

Chapter VIII: FRESHMAN / JUNIOR TESTING

Who takes it?

Juniors. Half of the students take three modules of the CAAP test and the remaining half takes the Academic Profile.

When is it administered?

Either in the fall or spring semester at specially arranged times by the Assessment and Testing Office.

How long does it take for the student to complete the test?

2 ½ hours.

What office administers it?

The Assessment and Testing Office, Violette Hall 1130.

Who originates the tests?

The CAAP comes from ACT and the Academic Profile from ETS.

When are the results typically available?

For the individual student and the student's advisor, results are available near the end of the semester the test is taken. University reports for the fiscal year are typically available in late June.

What type of information is sought?

Information about the skills used in the liberal arts based general education curriculum.

The CAAP provides measurement in five areas: writing, mathematics, reading, critical thinking, and science. The Academic Profile tests students in all of these areas: natural science, social science, mathematics, humanities, reading, writing, and critical thinking.

CAAP: American College Testing Program
500 ACT Drive, PO Box 168
Iowa City, IA 52243-0168
(319) 337-1053
<http://www.act.org/caap/index.html>
e-mail: outcomes@act.org

Academic Profile: Educational
Testing Services
Rosedale Road
Princeton, NJ 08541
(800) 745-0269
<http://www.ets.org/hea/acpro/index.html>
e-mail: hea@ets.org

From whom are the results available?

Assessment and Testing Office.

Are the results available by division or discipline?

Yes.

To whom are the results regularly distributed?

Individual results are communicated to students and their advisors. University, division, and discipline averages are sent to the President, VPAA, Division Heads, Assessment Committee, and selected administrators.

Are the results comparable to data of other universities?

Both the CAAP and Academic Profile provide comparative data norms. The CAAP has nationally normed scores for each test module, while the Academic Profile provides norms for only the total score.

Truman students have been taking junior exams in general education since 1974. Historically, the university used a value-added design where students would retake an exam at the beginning of the junior year that was the same as one they took their freshman year. For many of these years the university has used two different national exams with fifty percent of the students randomly assigned to each exam. Currently, the university is using the CAAP and the AP. Two years ago, the assessment committee decided to eliminate the freshman administration of the exam since students were not demonstrating much if any improvement in percentile scores, adjusted for years of college education, between the freshman and junior years. It was often suggested that Truman's students begin at a high enough percentile that it was hard to show improvement over time on this type of general education exam. The state's performance funding program expects universities to each implement a general education exam at some point during each student's education, but has not expected the exams to be administered in a value-added design. (As a side note, it should be mentioned that the state is now asking for a value-added design and Truman is discussing with the Department of Higher Education and other universities in the state how best to achieve this.)

In December of 2002, the assessment committee addressed the issue of student performance on the junior exams. For several years, Truman juniors had scored below expectations on the exam in terms of comparisons with student performance as freshman and with student performance on general education exams at other Missouri campuses. The committee focused its attention on student motivation. This issue had been a concern of the committee for many years, and the committee finally decided to try a few motivation initiatives to see if student performance would improve. The initiatives were implemented in January of 2003 and included the following:

- Presidential letter to students explaining why the junior test is important to the university and how it can be of use to students.
- University recognition of students who do well by providing them with a special designation on their transcripts.
- Faculty use of high performance for letters of recommendation.
- Student use of high performance for job and graduate program applications and for scholarship renewal appeals.
- Assessment and Testing Office scheduling of exams with more daytime opportunities, including use of January Conference Day.
- Faculty proctoring of exams on January Conference Day and other times as possible.
- Reduction of the number of sections of the CAAP exam from four to three to match the time required of students who take the alternate exam, the AP.

Research is currently being analyzed to determine the results of the motivation initiatives. Initial findings are quite positive:

- Spring students performed substantially better than Fall students who took the exams prior to the motivation initiatives.
- Student self-reports of test-taking effort are positively correlated to performance.
- The motivation strategies in general are positively correlated to test-taking effort.
- Statistical analysis shows that daytime testing and entering ACT score are each significantly related to student effort and to test score.
- Faculty proctors are significantly related to student effort and test scores on most of the tests. (The variable is not significant on writing test score or effort, science reasoning

effort, or reading test score, but was significant on critical thinking, math and AP – both test scores and effort; as well as science reasoning test score and reading effort.)

The implications of the motivation initiatives program are that:

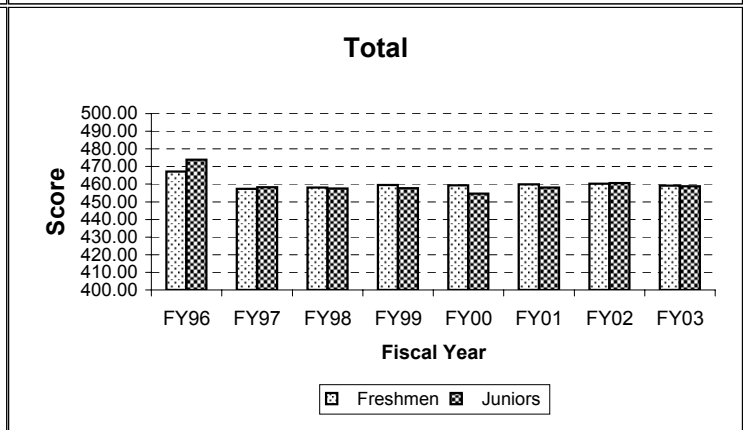
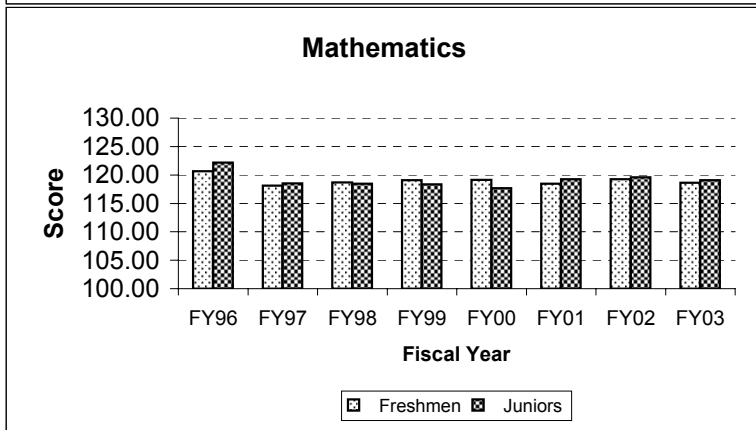
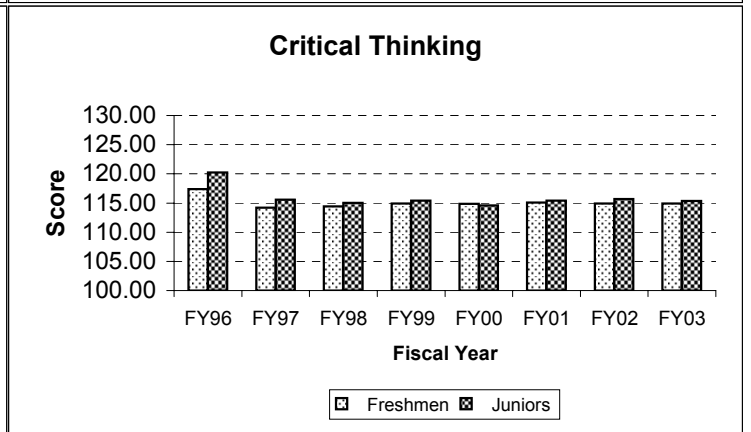
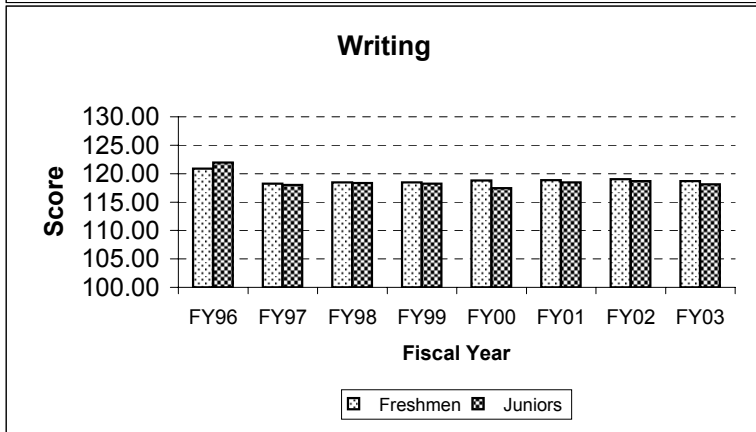
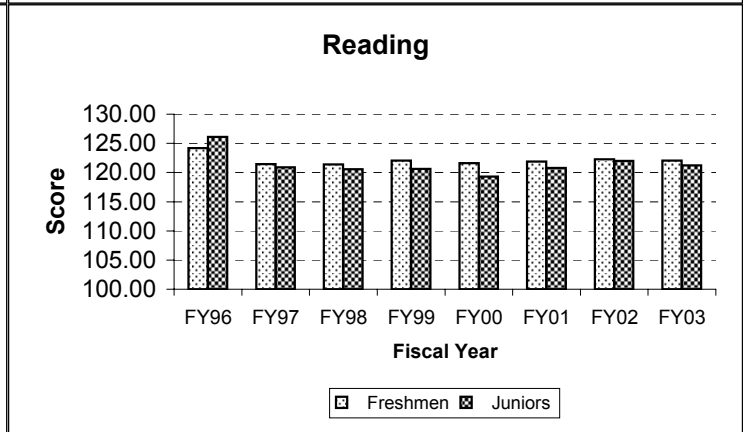
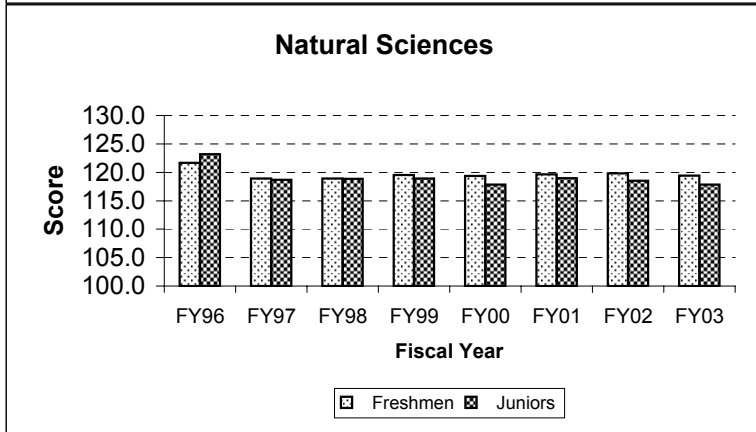
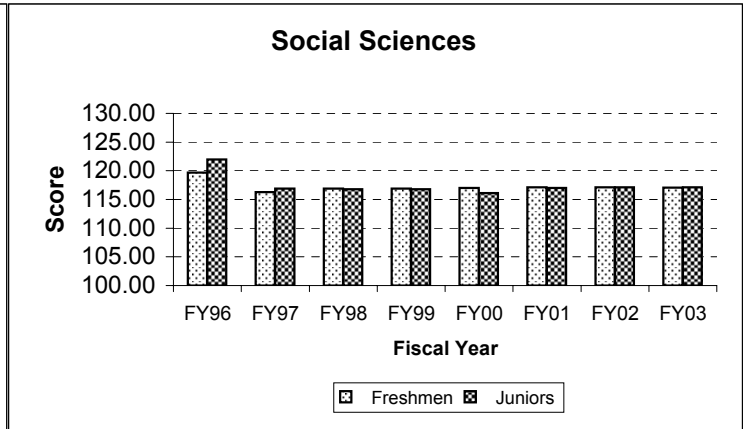
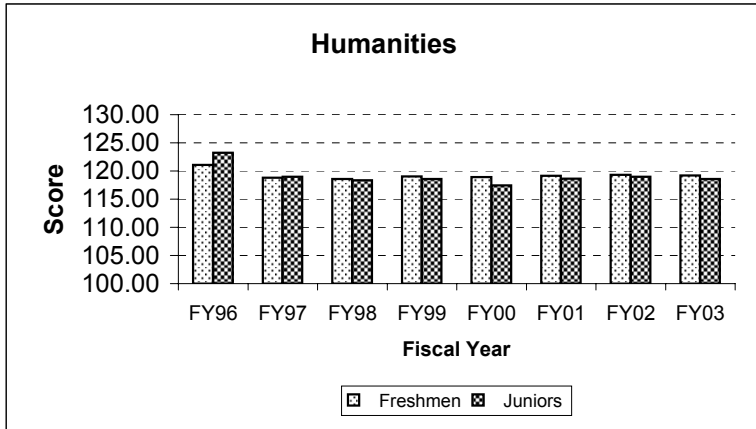
- Daytime options for testing are important.
- Faculty proctors help communicate the importance of the exam.
- A presidential letter contributes to enhanced student understanding about the exam.
- Faculty across the university need to be better informed about the motivation initiatives program and need to know how to use the junior test data for advising and letters of recommendation.
- Senior exams potentially could benefit from a similar plan.

In addition to the motivation plan, it is important for the university to consider the implications of student's performance on the junior exams. If one considers student scores in the spring, when students were apparently more motivated on the exams, students performed better on writing and math than on reading, critical thinking, and science when compared with national norms for college juniors. The assessment committees and the Undergraduate Council need to consider how these scores compare with portfolio performance and student self-reports on the GSQ and other surveys as part of their ongoing evaluation of the Liberal Studies Program and the liberal arts emphasis of the majors on campus.

Freshman - Junior Testing
Pre-Test/Post-Test Results, FY96-FY03
Academic Profile

	1995-96 FY96	1996-97 FY97	1997-98 FY98	1998-99 FY99	1999-00 FY00	2000-01 FY01	2001-02 FY02	2002-03 FY03
Humanities	N=72	N=182	N=539	N=558	N=597	N=558	N=434	N=270
Freshmen	121.09	118.78	118.57	119.02	118.94	119.14	119.30	119.20
Juniors	123.25	118.96	118.37	118.56	117.45	118.61	119.00	118.57
Change +/-	2.15	0.18	-0.20	-0.45	-1.49	-0.53	-0.30	-0.63
%positive/%negative/%unchanged	68.1/16.7/15.3	50.0/42.3/7.7	50.3/39.0/10.8	48.9/45.2/59.1	44.9/44.9/10.2	50.4/42.7/7.0	43.8/48.8/7.4	44.8/46.3/8.9
Social Science	N=72	N=182	N=539	N=558	N=597	N=558	N=434	N=270
Freshmen	119.70	116.31	116.87	116.92	117.03	117.11	117.14	117.08
Juniors	121.98	116.87	116.77	116.81	116.10	117.03	117.14	117.12
Change +/-	2.27	0.55	-0.09	-0.10	-0.92	-0.08	0.00	0.04
%positive/%negative/%unchanged	69.4/19.4/11.1	53.8/38.5/7.7	50.1/41.6/8.3	52.2/40.9/7.0	48.6/44.6/6.9	52.2/38.7/9.1	47.9/41.7/10.4	51.5/43.3/5.2
Natural Science	N=72	N=182	N=539	N=558	N=597	N=558	N=434	N=270
Freshmen	121.7	118.89	118.89	119.53	119.34	119.63	119.80	119.43
Juniors	123.18	118.71	118.87	118.90	117.86	118.99	118.54	117.85
Change +/-	1.48	-0.18	-0.02	-0.62	-1.47	-0.63	-1.25	-1.57
%positive/%negative/%unchanged	61.1/25.0/13.9	51.1/37.9/11.0	52.3/39.3/8.3	50.9/41.2/7.9	46.4/45.6/8.0	48.4/41.2/12.9	38.2/54.6/7.1	38.5/54.1/7.4
Reading	N=72	N=182	N=539	N=558	N=597	N=558	N=434	N=270
Freshmen	124.19	121.45	121.40	122.07	121.62	121.9	122.29	122.05
Juniors	126.1	120.91	120.54	120.62	119.30	120.76	121.99	121.24
Change +/-	1.9	-0.53	-0.85	-1.45	-2.31	-1.14	-0.029	-0.81
%positive/%negative/%unchanged	68.1/23.6/8.3	48.4/44.0/7.7	48.1/41.9/10.0	45.5/44.1/10.4	42.4/46.9/10.7	45.0/42.1/12.9	41.5/46.5/12.0	44.1/42.6/13.3
Writing	N=72	N=182	N=539	N=558	N=597	N=558	N=434	N=270
Freshmen	120.87	118.26	118.48	118.46	118.78	118.87	119.02	118.67
Juniors	121.97	118.03	118.37	118.23	117.46	118.44	118.67	118.1
Change +/-	1.09	-0.23	-0.11	-0.22	-1.31	-0.43	-0.34	-0.57
%positive/%negative/%unchanged	56.9/29.2/13.9	50.5/42.9/6.6	52.1/39.0/8.9	50.5/38.9/10.6	45.4/45.9/8.7	47.0/43.2/9.9	41.9/47.5/10.6	40.7/48.9/10.4
Critical Thinking	N=72	N=182	N=539	N=558	N=597	N=558	N=434	N=270
Freshmen	117.36	114.23	114.43	114.91	114.89	115.07	114.91	114.94
Juniors	120.23	115.56	115.05	115.39	114.61	115.39	115.66	115.33
Change +/-	2.87	1.33	0.61	0.48	-0.27	0.32	0.74	0.38
%positive/%negative/%unchanged	69.4/25.0/5.6	56.6/32.4/11.0	56.0/36.9/7.1	55.0/38.4/6.6	50.4/42.5/7.0	54.7/36.2/9.1	54.1/39.2/6.7	49.6/41.5/8.9
Mathematics	N=72	N=182	N=539	N=558	N=597	N=558	N=434	N=270
Freshmen	120.68	118.15	118.70	119.10	119.14	118.47	119.23	118.62
Juniors	122.16	118.49	118.44	118.37	117.68	119.24	119.58	119.07
Change +/-	1.48	0.33	-0.26	-0.72	-1.45	-0.77	0.35	0.41
%positive/%negative/%unchanged	65.3/26.4/8.3	55.5/36.8/7.7	47.9/40.8/11.3	48.7/40.7/10.6	45.1/45.7/9.2	48.2/42.3/9.5	51.8/38.9/9.2	50.4/40.7/8.9
Total	N=72	N=182	N=539	N=558	N=597	N=558	N=434	N=270
Freshmen	467.20	457.28	458.10	459.47	459.36	459.98	460.26	459.24
Juniors	473.84	458.17	457.58	457.76	454.60	458.16	460.54	458.77
Change +/-	6.63	0.89	-0.51	-1.71	-4.76	-1.81	0.27	-0.47
%positive/%negative/%unchanged	80.6/16.7/2.8	61.5/36.3/2.2	58.3/38.4/3.3	55.2/41.6/3.2	53.9/43.9/2.2	56.5/40.1/3.4	53.7/41.9/4.4	53.3/41.1/5.6
Freshman percentile	87.4	75.0	75.1	77.4	77.1	79.0	79.3	76.7
Junior percentile	93.8	75.3	75.0	75.0	70.6	78.2	80.5	78.8

Note: Beginning in Fall 1994, the Academic Profile replaced the COMP as a junior test.



Freshman - Sophomore/Junior Testing
Pre-Test/Post-Test Results, FY94-FY03
CAAP* Tests: Pre-test/Post-test Scale Scores and Percentiles

	1993-94** FY94	1994-95 FY95	1995-96 FY96	1996-97 FY97	1997-98 FY98	1998-99 FY99	1999-00 FY00	2000-01 FY01	2001-02 FY02	2002-03 FY03
WRITING SKILLS	N=18	N=155	N=533	N=498	N=460	N=415	N=469	N=401	N=334	N=212
Freshmen	66.50	67.05	66.76	67.24	66.73	66.92	67.92	67.94	67.01	66.49
Sophomores/Juniors	67.55	66.08	66.90	66.92	67.30	66.06	66.19	66.16	67.31	66.66
Change +/-	1.05	-0.96	0.13	-0.31	0.56	-0.86	-1.72	-1.78	0.29	0.16
%positive/%negative/%unchanged	77.8/22.2/0.0	45.2/42.6/12.2	49.9/32.6/17.4	47.4/37.3/15.3	60.9/26.1/13.0	42.9/41.4/15.7	31.6/51.0/17.5	45.4/39.7/15.0	55.4/24.0/20.7	56.1/33.5/10.4
Pre-Test %ile ****	74.5	76.3	74.1	72.9	61.5	62.0	73.4	75.6	74.1	74.9
Post-Test%ile *****	79.9	70.6	72.0	70.2	73.1	62.5	63.5	62.4	71.5	64.9
READING	N=172	N=563	N=593	N=477	N=436	N=418	N=461	N=390	N=338	N=203
Freshmen	64.16	63.90	64.31	64.57	64.41	64.22	64.66	64.32	64.32	64.12
Sophomores/Juniors	64.58	63.03	64.70	64.29	63.91	62.60	63.06	62.59	63.41	63.72
Change +/-	0.41	-0.87	0.38	-0.27	-0.50	-1.61	-1.60	-1.73	-0.90	-0.40
%positive/%negative/%unchanged	54.1/40.1/5.8	45.5/46.0/8.5	53.6/35.9/10.5	48.4/43.2/8.4	48.6/43.6/7.8	41.1/52.2/6.7	43.0/46.9/10.2	41.5/47.9/10.5	46.4/45.0/8.6	45.8/39.9/14.3
Pre-Test %ile ****	71.1	64.9	68.2	67.4	64.5	57.8	63.3	63.2	66.9	67.7
Post-Test%ile *****	67.1	58.2	65.6	62.0	59.3	48.8	51.5	48.1	54.3	57.0
MATHEMATICS	N=174	N=552	N=560	N=482	N=475	N=455	N=494	N=394	N=329	N=212
Freshmen	59.92	59.53	59.55	60.17	59.98	59.88	60.07	60.89	60.60	60.07
Sophomores/Juniors	59.99	59.53	60.10	59.87	59.90	60.52	60.27	60.48	60.78	60.43
Change +/-	0.06	0.00	0.54	-0.29	-0.08	0.64	0.20	-0.40	0.18	0.36
%positive/%negative/%unchanged	43.1/40.8/16.1	45.8/43.1/11.1	52.9/36.8/10.4	43.4/42.5/14.1	42.7/44.2/13.1	54.5/35.4/10.1	53.0/35.4/11.5	48.0/40.9/11.2	48.6/38.9/12.5	49.5/37.7/12.7
Pre-Test %ile ****	78.5	66.2	68.4	73.2	71.8	66.9	68.6	76.9	76.0	74.7
Post-Test%ile *****	73.9	73.2	76.6	76.0	76.3	80.6	77.2	76.3	77.0	76.9
CRITICAL THINKING	N=170	N=574	N=544	N=494	N=462	N=474	N=490	N=394	N=350	N=201
Freshmen	64.06	64.36	64.20	64.69	65.04	64.17	64.15	64.93	65.15	64.37
Sophomores/Juniors	64.32	63.67	65.30	64.42	63.87	63.23	63.77	63.48	63.18	62.84
Change +/-	0.26	-0.68	1.10	-0.26	-1.19	-0.94	-0.37	-1.44	-1.97	-1.53
%positive/%negative/%unchanged	55.9/39.4/4.7	49.5/42.3/8.2	59.0/29.4/11.6	53.4/37.0/9.5	43.3/48.7/8.0	50.6/41.4/8.0	50.4/39.8/9.8	47.7/43.9/8.4	41.7/50.3/8.0	42.3/48.3/9.5
Pre-Test %ile ****	69.4	66.5	66.2	67.1	67.3	58.0	59.1	70.6	74.8	73.9
Post-Test%ile *****	62.9	58.4	63.5	59.1	57.7	55.1	62.4	58.8	54.6	52.0
SCIENCE REASONING***	N=172	N=580	N=522	N=465	N=460	N=413	N=479	N=422	N=357	N=227
Freshmen	61.16	61.51	61.89	62.19	61.80	62.08	61.73	62.12	62.14	61.87
Sophomores/Juniors	62.12	60.50	61.98	61.60	61.61	60.77	60.77	60.88	60.83	60.57
Change +/-	0.95	-1.01	0.08	-0.59	-0.18	-1.31	-0.95	-1.24	-1.30	-1.29
%positive/%negative/%unchanged	58.1/33.1/8.7	41.4/47.8/10.9	50.4/40.2/9.4	48.8/41.5/9.7	49.3/38.9/11.7	38.5/52.3/9.2	44.7/46.8/8.6	44.3/48.8/6.9	45.4/48.5/6.2	43.2/52.0/4.8
Pre-Test %ile ****	58.96	41.06	68.45	66.71	61.40	64.7	63.6	65.1	63.3	68.1
Post-Test%ile *****	59.08	51.50	63.88	62.60	62.27	54.9	52.4	52.0	50.6	48.0

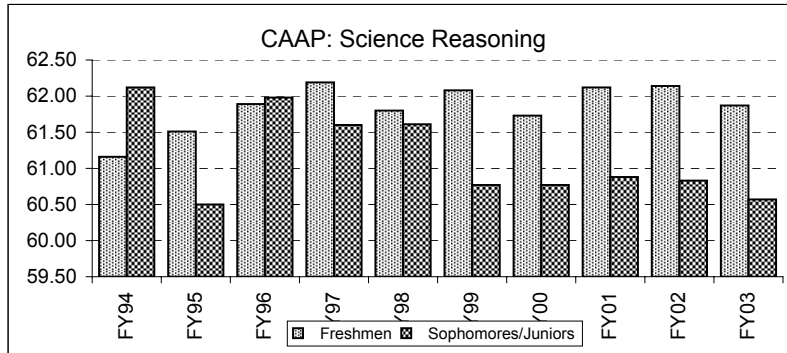
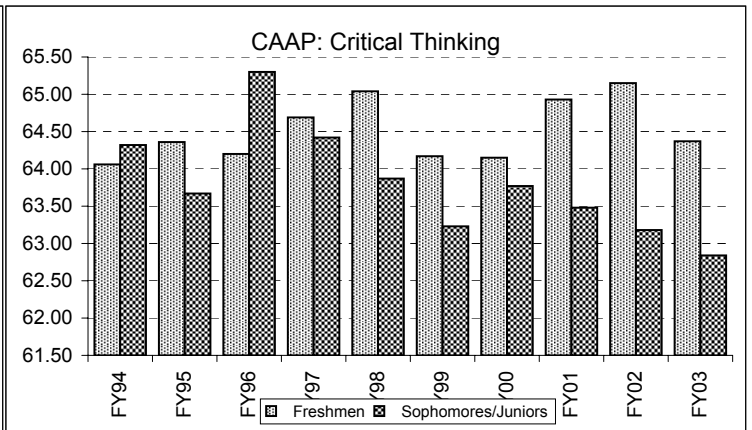
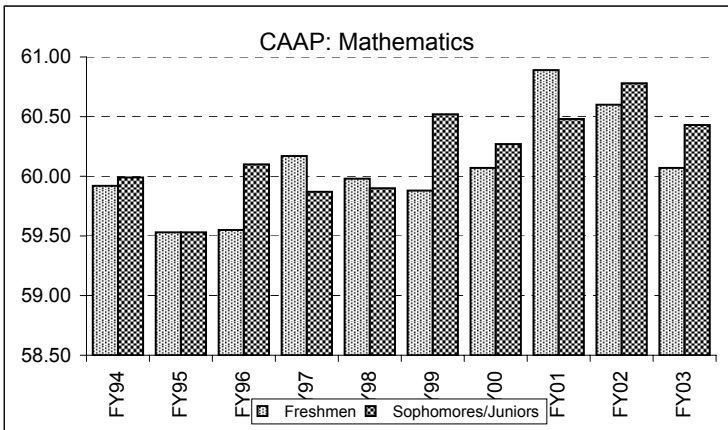
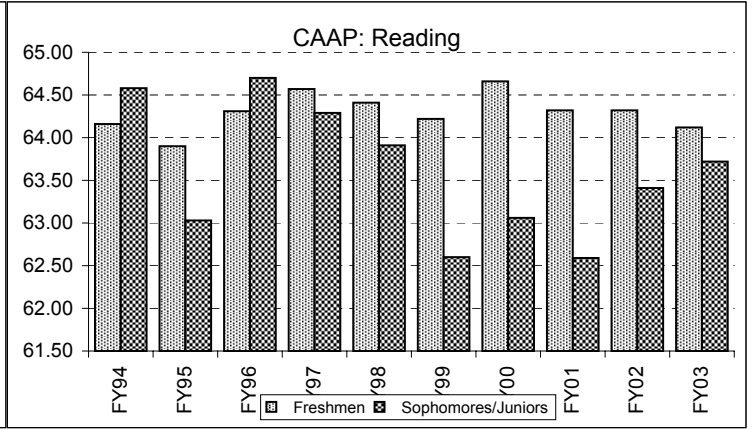
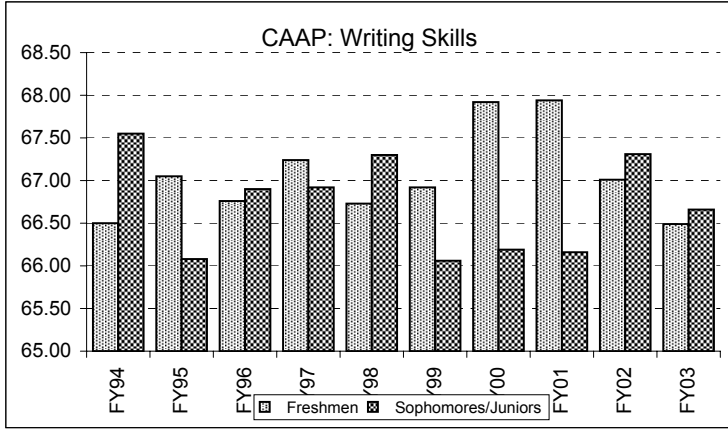
Note: In each column, data reflect scores of students who, during that year, completed the "Sophomore"/"Junior" retest. The "Freshman" score in that column is the matched pretest mean, reflecting scores earned by these same students whenever they first entered. The table is therefore a longitudinal summary by cohort, not a comparison of the Freshman vs. Sophomore/Junior scores within a given year.

** Beginning in Fall 1993 (FY94), Sophomore/Junior testing follows the completion of 60 CH of coursework (vs. 45 CH in previous years).

**** Percentiles are estimated for the pre-test (freshman) using the closest fall user norms, i.e. a student who took the post-test in fall of 2002 more than likely took their pre-test in the fall of 2000, thus 2000 user norms were used.

***** Percentiles are estimated for the post-test (sophomore/junior test) using the closest fall user norms, i.e. for a student who took the post test in fall of 2002 or spring of 2003, the fall 2002 user norms were used.

Beginning in Fall 2000, freshmen testing was suspended resulting in a smaller N of comparable scores.



** Beginning in Fall 1993 (FY94), Sophomore/Junior testing follows the completion of 60 CH of coursework (vs. 45 CH in previous years).