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[cla]
[collegiate**learn**assessment]

[ccla]
[communitycollege**learn**assessment]

[cwra]
[college&work**read**inessassessment]

WHAT IS THE CLA?

The Collegiate Learning Assessment (CLA), developed by the Council for Aid to Education (CAE), measures the institutional contributions to the learning gains made by students.

When you participate in the CLA, you are not just using a testing tool; you are joining an overall assessment program that is unique in its **combination of skills measured, value-added analytical approach, use of performance tasks, web-based administration, collaborative-based approach, matrix sampling strategy** and **adjustments made to control for initial ability**.

There are three programs: the CLA is designed for four-year institutions, the CCLA is designed for community colleges, and the CWRA is designed for secondary schools.

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[collegiate**learning**assessment]

[ccla]

[communitycolle**gelearning**assessment]

[cwra]

[colle**ge&workreadiness**assessment]

THE CLA IS NOT JUST ANOTHER TEST

The CLA is a full-service assessment program. Institutions that participate in the CLA receive guidance and support throughout the entire process—beginning with assistance designing the study, help with strategies for recruiting students, then support for administering the measures, and finally general guidance on interpreting the data. Participating in the CLA includes the following services, products and benefits:

- Year-round implementation support from the CLA staff
- Support for CLA institutional consortia
- On-line training sessions for proctoring the CLA
- CLA resource guides for motivating students to participate
- Access to a special hotline for technical assistance during assessment periods
- Invitations to “coffee [cla]tches” (informal support and networking sessions) at national and regional meetings
- CLA Institutional Reports after each round of assessment (both fall and spring)
- A complete set of your institution’s CLA score data (with unique student identifiers to allow combining the CLA with other data)
- Invitations to special web conferences to interpret CLA results
- Copies of customizable PowerPoint templates that can be used to present the CLA results
- Advance announcements about CLA White Papers, Issue Briefs and Research Reports
- Invitations to the CLA Spotlight, web conferences with assessment experts and colleagues
- Opportunities to participate in CLA in the Classroom, a program to support curricular and pedagogical work related to the CLA

SKILLS MEASURED

**CRITICAL THINKING
ANALYTIC REASONING
PROBLEM SOLVING
WRITTEN COMMUNICATION**

Student development of these skills is central to the missions of most colleges and universities.

These skills are intertwined. Thus, the CLA measures are holistic: they require students to use these skills together to respond to tasks drawn from real-world domains of activities.

YOU CAN TEACH TO THE TEST ONCE YOU HAVE THE RIGHT TEST

When it comes to standardized assessment tools, it is typical (and often reasonable) to be concerned about “teaching to the test.” Teaching to the test implies rote memorization or providing repetitive practice in completing the specific kinds of test items that students will face, rather than providing learning opportunities around the topics that are considered most central or important (which would be teaching to the curriculum). But if a nursing instructor taught students how to read a patient’s blood pressure, or if a piano teacher focused on being able to play a piece, this would seem desirable

because here instruction and assessment are actually one-and-the-same. The CLA uses authentic measures of higher order skills—so much so that if an institution decided to have students prepare for the CLA by having them do more writing where they build or critique arguments, or by giving students assignments where they had to combine various sources of information and determine the relative validity of evidence...that probably wouldn’t be a problem because it will likely reinforce the learning goals of the institution. **Teaching to the test is only a problem if you have the wrong test.**

LEARNING AND VALUE ADDED

The development of a student's demonstrated skills during her or his time at an institution can be considered from two perspectives. From a student's point of view, skill development can be thought of as her or his *learning*. From a college or university's perspective, this same skill development is recognized as the institutional *value added*.

The CLA reports results in terms of whether an institution's students are doing better, worse, or about the same as would be expected given the level of the students' entering competencies. The CLA examines whether the improvement in average student performance between entry and graduation at a school is in line with the gains of comparable students at other institutions.

LEARNING AND VALUE ADDED

Deviation Scores

These indicate the degree to which students earn higher or lower scores than would be expected. Here the expectation is based on (1) the students' admissions test scores (i.e., ACT or SAT scores*) and (2) the typical relationship between admission scores and CLA scores across all participating institutions. In other words, how well do the students at a school do on CLA tests relative to scores earned by similar students at other colleges and universities?

Difference Scores

These contrast the performance of students at the beginning and end of their educational experiences. The typical model is to compare freshmen with seniors. Specifically, after holding admissions scores constant, do an institution's seniors earn significantly higher scores than do its freshmen *and*, most importantly, is this difference larger or smaller than that observed at other colleges? (It is also possible to use the CLA to determine difference scores for shorter or longer periods of time, depending on the interests of those doing the analysis.)

** If such scores are not available, institutions can have students complete the Wonderlic Scholastic Level Exam when they take the CLA.*

The CLA uses direct measures of ability in which students actually perform cognitively demanding tasks from which quality of performance is scored.

Some of the CLA measures emphasize written communication skills whereas others involve realistic “work-sample” performance tasks. The CLA measures assess 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.

All the tasks are appropriate for college students across a wide range of undergraduate academic majors and general education programs. All CLA measures are administered on-line using open-ended prompts that require constructed responses; there are no multiple choice items.

CLA MEASURES

MAKE-AN-ARGUMENT

The Make-an-Argument Analytic Writing Task presents an opinion on an 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.

EXAMPLE

Government funding would be better spent on preventing crime than in dealing with criminals after the fact.

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). Students have 30 minutes to complete this essay.

EXAMPLE

The number of marriages that end in separation or divorce is growing steadily. A disproportional number of them are from June weddings. Because June weddings are so culturally desirable, they are often preceded by long engagements as the couples wait until the summer months. The number of divorces increases with each passing year, and the latest statistics indicate that more than 1 out of 3 marriages will end in divorce. With the deck stacked against "forever more" it is best to take every step possible from joining the pool of divorcees. Therefore, it is sage advice to young couples to shorten their engagements and choose a month other than June for a wedding.

PERFORMANCE TASKS

Each CLA 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 90 minutes.

No two Performance Tasks assess the exact same combination of abilities. The tasks 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 often require students to marshal evidence from different sources; distinguish rational from emotional arguments or fact from opinion; understand data in tables and figures; deal with in-

adequate, 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 and justify their points of view. For example, in their response students might describe which of the materials in the document library support their position and describe the flaws or shortcomings in the arguments' underlying alternative approaches.

EXAMPLE

SCENARIO

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

- *Newspaper article about the accident*
- *Federal Accident Report on in-flight breakups in single-engine planes*
- *Internal Correspondence (Pat's e-mail to you & Sally's e-mail to Pat)*
- *Charts relating to SwiftAir's performance characteristics*
- *Excerpt from magazine article comparing SwiftAir 235 to similar planes*
- *Pictures and descriptions of SwiftAir Models 180 and 235*

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?*

CLA MEASURES AT A GLANCE

MEASURE	DESCRIPTION	TIME
Make-an-Argument	Take and justify a position on an issue	45 minutes
Critique-an-Argument	Evaluate an argument for how well reasoned it is	30 minutes
Performance Task	Complete a task using a set of provided materials	90 minutes

The CLA measures were designed by nationally recognized experts in psychometrics and assessment, and field tested with groups of college students in order to ensure the highest levels of validity and reliability. To receive complimentary copies of technical papers about the psychometric features of the CLA, please contact the CLA staff.

VALIDITY & RELIABILITY

PAPERLESS ADMINISTRATION

The administration, scoring, and score reporting of the CLA are paperless. The CLA is administered over the Internet to students who take the measures at proctored computer laboratories (or other Internet-enabled sites) on their campus. Answers are distributed to scorers over the Internet who evaluate them on-line. Students receive their scores on-line as well.

INSTITUTIONAL PRIVACY

The CLA is not a high-stakes assessment for institutions, so we will never publicly report any individual institution's scores. All institutions maintain anonymity with respect to the scores of their students.

PRIOR ABILITY CONTROLS

Scores on entrance examination tests (SAT or ACT) are also collected to serve as controls for students' pre-collegiate abilities. Institutions can also administer the Scholastic Level Examination (SLE) in lieu of collecting entrance examination scores. The tests scores are also used to enable comparisons between institutions.

WHAT IS THE BEST WAY TO USE THE CLA?

There is no single way to use the CLA, and there are a number of questions to consider as you formulate your assessment plan.

STEP 1

WHAT ARE THE QUESTIONS YOU SEEK TO ANSWER?

What do you seek to understand about your campus' curriculum, academic program or undergraduate experience? You might be considering questions such as:

- What is the difference in learning between the departments or programs at my college?
- What are the differences in skill development of students in the various undergraduate colleges that comprise my university?
- How do the students at my college compare to those at our peer institutions?
- Are there differences in learning for students completing the different core curriculum options?
- What are the student learning gains that result from different pedagogical approaches?
- Does the bulk of skill development happen in the first half or the second half of the students' educational experience?
- How does student skill development differ when broken out by demographic characteristics?
- Do the learning gains made by transfer students compare to other students?
- Are there relationships between patterns of student activity/engagement and learning?

Begin by considering the most important research and policy questions you seek to answer.

WHAT IS THE BEST WAY TO USE THE CLA?

WHAT SORT OF SAMPLE WILL YOU NEED TO DRAW?

The CLA employs a matrix sampling approach in which each member of a representative sample of students completes just some of the CLA instruments; the results are then aggregated. In comparing groups of students, it is important to ensure that observed differences are meaningful. Two institutions or groups of students may demonstrate scores that are different, but these differences may be so small that caution is required in drawing conclusions or making policy. The goal is to draw a large enough sample size that meaningful differences will arise while minimizing the risk that findings are spurious. Power calculations indicate that as a general rule, you can identify a 0.5 standard deviation difference (at the 0.05 significance level) between groups of approximately 100 students each.

INSTITUTIONAL SAMPLING: If your questions focus on understanding how students at your college or university are performing as a whole (as well as compared to institutions with students similar to yours), then you will conduct Institutional Sampling of 100 students per academic class.

SUBGROUP SAMPLING: If your questions focus on variation within your institution (such as the differences between the colleges at a larger university, between students in different programs, or between students with varying demographic characteristics), then you will need to conduct Subgroup Sampling. Here, you will need 100 students per group.

Note: If the population of your institution or the subgroups are very small, you might not need to sample the full 100 students.

It is highly recommended that you consult with your own campus experts (e.g., in the institutional research office, statistics department, or educational measurement program) to determine the most appropriate sampling requirements for your campus.

STEP 2

WHAT IS THE BEST WAY TO USE THE CLA?

STEP 3

ARE YOU
INTERESTED
IN WORKING
WITH A
GROUP OF
INSTITUTIONS?

If you are part of a state system or have a set of peer institutions that you feel would benefit from participating together, you might consider forming a consortium so that you can share data. Contact the CLA staff to find out more.

STEP 4

WHICH ADMINISTRATION MODE MAKES THE MOST CROSS-SECTIONAL ADMINISTRATION

An alternative to a longitudinal approach is to conduct a cross-sectional analysis. Here, a sample of freshmen is assessed at the beginning of the fall term, and then a sample of seniors is assessed during the spring term of the same academic year. Although these two samples are drawn from different cohorts, a proxy measure of value added can be calculated by comparing the performance of the two groups.

Students participating in a cross-sectional administration will complete a 90-minute version of the CLA, in which they complete either a Performance Task or a combination of a Make-an-Argument writing task and a Critique-an-Argument writing task.

	FALL	SPRING
YEAR 1	Freshmen	Seniors

WHAT IS THE BEST WAY TO USE THE CLA?

SENSE GIVEN YOUR RESEARCH QUESTIONS AND ANALYSIS NEEDS? LONGITUDINAL ADMINISTRATION*

Your research questions might be best answered by following a cohort of students over time. Such a longitudinal design is arguably a more rigorous way to chart student growth and change. Students serve as their own controls and interpreting change is more clear-cut because fewer variables are introduced. Additionally, any change that is observed can be more directly related to those students, and not some change in the constitution of the group.

To do such a study, a cohort of entering freshmen is assessed in the fall during their first year at the institution. These same students are assessed again at the end of

their second year; and again as seniors at the end of four years. It is recommended that once the desired number of eventual seniors is determined, at least three times as many current freshmen are assessed to account for student attrition.

A group of seniors (from a separate cohort) are also assessed during the first year of the study to provide for a cross-sectional analysis of value added.

Students participating in a longitudinal administration will complete a 180-minute version of the CLA, in which they complete each of the three types of CLA measures.

	FALL	SPRING
YEAR 1	Longitudinal Cohort	Seniors
YEAR 2		Longitudinal Cohort
YEAR 3		
YEAR 4		Longitudinal Cohort

If you select a longitudinal approach, you will want to also consider the retention rate of students, and the level of ease you anticipate in recruiting students from the initial freshmen cohort for participation again as sophomores and as seniors. Again, you are encouraged to consult with campus experts to determine the appropriate sampling needs for the research questions you seek to answer.

*This would be most accurately described as a longitudinal mixed-model approach, as the standard longitudinal design is supplemented with a sample of seniors the first year to provide a cross-sectional analysis.

WHAT IS THE BEST WAY TO USE THE CLA?

CLA ADMINISTRATION AT A GLANCE

	CROSS-SECTIONAL	LONGITUDINAL
Duration	One year	Four years
Student testing time	90 minutes	180 minutes
CLA measures each student will complete	Performance Task - or - Make-an-Argument Critique-an-Argument	Performance Task Make-an-Argument Critique-an-Argument

WHAT IS THE BEST WAY TO USE THE CLA?

STEP 6

**WHAT
OTHER
DATA
DO
YOU
SEEK
TO
COMBINE
WITH
THE CLA?**

Because you receive a complete CLA Student Data File (with unique student identifiers), you can combine the CLA results with other datasets.

Are there other outcome data you seek to measure? Are there surveys you would also like to administer to collect information on student characteristics, attitudes, and experiences at the institution? You should include these in your assessment plan.

Now that you have your assessment plan, contact the CLA staff to begin the process.

Make sure to ask about attending one of the free web conferences about the CLA, and to request copies of the most recent research articles, white papers and policy reports about the CLA.

Many resources are also available on the CLA website.

**NOW
ARE
YOU
READY
TO
SIGN
UP
FOR
THE
CLA?**

STEP 5

EXAMPLES OF HOW SOME SCHOOLS USE THE CLA

EXAMPLE A

A college conducts a **longitudinal study** to understand the improvement of skills of the students at the institution as a whole. Considering their own retention rate, the institution starts with 300 freshmen in the fall of the first year (and 100 seniors in the spring). They receive a cross-sectional analysis of the value added comparing these two cohorts as well as a student-level dataset. The spring term of the second year, the institution is able to recruit 218 of the 300 students from the initial cohort, and those students complete the CLA again. In the fourth year, the institution is able to assess 149 (in excess of the 100 student minimum enabling CLA to conduct valid analysis) again from the initial cohort. The institution receives a report describing overall performance of and growth made by its students, as well as a dataset of individual scores (note that this sample size is too small to conduct sub-analyses).

	Included in Institutional Sampling	Actual Number of Students Assessed	Additional Costs for Subgroup Sampling
Year 1: Freshmen	300 students	300	0
Year 1: Seniors	100 students	100	0
Year 2: Rising Juniors	300 students*	218	0
Year 4: Seniors	300 students*	149	0
PRICE	\$28,000		0

* drawn from the original sample of freshmen

TOTAL PRICE: \$28,000

EXAMPLES OF HOW SOME SCHOOLS USE THE CLA

EXAMPLE B

A medium-sized university decides to do a **longitudinal study**, but seeks to compare students who participate in the two different options of the campus' academic core program. Knowing that two-thirds of the students who start at the institution will likely transfer or drop out, the campus decides to start with 300 students in each of the two core program options (for a total of 600 students). In the second year, the university is able to assess 443 of the remaining students (almost evenly split between the two core program groups). In the fourth year, the campus is able to assess 317 students from the initial cohort. This permits the comparison of the two groups. A university-developed survey is also administered to students to collect information about demographic characteristics, campus participation and academic engagement. Because the sample was randomly selected, additional sub-analyses are possible.

	Included in Institutional Sampling	Actual Number of Students Assessed	Additional Costs for Subgroup Sampling
Year 1: Freshmen	300 students	600	$300 \times \$35 = \$10,500$
Year 1: Seniors	100 students	100	0
Year 2: Rising Juniors	300 students*	443	$143 \times \$35 = \$5,005$
Year 4: Seniors	300 students*	317	$17 \times \$35 = \595
PRICE	\$28,000		\$15,600

* drawn from the original sample of freshmen

TOTAL PRICE: \$43,600

EXAMPLE C

A college plans a **cross-sectional** administration to determine how its students as a whole are performing. By assessing 100 freshmen and 100 seniors during the year, the institution will receive a report describing overall performance of (and value-added gains made by) its students, as well as a dataset of individual scores (note that this sample size is too small to conduct sub-analyses).

	Included in Institutional Sampling	Actual Number of Students Assessed	Additional Costs for Subgroup Sampling
Year 1: Freshmen	100 students	100	0
Year 1: Seniors	100 students	100	0
PRICE	\$6,500		0

TOTAL PRICE: \$6,500

EXAMPLE D

A small college conducts a **cross-sectional** study to look at a number of key variables (e.g., demographic groups, core curriculum tracks, and hours spent doing homework) they have identified. The college decides to sample all 236 freshmen and all 207 seniors (and administers a campus survey to collect data about these key variables). The institution will receive a report about overall performance and value added of its students as a whole, as well as a dataset of individual scores that can then be combined with the survey results.

	Included in Institutional Sampling	Actual Number of Students Assessed	Additional Costs for Subgroup Sampling
Year 1: Freshmen	100 students	236	$136 \times \$25 = \$3,400$
Year 1: Seniors	100 students	207	$107 \times \$25 = \$2,675$
PRICE	\$6,500		\$6,075

TOTAL PRICE: \$12,575

EXAMPLE

A university is interested not only in how its students as a whole are performing, but also in comparing learning gains made by students at the three undergraduate colleges that comprise the institution. The university is interested in conducting a **cross-sectional** administration. The university would sample 100 freshmen and 100 seniors in each of the three colleges, for a total of 600 students.

Two cautionary notes: First, if a substantial proportion of the students transfer from one college to another, it may be difficult to interpret the value-added results because the freshmen sample in any of the colleges may not represent the same “group” of students that eventually graduate from the college; in this case, a longitudinal study may be preferable. Second, if the institution is interested in detecting more modest differences between the colleges within the institution—compared to the typically larger differences we find between institutions—more than 100 students per academic class cohort per college may need to be sampled. Here it would be very important to consult with campus experts to determine the appropriate sampling strategy.

The institution will receive a report about overall performance and value added of its students as a whole, as well as a dataset of individual scores that can then be analyzed by college.

	Included in Institutional Sampling	Actual Number of Students Assessed	Additional Costs for Subgroup Sampling
Year 1: Freshmen	100 students	300	$200 \times \$25 = \$5,000$
Year 1: Seniors	100 students	300	$200 \times \$25 = \$5,000$
PRICE	\$6,500		\$10,000

TOTAL PRICE: \$16,500

IMPORTANT NOTE: These examples are provided to illustrate just some of the ways in which the CLA can be a part of a campus-level assessment project. There are also ways in which the CLA could be used to conduct a study comparing multiple institutions, or to consider just specific programs within an institution. Again, you are highly encouraged to consult with your own experts to determine the appropriate sampling and study design to meet your own specific needs.

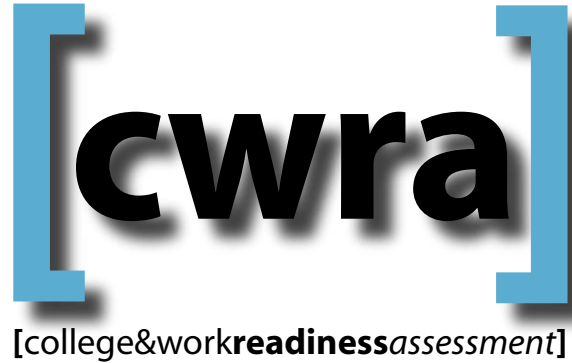
[ccla]

[communitycolle**learning**assessment]

The Community College Learning Assessment (CCLA) is a parallel program to the CLA. Designed for use by two-year institutions, the CCLA uses the same general methodology (focusing on the same general education skills, the same value-added methodology, and the same open-ended measures). The CCLA offers a cross-sectional analysis, in which a sample of students entering the institution are assessed in the fall, and a sample of students finishing their degrees are assessed in the spring. Students will complete a special 105-minute version of the CLA. In addition to the CLA measures described previously, CCLA students also complete a 15-minute multiple-choice, academic ability test used to control for entering ability (in the absence of SAT or ACT scores). Students will then either complete a Performance Task or a combination of a Make-an-Argument and a Critique-an-Argument Writing Task.

Administration Type	Time	Minimum Requirements for Institutional Sampling	Institutional Sampling Pricing	Subgroup Sampling
Cross-Sectional	One year	A sample of 100 entering students in the fall term and 100 exiting students in the spring term	\$6,500	\$25 per student over the Institutional Sampling

The College and Work Readiness Assessment (CWRA) is also a program of the CLA. The CWRA is designed to be used by secondary schools. The CWRA uses the same general methodology (focusing on the same higher order skills and some of the same open-ended measures). To complete a cross-sectional analysis, schools will administer the CLA measures to a sample of ninth graders in the fall, and then to a sample of twelfth graders in the spring. Students can complete either one or two Performance Tasks. Analyses include a comparison between high school seniors and college first-year/freshmen students.



Administration Type	Time	Minimum Requirements for Institutional Sampling	Per student price for students to complete one Performance Task	Per student price for students to complete two Performance Tasks
Cross-Sectional	One year	No minimums required. Contact CLA staff to determine appropriate sampling	\$40	\$65

[cla]ssroom

[**claintheclassroom**]

CLA in the Classroom is a program to help campus personnel link overall institutional performance to individual classroom activities. This program helps faculty and staff to consider the “What now?” question as they make sense of overall results. As such, CLA in the Classroom is the ideal complement to the institutional CLA.

It also provides a means to get faculty directly involved in the assessment process and to consider how classroom practice is connected to the development of higher order skills. CLA in the Classroom focuses on diagnostic aspects of the assessment. CLA in the classroom focuses on curricular and pedagogical factors.

Once a campus representative attends the CLA in the Classroom Academy, there are **no per-student charges** to administer the CLA in the Classroom materials.

For more information, please contact Dr. Marc Chun, director of CLA in the Classroom, at marc@cae.org or at 212.661.5800, extension 204.

Faculty and academic resource staff from **currently participating institutions** are invited to attend the CLA in the Classroom Academy. The Academy offers two-day training workshops during which participants are trained on how to administer, score, and discuss a recently retired CLA performance task; they learn how to use the task as a classroom assessment tool.

Participants in the Academy also have the opportunity to develop their own performance tasks, modeled on one of the CLA performance tasks. They create these tasks as classroom assignments or projects, and can embed actual course content or concepts specific to their disciplines or classes. The Academy workshops are designed so participants can leave with a workable task in hand.

The CLA in the Classroom Academy is structured using a “train-the-trainers” model. Upon completion of the workshop, participants will be certified to return to their home campuses to train others on how to use the materials, and as well as how to develop their own performance tasks. The Academy workshops are offered several times each year; please contact the staff for details.

[**claimthe***classroom*] **ACADEMY**

PRICING OPTIONS

Administration Type	Time	Minimum Requirements for Institutional Sampling	Institutional Sampling Pricing	In-depth Sampling
Cross-Sectional	One year	A sample of 100 freshmen in the fall term and 100 seniors in the spring term	\$6,500	\$25 per student over the Institutional Sampling
Longitudinal	Four years	A cohort of 300 freshmen (to be assessed three times), plus a sample of 100 seniors in the spring of the first year	\$28,000	\$35 per student over the Institutional Sampling

IMPORTANT NOTE : To receive a CLA Institutional Report and to be included in the comparative analyses, your institution must assess enough students to meet the Institutional Sampling requirements; there is no refund for students not tested up to this cut-off. If your campus chooses to conduct Subgroup Sampling but does not quite meet the targets, refunds will be offered for any students paid for but who did not participate.

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CLA INDEX

Number of CLA institutions in 2004-2005: **61**

Number of CLA institutions in 2005-2006: **122**

Number of CLA institutions in 2006-2007: **164**

Number of CLA institutions in 2007-2008: **237**

Total number of CLA institutions to date: **357**

Number of students who participated in the CLA in 2004-2005: **8,100**

Number of students who participated in the CLA in 2006-2007: **27,083**

Percent of CLA institutions in 2007-2008 that participate in some form of consortium/group: **55**

Percent of 2005-2006 CLA institutions that continued participation in 2006-2007: **78.7**

Percent of 2006-2007 CLA institutions that continued participation in 2007-2008: **83.4**

Number of states that have a CLA institution in 2007-2008: **46** (+ the District of Columbia and the U.S. Virgin Islands)

Length (in weeks) of the testing window during each semester that the CLA can be administered: **10**

Percent of students who reported they had enough or more than enough time to complete a CLA Performance Task: **90**

Approximate number of months it takes to create and pilot-test a CLA Performance Task: **18**

Number of multiple-choice questions included in the CLA measures: **0**

LEARNING MORE

To learn more about any of the three CLA programs, please visit www.cae.org/cla. From the website, you can download articles, papers, sample institutional reports, and other resources. For any additional information, contact the CLA staff at 212.217.0700 or at cla@cae.org.

FREE CLA WEB CONFERENCES

You are invited to sign up to participate in a free web conference introducing the CLA, CCLA, or CWRA. The web conferences, offered up to four times each month, will provide an overview of the project, as well as an interactive preview of the measures.

ABOUT CAE

The Council for Aid to Education (CAE) is a national 501(c)(3) organization based in New York City. CAE was initially established in 1952 to advance corporate support of education. Today, CAE conducts policy research with a major focus on improving quality, access, and productivity in higher education. CAE is the world-wide headquarters for the CLA, the CCLA and the CWRA.

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