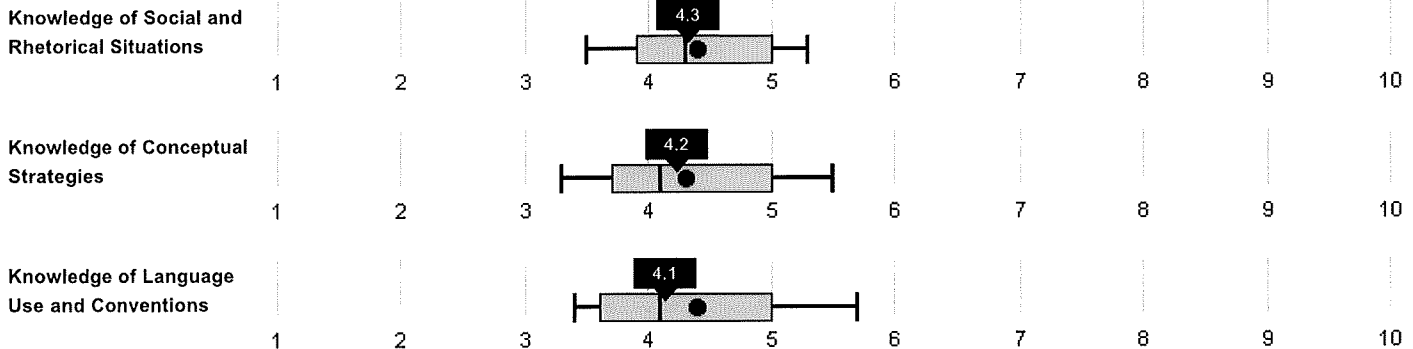
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OVERALL SCALED SCORES (Scale of 150-180)



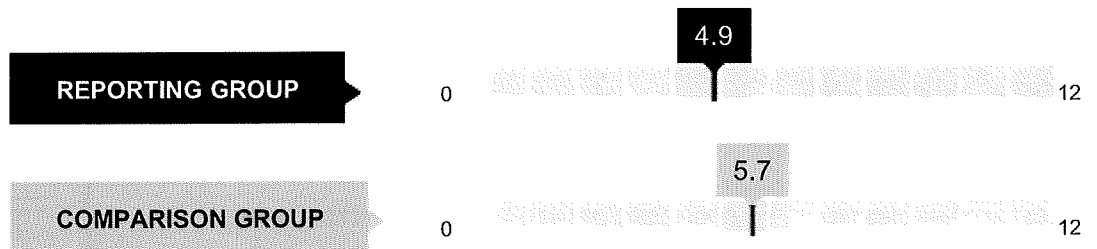
SUBSCORES (Scale of 1-10)



DIRECT WRITING MEASURE (Scale of 0-12)

The Direct Writing Measure requires students to compose an original response that adopts and defends a position on the claim presented in a passage.

To see the scoring rubric for the Direct Writing Measure, please go to: www.ets.org/heighten/scores.



Report Filters
Major: All | Class Level (Credit Hours): All

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