

**University of Cincinnati  
Clermont College  
ACT Collegiate Assessment of Academic Proficiency  
2006-07 Results Summary**

**Background**

At the beginning of the 2004-05 academic year, the UC Clermont College Ad Hoc General Education Assessment Committee recommended implementation of the ACT Collegiate Assessment of Academic Proficiency (CAAP) 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 most closely match the pre-test results of COMPASS and give us the best measure of student learning as impacted through UC Clermont College coursework.

The administration of the ACT CAAP assessment adds a college-wide assessment to the general education course level and degree program level assessment activities. 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 College (UCCC) 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, peer and national normative information which allows us to compare our students' performance to that of participating 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.

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.

**Student Characteristics**

263 students in 24 class sections participated in the CAAP test during spring quarter 2007. 2 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 261. The following table represents a summary of participants' self-reported student background characteristics.

NOTE: Of the 261 students who participated in the 2007 ACT CAAP administration at UC Clermont College, 246 (94%) are pursuing educational objectives with UC Clermont College as their primary program college while the remaining 15 (6%) are pursuing educational objectives with another University of Cincinnati college as their primary program college. For the purposes of this report, all students who participated in this ACT CAAP administration will be referred to as UC Clermont College students.

<b>Summary by Student Background Characteristics (self-reported)</b>						
<b>Characteristic</b>	<b>Response</b>	<b>Student Count</b>	<b>Math</b>		<b>Reading</b>	
			<b>Freq</b>	<b>Avg</b>	<b>Freq</b>	<b>Avg</b>
<b>Ethnicity</b>	African American/Black	6	1	--	1	--
	American Indian/Alaskan	2	0	--	1	--
	White	224	64	56	82	60
	Mexican American	0	0	--	0	--
	Asian/Pacific Islander	1	0	--	1	--
	Puerto Rican/Cuban/Hispanic	1	0	--	0	--
	Filipino	2	0	--	1	--
	Other	3	1	--	1	--
	Prefer not to respond	13	5	54	4	--
	No Response	9	1	--	4	--
<b>Gender</b>	Male	100	30	56	32	59
	Female	160	42	56	63	60
	No Response	1	0	--	0	--
<b>Age</b>	18 and under	33	4	--	12	58
	19-20	80	24	57	34	60
	21-25	61	20	56	21	60
	26-30	37	10	56	15	60
	31-39	27	7	54	8	62
	40 and older	23	7	55	5	61
<b>Enrolled as Freshman</b>	Yes	209	57	55	78	59
	No	50	15	60	17	63
	No Response	2	0	--	0	--
<b>Education Level</b>	Freshman	74	16	55	20	59
	Sophomore	133	39	55	57	60
	Junior	33	13	59	10	61
	Senior	8	3	--	2	--
	Other	11	1	--	6	60
	No Response	2	0	--	0	--
<b>Student Status</b>	Full-time	210	55	56	81	60
	Part-time	49	17	55	14	60
	No Response	2	0	--	0	--

## Summary by Student Background Characteristics (self-reported)

Characteristic	Response	Student Count	Math		Reading	
			Freq	Avg	Freq	Avg
<b>Cum GPA</b>	Below 2.00	8	4	--	0	--
	2.01 - 2.50	31	6	53	13	59
	2.51 - 3.00	69	21	56	28	57
	3.01 - 3.50	67	19	58	26	62
	3.51 and above	81	21	56	27	62
	No Response	5	1	--	1	--
<b>Educational Plans</b>	Return to this school	173	50	56	57	59
	Transfer to diff. school	51	14	56	25	62
	Other	34	7	54	13	60
	No Response	3	1	--	0	--

UC Clermont College students with self-reported cumulative grade point averages (GPAs) of 3.01 and above received higher test scores on the mathematics test than students with self-reported cumulative GPAs 3.00 and below. Transfer students scored higher than those who enrolled as freshman. Junior students scored higher than the other education level subcategories. There were few differences in scores based on gender, age, or educational plans.

## Participation Summary by Student Academic Program Objective (actual academic program as of Spring Quarter 2007)

Academic Program Objective	# Participating in ACT CAAP	Total UC Clermont College Academic Program Count
Technical Program	112	883
Transfer Program	109	1187
Certificate Program	7	51
Non-degree Program	18	323

## **Test Score Summary**

The descriptive statistics in the tables below are reported for UC Clermont College students (Local) who participated in this CAAP administration compared to all institutions nationwide that used CAAP during the last three years. Comparison scores for freshmen and sophomores attending two-year public institutions (Peer) that used CAAP during the last three years are included where available.

The Mathematic and Reading test scores are reported on a scale from 40 (low) to 80 (high) for the total test score.

<b>Test Score Frequency Distribution</b>						
	<b>Mathematics (UCCC Range 49-63)</b>		<b>Reading (UCCC Range 49-72)</b>		<b>Writing Essay Composite (UCCC Range 1.00-4.25)</b>	
	<b>Local</b>	<b>National</b>	<b>Local</b>	<b>National</b>	<b>Local</b>	<b>National</b>
<b>Mean</b>	56.0	58.1	60.1	62.6	2.9	3.1
<b>S.D.</b>	3.8	4.0	5.5	5.3	0.7	0.6
<b>N</b>	72	28738	95	22443	96	14651

Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

The Writing Essay test scores are reported on a scale from 1.00 (low) to 6.00 (high). Each participant completes both Essay 1 and Essay 2.

<b>Writing Essay Score Frequency Distribution</b>						
	<b>Composite Score (UCCC Range 1.00-4.25)</b>		<b>Essay 1 (UCCC Range 1.00-4.50)</b>		<b>Essay 2 (UCCC Range 1.00-4.50)</b>	
	<b>Local</b>	<b>National</b>	<b>Local</b>	<b>National</b>	<b>Local</b>	<b>National</b>
<b>Mean</b>	2.9	3.1	2.9	3.1	2.9	3.1
<b>S.D.</b>	0.7	0.6	0.8	0.7	0.8	0.7
<b>N</b>	96	14651	96	14651	96	14651

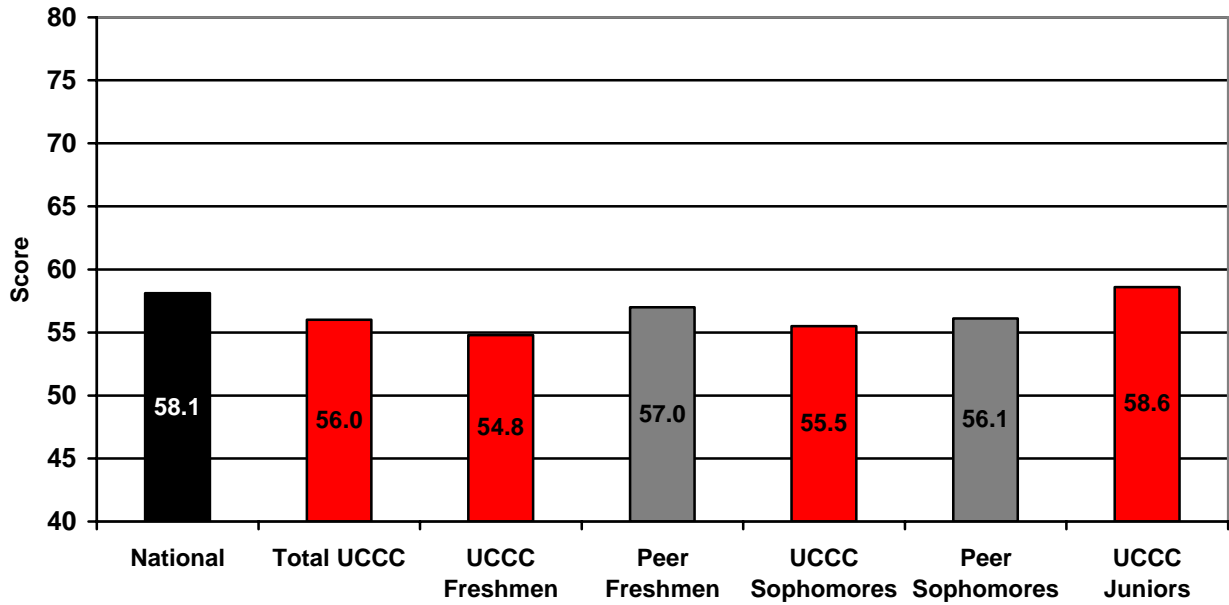
Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

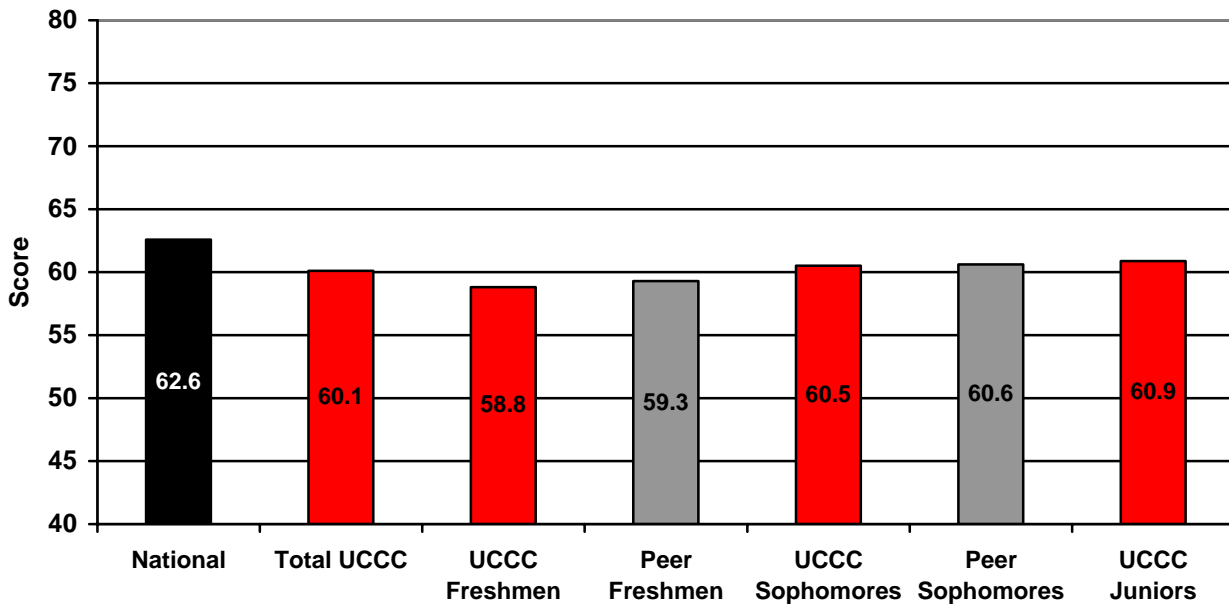
UC Clermont College's overall scores on each of the three tests are below the national scores, as are the scores for the freshman and sophomore students when examined individually.

**Mathematics Test Score - Comparison of Means**



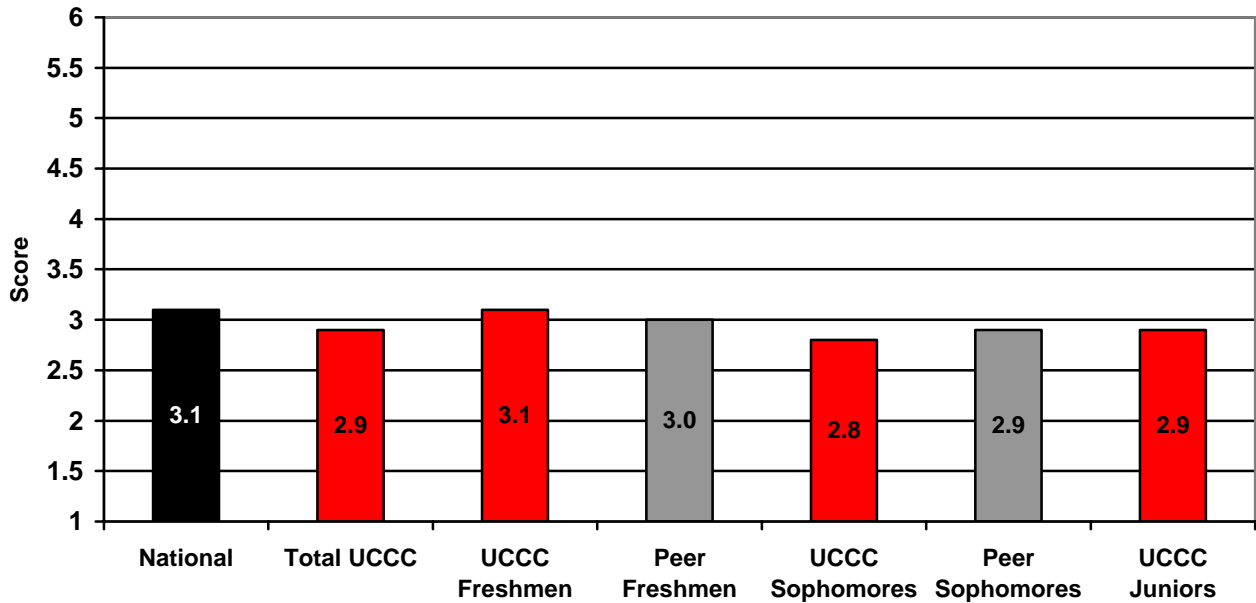
UC Clermont College juniors scored slightly higher than the national average on the mathematics test while UCCC freshmen and sophomores scored below the peer institution and national averages.

**Reading Test Score - Comparison of Means**



UC Clermont College freshmen and sophomores scored slightly below the peer institution and national averages on the reading test.

### Writing Essay Composite Test Score - Comparison of Means



UC Clermont College freshmen scored the same as the national average and higher than the peer institution average on the Writing Essay composite. UCCC sophomores scored slightly below the peer institution average. UCCC freshmen scored higher than the peer institution averages on both Essay 1 and Essay 2 when the individual essay scores are examined.

#### Test Sub-Score Summary

The mathematics sub-scores are reported on a scale from 5 (low) to 25 (high).

<b>Test Sub-Score Frequency Distribution</b>								
	Mathematics				Reading			
	Basic Algebra (UCCC Range 9-19)		College Algebra (UCCC Range 11-20)		Arts/Literature (UCCC Range 8-20)		Social Sciences (UCCC Range 10-22)	
	Local	National	Local	National	Local	National	Local	National
<b>Mean</b>	14.0	15.3	14.2	15.1	14.6	15.7	15.5	16.5
<b>S.D.</b>	2.7	2.5	2.1	2.7	2.7	2.5	2.7	2.7
<b>N</b>	72	28738	72	28738	95	22443	95	22443

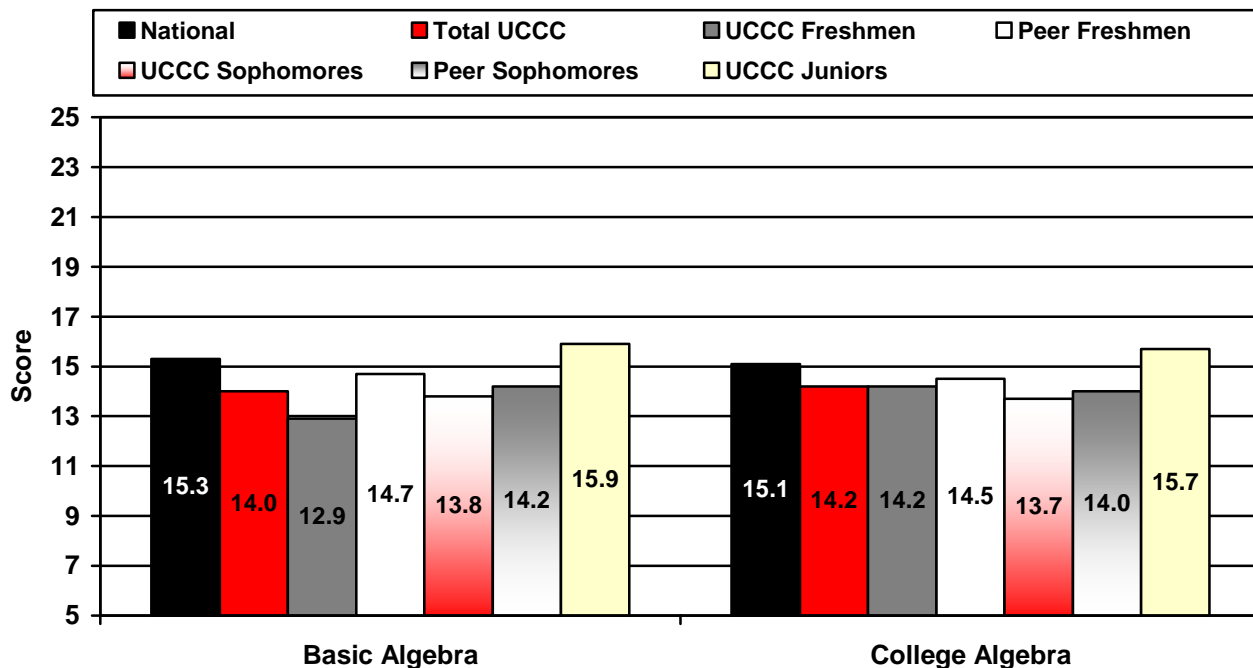
Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

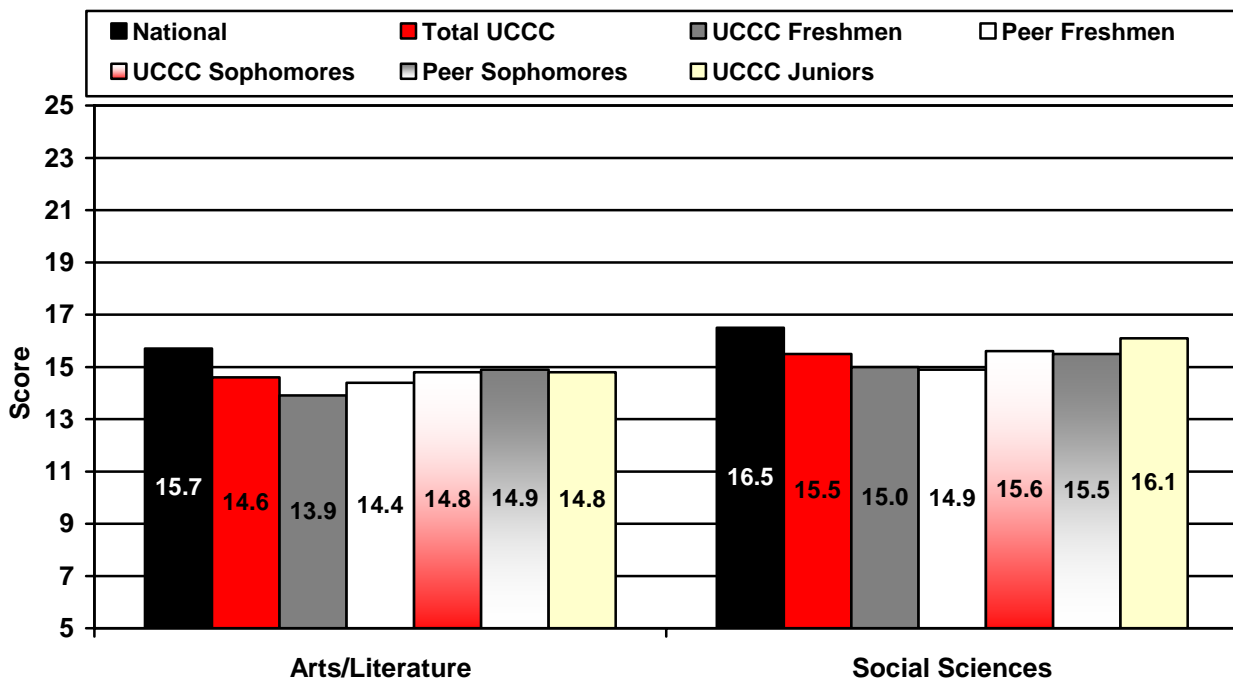
UC Clermont College students scored below the national average in all sub-score areas on the mathematics and reading tests.

### Mathematics Test Sub-Score - Comparison of Means



UC Clermont College juniors scored higher than the national average in both the basic algebra and college algebra sub-scores while UCCC freshmen and sophomores scored below the peer institution and national averages in both sub-score areas.

### Reading Test Sub-Score - Comparison of Means



UC Clermont College students, regardless of class status, scored below the national average on both the arts/literature and social sciences sub-scores. UCCC freshmen and sophomores scored below the peer institution averages on the arts/literature sub-score and above the peer institution averages on the social sciences sub-score.

**Profiles by Education Level**

**Test Score Frequency Distribution**  
*Freshman Students*

	Mathematics (UCC Range 50-63)			Reading (UCC Range 52-72)			Writing Essay Composite (UCC Range 1.50-4.00)		
	Local	Peer	National	Local	Peer	National	Local	Peer	National
<b>Mean</b>	54.8	57.0	58.1	58.8	59.3	62.6	3.1	3.0	3.1
<b>S.D.</b>	3.7	3.9	4.0	6.1	5.3	5.3	0.6	0.6	0.6
<b>N</b>	16	82	28738	20	68	22443	39	30	14651

Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests (Local & National), Count of Institutions (Peer)

**Test Score Frequency Distribution**  
*Sophomore Students*

	Mathematics (UCC Range 49-63)			Reading (UCC Range 50-70)			Writing Essay Composite (UCC Range 1.00-4.25)		
	Local	Peer	National	Local	Peer	National	Local	Peer	National
<b>Mean</b>	55.5	56.1	58.1	60.5	60.6	62.6	2.8	2.9	3.1
<b>S.D.</b>	3.5	3.6	4.0	5.1	5.5	5.3	0.8	0.6	0.6
<b>N</b>	39	131	28738	57	117	22443	38	47	14651

Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests (Local & National), Count of Institutions (Peer)

**Test Score Frequency Distribution**  
*Junior Students*

	Mathematics (UCC Range 50-62)		Reading (UCC Range 49-70)		Writing Essay Composite (UCC Range 1.50-3.75)	
	Local	National	Local	National	Local	National
<b>Mean</b>	58.6	58.1	60.9	62.6	2.9	3.1
<b>S.D.</b>	3.4	4.0	7.1	5.3	0.7	0.6
<b>N</b>	13	28738	10	22443	10	14651

Mean = Average of Scores

SD = Standard Deviation (dispersion of scores across range)

N = Count of Student Tests

### **Self-Reported Performance Effort Breakdown by Test Chance Scores**

“Chance” scores are the predicted scores that examinees would obtain if they responded to all test questions by guessing. Students who indicated that they “tried their best” and had a very low score (i.e., below chance level) may in fact lack the skills or knowledge to perform adequately on the CAAP.

Test	Self-Reported Performance Effort	Total Group		At or Below Chance Score		Above Chance Score	
		Freq	Avg	Freq	Avg	Freq	Avg
<b>Mathematics</b>	Tried My Best	18	58.4			18	58.4
	Gave Moderate Effort	16	56.8	1		15	57.3
	Gave Little Effort	18	54.6	5	50.4	13	56.2
	Gave No Effort	4		1		3	
	No Response	16	54.3	3		13	55.2
<b>Reading</b>	Tried My Best	21	61.0	1		20	61.5
	Gave Moderate Effort	46	60.6	2		44	61.1
	Gave Little Effort	9	55.6	1		8	56.0
	Gave No Effort	5	53.4	1		4	
	No Response	14	62.2			14	62.2

### **Additional Questions**

The CAAP test allows for the development of 9 institution-specific questions. The UC Clermont College questions were structured to resemble the questions included on the Community College Survey of Student Engagement (CCSSE) that is administered on alternating years from the ACT CAAP.

NOTE: Students who take the Writing Essay tests do not complete the additional questions section.

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

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

	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>TOTAL</b>
0. Started here	44.6%	51.9%	42.4%	46.0%
1. Started elsewhere	4.1%	19.5%	27.3%	20.7%
No Response	51.4%	28.6%	30.3%	36.4%

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

	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>TOTAL</b>
0. 1-3	0.0%	1.5%	9.1%	3.1%
1. 4-6	6.8%	8.3%	9.1%	7.7%
2. 7-9	2.7%	5.3%	0.0%	4.2%
3. 10-12	24.3%	27.8%	15.2%	23.8%
4. 13-15	9.5%	18.8%	24.2%	16.1%
5. More than 15	5.4%	9.0%	12.1%	8.4%
No Response	51.4%	29.3%	30.3%	36.8%

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

	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>TOTAL</b>
0. None	4.1%	14.3%	3.1%	9.6%
1. 1-5	1.4%	1.5%	0.0%	1.1%
2. 6-10	1.4%	3.8%	3.0%	2.7%
3. 11-20	4.1%	9.0%	3.0%	6.9%
4. 21-30	6.8%	20.3%	18.2%	15.3%
5. More than 30	31.1%	21.1%	42.4%	27.2%
No Response	51.4%	30.1%	30.3%	37.2%

*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>JR</b>	<b>TOTAL</b>
0. None	1.4%	0.8%	0.0%	0.8%
1. 1-5	23.0%	26.3%	27.3%	25.3%
2. 6-10	13.5%	30.1%	24.2%	24.1%
3. 11-20	9.5%	10.5%	12.1%	10.3%
4. 21-30	1.4%	1.5%	3.0%	1.5%
5. More than 30	0.0%	1.5%	0.0%	0.8%
No Response	51.4%	29.3%	33.3%	37.2%

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

	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>TOTAL</b>
0. Very much	13.5%	18.0%	9.1%	14.6%
1. Quite a bit	14.9%	32.3%	39.4%	27.2%
2. Some	16.2%	17.3%	18.2%	18.0%
3. Very little	4.1%	3.0%	3.0%	3.4%
No Response	51.4%	29.3%	30.3%	36.8%

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

	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>TOTAL</b>
0. Very much	9.5%	12.8%	9.1%	10.7%
1. Quite a bit	17.6%	23.3%	21.2%	21.1%
2. Some	14.9%	22.6%	27.3%	20.3%
3. Very little	6.8%	8.3%	12.1%	9.2%
No Response	51.4%	33.1%	30.3%	38.7%

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

	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>TOTAL</b>
0. Very much	8.1%	14.3%	9.1%	11.9%
1. Quite a bit	20.3%	24.8%	30.3%	22.6%
2. Some	17.6%	25.6%	15.2%	22.6%
3. Very little	2.7%	2.3%	15.2%	4.2%
No Response	51.4%	33.1%	30.3%	38.7%

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

	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>TOTAL</b>
0. Not a high school graduate	6.8%	9.0%	6.1%	8.0%
1. High school diploma or GED	12.2%	29.3%	27.3%	22.2%
2. Some college, did not complete degree	8.1%	10.5%	6.1%	9.6%
3. Associate degree	10.8%	3.8%	21.2%	9.2%
4. Bachelor's degree	5.4%	9.0%	6.1%	6.9%
5. Master's degree/1 <sup>st</sup> professional	5.4%	2.3%	0.0%	3.1%
6. Doctorate degree	0.0%	0.0%	0.0%	0.4%
7. Unknown	0.0%	3.0%	0.0%	1.9%
No Response	51.4%	33.1%	30.3%	38.7%

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

	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>TOTAL</b>
0. Not a high school graduate	6.8%	6.8%	6.1%	6.5%
1. High school diploma or GED	16.2%	29.3%	33.3%	25.7%
2. Some college, did not complete degree	6.8%	12.8%	6.1%	10.0%
3. Associate degree	4.1%	3.8%	3.0%	3.8%
4. Bachelor's degree	8.1%	4.5%	9.1%	6.5%
5. Master's degree/1 <sup>st</sup> professional	5.4%	3.8%	6.1%	4.2%
6. Doctorate degree	0.0%	3.0%	3.0%	2.3%
7. Unknown	1.4%	3.0%	3.0%	2.3%
No Response	51.4%	33.1%	30.3%	38.7%

## 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.

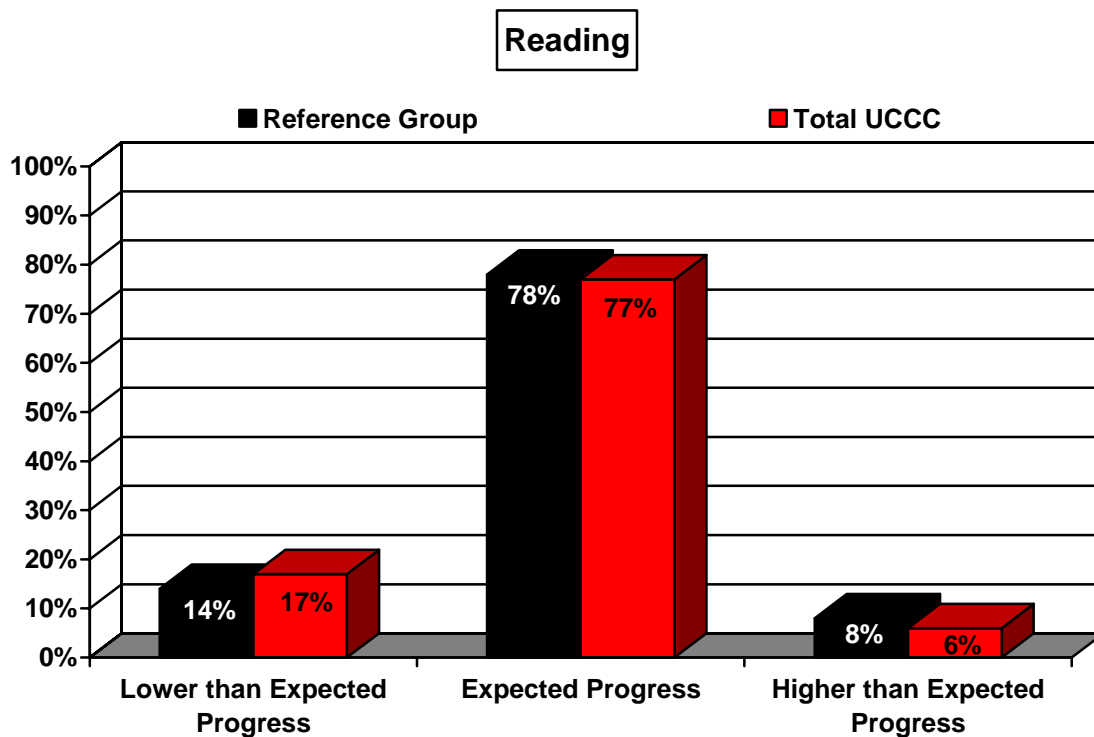
It is important to note that these data are based on those students from UC Clermont College that took both the ACT and CAAP assessments. These students may not be typical of all students from our institution. The ACT is not required for admission to UC Clermont College and these results should not be generalized to the entire student body.

The UC Clermont College cohort (UCCC) 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 College are:

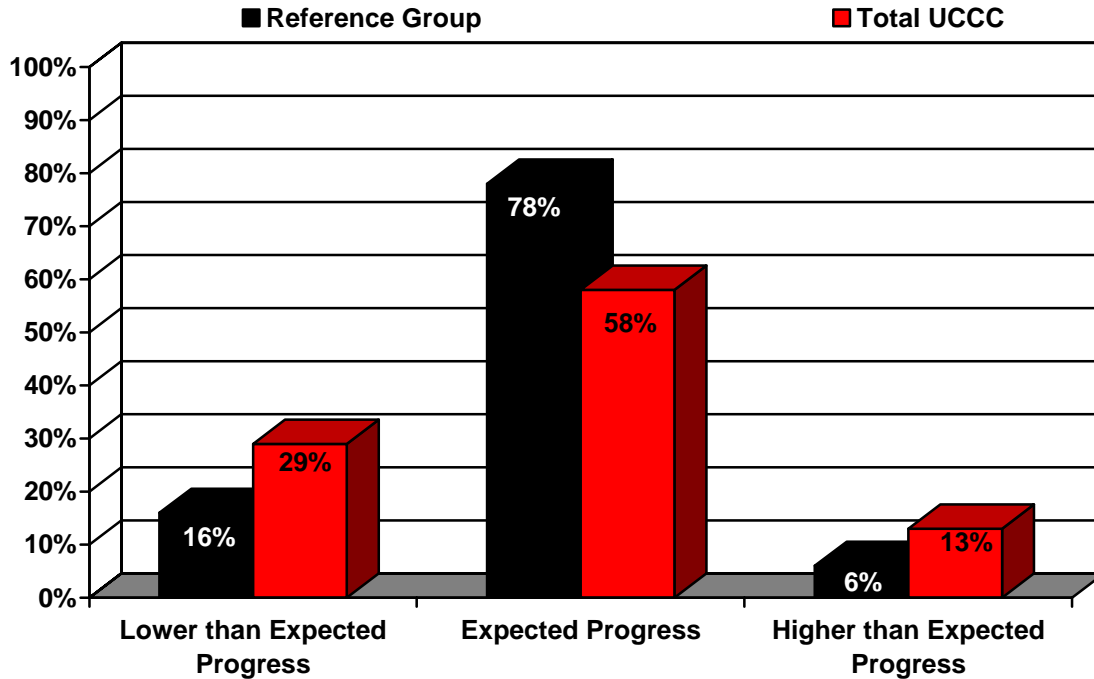
ACT Reading test – CAAP Reading test  
ACT Math test – CAAP Mathematics test

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



UC Clermont College students' expected progress in Reading is comparable to the reference group. The UC Clermont College cohort is comprised of 48 students compared to 24,013 students in the national reference group. Of the 48 students, 8 made lower than expected progress, 37 made expected progress, and 3 made higher than expected progress.

## Mathematics



UC Clermont College students' expected progress in Mathematics is lower than the reference group. The UC Clermont College cohort is comprised of 24 students compared to 24,172 students in the national reference group. Of the 24 students, 7 made lower than expected progress, 14 made expected progress, and 3 made higher than expected progress.

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 College's results, please contact Susan Riley at 513-732-5324 or [susan.riley@uc.edu](mailto:susan.riley@uc.edu).