

VSA CAAP REPORT

Wayne State College

April 28, 2010



This report contains the results of your institution's CAAP Critical Thinking and Writing Essay tests, administered during the academic calendar year 2009 - 2010. This data is specific to your 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

Institutional Mean Scores (n-counts)

CAAP Critical Thinking Score* – Freshmen **60.2 (n=200)**

CAAP Critical Thinking Score* – Seniors **63.0 (n=191)**

*Range 40-80

Student Learning Gains with your Value-added Score of -0.12:

*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. If results are based on less than N=200 students per class level, the validity of your results may be compromised.*

CAAP Writing Essay

Institutional Mean Scores (n-counts)

CAAP Writing Essay Score* – Freshmen **3.02 (n=195)**

CAAP Writing Essay Score* – Seniors **3.29 (n=187)**

*Range 1-6

Student Learning Gains with your Value-added Score of -0.42:

*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. If results are based on less than N=200 students per class level, the validity of your results may be compromised.*

ACT/SAT Composite Mean Scores (for cohort tested)

<i>Critical Thinking Cohort</i>	Freshmen	21.6	Seniors	21.8
<i>Writing Essay Cohort</i>	Freshmen	20.5	Seniors	21.9

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

We have developed a method for using mean ACT and CAAP scores to measure the value that postsecondary institutions add to students' academic performance. Let's look at the data from an actual institution to illustrate how the value-added scores are derived.

Example Data from an Institution – CAAP Critical Thinking	Freshmen	Seniors	Value-Added
Mean ACT score	20.46	20.50	
Expected mean CAAP Critical Thinking Score	59.80	62.11	
Actual mean CAAP Critical Thinking Score	60.97	62.40	
Difference (actual minus expected)	1.17	0.29	
Difference (actual minus expected), in standard deviation units	0.77	0.33	-0.43
Performance Level			At expected

Using historical data, we established 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 the institution 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: 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.