

## Academic Year 2009-2010 CLA results

IU Kokomo is participating in the Voluntary System of Accountability (the VSA). As a part of that project, we provide data on our students and their learning outcomes to a national aggregating website. Additional details can be found at <http://www.voluntarysystem.org/index.cfm>.

As part of the VSA, we are required to administer a nationally normed test. In fall 2009, the Educational Policy Committee (EPC) chose to administer the Collegiate Learning Assessment (CLA) exam on this campus. In spring 2010, the exam was administered.

The CLA exam consists of two types of tasks: a measure of their baseline knowledge (the estimated Entering Ability test) plus one of two options – either a Performance Task or an Analytical Writing Task.

The Performance Task requires students to use their critical thinking, analytical reasoning, problem solving and written communication skills to answer open-ended questions about hypothetical but reasonable situations. Each Performance Task also includes its own library of resources (maps, newspaper articles, tables, charts, transcripts, etc.) for use in construction an answer.

Analytical Writing includes two types of prompts: Make-an-argument and Critique-an-argument. Both of these are used to evaluate the students' response in articulating complex ideas, examining claims and evidence and using standing written English.

Additional details on all these CLA terms, test construction, analysis, etc. are in the 44 page summary available from Kathy Parkison, Assistant Vice-Chancellor of Academic Affairs, [kparkiso@iuk.edu](mailto:kparkiso@iuk.edu).

### Results

Overall CLA results:	25 <sup>th</sup> percentile
Performance Task results:	14 <sup>th</sup> percentile
Analytical Writing results:	39 <sup>th</sup> percentile
Make-an-argument results:	51 <sup>st</sup> percentile
Critique-an-argument results:	30 <sup>th</sup> percentile
Estimated Entering ability test:	16 <sup>th</sup> percentile

### Caveats

Under the CLA recommended methodology, there should have been 100 seniors from a variety of majors taking the exam. We were only able to have 45 senior take the exam, despite offering each student a \$20 gas card for participation. As we did not have the freshman data from when these seniors were freshman nor did we have any freshmen participating in fall 2009, we are not able to draw any conclusions about value-added during their time on campus.