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| Unit & ELED Program Assessment #1: ACT-CAAP |
| Assessment: ACT-CAAP | Number=N | Qualifying Score | Mean | National Median | Range | % of Candidates Passing |
|  | N= |  |  |  |  |  |
| Reading2013-142014-152015-162016-172017-18All Candidates | 3222413 | 57 | 626158.5596060.23 |  | 57-65\*\*\*57-6157-65 | 100%100%100%100%100%100% |
| Writing2012-132013-142014-152015-162016-172017-18All Candidates | 32220413 | 2.5 | 3.753.544.1254.564.06 |  | 3.5-4\*\*\*4.0-5.0\_\_\_\_3.5-5 | 100%100%100%100%­­­­100%\_\_\_\_100% |
| Math2012-132013-142014-152015-162016-172017-18All Candidates | 32310312 | 55 | 55.675857.33\*54.3356.00 |  | 52-58\*56-58\*­­­­­­53-56\_\_\_\_\_52-59 | 67%100%100%0%­­­­33%\_\_\_67% |
| ACT Cohort avg.2011-122012-132013-142014-152015-162016-172017-18All Candidates | 152225\*19 | 23 | \*21.426.520.521.420.3\* 21.22 | 20.8 | \*15-28\*\*18-2317-25\*15-28 | 100%40%50%0%60%33%\*42.1% (23 or above) |
| ACT Non-Educ Majors avg.2013-142014-152015-162016-172017-18All Non-Majors | 33253997 |  | 18.8201919.27 | 20.8 | 13-3012-2912-2712-30 |  |
| SAT avg.2013-142014-152015-162016-172017-18All Candidates | 1112\*5 | 1590 | \*\*\*1365\*1512 | CR 494M 508W 482All tests 1440 | \*\*\*\*\*1000-1810 | 100%100%0%50%0%50% |
| SAT Non-Educ Majors avg. 2013-142014-152015-162016-172017-18All non-majors | 036817 |  | 1600142313061443 | 1484 | 1400-19201000-2000920-1870920-2000 |  |
| \*Data is not reportable when N=1; the range would identify individual scores if N=2Tag: * CAEP Standards: 1.1, 1.3, 3.2, 3.4
* InTASC Standards: 4, 5
* Kansas Professional Educator Standards: 4, 5

Criteria:* ACT Collegiate Assessment of Academic Proficiency (CAAP)
* Required for Transition I: Admission to Teacher Education
* Candidates who obtained an ACT composite score of 23 or higher or SAT CR&M 1070 or SAT CR&M&W 1590 or higher and provide those results to the college, may use those scores in lieu of completion of the ACT-CAAP to meet the Transition I requirement for the ACT CAAP
* Alternative CAAP window criteria
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| Summary of Data Analysis:There is a small representation of 1-4 pre-candidates in each cohort who took the ACT-CAAP, ACT or SAT assessment. Overall, all pre-candidates who were in the program at the time of testing, 100% passed the reading and writing CAAP exam; math has been the most difficult test with a 67% pass rate. * Reading: Cutoff score is 57; Cohort scores have remained consistent between 57 and 65; overall loss of 3 points from 2013-2016. All candidates mean was 60.23 for CAAP Reading.
* Writing: Cohort scores have been well above the required 2.5, maximum score is 4.06, scores average from 3.5-5.0 with a positive gain of .23 points. All candidates mean was 4.06/5 for CAAP Writing.
* Math: Cutoff score is 55; Cohort scores averaged between 52-59; scores were lowest during 2017/18, with only one candidate passing the exam, and highest during 2014/15; overall loss of 3 points from 2013-2016. All candidates mean was 56.00 for CAAP Math.
* ACT cohort averages have remained consistent between 15-28; All candidates mean was 21.22 for the ACT, 42% achieving a 23 or higher on the composite score.
* SAT scores have an extremely small representation with 0-1 candidates taking the assessment scores have ranged from 1000-1810; all candidates who completed the SAT took the Writing component. 50% of the candidates who have taken the SAT have meet the minimum score requirements.
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| Changes based on data: Reading: Barclay College has added three adult tutors and made it mandatory tutoring for anyone who enters any degree on a conditional admit (2016-18); Tutoring is available and recommended to candidates who need additional skills (2016-18)Writing: Writing Center consultants are available by appointment to work one-on-one with candidates (2012-2018)Math: Math outcomes for the CAAP were presented to Math faculty (2014-2016); Additional tutoring in math concepts during Math Methods was implemented (2013-2018). Full faculty adopted a new math course and program for general education math Beginning & Intermediate Algebra, which includes all of the required components of K-6 math methods. CAAP results and criteria were presented to full faculty with emphasis on Reading, Writing, and Math in general education, however, the CAAP was discontinued by ACT in February 2018. Teacher Education Advisory Council has adopted the CBASE and cutoff scores beginning in F 2018. ACT Cohort averages appear to be consistent; small representation 8/19 candidates scoring above 23. The Teacher Education Advisory Council adopted a new cut score of 18 on the ACT for Transition I (2018).SAT 0-1 candidates in each cohort has taken SAT w/ writing.  |
| Mode: Piloted from 2013-2017Validity: ACT-CAAP Technical Handbook pp. 36-40Reliability: ACT-CAAP Technical Handbook pp. 25-28Inter-rater Reliability: The Director of Teacher Education Licensing and Assessment gives these CAAP tests following all guidelines provided by ACT. <http://www.act.org/content/act/en/products-and-services/act-collegiate-assessment-of-academic-proficiency.html>  |
| Documents:* [CAAP Testing Letter Revised](https://drive.google.com/file/d/0B4qIFoNjKPAsa2h3X1duVlJGVkk/view?usp=sharing)
* [CAAP Testing Policy Revised](https://drive.google.com/file/d/0B4qIFoNjKPAsQ3A0V2ZsVHJWdTg/view?usp=sharing)
* [CAAP Score Report Interp Guide](https://drive.google.com/file/d/0B4qIFoNjKPAsdmFyR2JtSGhQc1k/view?usp=sharing)
* [CAAP Technical Handbook](https://drive.google.com/file/d/0B4qIFoNjKPAseEk3NWpUZG9pRzg/view?usp=sharing)
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