

Voluntary System of Accountability (VSA) Administration and Reporting Guidelines: Collegiate Learning Assessment (CLA)

Results from the Collegiate Learning Assessment (CLA) can be used to report student learning outcomes on the VSA's College Portrait. Institutions can administer the CLA for VSA reporting in one of two ways:

- Value-added: a population of 100 freshmen students complete the CLA in the early fall and a population of 100 senior students complete the CLA within 6 months of graduation.
- Benchmark: a population of 100 senior students complete the CLA within 6 months of graduation.

Institutions should administer the CLA in keeping with the needs of their local campus and in accordance with CAE guidelines and recommendations. Specific expectations for reporting on the VSA are outlined below, but these in no way should overrule requirements provided by CAE.

Sampling Expectations

For both value-added and benchmark administrations, the sampling objective is to construct and administer the test to a representative sample for the institution by:

- Student race/ethnicity,
- Student gender,
- Percent of students receiving Pell Grants,
- Admissions test scores, and
- Broad area of study (optional).

While the sample should be representative of these student populations, the VSA will not be comparing results within student groups at a given institution so samples do not need to be stratified by these groupings. If an individual institution wishes to compare student subpopulations, they should work with the publisher to determine an appropriate stratified sampling methodology.

For value-added administrations, CLA requires a minimum of 100 freshman and 100 seniors completing the CLA.

For benchmark administrations, CLA recommends a minimum of 100 senior students. Institutions may also choose to use a larger sample size should they wish.

Data Required for Reporting Results

In order to provide additional context and detail about the meaning and use of student learning outcomes results on VSA participating campuses, institutions will be asked to enter the following data when reporting results on their College Portrait.

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Administration Experience

Institutions will enter text to answer the following 5 questions about the results they post on their College Portrait:

1. Why did you choose the instrument you did for your institutional assessment?
2. Which students are assessed when?
3. How are assessment data identified and collected?
4. How are data aggregated/analyzed and reviewed by the institution?
5. How are assessment data used to guide program or institutional improvements?

Each answer will be displayed separately with the question as a header. The recommended character limit for each response is 750 characters. Answers should be written in language accessible to a public consumer audience and while links can be embedded, linking to long or technical reports is discouraged.

Students Tested

Institutions will enter data about the demographic make-up of both the total eligible population and the tested sample for each student group.

- The total eligible population for new entering students includes all students who could have been included in the testing population, e.g., all freshmen students who entered in the summer or fall term or all senior students expected to graduate in the spring or summer term.
- The tested sample is all students who completed in the testing.

For each group, the following data will be collected and reported on the College Portrait:

- Distribution by gender,
- Distribution by race/ethnicity (using broadly defined categories of US Historically Underrepresented Minority, White/Caucasian, International, and Race/Ethnicity Unknown),
- % Low-income (as determined by Federal Pell Eligibility),
- ACT or SAT interquartile range, and
- Distribution across areas of study, as defined by the institution (optional).

CLA Results

Value-added results

Student performance level for the Performance Task and the Analytic Writing Task will be collected and reported on the College Portrait. The Performance Level is available in Table 3.1 in the Institutional Report:

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3.1 Value-Added and Precision Estimates

	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound
Total CLA Score	Above	1.80	97	1.22	2.41
Performance Task	Above	1.50	94	0.96	2.32
Analytic Writing Task	Above	1.61	95	0.92	2.30
Make-an-Argument	Above	1.10	88	0.40	1.89
Critique-an-Argument	Above	1.98	98	0.98	2.46

The results will be displayed on the College Portrait approximately as shown below, with the appropriate section of the table highlighted for each score:

The increase in learning on the performance task is:

Well Above	Above	At or Near	Below	Well Below
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what would be expected at an institution testing students of similar academic abilities.

The increase in learning on the analytic writing task is:

Well Above	Above	At or Near	Below	Well Below
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what would be expected at an institution testing students of similar academic abilities.

Benchmark results

The mean score percentile rank for the Performance Task and the Analytic Writing task will be collected and reported on the College Portrait. The mean scores are available in Table 3.2 of the Institutional Report:

3.2 Seniors: Unadjusted Performance

	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	102	1215	74	1121	1309	139
Performance Task	53	1220	76	1111	1311	157
Analytic Writing Task	49	1206	70	1132	1293	119
Make-an-Argument	49	1192	69	1107	1265	140
Critique-an-Argument	49	1220	70	1122	1291	142
EAA	102	1023	38	915	1143	150

Score Distribution Charts (Optional)

For institutions that wish to provide additional information about their students' performance for **either** value-added or benchmark administrations, the option to provide data for and display full subscore

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distribution charts is available. These charts would be accessed from a link on the main results page and would consist of simple bar charts showing the full distribution of scores for the appropriate subscore.

For the CLA, the following subscore charts are available:

- Performance Task
 - Analytic Reasoning and Evaluation
 - Writing Effectiveness
 - Writing Mechanics
 - Problem Solving
- Make-An-Argument
 - Analytic Reasoning and Evaluation
 - Writing Effectiveness
 - Writing Mechanics
- Critique-An-Argument
 - Analytic Reasoning and Evaluation
 - Writing Effectiveness
 - Writing Mechanics

All charts will report the percent of students scoring at each of the 6 scale points as shown in Tables 3.6 and 3.8 of the Institutional Report.