## 2014-2015 CLA+ Institutional Results Summary

The CLA+ assessment is composed of two components. The first is a performance task where students are asked to examine and analyze various documents, solve a problem related to those documents, and write their solution including any evidence to support their conclusions. Each student is scored overall and given sub-scores for analyses and problem solving, writing effectiveness, and writing mechanics.

The second part of the CLA+ is a series of selected-response questions. Students are again presented with various documents and asked questions about them. Scientific and quantitative reasoning, critical reading and evaluation, and critiquing an argument are the skills assessed and scored. As with the performance task, an overall score is given with sub-scores for the three skills assessed.

Results are designed to help institutions determine how much value they have added to their students’ ability to perform the skills assessed by the CLA+. In addition, student level results can be used to determine if changes to the curriculum are necessary to improve student outcomes. Lastly, senior CLA+ test takers can share their individual score report with potential employers as evidence of their proficiency in essential job skills such as problem solving, writing, quantitative reasoning, and critical reading.

Freshmen are tested to have a base line from which to measure value added for senior scores. Value added is determined by using the freshmen total CLA+ score plus the senior’s entering academic ability (SAT or ACT converted to SAT scale).

Hierarchical linear modeling is used to calculate an “expected” CLA+ score for the seniors. Actual scores are compared to expected to determine value added. Percentile ranks are also given to us to provide a comparison relative to other CLA+ schools.

TLU seniors scored 1169, which is better or equal to seniors at 73% of CLA+ schools. At this score, TLU seniors are at the proficient mastery level for the CLA+ higher order thinking skills of critical thinking and analytical writing. The freshmen scored 1051, which is better or equal to freshmen at 57% of CLA+ schools.

**Results**

* TLU CLA+ test takers were representative of the student population in terms of gender, ethnicity, first generation status, and entering academic ability.
* TLU’s overall value-added score is 1.01, for the performance task 0.44, and for selected response questions 1.72 (see Table 1).
* 37% of freshmen scored at the proficient and above mastery levels (see Table 2).
* 75% of seniors scored at the proficient and above mastery levels (see Table 2).
* 69% of freshmen and 73% of seniors scored a 3 or 4 on a 6 point scale for the analysis and problem solving skill sub-set of the performance task (see Table 3)
* 77% of freshmen and 80% of seniors scored a 3 or 4 on a 6 point scale for the writing effectiveness skill sub-set of the performance task see Table 3).
* 89% of freshmen and 86% of seniors scored a 3 or 4 on a 6 point scale for the writing mechanics skill sub-set of the performance task (see Table 3)
* Freshmen and seniors scored between the 25th and 75th percentile scores for scientific and quantitative reasoning, critical reading and evaluation, and critique an argument. These are the skill subsets for the selected-response questions (see Table 4)
* 72% of freshmen and 61% of seniors reported they put forth a lot of effort or their best effort on the performance task (see Table 5).
* 38% of freshmen and 53% of seniors reported they put forth a lot of effort or their best effort on the selected –response questions (see Table 5).
* 40% of freshmen and 53% of seniors responded the performance task was very engaging or extremely engaging (see Table 6).
* 16% of freshmen and 23% of seniors responded the selected-response questions were very engaging or extremely engaging (see Table 6)

**Conclusions:**

* Overall, TLU students performed very well. Comparison to a prior year is difficult because the CLA+ is very different from the CLA we last administered in the 2011-2012 academic year. However, since we began using the CLA in 2005-2006, these are the best results we have had from a value-added perspective.
* In the performance task, our students’ weakest skill set is analysis and problem solving for both freshmen and seniors. Because analytically thinking is a pillar of our general education outcomes, we may want to be more intentional about including opportunities to practice this skill and its sub-set skills of analysis and problem solving. The CLA+ organization offers a performance task academy periodically that teaches faculty members how to create their own discipline specific performance task. Perhaps some our faculty would be interested in participating as part of their professional development.
* Both freshmen and seniors performed strongest in scientific and quantitative reasoning, one of the skills evaluated by the selected-response section of the CLA+. Overall, both freshmen and seniors performed strongly relative to students at other CLA+ schools on the selected-response questions.

**Additional Analyses**:

* Additional analyses examining performance based on demographic information of our students (e.g., sex, gender, socioeconomic status, etc.) will also be examined
* Analyses examining aspects of the curriculum (e.g., number and type of courses taken) and the impact of these on CLA+ sub-scores will be examined

These additional analyses will ultimately be combined with this report and shared with faculty to determine future pedagogical strategies that may be implemented to improve outcomes further.

**Table 1: Overall Institutional Value-Added**

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Value-added Score** | **Performance Level Relative to Expected** | **Percentile Rank** |
| **Total CLA+ Score** | 1.01 | Above | 87 |
| Performance Task | 0.44 | Near | 74 |
| Selected-Response Questions  | 1.72 | Above | 94 |

**Table 2: Mastery Levels by Class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **Mean Total CLA+ Score** | **Mean Mastery Level** | **Percent Below Basic** | **Percent Basic** | **Percent Proficient** | **Percent Accomplished** | **Percent Advanced** |
| Freshmen | 1051 | Basic | 23 | 40 | 27 | 10 | 0 |
| Seniors | 1169 | Proficient | 6 | 19 | 41 | 31 | 3 |

**Table 3: Percent Distribution of Performance Task Sub-Scores (6 point scale)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Freshmen** | **Percent Scoring 1 or 2** | **Percent Scoring 3 or 4** | **Percent Scoring 5 or 6** |
| Analysis & Problem Solving | 30 | 69 | 1 |
| Writing Effectiveness | 21 | 77 | 1 |
| Writing Mechanics | 7 | 89 | 4 |
| **Seniors** | **Percent Scoring 1 or 2** | **Percent Scoring 3 or 4** | **Percent Scoring 5 or 6** |
| Analysis & Problem Solving | 16 | 73 | 11 |
| Writing Effectiveness | 7 | 80 | 13 |
| Writing Mechanics | 4 | 86 | 10 |

**Table 4: Selected-Response Questions Mean Sub-Scores**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Scientific & Quantitative Reasoning** | **Critical Reading & Evaluation** | **Critique an Argument** |
|   | Mean Score | 25th Percentile | 75th Percentile | Mean Score | 25th Percentile | 75th Percentile | Mean Score | 25th Percentile | 75th Percentile |
| Freshmen | 527 | 477 | 620 | 510 | 413 | 594 | 513 | 446 | 598 |
| Seniors | 592 | 535 | 651 | 563 | 508 | 918 | 545 | 474 | 611 |
| ***NOTE: The scale for these scores ranges from about 200 to 800*** |  |  |  |  |  |

**Table 5: Student Effort (percent of responses)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Task** | **No or Little Effort** | **Moderate Effort** | **A Lot or Best Effort** |
| Freshmen | 5 | 24 | 62 |
| Seniors | 7 | 31 | 61 |
| **Selected-Response Questions** | **No or Little Effort** | **Moderate Effort** | **A Lot or Best Effort** |
| Freshmen | 9 | 52 | 38 |
| Seniors | 14 | 33 | 53 |

**Table 6: Student Engagement (percent of responses)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Task** | **Not at all or Slightly Engaging** | **Moderately Engaging** | **Very or Extremely Engaging** |
| Freshmen | 19 | 42 | 40 |
| Seniors | 14 | 33 | 53 |
| **Selected-Response Questions** | **Not at all or Slightly Engaging** | **Moderately Engaging** | **Very or Extremely Engaging** |
| Freshmen | 46 | 38 | 16 |
| Seniors | 31 | 46 | 23 |