



Assessment Update

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**Presented to Ex. Council on August 3rd
Academic Council on September 1st, 2004
Presented to Assessment Committee September 9th, 2004**



Summary of presentation

- Summary of Assessment Activities
- Board of Regents Proficiency Policy
- DSU CAAP scores and comparison to SD BOR institutions
- ACT Cohort Report --ACT / BOR collaboration
- BOR Placement Report and BOR Annual Proficiency Report
- Brief summary of Noel Levitz Student Satisfaction Inventory



Entry-level assessment

- Time Frame- prior to registration
- Assessment tools:
 - ACT Scores or COMPASS (computerized placement testing by ACT)
 - Course placement in English, Math and Reading
 - Written computer skills assessment (pre test)
- Procedures:
 - Meet minimum requirements-- OK
 - Pre-general education courses must be successfully completed within 30 attempted credit hours



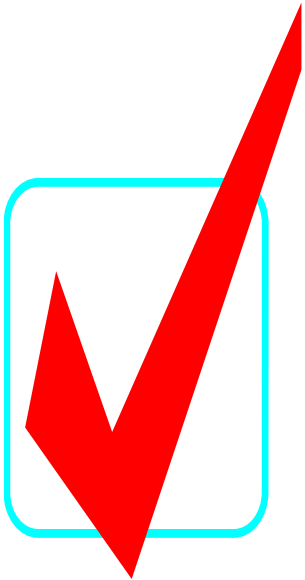
General Education Assessment

- Time frame-DSU cancels classes one day each term
 - First two weeks in November- Friday, November 12, 2004
 - Second two weeks in March –Thursday, March 31, 2005
- Student Selection Criteria
 - Associate degree seeking: Completion of 32 passed credit hours -at or above 100 level
 - Baccalaureate degree seeking: Completion of 48 passed credit hours -at or above 100 level
- Assessment tools
 - ACT Collegiate Assessment of Academic Proficiency (CAAP)
 - On line standardized computer exam (Tek.Xam)



Administration at DSU

- Student registers online
 - Signs up for a review session
 - Require accommodations? (ADA)
 - Request deferment
- Deferments
 - Approved by VPAA
 - Single semester
 - New transfer from outside the regental system transfer, medical





Proficiency Exam Policy

- Consequences of non-compliance- Failure to sit for the exam
 - Prevented from registering at all regental institutions for two academic terms
 - Immediate administrative withdrawal if student fails to sit for the exam after returning
- Unsatisfactory performance after retesting
 - Denied subsequent registration at all regental institution; can appeal for alternate certification

Individual Student Consequences

- If student fails any one of the 4 tests:
 - Remediate, Retest
 - If fails again, Remediate, Retest
 - If fails again, Barred from enrolling at any of the regental institutions





Appeal for alternate certification

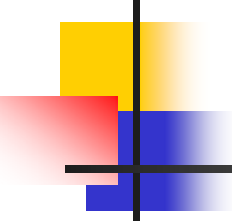
- Must have remediated and retested
- Approval to appeal from VPAA
- Provide alternate method of certification
- Recommendation by Institutional Review Panel
- Confirmed / Denied by VPAA
- Confirmed / Denied by Senior Administrator of BOR



Proficiency Cut Scores

- CAAP cut scores set at 1/2 standard deviation below the national norm with 95% confidence interval
 - Writing Skills: 59 (12% at or below 58)
 - Mathematics: 52 (5% at or below 51)
 - Reading: 56 (10% at or below 55)
 - Science Reasoning: 54 (4% at or below 53)

% at or below score based on Fall 2003 CAAP Norms for four-year college sophomores (approx. 35,000 students)



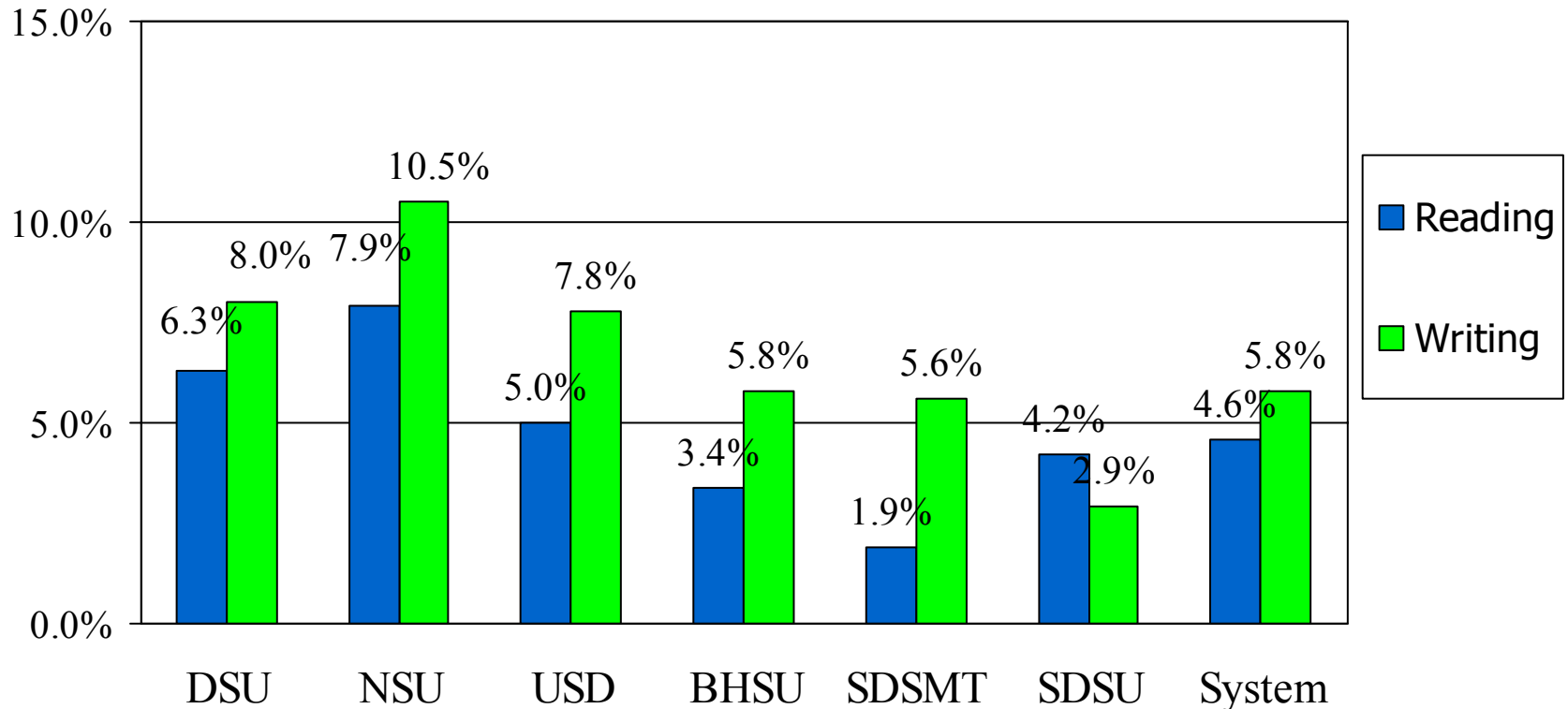
Percent of students requiring remediation F03/SP04

% requiring remediation in one or more areas

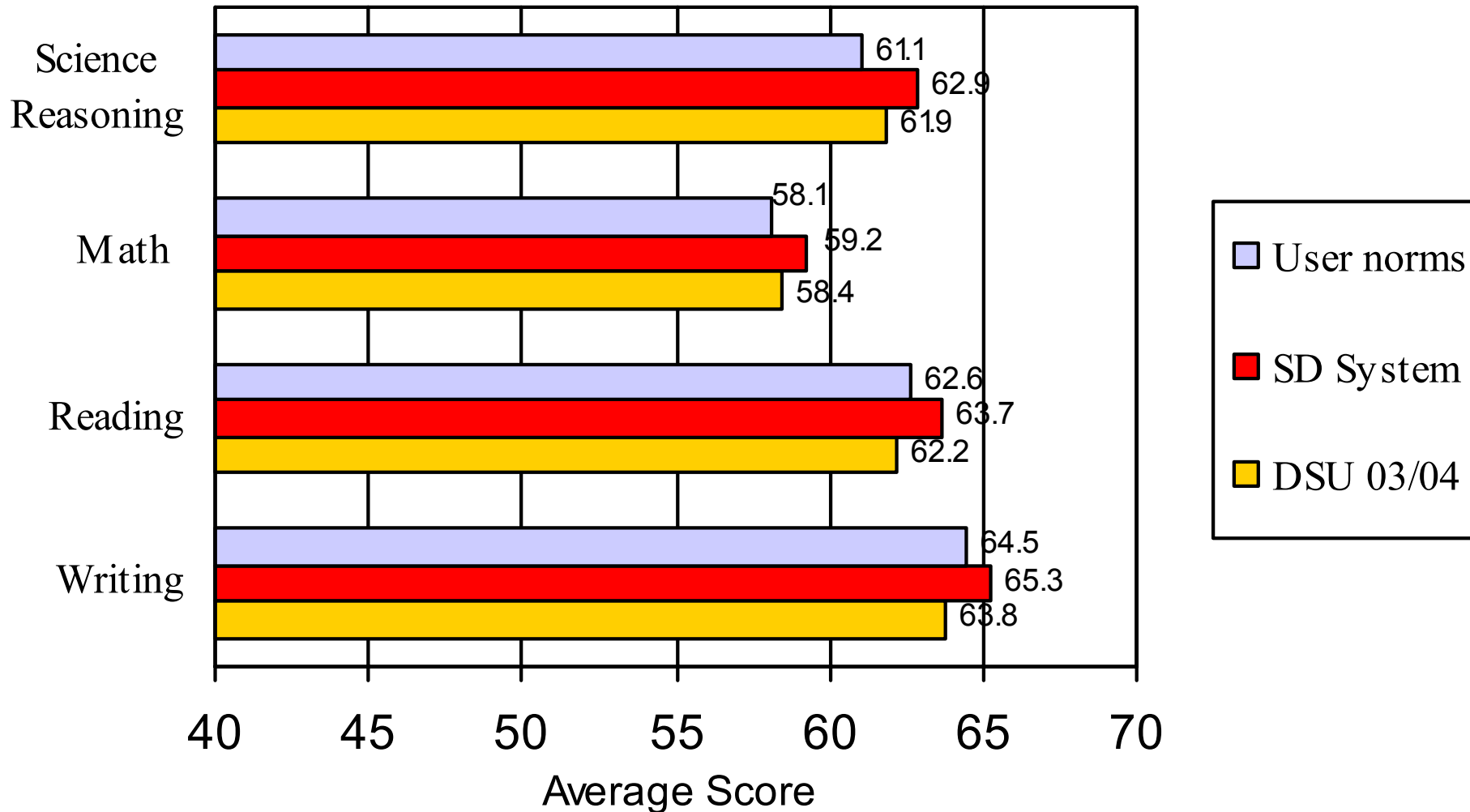
- NSU: 13.4% 382 students
- DSU: 13.3% 300 students
- USD: 12.8% 1,161 students
- BHSU: 10.0% 499 students
- SDSMT: 6.9% 320 students
- SDSU: 6.9% 1,601 students
- SYSTEM: 9.9% 4,263 students

Proficiency Exams: percent remediation F03 /SP04

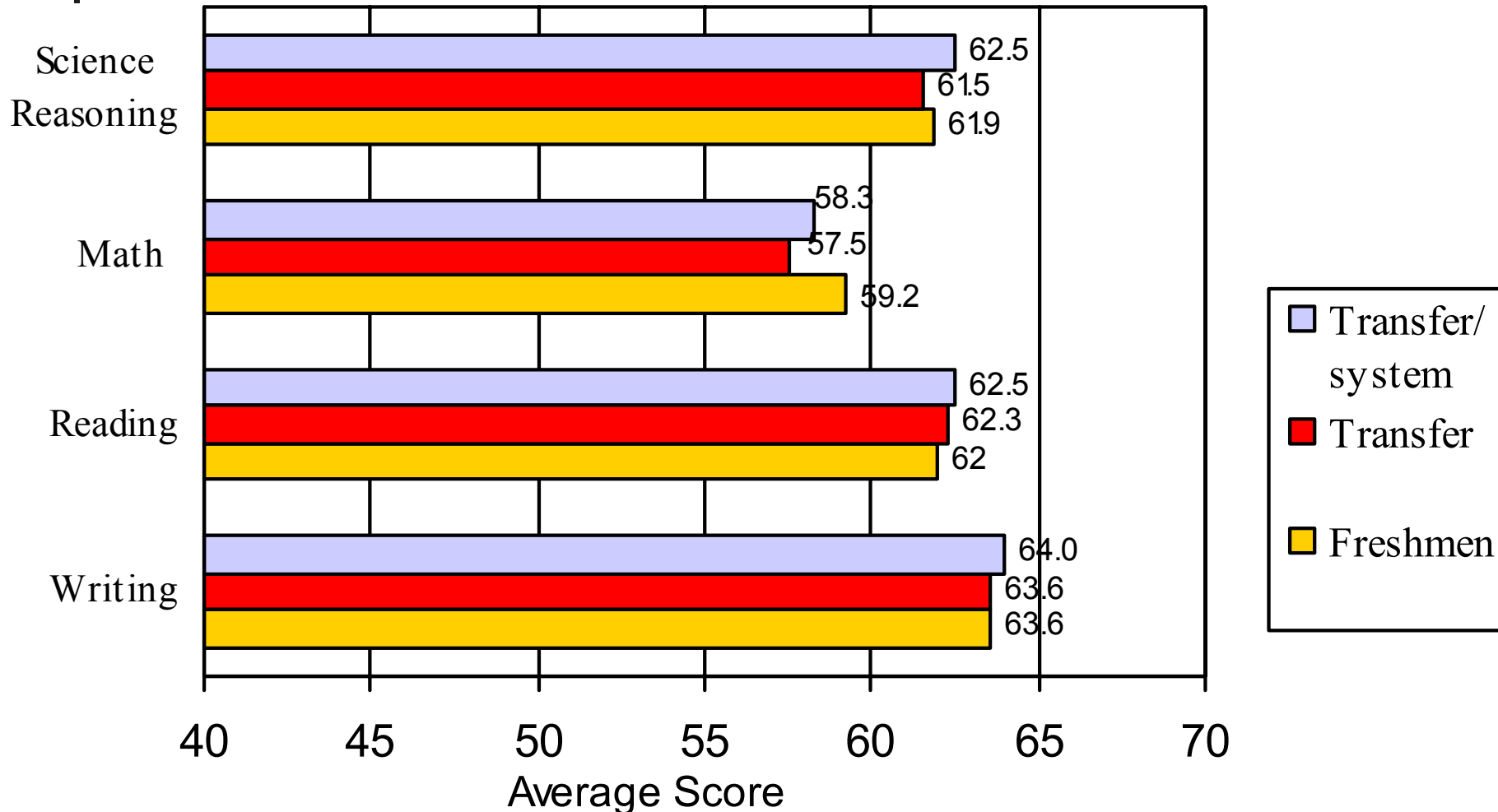
% requiring remediation in writing and/ or reading



Average CAAP Scores / DSU and SD System



Average CAAP Scores: Transfer vs. Freshmen: DSU Fa03/Sp04



DSU Compared to User Norms

Average CAAP Scores

DSU average score is slightly below the user norms (0.1 to 0.7)

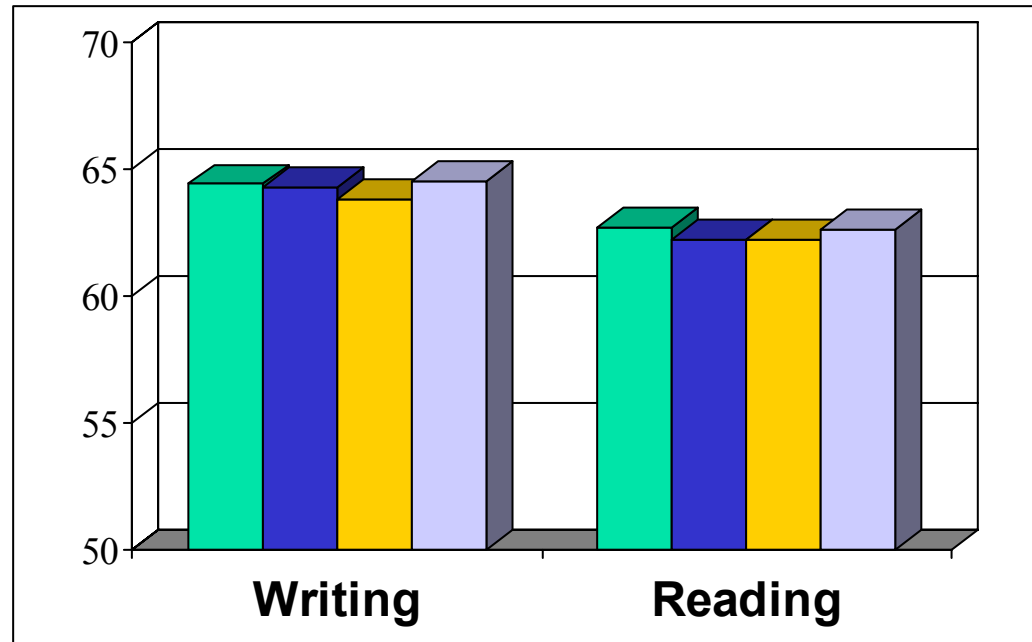
Effect sizes: Is the difference in the means significant?

(DSU average - User norms average) / St Dev)

0.15 Writing

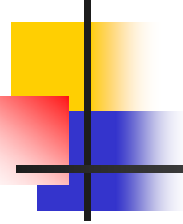
0.13 Reading

Effect size < 0.25 = negligible effect



Fa01/Sp02 Fa02/Sp03
Fa03/Sp04 User Norms

CAAP Writing and ACT English

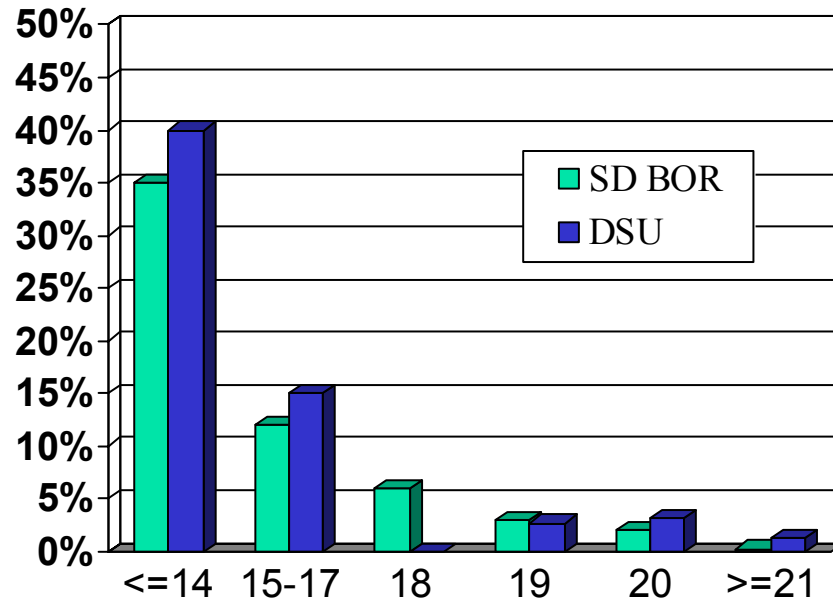


CAAP Writing and ACT English

SD BOR Report from
ACT based on 9,388
students

DSU data includes the
Fa03 and Sp04 cohort
of 250 students who
had ACT and CAAP
scores; of those 61
students had an ACT
English of ≤ 17

% failed CAAP writing



ACT English



Relationship between Other Variables and CAAP scores

- **English as a 2nd language**
 - Average Writing score: 58.6 ESL compared to English: 64.9—effect size 1.58
 - Average Reading score: 57.7 ESL compared to 64.0—effect size 1.32
- **Pearson Correlations**
 - ACT English and CAAP Writing: 0.76
 - ACT Reading and CAAP Reading: 0.70
 - ACT Math and CAAP Math: 0.73
 - ACT Science and CAAP Science: 0.69



Reading information

- **Ex. Council discussed requiring LART 110 for students who are unsuccessful in reading**
- **Of the 13 students who failed reading Spring 2004:**
- **1 passed in July (we allowed a special test session so she could graduate)**
- **3 completed LART already with A, B or CR**
- **4 are transfers; arrived with a large number of credit hours**
- **1 is probably a "fluke" CAAP Reading of 55 cutoff is 56; GPA was 3.27**
- **1 had a low ACT; retested with Reading COMPASS scored 80**
- **3 should have taken LART**
- **Assessment Coordinating Committee will review information at their September 9th meeting**



What is DSU doing to increase proficiency scores?

- **High risk students**
 - Identified by ACT scores / ADA –TITLE III Grant!!
- **Review sessions for first time test takers**
 - Majority of students attend these sessions/available on the web
 - Faculty review writing and math tests
 - Review procedures / test information
- **Faculty reviewed CAAP tests**



What is DSU doing for students who do not pass?

- **First time “not passing”**
 - Remediate with Faculty
 - Recommend visiting with Keith Bundy, Director of Student Development
- **Second time “not passing”**
 - Remediate with Faculty
 - **MUST** visit with Keith Bundy, Director of Student Development
- **Third time “not passing”**
 - Alternate certification: DSU has denied students



Title III Opportunities

- **Information based student support system**
- **Redesign developmental education courses and tutoring**
- **Increase accuracy, accessibility and efficiency of timely institutional data to support decisions (e.g. strategic planning, institutional effectiveness)**



Title III Opportunities

- **Early alert and referral program**
 - Under prepared students fail writing proficiency at a rate 12 times higher than students who are prepared
 - DSU needs increased academic support for under prepared students
- **Proposed solutions**
 - Extensive tutoring lab with tablets and software
 - Faculty release time to improve tutoring
 - Faculty at-risk advisors
 - Revise remedial courses



Detailed Info on Reading

- The BOR would like DSU to provide information on our activities specifically related to Reading and Writing
- How do we use the report in our assessment plan and curriculum review?



Additional Institutional Effectiveness Information

- Annual SSI report
 - Includes Noel Levitz Summary
- National Survey of Student Engagement (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- Surveys of Graduates and Employers



Student Satisfaction: Historical Perspective

- 1970s-1998- ACT Student Opinion Survey
- 1998-1999 paper-based Noel-Levitz Student Satisfaction Inventory (SSI)
- 2000-2003 web-based Noel-Levitz SSI
- 2002- 2004 web-based National Survey of Student Engagement (NSSE) administered at all regental institutions



SSI - Survey Content

- Total of 83 items rated
- Student expectations
 - what is important?
- Student satisfaction
 - how satisfied are students that expectations are being met?
- DSU adds 10 locally-developed questions- includes computer abilities, diversity and satisfaction questions



SSI -procedures and comparisons

- All registered degree-seeking students invited to complete the web-based survey (request sent via an e-mail from Dr. Wittmayer)
- Respondents receive:
 - One 10% discount coupon from DSU Bookstore
 - Entered in drawing for TEN \$10.00 gift certificates
- Comparison data: 4-year public and 4-year Midwestern includes BHSU, SDSMT and USD



SSI- Uses of Data at DSU

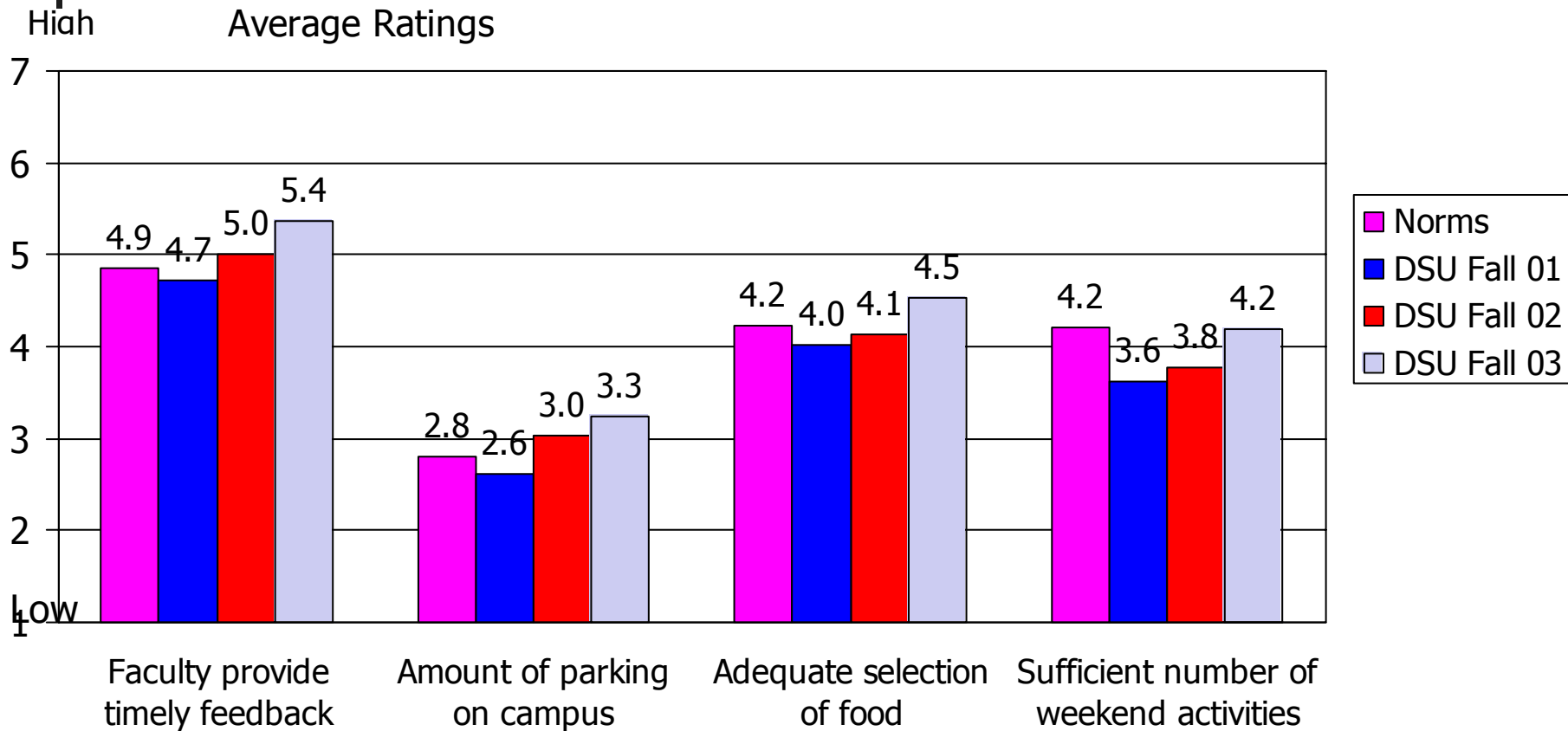
- Comparison- how do we compare to our peers?
- Trend data- identify areas of strength and concern
- Strategic planning- information for departments
- Retention – what areas could be changed?
- Marketing- profile our strengths



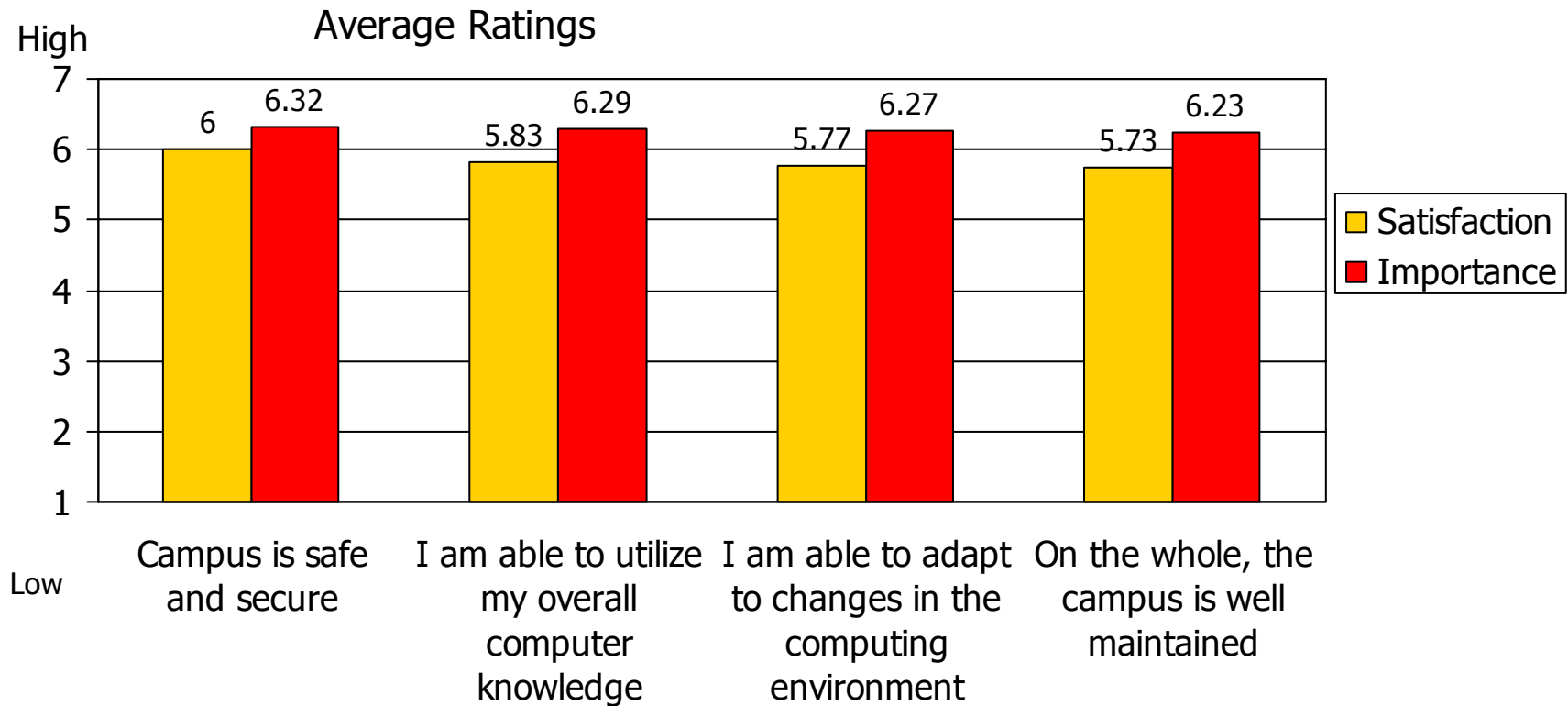
Comparison to peers

- Performance Gaps:
 - High: high importance – low satisfaction – not good
 - Low: high importance- high satisfaction – very good
- Significant differences in average satisfaction
 - Compared to our peers
 - Year-to-year comparison of DSU students' satisfaction

Areas with steady increase



Low Performance Gaps





Moderate performance gaps

- **Campus staff are caring and helpful (0.63)**
 - Ranked 6th satisfaction and tied for 11th in importance
- **Nearly all faculty are knowledgeable in their field (0.77)**
 - Tied for 8th in satisfaction and tied for 7th in importance
- **It is an enjoyable experience to be a student on this campus (0.68)**
 - Tied for 14th in satisfaction and tied for 15th in importance

Higher Performance Gaps

