

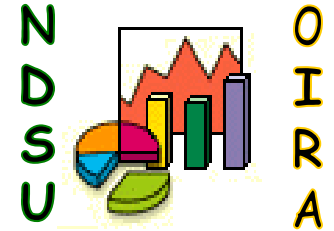


One Institution's First-time Experience with
Collegiate Learning Assessment:
Administration, Student Recruitment, and Results

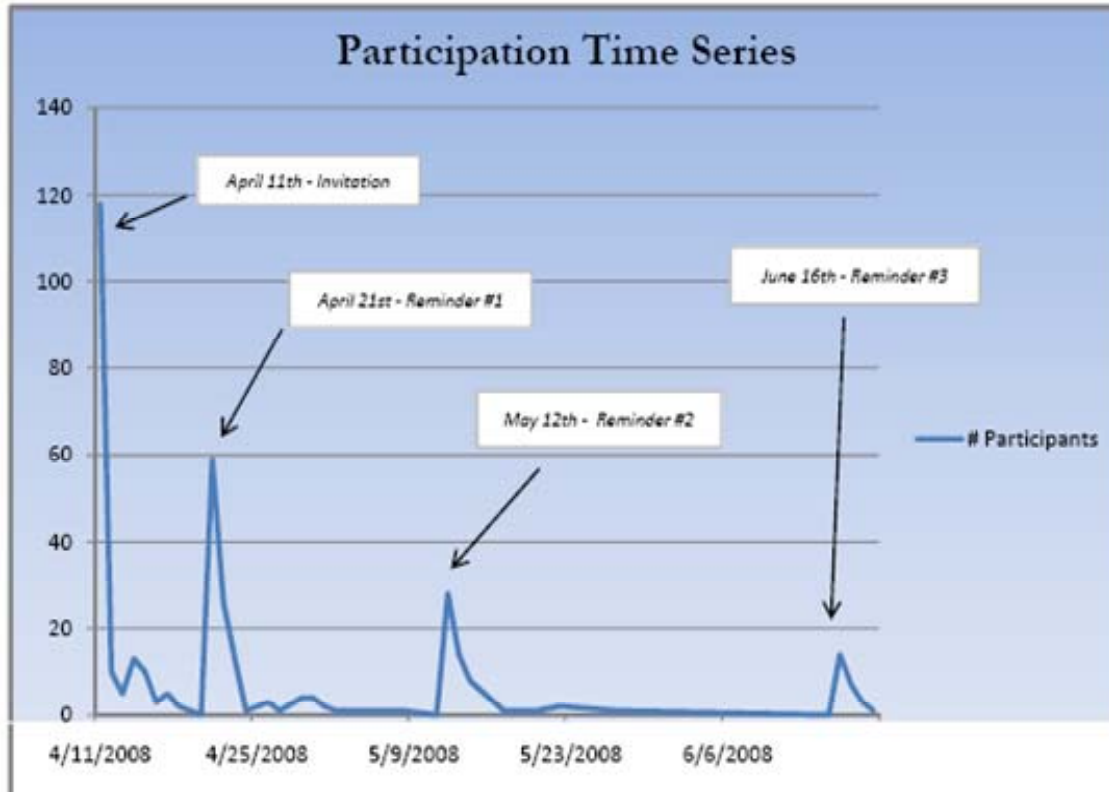
Dr. William Slanger, Samudra Kugel, Bonnie Erickson,
Daniel Palmer, Xunfen Chen, and Emily Davenport
Institutional Research and Analysis
North Dakota State University
Fargo, North Dakota

Survey Administration and Student Response

Senior Exit Survey, Spring 2008



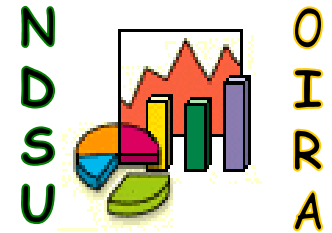
Response Rate: **40.5%** (405 of 1000 randomly selected graduating seniors)



Survey Administration Dates

- April 11th – Invitations distributed via email
- April 21st – First email reminder distributed
- May 12th – Second email reminder distributed
- June 16th – Third email reminder distributed
- July 14th – Fourth email reminder distributed
- July 31st – Online collection ends

About the Collegiate Learning Assessment



The Collegiate Learning Assessment (CLA) holistically measures a key set of higher-order skills.

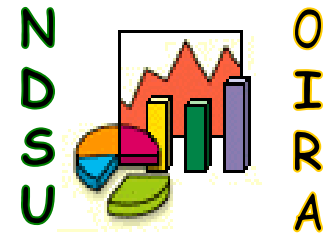
- ❑ Critical thinking
- ❑ Analytic reasoning
- ❑ Problem-solving
- ❑ Written communication abilities

All CLA tasks evaluate students' 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.

The CLA is comprised of three sections.

- ❑ Make an Argument
- ❑ Critique an Argument
- ❑ Performance Task

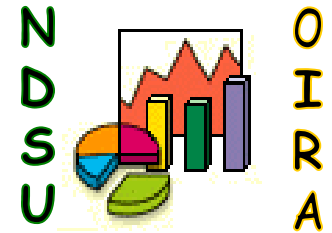
CLA Session Dates Freshmen, Fall 2007



October 2007

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

CLA Session Dates Seniors, Spring 2008



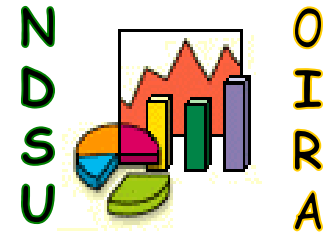
February 2008

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------|-----------|-----------|-----------|-----------|--------|----------|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |

March 2008

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------|-----------|-----------|-----------|----------|--------|-----------|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |

CLA Session Dates Seniors, Spring 2008



March 2008

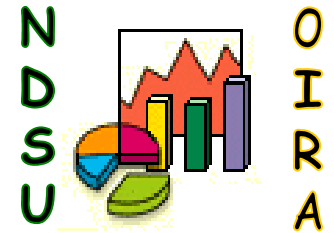
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------|-----------|---------|-----------|----------|--------|-----------|
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

April 2008

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------|----------|-----------|-----------|----------|--------|-----------|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |



Example Question: Make an Argument



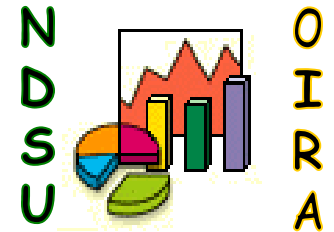
The Make an Argument Analytic Writing Task presents an opinion on an issue and asks student to address this issue from any perspective they wish, so long as they provide relevant reasons and examples to explain and support their views.

For Example: “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.”

Time allotted: 45 minutes



Example Question: Critique an Argument



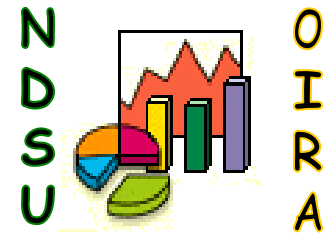
A Critique an Argument Analytic Writing Task asks students to evaluate an argument by discussing how well reasoned they find it to be (rather than simply agreeing or disagreeing with the position presented).

For Example: “A well-respected professional journal with a readership that includes elementary school principals recently published the results of 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.

Time allotted: 30 minutes



Example Question: 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 yet realistic situation.

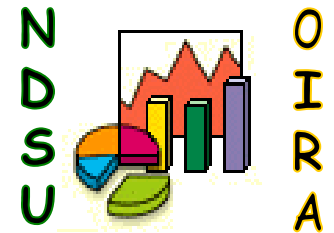
In addition to directions and questions, each Performance Task also has an accompanying document library that includes a range of information sources (such as newspaper articles, memos, summaries of research reports, maps, photographs, tables, diagrams, and interview transcripts).

Students are instructed to use these materials in preparing their answers to the Performance Task's questions within the allotted

Time allotted: 90 minutes.



Example Question: Performance Task (cont'd)



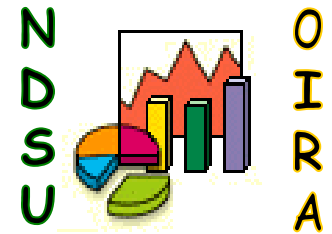
SCENARIO is that you advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235.

DOCUMENT LIBRARY includes 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, and 6) Pictures and descriptions of SwiftAir Models 180 and 235.

QUESTIONS are 1) 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? 2) What is the basis for your conclusion? 3) What other factors might have contributed to the accident and should be taken into account? 4) What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

Success of recruitment ideas for freshmen participation in

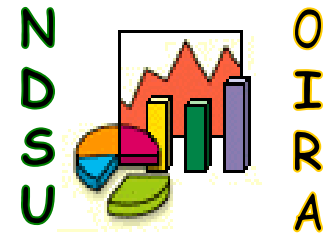
Collegiate Learning Assessment at NDSU



| Recruitment Strategy | Collective | | Attention | | Motivation | |
|---|------------|------|-----------|------|------------|------|
| | Total | Rank | Total | Rank | Total | Rank |
| 1. \$50 Gift Card to NDSU Bookstore | 59 | 1 | 25 | 2 | 34 | 1 |
| 2. Best Buy gift certificates for the top four scores in each of four quartiles, i.e., top 25%, next 25%, next 25% and bottom 25%, respectively, of amounts of \$100, \$75, \$50 and \$25 | 50 | 2 | 23 | 3 | 27 | 2 |
| 3. E-mail invitation | 45 | 3 | 28 | 1 | 17 | 5 |
| 4. Helping me in future, e.g., obtaining the CLA results for my resume | 37 | 4 | 19 | 5 | 18 | 3 |
| 5. Regular mail invitation | 36 | 5 | 22 | 4 | 14 | 8 |

Success of recruitment ideas for freshmen participation in

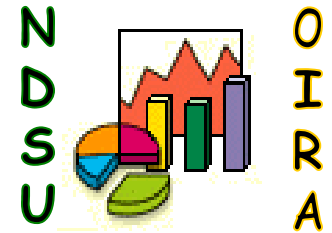
Collegiate Learning Assessment at NDSU



| Recruitment Strategy | Collective | | Attention | | Motivation | |
|----------------------------------|------------|------|-----------|------|------------|------|
| | Total | Rank | Total | Rank | Total | Rank |
| 6. Facebook reminder | 35 | 6.5 | 18 | 6.5 | 17 | 5 |
| 7. Friends were taking CLA | 35 | 6.5 | 18 | 6.5 | 17 | 5 |
| 8. Classroom presentation | 31 | 8 | 15 | 9 | 16 | 7 |
| 9. Reminder and Follow-up e-mail | 28 | 9 | 17 | 8 | 11 | 10 |
| 10. CLA flyer in my department | 26 | 10 | 14 | 10.5 | 12 | 9 |

Success of recruitment ideas for freshmen participation in

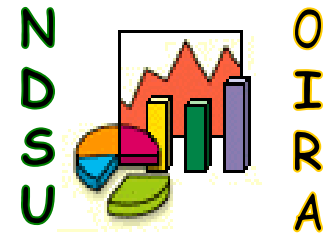
Collegiate Learning Assessment at NDSU



| Recruitment Strategy | Collective | | Attention | | Motivation | |
|--|------------|------|-----------|------|------------|------|
| | Total | Rank | Total | Rank | Total | Rank |
| 11. Helping NDSU | 24 | 11 | 14 | 10.5 | 10 | 12.5 |
| 12. CLA poster at the Memorial Union | 22 | 12 | 12 | 12.5 | 10 | 12.5 |
| 13. Reminder postcard | 21 | 13 | 12 | 12.5 | 9 | 16 |
| 14. Random drawings within each of the above quartiles for a 2008-2009 campus parking permit or equivalent (\$110) | 19 | 14.5 | 10 | 14 | 9 | 16 |
| 15. Heard from friends or others about CLA | 19 | 14.5 | 9 | 16 | 10 | 12.5 |
| 16. CLA table at the Memorial Union | 17 | 16.5 | 8 | 18 | 9 | 16 |

Success of recruitment ideas for freshmen participation in

Collegiate Learning Assessment at NDSU

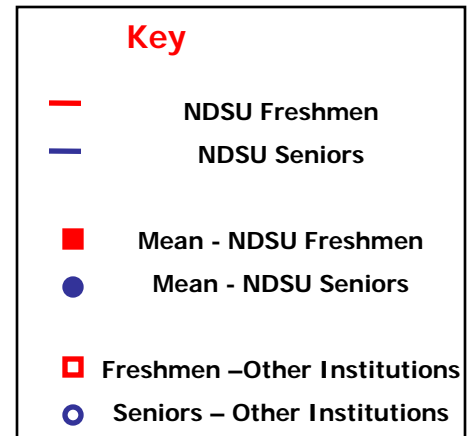
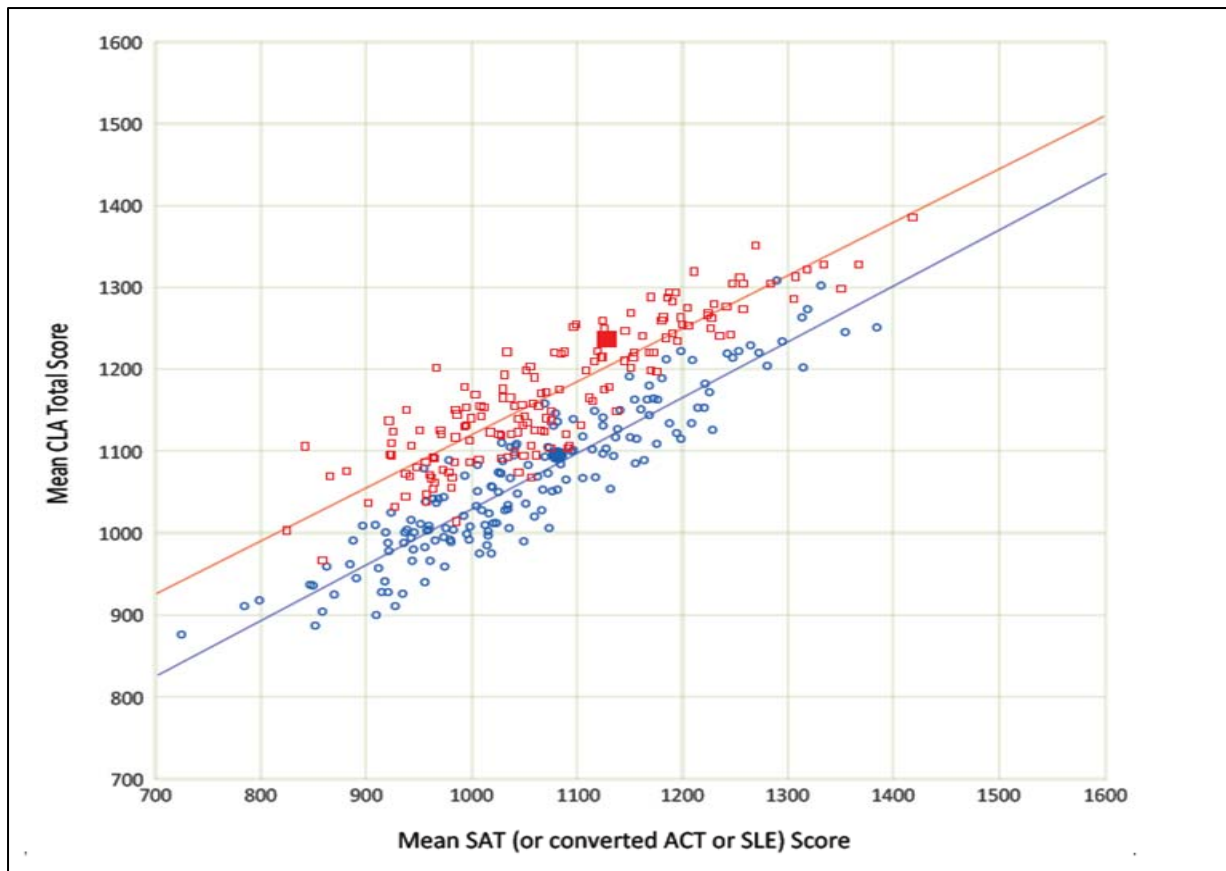
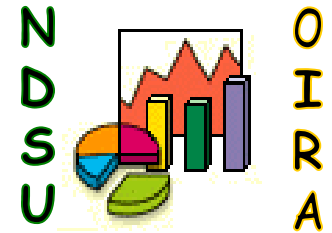


| Recruitment Strategy | Collective | | Attention | | Motivation | |
|----------------------------------|------------|------|-----------|------|------------|------|
| | Total | Rank | Total | Rank | Total | Rank |
| 17. Follow up phone call | 17 | 16.5 | 9 | 16 | 8 | 18 |
| 18. Residence hall communication | 16 | 18 | 9 | 16 | 7 | 19 |
| 19. Free food and drinks | 15 | 19 | 5 | 21 | 10 | 12.5 |
| 20. The Spectrum advertisement | 11 | 20.5 | 6 | 19.5 | 5 | 20.5 |
| 21. Any student organization | 11 | 20.5 | 6 | 19.5 | 5 | 20.5 |
| 22. Facebook invitation | 4 | 22 | 2 | 22 | 2 | 22 |

CLA Results

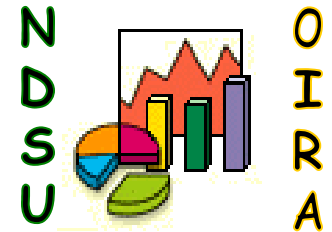
Relationship between CLA Performance and Incoming Academic Ability

Freshmen, Fall 2007 and Seniors, Spring 2008

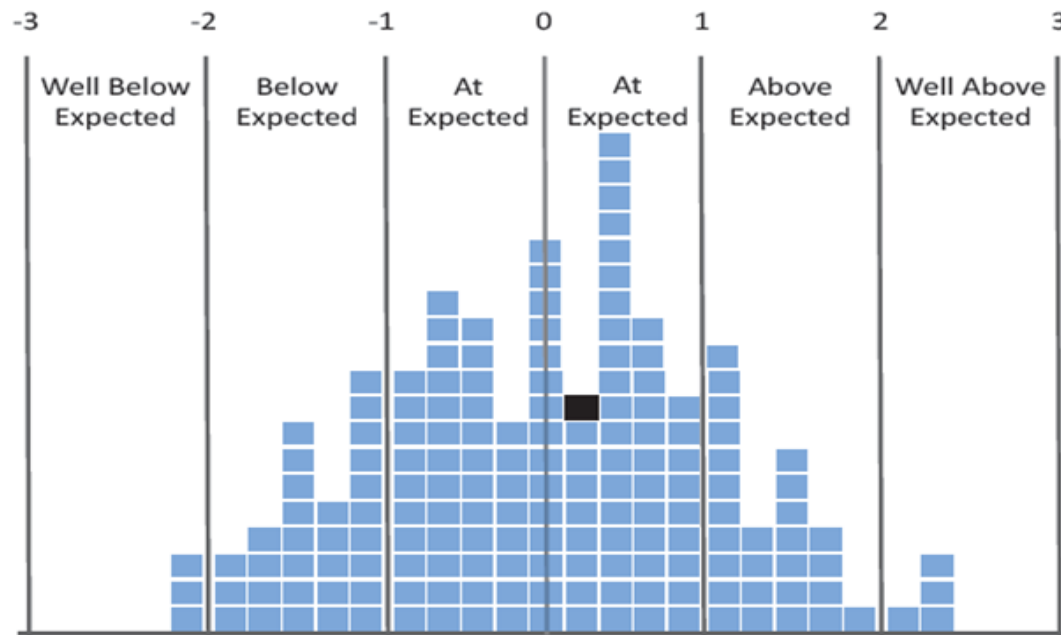


CLA Results

Freshmen, Fall 2007



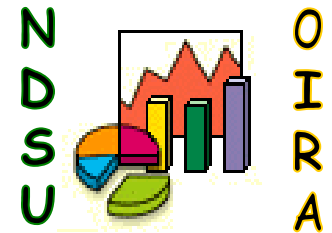
Actual minus expected scores (in standard errors) and performance levels



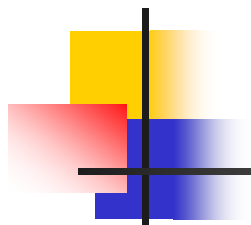
Each solid rectangle represents one CLA school. Solid black rectangles (■) represent your school as applicable within the distribution of actual minus expected scores for freshmen (■).

CLA Results

Freshmen, Fall 2007

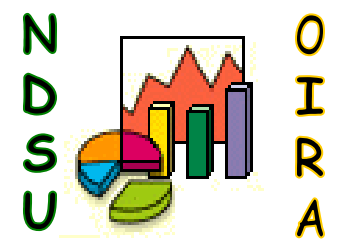


| | <i>Student Count (1)</i> | <i>Mean SAT Score (2)</i> | <i>Expected CLA Score (3)</i> | <i>Actual CLA Score (4)</i> | <i>Percentile Rank (5)</i> | <i>Deviation Score (6)</i> | <i>Percentile Rank (7)</i> | <i>Performance Level (8)</i> |
|------------------------------|--------------------------|---------------------------|-------------------------------|-----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| <i>Total CLA Score</i> | 290 | 1082 | 1085 | 1095 | 64 | 0.3 | 58 | At |
| <i>Performance Task</i> | 295 | 1078 | 1073 | 1105 | 70 | 0.8 | 75 | Above |
| <i>Analytic Writing Task</i> | 290 | 1082 | 1092 | 1080 | 58 | -0.3 | 41 | At |
| <i>Make-an-Argument</i> | 291 | 1080 | 1092 | 1046 | 41 | -1.1 | 16 | Below |
| <i>Critique-an-Argument</i> | 291 | 1080 | 1086 | 1112 | 73 | 0.7 | 75 | Above |



CLA Results

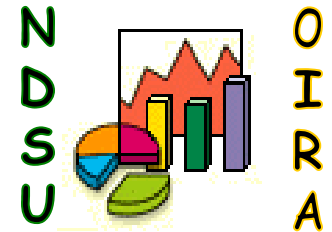
Seniors, Spring 2008



| | <i>Student Count (1)</i> | <i>Mean SAT Score (2)</i> | <i>Expected CLA Score (3)</i> | <i>Actual CLA Score (4)</i> | <i>Percentile Rank (5)</i> | <i>Deviation Score (6)</i> | <i>Percentile Rank (7)</i> | <i>Performance Level (8)</i> |
|------------------------------|--------------------------|---------------------------|-------------------------------|-----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| <i>Total CLA Score</i> | 73 | 1129 | 1203 | 1236 | 74 | 0.9 | 79 | Above |
| <i>Performance Task</i> | 73 | 1129 | 1196 | 1276 | 85 | 1.7 | 95 | Well Above |
| <i>Analytic Writing Task</i> | 73 | 1129 | 1209 | 1196 | 56 | -0.4 | 37 | At |
| <i>Make-an-Argument</i> | 73 | 1129 | 1203 | 1179 | 55 | -0.6 | 29 | Below |
| <i>Critique-an-Argument</i> | 73 | 1129 | 1213 | 1213 | 61 | 0.0 | 51 | At |

CLA Results

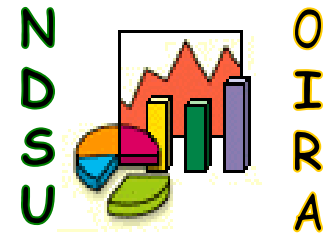
Value-Added Estimates
Freshmen, Fall 2007 and Seniors, Spring 2008



| | <i>Difference Score (1)</i> | <i>Percentile Rank (7)</i> | <i>Performance Level (8)</i> |
|------------------------------|---------------------------------|--------------------------------|----------------------------------|
| <i>Total CLA Score</i> | 0.6 | 73 | Above |
| <i>Performance Task</i> | 0.9 | 83 | Above |
| <i>Analytic Writing Task</i> | -0.1 | 44 | At |
| <i>Make-an-Argument</i> | 0.5 | 66 | At |
| <i>Critique-an-Argument</i> | -0.7 | 29 | Below |

CLA Results

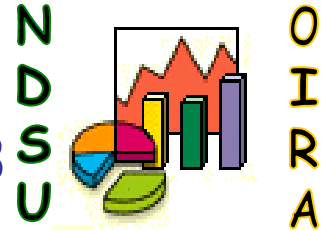
Freshmen, Fall 2007 and Seniors,
Spring 2008



| | Freshmen | | Seniors | | Value-Added Estimate | |
|------------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|
| | <i>Percentile Rank</i> | <i>Performance Level</i> | <i>Percentile Rank</i> | <i>Performance Level</i> | <i>Percentile Rank</i> | <i>Performance Level</i> |
| <i>Total CLA Score</i> | 58 | At | 79 | Above | 73 | Above |
| <i>Performance Task</i> | 75 | Above | 95 | Well Above | 83 | Above |
| <i>Analytic Writing Task</i> | 41 | At | 37 | At | 44 | At |
| <i>Make-an-Argument</i> | 16 | Below | 29 | Below | 66 | At |
| <i>Critique-an-Argument</i> | 75 | Above | 51 | At | 29 | Below |

CLA Results

Freshmen, Fall 2007 and Seniors, Spring 2008



North Dakota State University contributes more to the learning gains made by students than 73 percent of the 176 four-year undergraduate institutions participating in the 2007-2008 CLA.

North Dakota State U. performed Above Expected.