

INSTITUTIONAL REPORT

[ANNOTATED EXCERPTS]

**collegiate
learning
assessment**

NOTE TO READER

This document presents excerpts of a sample Collegiate Learning Assessment (CLA) Institutional Report. As such, you may notice that on various occasions, pages and/or entire sections are referenced but absent. Please e-mail cla@cae.org to request a complete and current version.

In addition to the CLA Institutional Report, participating schools receive a CLA Student Data File, which includes over 60 variables across three categories: (1) CLA scores and identifiers; (2) Information provided/verified by the registrar; and (3) Self-reported information from students in their CLA on-line profile. A list of key variables included in the CLA Student Data file can be found at the end of this document.

SUMMARY FINDINGS FOR DISTRIBUTION

I. Institutional Executive Summary

This Collegiate Learning Assessment (CLA) Institutional Report for University College provides information in several formats to assist you in conveying CLA results to a variety of campus constituents. As you know, the CLA assesses your institution's value added to key higher order skills of your students: critical thinking, analytic reasoning, problem solving, and written communication. The CLA also allows you to measure the impact of changes in your curricula and teaching as well as compare your school with our national sample of over 100 institutions. Two questions of interest to many CLA schools are:

1. How did our students score after taking into account their incoming academic abilities?

We used our national database of schools to examine whether the students at University College performed (as a group) better or worse than what would be expected. Their "expected" CLA score is based on two factors, namely: (a) their mean SAT score and (b) the typical relationship between a school's average SAT score and its average CLA score. We designate five performance levels for an institution: *well below expected*, *below expected*, *at expected*, *above expected*, and *well above expected*. We report scores for freshmen and seniors separately and then combine them to estimate your institution's value added (see pages 10-12 for details). The results for University College were as follows:

University College	Performance Level
Freshmen	At
Seniors	Above
Freshmen-to-Seniors (Value Added)	Well Above

2. How does my institution perform on other outcomes after taking into account institutional and student characteristics?

We also examined whether other outcomes at your school—retention and graduation rates—were consistent with what would be expected given the characteristics of your students and institution. Using a regression modeling approach, we report your school's actual performance, what would be expected based on the models, and assign a performance level relative to all four-year institutions (see Table 10 on Page 15 for details):

Outcome	Your School	Expected Value	Performance Level
First-year retention rate	86.0	89.4	At
4-year graduation rate	72.9	70.2	At
6-year graduation rate	77.4	78.3	At

We provide an executive summary that highlights how well your students performed, how your institution compares to similar institutions, and how your institution performs on other outcomes (such as retention rate) after taking into account other institutional and student characteristics. This executive summary could be easily distributed to others on campus.

PRIMER ON CLA APPROACH AND CALCULATIONS

II. Understanding CLA Results

The Collegiate Learning Assessment (CLA) is a national effort that provides colleges and universities with information about their students' performance on tasks that require them to think critically, reason analytically, solve realistic problems, and write clearly. Almost all undergraduate institutions strive to improve their students' skills in these areas. The CLA provides colleges with information about their students' performance in these areas by examining how well a sample of their freshmen and seniors do on nationally administered tests.

For a number of reasons, we cannot measure improvement by simply examining differences in average CLA scores between freshmen and senior samples within a school or between schools. The samples of freshmen and seniors tested at a school may not perfectly represent their respective classes at that college. For example, participating freshmen may have higher SAT scores than their classmates while the reverse may be true for seniors. In addition, colleges also differ in the entering abilities of their students. To address these concerns, an adjustment is needed.

To make this adjustment, we compare a school's actual CLA score to its expected CLA score. Expected scores are derived from the typical relationship between a college's average SAT score (or average ACT score converted to the SAT scale) and its average CLA score. For example, college freshmen with an average SAT score of 1290 would be expected to have an average CLA score of 1235. If their actual average CLA score is substantially higher than that, then they would be classified as scoring higher than expected.

We report differences between actual and expected scores in two ways: (1) "points" on the CLA scale and (2) standard errors. We use the latter to facilitate comparisons and define the performance levels as follows. Colleges with actual scores between -1.00 to +1.00 standard errors from their expected scores are categorized as being At Expected. Institutions with actual scores greater than one standard error (but less than two standard errors) from their expected scores are in the Above Expected or Below Expected categories (depending on the direction of the deviation). The schools with actual scores greater than two standard errors from their expected scores are in the Well Above Expected or Well Below Expected categories. See pages 10-12 and page 18 for technical information on computing expected scores and the classification of scores into the five different performance levels.

Differences between expected and actual scores for freshmen could stem from several factors, such as differences in college admissions' policies that result in students who perform at similar levels on standardized multiple choice tests (e.g., the SAT) but differently on constructed response tasks that require short answers and essays (e.g., the CLA). Differences between expected and actual scores for seniors could be due to admissions policies, but they also could stem from differences in the relative effectiveness of their institution's educational programs.

By comparing actual to expected scores, colleges can estimate¹ their value added by measuring performance differences between the freshmen and senior years at their school. They can also compare the size of this difference with colleges that serve similar students (i.e., students with the same mean SAT score).

On the next page we illustrate these ideas using a hypothetical example—University College—to help you understand CLA results.

¹ At this stage of the CLA we are not measuring gain in the usual longitudinal sense (gains over time in a cohort of the same students) but we are estimating value added using a cross-sectional design (comparing random samples of freshmen tested in the fall to random samples of seniors tested in the spring). We initiated a traditional longitudinal study at 45 schools in fall 2005 and will report results after these schools test their longitudinal cohorts of students as rising juniors and seniors.

The hallmark of the CLA is its ability to measure the institutional value added. Given the unique nature of this assessment, we provide detailed but clear instructions for understanding how the value-added score is calculated.

YOUR RESULTS (TABULAR, NARRATIVE, GRAPHICAL)

University College	Freshmen	Seniors	Value Added
Mean SAT Score	1252	1250	
Expected CLA Score	1210	1311	101
Actual CLA Score	1170	1383	213
Difference (actual minus expected) *	-40	72	112
Difference (actual minus expected) **	-0.8	1.6	2.4
Performance Level ***	At	Above	Well Above

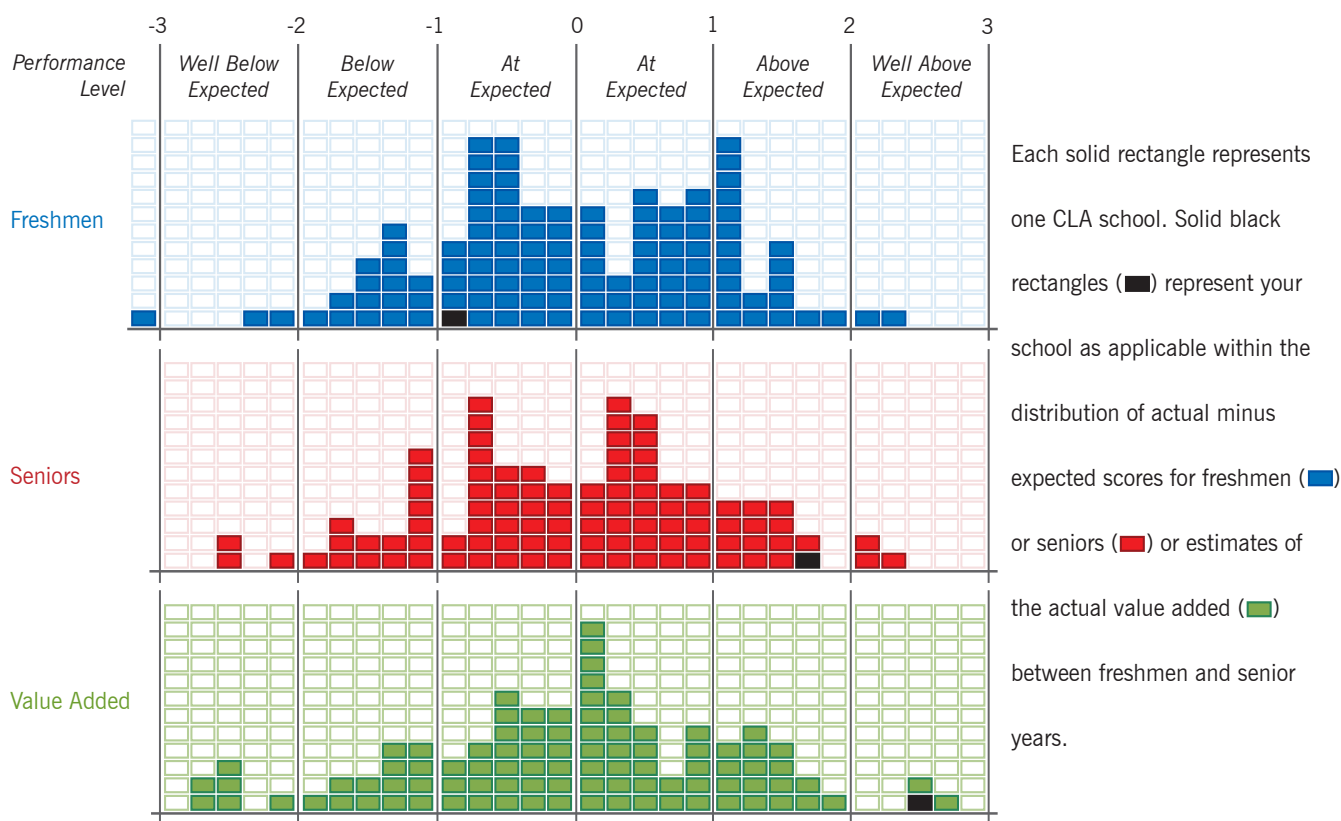
* In scale score points. ** In standard errors. *** Well Above, Above, At, Below, or Well Below Expected

Freshmen: Based on the average SAT score (1252) of freshmen you sampled, we would expect their average CLA score to be 1210. Your freshmen scored 1170, which is *At Expected*.

Seniors: Based on the average SAT score (1250) of seniors you sampled, we would expect their average CLA score to be 1311. Your seniors scored 1383, which is *Above Expected*.

Value Added: Based on the average SAT scores of freshmen and seniors you sampled, we would expect a difference of 101 points on the CLA. This difference is our estimate of the expected value added at your school. The difference between how your seniors scored (1383) and freshmen scored (1170) was 213 points, which is *Well Above Expected*.

Distribution of schools by actual minus expected scores (in standard errors) and performance levels



Having explained how value added is calculated, we then report specific freshmen, seniors and value-added scores for your institution presented in multiple formats and user-friendly data displays.

REPRESENTATIVE SCHOOL AND STUDENT SAMPLES

In the fall 2005 and/or spring 2006 testing cycles, 113 four-year institutions (“CLA schools”) tested enough freshmen and seniors to provide sufficiently reliable data for the school level analyses and results presented in this report.

Table 1 groups CLA schools by Basic Carnegie Classification. The spread of schools corresponds fairly well with that of the 1,710 four-year institutions across the nation.

Table 2 compares some important characteristics of the 113 four-year CLA schools with the characteristics of the colleges and universities across the nation. These data suggest that the CLA schools are fairly representative of institutions nationally with respect to key institutional variables.

With respect to entering ability levels, students participating in the CLA at a school appeared to be generally representative of their classmates, at least with respect to SAT scores. Specifically, across institutions, the mean freshmen SAT score of the students who took the CLA tests (as verified by the school Registrar) was only 15 points higher than that of the entire freshmen class (as reported in IPEDS): 1094 versus 1079.

The correlation on the mean SAT score between freshmen who took the CLA and their classmates was extremely high ($r=0.96$). Additionally, the mean senior SAT score of CLA participating students was only 10 points higher than that of freshmen at their school (1104 versus 1094), a result consistent with the general finding that more able students will tend to persist over the course of their college education. Across participating CLA schools, the correlation between the mean SAT score of freshmen and seniors who took the CLA at a school was also strong ($r=0.95$). These data suggest that as a group, (a) the students tested in the CLA were similar to those of their classmates and (b) the samples of freshmen and seniors who took the CLA were very similar as measured by their entering academic abilities. This correspondence increases the confidence in the inferences that can be made from the results with the samples of students that were tested at a school to all the freshmen and seniors at that institution.

Table 1: 4-year institutions in the CLA and nation by Carnegie Classification

Carnegie Classification	Nation		CLA	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	283	17%	29	26%
Master’s Colleges and Universities	690	40%	43	38%
Baccalaureate Colleges	737	43%	41	36%
	1710		113	

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, July 7, 2006 edition.

Table 2: 4-year institutions in the CLA and nation by key school characteristics

School Characteristic	Nation	CLA
Percent public	36%	42%
Percent Historically Black College or University (HBCU)	6%	10%
Mean percentage of undergraduates receiving Pell grants	33%	32%
Mean four-year graduation rate	36%	38%
Mean six-year graduation rate	52%	55%
Mean first-year retention rate	75%	77%
Mean Barron’s selectivity rating	3.5	3.5
Mean estimated median SAT score	1061	1079
Mean number of FTE undergraduate students (rounded)	4500	6160
Mean student-related expenditures per FTE student (rounded)	\$12,230	\$11,820

Source: College Results Online dataset, managed by the Education Trust, covers most 4-year Title IV-eligible higher-education institutions in the United States. Data were obtained with permission from the Education Trust and constructed from IPEDS and other sources. For detail see www.collegeresults.org/aboutthedata.aspx. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators.

We provide specific breakdowns so institutions can see that the CLA includes a national, representative sample of institutions, as measured by both Basic Carnegie Classification and other key school characteristics. Findings on the representativeness of school samples (students taking the CLA versus their classmates) are also provided.

STUDENT COUNTS BY COHORT

V. Institutional Tables and Figures

Institutions participate in the CLA as either cross-sectional or longitudinal schools. Cross-sectional schools test samples of freshmen in the fall and seniors in the spring (of the same academic year). Longitudinal schools follow the same students as they progress at the college by testing them three times (as freshmen, rising juniors and seniors). Longitudinal schools in their first year follow the cross-sectional approach by testing a sample of seniors in the spring to gather comparative data.

Fall 2005 freshmen at longitudinal schools took **both** a Performance Task and Analytic Writing Task (i.e., Make-an-Argument and Critique-an-Argument). Fall 2005 freshmen at cross-sectional schools took **either** a Performance Task or Analytic Writing Task. Spring 2006 seniors at longitudinal schools and cross-sectional schools took **either** a Performance Task or Analytic Writing Task. A school's total scale score is the mean of its Performance Task and Analytic Writing Task scale scores.

Appendix A describes how ACT scores were converted to the same scale of measurement as used to report SAT scores. Appendix B describes how the reader-assigned "raw" scores on different tasks were converted to scale scores.

The analyses discussed in this section focus primarily on those schools where at least 25 students received a CLA score and also had an SAT score. 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 CLA.

Table 3 shows the number of freshmen and seniors at your school who completed a CLA measure in fall 2005 and spring 2006 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 3: Number of your freshmen and seniors with CLA and SAT scores

	Number of Freshmen	Number of Seniors
Performance Task	217	215
Analytic Writing Task	211	207
Make-an-Argument	213	210
Critique-an-Argument	216	209
Total score	209	205

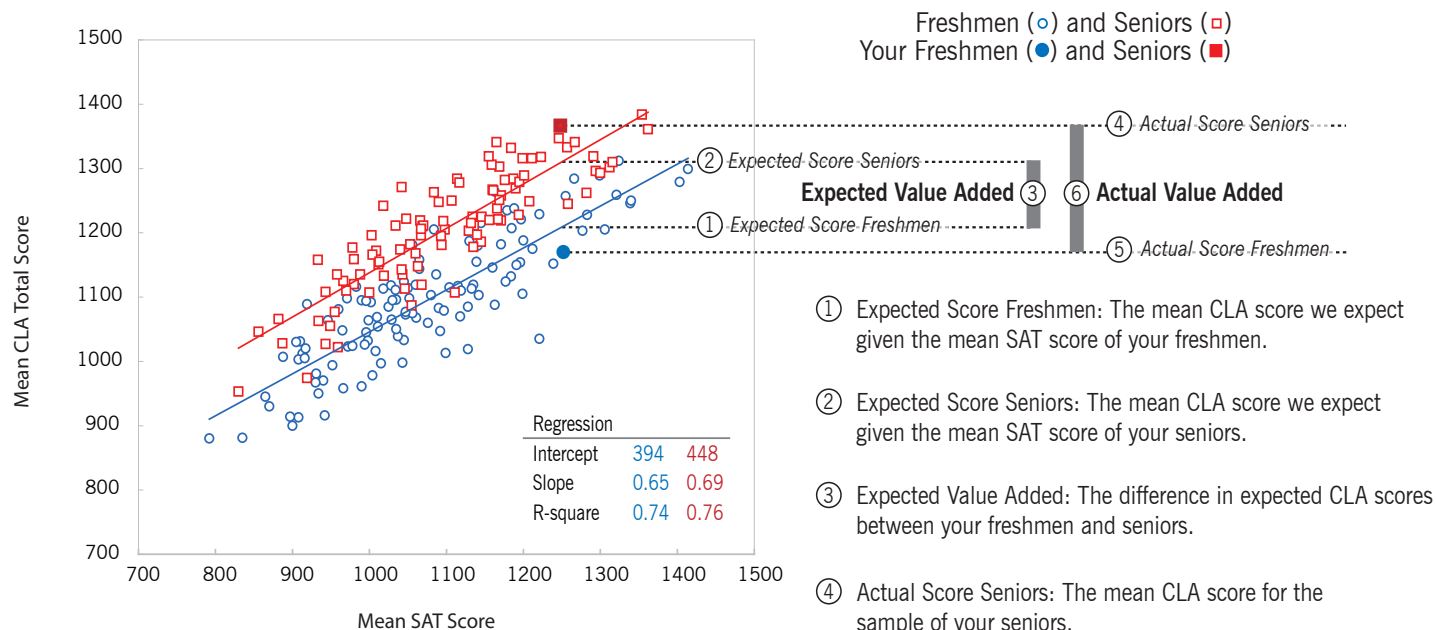
Figure 1 and Table 4 (next page) show whether your students did better, worse, or about the same as what would be expected given (1) their SAT scores and (2) the general relationship between CLA and SAT scores at other institutions. Specifically, Figure 1 shows the relationship between the mean SAT score of a college's freshmen and seniors (on the horizontal x-axis) and their mean CLA total score (on the vertical y-axis). Each data point is a college that had at least 25 fall 2005 freshmen (blue circles) or spring 2006 seniors (red squares) with both CLA and SAT scores.

The diagonal lines (blue for freshmen and red for seniors) running from lower left to upper right show the typical relationship between an institution's mean SAT score and its mean CLA score for both freshmen and seniors. The solid blue circle and solid red square correspond to your school. Schools above the line scored higher than expected whereas those below the line did not do as well as expected. Small deviations from the line in either direction could be due to chance. Thus, you should only pay close attention to relatively "large" deviations as defined below. The difference between a school's actual mean score and its expected mean score is called its "deviation" (or "residual") score. Results are reported in terms of deviation scores because the freshmen and seniors who participated at a school were not necessarily a representative sample of all the freshmen at their school. For example, they may have been generally more or less proficient in the areas tested than the typical student at that college. Deviation scores adjust for such disparities.

In order to be included in the value-added calculations, students must have completed the CLA and have SAT/ACT scores on file. [Note: If a majority of your students does not have SAT/ACT scores on file, we offer a short-form cognitive aptitude assessment in addition to the CLA]. We include counts of students at your institution who meet these requirements so you can track participation both in your freshman and senior cohorts.

YOUR RESULTS IN GREATER DETAIL

Figure 1: Relationship Between CLA Performance and Incoming Academic Ability



Squares (for seniors) and circles (for freshmen) represent colleges or universities with a sufficient number of students with both CLA and SAT (or converted ACT) scores.

Diagonal lines (red for seniors and blue for freshmen) show the typical relationship between incoming academic ability (average ACT or SAT scores) and average CLA scores across all participating institutions. The lines represent expected CLA scores at different levels of incoming academic ability.

- ① Expected Score Freshmen: The mean CLA score we expect given the mean SAT score of your freshmen.
- ② Expected Score Seniors: The mean CLA score we expect given the mean SAT score of your seniors.
- ③ Expected Value Added: The difference in expected CLA scores between your freshmen and seniors.
- ④ Actual Score Seniors: The mean CLA score for the sample of your seniors.
- ⑤ Actual Score Freshmen: The mean CLA score for the sample of your freshmen.
- ⑥ Actual Value Added: This estimated value added is the difference in actual CLA scores between your freshmen and seniors.

Table 4 (below) shows deviation scores for your freshmen and seniors and—given their SAT scores—whether those deviations were well above, above, at, below, or well below what would be expected.

Table 4: Deviation scores and associated performance levels for your freshmen and seniors

Performance Task	Freshmen		Seniors	
	Deviation Score	Performance Level	Deviation Score	Performance Level
Performance Task	0.0	At	2.4	Well Above
Analytic Writing Task	-1.0	Below	0.8	At
Make-an-Argument	-1.1	Below	0.3	At
Critique-an-Argument	-0.8	At	1.2	Above
Total score	-0.8	At	1.6	Above

Deviation scores are expressed in terms of standard errors to facilitate comparisons among measures. Colleges with actual scores between -1.00 to +1.00 standard errors from their expected scores are categorized as being *At Expected*. Institutions with actual scores greater than one standard error (but less than two standard errors) from their expected scores are in the *Above Expected* or *Below Expected* categories (depending on the direction of the deviation). The schools with actual scores greater than two standard errors from their expected scores are in the *Well Above Expected* or *Well Below Expected* categories.

Value added is calculated by considering CLA scores while controlling for incoming student ability (measured by admission test scores or a short-form cognitive ability assessment we can provide). We include graphical and numerical depictions of your campus' value added, as well as an assessment of whether your students overall performed well below, below, at, above, or well above expected.

HOLISTIC SCORES

A school's actual mean CLA score often deviated somewhat from its expected value (i.e., the actual value did not always fall right on the line). Differences between expected and actual scores for freshmen could stem from several factors, such as differences in college admissions' policies that result in students who perform at similar levels on standardized multiple choice tests (e.g., the SAT) but differently on constructed response tasks that require short answers and essays (e.g., the CLA). Differences between expected and actual scores for seniors could be due to admissions policies, but they also could stem from differences in the relative effectiveness of their institution's educational programs.

The most striking feature of Figure 1 is that the line for seniors is almost perfectly parallel to but much higher than the line for freshmen. It may be inferred from these data that the seniors within a school generally scored substantially (and statistically significantly) higher than comparable freshmen (in terms of SAT scores) at that school (the average difference was more than 1.6 standard deviation units).

It is instructive to examine whether the deviation score for a college's seniors is larger or smaller than what would be expected given the deviation score for its freshmen. The benchmark here is the size of the difference in deviation scores that is typically observed between freshmen and seniors at other schools after controlling on these students' SAT scores. Table 5 (below) makes this comparison for the subset of schools that tested at least 25 freshmen as well as at least 25 seniors (and where those tested also had SAT scores).

The first column shows the difference between the freshmen and senior deviation scores at your college. A large positive value means the seniors did especially well relative to the freshmen. In other words, after controlling for SAT scores, the difference between the freshmen and senior mean scores was substantially greater than it was at most other schools. A large negative value means the opposite occurred. The second column indicates whether the differences at your school were well above, above, at, below, or well below what would be expected. The difference scores reported in Table 5 are categorized in the same way as are deviation scores (using standard errors).

Keep in mind, however, that even at a school with a negative difference score, its seniors still usually scored higher on the CLA measures than its freshmen. This simply indicates that the degree of improvement between freshmen and seniors was not as great as it was at most other schools and does not mean the school's freshmen earned higher scores than its seniors. An "N/A" signifies that there were not enough freshmen and seniors at your school who had both an SAT and a CLA score to compute a reliable difference score for your institution.

Table 5: Difference scores and associated performance levels for your school

	Difference Score	Performance Level
Performance Task	2.4	Well Above
Analytic Writing Task	1.8	Above
Make-an-Argument	1.4	Above
Critique-an-Argument	2.0	Well Above
Total score	2.4	Well Above

Note: Difference Score = Senior Deviation Score - Freshman Deviation Score

The difference score is the estimate of the actual value added at your school

Table 6 (next page) shows the mean scores for all schools where at least 25 students had both CLA and SAT scores, as well as your school if applicable. Values in the "Your School" column represent only those students with both CLA and SAT scores and were used to calculate deviation scores. An "N/A" indicates that there were not enough students at your school with both CLA and SAT scores to compute a reliable mean CLA score for your institution.

The CLA approach recognizes that critical thinking, analytic reasoning, problem solving, and written communication skills are inherently intertwined in the task and response demands. CLA scores (such as the difference scores reported above) should be understood as holistic representations of student performance on tasks that require an integrated set of higher order skills.

NATIONAL AVERAGES, SUMMARY STATISTICS

Differences or similarities between the values in the “All Schools” and “Your School” columns of Table 6 are not directly interpretable because colleges varied in how their students were sampled to participate in the CLA. Consequently, you are encouraged to focus on the data in Tables 4 and 5.

Table 6: Mean scores for freshmen and seniors at all schools and your school

	Freshmen		Seniors	
	All Schools	Your School	All Schools	Your School
Performance Task	1069	1199	1170	1375
Analytic Writing Task	1116	1139	1263	1391
Make-an-Argument	1109	1127	1252	1361
Critique-an-Argument	1107	1157	1266	1429
Total score	1094	1170	1207	1383
SAT score	1074	1252	1100	1250

Limited to schools where at least 25 students had both CLA and SAT scores

Tables 7 (below), 8 and 9 (next page) provide greater detail on CLA performance, including the spread of scores, at your school and all schools. These tables present summary statistics, including counts, means, 25th and 75th percentiles, and standard deviations. Units of analysis are students for Tables 7 and 8 and schools for Table 9. These CLA scale scores represent students with and without SAT scores and thus may differ from those in Table 6.

Table 7: Summary statistics for freshmen and seniors tested at your school

	Freshmen (fall 2005)				
	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	225	1079	1199	1317	174
Analytic Writing Task	218	1051	1139	1200	136
Make-an-Argument	220	1084	1127	1225	151
Critique-an-Argument	224	1018	1157	1316	169
SAT score	210	1160	1248	1330	132

	Seniors (spring 2006)				
	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	223	1241	1375	1530	223
Analytic Writing Task	214	1338	1391	1487	100
Make-an-Argument	217	1225	1361	1508	139
Critique-an-Argument	216	1316	1429	1465	115
SAT score	207	1180	1244	1340	130

We show comparisons between your students’ mean performance and those at institutions across the country. We also break down scores by CLA task type for different values (25th and 75th percentiles) within the distribution of your results as well as the spread of scores (standard deviation).

FRAMING FOR MULTIPLE AUDIENCES

Appendix C

Equations Used to Estimate CLA Scores on the Basis of Mean SAT Scores

Some schools may be interested in predicting CLA scores for other SAT scores. The table below provides the necessary parameters from the regression equations that will allow you to carry out your own calculations. Also provided for each equation is the standard error and R-square values.

Fall 2005 Freshmen	Intercept	Slope	Standard Error	R-square
Performance Task	306	0.715	41.1	0.847
Analytic Writing Task	518	0.552	70.9	0.488
Make-an-Argument	485	0.581	76.4	0.503
Critique-an-Argument	469	0.594	69.9	0.547
Total Score	394	0.652	49.3	0.743

Spring 2006 Seniors	Intercept	Slope	Standard Error	R-square
Performance Task	291	0.797	47.6	0.780
Analytic Writing Task	646	0.551	48.7	0.634
Make-an-Argument	615	0.570	52.3	0.620
Critique-an-Argument	588	0.608	53.1	0.640
Total Score	448	0.690	45.6	0.760

We include information that may be of interest to administrators, faculty, research staff, students, and the public. We frame information appropriately for these different audiences. For instance, the above summary of the regression equations used to calculate value added is applicable to technically-versed readers. Descriptions of CLA task types (not included in this document) are written with a lay audience in mind.

DECILE GROUPS FOR RELATIVE STANDING

Decile Group	Performance Task		Analytic Writing Task		Total Score	
	Scale Score	Deviation Score	Scale Score	Deviation Score	Scale Score	Deviation Score

Freshmen (fall 2005)

10	1248	1.6	1293	1.7	1271	1.7
9	1191	1.1	1230	1.2	1209	1.1
8	1140	0.7	1184	0.8	1158	0.8
7	1109	0.4	1148	0.3	1119	0.5
6	1081	0.2	1132	0.0	1101	0.1
5	1057	-0.1	1099	-0.2	1081	-0.2
4	1032	-0.4	1073	-0.5	1058	-0.4
3	1001	-0.6	1046	-0.7	1027	-0.7
2	966	-1.0	1008	-1.0	994	-1.1
1	875	-2.0	956	-1.7	923	-1.8

Seniors (spring 2006)

10	1335	1.8	1387	1.8	1346	1.7
9	1277	1.0	1347	1.0	1307	1.1
8	1242	0.7	1322	0.6	1277	0.6
7	1219	0.5	1295	0.2	1251	0.4
6	1187	0.2	1277	0.1	1221	0.2
5	1160	-0.1	1265	-0.3	1205	-0.1
4	1140	-0.4	1249	-0.4	1178	-0.4
3	1100	-0.7	1224	-0.7	1145	-0.7
2	1059	-1.0	1169	-1.0	1107	-1.0
1	983	-1.7	1102	-1.7	1026	-1.8

Freshmen (fall 2005) and Seniors (spring 2006) Difference Scores

	Performance Task	Analytic Writing Task	Total Score
10	1.9	1.9	1.8
9	1.3	1.1	1.2
8	1.0	0.8	0.7
7	0.4	0.4	0.3
6	0.3	0.0	0.0
5	-0.1	-0.4	-0.1
4	-0.6	-0.5	-0.4
3	-1.0	-0.8	-0.7
2	-1.4	-1.1	-1.2
1	-2.2	-1.9	-2.2

We provide decile group results that locate your performance relative to other institutions. For example, a total difference score of 1.2 represents the average performance of schools in the 9th decile group (i.e., schools in the 81st to 90th percentile). If your institution scored 1.3, you could safely conclude that your school performed in the top 20 percent of participating institutions.

ADDITIONAL INSTITUTIONAL OUTCOMES

	First-year Retention Rate	4-year Graduation Rate	6-year Graduation Rate
Number of Schools	1276	1247	1271
R-square	0.65	0.75	0.73
Intercept	27.982**	-28.787**	-10.616*
Sector (public vs. private)	-1.961**	-12.513**	-6.886**
Status as an Historically Black College or University (HBCU)	7.170**	5.845**	6.445**
Carnegie Classification ¹			
RU/VH: Research Universities (very high research activity)	-2.538*	-0.391	2.234
RU/H: Research Universities (high research activity)	-1.065	-3.364*	-0.554
DRU: Doctoral/Research Universities	0.725	1.010	1.121
Master's L: Master's Colleges and Universities (larger programs)	1.628*	1.534	2.449*
Master's S: Master's Colleges and Universities (smaller programs)	-0.360	2.256	1.856
Bac/A&S: Baccalaureate Colleges--Arts & Sciences	-0.500	2.951*	-0.165
Bac/Diverse: Baccalaureate Colleges--Diverse Fields	-2.496**	-0.352	-1.729
Bac/Assoc: Baccalaureate/Associate's Colleges	-3.214	5.362	-2.709
Other	-1.637	-3.758	-4.314*
Estimated median SAT or ACT equivalent of freshman class	0.042**	0.065**	0.062**
Admissions selectivity, per Barron's Guide to American Colleges	1.069**	1.652**	1.553**
Number of full-time equivalent (FTE) undergraduates (1000s)	0.426**	-0.158	0.255**
Percentage of undergraduates receiving Pell grants	-0.056**	-0.153**	-0.125**
Student-related expenditures / FTE student	0.115**	0.300**	0.137**
Percentage of FTE undergraduate students age 25 and over	-0.057**	-0.082**	-0.082**
Percentage of undergraduates who are enrolled part time	-0.023	-0.072*	-0.110**
Status as a commuter campus	-0.665	-4.735**	-4.081**

* p<.05 ** p<.01 ¹ "Masters M" was the reference classification

We include results of other research conducted by the CLA staff. For example, are additional school-level outcomes (e.g., first-year retention and both four- and six-year graduation rates) consistent with what would be expected given institutional characteristics? The performance level categorization scheme for these "other" outcomes mirrors that used for CLA value-added results so schools can compare performance across indicators.

CLA STUDENT DATA FILE FOR LINKING TO OTHER DATA

In addition to the CLA Institutional Report, participating schools receive a CLA Student Data File, which includes over 60 variables across three categories: (1) CLA scores and identifiers; (2) Information provided/verified by the registrar; and (3) Self-reported information from students in their CLA on-line profile:

CLA Scores and Identifiers

- *e-rater® raw scores for Make-an-Argument and/or Critique-an-Argument.*
- *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): (a) CLA scale scores; (b) 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; (c) Percentile Rank in the CLA (among students in the same class year; based on scale score); and (d) 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*

Registrar Data

- *Class Standing*
- *High School GPA*
- *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 I - Math*
- *SAT I - Verbal*
- *SAT Total (Math + Verbal)*
- *SAT I - Writing*
- *SAT I - Writing (Essay subscore)*
- *SAT I - Writing (Multiple Choice subscore)*
- *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*

We provide student-level information for linking with other data you collect (e.g., from NSSE, CIRP, portfolios, local assessments, course-taking patterns, participation in specialized programs, etc.) to help you identify campus-specific factors related to overall institutional performance.

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