



UNC Asheville
Fall, 2008

Overview

- CLA Approach
- CLA Administration
- CLA Measures
- CLA Scoring and our CLA Results
- CLA Data and Next Steps



CLA Approach

Holistic assessment of common skills

- Critical Thinking
- Analytic Reasoning
- Written Communication
- Problem Solving

Measurement of value-added

Institution as initial unit of analysis

Direct measurement of typical performance



CLA Administration

The CLA is administered by the Council for Aid to Education (CAE), a non-profit organization based in New York City.

Reporting Products

- Institutional Presentation
- Institutional Report
- Technical Appendices
- Student Data File
- Architecture of the CLA Tasks

Results are not reported publicly

- Schools can share data within consortia of peer institutions



CLA Administration

We participated in a cross-sectional study, in which growth between freshmen and seniors is estimated by testing samples of students, not the entire class.

Students take the CLA online in proctored settings. Testing time is approximately 90 minutes.



CLA Administration

Four-year institutions in the CLA and nation by Carnegie Classification

Carnegie Classification	Nation		CLA	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	282	16%	35	20%
Master's Colleges and Universities	664	39%	86	50%
Baccalaureate Colleges	767	45%	51	30%
	1713		172	

Participating four-year schools are representative of institutions across the nation with regard to Basic Carnegie Classifications



CLA Administration

4-year institutions in the CLA and nation by key school characteristics

School Characteristic	Nation	CLA
Percent public	37%	56%
Percent Female	58%	58%
Percent Historically Black College or University (HBCU)	5%	3%
Mean percentage of undergraduates receiving Pell grants	34%	31%
Mean four-year graduation rate	36%	33%
Mean six-year graduation rate	52%	52%
Mean first-year retention rate	73%	75%
Mean Barron's selectivity rating	3.4	3.3
Mean estimated median SAT score	1067	1060
Mean number of FTE undergraduate students (rounded)	4320	6923
Mean student-related expenditures per FTE student (rounded)	\$12,365	\$10,748



CLA schools are also representative across key institutional variables and characteristics

CLA Measures

Analytic Writing Task

- Make-an-Argument
- Critique-an-Argument

Performance Task



Analytic Writing Task: Make-an-Argument

"In our time, specialists of all kinds are highly overrated. We need more generalists -- people who can provide broad perspectives."

Directions: In 45 minutes, agree or disagree and explain the reasons for your position.



Analytic Writing Task: Critique-an-Argument

"Butter has now been replaced by margarine in Happy Pancake House restaurants throughout the southwestern United States. Only about 2 percent of customers have complained, indicating that 98 people out of 100 are happy with the change. Furthermore, many servers have reported that a number of customers who still ask for butter do not complain when they are given margarine instead. Clearly, either these customers cannot distinguish margarine from butter, or they use the term "butter" to refer to either butter or margarine. Thus, to avoid the expense of purchasing butter, the Happy Pancake House should extend this cost-saving change to its restaurants in the southeast and northeast as well."



Directions: In 30 minutes, discuss how well-reasoned you find the argument.

Analytic Writing Task: Critique-an-Argument

“...Butter has now been replaced by margarine in Happy Pancake House restaurants throughout the southwestern United States...”

“...Happy Pancake House should extend this cost-saving change to its restaurants in the southeast and northeast as well...”



Analytic Writing Task: Critique-an-Argument

“...Only about 2 percent of customers have complained, indicating that 98 people out of 100 are happy with the change...”



Performance Task

Performance Tasks place students in a real-world scenario.

In the following case, students have 90 minutes to advise the mayor on crime reduction strategies and evaluate two potential policies:

1. Invest in a drug treatment program or
2. Put more police on the streets.

Students are provided with a Document Library, which includes different types of information sources, such as...



Performance Task

A MEMO by a private investigator that reports on connections between a specific drug treatment program and a vocal critic of placing more police on the streets.

MEMO

To: Mr. President
From: Mrs. Sender
Date: Month, Day, 2020
Subject: Important Memo on Performance Task

This is sample text. This is sample text. Sample text is a longer sentence. Sample text; again, sample text. This is sample text. This is sample text. Sample text is a longer sentence. Sample text; again, sample text.

This is sample text. This is sample text. Sample text is a longer sentence. Sample text; again, sample text. This is sample text. This is sample text. Sample text is a longer sentence. Sample text; again, sample text. This is sample text. This is sample text. Sample text is a longer sentence. Sample text; again, sample text.



Performance Task

A NEWS story highlighting a rise in local drug-related crime.



Performance Task

CRIME STATISTICS that compare the percentage of drug addicts to the number of crimes committed in the area.



Performance Task

A RESEARCH BRIEF summarizing a scientific study that found the drug treatment program to be effective.

RESEARCH BRIEF

Title of Research Brief
Journal of Research, Apr. 2005
Vol. 24, Issue 76, Pages 217-239

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in a longer sentence. Sample text; again, sample text.
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in a longer sentence. Sample text; again, sample text.
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in a longer sentence. Sample text; again, sample text.



Performance Task

Crime and community DATA TABLES provided by the Police Department.

DATA TABLES

Table 1: The data table, 200-200

Table	200	200	200	200	200
Table 1: The data table, 200-200	200	200	200	200	200
Table 1: The data table, 200-200	200	200	200	200	200
Table 1: The data table, 200-200	200	200	200	200	200
Table 1: The data table, 200-200	200	200	200	200	200

Table 2: The data table, 200-200

Table	200	200	200	200	200
Table 2: The data table, 200-200	200	200	200	200	200
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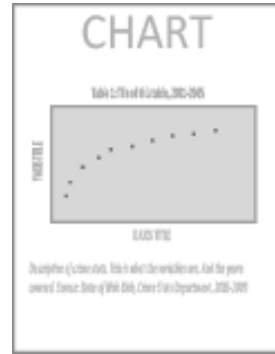
Table 3: The data table, 200-200

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Table 3: The data table, 200-200	200	200	200	200	200
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Table 3: The data table, 200-200	200	200	200	200	200



Performance Task

A CHART that shows that counties with a relatively large number of police officers per resident tend to have more crime than those with fewer officers per resident.



Performance Task

WEB SEARCH results of other studies evaluating the drug treatment program.



Performance Task

Performance Tasks require students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills.

There are no “right” answers. The goal is to stimulate students’ abilities to make reasoned, reflective arguments.



Performance Task

Students are expected to evaluate evidence by:

1. Determining what information is or is not pertinent
2. Distinguishing between fact and opinion
3. Recognizing limitations in the evidence
4. Spotting deception and holes in the arguments of others



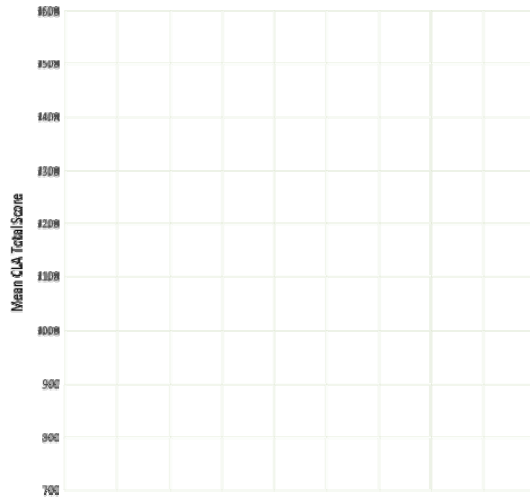
CLA Scoring and our CLA Results

CLA scores for a school represent the average (or “mean”) score for all students that completed a CLA task and who also have an SAT score (or ACT score converted to the SAT scale) on file with the registrar.

The CLA scale approximates the SAT scale.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability



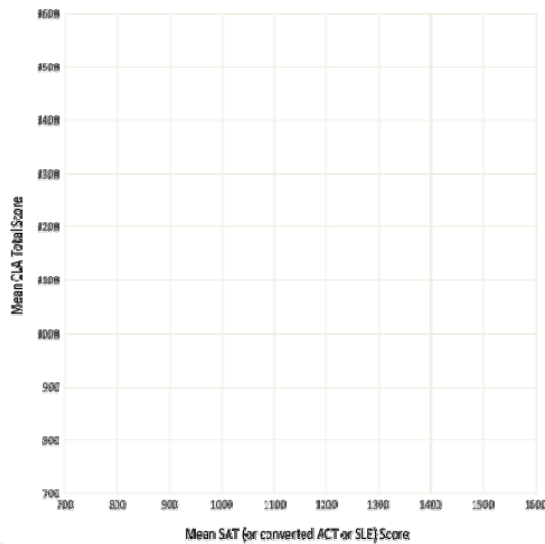
CLA Scoring and our CLA Results

Mean SAT Scores (on the horizontal x-axis) are used to control for incoming academic ability.

Put another way, it allows for a level playing field when comparing performance across all CLA schools.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability

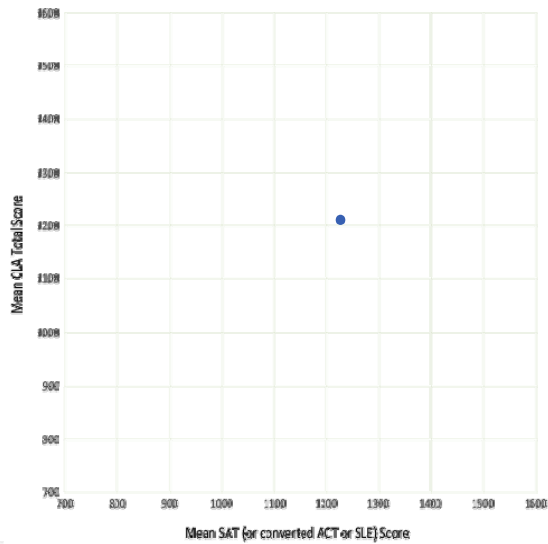


CLA Scoring and our CLA Results

This blue dot represents the mean CLA score and mean SAT score for the 118 freshmen we sampled.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability



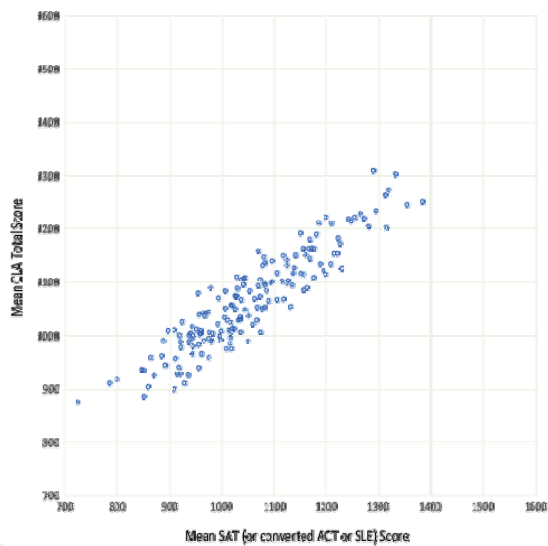
CLA Scoring and our CLA Results

These blue circles represent mean CLA and SAT scores at the other 168 schools testing freshmen in fall 2007.

Once again, the unit of analysis is schools, not students.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability

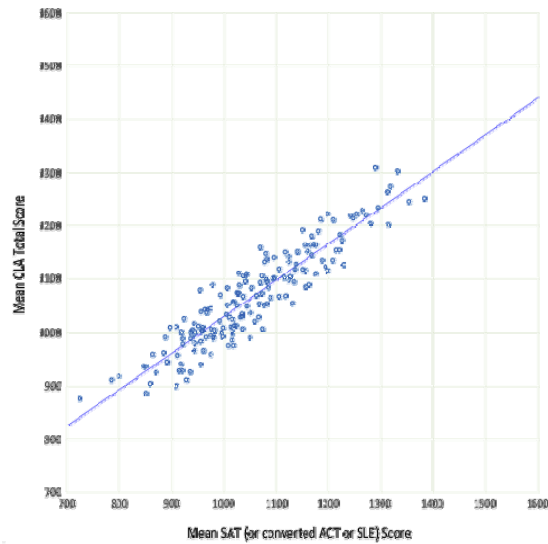


CLA Scoring and our CLA Results

The diagonal blue line shows the typical relationship between academic ability and mean CLA scores of freshmen across all participating institutions.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability

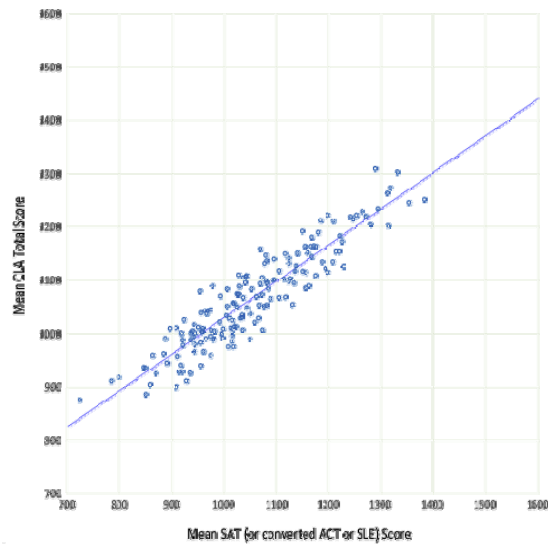


CLA Scoring and our CLA Results

Points along the line represent expected CLA scores for a school testing freshmen across the range of mean SAT scores.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability



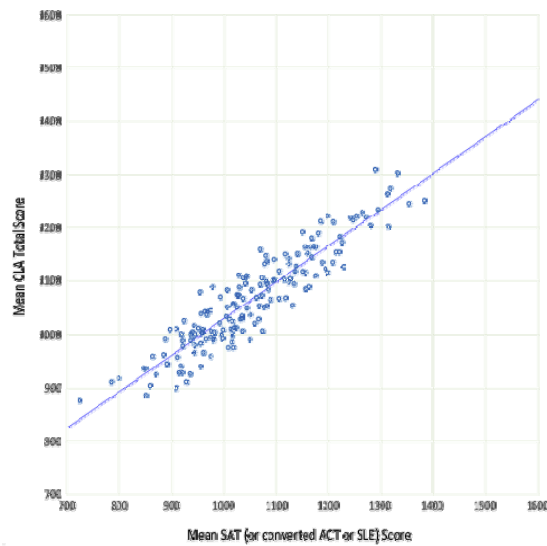
CLA Scoring and our CLA Results

The focus is on the difference between a college's actual and expected CLA scores—graphically, the vertical distance between the dot and the line.

This difference is reported in standard errors and then converted to a percentile rank out of all participating colleges.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and our CLA Results

<u>Percentile</u>	<u>Performance Level</u>
90 – 99	Well Above Expected
70 – 89	Above Expected
30 – 69	At Expected
10 – 29	Below Expected
0 – 9	Well Below Expected

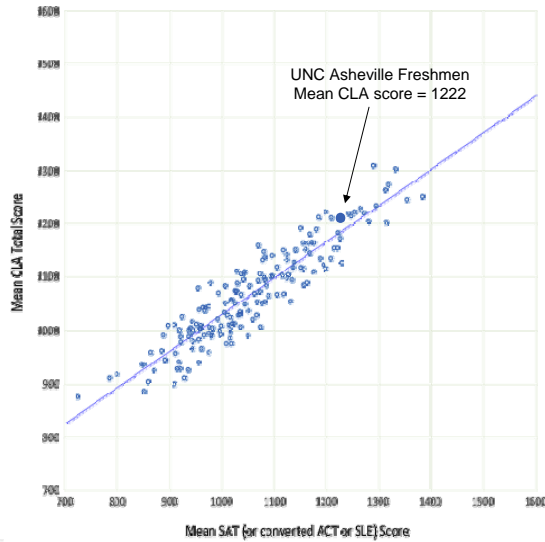


CLA Scoring and our CLA Results

Based on the average SAT score (1199) of the 118 freshmen we sampled, their expected average CLA score was 1164. Our freshmen scored 1222, which is at the 95th percentile. (*Well Above Expected*).



Figure 1: Relationship between CLA Performance and Incoming Academic Ability

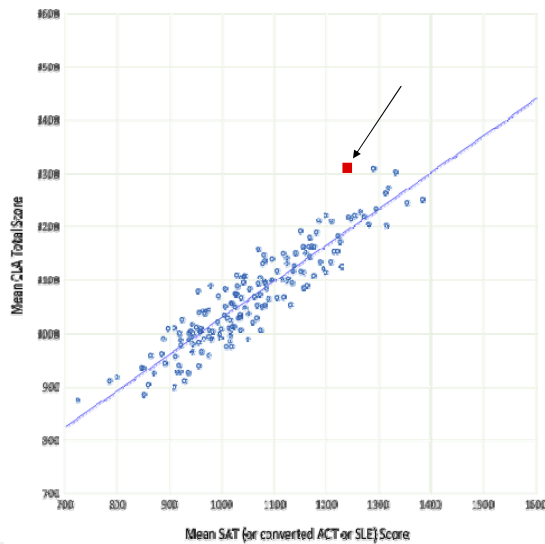


CLA Scoring and our CLA Results

Repeating the process for seniors, this solid red square represents the mean CLA score and mean SAT score for the 105 seniors we sampled.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability

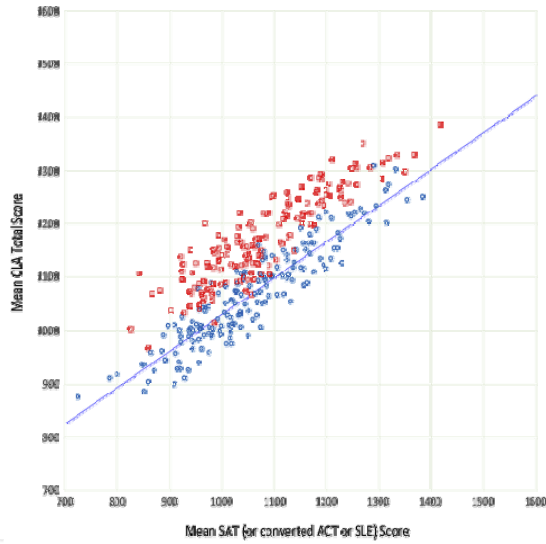


CLA Scoring and our CLA Results

These red squares represent mean CLA and SAT scores at the other 162 schools testing seniors in spring 2008.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability

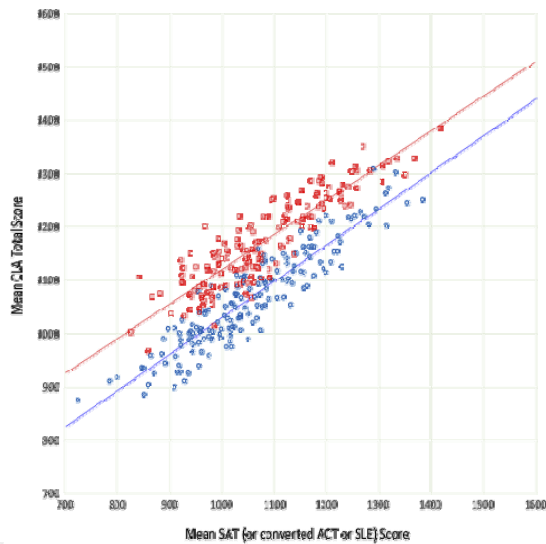


CLA Scoring and our CLA Results

The diagonal red line shows the typical relationship between academic ability and mean CLA scores of seniors across all participating institutions.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability

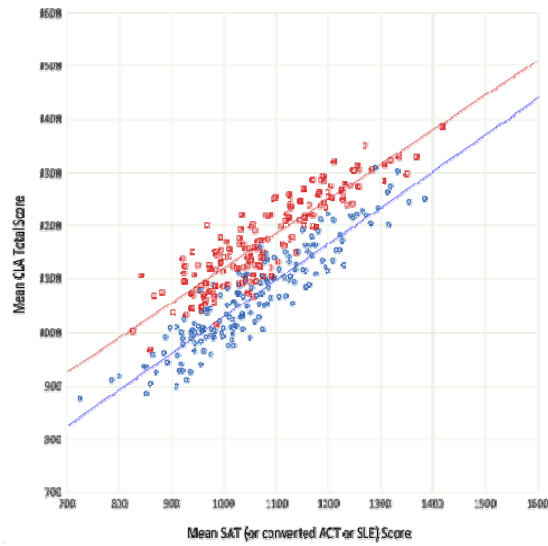


CLA Scoring and our CLA Results

Points along the line represent the expected CLA score for a school testing seniors across the range of mean SAT scores.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability

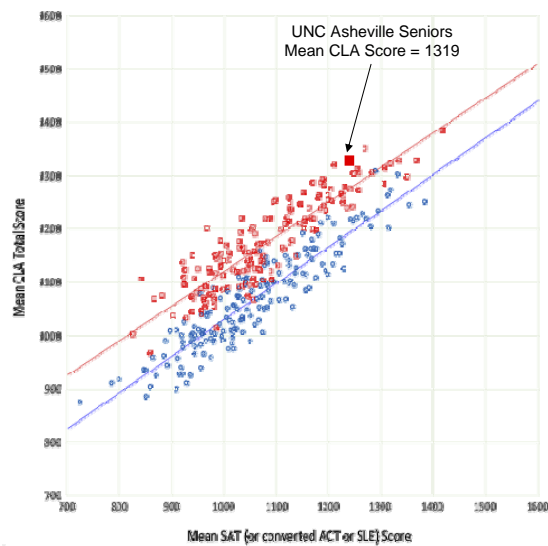


CLA Scoring and our CLA Results

Based on the average SAT score (1211) of the 105 seniors we sampled, their expected average CLA score was 1256. Our seniors scored 1319, which is at the 95th percentile (Well Above Expected).



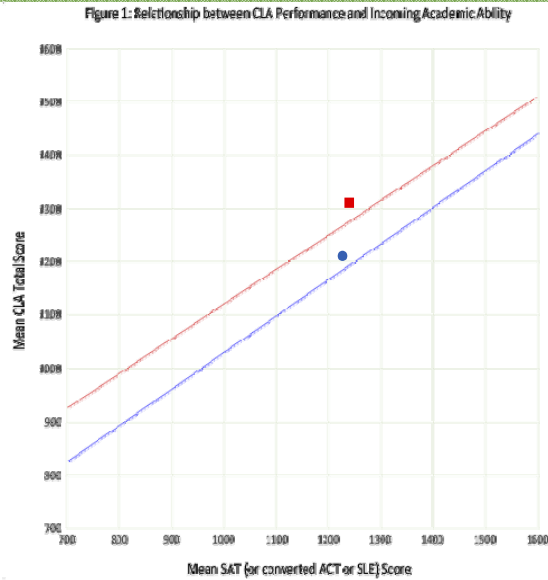
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and our CLA Results

So how did we do?

Our institution's value-added is in the 51st percentile of all undergraduate institutions participating in the 07-08 CLA. This is **At Expected**.



CLA Data and Next Steps

School-level CLA results operate as a signaling tool of overall institutional performance that we can compare with other school-level outcomes, such as retention and graduation rates, which CLA also provides. Here is how we performed.

Table 7: Retention and graduation rate outcomes

	Actual Value	Expected Value	Deviation Score	Percentile Rank	Performance Level
First-Year Retention Rate	81	78	0.4	69	At
4-year Graduation Rate	31	42	-1.0	14	Below
6-year Graduation Rate	53	58	-0.5	29	Below



CLA Data and Next Steps

Student-level CLA results are also provided for us to link with other data sources (e.g., course-taking patterns, grades, portfolio assessments, student satisfaction and engagement, major-specific tests, etc.) so we can identify correlations, begin to explain our results and formulate additional questions for investigation.



CLA Data and Next Steps

Student Data File: CLA scores and identifiers

- CLA scores for Performance Task, Analytic Writing Task, Make-an-Argument, Critique-an-Argument, and Total CLA Score (depending on the number of tasks taken and completeness of responses):
 - CLA scale scores
 - Student Performance Level categories (i.e., well below expected, below expected, at expected, above expected, well above expected) if CLA scale score and SAT equivalent scores are available
 - Percentile Rank in the CLA (among students in the same class year; based on scale score)
 - Percentile Rank at School (among students in the same class year; based on scale score).
- Unique CLA numeric identifiers
- Name (first, middle initial, last), E-mail address, SSN/Student ID
- Year, Administration (Fall or Spring), Type of Test (90 or 180-minute), Date of test



CLA Data and Next Steps

Student Data File: Information provided by our registrar

- Class Standing
- Cumulative Undergraduate GPA
- Transfer Student Status
- Program ID and Name (for classification of students into different colleges, schools, fields of study, majors, programs, etc.)
- SAT Equivalent Score (SAT composite or converted ACT composite)
- SAT – Math, Verbal, Total (math + verbal), Writing (Total, Essay subscore, Multiple Choice subscore)
- ACT – Composite, English, Reading, Mathematics, Science Reasoning, Writing



CLA Data and Next Steps

Student Data File: Self-reported information from students

- Age
- Gender
- Race/Ethnicity
- Primary and Secondary Academic Major (34-category classification)
- Field of Study (6-category classification; based on primary academic major)
- English as primary language
- Total years at school
- Attended school as Freshman, Sophomore, Junior, Senior



CLA Data and Next Steps

Internal analyses from linking the CLA student data file with other data help us identify hypotheses for additional research, which we can do through the CLA by pursuing in-depth sampling.



CLA Data and Next Steps

In-depth sampling focuses on specific populations

- transfers versus “native” students
- fields of study
- academic majors
- students living on/off campus
- work-study students
- financial aid recipients
- athletes



CLA Data and Next Steps

Finally, the Performance Task described earlier in this presentation is examined in greater detail in the *Architecture of the CLA Tasks* document that accompanied your report.

It is also used as an instructional tool as part of the *CLA in the Classroom* initiative. This provides faculty with the chance to work with students to understand why they achieved the scores they did, and what to do next to improve their skills.

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Questions?



COUNCIL FOR AID TO EDUCATION
215 Lexington Avenue, Floor 21 New York, NY 10016-6023
p | 212.217.0700 f | 212.661.9766 e | cla@cae.org w | www.cae.org/cla