



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

You 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. Reddick
From: Mrs. Bender
Date: Month, Day, 2005
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 in a longer sentence or sample text; again, sample text.

Performance Task

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

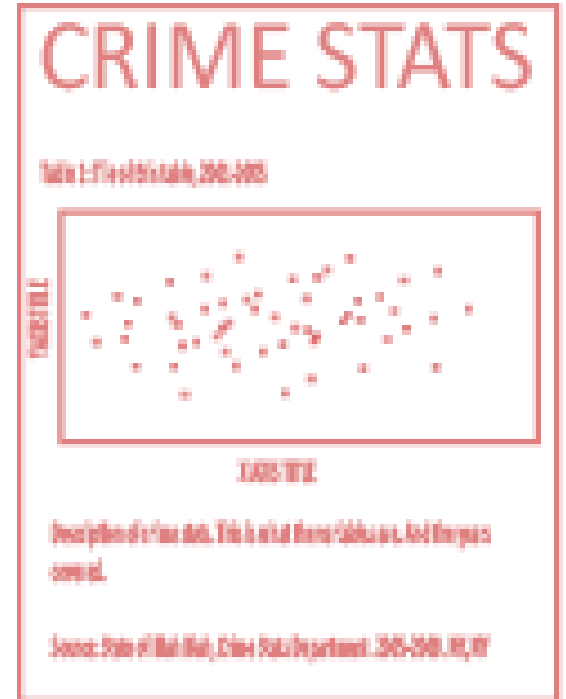
NEWS

Local Hospital Now Has the First...
[unclear]...
[unclear]...

[unclear]... [unclear]... [unclear]... [unclear]... [unclear]... [unclear]...	[unclear]... [unclear]... [unclear]... [unclear]... [unclear]... [unclear]...	[unclear]... [unclear]... [unclear]... [unclear]... [unclear]... [unclear]...
[unclear]... [unclear]... [unclear]... [unclear]... [unclear]... [unclear]...	[unclear]... [unclear]... [unclear]... [unclear]... [unclear]... [unclear]...	[unclear]... [unclear]... [unclear]... [unclear]... [unclear]... [unclear]...
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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. 26, Issue 26, Pages 217-228

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

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

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

Performance Task

Crime and community DATA TABLES provided by the Police Department.

DATA TABLES

Table 1-74: 2015-2016, 2016-2017

Year	2015	2016	2017	2018
Police Officers	10	12	15	18
Police Dispatchers	15	18	20	22
Police Support	20	22	25	28
Police Administration	25	28	30	32

Table 1-75: 2015-2016, 2016-2017

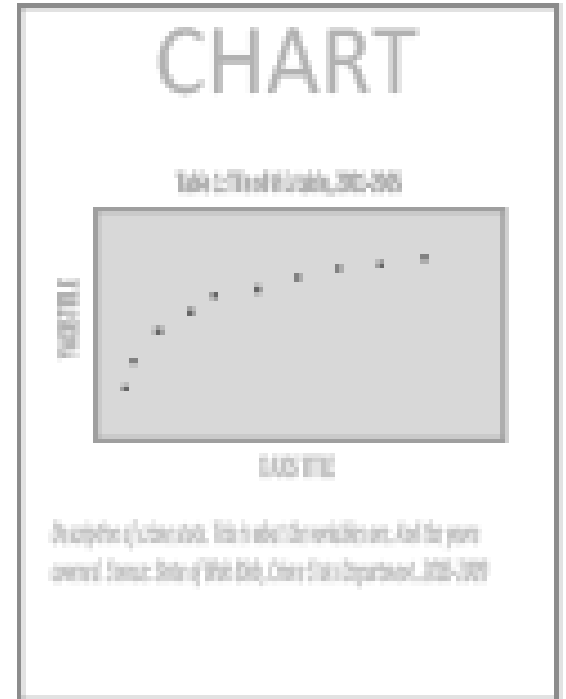
Year	2015	2016	2017
Police Officers	10	12	15
Police Dispatchers	15	18	20
Police Support	20	22	25
Police Administration	25	28	30

Table 1-76: 2015-2016, 2016-2017

Year	2015	2016	2017	2018
Police Officers	10	12	15	18
Police Dispatchers	15	18	20	22
Police Support	20	22	25	28

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.



The image shows a simulated Google search results page. At the top, the text "WEB SEARCH" is displayed in large, bold, blue letters. Below this, the Google logo and search bar are visible. The search results consist of three identical entries. Each entry has a title "Sample Text for Web Search" and a description: "This part should be underlined, but it will provide more information than what usually appears in a google search. Here, for example, is some detail that addresses the validity of this information source. I almost have enough info to stop things right here...". Below the description is a green link: "www.khanacademy.org/College/Under Pages/View this".

Performance Task

MEMO

To: Mr. Recipient
From: Mrs. Sender
Date: March, 2020
Subject: Important Memo on Performance Task

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

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

CRIME STATS

Table 1: The title table, 200-200



TABLE 1

Description of crime data. This is not here. This is not here. This is not here.

Source: State of New York, Crime Statistics Department, 200-200, NY, NY

DATA TABLES

Table 1: The title table, 200-200

Year	2017	2018	2019	2020	2021
Crime A	10	15	20	25	30
Crime B	5	10	15	20	25
Crime C	3	4	5	6	7
Crime D	2	3	4	5	6

Table 2: The title table, 200-200

Year	2017	2018	2019	2020	2021
Crime A	10	15	20	25	30
Crime B	5	10	15	20	25
Crime C	3	4	5	6	7
Crime D	2	3	4	5	6

Table 3: The title table, 200-200

Year	2017	2018	2019	2020	2021
Crime A	10	15	20	25	30
Crime B	5	10	15	20	25
Crime C	3	4	5	6	7
Crime D	2	3	4	5	6

NEWS

Insert legend for this table here. More content here in the table.

1/1/2021, 10:00 AM

By: John Doe

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

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

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RESEARCH BRIEF

Title of Research Brief
Journal of Research, April 2020
Vol. 25, Issue 76, Pages 217-238

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

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

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

CHART

Table 1: The title table, 200-200



TABLE 1

Description of chart data. This is not here. This is not here. This is not here.

Source: State of New York, Crime Statistics Department, 200-200

WEB SEARCH

Sample Text for Web Search
This page should not be used for... But it will provide more information than what usually appears in a google search. Here, for example, it says that the address is the way of this information source. I almost have enough info to stop things right here...
[www.thefirstthing.com](#) Content - Other Pages - Home this

Sample Text for Web Search
This page should not be used for... But it will provide more information than what usually appears in a google search. Here, for example, it says that the address is the way of this information source. I almost have enough info to stop things right here...
[www.thefirstthing.com](#) Content - Other Pages - Home this

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[www.thefirstthing.com](#) Content - Other Pages - Home this

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

Performance Task

MEMO

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

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

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CRIME STATS

Table 1: The table title, 200-200



TABLE 1

Description of the data. This is a table title, and the page count.

Source: State of Michigan, Crime Statistics Department, 200-200, 10/17

DATA TABLES

Table 1: The table title, 200-200

Year	Q1	Q2	Q3	Q4	Q5
2010	10	20	30	40	50
2011	15	25	35	45	55
2012	20	30	40	50	60
2013	25	35	45	55	65
2014	30	40	50	60	70

Table 2: The table title, 200-200

Year	Q1	Q2	Q3	Q4	Q5
2010	10	20	30	40	50
2011	15	25	35	45	55
2012	20	30	40	50	60
2013	25	35	45	55	65
2014	30	40	50	60	70

Table 3: The table title, 200-200

Year	Q1	Q2	Q3	Q4	Q5
2010	10	20	30	40	50
2011	15	25	35	45	55
2012	20	30	40	50	60
2013	25	35	45	55	65
2014	30	40	50	60	70

NEWS

Insert legend text here. Insert legend text here. Insert legend text here.

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

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RESEARCH BRIEF

Title of the research brief?
Journal of Research, Apr. 2020
Vol. 26, Issue 76, Pages 217-218

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

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

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CHART

Table 1: The table title, 200-200



TABLE 1

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Source: State of Michigan, Crime Statistics Department, 200-200

WEB SEARCH

Sample Text for Web Search
This page should not be used. But it will provide more information than what usually appears in a google search. Here, for example, it seems that the address the reality of this information seems. I almost have enough to be step things right here...
[www.thefakeaddress.com](#). Contact: (303) 456-7890. Show this

Sample Text for Web Search
This page should not be used. But it will provide more information than what usually appears in a google search. Here, for example, it seems that the address the reality of this information seems. I almost have enough to be step things right here...
[www.thefakeaddress.com](#). Contact: (303) 456-7890. Show this

Sample Text for Web Search
This page should not be used. But it will provide more information than what usually appears in a google search. Here, for example, it seems that the address the reality of this information seems. I almost have enough to be step things right here...
[www.thefakeaddress.com](#). Contact: (303) 456-7890. Show this

Students are expected to analyze and synthesize the evidence by:

1. Presenting his/her own analysis of the data
2. Breaking down the evidence into its component parts
3. Drawing connections between discrete sources of data
4. Attending to contradictory or inadequate information

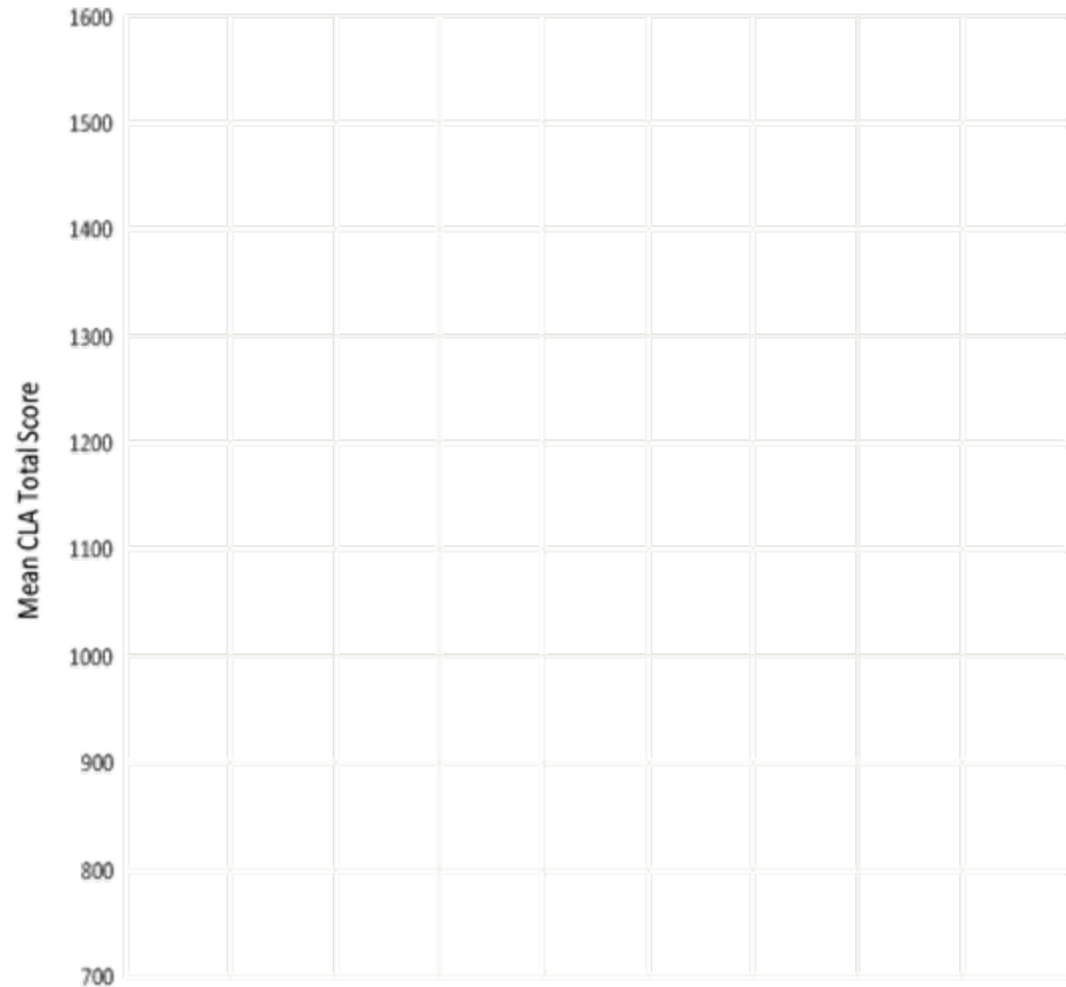
CLA Scoring and your CLA Results

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



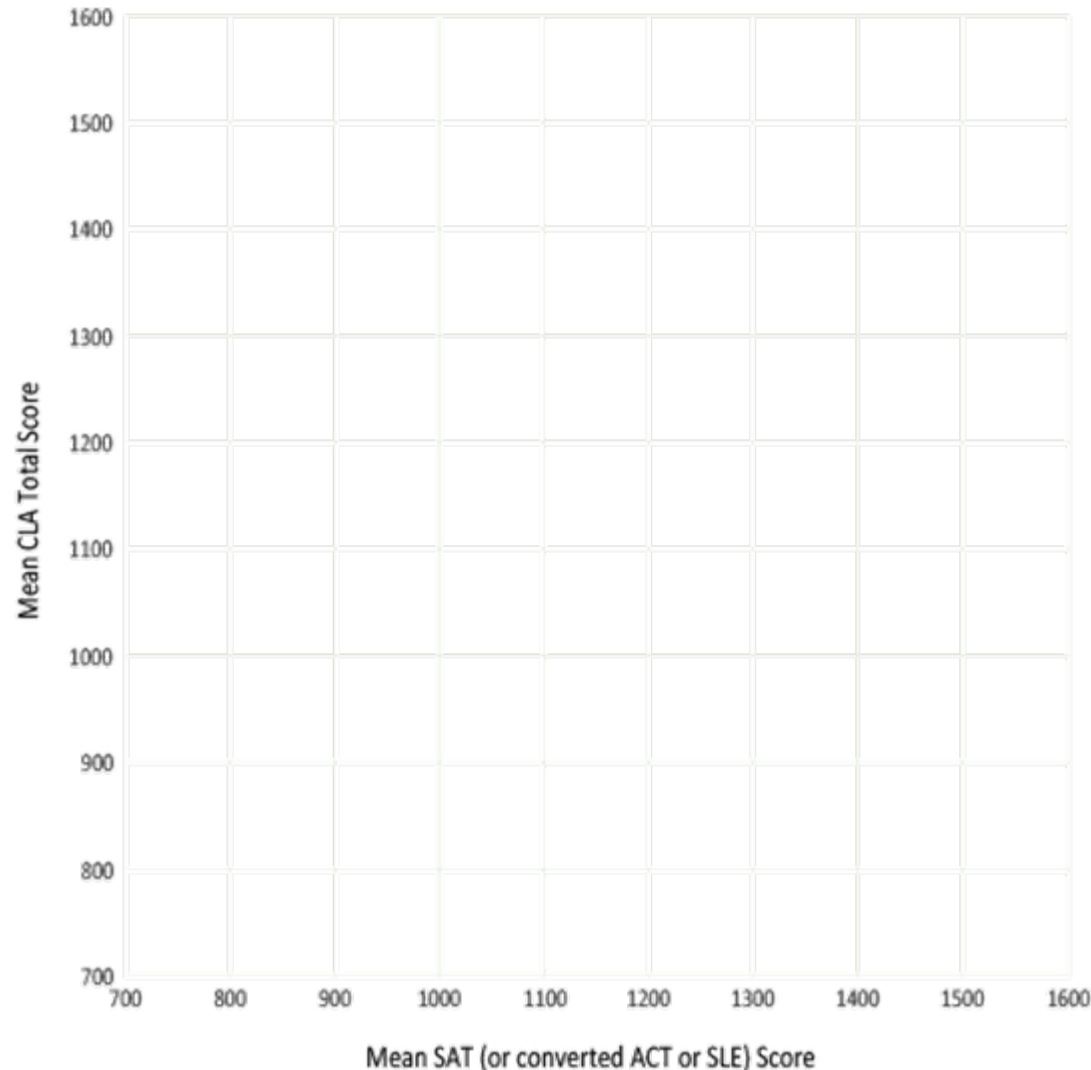
CLA Scoring and your CLA Results

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.



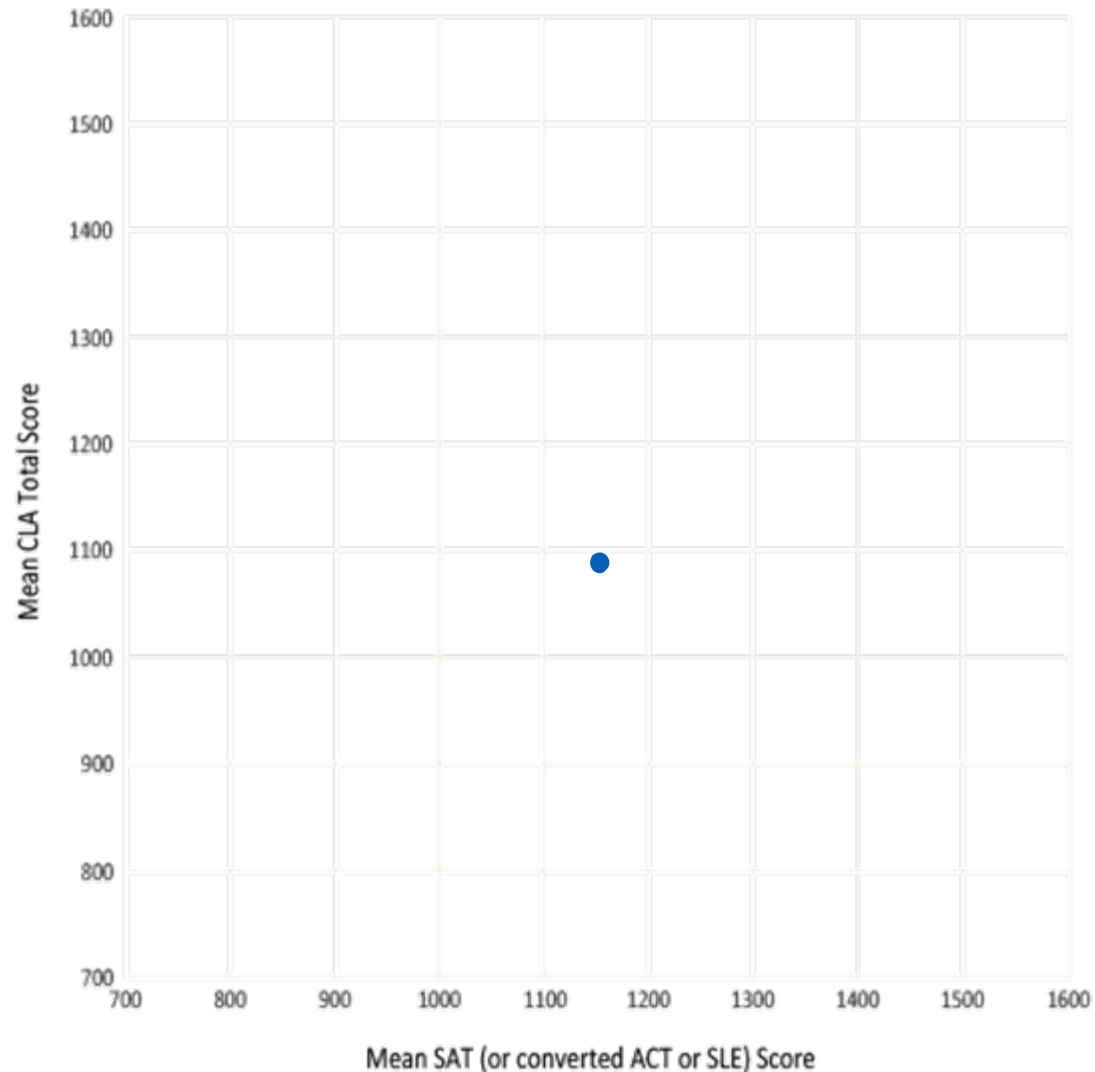
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your CLA Results

This blue dot represents the mean CLA score and mean SAT score for the 112 freshmen you sampled.

Figure 1: Relationship between CLA Performance and Incoming Academic Ability

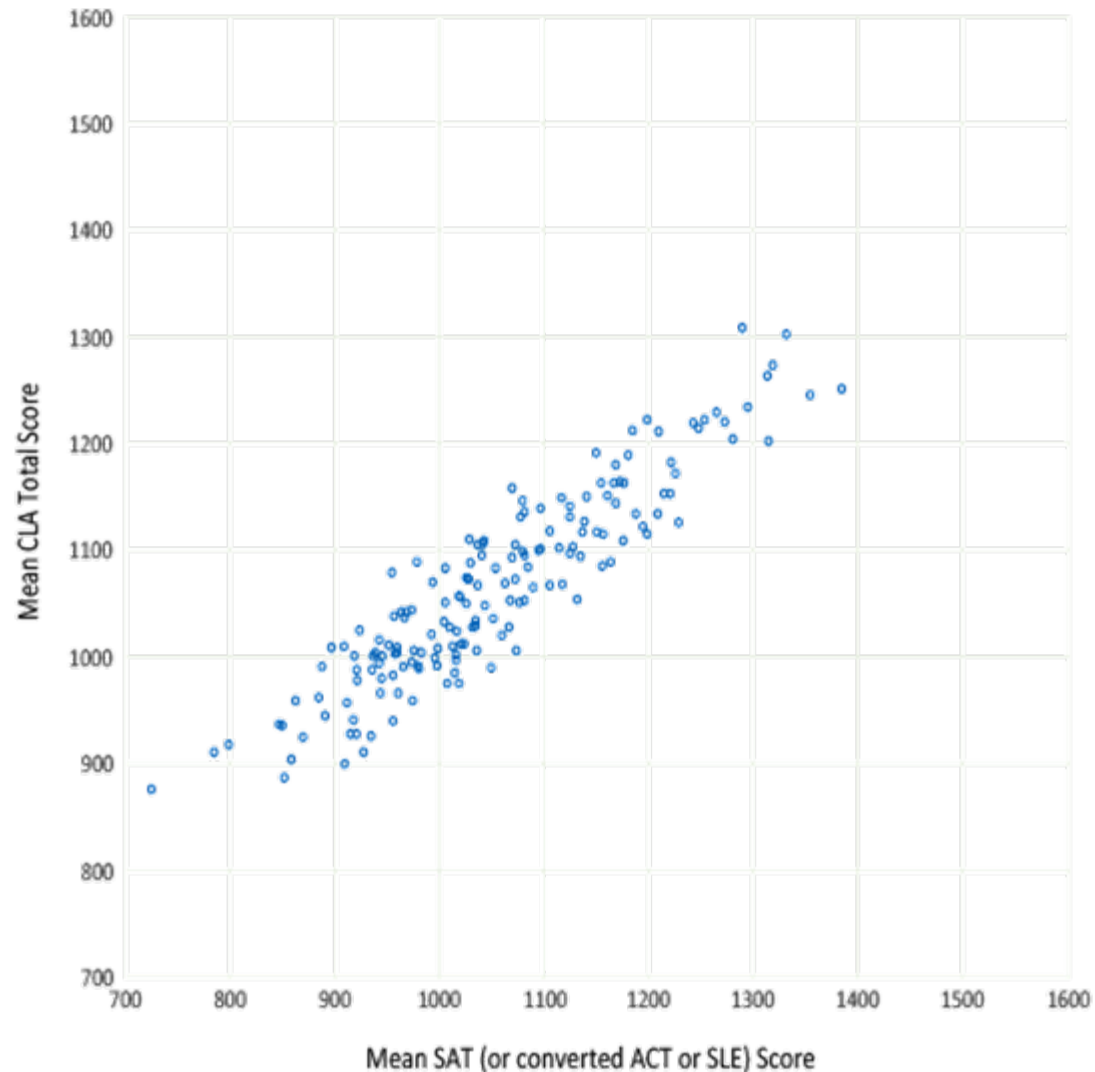


CLA Scoring and your CLA Results

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.

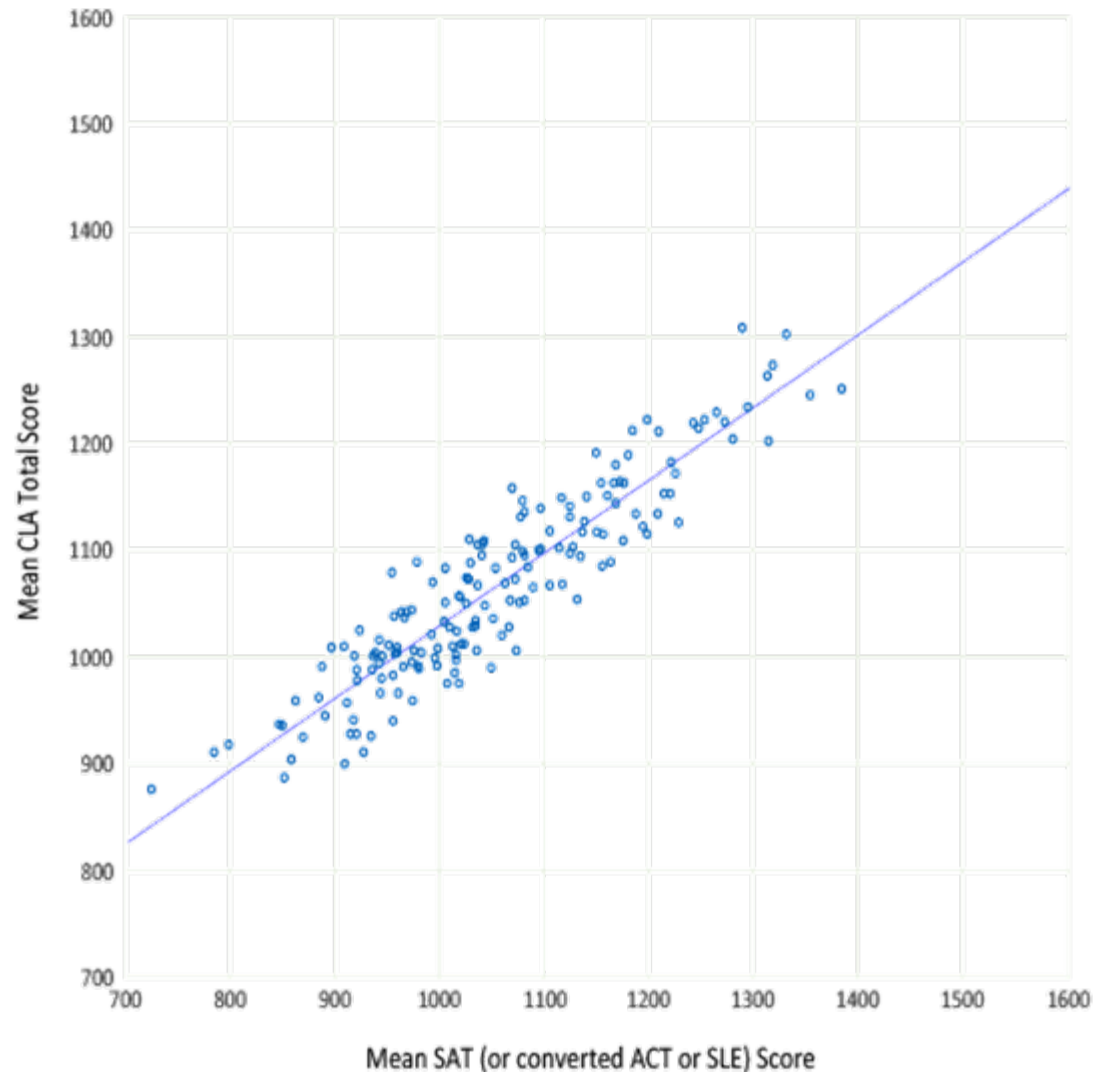
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your CLA Results

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

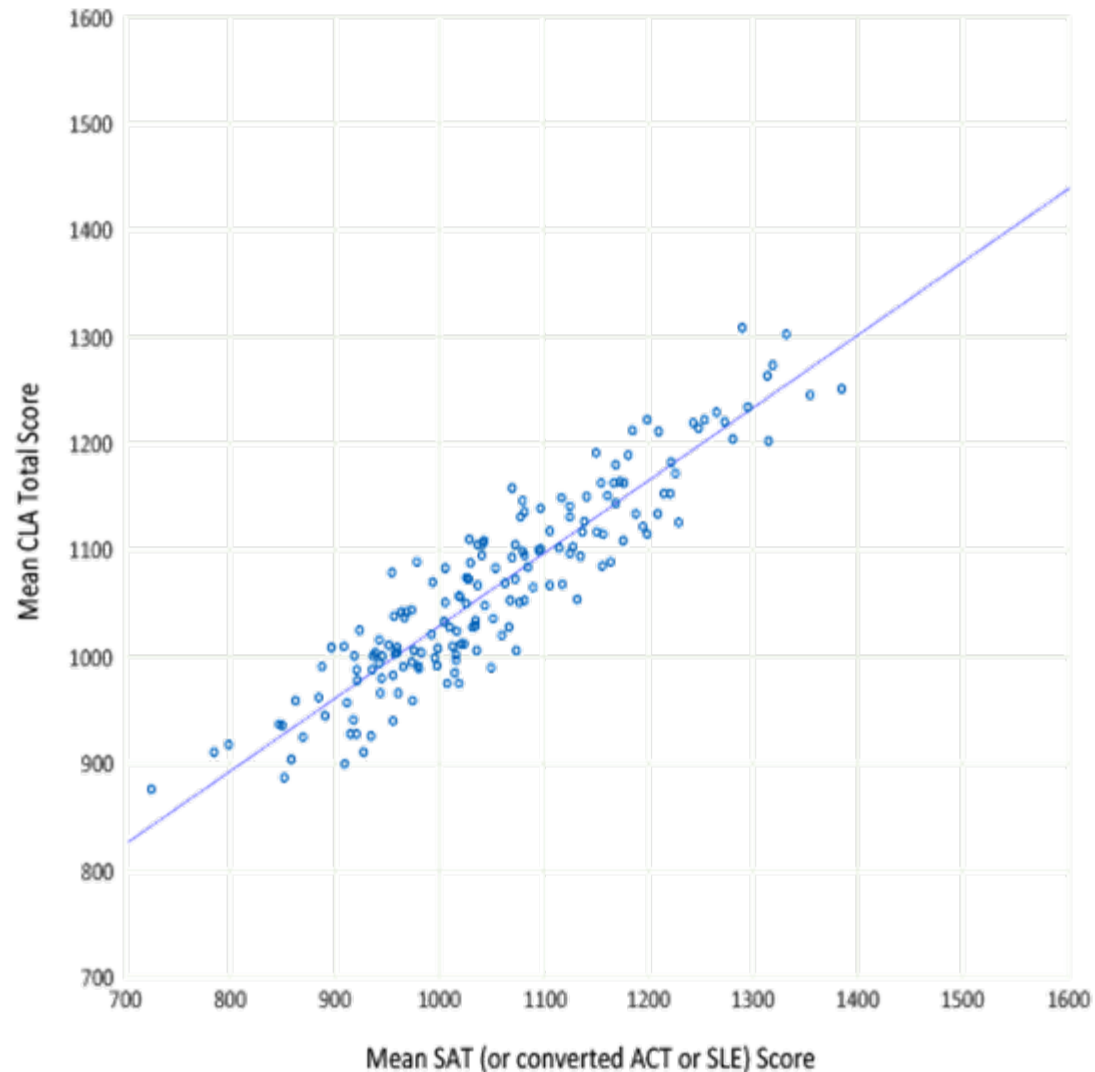
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your 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



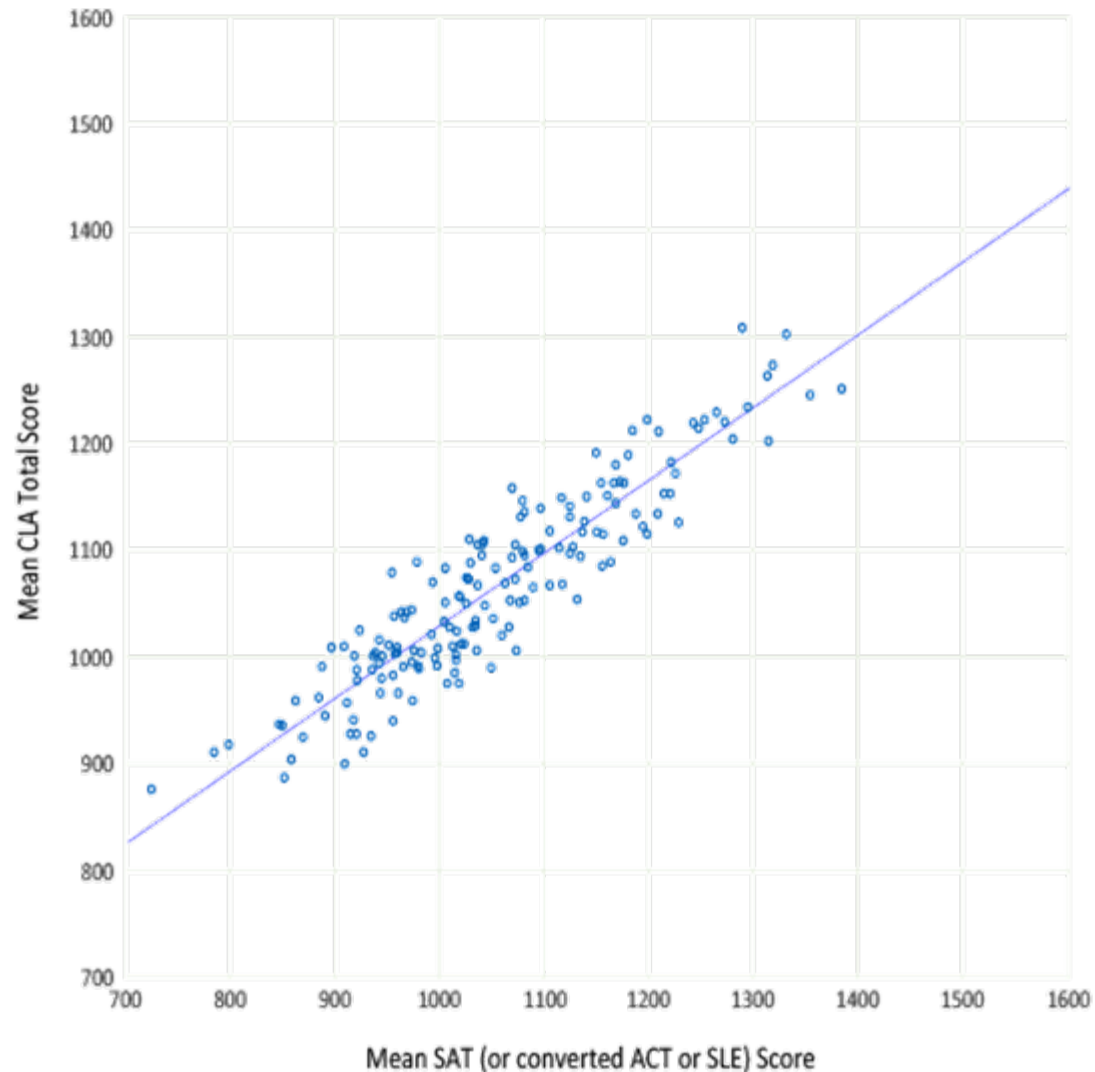
CLA Scoring and your CLA Results

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 your CLA Results

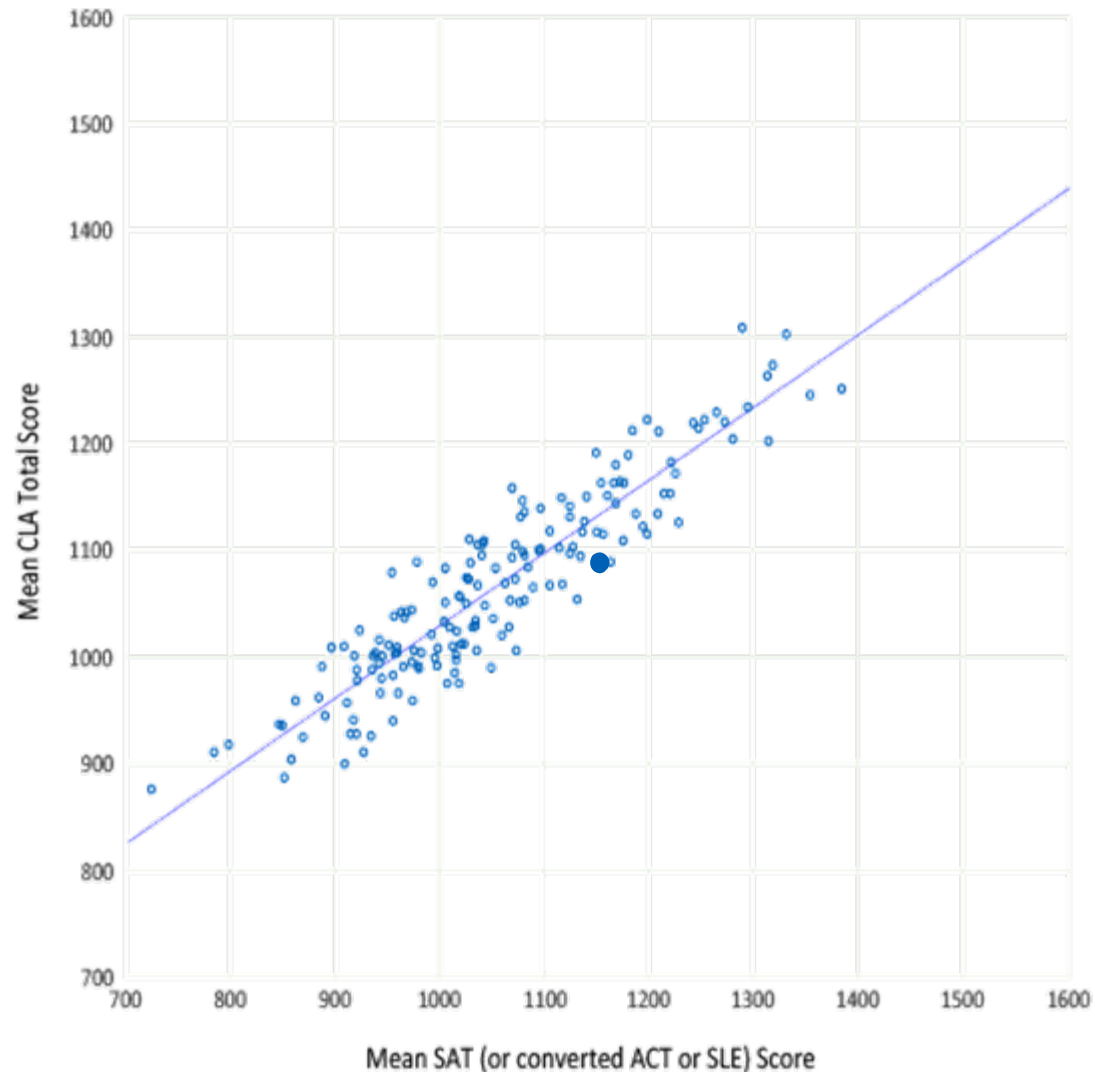
<u>Percentile</u>	<u>Performance Level</u>
90 – 99	Well Above Expected
70 – 89	Above Expected
30 – 69	At Expected
10 – 29	Below Expected
0 – 9	Well Below Expected

CLA Scoring and your CLA Results

Based on the average SAT score (1128) of the 112 freshmen you sampled, their expected average CLA score was 1116. Our freshmen scored 1103, which is at the 39th percentile. (*At Expected*).



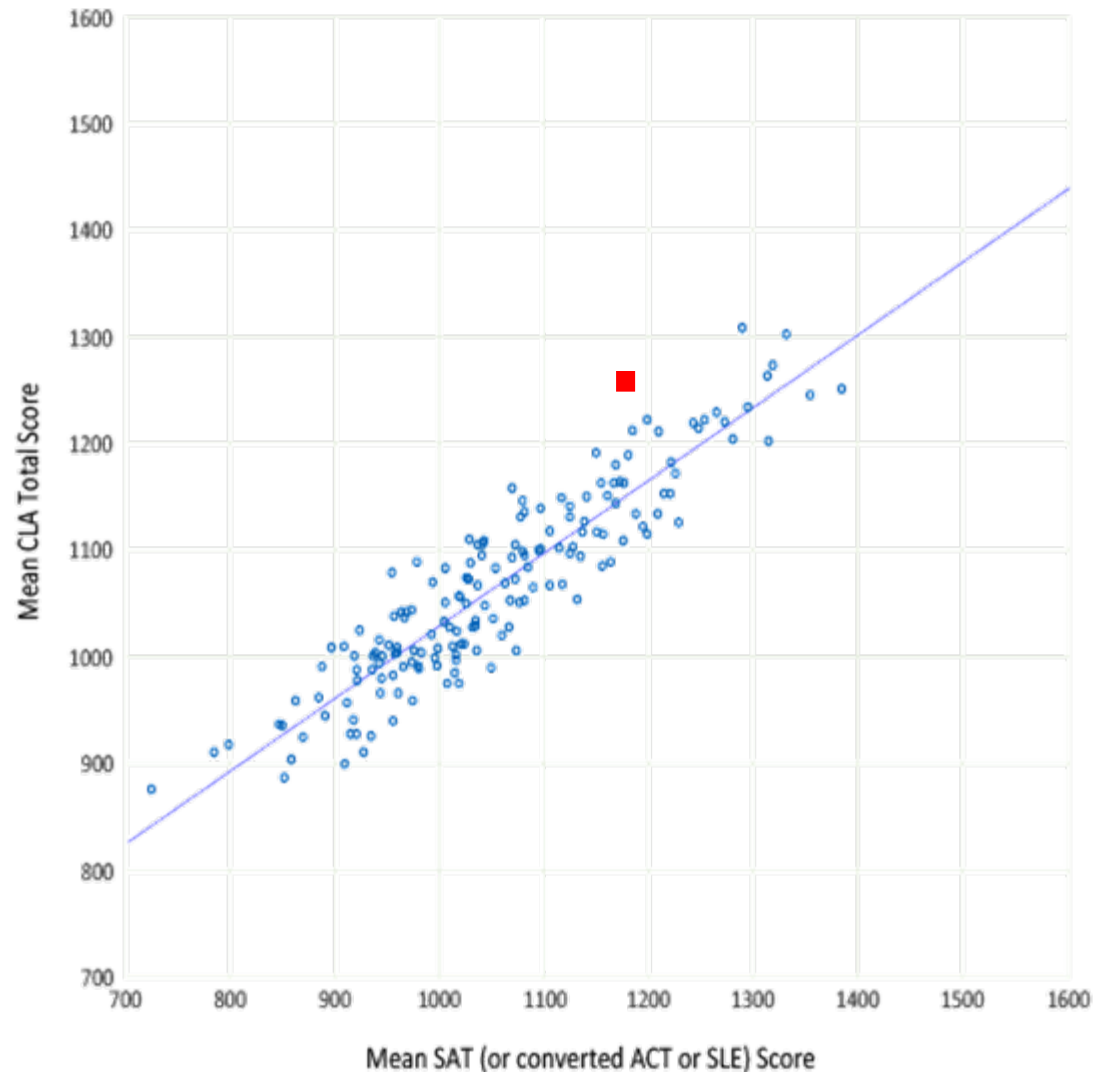
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your CLA Results

Repeating the process for seniors, this solid red square represents the mean CLA score and mean SAT score for the 101 seniors you sampled.

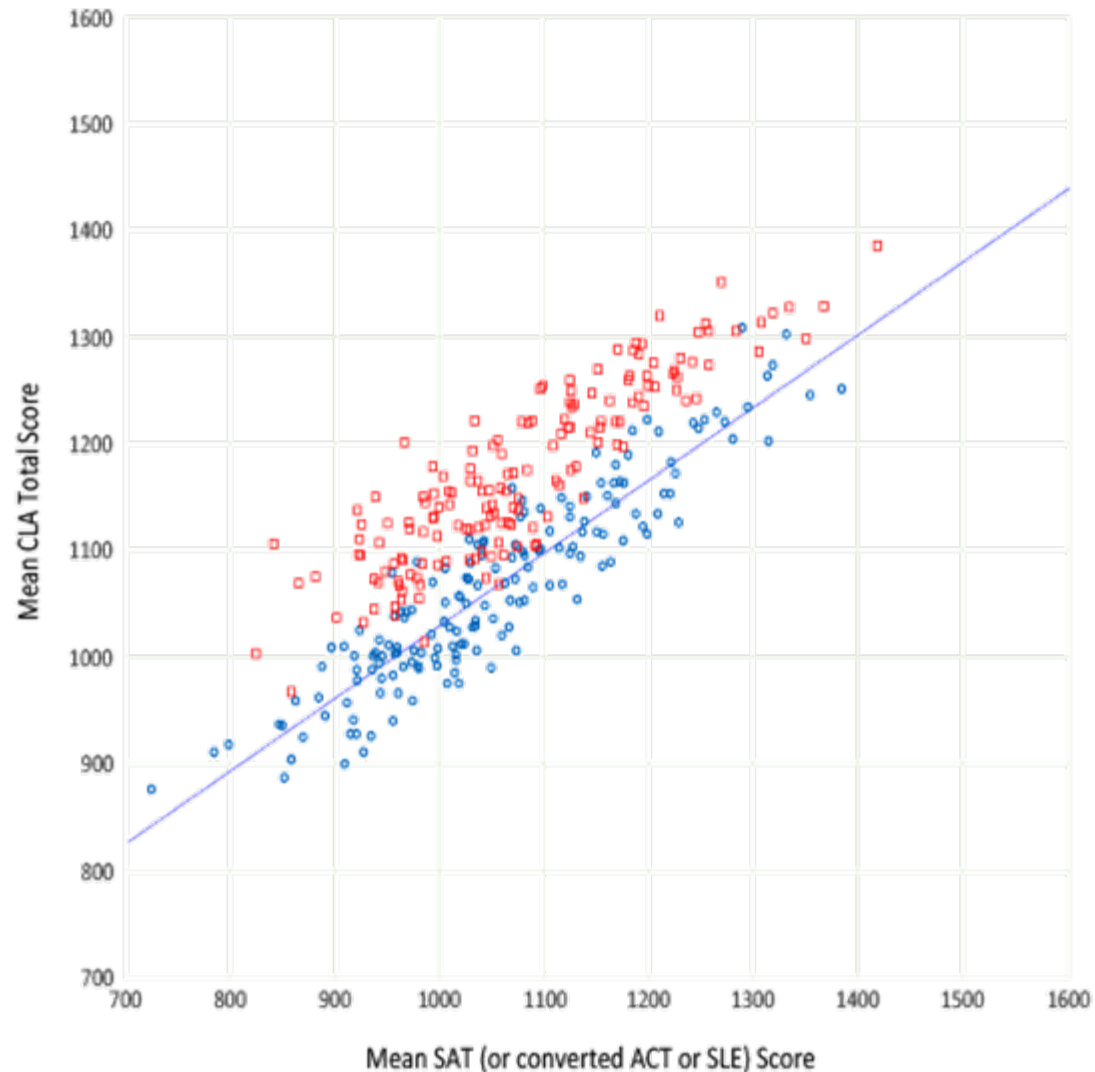
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your CLA Results

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

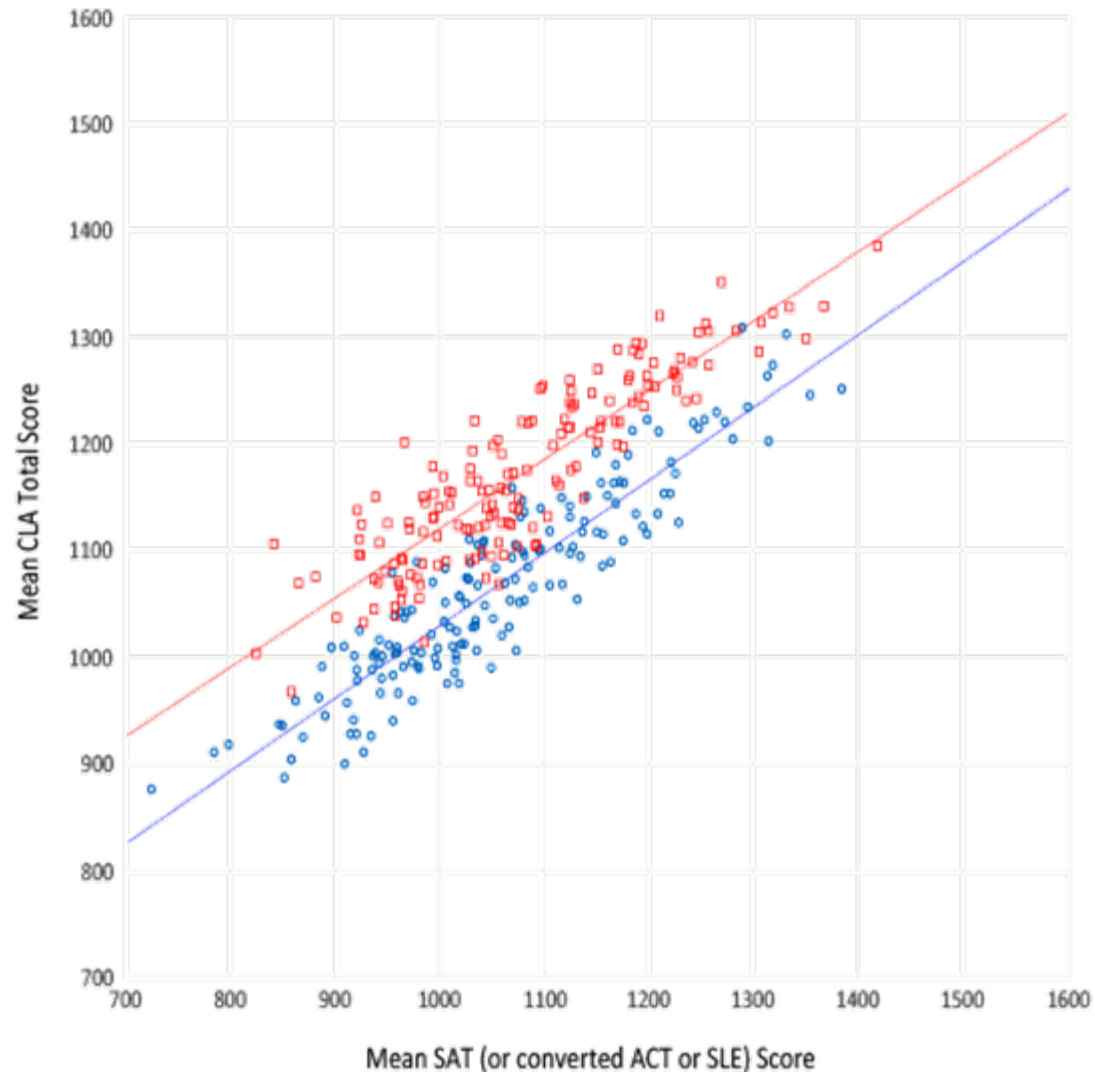
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your CLA Results

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

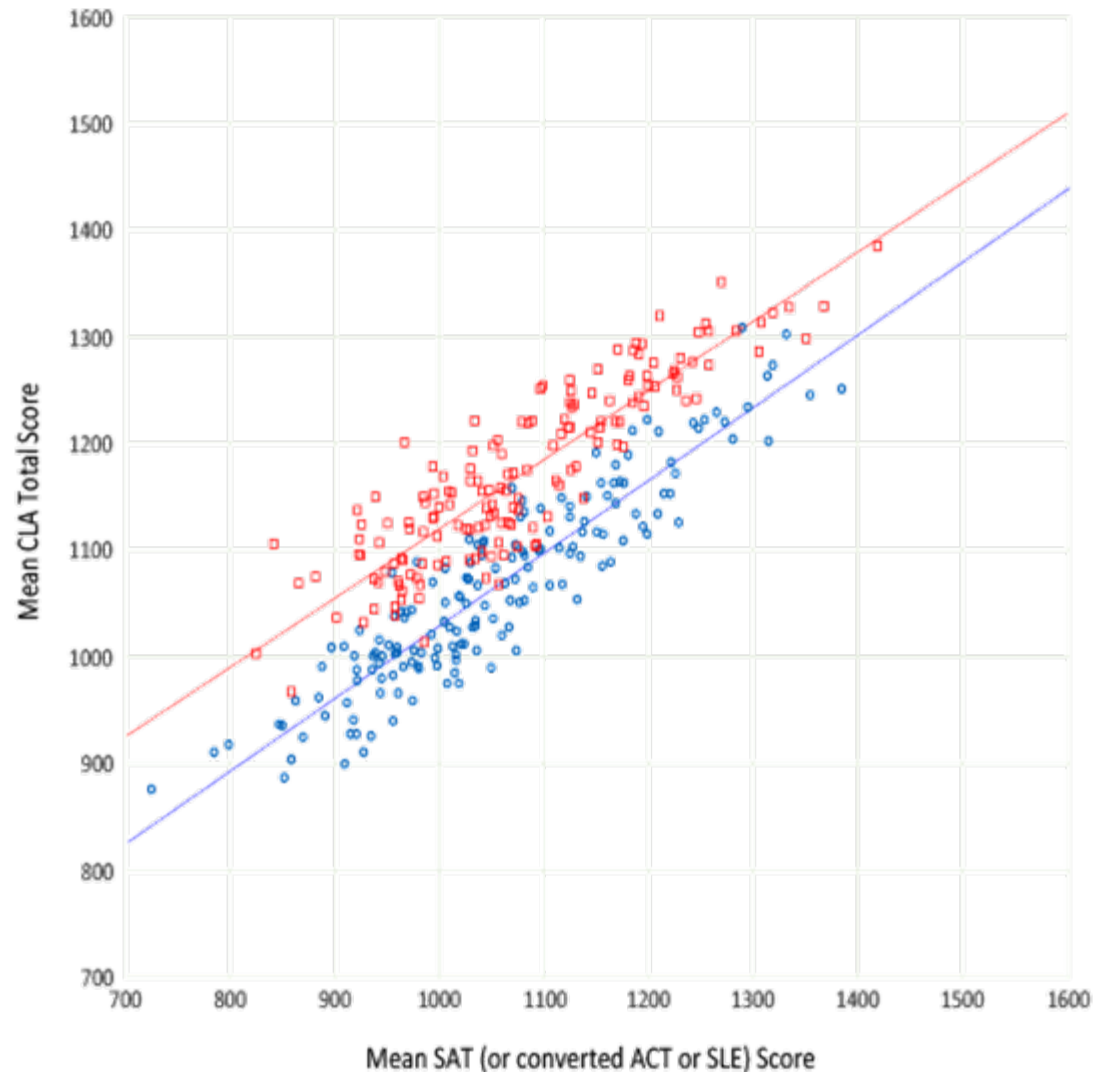
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your CLA Results

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

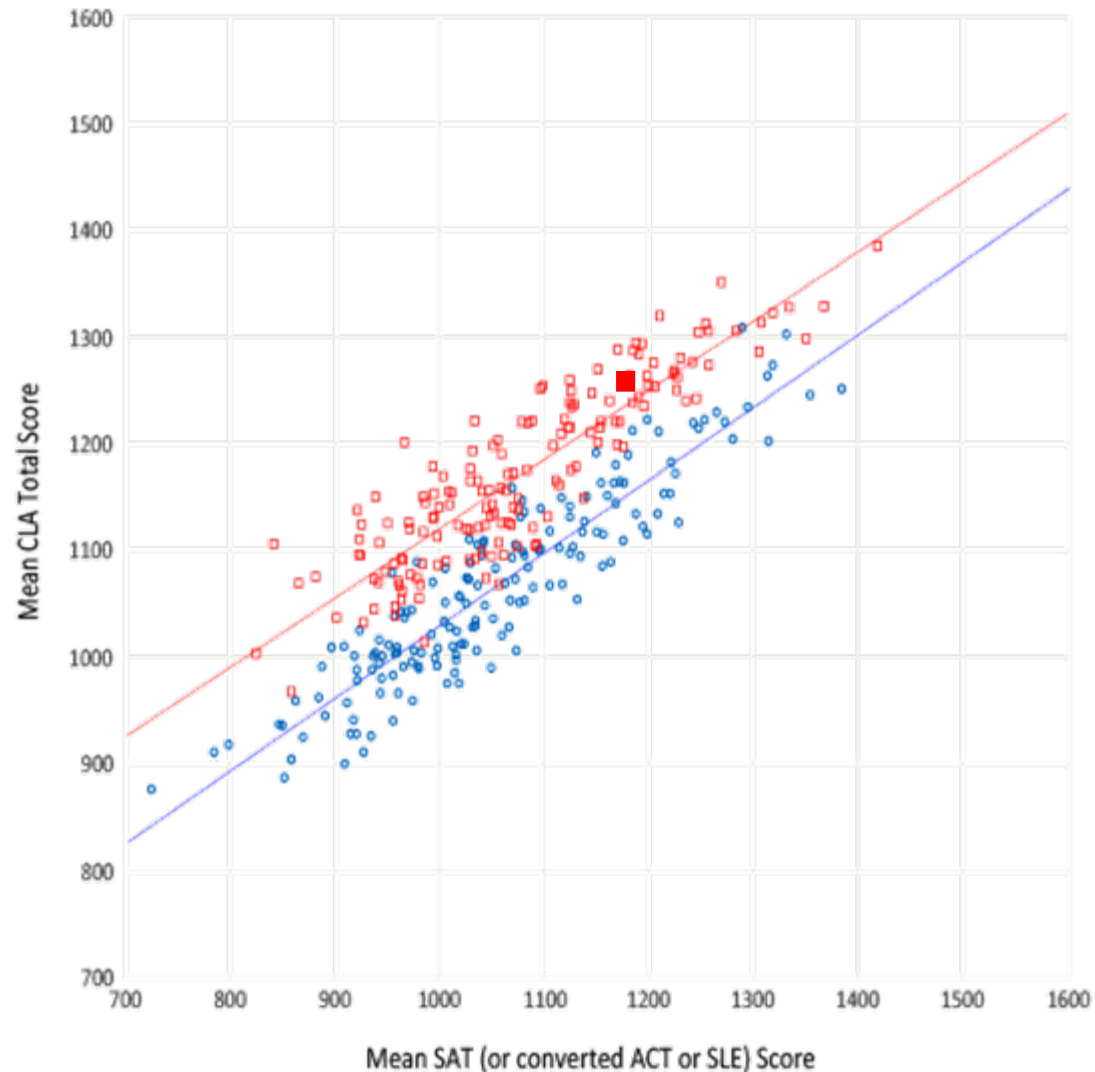
Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your CLA Results

Based on the average SAT score (1152) of the 101 seniors you sampled, their expected average CLA score was 1218. Your seniors scored 1269, which is at the 92nd percentile (*Well Above Expected*).

Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Scoring and your CLA Results

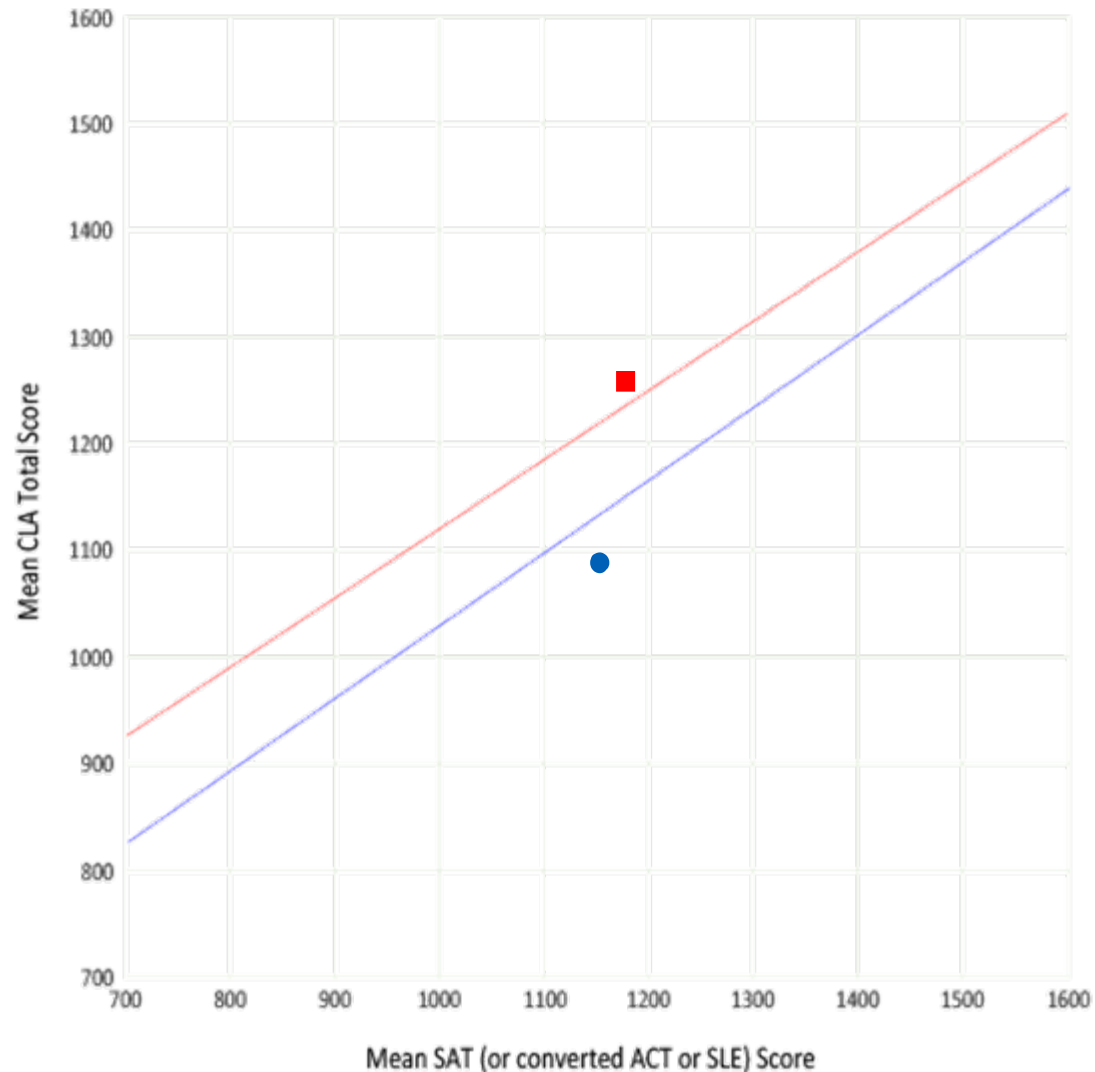
So how did you do?

Your institution's value-added is in the 96th percentile of all undergraduate institutions participating in the 07-08 CLA.

This is *Well Above Expected*.



Figure 1: Relationship between CLA Performance and Incoming Academic Ability



CLA Data and Next Steps

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

Table 7: Retention and graduation rate outcomes

	<i>Actual Value</i>	<i>Expected Value</i>	<i>Deviation Score</i>	<i>Percentile Rank</i>	<i>Performance Level</i>
<i>First-Year Retention Rate</i>	85	84	0.2	59	At
<i>4-year Graduation Rate</i>	26	41	-1.4	7	Well Below
<i>6-year Graduation Rate</i>	62	64	-0.2	42	At

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 you can identify correlations, begin to explain your 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 your registrar

- Class Standing
- Cumulative Undergraduate GPA
- Transfer Student Status
- Program ID and Name (for classification of students into difference 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

Local Survey

Spring 2008 pilot; Fall 2008 launch

Nine questions and six response options

Pre-test (part of profile)

Results in student data file

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 you 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*.

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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Using Results: Considerations

Pressures and motivations

Accountability versus assessment

Encouragement, incentive and mandate to report publicly

VSA, bragging rights, state systems / regents

Using Results: Recommendations

CLA is a signal of overall performance

Follow it over time

Hold it up against other school outcomes

Combine student data with other campus data

Take advantage of the local survey

Begin to formulate hypotheses

Pursue in-depth sampling

Attend CLA in the Classroom Academy

Questions?



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