

Chapter 3: COLLEGIATE LEARNING ASSESSMENT (CLA)

Who takes it?

A sample of approximately 100 first-year students and seniors takes the test. First-year students are randomly sampled. Those seniors who take the CLA do so as their senior test. The disciplines requiring the CLA in AY 2013 are: Communication Disorders, English, Interdisciplinary Studies, Linguistics, Philosophy and Religion, Russian, and Theatre.

When is it administered?

First-year students take the CLA in the Fall and seniors in the Spring each year.

What office administers it?

The Assessment and Testing Office administers it online in coordination with The Council for Aid to Education.

Who originates the exam?

Council for Aid to Education.

When are the results typically available?

First-year results are available in the spring and senior results in the early fall.

What type of information is sought?

The CLA is divided into two tasks: an Analytical Writing Task and a Performance Task.

Individual students take one of the two tasks, which measure critical thinking, analytical reasoning, and written communication. For more information and examples of questions, consult CAE website at: http://www.cae.org/content/pro_collegiate.htm#

From whom are the results available?

The Council for Aid to Education provides an institutional report, which is included in this chapter.

To whom are the results regularly distributed?

Provost/Vice President for Academic Affairs, Assessment Committee, and the campus community through this almanac..

Are the results available by department or discipline?

No.

Are the results comparable to data of other universities?

Yes – comparisons are included in the report.

The Collegiate Learning Assessment

The Collegiate Learning Assessment (CLA) attempts to create a value-added, constructed-response approach to the assessment critical thinking, problem solving and written communication. The measure uses ACT scores as the estimate of incoming ability, and gauges progress in thinking against this beginning point. The CLA also offers comparisons against other participating institutions..

Truman Administration and Results

As in previous year, First-Year students participated in the fall during Truman Week, and were given a coupon to Main Street dining for their participation. Seniors participated in the spring in lieu of a senior test in the major.

Both First-Year students and Seniors at Truman continued to score well on the unadjusted CLA. Tables 1 and 2 suggest that on all tasks, Truman students fall at or above the 80th percentile. Seniors performed particularly well on the Critique-an-Argument Section, scoring better than 95% of participating colleges and universities. Relative to other institutions, Truman seniors scored less well on the performance task, scoring higher than 80% of participating institutions.

Table 1: Unadjusted Performance for Truman First-Year students

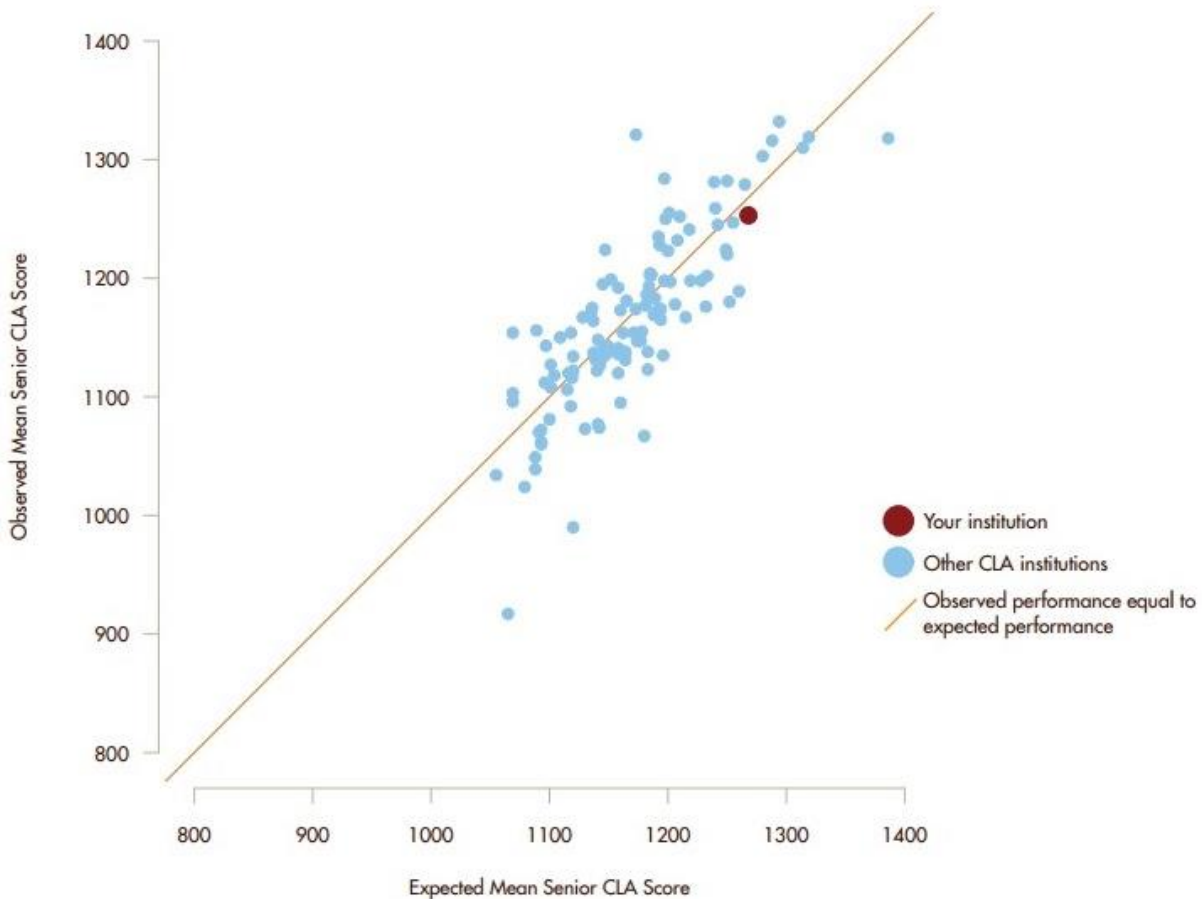
	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score
Total CLA Score	131	1150	85	1077	1233
Performance Task	66	1156	87	1063	1239
Analytic Writing Task	65	1145	85	1078	1219
Make-an-Argument	65	1142	82	1044	1199
Critique-an-Argument	65	1146	83	1041	1273
EAA	131	1178	88	1070	1260

Table 2: Unadjusted Performance for Truman Seniors

	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score
Number of Seniors					
Total CLA Score	177	1253	86	1170	1344
Performance Task	92	1243	80	1147	1339
Analytic Writing Task	85	1264	89	1187	1351
Make-an-Argument	85	1252	89	1160	1356
Critique-an-Argument	85	1276	86	1209	1343
EAA	177	1261	96	1150	1380

Truman’s unadjusted performance on the CLA has remained remarkably consistent over the past five years. However, performance is also slightly below what CLA predicts based on incoming ACT score, as demonstrated in the charts below.

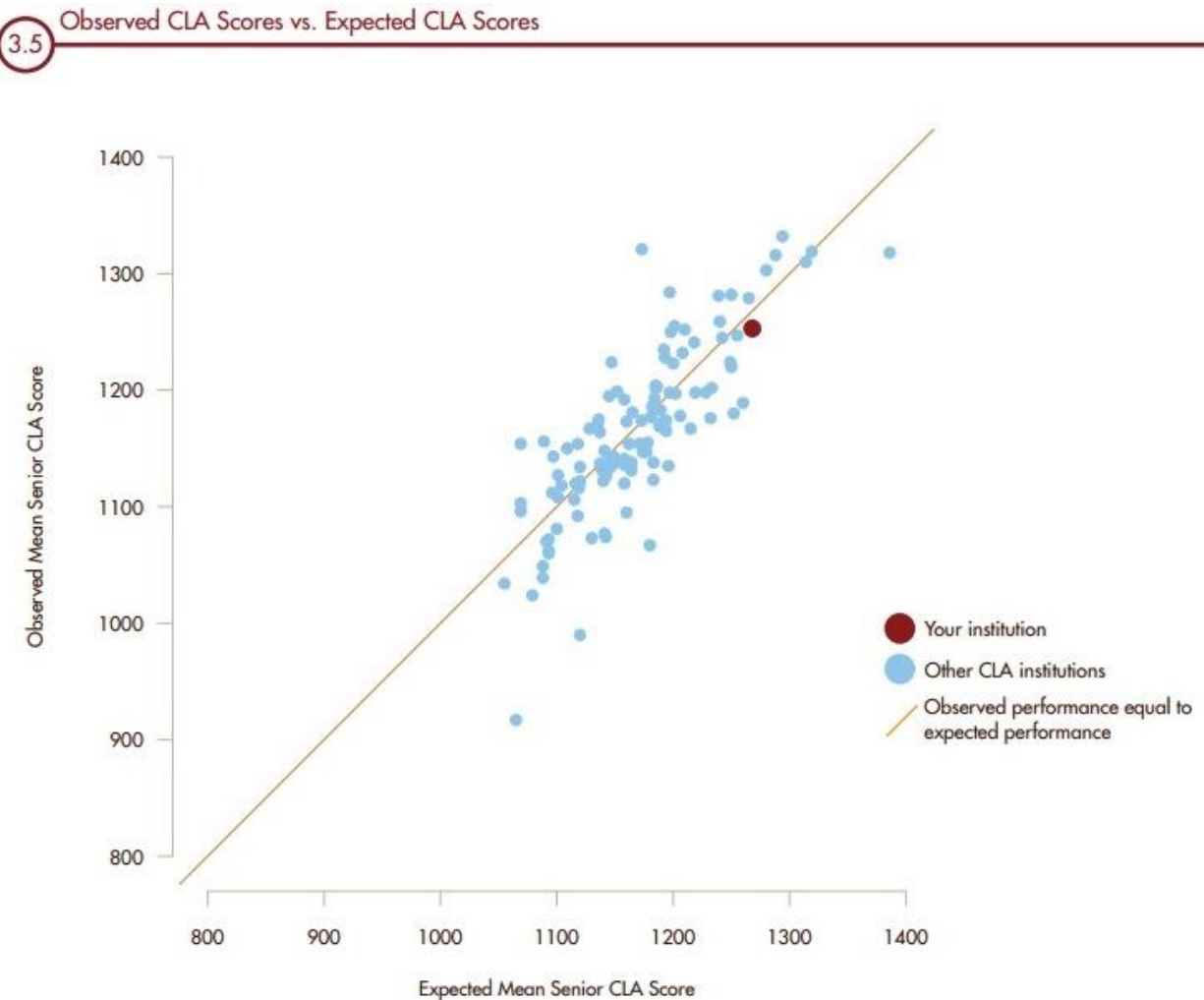
3.5 Observed CLA Scores vs. Expected CLA Scores



A five year comparison of Truman's CLA scores in comparison to those of other institutions:

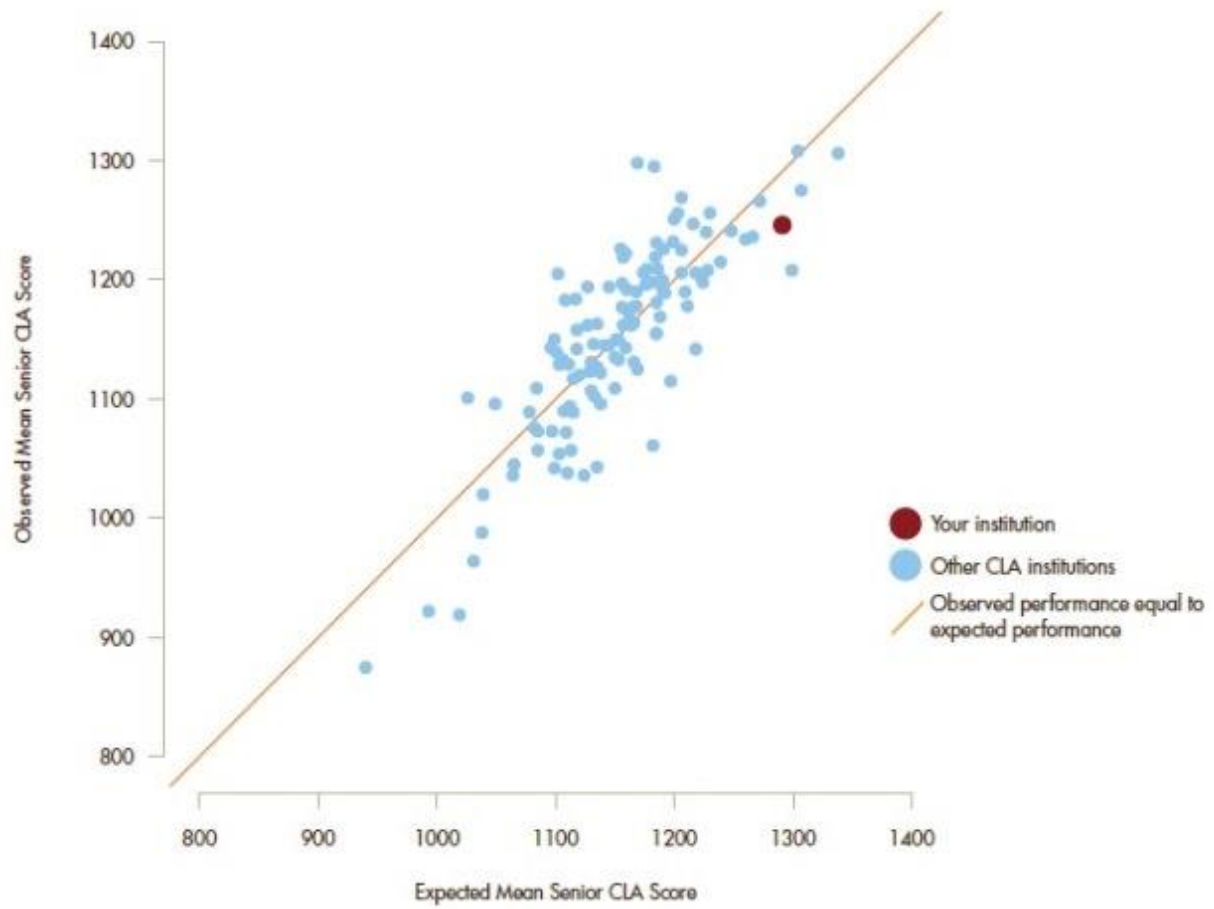
In each year the average overall CLA score of seniors was higher than that of first year students. In the years 2012-2013, 2009-2010, 2008-2009 the seniors had a higher percentile than first year students. However we only achieved or surpassed our expected mean senior CLA score in 2009-2010. This is all easily viewable when examining the graphs below.

2012-2013:



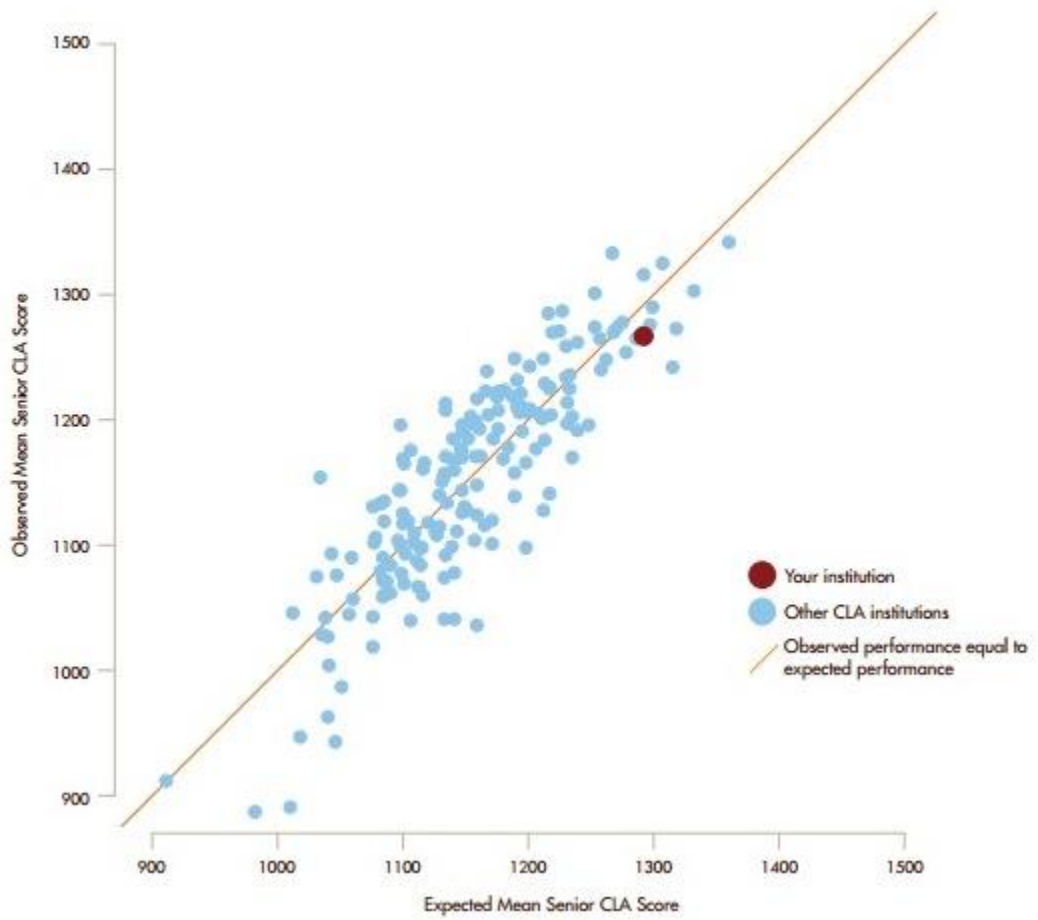
2011-2012

Observed CLA Scores vs. Expected CLA Scores



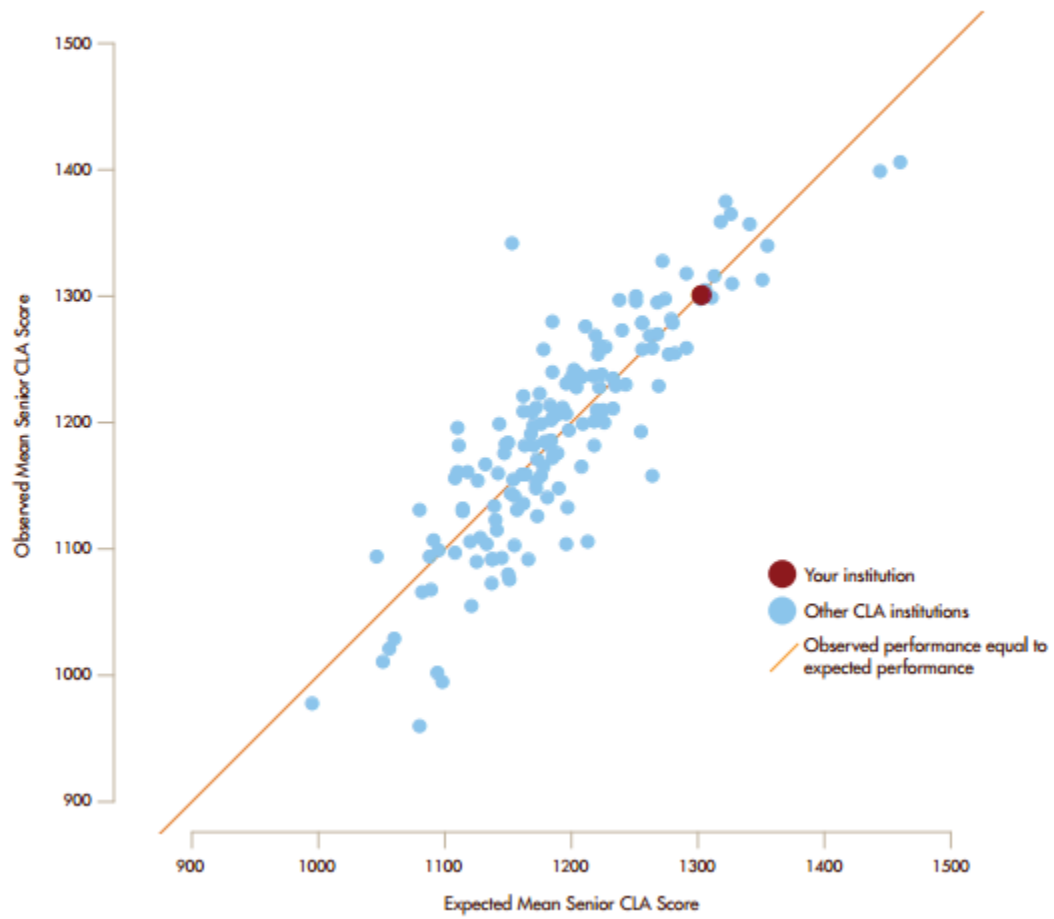
2010-2011

3.5 Observed CLA Scores vs. Expected CLA Scores



2009-2010

3.5 Observed CLA Scores vs. Expected CLA Scores



2008-2009

3 Relationship Between CLA Performance and Entering Academic Ability (EAA)

