

VSA CAAP REPORT

Eastern Kentucky University



This report contains the results of EKU's CAAP Critical Thinking and Writing Essay tests, administered during the academic calendar years 2009-2010 and 2010-2011, respectively.

CAAP Results Summary

The CAAP Critical Thinking student learning gain from freshmen to senior is **the same as** what would be expected at an institution with students of similar academic abilities.

Freshmen CAAP Critical Thinking scores were lower than expected by 1.31 standard deviations. Senior CAAP Critical Thinking scores were lower than expected by only .45 standard deviations.

The CAAP Writing Essay student learning gain from freshmen to senior is **above** what would be expected at an institution with students of similar academic abilities.

Freshmen CAAP Writing Essay scores were lower than expected by 1.06 standard deviations. Senior CAAP Writing Essay scores were higher than expected by .63 standard deviations.

The following data are specific to reporting requirements for the Voluntary System of Accountability "College Portrait", which includes:

- Mean (average) scores for freshmen and seniors on each of the two tests.
- Student learning gains on each module - per VSA measures of "**well above**", "**above**", "**the same as**", "**below**" or "**well below**".

CAAP Critical Thinking

EKU Mean Scores (n-counts)

CAAP Critical Thinking Score* – Freshmen **60.1 (n=219)**

CAAP Critical Thinking Score* – Seniors **63.4 (n=218)**

*Range 40-80

Student Learning Gains with EKU Value-added Score of 0.65:

The increase in learning on the performance task is **the same as** what would be expected at an institution with students of similar academic abilities

CAAP Writing Essay

EKU Mean Scores (n-counts)

CAAP Writing Essay Score* – Freshmen **2.89 (n=210)**

CAAP Writing Essay Score* – Seniors **3.61 (n=190)**

*Range 1-6

Student Learning Gains with EKU Value-added Score of 1.92:

The increase in learning on the performance task is **above** what would be expected at an institution with students of similar academic abilities.

ACT/SAT Composite Mean Scores (for cohort tested)

<i>EKU Critical Thinking Cohort</i>	Freshmen	22.0	Seniors	21.3
<i>EKU Writing Essay Cohort</i>	Freshmen	21.3	Seniors	21.8

Calculating Postsecondary Institutions' Value-Added Performance Based on Mean ACT Composite, CAAP Critical Thinking, and CAAP Essay Scores

Mean ACT and CAAP scores are used to measure the value that postsecondary institutions add to students' academic performance. The following illustrates how the value-added scores are derived.

<i>EKU - CAAP Critical Thinking 2009-2010</i>	Freshmen	Seniors	Value-Added
Mean ACT score	22.01	21.34	
Expected mean CAAP Critical Thinking Score	61.88	63.91	
Actual mean CAAP Critical Thinking Score	60.12	63.42	
Difference (actual minus expected)	-1.76	-0.49	
Difference (actual minus expected), in standard deviation units	-1.31	-0.45	0.65
Performance Level			At Expected

<i>EKU - CAAP Writing Essay 2010-2011</i>	Freshmen	Seniors	Value-Added
Mean ACT score	21.26	21.83	
Expected mean CAAP Writing Essay Score	3.15	3.45	
Actual mean CAAP Writing Essay Score	2.89	3.61	
Difference (actual minus expected)	-0.26	0.16	
Difference (actual minus expected), in standard deviation units	-1.06	0.63	1.92
Performance Level			Above

Using historical data the relationship between freshmen (senior) students' mean CAAP score and the same students' mean ACT Composite score. The relationship is summarized with an intercept and slope (i.e., a straight line) – this line determines the **expected** mean CAAP scores for a given mean ACT score.

The difference between the actual and expected mean CAAP score for freshmen is referred to as the *freshmen difference*.

The difference between the actual and expected mean CAAP score for seniors is referred to as the *senior difference*.

The amount of value EKU added to students' academic performance can be computed as the *senior difference* minus the *freshmen difference*. There are five levels for this score.

At expected (the same as): Institutions whose value-added score is within one standard deviation of the mean (across all participating institutions) are said to have *at expected* performance. Approximately 68% of institutions will be at this level.

Above expected: Institutions whose value-added score is greater than one standard deviation above the mean (but fewer than two standard deviations above the mean) are said to have *above expected* performance. Approximately 13.5% of institutions will be at this level.

Well above expected: Institutions whose value-added score is greater than two standard deviations above the mean are said to have *well above expected* performance. Approximately 2.5% of institutions will be at this level.

Below expected: Institutions whose value-added score is greater than one standard deviation below the mean (but fewer than two standard deviations below the mean) are said to have *below expected* performance. Approximately 13.5% of institutions will be at this level.

Well below expected: Institutions whose value-added score is greater than two standard deviations below the mean are said to have *well below expected* performance. Approximately 2.5% of institutions will be at this level.