

**CAAP Fall 2006-7 Report
On
Freshmen/Sophomores**

Introduction and Purpose:

The CAAP tests were administered in October 2006 on a sample of freshmen and sophomores. 403 students representative of new students were selected and requested to take CAAP early October. Despite using incentives and issuing several reminders, a sample of 204 students took the CAAP. The purpose behind the administration of the CAAP was to assess entering student competencies in critical thinking, math reasoning, science reasoning, reading comprehension, and writing at entry, to compare with performance of juniors, and to see if AUB is contributing to the growth of the above mentioned skills.

Results

Table 1 reports results of sample on various tests and compares them with results of junior students who took the CAAP spring 2005-6 and with national norms.

Table1. Comparison of CAAP Results with National Norms and with 2005/6 Juniors

Year	Level	N	CT	SCR	R	MR	W
2005/6	Juniors	245	62 N=245	62 N=42	60 N=42	65 N=131	63 N=22
2006/7	Freshman & Sophomore	204	62 N=204	63 N=22	62 N=10	64 N=155	64 N=7
Norms			62.7	61.4	62.6	58.1	64.2

An examination of Table 1 reveals that entering students' scores are, in general, comparable or even higher than those of juniors, except for the performance on math reasoning. The reading and writing samples are small and so cannot be representative, however the others are adequate. A further breakdown of sample reveals large differences between freshmen and sophomores as revealed in Table 2. So the good performance of the sample is due to the sophomore group. On examining level of the sample and if it is biased towards higher ability students, the composite score of the sample used for admission was examined and Table 3 reports the distribution of Composite Score.

Table 2. Breakdown of Results by Level

Level	N	CT	SCR	R	MR	W
Freshmen	30	60 N=30			61 N=22	
Sophomore	173	62 N=173	63 N=21	63 N=6	64 N=132	64 N=6

Table 3. Sample Composite Score Distribution

Composite Score	Frequency	Percentage
< 500	20	10
501-550	53	27
551-600	71	36
601-650	43	22
>650	16	8

The sample seems to be randomly distributed between various ability levels and is not skewed towards one level or other. A breakdown of CAAP results is not very indicative as a large percentage opted not to put their GPA as shown in Table 4. However, it is obvious that students with higher GPA have higher scores.

Table 4. CAAP Results by GPA

GPA	N	CT	SC	R	MR
< 2.00					
2.0-2.50	3				
2.51-3.00	17	60			62
3.01-3.50	21	61			63
≥ 3.51	11	64			66
No response	152	62	63	62	64

Tables 5-7 report results by gender, major, and native language.

Table 5. CAAP Results by Gender

Gender	N	CT	SCR	R	MR	W
Male	106	62 (n=106)	63 (n=15)	(n=4)	64 (n=83)	(n=3)
Female	98	61 (n=98)	64 (n=7)	64 (n=6)	63 (n=72)	(n=4)

Males had slightly higher scores though need to check for significant differences. With respect to major, engineering students come first on all subjects followed by biological sciences in science and math reasoning. With respect to native language, those whose language was not English performed better probably because they were mostly sophomores.

Table 6. Results by Major

Major	N	CT	SCR	R	MR
Undecided	9	59			63
Agriculture	8	58			61
Architecture	5	62			
Biol. Sc.	21	62	65		65
Business	38	61			62
Comp. Sc.	11	62			65
Education	2				
Engineering	48	64	64		67
Fine & Applied Arts	3				
Health Sc.	16	59	63		61
Economics	5	64			
Letters	1				
Math	2				
Physical sc.	6	62			
Social sc.	18	61			64
No response	11	59			62

Table 7. CAAP Results by Native Language

English	N	CT	SCR	R	MR	W
First Language	47	61 (n=47)	63 (n=5)	(n=4)	63 (n=36)	(n=1)
Not First Language	153	62 (n=153)	63 (n=17)	63 (n=6)	64 (n=115)	65 (n=6)

A breakdown of results by scores is reported in Table 8 and it reveals that performance of sample is significantly above norms especially in college Algebra, while students are better in Writing: Usage/mechanics and in Reading: Social sciences despite small sample sizes.

Table 8. Writing, Reading, and Math Sub score Results

Test	N	Avg.	Norms
Writing: Usage/Mechanics	7	17.1	17.1
Writing: Rhetorical	7	16.7	17.1
Reading: Arts/literature	10	15.3	15.7
Reading: Social sciences	10	16.4	16.5
Essay	9	3.3	3.1
Math: Basic algebra	155	17.8	15.3
Math: College algebra	155	18.2	15.1

Comparison of CAAP performance with Demographic Variables

Performance on CAAP tests was compared with demographic background variables of the students like Composite Score, English proficiency level (EN, TOEFL scores), SAT Verbal and Math scores and school they come from. Table 9 reports correlation matrix among these various variables. As observed in the Table, best predictor of CAAP scores is SAT Verbal, except for math reasoning. Composite score is a good predictor of reasoning in science and math and a moderate one for critical thinking.

Table 9. Correlation between CAAP Scores and Admission Criteria

Criteria	CT	SCR	R	MR	W
Composite score	.54	.63		.67	
SAT Verbal	.71	.60	.91	.37	
SAT Math	.37			.63	
TOEFL	.56			.38	
EN	.46				

*All correlations are significant, non significant were not reported.

Comparison of CAAP performance with School Background

CAAP scores were compared according to school students came from. Average CAAP test score per school was computed, in addition to list of ten highest performers on each test and school they came from. Results are reported in Tables 10-11. Table 10 reports scores by alphabetical listing of schools. A total of 104 schools are represented in sample.

Table 10. CAAP Scores by School.

HIGH SCHOOL	Avg. of CRITICAL THINKING	Avg. of MATH	Avg. of SCIENCE	Avg. of WRITING SKILLS	Avg. of READING	Avg. of ESSAY COMP
Ahliah Sch,Wadi Abu Jmil	69	68				
Ahliyya Sch.for Girls,Jordan	67	68				
Al Mawakeb School,U.A.E.	58	66				
Al-Asriyya Schools, Amman	54	60				
Al-Mustafa High Sch.,Nabatieh	56	62				
American Comm. Sc /Beirut	67			67		4
American Intl Sc of Jeddah	58				58	
Amjad School, Choueifat	55	58				
Antonin Sister Sch.,MarElias-G	62	65				
Ashbal Al Sahel,H/Hureik	54	58				
Athenee de Beyrouth.	66		66.5			
Bayader Sc /Beirut	59		63	57		
Beirut Baptist Sch/Mazraa	61	65				4
Beirut Evang.Sch.for girls&boy	62	66	58			
Beirut Int'l Sc,Bchamoun	51	56				
British Int'l Sch.of Jeddah,KS	63	61				
Brummana H Sc	60	60				
Carmel St.Joseph, Meshref	59	67				
Charite,Dar El-Nour,Koura	58	64				
Christian Teach.Institute,Hors	60			67		
City Intl Sc,Beirut	64		68			
Col St.Coeur,Hadath	71	70				
Col.de La Sagesse,Achrafieh	57	63				
Col.de Saints Coeurs,Ain Najm	68		62			
Col.Hripsirmiantz,Fanar	63			61		
Col.M&H Arslanian, Antelias	59	64.0				
Col.Melkart,Hazmieh	61	64				
Col.Prot.Francais, Beirut	66	63.0				
College Louise Wegmann, Beirut	63	66				
College MARISTE Champville ,Di	62	72				
Convent Sch.Jesus & Mary,Rabwe	64	70				
Deuthshe Sc /Khaldeh	51	60				
Deutsche Schule, Jounieh	63	64				
Dhafra Priv.Sc,Abu Dhabi	57					3
Eastwood Col,Mansourieh	59	56				
Ecol.Soeurs Anton,Roumieh	70		68			
Ecole de Charite,Clemenceau	63	64				
Ecole Elite, Msaytbeh	59	59				
Ecole Francaise Intl /Jeddah	60	62				
Ecole Libanaise-Doha,Qatar	60	70				
Ecole N.D.des Anges, Beirut	64	70				
Ecole Providence	56		56			
Galilee Sec.Sch.,B/Barajneh	61	62				
GrandLyceeFrancolibanais,bey	62	61	63			

Greenfield Coll,Beirut	66		63		
Gulf Engl.Sch,Kuwait	61				62
H.Sch,Bshmizzin	69	70			
Hariri High School II, Beirut	64.0	63	65.5		
Ibn Khaldun,Bahrain	61	61			
Ikhaa Nat.School/Beirut	51	58			
Imane Pilot Sc,Zarif	65	63			
International School of Islama	61			63	
Int'l College, Ras Beirut	65.0	66.0	69		62
Int'l Sch,Koura	61	69			
Int'l Sch. of Choueifat,Koura	57	59			
Int'l sch. of Choueifat,Sharja	59	64			
Int'l Sch.Group/Dhahran Br.Gr.	68				
Int'l Sch.of Choueifat,Choueif	64	65			64
Jubilee Sch,Amman	56	67			
Kuwait Engl.Sch.	67	68			
Leb Evan Sch for B&G,Louaizeh	64	70			
Lycee Abdul-Kader, Beirut	61	66.0			
Lycee Francais,Habbouch	63	67			
Lycee Franco Libanais, Koura	62.0	64.0			
Lycee Franco Libanais,Verdun	66	65			
Lycee George Pongidou,UAE	71	68			
Lycee Louis Massignon,A.Dhabi	56	66			
Lycee Minette Moderne,Beirut	69	67			
Lycee Nat,Bekaata Chouf	61	65			
Lycee Nat,Shweifat	64	65			
Lycee Social,Jnah	58	63			
Makassed Khadija al Koubra,Bei	58		65		
Makassed-Omar Bin Khattab Sc	60	66	64		
Mission Laique Francaise	57	61			
Mustapha H.Sch,Haret H.	63	70			
N.D.de Jamhour College	60.0	63.0			4.3
N.D.de Machmouche	63	60			
N.D.Nazareth Col., Beirut	60	65			
N.Dame,Jounieh	60	67			
Nat.Evangel.Inst for G&B,Sidon	56.0	59	54		64
Nat.Prot.Col,Kfarshima	60	63			
National Orthodox Sch.,Jordan	64	60			
New English Sc,Jordan	65	64			
Qalaa Sec.School, Sidon	62	61			
Rafic Hariri High School,Sidon	63	66			70 2.4
Ras Beirut Int'l Sch.,AirPort	58.0	60.0			
Rawafed Priv.School	60	64			
Rawdah H.Sch., Beirut	61.0	63.0	59		
Rawdat Fayhaa,Tripoli	58	67			2.8
Sagesse High School, Ain Saade	60.0	60.0			
Sagesse St.Jean Brazila,Baabda	53	64			
Sagesse,Jdeidet Metn	66	69			

Sec. Evang. Sc. Zahle	62	59			
Shouf National College, Baakli	64				65
St.Famille,Fanar	63	70			
St.Francois Cappucins, Beirut	61	66		65	
St.Joseph,Jbeil	57	70			
St.Joseph,K/Shahwan	66.0	65	62		
St.Mary Orthodox Col,Beirut	63	63			
St.Therese Sec.Sch.,Amyoun	60	65			
Thamer International Sch,Jedda	61	69			3.8
Universal School of Lebanon,Ko	59	63			
West Hill College,Kabrshmoun	59				55
Zahrt Al-Sahra'a Int'l School,	60				59

Table 11 reports top ten CAAP subscores by school. This table provides information on schools that equip their students with these important skills and can be used by Admission to encourage schools to work in that direction. Good schools can be commended and those that need to improve can be encouraged to do so.

Table 11. Top Ten CAAP Subscores by School

HIGH SCHOOL	CRITICAL THINKING	HIGH SCHOOL	MATH
Col St.Coeur,Hadath	71	College MARISTE Champville ,Di	73
Int'l College, Ras Beirut	71	Col St.Coeur,Hadath	70
Lycee George Pompidou,UAE	71	College MARISTE Champville ,Di	70
American Comm. Sc /Beirut	70	Convent Sch.Jesus & Mary,Rabwe	70
City Intl Sc,Beirut	70	Ecole Libanaise-Doha,Qatar	70
Ecol.Soeurs Anton,Roumieh	70	Ecole N.D.des Anges, Beirut	70
Int'l College, Ras Beirut	70	H.Sch,Bshmizzin	70
Rafic Hariri High School,Sidon	70	Int'l College, Ras Beirut	70
Ahliah Sch,Wadi Abu Jmil	69	Int'l College, Ras Beirut	70
Athenee de Beyrouth.	69	Int'l Sch.of Choueifat,Choueif	70

HIGH SCHOOL	SCIENCE	HIGH SCHOOL	READING
Int'l College, Ras Beirut	71	Rafic Hariri High School,Sidon	70
Athenee de Beyrouth.	68	Int'l College, Ras Beirut	66
City Intl Sc,Beirut	68	Shouf National College, Baakli	65
Ecol.Soeurs Anton,Roumieh	68	Int'l Sch.of Choueifat,Choueif	64
Int'l College, Ras Beirut	67	Nat.Evangel.Inst for G&B,Sidon	64
St.Joseph,K/Shahwan	67	Gulf Engl.Sch,Kuwait	62
Hariri High School II, Beirut	66	Zahrt Al-Sahra'a Int'l School,	59
Athenee de Beyrouth.	65	American Intl Sc of Jeddah	58
Hariri High School II, Beirut	65	Int'l College, Ras Beirut	58
Makassed Khadija al Koubra,Bei	65	West Hill College,Kabrshmoun	55

HIGH SCHOOL	ESSAY COMP	HIGH SCHOOL	WRITING SKILLS
N.D.de Jamhour College	4.25	American Comm. Sc /Beirut	67
American Comm. Sc /Beirut	4	Christian Teach.Institute,Hors	67
Beirut Baptist Sch/Mazraa	4	St.Francois Cappucins, Beirut	65
Thamer International Sch,Jedda	3.75	International School of Islama	63
Dhafra Priv.Sc,Abu Dhabi	3	Col.Hripsirmiantz,Fanar	61
Rafic Hariri High School,Sidon	2.75	Bayader Sc /Beirut	57
Rawdat Fayhaa,Tripoli	2.75		
Rafic Hariri High School,Sidon	2		

Conclusion

The study has revealed that accepted students come with a good background in these important skills measured by CAAP and that when compared to performance of juniors who have completed at least a year of study at AUB the differences are quite minimal. Of course, there might be differences in the representative ness of the samples, yet one need to take the results of this study as an approximation. Entering student sample was quite representative (different ability levels, 104 schools) and junior sample was slightly skewed towards higher ability students. Representative samples are being extracted; however, we are finding difficulty in having students take the CAAP so we end up with samples that are not that representative. An ideal study would take entering students and follow them through to determine college impact, yet it is also important to determine how we compare to peer institutions and to norms and how well we progress from one year to another.