**Assessment Timeline.**

The following series of events occurred:

**January 28** – Memo from the Vice President for Instruction and Student Services to instructors announcing spring semester assessment dates.

**February 1** – Calhoun’s *Bulletin* newsletter contained remarks from President announcing Assessment Week.

**February 9 – 18** – Department Deans contacted identified instructors notifying them of their selected sections.

**February 18** – Email to CAAP proctors informing them of their testing schedule.

**February 22** – Email from Dean of Planning and Research to instructors identifying selected sections for CAAP testing.

**February 22** – Hard copy memo from Dean of Planning and Research to instructors identifying selected sections for CAAP testing.

**March 1** – Email reminder from the Secretary of Planning and Research to all faculty of selected courses.

**March 3** – List of Frequently Asked Questions and answers emailed to selected instructors.

**March 3** – Memo and Frequently Asked Questions and answers sent to CAAP proctors.

**March 8 -11** – Testing occurs.

**May 3** – Results received

**December 14** – Results posted on website and shared with college community

**Study Limitations.**

**Student Effort:** Students completing the CAAP assessments realize their scores have no effect on their overall course grade. Consequently, some students do not perform at their best level. This is evident because some students indicated they did not “give it their best effort” on the assessment form and some completed the hour-long exam in approximately ten minutes. A total of 30 students taking the Critical Thinking assessment marked either “Gave Little Effort” or “Gave no Effort” on their answer sheets. A total of 61 students gave no response for the same item. A total of 15 students taking the Scientific Reasoning assessment marked either “Gave Little Effort” or “Gave no Effort” on their answer sheets. There were 86 students who gave no response for the same item.

**Cost:** The College has adopted seven general education learning outcomes. The cost of administering the CAAP assessment prohibits a statistically significant sample in each area for which a test is available. Currently, no CAAP test is available for “Information and Computer Literacy” and “Cultural Diversity” skills.

**Student Level:** Although attempts are made to administer the assessment in sophomore level classes, many freshman level students completed the tests. In those instances, it is difficult to ascertain what, if any, demonstrated skill was the result of instruction obtained at Calhoun.
Recommendations for Future Testing. The CAAP assessment costs approximately $10,500 to administer. In future years, additional funding is needed to ensure more test instruments are administered in a broad range of topics. In addition, some method for encouraging students to give their best effort in completing the test should be developed. Providing a performance-based incentive for students may encourage more enthusiastic participation.

The College will implement a rotating assessment schedule beginning in 2011. The next CAAP administration is scheduled for spring 2012.

ACKNOWLEDGEMENTS

The Office of Planning, Research and Grants at Calhoun Community College acknowledges the Vice President for Instruction and Student Services, Division Deans, and selected faculty for their cooperation in administering the CAAP assessment.

Trained volunteers including Tammy Kerby, Dena Stephenson, Randy Cox, Belinda Lane, Jimmy Duke, Chuck Brasher, Kenneth Anderson, and Terri Bryson proctored the CAAP assessments, and their assistance is appreciated.
2010 CAAP assessment results included a comparison of the mean score of Calhoun students to the national mean for sophomore level students at other two-year institutions. Results revealed the mean score for Calhoun students on the Critical Thinking assessment was slightly lower than the national mean. The mean score for all Calhoun students in Scientific Reasoning was slightly higher than the national mean. Scores on both assessments ranged from 40 (low) to 80 (high) for the test score. This report contains results for all students, freshmen-level students, and sophomore-level students.

ALL STUDENTS

**Critical Thinking.** The Critical Thinking assessment was administered in 17 Psychology and Sociology courses, including two PSY 200 classes, ten PSY 210 classes, one PSY 220 class, one PSY 230 class and three SOC 200 classes. A total of 670 students were enrolled in the courses, but only 451 tests were scored due to absences, withdrawals, and answer sheets that were discarded due to being incomplete, damaged, or marked in an obvious pattern. The following table depicts the comparison of the Calhoun mean score with the national mean score.
**Scientific Reasoning.** The Scientific Reasoning assessment was administered in 15 Biology, Chemistry, Physics and Psychology courses, including one BIO 201 class, six BIO 220 classes, one CHM 222 class, two PHY 213 classes, three PHY 214 classes and two PSY 200 classes. A total of 541 students were enrolled in the courses, but only 383 tests were scored due to the reasons cited previously in the Critical Thinking results. The following table depicts the comparison of the Calhoun mean score with the national mean score.

<table>
<thead>
<tr>
<th>Calhoun Mean</th>
<th>National Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.9</td>
<td>59.2</td>
</tr>
</tbody>
</table>
FRESHMEN STUDENTS

Self-reported demographics revealed that 210 Calhoun freshmen students completed the Critical Thinking assessment and 99 completed the Scientific Reasoning assessment. The scores of freshmen Calhoun students are compared to scores of sophomore students at other two-year institutions. The results of these comparisons revealed that the Calhoun freshmen mean score is slightly lower than the national mean score in the Critical Thinking assessment. Calhoun freshmen students scored the same as the national mean in the Scientific Reasoning assessment. The following tables depict these results.

Freshmen Critical Thinking Results. Calhoun freshmen students who took the Critical Thinking assessment scored slightly lower than the national mean.

Freshmen Scientific Reasoning Results. Calhoun freshmen students who took the Scientific Reasoning assessment scored the same as the national mean.
SOPHOMORE STUDENTS

Self-reported demographics revealed that 175 Calhoun sophomores completed the Critical Thinking assessment and 183 completed the Scientific Reasoning assessment. The scores of sophomore Calhoun students are compared to scores of sophomores at other two-year institutions. The results of these comparisons revealed that the Calhoun sophomore mean score is slightly below the national mean in Critical Thinking but above the national mean in Scientific Reasoning. The following tables depict these results.

**Sophomore Critical Thinking Results.** Calhoun sophomore students who took the Critical Thinking assessment scored slightly below the national mean.

![Critical Thinking Chart]

**Sophomore Scientific Reasoning Results.** Calhoun sophomore students who took the Scientific Reasoning assessment scored higher than the national mean.

![Scientific Reasoning Chart]
PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE NATIONAL MEAN

Calhoun sends certificates of achievement to those students who score at or above the national mean for each assessment. CAAP results for 2010 reveal that 32% of Calhoun students scored at or above the national mean in Critical Thinking while 50.1% scored at or above the national mean in Scientific Reasoning. The following charts depict these results.

**Critical Thinking.** 32% of all Calhoun students taking the Critical Thinking assessment scored at or above the national mean.

![Critical Thinking Chart]

**Scientific Reasoning.** More than half (50.1%) of all Calhoun students taking the Scientific Reasoning assessment scored at or above the national mean.

![Scientific Reasoning Chart]
COMPARISON OF 2008 AND 2010 RESULTS

A comparison of 2008 and 2010 results indicates that the percentage of students who scored at or above the national mean increased significantly on the Scientific Reasoning assessments but decreased in Critical Thinking. The following table depicts these changes:

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of Calhoun Students Scoring at or Above National Mean</td>
<td>Number of Students Assessed</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>41%</td>
<td>325</td>
</tr>
<tr>
<td>Scientific Reasoning</td>
<td>31%</td>
<td>380</td>
</tr>
</tbody>
</table>

SUMMARY

The 2010 CAAP assessment results indicate that Calhoun students performed slightly better than their peers at other two-year institutions in Scientific Reasoning but scored lower than their peers in Critical Thinking. The 2010 CAAP assessment results are shared college-wide for use in generating ideas to enhance general education skills.

Calhoun plans to continue the use of the CAAP assessment to monitor the achievement of Calhoun students in mastering general education learning outcomes. However, the CAAP assessment is only one instrument in the College’s ongoing assessment model. The College will implement a rotating assessment schedule in 2011. Therefore, the CAAP assessment will be given again in 2012. Departmental data through standardized testing and CCSSE results are also being collected and analyzed to determine student achievement in mastering the general education learning outcomes.