

A Report from the Assessment Resource Office at Eastern New Mexico University

This DataWave reports on last spring's results of the Measures of Academic Proficiency and Progress (MAPP) administered to rising juniors.

Measures of Academic Proficiency and Progress (MAPP) Test Results

Last spring (April 2007), ENMU conducted assessments of 189 rising juniors. Reported below are norm-referenced scores in eight areas. Scores are "norm-referenced" because they are measured against the performance of all students at all institutions taking the MAPP test during the testing period, not against specific performance criteria. The ACT, SAT, and GRE exams are also norm-referenced exams. The columns labeled "MAPP 50th Percentile" report the mean score of all test-takers at the 50th percentile.

Norm- Referenced Score Categories	2006			2007		
	ENMU 2006	ENMU S.D.	MAPP 50 th Percentile	ENMU 2007	ENMU S.D.	MAPP 50 th Percentile
Mean	438.03	17.35	435	437.69	19.65	435
Critical Thinking	110.69	5.54	110	110.51	6.43	109
Reading	115.90	6.56	116	115.72	7.22	116
Writing	113.41	4.89	113	113.00	4.87	113
Mathematics	111.10	5.16	110	111.60	6.64	110
Content-Based						
Humanities	113.41	5.83	112	113.13	6.57	112
Social Sciences	112.05	5.83	112	111.85	6.39	112
Natural Sciences	113.96	5.68	114	113.90	6.03	114

As you see, for 2006 and 2007, ENMU's students are scoring at or very close to the 50th percentile of MAPP test-takers in all eight categories. (The mean for the 25th percentile is 425; the mean for the 75th percentile is 449.)

In addition to reporting norm-referenced scores, MAPP also reports criterion-referenced scores based on writing, mathematics, and reading/critical thinking. These scores are defined in terms of an established level of performance or proficiency, and a student either "achieves" or "does not achieve" each criterion or level. A "marginal" score means that the student's test results do not provide sufficient evidence to classify the student as either "proficient" or "not proficient."

Skill Dimension	Proficiency Classification					
	Proficient		Marginal		Not Proficient	
	2006	2007	2006	2007	2006	2007
Reading Level 1	55%	51%	21%	24%	24%	25%
Reading Level 2	22%	24%	19%	14%	58%	62%
Critical Thinking	4%	6%	10%	13%	86%	81%

Skill Dimension	Proficiency Classification					
	Proficient		Marginal		Not Proficient	
	2006	2007	2006	2007	2006	2007
Writing Level 1	54%	55%	32%	28%	14%	16%
Writing Level 2	13%	9%	33%	37%	54%	54%
Writing Level 3	7%	4%	23%	20%	70%	76%
Mathematics Level 1	42%	41%	29%	26%	29%	33%
Mathematics Level 2	17%	18%	25%	21%	58%	60%
Mathematics Level 3	3%	8%	10%	9%	87%	84%

Data for the MAPP exam has shown some gains in student performance. A slight increase in “proficiency” in critical thinking and reading level 2 and an increase in Math level 3 “proficiency” are bright spots. Overall, the data suggest that ENMU student scores are holding steady from 2006 to 2007. While we can aspire to improve this ranking, especially in an area like “critical thinking,” but the trend of consistency of performance is encouraging, even though scores are not what we would like them to be.

ENMU's In-House Assessment

Given the past performance of students on the MAPP test, the role of ENMU's in-house assessment takes on considerable importance in providing additional, rubric-based (that is, criterion-based) assessments to add to the picture of student performance.

The in-house assessment consists of two components. Students first read a passage, article, or editorial about a contemporary issue. They answer questions about the content of that passage, including the interpretation of statistical information and the identification of the author's “main idea” and “underlying assumptions.” Following this assessment of critical thinking and numerical literacy, students are asked to write a short essay outlining their position on the issue, defending their position, and indicating the weaknesses (if any) in the article to which they are responding. The committee believes that the combination of a norm-based assessment (MAPP) and this rubric-based assessment can provide two streams of information about student learning, both of them valuable to us.

New Mexico Higher Education Assessment and Retention Conference – Feb 28-29

The New Mexico Higher Education Assessment and Retention conference annually offers workshops and panel presentations on exemplary assessment and retention strategies. For more information, visit the conference website at www.nmsu.edu/NMHEAR. If you are interested in attending, contact the Assessment Resource Office at 562-4313.

Assessment Day 2008

Please Note! Spring Semester--Assessment Day is Wednesday, April 2, 2008. Please mark your calendars! On Assessment Day, classes are cancelled from 8 a.m. until 3 p.m. Rising juniors will be taking either the MAPP assessment or the in-house critical thinking assessment. Department faculty Some instructors may administer other assessments to their students or meet as a department to review assessment plans and data.

Assessment Committee Members 2007-2008	
Ms. Doris Anaya	Mr. Phil Gill
Mr. Daniel Alaniz	Dr. John Luhman
Ms. Stella Buie	Dr. Renee Neely
Dr. Patrice Caldwell	Dr. Merlene Olmsted
Mr. Tomas Carbo	Dr. Janet Roehl
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