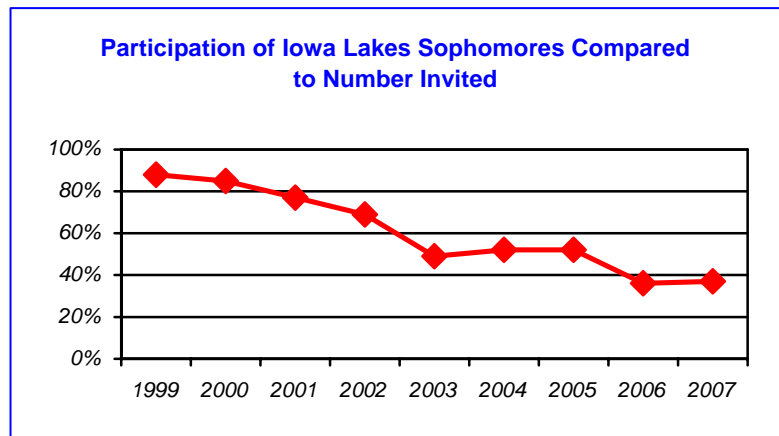


2007 CAAP Report Iowa Lakes Community College

For nearly one decade Iowa Lakes Community College has measured students general education proficiency outcomes. In fall 1998, Iowa Lakes' Arts and Sciences faculty chose ACT's Collegiate Assessment of Academic Proficiency (CAAP) to measure sophomore achievement of faculty-identified common learning objectives. CAAP also provides an opportunity to compare Iowa Lakes sophomore proficiency with peer colleges, per Higher Learning Commission and AQIP (Academic Quality Improvement Program) expectations to:

- a. Identify common student learning objectives,
- b. Monitor the currency and effectiveness of the curricula,
- c. Regularly collect and analyze agreed upon measures of student performance, and
- d. Compare results of student performance with other higher education institutions.

The CAAP is administered each spring. Sophomores pursuing an A.A. (1999 – 2007) and A.S. (2002 – 2007) degree who have earned 45 credits at the end of the previous fall term – or will earn 60+ credits by the end of the spring term – are invited to participate. AAS sophomores enrolled in programs with strong concentration of mathematics, science and/or English coursework are also invited to participate. At this time, student participation is voluntary.



Student commitment to test results is strong.

Taken collectively, 93.6% of students reported that they gave their "best effort" (61.2%) or "moderate effort" (32.4%) to completing the tests.

Level of Participant Effort on CAAP Tests

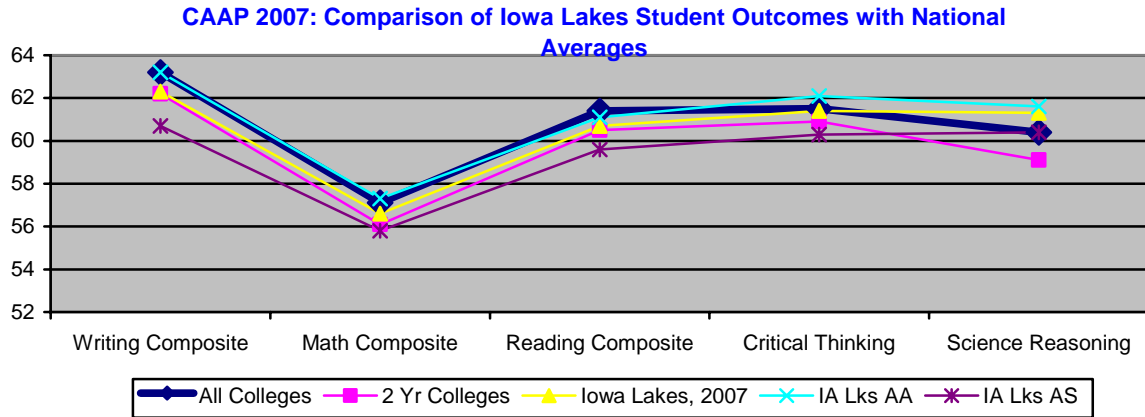
Test Subject	Tried Best	Moderate Effort	Combined Levels
Writing	73.5%	24.8%	98.3%
Math	49.6%	40.2%	89.8%
Reading	60.7%	34.2%	94.9%
Critical Thinking	66.1%	30.4%	96.5%
Science	55.6%	32.3%	87.9%

Comparing cohort mean scores with those of other college freshman is one measure of assessing curriculum and institutional effectiveness. [The U.S. Congress is currently considering adding a provision to the reauthorization of the Higher Education Act that requires colleges to annually report specific student outcome measures as a condition of continued accreditation.](#) This bill is scheduled to be voted on by the full Congress in fall 2007.

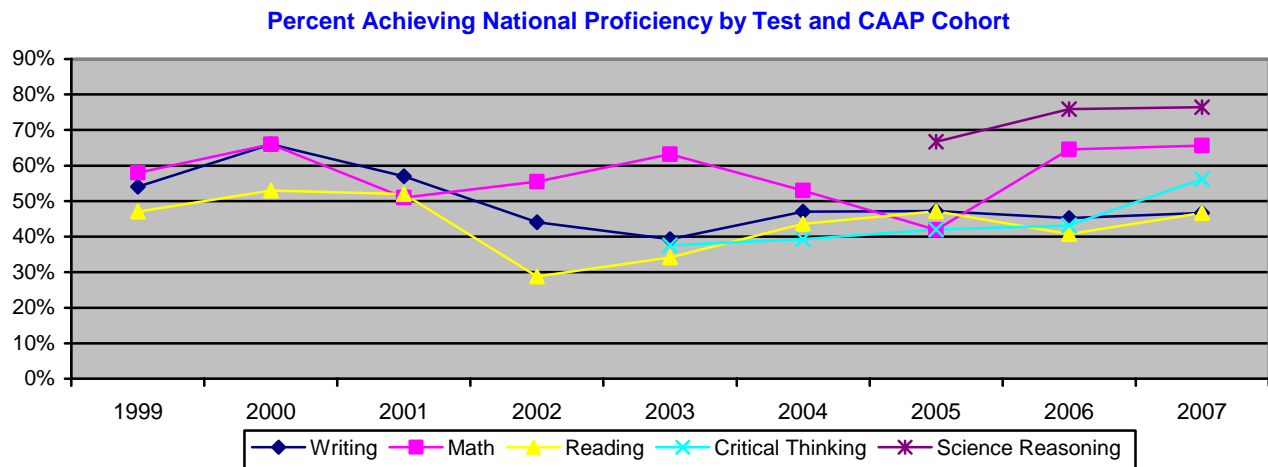
Annual CAAP testing also provides one means for Iowa Lakes to respond to some [AQIP Systems Portfolio](#) questions:

- *How do you discover how well prepared students completing programs, degrees and certificates are for further education or employment?*
- *What are your results for common student learning objectives as well as specific program learning objectives?*
- *What is your evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders (i.e. other educational institutions and employers) for the awarding of specific degrees or credentials?*
- *How do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?*

Iowa Lakes 2007 CAAP cohort test scores are comparable to mean CAAP scores of sophomores nationwide, regardless of whether students attend a two-year or four-year college, or level of home college admission-selectivity criteria.



Significant gains were seen in the number of 2007 CAAP Cohort students achieving national proficiency, especially on the reading (46.7% - 2007; 40.7% - 2006) and critical thinking (56.2% - 2007; 43.2% - 2006) tests. As a cohort, the percent of students achieving national proficiency on the remaining three tests [writing (46.7%), mathematics (65.6%), science reasoning (76.4%)] remained stable.



Gains were seen in the number of students achieving *national proficiency* in one or more subject area: 82.8% in 2007 compared to 76% in 2006.

2007 Participants Achieving Subject Area National Proficiency

Cohort Year	At Least One Test	2 or More Tests	3 or More Tests	4 or More Tests*	All 5 Tests**
1999	78%	25%	28%		
2000	80%	65%	40%		
2001	73%	56%	32%		
2002	68%	41%	21%		
2003	74%	48%	33%	19%	
2004	71%	50%	37%	26%	
2005	77%	53%	42%	31%	19%
2006	76%	60%	38%	29%	48%
2007	82.8%	74.6%	58.2%	40.2%	28.0%

	<i>AII CAAP</i>	<i>AA CAAP</i>	<i>AS CAAP</i>
Cumulative GPA	3.114	3.299	2.940
ACT			
ACT Composite Score	20.60	21.3	19.4
ACT English	19.27	19.9	18.0
ACT Math	20.22	20.9	18.9
ACT Reading	20.41	20.8	19.6
ASSET			
Writing	25.33	26.3	23.7
Reading	16.37	16.9	15.4
Numerical	16.33	18.5	12.0
COMPASS			
Writing	61.50	78.2	50.7
Reading	75.42	81.9	71.5
Algebra	44.75	49.0	41.7
College Algebra	NA	NA	NA
Pre-Algebra	40.37	39.9	40.7

Students come to Iowa Lakes Community College with diverse levels of academic preparation, career and education goals, and family/work commitments. While CAAP does not measure the impact of these variables on student learning, it may provide a snapshot of the “value added” to academic preparation of the Iowa Lakes educational experience. Iowa Lakes uses ACT, ASSET or COMPASS scores to determine new students’ academic preparation in writing, reading and mathematics. These scores provide a *baseline* measure to compare impact of the Iowa Lakes learning experience.

CAAP	<i>AII CAAP</i>	<i>AA CAAP</i>	<i>AS CAAP</i>
Writing	62.3	63.2	60.7
Usage/Mechanics	16.3	16.6	15.7
Rhetoric	16.2	16.7	15.3
Math	56.6	57.3	55.8
Basic Algebra	14.7	15.2	14.1
College Algebra	14.3	14.6	13.9
Reading	60.7	61.1	59.6
Arts/Literature	14.9	15.1	14.4
Social Science/Science	15.8	15.9	15.3
Critical Thinking	61.4	62.1	60.3
Science Reasoning	61.3	61.6	60.4

Why Students SAY They Took the CAAP

• Personal Satisfaction	<u>2006</u> 35%	<u>2007</u> 18%
• Perceived Help with Transfer Process	21%	50%
• “Because I Was Invited”	11%	4%
• Advisor Encouragement	8%	10%
• To Help Iowa Lakes	8%	4%
• Prizes/Money	6%	4%
• CAAP Cost Was Free	4%	10%
• President’s Letter	2%	0%
• Emailed Letter/Reminder	2%	0%
• Chance to Miss Class	2%	0%

Understanding Student Needs & Planning for Continuous Improvement

Student academic growth is a primary mission of Iowa Lakes Community College. However, research shows that experiences outside the classroom are critical elements of student persistence and academic performance. According to community college student engagement research done by the University of Texas - Austin, “*the more actively engaged students are – with college faculty and staff, with other students, and with the subject matter they study – the more likely they are to learn and persist toward achieving their academic goals.*”

Each year, CAAP Participants are asked to complete a 30-question survey of satisfaction with various elements of their Iowa Lakes experience. The 2007 survey contained several questions related to our current AQIP *Advising for Success* Action

Project. Other questions are designed to provide insights into the level of satisfaction with Iowa Lakes support services and provide a demographic profile of CAAP participants.

2007 CAAP Participant Demographic Profile

- Credential Pursuing: 69 = A.A., 50 = A.S., 2 = A.A.S.,
*Both AA + AS = 10 (duplicated count)
- Plan to Transfer to 4-Year College: 89%; Undecided: 14%
- Received Financial Aid (need based or other) at Iowa Lakes: 90.6%
- Used Student Loan to Partially Fund Education: 71.2%
- Worked 20+ hours/week and attended classes: 50.43%

In 2008, Iowa Lakes must respond to **AQIP Systems Portfolio** questions related to how the college identifies and plans to provide for dynamic stakeholder needs –

3R1 What are your results for student satisfaction with your performance?

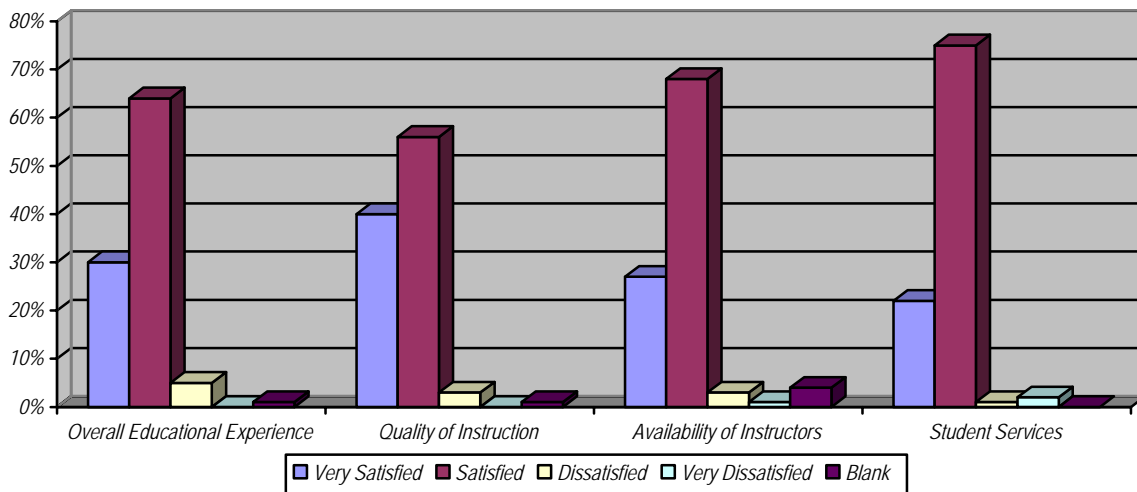
3R2 What are your results for the building of relationships with your students?

3I1 How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?

3I2 What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators and appropriate stakeholders?

Survey data such as that collected by the annual CAAP assessment, Before Graduation Survey, and Alumni Follow-up processes as well as the biennial Student Opinion Survey provide data to illustrate the level of student satisfaction with their Iowa Lakes experience, AND data for continuous improvement of our services to better serve students' needs.

2007 CAAP Cohort Level of Satisfaction with Iowa Lakes

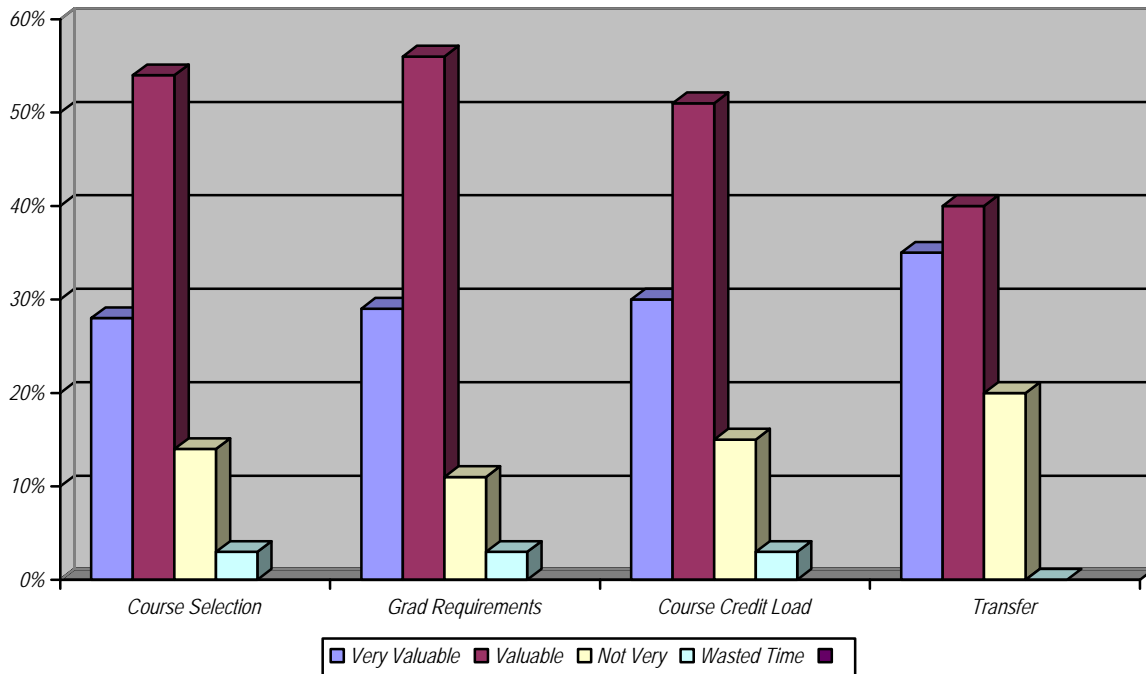


When asked on the 2007 CAAP survey, *if you could start college again, would you choose to attend Iowa Lakes*, 26.1% replied **“definitely”** (29% in 2006; 36% in 2005) and 56.3% said they would **“probably”** (44% in 2006; 49%, 2005) make the same decision. CAAP participants were quite positive in their evaluation of the educational experience, quality of instruction in their major area, and type of academic and other support services they received. Students report they used academic and support services at Iowa Lakes at the following level:

- Academic Advisor **Contacts per term average 2.36** (2.78 for 2006).
- **Tutoring Services Users = 19.3%** (9% in 2006)
- **Counseling Services Users = 17.7%** (7% in 2006)
- **Career Resources Center Users = 26.9%** (27% in 2006)

2007 CAAP participants were asked to rate the value of academic advising related to four specific topics: [a] course selection, [b] understanding graduation requirements, [c] taking appropriate course credit loads, and [d] preparing for 4-year college transfer.

2007 CAAP Students Rate Value of Selected Academic Advising Topics



The majority of 2007 CAAP participants rate the quality of their advising experience at Iowa Lakes as positive. Sixty-eight percent (82% in 2006) of all participants rated the quality of their advising experience as “*excellent*” (27% in 2007; 34% in 2006) or “*good*” (41% in 2007; 48% in 2006). A.S. students were significantly more positive than the A.A. cohort regarding their experience, with 60% of A.A. (78% in 2006) student rating advising excellent or good compared to 80% of 2007 A.S. students (86% in 2006).

Individual CAAP test results – and the change in levels of proficiency from entrance assessment to CAAP – can provide important data to support decision-making and evaluate how fully we are achieving our discipline mission statements. As part of the Iowa Lakes Arts and Science mission statement, faculty identified commonly agreed upon learning outcomes “*to ensure that Arts and Science students receive general education coursework that will enrich their lives and enable them to be successful lifelong learners.*” Each discipline, in turn, has established discipline-specific mission and learner outcome statements. This is consistent with AQIP expectations. Related *Systems Portfolio* questions Iowa Lakes must answer for the 2008 report include –

- *By what means do you ensure your student learning expectations, practices and development objectives align with your mission, vision and philosophy?*
- *How do you improve your current processes and systems for helping students learn and develop?*
- *With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators and appropriate stakeholders?*

Iowa Lakes Arts and Science Student Outcome Goals

1. *Students are able to successfully complete general education and/or pre-professional coursework necessary for the first two years of college.*
2. *Students are able to successfully transfer to senior institutions.*
3. *Students with diverse backgrounds and abilities are able to access a full range of courses for personal enrichment, career exploration, lifelong learning skills, educational enhancement, and exploration of new information technologies.*
4. *Students are able to explore a multiplicity of avenues in the sciences, humanities, and the arts that enhance [a] appreciation and use of language; [b] ability to think and reason clearly, independently, critically and creatively; [c] understanding of the human experience and the context in which it occurs.*
5. *Students are able to explore a multiplicity of educational avenues that lead to global awareness, and appreciation of diversity in lifestyle and recognition of citizen rights and responsibilities in local, national and world communities.*

Since initiating CAAP testing, the Assessment Review Committee and individual disciplines have reviewed CAAP outcomes in terms of academic growth between entrance testing "levels of proficiency" and CAAP levels. ACT defines "expected growth in proficiency" as achieving the same "level of proficiency" or +/- one level of proficiency from ACT levels to CAAP. Following is an overview and comparison of growth in academic proficiency for the three tests which are tracked as part of our student information system (English/writing, reading, mathematics). It is anticipated that the new Datatel system will also provide future opportunities to enter and track ACT and CAAP science scores.

Writing Levels of Proficiency

English/Communications Discipline Mission Statement

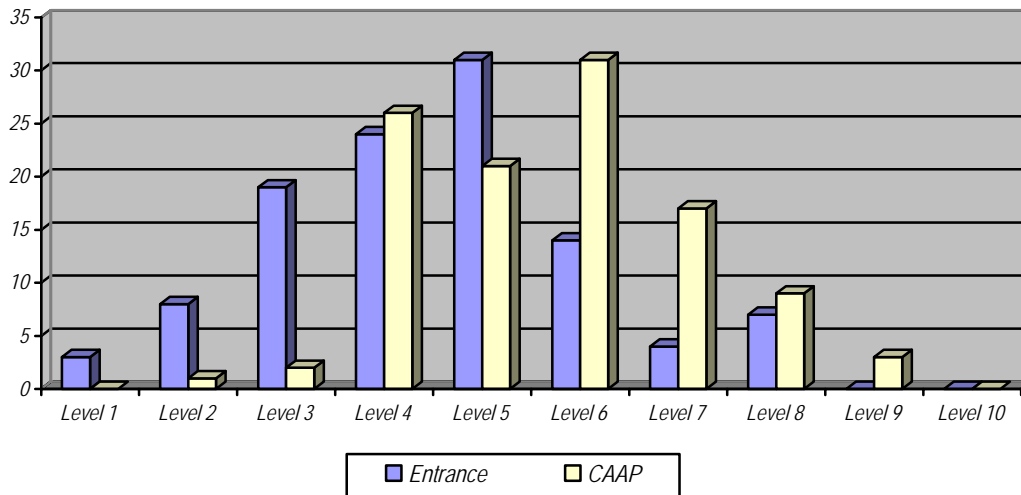
1. *Students are able to demonstrate the ability to communicate effectively through writing.*
2. *Students are able to demonstrate the ability to communicate effectively through listening and speaking.*
3. *Students are able to demonstrate the ability to read, write, listen, and think critically and creatively.*
4. *Students are able to demonstrate global awareness and an appreciation of diversity.*

Viewing proficiency growth in terms of cohort mean provides a panoramic snapshot of classroom impact on student academic achievement. Mean scores indicate students' skills progressed at a slightly better than expected rate for writing.

Cohort Writing	2005		2006		2007	
	Entrance	CAAP	Entrance	CAAP	Entrance	CAAP
A.A	5.1	6.0	4.2	5.7	4.6	6.1
A.S.	4.2	5.4	3.4	5.3	3.6	5.3
All CAAP	4.5	5.7	3.8	5.5	4.1	5.7

By viewing patterns of growth based on the number of students scoring at each level for entrance and exit exams provides a closer look at curriculum impact.

Writing Level Proficiency: Entrance Assessment to 2007 CAAP

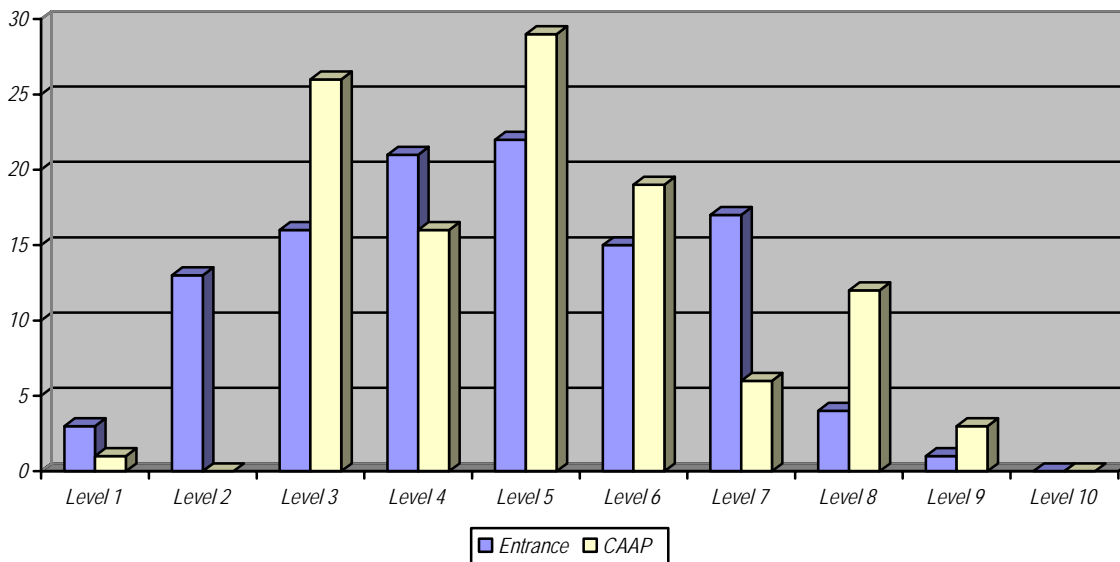


Reading proficiency is essential for success in courses across the curricula. A snapshot view of CAAP cohort mean entrance and exit scores for reading indicate skill growth is as expected after the first two years of college.

Cohort Reading	2005		2006		2007	
	Entrance	CAAP	Entrance	CAAP	Entrance	CAAP
A.A.	5.1	5.6	5.1	5.1	4.7	5.4
A.S.	4.3	4.8	4.3	4.5	4.3	4.9
All CAAP	4.6	5.2	4.8	4.8	4.4	5.2

AQIP asks us to reflect whether *levels of proficiency are compatible with commonly held learner outcome goals* and if *our processes best serve student needs*. AQIP then challenges us to determine "What" *specific improvement priorities should be targeted and how will these will be addressed?*

Reading Level Proficiency: Entrance Assessment to 2007 CAAP



Math Proficiency Levels

Mathematics Discipline Mission Statement

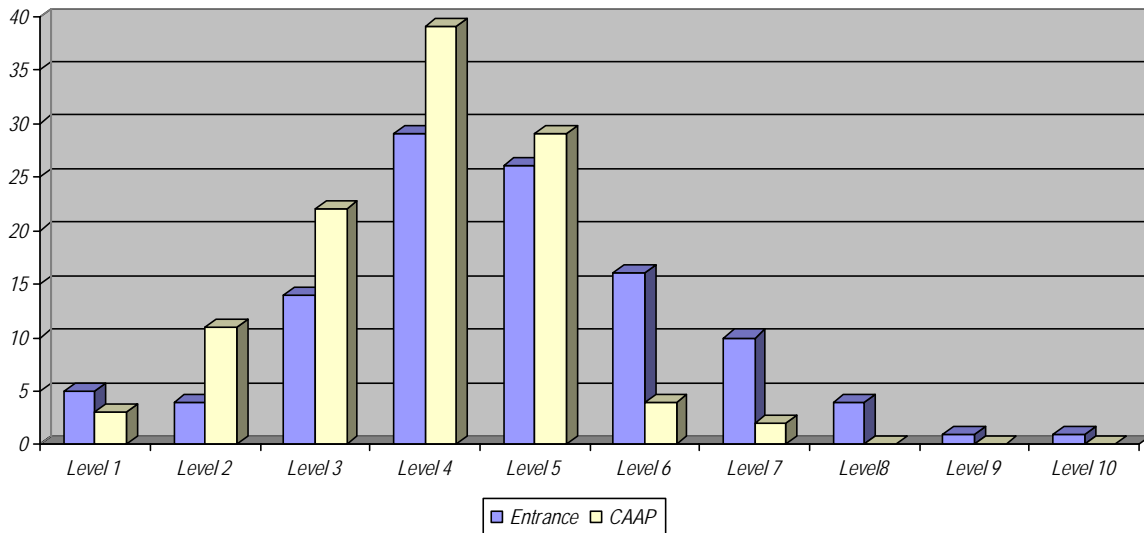
1. *Students will have the ability to use numerical reasoning skills.*
2. *Students will have the ability to apply problem-solving and logic skills.*
3. *Students will have the ability to apply appropriate technology in the solution of mathematical problems.*
4. *Students will gain knowledge of the historical aspects and an appreciation of mathematics.*

The level of mathematics proficiency is at the forefront of the current national debate regarding the nation's ability to compete in the global economy.

Cohort Mathematics	2005		2006		2007	
	Entrance	CAAP	Entrance	CAAP	Entrance	CAAP
A.A.	4.5	3.9	3.9	4.2	4.7	4.0
A.S.	4.0	3.5	3.7	3.6	4.1	3.7
All CAAP	4.2	3.7	3.8	3.9	4.3	3.9

Comparing the entrance and exit levels of proficiency in terms of numbers of students at each level provides a dramatic illustration of academic growth in the math discipline.

Mathematics Level Proficiency: Entrance Assessment to 2007 CAAP



As an AQIP college, we are challenged to continuously ask "Are our students' learning outcomes consistent with our college mission and vision, and our commonly agreed upon learning objectives for students?" CAAP results – along with other measures of student success and institutional effectiveness – provide a plethora of data for decision-making and continuous improvement purposes. How we use these data for decision-making is one measure by which the Higher Learning Commission evaluates our commitment to continuous improvement. Regardless of the action projects that evolve at the college, discipline or program level following data review, *the questions we ask are at least as important as the data we review or the goals we set.*