

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
CAAP OUTCOMES
Fall 2009

For the third year, Southwestern Oklahoma State University has administered an annual standardized examination as a component of institutional assessment, the importance of which is supported by the Student Government Association. Faculty Committees and Administration agreed to utilize four components of ACT's Collegiate Assessment of Academic Proficiency (CAAP): Critical Thinking, Reading, Writing Essay, and Writing Skills. Eligible Southwestern Juniors were asked to be involved in completing at least two of these four tests. Twenty two-hour testing time slots were offered during a two week period. Eligible Juniors were informed of this opportunity through letters, e-mails, and displayed posters. Eligibility was based on the following criteria:

1. Earned 60-89 credit hours (credit from advanced placement exams acceptable)
2. Earned at least 22 general education hours at Southwestern
3. Earned credit at Southwestern for the 1213 English Composition II course with a grade of "C" or better

Out of about 320 students invited to participate, 36 (11%) actually contributed to this important project; 10% participated last year (40). As a means of incentive and showing our appreciation for their contribution, participants received \$20 for each appointment to take two tests. Most students signed up for two appointments in order to take all four tests. Through this testing, Juniors also competed for cash prizes awarded for highest scores. In an effort to gain more participation as well as a more varied pool of examinees, these achievement awards were awarded in four different categories based on current GPA.

Tests were administered October 26, 2009 – November 6, 2009 by Southwestern's Assessment Center staff. Subsequently, scoring and reporting were completed by ACT/CAAP. Again, the impressive results of the efforts from our examinees were slightly better than the national average as well as improved over last year's results. On a scale of 40-80, Southwestern juniors received an average score of 65.4. on the Critical Thinking objective test compared to the national average of 62.0. In Reading, our students earned an average score of 66.6; the national average was 62.5. Our juniors did slightly better in the reading content area of Social Sciences than in the Arts and Literature portion of the Reading test. Southwestern students received an average score of 67.8 on the Writing Skills objective test compared to the national average of 64.1. On a scale of 1-6, Southwestern juniors received an average score of 3.5 on the Writing Essay test; the national average was 3.2.

Most of the students completing the exams were White/Caucasian females ages 19 to 25. Nearly all of the participating students held English as their first language, originally enrolled at Southwestern as freshmen, had full-time status, and plan to return to Southwestern. Most students reported that they tried their best while testing.

Upon receiving test results, we congratulated the following on high achievement, winning a total of anywhere from \$13 to \$550: In Critical Thinking, Kandi Archer, Kelsey Boone, Erica Debo, Courtney Jakubik, Eric Martin, Vanessa McCool, Steven Stroud, and Lauren Trautman; in Reading, Kandi Archer, Kelsey Boone, Allen Deak, Erica Debo, Julie Forrest, Katherine Helms, Kyle Johnson, Lucas Keyes, Eric Martin, Steven Stroud, and Karena Van Horn; in Writing Essay, Kandi Archer, Kelsey Boone, Erica Debo, Diana Flood, Julie Forrest, Meghan Haftman, Courtney Jakubik, Kyle Johnson, Eric Martin, Lynn Owusu, Jacob Pool, Steven Stroud, Candace Sutton, Lauren Trautman, and Jason Wallace; in Writing Skills, Kelsey Boone, Kaisa Fischer, Katherine Helms, Courtney Jakubik, Lucas Keyes, Holley Ladymon, Kendra Lee, and Eric Martin.

Fortunately, this year the number of Southwestern students taking the CAAP was enough to warrant an ACT-CAAP Linkage Report. Although the total number of 36 examinees was less than past years, most students took all four tests.

In Reading, 63% of Southwestern students were in the same quartile range on CAAP as they were on the ACT; 22% were in a higher quartile range on CAAP than they were on the ACT; and, 15% were in a lower quartile range. Twenty-seven of our students have both ACT and CAAP Reading scores to compare. The mean ACT score is 25.9 compared to the national reference group mean of 21.9; the mean CAAP score is 66.5 compared to the national reference group mean of 62.1.

In Writing Skills, eighty-six percent of SWOSU students were in the same quartile range on CAAP as they were on the ACT; 9% were in a higher quartile range on CAAP than they were on the ACT; and, 5% were in a lower quartile range. Twenty-two of our students have “ACT English” and “CAAP Writing Skills” scores to compare. The mean ACT score is 25 compared to the national reference group mean of 21.5; the mean CAAP score is 67.6 compared to the national reference group mean of 64.1.

Following is supporting data.

**CAAP Institutional Summary Report
Fall 2009**

N=36

TEST (SCALE)	SWOSU / 2007		SWOSU / 2008		SWOSU / 2009		National / 2009	
	Freq.	Avg. Score	Freq.	Avg. Score	Freq.	Avg. Score	Freq.	Avg. Score
Critical Thinking (40-80)	24	63.3	29	64.4	29	65.4	9,561	62.0
Reading (40-80)	25	62.9	30	64.1	33	66.6	18,264	62.5
Reading Arts/Lit. (5-25)	25	15.6	30	16.2	33	17.2	18,264	15.6
Reading Soc. Sc. (5-25)	25	16.8	30	17.4	33	18.2	18,264	16.6
Writing Essay (1-6)	25	3.5	21	3.3	31	3.5	7,623	3.2
Essay 1 (1-6)	25	3.5	21	3.0	31	3.4	7,623	3.2
Essay 2 (1-6)	25	3.4	21	3.5	31	3.6	7,623	3.2
Writing Skills (40-80)	24	64.3	29	66.3	28	67.8	24,071	64.1
WS Usage/Mech. (5-25)	24	17.3	29	18.1	28	18.7	24,071	17.0
WS Rhetorical (5-25)	24	17.2	29	18.3	28	19.0	24,071	17.0

Results reported are based on a frequency of 5 or more participants.

SWOSU Demographics		Critical Thinking		Reading		Writing Skills	
Category	Response	Freq.	Avg. Score	Freq.	Avg. Score	Freq.	Avg. Score
Ethnicity	White/Caucasian	25	65	26	67	24	68
Gender	Female	22	65	23	67	21	67
	Male	7	66	10	67	7	69
Age	19-20	18	65	18	67	17	68
	21-25	9	66	13	66	9	67
English	First Language	29	65	32	66	28	68
Enrolled as Freshman	Yes	28	65	32	67	27	68
Student Status	Full-time	29	65	33	67	28	68
Cumulative GPA	3.01 - 3.50	11	65	14	66	11	67
	3.51 and above	13	67	14	68	12	69
Educational plans	Return to this school	27	65	29	67	26	68
Effort	Tried my Best	23	66	28	67	26	68
	Gave Moderate Effort	5	64	5	64	2	n/a