

2007-2008 INSTITUTIONAL REPORT

Collin County
Community
College District



community college learning assessment

council for aid to education

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Overview

This report has three sections and six appendices. Section I summarizes the purposes of the CCLA. Section II describes the CCLA measures and how CCLA scores were derived. Section III presents results for 2-year institutions participating in the CCLA during the 2007–2008 testing cycle.¹ These analyses examine 2-year institutions at both the school and aggregate level. Some data from 4-year institutions participating in the CLA are provided for comparative purposes. Appendix E lists these 4-year institutions.

¹ Cecil College, Collin County Community College District, Colorado Mountain College, Howard Community College, Missouri State University-West Plains, The Metropolitan Community Colleges

Section I. Purposes of the CCLA

The Community College Learning Assessment (CCLA) is a national effort that provides colleges and universities with information about how well their students are doing with respect to certain learning outcomes that almost all undergraduate institutions strive to achieve. This information is derived from tests that are administered to all or a sample of the institution's first-year and exiting students at 2-year institutions.

The CCLA focuses on how well the school as a whole contributes to student development. Consequently, it uses the institution (rather than the individual student) as the primary unit of analysis. No testing program can assess all the knowledge, skills, and abilities that colleges endeavor to develop in their students. Consequently, the CCLA focuses on some of the areas that are an integral part of most institutions' mission statements, namely: critical thinking, analytic reasoning, problem solving, and written communication.

Section III. Results

In the fall of 2007, each first-year student in the CCLA sample was scheduled to take either one Performance Task or both types of Analytic Writing Tasks (i.e., Make-an-Argument and Critique-an-Argument). A school's total scale score is the mean of its Performance Task and Analytic Writing Tasks scale scores.

As noted above, Appendix A describes how ACT scores were converted to the scale of measurement used to report SAT scores. For the majority of your students, we embedded the Scholastic Level Exam (SLE), a short-form cognitive ability measure, into the CCLA testing. The SLE is produced by Wonderlic, Inc. SLE scores were converted to SAT scores using data from 1,148 students participating in spring 2006 that had both SAT and SLE scores. These converted scores (both ACT to SAT and SLE to SAT) are referred to simply as SAT scores. Appendix C describes how the reader-assigned "raw" scores on different tasks were converted to scale scores. The analyses discussed below focus primarily but not exclusively on those schools where at least 25 students took a CCLA measure and also had an "SAT" score as defined above. This dual requirement was imposed to ensure that the results on a given measure were sufficiently reliable to be interpreted and that the analyses could adjust for differences among schools in the incoming abilities of the students participating in the CCLA.

The remainder of this section has two parts: Part A presents institutional results for first-year students and exiting students at 2-year institutions while Part B presents aggregate results that compare first-year and exiting students at 2-year institutions.

Part A. Institutional Results

Table 1 shows the number of first-year and exiting students at your school who participated in the 2007–2008 testing cycle who took a CCLA measure and also had an SAT score. The counts in this table were used to determine whether your school met the dual requirement described above.

Table 1: Number of first-year and exiting students with CCLA and SAT scores

	Number of First-year Students	Number of Exiting Students
Performance Task	39	48
Analytic Writing Tasks	36	47
Make-an-Argument	36	47
Critique-an-Argument	36	48
Total CCLA score	75	95

Tables 2-7 on the next page contain counts and summary statistics, including means and standard deviations. These tables examine CCLA performance in each class year (first-year and exiting students). Data represents either your institution only or all institutions and is reported at either the student or institutional level. Specifically, results examine the CCLA performance of:

- First-year students at your school (includes students with and without SAT scores) (Table 2)
- First-year students across all 2-year schools at the student level (Table 3)
- First-year students across all 2-year schools at the school level (Table 4)
- Exiting students at your school (includes students with and without SAT scores) (Table 5)
- Exiting students across all 2-year schools at the student level (Table 6)
- Exiting students across all 2-year schools at the school level (Table 7)

Fall 2007

Table 2 Summary statistics for all fall 2007 first-year students tested at your school

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	39	915	1042	1145	177
Analytic Writing Tasks	37	939	1027	1082	124
Make-an-Argument	37	955	1028	1081	140
Critique-an-Argument	37	893	1026	1100	159

Table 3 Summary statistics for all fall 2007 first-year students tested at 2-year institutions in the CCLA

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	227	849	979	1084	178
Analytic Writing Tasks	222	900	1016	1117	149
Make-an-Argument	226	903	1017	1106	169
Critique-an-Argument	227	866	1010	1117	172

Table 4 Summary statistics for schools that tested fall 2007 first-year students at 2-year institutions

	Number of Schools	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	5	957	978	972	36
Analytic Writing Tasks	5	990	1005	1027	33
Make-an-Argument	5	999	1007	1028	32
Critique-an-Argument	5	976	999	1026	36
Total CCLA score	5	974	992	1001	30

Spring 2008

Table 5 Summary statistics for all spring 2008 exiting students tested at your school

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	48	847	981	1128	167
Analytic Writing Tasks	47	1048	1126	1210	143
Make-an-Argument	48	1027	1114	1202	163
Critique-an-Argument	48	989	1130	1260	181

Table 6 Summary statistics for all spring 2008 exiting students tested in the CCLA

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	213	891	1039	1166	173
Analytic Writing Tasks	203	1022	1114	1207	139
Make-an-Argument	206	982	1102	1205	164
Critique-an-Argument	211	1001	1119	1228	170

Table 7 Summary statistics for schools that tested spring 2008 exiting students

	Number of Schools	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	4	1015	1033	1051	34
Analytic Writing Tasks	4	1078	1104	1130	36
Make-an-Argument	4	1066	1094	1123	39
Critique-an-Argument	4	1081	1107	1134	37
Total CCLA score	6	1054	1087	1091	45

Figure 1 shows the relationship between the mean SAT score of a college's first-year students (on the horizontal or x-axis) and their mean CCLA/CLA total score (on the vertical or y-axis). Blue circles represent 4-year colleges with at least 25 fall 2007 first-year students with CLA and SAT scores. The diagonal blue line running from lower left to upper right shows the typical relationship between an institution's mean SAT score and its mean CCLA/CLA score for first-year students. The red line does the same for institutions that tested college seniors in spring 2008 and is provided for comparison. Squares (blue for first-year students and red for exiting students) represent 2-year institutions. Solid squares represent your institution.

Figure 1: Relationship between CLA/CCLA Performance and Incoming Academic Ability

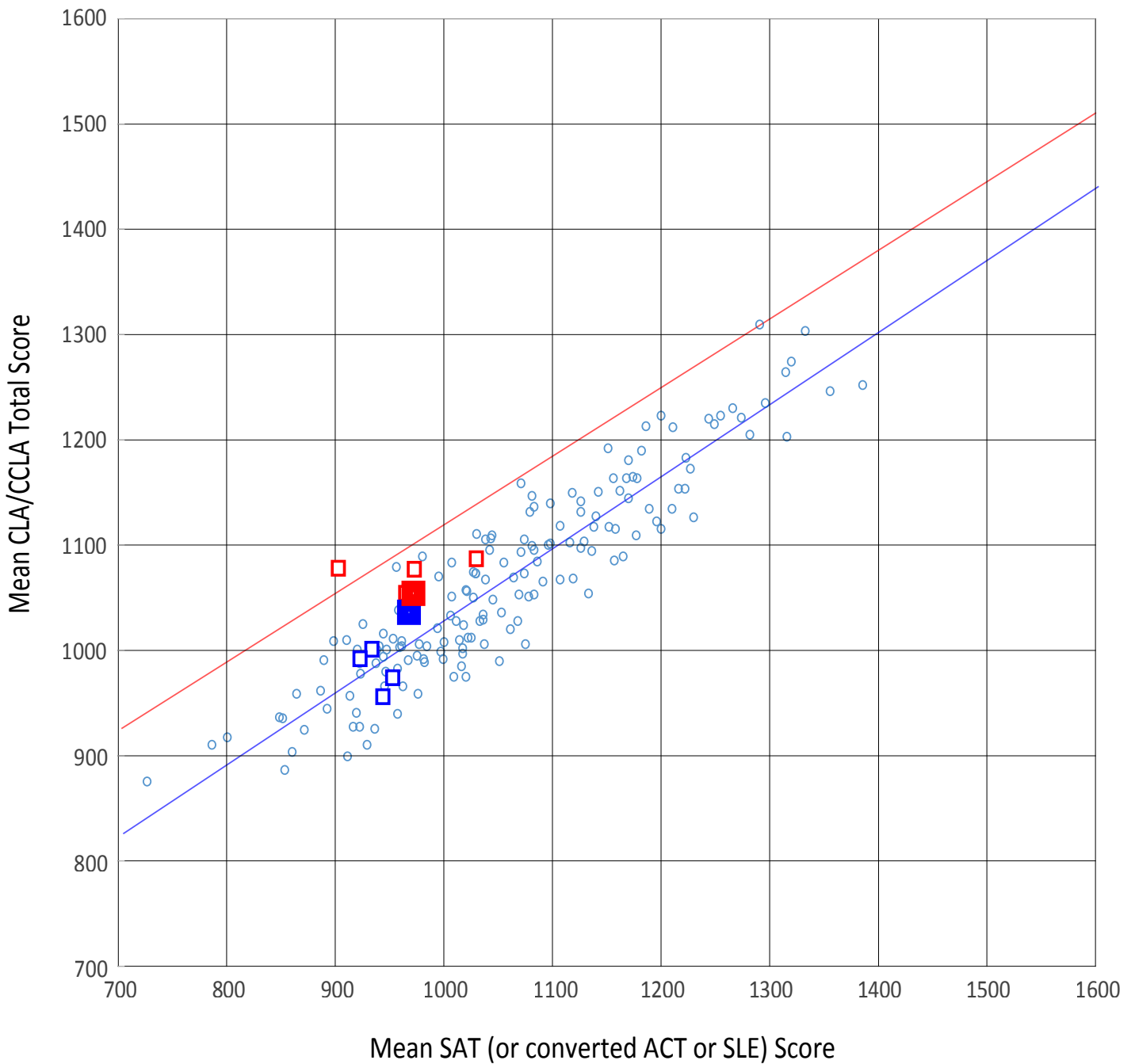


Table 8 shows the mean scores for all 2-year schools where at least 25 students had both CCLA and SAT scores, as well as your school if applicable. Values in the “Your School” column represent only those students with both CCLA and SAT scores. An “N/A” indicates that there were not enough students at your school with both CCLA and SAT scores to compute a reliable mean CCLA score for your institution.

Table 8 Mean Scores for first-year and exiting students in the CCLA sample and at your school

	First-year Students		Exiting Students	
	All Schools*	Your School	All Schools*	Your School
Performance Task	976	1042	1033	982
Analytic Writing Tasks	1007	1029	1107	1126
Make-an-Argument	1008	1029	1098	1115
Critique-an-Argument	1001	1027	1107	1130
Total CCLA score	992	1036	1070	1054
SAT score	944	968	969	972

* Limited to 2-year schools where at least 25 students had both CCLA and SAT scores

Part B. Aggregate Results

This section compares CCLA performance among first-year and exiting students at 2-year institutions. To be eligible for inclusion in these analyses, a school had to have at least 25 fall 2007 first-year students and 25 spring 2008 exiting students with SAT and CCLA scores. There were four 2-year institutions that satisfied this requirement. Table 9 shows the mean of the school means for first-year and exiting students at these schools.

Table 9
Mean (of school means) SAT and CCLA total scores at 2-year institutions

Class	SAT	CCLA Total
Fall 2007 first-year students	944	992
Spring 2008 exiting students	969	1070

The equation for predicting CCLA total scores on the basis of SAT scores is as follows: Predicted CCLA Total = 350 + (0.68 x SAT).

Table 10 shows that on the average, the first-year student classes at participating 2-year institutions scored 1 point higher on the CCLA measures than what would be expected on the basis of their SAT scores. In other words, they did about as well as would be expected. After controlling on SAT scores, exiting students at 2-year institutions scored 62 points higher than what would be expected for first-year students at 4-year colleges.

Table 10
Comparison of observed and predicted scores at 2-year institutions

Class	CCLA Total	Predicted Total	Difference
Fall 2007 first-year students	992	991	1
Spring 2008 exiting students	1070	1008	62

The 61-point gap between the first-year and exiting student deviation scores (i.e., between 62 and 1) may be attributed to the two years of college these students received.

Across first-year student classes at all 4-year colleges participating in the CLA, the standard error of the CLA total scores was 35.4 (when the school is used as the unit of analysis). Hence, on the average, going to a 2-year institution in our sample for two years was associated with a 1.72 standard deviation unit increase in CCLA total scores because $[61/35.4 = 1.72]$. This is a substantial improvement.

A

Standard ACT to SAT Conversion Table

ACT	to	SAT
36		1600
35		1580
34		1520
33		1470
32		1420
31		1380
30		1340
29		1300
28		1260
27		1220
26		1180
25		1140
24		1110
23		1070
22		1030
21		990
20		950
19		910
18		870
17		830
16		780
15		740
14		680
13		620
12		560
11		500

Sources:

“Concordance Between ACT Assessment and Recentered SAT I Sum Scores” by N.J. Dorans, C.F. Lyu, M. Pommerich, and W.M. Houston (1997), *College and University*, 73, 24-31; “Concordance between SAT I and ACT Scores for Individual Students” by D. Schneider and N.J. Dorans, *Research Notes (RN-07)*, College Entrance Examination Board: 1999; “Correspondences between ACT and SAT I Scores” by N.J. Dorans, *College Board Research Report 99-1*, College Entrance Examination Board: 1999; *ETS Research Report 99-2*, Educational Testing Service: 1999.

B Description of CCLA Tasks and Scores

The CCLA uses various types of tasks, all of which require students to construct written responses to open-ended questions. There are no multiple-choice questions.

Performance Task

Each Performance Task requires students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical but realistic situation. In addition to directions and questions, each Performance Task also has its own document library that includes a range of information sources, such as letters, memos, summaries of research reports, newspaper articles, maps, photographs, diagrams, tables, charts, and interview notes or transcripts. Students are instructed to use these materials in preparing their answers to the Performance Task's questions within the allotted 90 minutes.

The first portion of each Performance Task contains general instructions and introductory material. The student is then presented with a split screen. On the right side of the screen is a list of the materials in the document library. The student selects a particular document to view by using a pull-down menu. On the left side of the screen are a question and a response box. There is no limit on how much a student can type. When a student completes a question, he or she then selects the next question in the queue. Some of these components are illustrated below:

Introductory Material: You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. Your document library contains the following materials:

1. Newspaper article about the accident
2. Federal Accident Report on in-flight breakups in single-engine planes
3. Internal Correspondence (Pat's e-mail to you & Sally's e-mail to Pat)
4. Charts relating to SwiftAir's performance characteristics
5. Excerpt from magazine article comparing SwiftAir 235 to similar planes
6. Pictures and descriptions of SwiftAir Models 180 and 235

Sample Questions: Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups? What is the basis for your conclusion? What other factors might have contributed to the accident and should be taken into account? What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

No two Performance Tasks assess the same combination of abilities. Some ask students to identify and then compare and contrast the strengths and limitations of alternative hypotheses, points of view, courses of action, etc. To perform these and other tasks, students may have to weigh different types of evidence, evaluate the credibility of various documents, spot possible bias, and identify questionable or critical assumptions.

Performance Tasks also may ask students to suggest or select a course of action to resolve conflicting or competing strategies and then provide a rationale for that decision, including why it is likely to be better than one or more other approaches. For example, students may be asked to anticipate potential difficulties or hazards that are associated with different ways of dealing with a problem, including the likely short- and long-term consequences and implications of these strategies. Students may then be asked to suggest and defend one or more of these approaches. Alternatively, students may be asked to review a collection of materials or a set of options, analyze and organize them on multiple dimensions, and then defend that organization.

Performance Tasks often require students to marshal evidence from different sources; distinguish rational from emotional arguments and fact from opinion; understand data in tables and figures; deal with inadequate, ambiguous, and/or conflicting information; spot deception and holes in the arguments made by others; recognize information that is and is not relevant to the task at hand; identify additional information that would help to resolve issues; and weigh, organize, and synthesize information from several sources.

All of the Performance Tasks require students to present their ideas clearly, including justifying their points of view. For example, they might note the specific ideas or sections in the document library that support their position and describe the flaws or shortcomings in the arguments' underlying alternative approaches.

Analytic Writing Task

Students write answers to two types of essay prompts, namely: a "Make-an-Argument" question that asks them to support or reject a position on some issue; and a "Critique-an-Argument" question that asks them to evaluate the validity of an argument made by someone else. Both of these tasks measure a student's ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

A "Make-an-Argument" prompt typically presents an opinion on some issue and asks students to address this issue from any perspective they wish, so long as they provide relevant reasons and examples to explain and support their views. Students have 45 minutes to complete this essay. For example, they might be asked to explain why they agree or disagree with the following (on next page):

There is no such thing as “truth” in the media.

The one true thing about the information media is that it exists only to entertain.

A “Critique-an-Argument” prompt asks students to critique an argument by discussing how well reasoned they find it to be (rather than simply agreeing or disagreeing with the position presented). For example, they might be asked to evaluate the following argument:

A well-respected professional journal with a readership that includes elementary school principals recently published the results of a two-year study on childhood obesity. (Obese individuals are usually considered to be those who are 20 percent above their recommended weight for height and age.) This study sampled 50 schoolchildren, ages 5-11, from Smith Elementary School. A fast food restaurant opened near the school just before the study began. After two years, students who remained in the sample group were more likely to be overweight—relative to the national average. Based on this study, the principal of Jones Elementary School decided to confront her school’s obesity problem by opposing any fast food restaurant openings near her school.

Scores

To facilitate reporting results across schools, ACT scores were converted (using the ACT-SAT crosswalk in Appendix A) to the scale of measurement used to report SAT scores. For the majority of your students, we embedded the Scholastic Level Exam (SLE), a short-form cognitive ability measure, into the CCLA testing. The SLE is produced by Wonderlic, Inc. SLE scores were converted to SAT scores using data from 1,148 students participating in spring 2006 that had both SAT and SLE scores. These converted scores (both ACT to SAT and SLE to SAT) are referred to simply as SAT scores.

Students receive a single score on a CCLA task because each task assesses an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills.

Both the Performance Tasks and Analytic Writing Tasks are scored by teams of professional graders trained and calibrated on the specific task type. A student’s “raw” score on a CCLA task is the total number of points assigned to it by the graders. However, a student can earn more raw score points on some tasks than on others. To adjust for these differences, the raw scores on each task were converted to “scale” scores using the procedures described in Appendix C. This step allows for combining scores across different versions of a given type of task as well as across tasks, such as for the purpose of computing total scores.

C Scaling Procedures

Each Performance Task and Analytic Writing Task has a unique scoring rubric, and the maximum number of reader assigned raw score points differs across tasks. Consequently, a given reader-assigned raw score, such as 15 points, may be a relatively high score on one task but a low score on another task. To adjust for such differences, reader-assigned “raw” scores on the different tasks are converted to a common scale of measurement. This process results in “scale” scores that reflect comparable levels of proficiency across tasks. For example, a given CCLA scale score indicates about the same percentile rank regardless of the task on which it was earned. This feature of the CCLA scale scores allows combining scores from different tasks to compute a school’s mean scale score for each task type as well as a total scale score across types.

To convert the reader assigned raw scores to scale scores, the raw scores on a measure were transformed to a score distribution that had the same mean and standard deviation as the SAT scores of the freshmen who took that measure. This type of scaling maintains the relative standing of a student on a task relative to other students who took that task. For example, the student with the highest raw score on a task will also have the highest scale score on that task, the student with the next highest raw score will be assigned the next highest scale score, and so on.

This type of scaling generally results in the highest raw score earned on a task receiving a scale score of approximately the same value as the maximum SAT score of any freshman who took that task. Similarly, the lowest raw score earned on a task would be assigned a scale score value that is approximately the same as the lowest SAT score of any freshman who took that task. On very rare occasions, a student may achieve an exceptionally high or low raw score (i.e., well above or below the other students taking that task). When this occurs, it results in assigning a student a scale score that is outside of the normal SAT range. Prior to the spring of 2007, scores were capped at 1600 (the maximum allowable on the SAT). Capping was discontinued starting in fall 2007.

In the past, CAE revised its scaling equations each fall. However, many institutions would like to make year-to-year comparisons (i.e., as opposed to just fall to spring). To facilitate this activity, in fall 2007 CAE began using the same scaling equations it developed for the fall 2006 administration. As a result of this policy, a given raw score on a task will receive the same scale score regardless of when the student took the task.

D Examining Performance Across Task Types

CCLA results operate as a signaling tool of overall institutional performance on tasks that measure higher order skills holistically. However, the three types of CLA tasks—Performance, Make-an-Argument and Critique-an-Argument—differ slightly in the combination of skills necessary to perform well. Indeed, some schools score significantly lower on one type than on another. Examining performance across CCLA task types can serve as an initial diagnostic exercise. Specifically, cases of performance Well Below Expected or Below Expected on a particular task type indicate that students are not demonstrating the expected level of skill (given their SAT scores) at:

Analyzing complex, realistic scenarios (Performance Task)

Synthesizing information from multiple sources; recognizing conflicting evidence, weighing the credibility of different sources of evidence; identifying logical fallacies, interpreting data, tables, and figures correctly; drawing reasonable and logical inferences from the available information; developing sound conclusions based on all available evidence; and utilizing the most relevant and credible evidence available to justify their conclusion.

Writing a persuasive, analytic essay to support a position on an issue (Make-an-Argument)

Establishing a thesis or a position on an issue; maintaining the thesis throughout the essay; supporting the thesis with relevant and persuasive examples (e.g., from personal experience, history, art, literature, pop culture, or current events); anticipating and countering opposing arguments to the position, fully developing ideas, examples, and arguments; crafting an overall response that generates interest, provokes thought, and persuades the reader; organizing the structure of the essay (e.g., paragraphing, ordering of ideas and sentences within paragraphs); employing transitions and varied sentence structure to maintain the flow of the argument; and utilizing sophisticated grammar and vocabulary.

Critiquing written arguments (Critique-an-Argument)

Identifying a variety of logical flaws or fallacies in a specific argument; explaining how or why the logical flaws affect the conclusions in that argument; and presenting their critique in a written response that is a grammatically correct, organized, well-developed, logically sound, and neutral in tone.

We encourage schools to examine the consistency of differences across task types by looking at consecutive years of CCLA results.

E List of Participating Four-Year Institutions

Jackson State University (5)	Indiana Wesleyan University (3)
Pace University (5)	Lynchburg College (3)
University of Charleston (5)	Marian College (3)
	Morehead State University (3)
Allegheny College (4)	Pacific University (3)
Arizona State University (4)	Seton Hill University (3)
Bethel University (4)	Spelman College (3)
Bluefield State College (4)	Stonehill College (3)
Charleston Southern University (4)	Texas Lutheran University (3)
College of Saint Benedict/St. John's University (4)	University of Evansville (3)
Concord University (4)	University of Great Falls (3)
Marshall University (4)	University of Montana, Missoula (3)
Missouri Southern State University-Joplin (4)	Ursinus College (3)
Missouri Western State University (4)	Ursuline College (3)
Shepherd University (4)	Wagner College (3)
Truman State University (4)	Wartburg College (3)
University of Texas, Arlington (4)	Wesley College (3)
University of Texas, Austin (4)	West Virginia University (3)
University of Texas, Brownsville (4)	
University of Texas, Dallas (4)	Austin College (2)
University of Texas, El Paso (4)	Beloit College (2)
University of Texas, Pan American (4)	California State University, Los Angeles (2)
University of Texas, Permian Basin (4)	California State University, Monterey Bay (2)
University of Texas, San Antonio (4)	California State University, San Marcos (2)
University of Texas, Tyler (4)	California State University, Stanislaus (2)
West Liberty State College (4)	Clemson University (2)
Westminster College, MO (4)	Delaware State University (2)
Westminster College, UT (4)	Fairmont State University (2)
William Woods University (4)	Florida State University (2)
Wofford College (4)	Fort Hays State University (2)
	Heritage University (2)
Alaska Pacific University (3)	Houghton College (2)
Arkansas State University (3)	Juniata College (2)
Auburn University (3)	Loyola University of New Orleans (2)
Aurora University (3)	Marywood University (2)
Averett University (3)	Monmouth University (2)
Barton College (3)	Mount Saint Mary College (2)
Cabrini College (3)	Oklahoma State University (2)
Duke University (3)	Randolph-Macon College (2)
California State University, Northridge (3)	Rhodes College (2)
Centenary College (3)	Richard Stockton College of New Jersey (2)
Dominican University of California (3)	San Jose State University (2)
Franklin Pierce University (3)	Slippery Rock University (2)
Furman University (3)	Sonoma State University (2)
Glenville State College (3)	Southwestern University (2)
Hannibal LaGrange College (3)	The College of St. Scholastica (2)
	Toccoa Falls College (2)

Number of Years Participating in Parentheses

University of Arkansas, Fort Smith (2)
University of Kentucky (2)
University of North Carolina, Pembroke (2)
University of North Texas (2)
University of Pittsburgh (2)
University of the Virgin Islands (2)
Upper Iowa University (2)
Washington and Lee University (2)
Weber State University (2)
West Virginia University Institute of Technology (2)
Wichita State University (2)

Albertson College of Idaho (1)
Appalachian State University (1)
Auburn University Montgomery (1)
Bloomfield College (1)
Bob Jones University (1)
California Baptist University (1)
California Maritime Academy (1)
California State University, Bakersfield (1)
California State University, Channel Islands (1)
California State University, Chico (1)
California State University, Dominguez Hills (1)
California State University, East Bay (1)
California State University, Fresno (1)
California State University, Fullerton (1)
California State University, Long Beach (1)
California State University, Sacramento (1)
California State University, San Bernardino (1)
California State University, San Luis Obispo (1)
Capital University (1)
Central Connecticut State University (1)
Colorado State University (1)
East Carolina University (1)
Eckerd College (1)
Elizabeth City State University (1)
Emory & Henry College (1)
Endicott College (1)
Hiram College (1)
Humboldt State University (1)
Illinois College (1)
Indiana University of Pennsylvania (1)
Lewis & Clark College (1)
Metropolitan State University (1)
Millersville University of Pennsylvania (1)
Minot State University (1)
Misericordia University (1)

Nicholls State University (1)
Norfolk State University (1)
North Carolina State University (1)
North Dakota State University (1)
North Park University (1)
Our Lady of the Lake University (1)
Peace College (1)
Pepperdine University (1)
Presbyterian College (1)
Rhode Island College (1)
Rice University (1)
Rollins College (1)
Saint Louis University in Madrid (1)
San Diego State University (1)
San Francisco State University (1)
Southern University and A&M College (1)
Southern Virginia University (1)
St. Cloud State University (1)
Tarleton State University (1)
Texas A&M International University (1)
Texas Tech University (1)
The College of New Jersey (1)
The College of New Rochelle (1)
Towson University (1)
University of Alabama (1)
University of Central Florida (1)
University of Findlay (1)
University of Louisiana (1)
University of Michigan (1)
University of Missouri, St. Louis (1)
University of Nebraska Omaha (1)
University of North Carolina, Asheville (1)
University of North Carolina, Chapel Hill (1)
University of North Carolina, Greensboro (1)
University of North Carolina, Wilmington (1)
University of Saint Thomas in Minnesota (1)
University of Southern Alabama (1)
University of Virginia's College at Wise (1)
University of Wisconsin Lacrosse (1)
Walsh College (1)
Warner Southern College (1)
Washburn University (1)
Washington and Jefferson College (1)
West Virginia State University (1)
Western Carolina University (1)

Number of Years Participating in Parentheses

F CCLA Student Data File

In tandem with this report, we provide a CCLA Student Data File, which includes over 50 variables across three categories: (1) CCLA scores and identifiers; (2) information provided/verified by the registrar; and (3) self-reported information from students in their CLA on-line profile. We provide student-level information for linking with other data you collect (e.g., from CCSSE, portfolios, local assessments, course-taking patterns, participation in specialized programs, etc.) to help you hypothesize about campus-specific factors related to overall institutional performance. Student-level scores are not designed to be diagnostic at the individual level and should be considered as only one piece of evidence about a student's skills.

The following summary results for the sample of students you tested are provided in your student data file.

	Fall 2007 Data		Spring 2008 Data		Difference
	Number	Percentage	Number	Percentage	
Sex					
Male	29	38%	24	24%	-13%
Female	48	62%	74	76%	13%
English as primary language					
No	18	23%	36	37%	13%
Yes	59	77%	62	63%	-13%
Race					
Black, non-Hispanic	4	5%	13	13%	8%
American Indian/Alaska Native	0	0%	1	1%	1%
Asian/Pacific Islander	13	17%	7	7%	-10%
Hispanic	13	17%	16	16%	-1%
White, non-Hispanic	45	58%	52	53%	-5%
Other	2	3%	9	9%	7%
Field of Study					
Sciences and Engineering	15	19%	17	17%	-2%
Social Sciences	7	9%	9	9%	0%
Humanities and Languages	2	3%	8	8%	6%
Business	13	17%	20	20%	4%
Helping and Other	22	29%	30	31%	2%
Undecided / Other / N/A	18	23%	14	14%	-9%

CCLA Scores and Identifiers	Registrar Data	Self-Reported Data
<ul style="list-style-type: none"> • CCLA scores for Performance Task, Analytic Writing Task, Make-an-Argument, Critique-an-Argument, and Total CCLA Score (depending on the number of tasks taken and completeness of responses): <ul style="list-style-type: none"> - CCLA scale scores; - Student Performance Level categories (i.e., well below expected, below expected, at expected, above expected, well above expected) if CCLA scale score and SAT equivalent scores are available; - Percentile Rank in the CCLA (among students in the same class year; based on scale score); and - Percentile Rank at School (among students in the same class year; based on scale score). • Unique CCLA numeric identifiers • SAT Equivalent Score (SAT composite, converted ACT composite or converted SLE score) • Name (first, middle initial, last) • E-mail address • Date of test • Total time taken on CCLA 	<ul style="list-style-type: none"> • Class Standing • Cumulative Undergraduate GPA • Transfer Student Status • SAT I - Math • SAT I - Verbal • SAT Total (Math + Verbal) • SAT I - Writing • SAT I - Writing (Essay sub-score) • SAT I - Writing (Multiple Choice sub-score) • ACT - Composite • ACT - English • ACT - Reading • ACT - Mathematics • ACT - Science • ACT - Writing 	<ul style="list-style-type: none"> • Age • Gender • Race/Ethnicity • Primary and Secondary Academic Major (34 categories) • Field of Study (6 categories; based on primary academic major) • English as primary language • Total years at school • Attended school as Freshman, Sophomore, Junior, Senior

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