2006-2007 INSTITUTIONAL REPORT

Collin County Community College District

[ccla]
community college learning assessment

Overview

This report has three sections and five 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 2006–2007 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.

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1   Colorado Mountain College, Southwestern Illinois College, The Metropolitan Community Colleges, Missouri State University - West Plains, Bronx Community College, Erie Community College, Lane Community College, and Collin County Community College District.

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 II. 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:

> 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 standard table in Appendix A) to the scale of measurement used to report SAT scores. These converted scores are referred to simply as SAT scores in this report.

Analytic Writing Task scoring is powered by e-rater ®, an automated scoring technology developed and patented by the Educational Testing Service and licensed to CAE. The Performance Task is scored by a team of professional graders trained and calibrated on the specific task.

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. A student's "raw" score on a Performance 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 B. This step allows for combining scores across different versions of a given type of task as well as across tasks, such as for the purposes of computing total scores.

Section III. Results

In the fall of 2006, 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 same scale of measurement as used to report SAT scores and are hereinafter referred to as SAT scores. Appendix B 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 2006–2007 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	26	23
Analytic Writing Tasks	18	17
Make-an-Argument	20	18
Critique-an-Argument	21	18
Total CCLA score	44	40

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)

Table 2	Summary statistics for all fall 2006 first-year students tested at your school				
	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	26	894	1044	1180	208
Analytic Writing Tasks	18	1016	1095	1242	155
Make-an-Argument	20	822	1055	1198	226
Critique-an-Argument	21	984	1076	1145	180

Table 3	Summary statistics for all fall 2006 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	169	860	967	1060	163
Analytic Writing Tasks	106	936	1000	1097	139
Make-an-Argument	132	747	976	1123	186
Critique-an-Argument	125	823	1012	1145	156

Table 4	Summary statistics for schools that tested fall 2006 first-year students at 2-year institutions				
	Number of Schools	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	3	933	981	1044	57
Analytic Writing Tasks	1	974	974	974	N/A
Make-an-Argument	2	915	944	973	41
Critique-an-Argument	2	995	999	1002	5
Total CCLA score	4	950	983	1016	58

Table 5	Summary Statistics for All Spring 2007 Exiting Students Tested at Your School				
	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	23	870	1035	1187	166
Analytic Writing Tasks	17	1021	1117	1172	101
Make-an-Argument	18	1048	1131	1198	165
Critique-an-Argument	18	984	1100	1145	121

Table 6	Summary Statistics for All Spring 2007 Exiting Students Tested in the CCLA				
	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	152	935	1078	1201	181
Analytic Writing Tasks	128	1016	1120	1247	155
Make-an-Argument	135	1048	1108	1198	198
Critique-an-Argument	134	984	1121	1305	177

Table 7	Summary Statistics for Schools that Tested Spring 2007 Exiting Students				
	Number of Schools	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	2	1087	1090	1092	4
Analytic Writing Tasks	2	1101	1111	1120	13
Make-an-Argument	2	1062	1087	1112	35
Critique-an-Argument	2	1119	1124	1129	7
Total CCLA score	5	1076	1098	1106	46

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	981	1044	1090	N/A
Analytic Writing Tasks	974	N/A	1111	N/A
Make-an-Argument	944	N/A	1087	N/A
Critique-an-Argument	999	N/A	1124	N/A
Total CCLA score	983	1070	1098	1176
SAT score	927	980	981	990

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

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 2006 first-year students with CLA and SAT scores. The diagonal 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. Squares (blue for first-year students and red for exiting students) represent 2-year institutions. Solid squares represent your institution. Schools above the line scored higher than expected whereas those below the line did not do as well as expected.

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

First-year students at:
○ 4-year Institutions
☐ 2-year Institutions
■ Your Instituttion

Exiting students at:
☐ 2-year Institutions
■ Your Instituttion

Freshmen	Intercept	Slope	SE	R-Square
Fall 2006	346	.69	42.0	.82
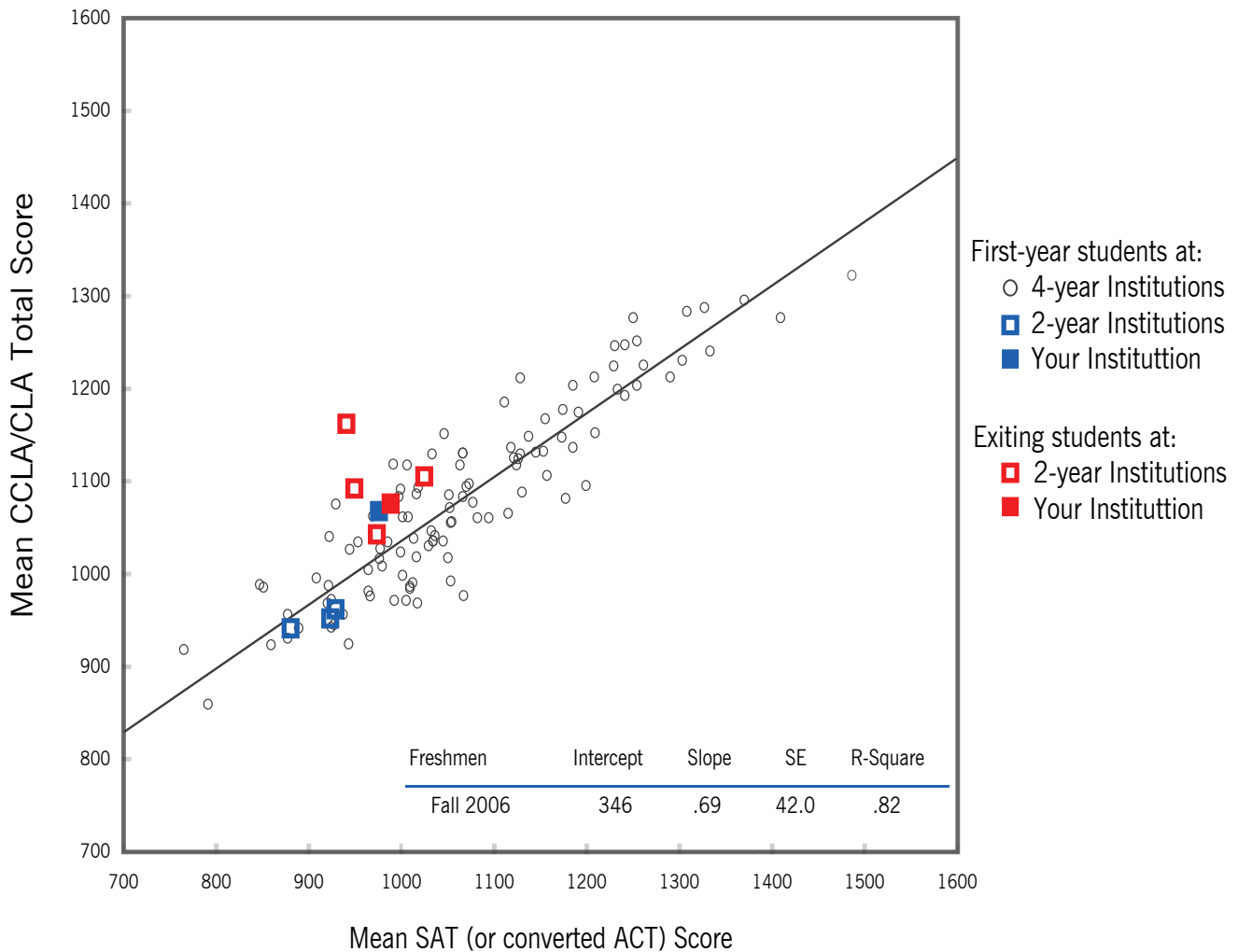
Part B. Aggregate Results

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 2006 first-year students and 25 spring 2007 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 2006 first-year students	927	983
Spring 2007 exiting students	987	1080

The equation for predicting CCLA total scores on the basis of SAT scores is as follows: Predicted CCLA Total = 346 + (0.69 x SAT). Appendix C contains the expected CCLA scale score for a school's first-year students for various mean SAT scores.

Table 10 shows that on the average, the first-year student classes at participating 2-year institutions scored 9 points lower 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 47 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 2006 first-year students	983	985	-3
Spring 2007 exiting students	1080	1027	53

The 56-point gap between the first-year and exiting student deviation scores (i.e., between 53 and -3) 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 42.0 (i.e., 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 1.33 standard deviation unit increase in CCLA total scores because [56/42 = 1.33]. This is a substantial improvement.

Appendix A
Standard ACT to SAT Conversion Table

To facilitate reporting results across schools, ACT scores were converted (using the standard table below) to the scale of measurement used to report SAT scores.

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.

Appendix B

Procedures for Converting Raw Scores to Scale Scores

There is a separate scoring guide for each Performance Task and the maximum number of points a student can earn may differ across Performance Tasks. Consequently, it is easier to earn a given reader-assigned "raw" score on some Performance Tasks than it is on others. To adjust for these differences, reader-assigned "raw" scores on a Performance Task were converted to "scale" scores.

This process involved transforming the raw scores on a measure to a score distribution that had the same mean and standard deviation as the SAT scores of the students who took that measure. This process also was used with the Analytic Writing Tasks.

This type of scaling essentially involves assigning the highest raw score that was earned on a task by any freshman the same value as the highest SAT score of any freshman who took that task (i.e., not necessarily the same person). The second highest raw score is then assigned the same value as the second highest SAT score, and so on.

As a result of the scaling process, we can combine scores from different tasks to compute a school's mean Performance Task scale score. The same procedures also were used to compute scale scores for the Analytic Writing Task.

Appendix C
Expected CCLA Score for Any Given Mean SAT Score

Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score	Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score	Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score
1600	1452	1435	1428	1448	1448	1190	1159	1171	1170	1171	1166	780	867	908	913	895	883
1590	1445	1428	1422	1441	1441	1180	1152	1165	1164	1165	1159	770	860	902	907	888	876
1580	1438	1422	1415	1435	1435	1170	1145	1159	1158	1158	1152	760	852	895	900	881	870
1570	1431	1415	1409	1428	1428	1160	1138	1152	1152	1151	1145	750	845	889	894	874	863
1560	1424	1409	1403	1421	1421	1150	1131	1146	1145	1144	1138	740	838	882	888	868	856
1550	1417	1403	1397	1414	1414	1140	1124	1139	1139	1138	1131	730	831	876	882	861	849
1540	1409	1396	1390	1408	1407	1130	1117	1133	1133	1131	1124	720	824	870	875	854	842
1530	1402	1390	1384	1401	1400	1120	1110	1126	1127	1124	1118	710	817	863	869	847	835
1520	1395	1383	1378	1394	1393	1110	1102	1120	1120	1117	1111	700	810	857	863	841	828
1510	1388	1377	1371	1387	1386	1100	1095	1114	1114	1111	1104	690	802	850	856	834	821
1500	1381	1370	1365	1381	1379	1090	1088	1107	1108	1104	1097	680	795	844	850	827	814
1490	1374	1364	1359	1374	1373	1080	1081	1101	1101	1097	1090	670	788	838	844	820	808
1480	1367	1358	1353	1367	1366	1070	1074	1094	1095	1090	1083	660	781	831	838	814	801
1470	1359	1351	1346	1360	1359	1060	1067	1088	1089	1084	1076	650	774	825	831	807	794
1460	1352	1345	1340	1354	1352	1050	1060	1082	1083	1077	1069	640	767	818	825	800	787
1450	1345	1338	1334	1347	1345	1040	1052	1075	1076	1070	1062	630	760	812	819	793	780
1440	1338	1332	1327	1340	1338	1030	1045	1069	1070	1063	1056	620	753	805	813	787	773
1430	1331	1325	1321	1333	1331	1020	1038	1062	1064	1057	1049	610	745	799	806	780	766
1420	1324	1319	1315	1327	1324	1010	1031	1056	1057	1050	1042	600	738	793	800	773	759
1410	1317	1313	1309	1320	1317	1000	1024	1049	1051	1043	1035	590	731	786	794	766	752
1400	1309	1306	1302	1313	1311	990	1017	1043	1045	1036	1028	580	724	780	787	760	746
1390	1302	1300	1296	1306	1304	980	1010	1037	1039	1030	1021	570	717	773	781	753	739
1380	1295	1293	1290	1300	1297	970	1002	1030	1032	1023	1014	560	710	767	775	746	732
1370	1288	1287	1284	1293	1290	960	995	1024	1026	1016	1007	550	703	761	769	739	725
1360	1281	1281	1277	1286	1283	950	988	1017	1020	1009	1000	540	695	754	762	733	718
1350	1274	1274	1271	1279	1276	940	981	1011	1013	1003	994	530	688	748	756	726	711
1340	1267	1268	1265	1273	1269	930	974	1004	1007	996	987	520	681	741	750	719	704
1330	1259	1261	1258	1266	1262	920	967	998	1001	989	980	510	674	735	743	712	697
1320	1252	1255	1252	1259	1255	910	960	992	995	982	973	500	667	728	737	706	690
1310	1245	1248	1246	1252	1249	900	952	985	988	976	966	490	660	722	731	699	684
1300	1238	1242	1240	1246	1242	890	945	979	982	969	959	480	653	716	725	692	677
1290	1231	1236	1233	1239	1235	880	938	972	976	962	952	470	645	709	718	685	670
1280	1224	1229	1227	1232	1228	870	931	966	970	955	945	460	638	703	712	679	663
1270	1217	1223	1221	1225	1221	860	924	960	963	949	938	450	631	696	706	672	656
1260	1209	1216	1214	1219	1214	850	917	953	957	942	932	440	624	690	699	665	649
1250	1202	1210	1208	1212	1207	840	910	947	951	935	925	430	617	683	693	658	642
1240	1195	1203	1202	1205	1200	830	902	940	944	928	918	420	610	677	687	652	635
1230	1188	1197	1196	1198	1193	820	895	934	938	922	911	410	603	671	681	645	628
1220	1181	1191	1189	1192	1186	810	888	927	932	915	904	400	595	664	674	638	622
1210	1174	1184	1183	1185	1180	800	881	921	926	908	897						
1200	1167	1178	1177	1178	1173	790	874	915	919	901	890						

Appendix D

List of Participating 4-year Institutions (2006–2007) *

Alaska Pacific University, AK
Allegheny College, PA
Arizona State University, AZ
Arkansas State University, AR
Auburn University, AL
Aurora University, IL
Austin College, TX
Averett University, VA
Barton College, NC
Belmont University, TN
Beloit College, WI
Bethel University, MN
Bluefield State College, WV
Bowling Green State University, OH
Cabrini College, PA
California State Polytechnic University - Pomona, CA
California State University - Los Angeles, CA
California State University - Stanislaus, CA
California State University - Northridge, CA
California State University - San Marcos, CA
Carleton College, MN
Centenary College, NJ
Central Michigan University, MI
Champlain College, VT
Charleston Southern University, SC
Cleveland State University, OH
College of Saint Benedict/Saint John's University, MN
Colorado College, CO
Concord University, WV
Concordia College, MN
CUNY City College, NY
CUNY Herbert H. Lehman College, NY
Delaware State University, DE
Dominican University of California, CA
Fairmont State University, WV
Fayetteville State University, NC
Florida State University, FL
Fort Hays State University, KS
Franklin Pierce College, NH
Furman University, SC
Glenville State College, WV
Gordon College, MA
Grand Valley State University, MI
Green Mountain College, VT
Harris-Stowe State University, MO
Hastings College, NE
Heritage University, WA
Houghton College, NY

Indiana Wesleyan University, IN
Jackson State University, MS
Juniata College, PA
Kalamazoo College, MI
Knox College, IL
Lesley University, MA
Louisiana State University, LA
Loyola University of Chicago, IL
Loyola University, New Orleans, LA
Lynchburg College, VA
Macalester College, MN
Marian College of Fond du Lac, WI
Marshall University, WV
McMurry University, TX
Metropolitan College of New York, NY
Michigan Technological University, MI
Missouri Southern State University - Joplin, MO
Missouri Western State University, MO
Monmouth College, IL
Monmouth University, NJ
Morehead State University, KY
Mount Saint Mary College, NY
North Carolina A&T State University, NC
North Carolina Central University, NC
Northern Arizona University, AZ
Ohio Northern University, OH
Pace University, NY
Pacific University, OR
Rhodes College, TN
Richard Stockton College of New Jersey, NJ
Ripon College, WI
Rockford College, IL
Saint Olaf College, MN
Saint Xavier University, IL
Seton Hill University, PA
Shepherd University, WV
Slippery Rock University, PA
Southwestern University, TX
Spelman College, GA
Stonehill College, MA
SUNY College at Buffalo, NY
Syracuse University, NY
Texas Lutheran University, TX
The College of St. Scholastica, MN
The George Washington University, DC
The Ohio State University, OH
The Pennsylvania State University, PA
Toccoa Falls College, GA
Truman State University, MO

University of Arkansas - Fort Smith, AR
University of California, Riverside, CA
University of Charleston, WV
University of Evansville, IN
University of Great Falls, MT
University of Hartford, CT
University of Maine, Ft. Kent, ME
University of Montana - Missoula, MT
University of North Carolina at Charlotte, NC
University of North Texas, TX
University of Pittsburgh, PA
University of Saint Thomas, TX
University of San Diego, CA
University of Texas - Pan American, TX
University of Texas at Arlington, TX
University of Texas at Austin, TX
University of Texas at Brownsville, TX
University of Texas at Dallas, TX
University of Texas at El Paso, TX
University of Texas at San Antonio, TX
University of Texas at Tyler, TX
University of Texas of the Permian Basin, TX
University of the Pacific, CA
University of the Virgin Islands, VI
University of Wyoming, WY
Upper Iowa University, IA
Ursinus College, PA
Ursuline College, OH
Utica College, NY
Wagner College, NY
Wartburg College, IA
Washington & Lee University, VA
Webb Institute, NY
Weber State University, UT
Wesley College, DE
West Liberty State College, WV
West Virginia University, WV
West Virginia University Institute of Technology, WV
Westminster College, MO
Westminster College, UT
Westmont College, CA
Wheaton College, IL
Whitman College, WA
Wichita State University, KS
William Woods University, MO
Wilson College, PA
Winston-Salem State University, NC
Winthrop University, SC
Wofford College, SC

* This listing represents 99 percent of participating four-year schools and is restricted to those that agreed to release their name publicly.

Appendix E
CCLA Student Data File

In tandem with this report, we provide a CCLA Student Data File, which includes over 60 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 in Spring 2007 are provided in your student data file.

Collin County Community College District
Selected student characteristics for your school*

	Number	Percentage
GPA**	3.24	
Age	22.9	
Sex		
Male	21	48%
Female	23	52%
English as primary language		
No	19	43%
Yes	25	57%
Race		
Black, non-Hispanic	3	7%
American Indian/Alaska Native	0	0%
Asian/Pacific Islander	9	20%
Hispanic	4	9%
White, non-Hispanic	26	59%
Other	2	5%
Field of Study		
Sciences and Engineering	10	23%
Social Sciences	6	14%
Humanities and Languages	8	18%
Business	8	18%
Helping and Other	10	23%
Undecided / Other / N/A	2	5%

Across 44 *students in your data file.*
** *Cumulative Undergraduate GPA through fall 2006.*

CCLA Scores and Identifiers

- 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):

  - 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).

- e-rater® raw scores for Make-an-Argument and/or Critique-an-Argument

- Unique CCLA numeric identifiers

- Name (first, middle initial, last)

- E-mail address

- Date of test

- Total time taken on CCLA

Registrar Data

- Class Standing

- High School GPA

- Freshman Year GPA

- Cumulative Undergraduate GPA

- Transfer Student Status

- Credit Hours (only for coursework at institution)

- Total Credit Hours

- Credit Hours (at institution) as percent (%) of total credits needed for graduation

- Scholastic Level Exam (SLE) score

- SAT Equivalent Score (SAT composite or converted ACT composite)

- 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 Reasoning

- ACT - Writing

Self-Reported Data

- Student Class: Freshman/First-Year (1) Sophomore (2) Junior (3) Senior (4) Unclassified (5) Other (6)

- 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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community college learning assessment