

**UC Clermont College**  
**ACT Collegiate Assessment of Academic Proficiency (CAAP)**  
**Executive Summary**

**Background**

At the beginning of the 2004-05 academic year, the UC Clermont Ad Hoc General Education Assessment Committee recommended implementation of the ACT CAAP (Collegiate Assessment of Academic Proficiency) as the college-wide assessment tool for proficiency in general education. This assessment instrument was selected by the faculty committee after reviewing several alternatives, including ETS Academic Profile. ACT CAAP was primarily selected because the results can be linked to other ACT instruments including COMPASS to acquire pre- and post-test comparatives.

Although the ACT CAAP is designed to assess student learning in six test modules (Reading, Writing Skills, Writing Essay, Mathematics, Science & Critical Thinking), the General Education Assessment Committee recommended administration of three modules (Reading, Writing Skills, and Mathematics) at this time. These modules can most closely match the pre-test results of COMPASS and give us the best measure of student learning as impacted through UC Clermont coursework.

The administration of the ACT CAAP assessment adds a college-wide assessment to the general education course level and degree program level activities currently taking place. The following CAAP results add to our growing collection of assessment data.

**Overview**

The standard ACT CAAP performance reports provide summary information on the self-reported characteristics of the UC Clermont students who participated in the testing, as well as aggregate reports that summarize the results for the total group of students tested and separate reports detailing the performance by education level. ACT provides both local and national normative information which allows us to compare our students' performance to that of similar institutions nationwide.

The reports are only produced when 25 or more student records are available in the specific category. Note that in all the tables, average CAAP scaled scores are not presented if fewer than five students were tested on any test or fewer than five students comprise a student self-reported category. ACT advises caution when attempting to interpret the performance results based upon ten or fewer students.

**Institutional Summary**

Each CAAP test module is designed to be completed during one 50-minute class period. The test modules were randomly selected for each class section, with the entire class section completing the same test module.

290 students in 31 class sections participated in the CAAP test during spring quarter 2005. 20 of the individual student tests returned to ACT contained one or more errors that precluded ACT from interpreting their results. Thus the total population (N) of the local summary results in the

following tables equals 270. The following table represents a summary of participants' self-reported student background characteristics.

Summary by Student Background Characteristics (self-reported)						
Characteristic	Response	Student Count	Math		Reading	
			Freq	Avg	Freq	Avg
<b>Enrolled as Freshman</b>	Yes	223	72	56	59	59
<b>Education Level</b>	Freshman	65	15	57	27	59
	Sophomore	154	55	56	33	60
	Junior	23	11	57	8	59
	Senior	14	5	55	4	--
	Other	12	8	60	3	--
	No Response	2	0	--	0	--
<b>Student Status</b>	Full-time	218	76	57	60	60
	Part-time	50	18	56	15	60
	No Response	2	0	--	0	--
<b>Cum GPA</b>	<2.00	4	0	--	4	--
	2.01-2.50	25	3	--	11	57
	2.51-3.00	64	22	55	22	61
	3.01-3.50	82	30	56	21	61
	3.51 and above	91	38	58	17	60
	No Response	4	1	--	0	--

UC Clermont students with higher self-reported cumulative GPAs received higher test scores on the mathematics test than students with lower self-reported cumulative GPAs, regardless of their class status. There were few differences in scores based on gender, age, entry status (freshman or transfer), education level, or educational plans.

The Mathematics and Reading test scores are reported on a scale from 40 (low) to 80 (high) for the total test score. The Writing Essay scores are reported on a scale from 1.00 (low) to 6.00 (high).

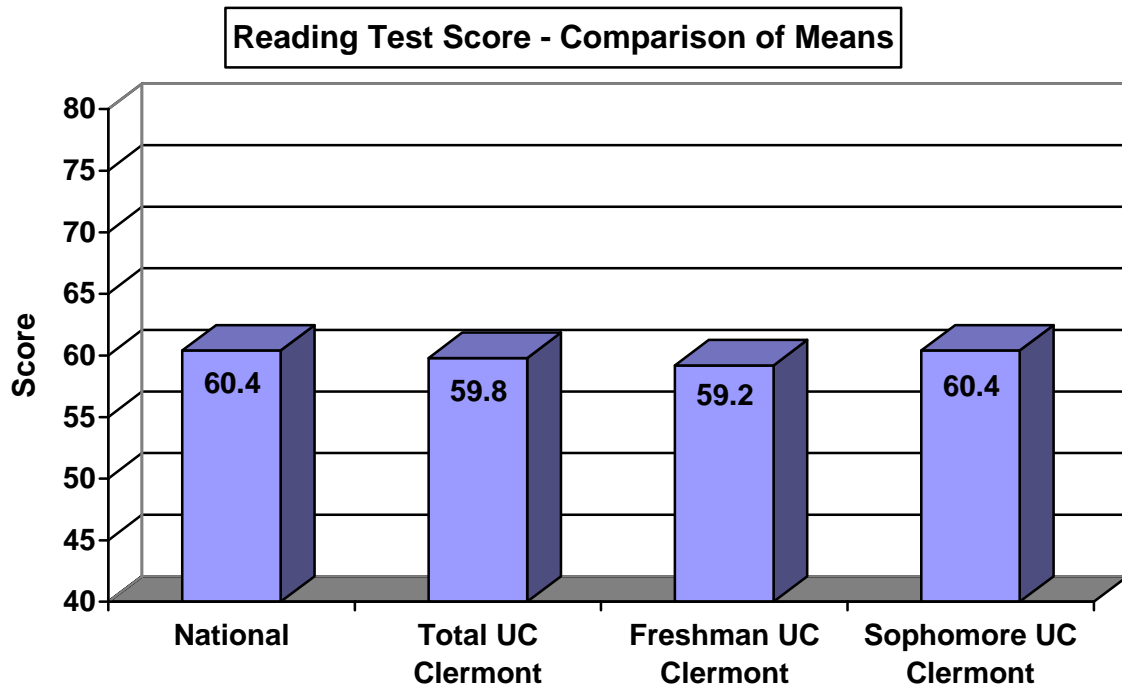
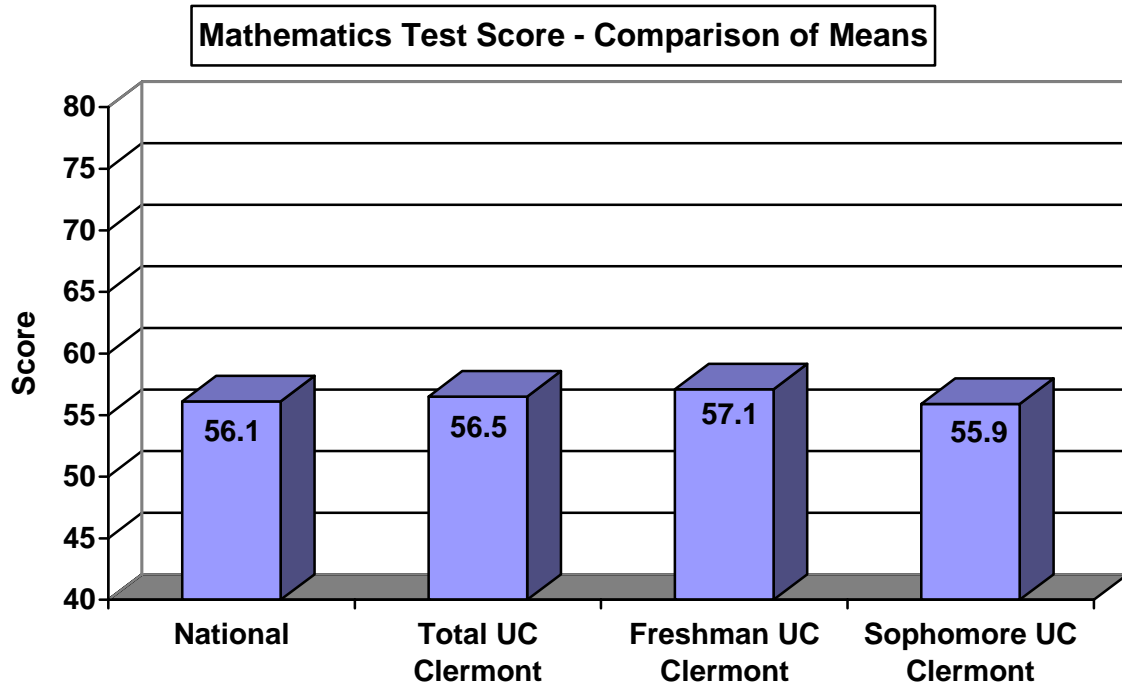
Test Score Frequency Distribution						
	Mathematics (UCC Range 47-68)		Reading (UCC Range 49-73)		Writing Essay Composite (UCC Range 2.00-4.50)	
	Local	National	Local	National	Local	National
<b>Mean</b>	56.5	56.1	59.8	60.4	3.3	3.1
<b>S.D.</b>	3.8	3.6	5.7	5.3	0.5	0.6
<b>N</b>	94	20320	75	27446	83	7859

Mean = Average of Scores

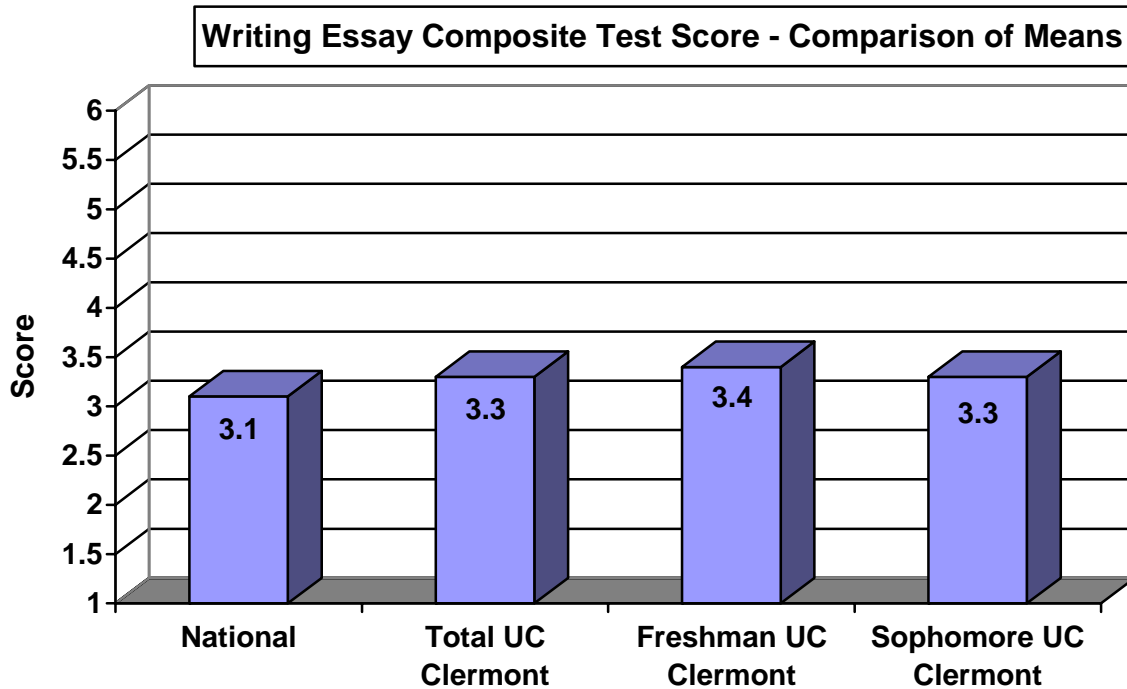
SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

UC Clermont's overall scores are comparable to national scores, as are the scores for the freshman and sophomore students, when examined individually. UC Clermont freshman students scored slightly higher than the national average on mathematics test and slightly lower than the national average on the reading test. UC Clermont sophomore students scored the same as the national average on the reading test and slightly lower on the mathematics test.



UC Clermont students, regardless of their class status, scored above the national average on the Writing Essay composite score.



UC Clermont students, regardless of class status, scored higher than the national average on the Writing Essay composite scores and on the Writing Essay 1. On the Writing Essay 2, UC Clermont sophomores scored higher than the national average while UC Clermont freshman scored the same as the national average. The test scores are reported on a scale from 1.00 (low) to 6.00 (high).

Essay Writing Score Frequency Distribution						
	Composite Score (UCC Range 2.00-4.50)		Essay 1 (UCC Range 2.00-4.50)		Essay 2 (UCC Range 1.50-5.00)	
	Local	National	Local	National	Local	National
<b>Mean</b>	3.3	3.1	3.4	3.1	3.1	3.1
<b>S.D.</b>	0.5	0.6	0.6	0.7	0.7	0.7
<b>N</b>	83	7859	83	7859	83	7859

Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

On the Mathematics test, UC Clermont students scored above the national average in both the basic algebra and college algebra subtests. On the Reading test, UC Clermont students scored at the national average on the arts/literature subtest and below the national average on the social sciences subtest. The subtest scores are reported on a scale from 5 (low) to 25 (high).

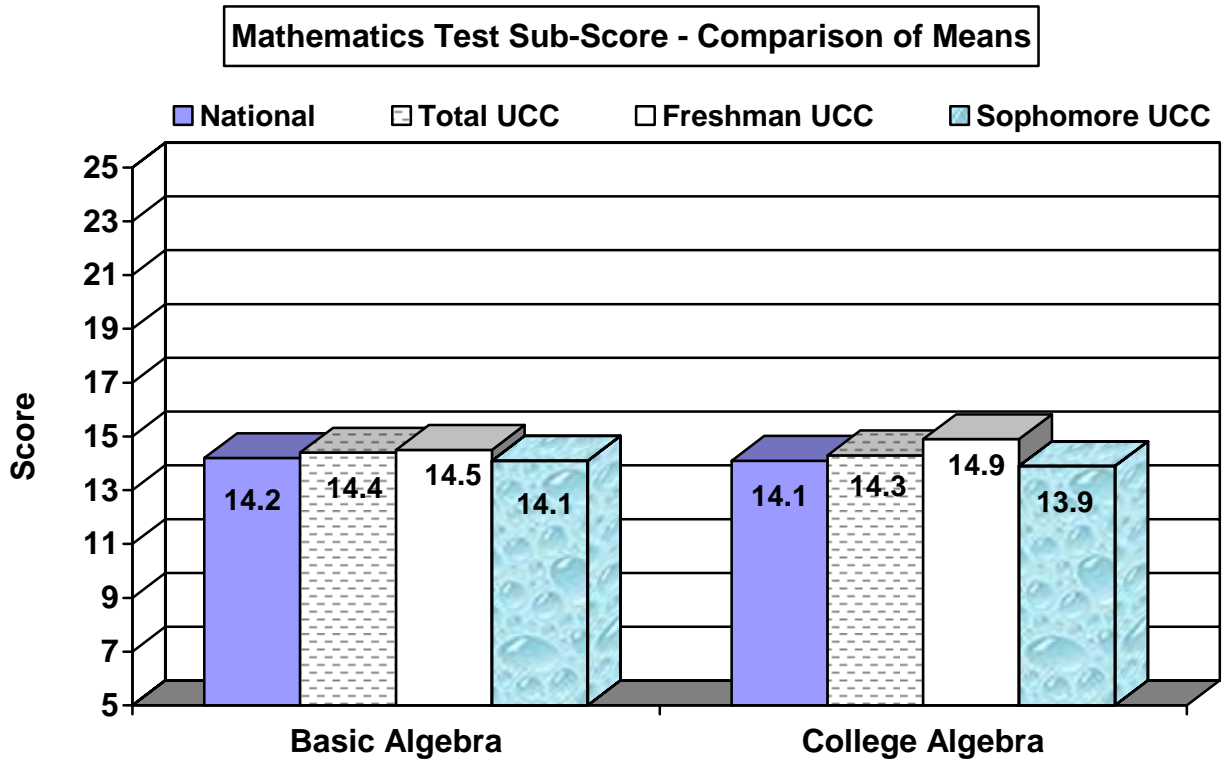
Test Sub-Score Frequency Distribution								
	Mathematics				Reading			
	Basic Algebra (UCC Range 10-20)		College Algebra (UCC Range 10-22)		Arts/Literature (UCC Range 8-20)		Social Sciences (UCC Range 10-21)	
	Local	National	Local	National	Local	National	Local	National
<b>Mean</b>	14.4	14.2	14.3	14.1	14.8	14.8	15.0	15.4
<b>S.D.</b>	2.5	2.3	2.4	2.1	2.6	2.6	2.8	2.7
<b>N</b>	94	20320	94	20320	75	27446	75	27446

Mean = Average of Scores

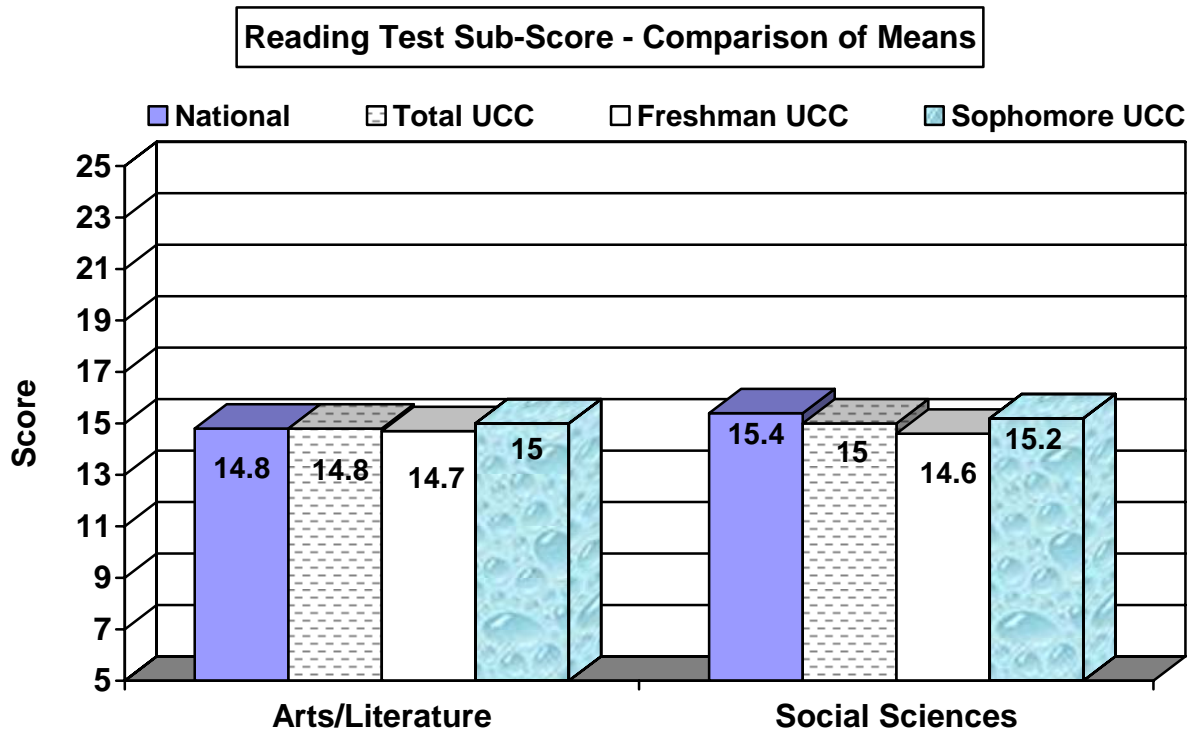
SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

UC Clermont freshman students scored above the national average in both the basic algebra and college algebra subtests while UC Clermont sophomore students scored slightly below the national average in both the basic algebra and college algebra subtests.



UC Clermont freshman students scored below the national average on both the arts/literature and social sciences subtests. UC Clermont sophomore students scored slightly above the national average on the arts/literature subtest and slightly below the national mean on the social sciences subtest.



### Profiles by Education Level

Test Score Frequency Distribution <i>Freshman Students</i>						
	Mathematics (UCC Range 51-66)		Reading (UCC Range 50-70)		Writing Essay Composite (UCC Range 2.50-4.50)	
	Local	National	Local	National	Local	National
<b>Mean</b>	57.1	56.1	59.2	60.4	3.4	3.1
<b>S.D.</b>	3.9	3.6	4.8	5.3	0.5	0.6
<b>N</b>	15	20320	27	27446	19	7859

Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

Test Score Frequency Distribution  
*Sophomore Students*

	Mathematics (UCC Range 47-68)		Reading (UCC Range 49-72)		Writing Essay Composite (UCC Range 2.00-4.00)	
	Local	National	Local	National	Local	National
<b>Mean</b>	55.9	56.1	60.4	60.4	3.3	3.1
<b>S.D.</b>	4.0	3.6	6.0	5.3	0.5	0.6
<b>N</b>	55	20320	33	27446	56	7859

Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

**Additional Questions**

The CAAP test allows for the development of 9 institution-specific questions. The UC Clermont questions were structured to resemble the questions included on the Community College Survey of Student Engagement (CCSSE) that was administered during winter quarter 2004.

The following represents a summary of the responses by class status and a combined total.

*A. Did you begin college at UC Clermont or elsewhere?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. Started here	58.5%	42.2%	45.9%
1. Started elsewhere	9.2%	20.1%	20.7%
No Response	32.3%	37.7%	33.3%

*B. How many credit hours are you taking at UC Clermont this quarter?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. 1-3	3.1%	3.2%	4.1%
1. 4-6	4.6%	7.1%	6.7%
2. 7-9	1.5%	4.5%	4.1%
3. 10-12	26.2%	18.2%	20.7%
4. 13-15	13.8%	16.9%	17.0%
5. More than 15	18.5%	12.3%	14.1%
No Response	32.3%	37.7%	33.3%

*C. How many hours a week do you typically spend working for pay?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. None	12.3%	8.4%	10.4%
1. 1-5	0.0%	3.9%	2.6%
2. 6-10	4.6%	2.6%	3.7%
3. 11-20	10.8%	12.3%	13.0%
4. 21-30	20.0%	14.3%	17.0%
5. More than 30	20.0%	20.8%	20.0%
No Response	32.3%	37.7%	33.3%

*D. How many hours a week do you typically spend preparing for class (studying, reading, writing, doing homework, etc)?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. None	0.0%	0.0%	0.0%
1. 1-5	35.4%	18.8%	24.1%
2. 6-10	15.4%	22.1%	21.9%
3. 11-20	10.8%	16.2%	15.2%
4. 21-30	4.6%	4.5%	4.1%
5. More than 30	1.5%	0.6%	1.5%
No Response	32.3%	37.7%	33.3%

*E. How much has your experience at UC Clermont contributed to your acquiring a broad general education (critical thinking, effective communication, knowledge integration, and social responsibilities)?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. Very much	13.8%	20.1%	17.4%
1. Quite a bit	29.2%	22.7%	25.2%
2. Some	23.1%	16.2%	21.1%
3. Very little	1.5%	3.2%	3.0%
No Response	32.3%	37.7%	33.3%

*F. How much has your experience at UC Clermont contributed to your writing clearly and effectively?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. Very much	18.5%	6.5%	9.3%
1. Quite a bit	16.9%	20.1%	19.6%
2. Some	24.6%	22.7%	24.4%
3. Very little	3.1%	9.1%	8.9%
No Response	36.9%	41.6%	37.8%

*G. How much has your experience at UC Clermont contributed to your thinking critically and analytically?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. Very much	12.3%	9.1%	11.1%
1. Quite a bit	18.5%	24.7%	23.3%
2. Some	26.2%	20.1%	21.5%
3. Very little	6.2%	4.5%	6.3%
No Response	36.9%	41.6%	37.8%

*H. What is the highest level of education obtained by your mother?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. Not a high school graduate	3.1%	7.8%	6.7%
1. High school diploma or GED	30.8%	24.0%	26.7%
2. Some college, did not complete degree	10.8%	9.7%	9.3%
3. Associate degree	4.6%	4.5%	4.4%
4. Bachelor's degree	10.8%	5.8%	9.3%
5. Master's degree/1 <sup>st</sup> professional	1.5%	3.2%	3.0%
6. Doctorate degree	0.0%	0.6%	0.4%
7. Unknown	1.5%	2.6%	2.2%
No Response	36.9%	41.6%	38.1%

*I. What is the highest level of education obtained by your father?*

	<b>FR</b>	<b>SO</b>	<b>TOTAL</b>
0. Not a high school graduate	6.2%	6.5%	6.7%
1. High school diploma or GED	24.6%	24.7%	24.1%
2. Some college, did not complete degree	9.2%	5.8%	7.4%
3. Associate degree	6.2%	3.2%	4.8%
4. Bachelor's degree	9.2%	8.4%	10.7%
5. Master's degree/1 <sup>st</sup> professional	1.5%	4.5%	3.7%
6. Doctorate degree	1.5%	0.6%	0.7%
7. Unknown	4.6%	3.9%	3.3%
No Response	36.9%	42.2%	38.5%

## Linkage Report

ACT provides specialized reports linking performance results on the ACT Assessment on entry to college and CAAP, theoretically after general education work has been completed, or to the ACT COMPASS placement test to CAAP. These reports are designed to assist our campus in answering questions related to the growth of our students' cognitive skills related to general education from the time they entered college until they tested with CAAP.

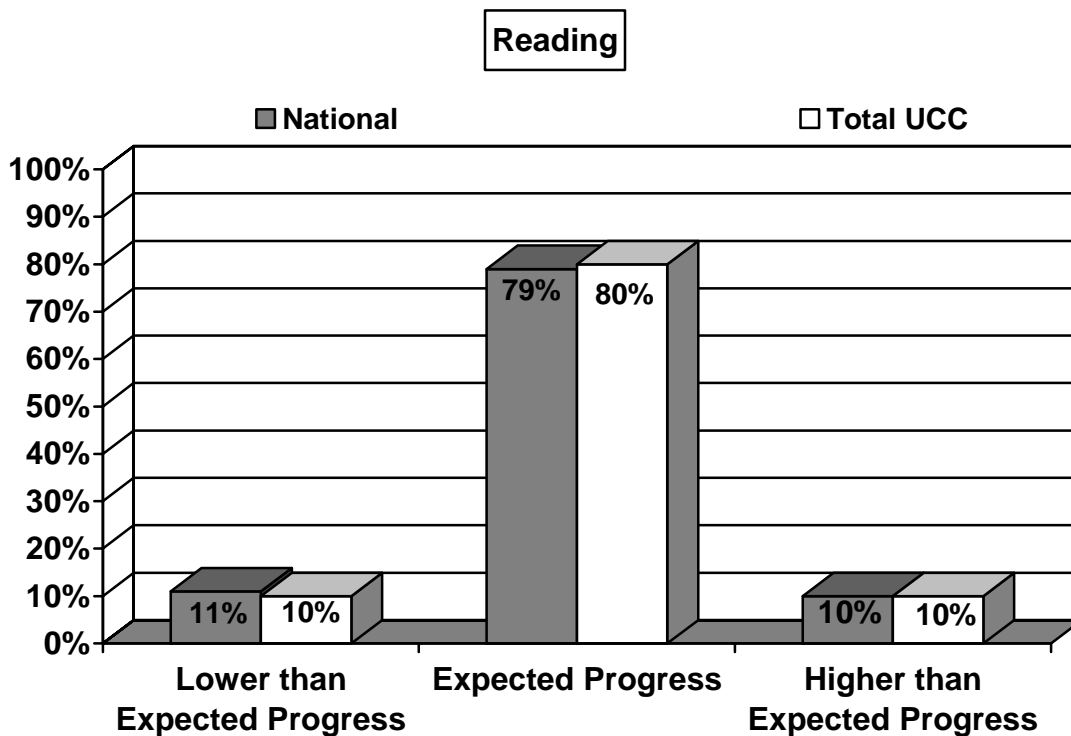
The UC Clermont cohort is compared to all students nationally who have taken both the ACT Assessment and the CAAP tests. These students are referred to as the reference group.

The ACT Assessment and CAAP test pairs for UC Clermont are:

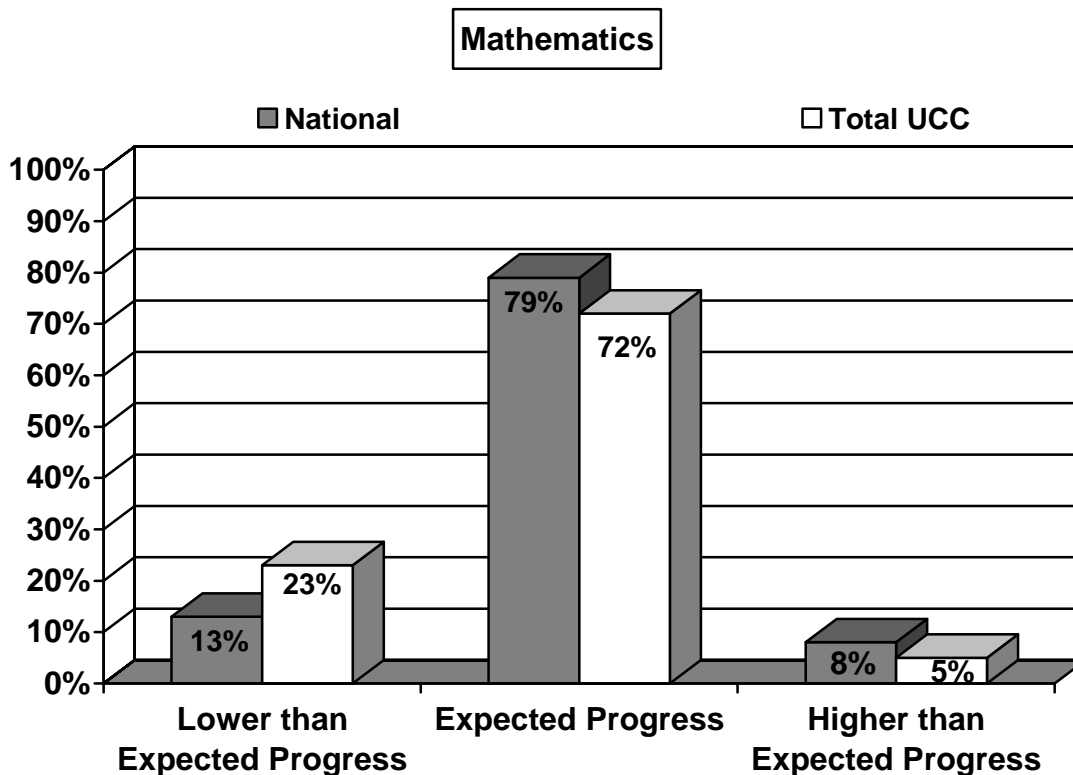
ACT Reading test – CAAP Reading test  
ACT Math test – CAAP Mathematics test

It is not possible to match the CAAP Writing Essay test to the ACT Assessment.

UC Clermont students' progress in Reading is comparable to the national group. The UC Clermont cohort is comprised of 29 students compared to 18,646 students in the national reference group. Of the 29 students, 3 made lower than expected progress, 23 made expected progress, and 3 made higher than expected progress. Of the three students who made lower than expected progress, in response to the "Motivation" question on the CAAP test, 1 student provided no information, 1 student indicated "tried best", and 1 student indicated "little effort".



UC Clermont students' progress in Mathematics is lower than the national group. The UC Clermont cohort is comprised of 40 students compared to 18,794 students in the national reference group. Of the 40 students, 9 made lower than expected progress, 29 made expected progress, and 2 made higher than expected progress. Of the nine students who made lower than expected progress, in response to the "Motivation" question on the CAAP test, 2 students provided no information, 0 students indicated "tried best", 2 students indicated "moderate effort", and 5 students indicated "little effort".



Although ACT offers a linkage report with the ACT Assessment and the ACT COMPASS test, UC Clermont did not have a sufficient cohort to allow ACT to conduct an analysis.

If you have any questions or would like more information about the ACT CAAP and UC Clermont's results, please contact Susan Riley at 732-5324 or [susan.riley@uc.edu](mailto:susan.riley@uc.edu).