CAAP Fall 2006-7 Report On Freshmen/Sophomores

OIRA

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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.
- Sample of 204 students took the CAAP.
- Purpose
  - Assess entering student competencies in critical thinking, math reasoning, science reasoning, reading comprehension, and writing at entry
  - compare with performance of juniors

Results

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

Results

- 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 are not representative.
- It is higher than norms in math and science reasoning and same in critical thinking.

Breakdown of Sample 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

Breakdown of Sample by Ability Level

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

Sample Ability Level Comparison

Score	Whole Sample	Took CAAP	Not Take CAAP
SAT Verbal	466	478	454
SAT Math	615	627	604
Composite	561	574	548
School Av.	580	595	567
GPA	76.7	78.4	75.1

Results

- Large differences between freshmen and sophomore students.
- students with higher GPA have higher scores.
- Males had slightly higher scores though need to check for significant differences.
- Sample randomly distributed between various ability levels and is not skewed towards one level or other.

Comparison with Juniors by Major

Major	N	CT	CT	SCR	SCR	MR	MR
Agriculture	8	58				61	
Architecture	5	62	59				
Biol. Sc.	21	62	64	**65**	**61**	**65**	**67**
Business	38	61	62			62	61
Comp. Sc.	11	62	62			**65**	**65**
Engineering	48	64	62	64	60	67	67
Health Sc.	16	59		63		61	
Physical sc.	6	62	60				
Social sc.	18	61	63			64	64
No response	11	59	60			62	63

Comparison by Major

- In CT, highest score (64) obtained by Engineering followed by biological, physical & computer sciences (62), Norms (62.7).
- In SCR, biological sciences come first (65) then Engineering (64), Norms (61.4).
- In MR, Engineering come first (67) followed by biological and computer sciences (65), Norms (58.1).

Comparison with Juniors by Major

- Biological sciences: Juniors higher in CT and MR but lower in SCR.
- Business and Computer Science: Same performance.
- Engineering: Juniors lower in CT, SCR but same in MR.
- Social Sciences: Juniors higher in CT, same in MR.

Comparison of CAAP Performance with Demographic Variables

Criteria	CT	SCR	R	MR	GPA	SATV	SATM
Composite score	.56	.63		.67	.49	.62	.67
SAT Verbal	.71	.60	.91	.41	.29		.36
SAT Math	.38			.63	.31	.36	
TOEFL	.56			.35		.68	
EN	.50					.72	
GPA	.26		.78	.45		.29	.31
MR	.50				.45	.41	.63
SCR	.63					.60	
R	.88				.78	.91	
CT		.63	.88	.50	.26	.71	.38

*All correlations are significant.

Regression of GPA Against Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.139	10.756		1.222	.224
	MaxOfMATH	-.027	.012	-.237	-2.208	.029
	MaxOfVERBAL	.003	.013	.029	.253	.801
	MaxOfCOMPOSITE	.043	.019	.294	2.238	.027
	math_sc	.856	.225	.414	3.796	.000
	CRIT_THINK	.021	.195	.011	.106	.916

a Dependent Variable: gpa

R= .53 and variables accounted for 28% of variance in GPA

Comparison of CAAP Performance with Demographic Variables

- 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.
- SAT Math is a good predictor of MR.
- TOEFL and EN have moderate correlation with CT.

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.
- Prepared list of ten highest performers on each test and school they came from.
- A total of 104 schools are represented in sample.

Top Ten CAAP Scores by School

HIGH SCHOOL	CRITICAL THINKING
Col St.Coeur,Hadath	71
Int'l College, Ras Beirut	71
Lycee George Ponpidou,UAE	71
American Comm. Sc /Beirut	70
City Intl Sc,Beirut	70
Ecol.Soeurs Anton,Roumieh	70
Int'l College, Ras Beirut	70
Rafic Hariri High School,Sidon	70
Ahliah Sch,Wadi Abu Jmil	69
Athenee de Beyrouth.	69

Top Ten CAAP Scores by School

HIGH SCHOOL	MATH
College MARISTE Champville ,Di	73
Col St.Coeur,Hadath	70
College MARISTE Champville ,Di	70
Convent Sch.Jesus & Mary,Rabwe	70
Ecole Libanaise-Doha,Qatar	70
Ecole N.D.des Anges, Beirut	70
H.Sch,Bshmizzin	70
Int'l College, Ras Beirut	70
Int'l College, Ras Beirut	70
Int'l Sch.of Choueifat,Choueif	70

Top Ten CAAP Scores by School

HIGH SCHOOL	SCIENCE
Int'l College, Ras Beirut	71
Athenee de Beyrouth.	68
City Intl Sc,Beirut	68
Ecol.Soeurs Anton,Roumieh	68
Int'l College, Ras Beirut	67
St.Joseph,K/Shahwan	67
Hariri High School II, Beirut	66
Athenee de Beyrouth.	65
Hariri High School II, Beirut	65

Conclusion

- Accepted students come with a good background in important skills measured by CAAP
- When compared to performance of juniors who have completed a year of study at AUB the differences are quite minimal.
- Need to take the results of this study as an approximation as there might be differences in representation of samples.
- Entering student sample was quite representative (different ability levels, 104 schools) and junior sample is slightly skewed towards higher ability students.
- These skills require more than one year to change and it is recommended to assess senior student level or follow same group over their course of study.