



General Education Assessment

Results of the ACT CAAP Exams

And

iSkills Technology Assessment

CAAP and iSkills Sampling Procedures and Course Selection Criteria For 2008

Notes:

- Procedure has changed from previous administrations; CAAP will only be administered in the spring term and focused on sophomore students.
- Courses are drawn at the end of the second week. The sample is distributed to the Education Assessment Oversight Committee (EAOC), Instructional Administrators, and the Testing Center.
- For each of the five tests, courses are selected until the sample exceeds 100 students.

Courses will:

- Have 60% of students holding 70 or more earned cumulative credits.
- Only be for credit.
- Extend the entire length of the term (no seminars or short courses).
- Be identified with Activity Code: 10 (LDC), 21 (PT Preparatory, or 22 (PT Supplemental).
- Not be: an ENL course, a PE course, a HD100 course, Mth65 or lower course, or a Lab section.
- Not be taught by faculty who participated in the previous year's CAAP Exam administration.

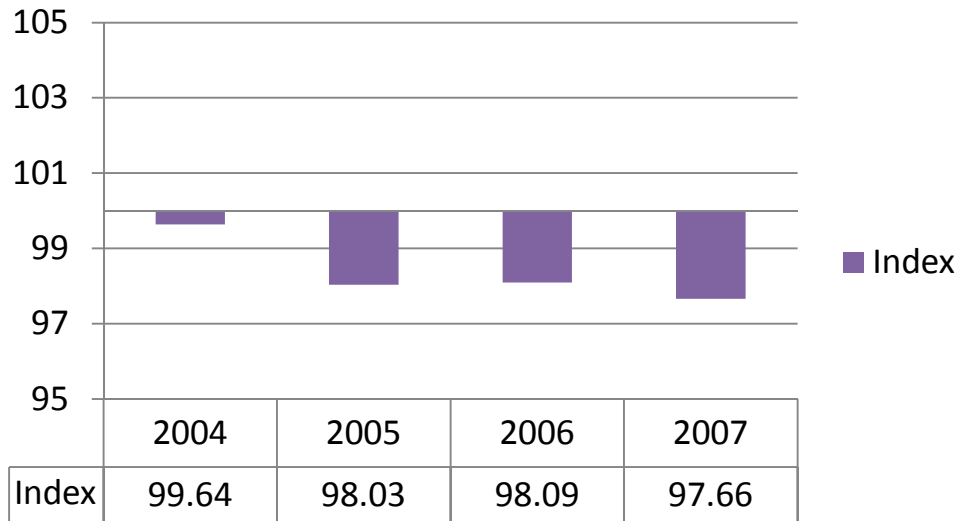
Analysis

- CAAP participants are asked to identify their class standing. All self-identified sophomores (and above) are included in the analysis.
- ACT provides nationally normed scores for like institutions (two-year public) and class standing.
- Scores are standardized to 100 (MHCC Score * 100 / National Score). That is, if the nationally normed score was 100, what would MHCC's score be? A score above 100 indicates MHCC did better than like-institutions nationally; a score below 100 indicates MHCC did worse.
- For the iSkills Technology Assessment, Education Testing Services (ETS) provides the national distribution of scores: for each potential score, the number of students the percent of students that earned at or below that score. Comparisons of the distribution of scores are provided.



Writing Skills

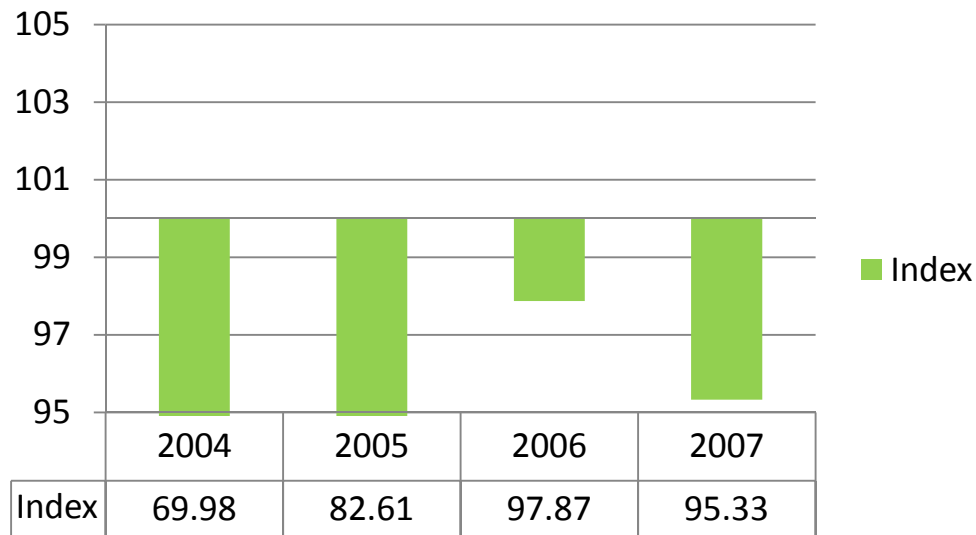
CAAP Writing Skills Indexed Average Scores by Year for Self-declared Sophomores



- Self-declared sophomores have scored very close to the national average score of sophomores at other two-year institutions.
- Scores have dropped slightly in each administration.

Writing Essay

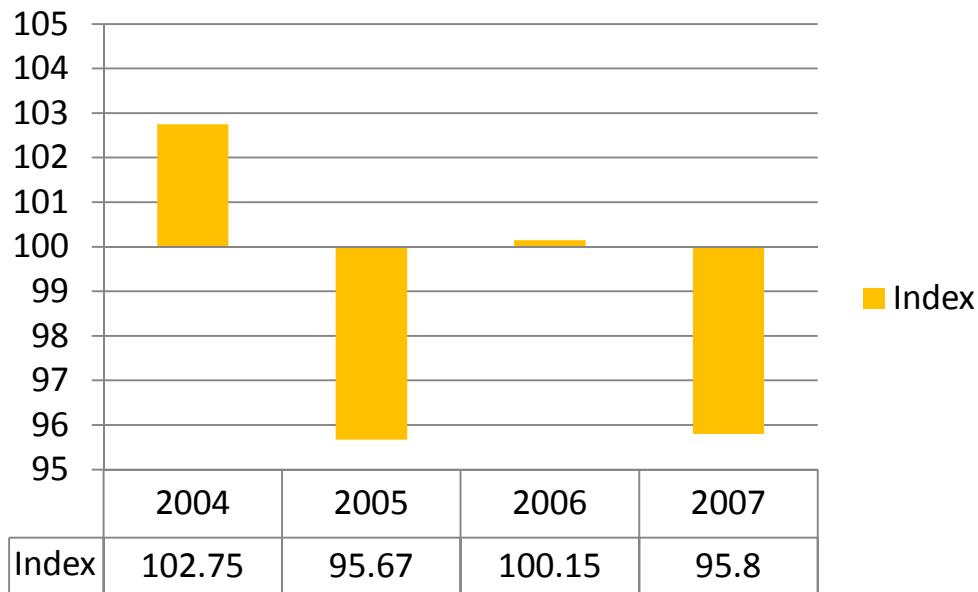
CAAP Essay Indexed Average Scores by
Year for
Self-declared Sophomores



- Sophomores have been done poorly on the Writing Essay compared to their counterparts at other two-year institutions.
- Scores have been improving over time.

Reading

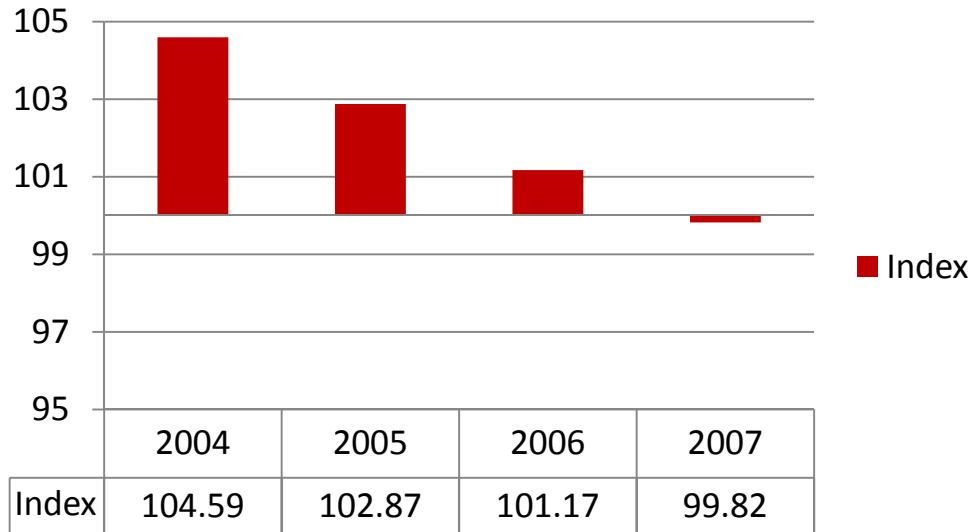
CAAP Reading Indexed Average Scores by Year for Self-declared Sophomores



- Reading scores for self-declared sophomores have been the most inconsistent relative to the nationally normed score.

Mathematics

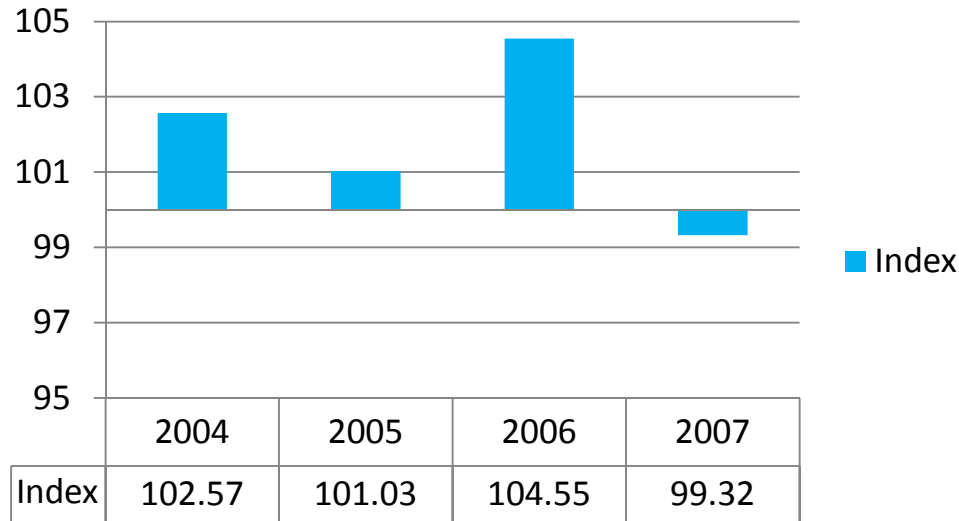
CAAP Mathematics Indexed Average Scores by Year for Self-declared Sophomores



- The CAAP mathematics examination has been discontinued for use in general education assessment.
- Mathematics scores have declined since the initial examination. However, scores have seemed to stabilize.

Critical Thinking

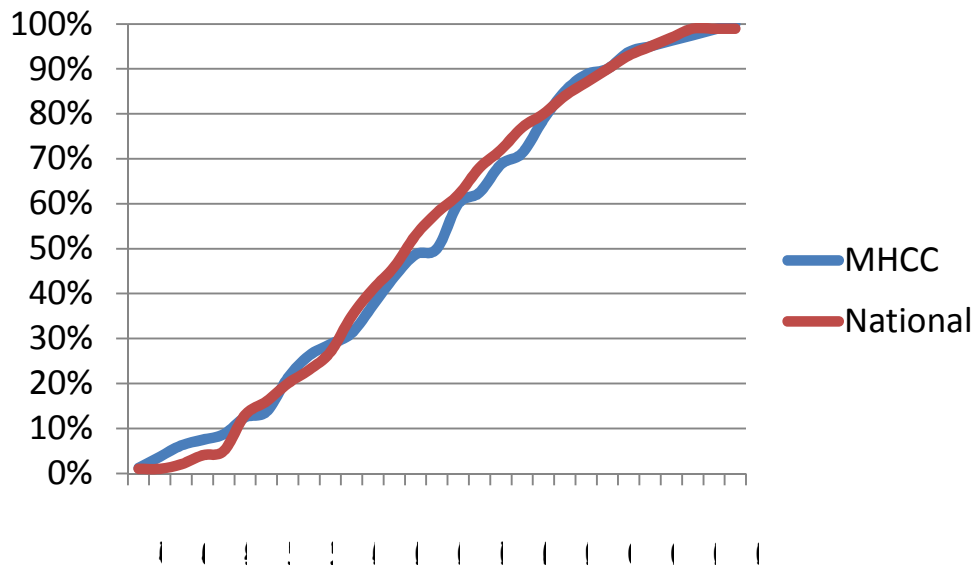
CAAP Critical Thinking Indexed Average Scores by Year for Self-declared Sophomores



- Critical thinking scores have been consistently higher than the nationally normed score; in 2007, the scores fell slightly below the nationally normed score.

iSkills – Technology Assessment

ETS ICT Cumulative Percent Score
Distribution National and MHCC



- MHCC did very well with the iSkills assessment relative to the distribution of scores nationally.
- More than half (55%) of MHCC students scored higher than or equal to half of everyone taking the test.

iSkills MHCC Scores Compared to National Scores

	2008	
	MHCC Scores	NPAB
Mean	556	53%
s.d.	37.61	
Minimum	470	1%
Maximum	630	99%
MHCC score counts to National Quartiles	21 (26.6%)	<25%
	14 (17.7%)	25-<50%
	20 (25.3%)	50-<75%
	24 (30.4%)	>=75%

- The Average MHCC score on the iSkills examination was 556; over half (53%) of everyone examined scored at or below this level.
- The range of scores was comparable to the national range of scores.
- More than half of the MHCC students (55.7%) scored higher than or equal to half of all students that took the test.

Recommendations

- The EAOC has moved forward with changes to the sampling procedure; MHCC is now only sampling sophomores-loaded courses and only conducting the tests in the spring term. The committee needs to revisit sampling methodology as the sampling of courses is not the most effective. Sampling specific students (e.g. students who have earned 90+ cumulative credits) would be a more appropriate methodology; the EAOC should spend time outlining a procedure for student specific – as opposed to course specific – sampling.
- Setting targets should be a priority. MHCC has collected enough data to have a clear expectations with regard to scores. Setting score targets would provide another level of analysis and help close the loop on General Education Assessment.
- Identify and implement a replacement for the CAAP mathematics exam. Currently there is no assessment being conducted for the computation component of General Education. Without some analysis of student's computation ability, MHCC has a major flaw in its General Education Assessment.