

CAAP Assessment from FY15 FIRST Scorecard and Data

F. Assessment of Student Learning-

In 2015, DMACC switched general education assessment from the College Assessment of Academic Proficiency (CAAP) to the ETS Proficiency Profile. This was done to assess multiple academic areas with a single test and minimize intrusion into DMACC classrooms. A random sample of classes were selected with high numbers of sophomore students. DMACC Sophomore students are at the 50th percentile for peer institutions overall and for all areas measured by the exam including critical thinking, reading, writing, math, humanities, social sciences and natural sciences.

Though the College Assessment of Academic Proficiency (CAAP) information shown below gives us good data of how our students learn our General Education Competencies, the most important part of our assessment efforts surrounds course competency assessment. Though course competency data is more important to improving learning and teaching at DMACC, it is harder to aggregate for the entire institution. Therefore, we are sharing the CAAP Assessments aggregated for the entire institution.

- Students begin their DMACC careers reading at about the 44th percentile for community college freshmen nationally, but by the time they are sophomores, they have ascended to the 53rd percentile.
- Students enter DMACC writing about 2 percentage points below the 50th percentile nationally, but by time they reach sophomore status and above, they are writing about 6 percentage points above the 50th percentile.
- Similarly for critical thinking, students begin at the 44th percentile and ascend to the 55th percentile with a percentile rank increase of 9.
- DMACC students both enter and exit the institution above the 50th percentile for mathematics.
- Students enter DMACC scoring at the 29th percentile for science reasoning for all community college graduates and exit above the 50th percentile.

