



Fall 2007
INSTITUTIONAL
REPORT

Nicholls State
University



collegiatelearning assessment

Contents

This interim Institutional Report presents Collegiate Learning Assessment (CLA) results for colleges and universities that tested entering students / freshmen in fall 2007. These students are hereinafter referred to simply as freshmen. Four sections follow this contents page:

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Note to Readers

Sections I and III both present your institution's CLA results. As such, there is some duplication of content. However, to reach multiple audiences, each section frames this content differently. Section I is non-technical and Section III is intended to provide comprehensive and technical information underpinning your results.

Section II is contextual and describes the CLA tests, scoring process and participants.

Section IV is designed to provide supplemental information for more technically-versed readers.

I. Institutional Executive Summary

This Fall 2007 Collegiate Learning Assessment (CLA) Institutional Report for Nicholls State University provides information in several formats to assist you in conveying baseline 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 167 institutions. This report establishes a performance baseline to compare freshmen tested in fall 2007 to seniors / exiting students tested in spring 2008. A final report covering both testing cycles and providing additional analyses will be issued this summer.

For a number of reasons, we cannot measure performance by simply examining differences in average CLA scores across schools. The samples of freshmen 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. 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. 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 five 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. Pages 6-7 provide more information.

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).

This report addresses one primary question:

How did our freshmen score after taking into account their incoming academic abilities?

As presented in the table below (left), based on the average SAT score (975) of freshmen sampled at your institution, we would expect their average CLA score to be 1012. Your freshmen scored 959, which is *Below Expected*.

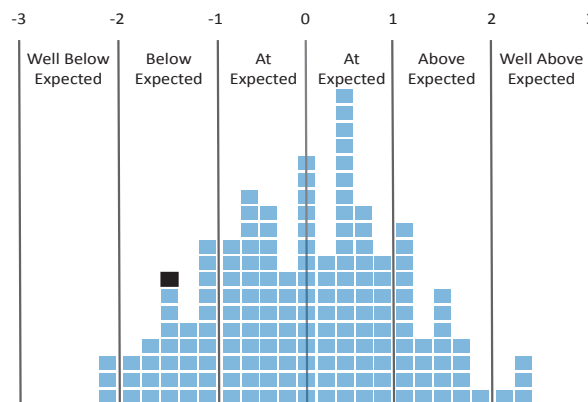
The figure below (right) shows your school (solid black square) in the context of all CLA schools (solid blue squares) that tested enough students with both CLA and SAT scores.

Nicholls State University	Freshmen
Mean SAT Score	975
Expected CLA Score	1012
Actual CLA Score	959
Difference (actual minus expected) *	-53
Difference (actual minus expected) **	-1.5
Performance Level ***	Below

* In scale score points. ** In standard errors.

*** Well Above, Above, At, Below, or Well Below Expected

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



Each solid rectangle represents one CLA school. Solid black rectangles (■) represent your school as applicable within the distribution of actual minus expected scores for freshmen (■).

II. Background

The CLA Tests and Scores

The CLA 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 school children, 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. At institutions where a majority of students did not have ACT or SAT scores (e.g., two-year institutions and open admission schools), we embedded the Scholastic Level Exam (SLE), a short-form cognitive ability measure, into the CLA 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 hereinafter referred to simply as SAT scores.

Students receive a single score on a CLA 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 CLA 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.

Characteristics of Participating Institutions and Students

In the fall 2006 testing cycle, 167 institutions (“CLA schools”) tested enough freshmen 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 1 counts do not include two (2) four-year Special Focus Institutions, five (5) two-year Associates Colleges and one (1) international campus of an institution based in the United States.

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

Carnegie Classification	Nation		CLA	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	283	17%	31	19%
Master’s Colleges and Universities	690	40%	82	52%
Baccalaureate Colleges	737	43%	46	29%
	1710		159	

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, February 5, 2007.

Table 2 compares some important characteristics of colleges and universities across the nation with those of 159 four-year CLA schools and suggests that these CLA schools are fairly representative of institutions nationally.

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

School Characteristic	Nation	CLA
Percent public	36%	58%
Percent Historically Black College or University (HBCU)	6%	4%
Mean percentage of undergraduates receiving Pell grants	33%	32%
Mean four-year graduation rate	36%	33%
Mean six-year graduation rate	53%	52%
Mean first-year retention rate	74%	76%
Mean Barron’s selectivity rating	3.6	3.2
Mean estimated median SAT score	1068	1054
Mean number of FTE undergraduate students (rounded)	4430	7050
Mean student-related expenditures per FTE student (rounded)	\$12,710	\$10,400

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

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 four-year CLA schools without open admission policies, the mean freshmen SAT score of the students who took the CLA tests (as verified by the school Registrar) was only thirteen (13) points higher than that of the entire freshmen class (as reported by the school Registrar): 1057 versus 1044. The correlation on the mean SAT score between freshmen who took the CLA and their classmates was high ($r=0.91$). These data suggest that as a group, the students tested in the CLA were similar to their classmates, which increases the confidence in inferences made from results of an institution’s CLA student sample to all its freshmen.

III. 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 2007 freshmen at longitudinal schools took both an Analytic Writing Task (i.e., Make-an-Argument and Critique-an-Argument) and a Performance Task. Fall 2007 freshmen at cross-sectional schools took either a Performance Task or an Analytic Writing Task. A cross-sectional school's total scale score is the mean of its Performance Task and Analytic Writing Task scale scores. A longitudinal school's total scale score is the mean total score for students who completed all CLA tasks. If fewer than 25 students at a longitudinal school took both tasks, then the total scale score was calculated in a similar manner as in the cross-sectional schools. 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 at your school who completed a CLA measure in fall 2007 and also had an SAT score. The counts in this table were used to determine whether your school met the dual requirement. Counts for the Analytic Writing Task represent students who completed both the Make-an-Argument and Critique-an-Argument tasks.

Table 3: Number of your freshmen with CLA and SAT scores

	Number of Freshmen
Performance Task	928
Analytic Writing Task	N/A
Make-an-Argument	N/A
Critique-an-Argument	N/A
Total score	928

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 (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 2007 freshmen (blue circles) with both 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 CLA score for freshmen. The solid blue circle corresponds 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 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.

Appendix C contains the equations that were used to estimate a school's CLA score on the basis of its students' mean SAT score. Appendix D contains the expected CLA score for a school's freshmen for various mean SAT scores. Appendix E presents average scores across schools within 10 groups of roughly equal size. As such, it provides a general sense of where your school stands relative to the performance of all participating schools.

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).

Figure 1: Relationship Between CLA Performance and Incoming Academic Ability

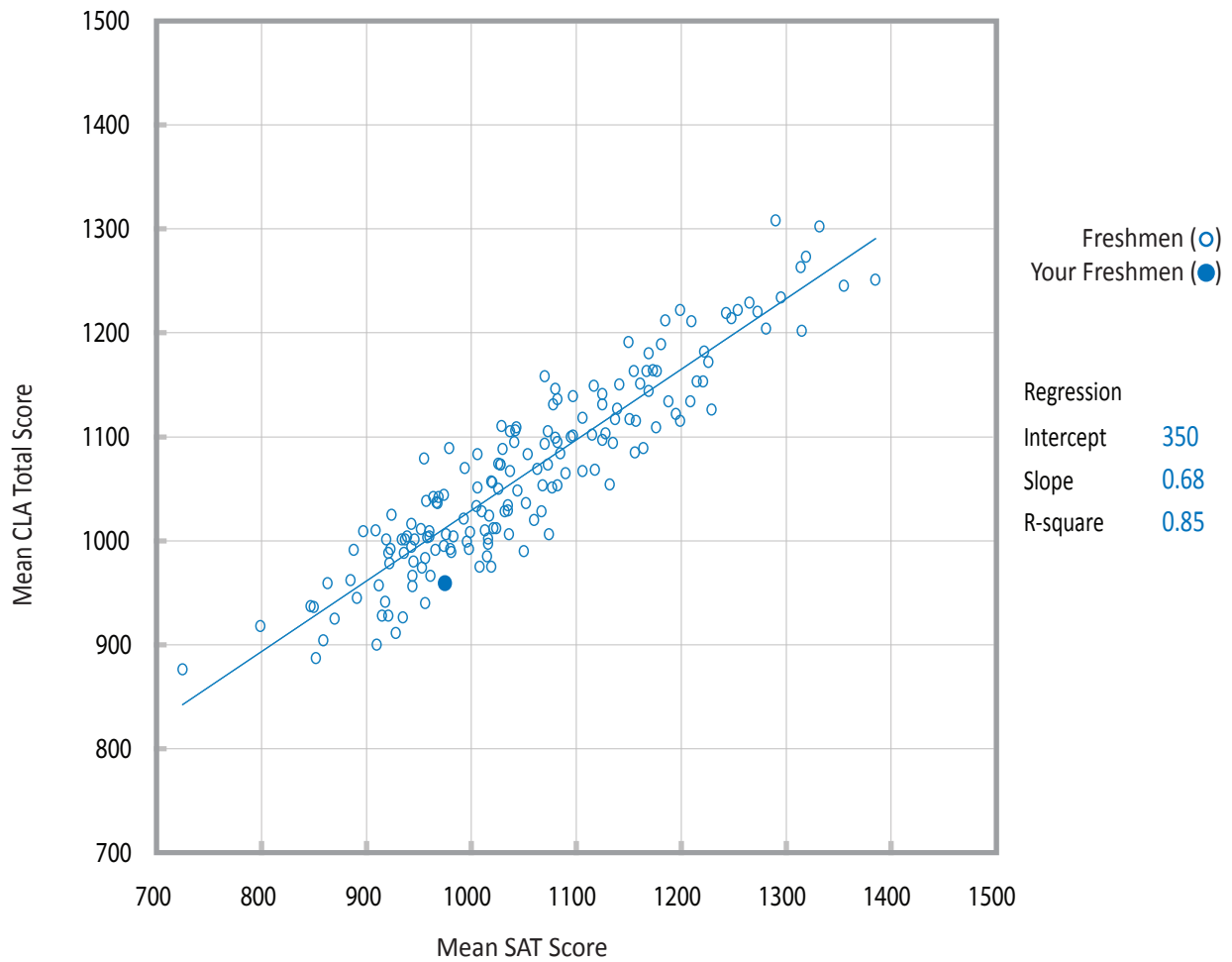


Table 4 (below) shows deviation scores for your freshmen and—given their SAT scores—whether those deviations were well above, above, at, below, or well below what would be expected.

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

Performance Task	Freshmen	
	Deviation Score	Performance Level
Performance Task	-1.0	Below
Analytic Writing Task	N/A	N/A
Make-an-Argument	N/A	N/A
Critique-an-Argument	N/A	N/A
Total score	-1.5	Below

Deviation (residual) scores are reported in terms of the number of standard error units the school's actual mean deviates from its expected value.

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.

Table 5 below 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. Differences or similarities between the values in the “All Schools” and “Your School” columns of Table 5 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 Table 4.

Table 5: Mean scores for freshmen at all schools and your school

	Freshmen	
	All Schools	Your School
Performance Task	1050	959
Analytic Writing Task	1071	N/A
Make-an-Argument	1073	N/A
Critique-an-Argument	1067	N/A
Total score	1064	959
SAT score	1051	975

Tables 6-8 below 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 6 and 7 and schools for Table 8. These CLA scale scores include students without SAT scores and thus may differ from those in Table 5, which only represents students with SAT scores.

Table 6: Summary statistics for freshmen tested at your school

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	950	868	959	1042	133
Analytic Writing Task	0	N/A	N/A	N/A	N/A
Make-an-Argument	0	N/A	N/A	N/A	N/A
Critique-an-Argument	0	N/A	N/A	N/A	N/A
SAT score	931	910	975	1030	103

Table 7: Summary statistics for freshmen tested at all CLA schools

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	12,253	915	1063	1184	194
Analytic Writing Task	10,761	968	1076	1171	150
Make-an-Argument	10,976	954	1074	1180	179
Critique-an-Argument	10,872	939	1074	1191	179
SAT score	19,440	930	1058	1180	180

Table 8: Summary statistics for schools that tested freshmen

	Number of Schools	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	166	977	1049	1121	98
Analytic Writing Task	162	1016	1070	1123	82
Make-an-Argument	164	1014	1072	1114	87
Critique-an-Argument	162	1008	1066	1121	84
Total score	174	1002	1064	1126	92
SAT score	173	958	1050	1134	123

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

Each Performance 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 CLA scale score indicates about the same percentile rank regardless of the task on which it was earned. This feature of the CLA 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.

A final note. 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, beginning in the fall of 2007, CAE will use 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.

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 2007 Freshmen	Intercept	Slope	Standard Error	R-square
Performance Task	278	0.738	39.9	0.836
Analytic Writing Task	428	0.613	35.9	0.811
Make-an-Argument	417	0.625	41.9	0.772
Critique-an-Argument	422	0.615	38.9	0.788
Total Score	350	0.679	35.2	0.850

Appendix D

Expected CLA Score for Any Given Mean SAT Score for Freshmen

The table below presents the expected CLA score for a school's freshmen for various mean SAT scores.

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	Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score
1600	1458	1409	1417	1406	1437	1290	1230	1219	1223	1216	1226	980	1001	1028	1029	1025	1016	670	772	838	836	834	805
1590	1451	1402	1411	1400	1430	1280	1222	1212	1217	1210	1219	970	994	1022	1023	1019	1009	660	765	832	829	828	798
1580	1444	1396	1404	1394	1423	1270	1215	1206	1211	1203	1213	960	986	1016	1017	1013	1002	650	757	826	823	822	792
1570	1436	1390	1398	1388	1416	1260	1208	1200	1204	1197	1206	950	979	1010	1011	1007	995	640	750	820	817	816	785
1560	1429	1384	1392	1382	1409	1250	1200	1194	1198	1191	1199	940	971	1004	1004	1000	988	630	743	814	811	810	778
1550	1422	1378	1386	1376	1403	1240	1193	1188	1192	1185	1192	930	964	998	998	994	982	620	735	808	804	804	771
1540	1414	1372	1379	1369	1396	1230	1185	1182	1186	1179	1185	920	957	992	992	988	975	610	728	802	798	798	764
1530	1407	1366	1373	1363	1389	1220	1178	1176	1179	1173	1179	910	949	986	986	982	968	600	720	796	792	791	758
1520	1399	1359	1367	1357	1382	1210	1171	1169	1173	1167	1172	900	942	979	979	976	961	590	713	789	786	785	751
1510	1392	1353	1361	1351	1375	1200	1163	1163	1167	1160	1165	890	934	973	973	970	955	580	706	783	779	779	744
1500	1385	1347	1354	1345	1369	1190	1156	1157	1161	1154	1158	880	927	967	967	964	948	570	698	777	773	773	737
1490	1377	1341	1348	1339	1362	1180	1148	1151	1154	1148	1151	870	920	961	961	957	941	560	691	771	767	767	730
1480	1370	1335	1342	1333	1355	1170	1141	1145	1148	1142	1145	860	912	955	954	951	934	550	684	765	761	761	724
1470	1363	1329	1336	1326	1348	1160	1134	1139	1142	1136	1138	850	905	949	948	945	927	540	676	759	754	754	717
1460	1355	1323	1329	1320	1342	1150	1126	1133	1136	1130	1131	840	898	943	942	939	921	530	669	753	748	748	710
1450	1348	1317	1323	1314	1335	1140	1119	1127	1129	1123	1124	830	890	937	936	933	914	520	661	746	742	742	703
1440	1340	1310	1317	1308	1328	1130	1112	1120	1123	1117	1117	820	883	930	929	927	907	510	654	740	736	736	696
1430	1333	1304	1311	1302	1321	1120	1104	1114	1117	1111	1111	810	875	924	923	921	900	500	647	734	729	730	690
1420	1326	1298	1304	1296	1314	1110	1097	1108	1111	1105	1104	800	868	918	917	914	893	490	639	728	723	724	683
1410	1318	1292	1298	1290	1308	1100	1089	1102	1104	1099	1097	790	861	912	911	908	887	480	632	722	717	718	676
1400	1311	1286	1292	1283	1301	1090	1082	1096	1098	1093	1090	780	853	906	904	902	880	470	625	716	711	711	669
1390	1303	1280	1286	1277	1294	1080	1075	1090	1092	1087	1084	770	846	900	898	896	873	460	617	710	704	705	663
1380	1296	1274	1279	1271	1287	1070	1067	1084	1086	1080	1077	760	839	894	892	890	866	450	610	704	698	699	656
1370	1289	1268	1273	1265	1280	1060	1060	1078	1079	1074	1070	750	831	887	886	884	859	440	602	697	692	693	649
1360	1281	1261	1267	1259	1274	1050	1053	1071	1073	1068	1063	740	824	881	879	877	853	430	595	691	686	687	642
1350	1274	1255	1261	1253	1267	1040	1045	1065	1067	1062	1056	730	816	875	873	871	846	420	588	685	679	681	635
1340	1267	1249	1254	1246	1260	1030	1038	1059	1061	1056	1050	720	809	869	867	865	839	410	580	679	673	675	629
1330	1259	1243	1248	1240	1253	1020	1030	1053	1054	1050	1043	710	802	863	861	859	832	400	573	673	667	668	622
1320	1252	1237	1242	1234	1246	1010	1023	1047	1048	1044	1036	700	794	857	854	853	825						
1310	1244	1231	1236	1228	1240	1000	1016	1041	1042	1037	1029	690	787	851	848	847	819						
1300	1237	1225	1229	1222	1233	990	1008	1035	1036	1031	1022	680	779	845	842	841	812						

Appendix E

CLA Scale and Deviation Scores by Decile Group

The table below was prepared to help you gain further insight into your school's performance relative to other participating schools for freshmen. You are encouraged to compare the decile group scores in this table to your deviation scores in Table 4 and your mean (scale) scores in Table 5.

For each metric in the table, all schools were rank ordered and then divided into 10 groups of roughly equal size ("decile groups"). Only schools that successfully tested at least 25 students with ACT/SAT scores were included. For each metric, the average performance of the schools within each decile group was calculated. For example, a total scale score for freshmen of 1163 represents the average performance of schools in the 9th decile group (i.e., schools in the 81st to 90th percentile). If freshmen at your school achieved an average scale score of 1164, you could safely conclude that your school performed in the top 20 percent of participating schools on the CLA.

Freshmen (fall 2007)						
Decile Group	Performance Task		Analytic Writing Task		Total Score	
	Scale Score	Deviation Score	Scale Score	Deviation Score	Scale Score	Deviation Score
10	1230	1.8	1234	1.7	1237	1.7
9	1161	1.2	1160	1.1	1163	1.1
8	1121	0.8	1122	0.7	1124	0.7
7	1093	0.5	1098	0.4	1098	0.4
6	1058	0.2	1071	0.2	1071	0.2
5	1027	-0.1	1049	-0.1	1039	-0.2
4	996	-0.5	1030	-0.4	1013	-0.5
3	978	-0.8	1017	-0.7	998	-0.8
2	951	-1.1	991	-1.1	976	-1.1
1	893	-1.6	940	-1.8	922	-1.7

Appendix F

List of Participating Institutions

Alaska Pacific University	Delaware State University
Allegheny College	Dominican University of California
Appalachian State University	Duke University
Arkansas State University	East Carolina University
Auburn University	Eckerd College
Auburn University Montgomery	Elizabeth City State University
Aurora University	Emory & Henry College
Austin College	Endicott College
Averett University	Fairmont State University
Barton College	Florida State University
Bethel University	Fort Hays State University
Bloomfield College	Franklin Pierce University
Bluefield State College	Furman University
Bob Jones University	Glenville State College
Cabrini College	Hannibal LaGrange College
California Baptist University	Heritage University
California Maritime Academy	Hiram College
California Polytechnic State University - San Luis Obispo	Houghton College
California State University, Bakersfield	Howard Community College
California State University, Channel Islands	Humboldt State University
California State University, Chico	Illinois College
California State University, Dominguez Hills	Indiana University of Pennsylvania
California State University, East Bay	Indiana Wesleyan University
California State University, Fresno	Jackson State University
California State University, Fullerton	Juniata College
California State University, Long Beach	Lewis & Clark College
California State University, Los Angeles	Lynchburg College
California State University, Monterey Bay	Macalester College
California State University, Northridge	Marian College
California State University, Sacramento	Marshall University
California State University, San Bernardino	Marywood University
California State University, San Marcos	Metropolitan State University
California State University, Stanislaus	Millersville University of Pennsylvania
Capital University	Misericordia University
Cecil Community College	Missouri Southern State University-Joplin
Centenary College	Missouri State University - West Plains
Central Connecticut State University	Missouri Western State University
Champlain College	Monmouth University
Charleston Southern University	Morehead State University
Clemson University	Mount Saint Mary College
College of St. Benedict/St. John's University	Nicholls State University
Collin County Community College District	North Carolina State University
Colorado Mountain College	North Dakota State University
Colorado State University	North Park University
Concord University	Oklahoma State University

Appendix F (continued)

List of Participating Institutions

Our Lady of the Lake University	University of Michigan
Pace University	University of Missouri - St. Louis
Pacific University	University of Montana - Missoula
Peace College	University of North Carolina at Asheville
Pepperdine University	University of North Carolina at Chapel Hill
Presbyterian College	University of North Carolina at Greensboro
Rhode Island College	University of North Carolina at Pembroke
Rhodes College	University of North Carolina at Wilmington
Richard Stockton College of New Jersey	University of Pittsburgh
Rollins College	University of South Alabama
Saint Louis University in Madrid	University of St. Thomas (MN)
San Diego State University	University of Texas at Arlington
San Francisco State University	University of Texas at Austin
San Jose State University	University of Texas at Brownsville
Seton Hill University	University of Texas at Dallas
Shepherd University	University of Texas at El Paso
Slippery Rock University	University of Texas at Pan American
Sonoma State University	University of Texas at Permian Basin
Southern Virginia University	University of Texas at San Antonio
Southwestern University	University of Texas at Tyler
Spelman College	University of the Virgin Islands
St. Cloud State University	University of Virginia's College at Wise
Stonehill College	University of Wisconsin La Crosse
Tarleton State University	Upper Iowa University
Texas A&M International University	Ursinus College
Texas Lutheran University	Ursuline College
Texas Tech University	Wagner College
The College of Idaho	Walsh College
The College of New Jersey	Warner Southern College
The College of New Rochelle	Wartburg College
The College of St. Scholastica	Washburn University
The Metropolitan Community Colleges	Washington and Jefferson College
The University of Nebraska at Omaha	Washington and Lee University
Toccoa Falls College	Weber State University
Towson University	Wesley College
Truman State University	West Liberty State College
University of Alabama	West Virginia State University
University of Arkansas Fort Smith	West Virginia University
University of Central Florida	West Virginia University Institute of Technology
University of Charleston	Western Carolina University
University of Evansville	Westminster College (MO)
University of Findlay	Westminster College (UT)
University of Great Falls	Wichita State University
University of Kentucky	William Woods University
University of Louisiana at Lafayette	Wofford College

Appendix G

CLA Student Data File

In tandem with this report, we provide 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. 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 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.

CLA Scores and Identifiers	Registrar Data	Self-Reported Data
<ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> - CLA scale scores; - Student Performance Level categories (i.e., well below expected, below expected, at expected, above expected, well above expected) if CLA scale score and SAT equivalent scores are available; - Percentile Rank in the CLA (among students in the same class year; based on scale score); and - 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 	<ul style="list-style-type: none"> • Class Standing • Cumulative Undergraduate GPA • Transfer Student Status • Program ID and Name (for classification of students into difference colleges, schools, fields of study, majors, programs, etc.) • SAT Equivalent Score (SAT composite or converted ACT composite) • SAT I - Math • SAT I - Verbal / Critical Reading • 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 • ACT - Writing 	<ul style="list-style-type: none"> • Student Class: Freshman/First-Year (1) Sophomore (2) Junior (3) Senior (4) Un-classified (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

