



To the Student:

Congratulations on your acceptance as a member of the Clark Atlanta University (CAU) Family. We hope that your matriculation will be educationally exciting and rewarding.

Being selected to attend Clark Atlanta means that the University has faith in you and in your ability to work and achieve in the best tradition of CAU. The University commits itself to doing all that it can to ensure that you are given every opportunity to achieve to your maximum potential. Your full cooperation in this effort is expected.

To assist you in this effort, this guidebook—*Testing at Clark Atlanta University: A Guide to Student Assessment*—is provided for your use. The guide contains information on the tests that students take at Clark Atlanta, including the rationale for the tests and information on how the results will be used. You should read the booklet carefully and give serious attention to its content. Testing is a serious matter and it is important that you do your best at all times.

Throughout your matriculation you will be expected to take a series of tests and other assessments. The information gained from your performance will assist the University in providing quality programs and support services for you and your fellow students. The information will also help you to make choices regarding support services and provide assistance that you may need to be successful.

**These tests are mandatory!** Beginning with your entry into the University, the results of tests taken on campus or prior to your arrival will be used to place you in the appropriate mathematics courses and to make other important course-placement decisions. At midpoint in your matriculation, you will be required to take examinations that will determine your progress in certain areas, such as student-learning outcomes in general education. Near the completion of your studies you will be assessed on learning outcomes in your major field of study. Please note that your performance on certain of these tests may be used to advance you toward graduation.

The information contained in this booklet alerts you to the University's testing requirements and should help to ensure that your performance on the tests will be an accurate assessment of your achievement. We hope that you will find the booklet helpful and informative. Keep it with you and refer to it throughout your matriculation.

Congratulations again on your acceptance to Clark Atlanta University.

## Testing and Placement

Clark Atlanta University has determined that all students must demonstrate competence in several areas of study and, therefore, requires that students complete a number of assessments that are administered through the Undergraduate Student Testing Center.

### PLACEMENT TESTS

- **Mathematics**

Students at Clark Atlanta University must complete at least two mathematics courses taken from a sequence that is specified by the major department. The University uses SAT/ACT Mathematics scores as the criterion for assigning students to different levels of mathematics courses.<sup>1</sup> The criterion is as follows:

#### MATHEMATICS PLACEMENT SCORES

##### SAT MATH SCORES

0 and below 460	↔	CMAT 103
460 and below 500	↔	CMAT 104 or CMAT 105 or CMAT 208
500 and above	↔	CMAT 106 or CMAT 209 or Calculus Readiness Test*

##### ACT MATH SCORES

0 and below 17	↔	CMAT 103
17 and below 20	↔	CMAT 104 or CMAT 105 or CMAT 208
20 and above	↔	CMAT 106 or CMAT 209 or Calculus Readiness Test*

It is important that students be properly placed in the mathematics courses; therefore, a student will not be able to register for a higher-level mathematics course (without permission of the Mathematics Department). While each degree program specifies the mathematics sequence for its majors, students are encouraged to take higher-level mathematics courses whenever possible. For additional information, students should consult with Dr. Charles Pierre, Dr. Bettye Clark, or Dr. Fisseha Abebe in the Mathematics Department. Placement test results from other institutions are not accepted for mathematics placement at CAU.

---

<sup>1</sup> This placement procedure permits the early placement of students. In exceptional circumstances, a student may petition the Department of Mathematics to take a placement examination.

\*Calculus Readiness Test. Students needing calculus may be required to take the *Functions and Graphs (Calculus Readiness) Test*. This test is a 30-item test that measures skill levels in the following areas: algebraic operations, exponential and logarithmic functions, and trigonometric functions. Thirty minutes are allotted for the test.

- **Foreign Languages**

Clark Atlanta University requires that each student successfully complete two semesters of foreign language study at the 200 level. A Foreign Language Placement Test for students who have taken two or more years of French or Spanish in high school is administered during the New Student Orientation to determine students' readiness for the 200-level courses. (A make-up examination may be scheduled during the Spring Semester of each academic year.) Students who score at the proficiency level of 85% or higher are deemed eligible for the 200-level course(s); those students scoring below this proficiency level will need to first enroll in the 100-level course(s). Students who have taken two or more years of a foreign language other than French or Spanish should contact the Foreign Language Department regarding foreign language placement. Students who have not taken two or more years of French or Spanish generally should enroll in the 100-level language course. Transfer students who have not satisfied the language requirement should consult Dr. Laurent Monye in the Foreign Language Department to determine placement.

The *Foreign Language Placement Test* is a 100-item objective test, which must be completed in 60 minutes. The test is designed to measure vocabulary, grammar, and reading comprehension in the languages. Students may not use aids, such as dictionaries or other books, pamphlets, scratch paper, etc. The test is scored based on the number of questions answered correctly. There is no penalty for guessing.

**FOREIGN LANGUAGE PLACEMENT SCORES**

<b><u>Score</u></b>	<b><u>Course Level Placement</u></b>	<b><u>Credit By Examination</u></b>
0 — 60	CFLF/CFLS 102	None
60 — 74	CFLF/CFLS 201	None
75 — 84	CFLF/CFLS 202	CFLF/CFLS 201 (3 credit hrs.)
85 — 100	Oral Interview	CFLF/CFLS 201/202 (6 credit hrs.)

Students without prior language experience should enroll in CFLF/CFLS 101

## DIAGNOSTIC TESTS

- **English**

An English Diagnostic Test is administered to students during the first week of enrollment in CENG 105 English Composition. The test is designed to diagnose areas of weakness in student preparation in the area of English grammar and mechanics and to assist instructors in preparation of course instructional methodology. For specific information, students should contact Dr. Alma Vinyard or Professor Gwendolyn Morgan in the English Department.

## CREDIT BY EXAMINATION

- **Computer Literacy Competency**

Students are required to be proficient in the fundamental elements of computer applications, including word processing, e-mail, presentation software, database creation, and information retrieval. A new student entering the University with requisite skills and appropriate knowledge in this area may demonstrate competency through credit by examination in computer literacy. *The Computer Literacy Competency Examination* is a three-hour examination consisting of two phases: General Knowledge (160 multiple choice questions), and Computer-Based Applications (in Excel, PowerPoint, Research, Access). Only students who achieve a passing score of 70 or above on Phase I (General Knowledge) may advance to Phase II (Computer-Based Applications). The final score is calculated by averaging the scores earned on both phases of the test. A minimum average score of 80 must be achieved to show competency and receive course credit. Students must complete both phases of the examination within a three-hour time frame.

The Computer Literacy Competency Examination is administered during the New Student Orientation Session that is held prior to enrollment. Students successfully passing the Computer Literacy Competency Examination will receive three (3) credit hours. A student will be permitted only one attempt to satisfy the computer literacy requirement through credit by examination. Application to sit for the examination must be made in the Department of Computer Science. For additional information, students should contact Professor Mia Moore in the Computer Science Department.

- **Foreign Language Competency.** Students who have taken two or more years of French or Spanish in high school are administered a Foreign Language Placement Examination during the New Student Orientation period to determine students'

readiness for the required 200-level courses. Students who score at 90% and above are eligible to receive course credit as follows: 90 – 95, 3 credit hours for FRE/SPA 201; 96-100, 6 credit hours for FRE/SPA 201/202. For additional information, students should contact Dr. Laurent Monye in the Foreign Language Department.

## STUDENT OUTCOMES ASSESSMENTS

Clark Atlanta University has implemented student outcomes assessment as part of its efforts to improve and maintain the quality of academic programs. The assessments are designed to determine student academic achievement in general education and in the academic major, as well as to measure changes in students' attitudes and values. Student participation in the assessment process is mandatory. Uses of student outcomes assessment data will be in both individual and aggregate forms. **Participation in these assessments is mandatory!**

- **Measure of Academic Proficiency and Progress (MAPP)**  
(formerly *Academic Profile*)

The *Measure of Academic Proficiency and Progress* (formerly *Academic Profile*) assesses academic skills acquired through undergraduate general education courses. It measures college-level reading, writing and critical thinking in context of the humanities, social sciences and natural sciences as well as mathematics skills gained in the first two years of college. The test has 108 questions arranged into two sections. (In addition to the questions contained on the test, the University may add additional questions related to the general education course offerings.) A time frame of 120 minutes is allotted for the examination.

Clark Atlanta University administers two versions of the *MAPP*. The **Pretest** is administered to all new first-time students during the CAU Experience Week. The **Posttest** is administered to all students classified as juniors (58 to 87 credit hours) in the Spring Semester of each Academic Year. The Provost and Vice President for Academic Affairs will notify eligible students of the date for test administration. **ALL** junior-level undergraduates are required to take the examination, which is administered by the Undergraduate Testing Center. The goal is for each junior to achieve an overall mean score of 440 or higher. For information, students should contact Dr. Isabella Jenkins, Mr. Edward Rosser, or Dr. Alexa Henderson in Undergraduate Studies.

- **Major Field Tests**

The *Major Field Test* is designed to measure the basic knowledge and understanding senior undergraduates achieve in their major field of study. It assesses their mastery of the concepts, principles, and knowledge expected of students at the conclusion of an academic major in specific subject areas. In

addition to factual knowledge, the test evaluates a student's ability to analyze and solve problems, understand relationships, and interpret materials. (In addition to the questions contained on the test, academic departments may add additional questions related to specific disciplines and departmental offerings.) At Clark Atlanta, the **Major Field Tests** are used to help (1) measure students' academic achievement and growth; (2) assess educational outcomes in the major programs; and (3) evaluate curricula and measure the progress of students.

The Major Field Test is administered to graduating seniors in the Fall and Spring Semesters of each academic year. A time frame of 120 minutes is allotted for the examination, which is administered by the Undergraduate Student Testing Center. The Provost and Vice President for Academic Affairs will notify eligible students of the testing date and time. The results are disseminated to the School Dean and Department Chairperson for dissemination to students. **ALL** students are required to take the Major Field Test and to score at an acceptable level as specified by the University and the student's major department. Students may contact major department or Mr. Edward Rosser in the Testing Office.

## **GENERAL ASSESSMENT/INVENTORIES<sup>2</sup>**

- **College Student Inventory**

The College Student Inventory is used as a tool to help the University increase student success, improve student retention, and enhance advising effectiveness. Results of the Inventory also assist the University in gaining a better understanding of the support services that are necessary to help students succeed. Form B, which is designed especially for incoming first-year students, comprises 100 items contained in 17 different scales organized under three main categories: academic motivation, general coping skills, and receptivity to support services. It also contains a number of single items reporting such background characteristics as planned work hours, high-school grades, and family background. With information from this inventory, the academic advisor/counselor can provide effective assistance with referrals as they relate to academic and enrollment support services.

- **Study Skills Inventory**

The *ACT Study Skills Inventory* is administered as an assessment tool designed to identify students who may need assistance with study skills. It provides helpful information about the ways students study. The Inventory consists of 85 items in five areas: (1) Managing Time and Environment, (2) Reading Textbooks, (3)

---

<sup>2</sup>The University reserves the right to administer additional examinations, inventories and other assessments not mentioned in this booklet.

Taking Class Notes, (4) Using Information Resources, and (5) Preparing for and Taking Examinations.

A score of 42 and below on any of the five subareas of the Study Skills Inventory suggests a need for help in that particular area. Students who score 42 and below should contact the Office of Enrollment Support and Student Retention for help with managing time, reading textbooks, and taking class notes. Students scoring 42 and below on the test-taking component should attend a test-taking strategies seminar. A score of 42 or below on information resources may indicate that the student needs help with library usage. Students with a total score of 212 and below should attend a seminar on “Developing Effective Study Habits.” For information, students should contact the Office of the Dean for Undergraduate Studies.

- **College Student Survey**

The *College Student Survey* provides the University with information on students’ academic and campus life experiences. The *Survey* covers areas relating to the students’ satisfaction with their college experience, their involvement, their values, attitudes, goals, aspirations and career plans.

## TEST-TAKING TIPS\*

- ❑ Get plenty of rest the night before the test.
- ❑ Avoid cramming.
- ❑ Collect all materials that you need for the test.
- ❑ Arrive early, relax, and think positively.
- ❑ Listen carefully as the test administrator gives directions; ask questions if the directions are not clear.
- ❑ Read all directions and questions closely. Do not skim material. Look for key words.
- ❑ Be sure to record your answer next to the appropriate number on your answer sheet.
- ❑ Consider all questions before selecting your choice.
- ❑ Do not spend too much time on one question. If necessary, go back to difficult questions. Pace yourself.
- ❑ Use elimination as a means of answering questions.
- ❑ Do not make stray marks on the answer sheet; erase thoroughly. If time permits, review your answers.

\*Adapted from:

Cooks, Ora L. *Taking Teacher Competency Tests: Some Tips on How to Prepare*. Atlanta: Clark College, 1985 (unpublished).

National Evaluation Systems, Inc. *Examination for the Certification of Educators in Texas Study Guide*. Amherst, MA, 1986.

## **CONTACTS**

### **Dr. Alexa B. Henderson, Dean**

Undergraduate Studies  
211 Harkness Hall

### **Dr. Isabella Jenkins, Associate Dean**

Undergraduate Academic Services  
Trailer #1, President's Lot

### **Dr. Cynthia Clem, Assistant Dean**

Undergraduate Studies  
214 Harkness Hall

### **Ms. Susan Gibson, Director**

Enrollment Support and Student Retention  
214 Haven-Warren Hall

### **Mr. Edward Rosser, Coordinator**

Student Testing Center