



THE COUNCIL OF
INDEPENDENT COLLEGES

EVIDENCE OF LEARNING

*Applying the Collegiate Learning Assessment to Improve
Teaching and Learning in the Liberal Arts College Experience*



Copyright © 2008 Council of Independent Colleges

The Council of Independent Colleges is an association of more than 600 independent liberal arts colleges and universities and 60 higher education affiliates and organizations that work together to strengthen college and university leadership, sustain high-quality education, and enhance private higher education's contributions to society. To fulfill this mission, CIC provides its members with skills, tools, and knowledge that address aspects of leadership, financial management and performance, academic quality, and institutional visibility. The Council is headquartered at One Dupont Circle in Washington, DC.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	2
Richard Ekman, President, Council of Independent Colleges	
INTRODUCTION	4
THE COLLEGIATE LEARNING ASSESSMENT (CLA)	5
THE COUNCIL OF INDEPENDENT COLLEGES (CIC) AND THE CLA	7
THE IMPORTANCE OF CAMPUS LEADERSHIP	9
Allegheny College	
University of Charleston	
THE VARIETY OF CLA EXPERIENCES	12
Lynchburg College	
Ursinus College	
Westminster College	
Texas Lutheran University	
Alaska Pacific University	
Stonehill College	
Seton Hill University	
EXAMPLE—BARTON COLLEGE	17
EXAMPLE—CABRINI COLLEGE	19
THE CHALLENGES OF USING THE CLA	22
THE CIC/CLA CONSORTIUM: FUTURE DIRECTIONS	27
MEMBERS OF THE CIC/CLA CONSORTIUM	31
RESOURCES AND RESEARCH	32

ACKNOWLEDGEMENTS

The Council of Independent Colleges (CIC) has long sought to advance the academic achievement of students at its member colleges and universities through a variety of programs, services, and activities. One such program has enabled CIC members to use the Collegiate Learning Assessment (CLA).

Since 2005, more than 30 CIC colleges and universities have been deeply engaged in using the CLA as a means to learn more about the cognitive growth of their students. The goal of the CLA project is not to measure changes in individual students, but rather to learn more about how institutional programs and teaching effectiveness correspond to gains in students' analytical reasoning, critical thinking, problem solving, and writing skills. The CLA provides one of the first "value-added" measures that can reliably compare institutional contributions to student learning.

As members of the CIC/CLA Consortium, institutions have sought to understand the CLA itself, to administer it over time on their campuses, and then to learn from the results. Because the colleges have been charting relatively new territory, their experiences have been challenging in some respects. Progress has not always taken a straightforward path. Nonetheless, the project is starting to reap noteworthy results.

Many Consortium members are finding constructive ways to share CLA results among members of the faculty and key administrators, and in the process they are engaging important questions about how CLA scores may encourage new ways to improve teaching and learning. Cabrini College, for example, used the CLA to engage faculty members in interpreting National Survey of Student Engagement (NSSE) "Level of Academic Challenge" scores so that, taken together, these sources of evidence informed revision of the general education curriculum. Barton College, which has shared CLA results even with prospective students and their parents, is using the results to foster a campus culture that insists on hard evidence—not simply anecdotal accounts—to press for improvements in student writing and critical thinking skills.

Important lessons have already emerged from the consortial experience and are described in this report. The collaborative work of the Consortium member institutions using the CLA is helping institutions create a culture of assessment that informs all faculty deliberation about student learning and is based on evidence.

Moreover, the new CLA in the Classroom initiative, developed with significant input from members of the CIC/CLA Consortium, promises to have a marked impact on engaging faculty members, incorporating other sources of evidence, and ultimately fostering an environment on campus in which assessment is taken most seriously.

I want to thank The Teagle Foundation and the Carnegie Corporation of New York for their financial support of the CIC/CLA Consortium. I especially acknowledge Robert Connor and Donna Heiland, president and vice president respectively of The Teagle Foundation, whose vision has added significant value to this project and whose commitment to the work is deeply appreciated. Indeed, their confidence in this work is further reflected in the news, shortly before this

report went to press, that The Teagle Foundation has awarded CIC a new grant that will support expansion of its Consortium to 47 institutions.

Thanks also are due to the Council for Aid to Education (CAE), our partner in this project. Roger Benjamin, Richard Hersh, Marc Chun, Esther Hong, Alex Nemeth, and their colleagues at CAE have approached this project with creativity and genuine commitment to the CIC colleges and universities in the Consortium. Harold V. Hartley III, CIC senior vice president, has managed this complex project skillfully and has been ably assisted by several of our colleagues on the CIC staff, including Russell Garth, Stephen Gibson, and Laura Wilcox. Thanks also to freelance writer and editor Stephen Pelletier, whose earlier experience as CIC's vice president for communications in the 1980s and 1990s was invaluable as he wrote this report.

Finally, I want to thank the colleges and universities in the CIC/CLA Consortium and their representatives who have participated in this project. Higher education is stronger today by virtue of their commitment to finding a better path to assess student learning. In the hard work of creating cultures of evidence on their own campuses, they have also created a treasure trove of valuable ideas and practices for other institutions.

Richard Ekman
President
Council of Independent Colleges
Washington, DC

May 2008

INTRODUCTION

Over the past several years, a great debate has simmered in higher education about institutional accountability and performance. Efforts to alter federal policy in particular have been flashpoints for often heated, sometimes acrimonious discourse about how colleges and universities might best demonstrate their effectiveness. Accountability, access, and assessment are the buzz words of the day. And while much of the talk has had a decidedly “inside the Beltway” flavor, the discussions have in one way or another affected virtually every institution of higher learning across the country.

In quiet counterpoint to the maelstrom over “policy,” a more measured approach has been at work on the campuses of a select group of colleges and universities. Over the past three years, some 33 liberal arts colleges and universities have been thoughtfully engaged in the challenging work of implementing a practicable way to measure student learning outcomes. These are the members of the Council of Independent Colleges/Collegiate Learning Assessment Consortium

(hereafter, the CIC/CLA Consortium, or simply, the Consortium). These institutions have been hard at work using the Collegiate Learning Assessment (CLA) to gauge and improve student learning.

The CIC/CLA Consortium has been an incubator of sorts, a place where hypotheses have been developed, tested, and challenged, out of which have come practices which in turn have been scrutinized and, if appropriate, adopted. Through their perseverance, the members of the Consortium have begun to demonstrate that the CLA is an effective, helpful, and meaningful tool to measure how the college experience helps students develop such higher order skills as thinking critically, reasoning analytically, solving problems, and writing effectively. In short, they demonstrate through practice that the CLA is an appropriate means to assess an institution’s “value-added” contribution to learning over the course of a student’s undergraduate education.

This report is their story.



THE COLLEGIATE LEARNING ASSESSMENT (CLA)

The Collegiate Learning Assessment (CLA) was developed by the Council for Aid to Education (CAE) as a way of measuring institutional contributions to gains in student learning. The CLA is one of the first testing instruments to measure student learning directly by capturing the contribution of the institution to students' cognitive development. The test provides a standardized measure of higher order skills and competencies that are often aligned with the general education goals of the undergraduate curriculum: critical thinking, analytic reasoning, problem solving, and written communication.

Unlike most tests of student learning that use multiple choice, true-false, or short-answer questions, the CLA uses written, student-constructed responses to open-ended assignments. In contrast to subject-domain instruments that test students' knowledge of particular disciplinary content, the CLA poses real-world problems that students must address by analyzing materials, evaluating evidence, synthesizing information, drawing conclusions, and constructing their own arguments for or against a particular position.

The CLA uses three key measures—developed by experts in psychometrics and thoroughly field-tested—to assess student abilities:

- **Make an Argument.** The ability to take and justify a position on an issue.
- **Critique an Argument.** The ability to evaluate an argument for how well-reasoned it is.
- **Performance Task.** The longest section of the test asks the student to complete a real-world task, such as preparing a briefing report, using a set of provided materials.

Thus, the test might state, “In our time, specialists of all kinds are highly overrated. We need more generalists—people who can provide broad perspectives,” and ask the test-taker, in 45 minutes, to agree or disagree with the statement and explain the

reasons for the position. Scoring rubrics, or criteria, provide a standardized basis for measuring test results.

Using student SAT (or ACT) scores as a control, the CLA reports whether students, when measured as a group, perform at, above, or below expected levels. Thus, the CLA provides one of the first “value-added” measures that compares what students know when they start college with what they know when they finish (controlling for initial ability), and thus can demonstrate institutional contributions to student learning. This approach provides a reliable institutional value-added score that can be tracked over time and benchmarked against similar institutions. By making the institution, rather than an individual student, its primary unit of analysis, the CLA keeps the focus on how the institution as a whole contributes to student cognitive development. CLA results can be combined with other institutional data to determine factors that promote student learning and growth.

The CLA yields two types of scores. An actual score shows how students performed relative to their ability—at, above, or below expected—for samples of first-year and senior students. The value-added score indicates how the aggregated first-year to senior gains on these higher order skills compare with other institutions.

The conceptual framework for the CLA has been thoroughly reported elsewhere. Richard Shavelson and Leta Huang (2003), for example, documented how the CLA has been informed by more than 100 years of efforts to assess student learning in higher education. Shavelson, Huang, Roger Benjamin, Stephen Klein, Marc Chun, and others have expanded and deepened our understanding of the CLA. In particular, Richard Hersh, the former president of Trinity College and Hobart and William Smith Colleges who now serves as a consultant to the CLA, has eloquently argued for and affirmed the value of the CLA in both the popular press and the higher education literature. Readers



Campus representatives from the 33 members of CIC's Collegiate Learning Assessment (CLA) Consortium shared their progress in using the CLA to document student learning during a meeting on August 6 and 7, 2007, in Washington, DC.

interested in the history, rationale for, and intellectual underpinnings of the CLA are invited to consult the resources referenced at the end of this report and on the CAE website, www.cae.org.

Finally, an important dimension of the CLA is that it is intended as *one* source of evidence in assessment of student learning, not as the sole measure. In the summer 2007 meeting of the CIC/CLA Consortium, for example, participating colleges and universities were urged to triangulate data from multiple sources to assess student outcomes. CAE program manager Alex Nemeth said that the CLA should be “part of a portfolio” of evidence of student learning.

Similarly, in the spring 2007 issue of *Peer Review*, Richard Hersh wrote, “if useful learning assessment is the goal, multiple kinds of assessment are required, such as portfolios, comprehensive exams covering both general education and majors, thesis requirements (with and without oral examinations), and capstone

courses...” (Hersh suggested, though, that any such combinations “are rarely utilized in a comprehensive, coherent, or cumulative way within any single institution.”) The notion of multiple approaches to assessment was also supported in the “Principles for the Uses of Assessment in Policy and Practice,” written by Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching. “Nearly any goal of using the results of assessment for serious practical and policy guidance,” Shulman wrote, “should intentionally employ an array of instruments.”

Toward the triangulation of data, for example, several of the institutions in the CIC/CLA Consortium have experimented with pairing data from the CLA and the NSSE. Some institutions have also examined CLA results in the context of the Measure of Academic Proficiency and Progress (MAPP), another standardized outcomes test.

CIC's work with the CLA began in 2002 when it was approached by the Council for Aid to Education to assist in identifying smaller private colleges to test the prototype of the Collegiate Learning Assessment. The following year, CIC recruited a group of 12 member colleges and universities to participate in the first year of public use of the CLA. In 2005, CIC expanded this initial group of institutions to include the 33 colleges and universities that comprise the current CIC/CLA Consortium, now in the final year of a three-year commitment to use the CLA.

The goal of the CIC/CLA project is not to measure changes in individual students, but rather to learn more about programmatic features that correlate with “institutional effects” associated with larger than expected gains in students’ abilities to reason analytically, think critically, solve real-world problems, and write effectively.

Consortium members commit to using the CLA on their own campus, administering the test to cross-sectional samples of first-year students in the fall and seniors in the spring, analyzing the results to determine areas of strength or weakness particular to their institutions and to develop appropriate strategies to improve student learning on their campuses. A team of faculty members and administrators from each member institution participates in an annual

summer meeting of the Consortium, where they compare strategies for using the CLA and gain new understanding of its application. Upon return to their home campuses, those participants serve as advocates for the CLA and often become campus resource persons in assessing student learning. In addition, Consortium members share ideas and strategies

throughout the year through web conferences, listservs, and email.

“The CIC/CLA Consortium demonstrates many of the key features that characterize an effective approach to assessment work,” said Marc Chun, senior research scientist at CAE. “The participating campuses have all been firmly committed to using the CLA, and to do so for at least three years; this reinforces the notion that systematic assessment is not something that can be done casually. It is important for colleges to be actively involved in the work—to learn, to question, and to challenge and to be challenged. I believe that participating in the Consortium has also raised the bar for the campuses. When campus

representatives have the opportunity to interact with CLA psychometric, research, and program staff, the institutions have taken their work to the next level.”

While the experiences of individual institutions in the Consortium and their respective paths to the CLA are unique, some patterns have emerged. At several

The goal of the CIC/CLA project is not to measure changes in individual students, but rather to learn more about programmatic features that correlate with “institutional effects” associated with larger than expected gains in students’ abilities to reason analytically, think critically, solve real-world problems, and write effectively.

member institutions of the Consortium, presidential vision was the impetus that first brought the CLA to campus. At other institutions, the spark came from the vice president for academic affairs, often in concert with deans and, perhaps, professionals in institutional research. Across the Consortium, there are several cases where a faculty member emerges as a champion of the CLA, often after overcoming significant skepticism among colleagues about the test.

At many institutions, the CLA has prompted vigorous and productive campus discussions about the practice of teaching, principles for learning and, at times, the institution's very mission. Also at many institutions, the CLA has proven to be a key driver of significant institutional reform.

Roger Benjamin, president of CAE, praised the work of the CIC/CLA Consortium. "This was the first consortium of colleges formed to share best practice use of the CLA. This partnership has given my colleagues and me a unique opportunity to listen and learn from our colleagues at the participating institutions. In particular, the Consortium has helped us understand how to harness the case study approach focus of the performance tasks which can be used by faculty members to directly help them improve teaching and learning," Benjamin said.

It is worth noting that the CLA does not exist in a political vacuum. The assessment of student learning has come to the fore in the midst of sometimes heated debates about the accountability of higher education. Some resistance to the CLA is linked to controversial political machinations around accountability on the part of the U.S. Department of Education under the Bush administration. In the 2006 report, *A Test of Leadership: Charting the Future of U.S. Higher Education*, Secretary of Education Margaret Spellings' Commission on the Future of Higher Education stated, "we believe that improved accountability is vital to ensuring the success of all the other reforms we propose. Student achievement, which is inextricably

connected to institutional success, must be measured by institutions on a 'value-added' basis that takes into account students' academic baseline when assessing their results." The report called for this information to be shared publicly.

CIC's efforts to establish the CIC/CLA Consortium predate the Spellings Commission report by several years. Nonetheless, the CLA was drawn into this national debate by virtue of it having been discussed extensively in the report. Specifically the report said:

Among the most comprehensive national efforts to measure how much students actually learn at different campuses, the Collegiate Learning Assessment (CLA) promotes a culture of evidence-based assessment in higher education.... The CLA allows for comparability to national norms and measurement of value added between the freshman and senior years. Additionally, because the CLA's unit of analysis is the institution and not the student, results are aggregated and allow for inter-institutional comparisons that show how each institution contributes to learning. [p. 23]

The report went on to recommend that, "higher education institutions should measure student learning using quality assessment data from instruments such as, for example, the Collegiate Learning Assessment, which measures the growth of student learning taking place in colleges...." Thus, even though the CLA is itself a politically neutral instrument, it has been politicized through the Commission's report.

As members of the CIC/CLA Consortium have learned, the CLA is not a flawless instrument. Institutions that insist that any measure of student learning be perfect before using it will find something not to like about the CLA, as they would likely find with any instrument. The CIC campuses that have successfully pioneered the use of the CLA have recognized that it is not a panacea, but it is a strong tool that can help improve teaching and learning.

THE IMPORTANCE OF CAMPUS LEADERSHIP

The impetus for a campus to become involved in the CIC/CLA Consortium has come in some instances from the institution's leaders. Allegheny College and the University of Charleston provide good cases in point.

Allegheny College



Located 90 minutes north of Pittsburgh in Meadville, Pennsylvania, Allegheny College is the 32nd oldest college in the nation. Its student body numbers around 2,100. Among many distinguishing characteristics, Allegheny requires that every student declare a disciplinary major as well

as a minor outside the division of the major—thus offering more than 900 disciplinary combinations for students to expand their horizons. Each Allegheny student completes a senior project in his or her major field, a significant piece of original research that often becomes the core of the student's portfolio of accomplishment.

Richard Cook, Allegheny's president, said he learned about the CLA from Richard Hersh. "That's where my original interest was sparked," Cook says, "and when the CLA went into its early phases of going more widely, I asked that we participate in it." Cook realized how the CLA could be a promising tool for assessing general learning outcomes for Allegheny's students. Once he brought the idea to campus, though, he says that "others took ownership of it. It wasn't too hard. We have people here, thank goodness, who really care about teaching and learning."

One of the people who took ownership of the idea is Marian Sherwood, Allegheny's director of institutional research. She joined the Allegheny community 12 years ago, at about the same time that

Cook was appointed president. She recalls a talk Cook gave early in his tenure in which he said that "students' self-reported data" is one way to measure educational effectiveness but that Allegheny needed something better, "something that isn't just what the students think about what they've learned." So from Cook's early years as president, she says, Allegheny was "looking for something that would be a direct measure" of student learning outcomes.

Allegheny was quick to get involved with NSSE, Sherwood recalls, but still continued to struggle with the question, "how do you get a direct measure of what students do?" And that, she says, "is a harder nut than surveying the students with questions about either their experiences or their perception of their experiences." In that light, the CLA looked very attractive indeed (when it became available).

Allegheny joined the CIC/CLA Consortium on the heels of its accreditation review by the Middle States Commission on Higher Education. At roughly the same time, the campus community was involved in a national discussion about the efficacy of rankings provided by the magazine *U.S. News and World Report*. As a whole, the campus found that the magazine's assessment of so-called "input" measures of student learning were insufficient to measure the quality of an Allegheny education. The college wanted to find a more substantive measure of how an Allegheny education contributes to the development of a student's skills in critical and analytical thinking and in communication.

Linda DeMeritt, dean of the college at Allegheny, says that Allegheny has seen "increased attention to assessment" overall and believes that the CLA has

“I hope that this is something that other colleges will pursue and that we’ll all continue to learn about because I think it’s vitally important, both for demonstrating value added and for improving what we do.”

—Richard Cook, President, Allegheny College

been “an important component of that increased attention.” For its Middle States review, DeMeritt says Allegheny “outlined an extensive process for evaluating departments through self studies, learning outcomes of students, and the effectiveness of individual courses for the major and for the minor.” But the college also wanted to assess its senior project and saw the CLA as a potential way to accomplish that goal. Gradually, the scope of Allegheny’s focus expanded to a point where it began to view the CLA as a tool for assessing the whole of its curriculum. The CLA became “one of the pieces in our thinking of an overall assessment plan for the institution,” DeMeritt says, in part because “it focuses on what we try to do in our general education requirements, in our majors, in our minors, and in the senior project—namely to educate our students to think critically, analyze problems, find solutions, and communicate in written form persuasively and logically.”

Allegheny reports that its use of the CLA has not always been smooth. Its initial results showed that student skill levels were not at the levels the college expected, nor were they in alignment with more positive results from other measures. That prompted the institution to look more deeply, for one thing, at logistics in administering the test. Allegheny found that its results were skewed to some extent by the fact that incoming first-year classes were progressively stronger academically through the years in which it first administered the test. “Our academic profile has gone up in the last three or four years,” Richard Cook says, “and so we haven’t had an apples to apples comparison. We think that puts uncertainty into the system.” At the same time, he observes, “it’s too early

to have a cycle of testing the very same cohort of students as incoming students and as seniors.”

Allegheny doesn’t intend to be deterred by bumps in the road to adopting the CLA. As the college wrote in a report to CIC, “we can deal with the logistics of administration, and we want to gather additional data to learn what we can about the educational experience at Allegheny. Both of these tasks can be more easily and fruitfully accomplished in a Consortium of like-minded institutions of higher education willing to share their ideas and experiences.”

It’s too early to talk about the potential impact of the CLA on the content of Allegheny’s curriculum, but Linda DeMeritt says that as Allegheny reviews syllabi and teaching effectiveness, it is asking whether it can “incorporate any of these types of performance-based tests into our own pedagogy.” In that sense, she says, the CLA is having an impact by prompting Allegheny’s faculty “to think more in terms of learning outcomes than teaching objectives.”

“We see the CLA as still a work in progress,” Cook says, “promising, but not yet definitive.” But even if it’s “not a perfect measure,” he says, “we think it’s worth pursuing, and it’s a direct measure of student performance. That part of it appeals to us.” Cook believes that “as we gather more data over the years, those data will become more reliable and more of use to us.”

“I hope that this is something that other colleges will pursue and that we’ll all continue to learn about because I think it’s vitally important,” Cook says, “both for demonstrating value added and for improving what we do.”

University of Charleston



Another college leader who has been an advocate for the CLA is Edwin H. Welch, president of the University of Charleston. Located on the banks of the Kanawha River in West Virginia's state capital, the university enrolls some 1,200 students. Almost a decade ago, Welch says, the

university began asking hard questions of itself. "We looked at the future of the institution," he says, and saw that "we weren't well positioned to be successful." Moreover, the university felt a strong need to identify an educational niche that would distinguish it from other institutions.

From the vantage point of a seat on the board of a major regional health facility, Welch had seen how outcomes-based quality improvement programs were a regular and invaluable mechanism for institutionalizing enhanced practice and performance in a panoply of departments and applications. Indeed, Welch noted, assessing, documenting, and improving quality was a given requirement in the healthcare environment. He immediately saw that similar practices could be adapted to higher education.

Following many months of institutional self-assessment at the University of Charleston, a campus "visioning" committee concluded that UC would claim a niche in higher education focused on outcomes education, both as a way to improve quality and to differentiate itself from other institutions. The university rewrote its curriculum with a focus on core competencies and learning outcomes in six key areas: citizenship, communication, creativity, critical thinking, ethical practice, and science.

The university jumped at the chance to take part in the CLA, Welch says. The test fits well at UC, he says, "because we are trying to assess the same thing—what do students know when they come in, what are we

helping them to learn, how well can they demonstrate critical thinking, and so on." The test also was proof of the effectiveness of the direction in which the institution was headed: In 2005–2006, the university had the highest value-added score among the more than 100 colleges and universities that administered the CLA.

Welch credits the CLA as one of the core factors "that has changed our understanding of learning." Specifically, he says, the CLA has helped the institution affirm that it is on the right track in wanting to "find out whether people really learn something in college." The test has also helped the university identify aspects of learning, such as critical thinking, in which the university wasn't as successful as it should be and needed more focus. Taken seriously on campus and widely discussed, the CLA has been an effective tool to prompt "reevaluation and reassessment" of what's working and what's not working when it comes to learning, Welch says.

"Using the best available tests for measuring student learning and combining those with self-created instruments," Welch says, "the university is providing evidence to students and parents about the process and the results of a University of Charleston education. Improving student learning is not just good for the institution; it is precisely what students and parents deserve."

Welch also views UC's drive to develop a culture of assessment in the context of discussions at the level of federal policy. "I guess I'm less critical than most of my colleagues about the push for validation of learning—I think the federal government has a right to know how well we're using their money." He's quick to add, though, that "I don't want to give the government a blank check in any way, shape, or form. We're a private institution and I respect that independence." At the same time, Welch says, "if we find good instruments, then it's okay to teach to the instruments, because they're measuring what you want students to have. And I don't find that threatening. I find it challenging."

THE VARIETY OF CLA EXPERIENCES

Experiences of CIC/CLA Consortium members have shown the Collegiate Learning Assessment to be an effective instrument for a wide variety of institutions.

Lynchburg College



The CLA has had an impact on the campus of Lynchburg College, an institution of 2,400 students in the foothills of the Blue Ridge Mountains in Lynchburg, Virginia. Lynchburg is one of just 40 institutions featured in Loren Pope's book, *Colleges That Change Lives*. "The CLA has

challenged us to look at what we do to determine the value that we add to the critical thinking ability of our students," the institution wrote in a report to CIC. "Prior to participating in the CLA we said what most colleges and universities say—that 'an LC education is worth the time, effort, and money invested.' Now we have data from an outside agency to confirm our assertion about the value of an LC education."

Deborah Driscoll, Lynchburg's associate vice president for institutional effectiveness, planning, and assessment, says that the CLA was first introduced on campus in the context of an institutional strategic planning process. When Driscoll learned about the CLA at a professional conference, she saw immediately that the test could be a good way to verify whether the effect that Lynchburg said it had on students was really accomplished. She worried, however, that test results might not in fact reflect well on the college.

Lynchburg was pleased with its initial CLA results. "It didn't surprise us that our freshmen tested a little bit below expectations," Driscoll says, because first-year students have "just reoriented their world—

they're trying to figure out what the rules are, what's going on." The results from seniors, however, told a very strong story of success.

"Our seniors did well," Driscoll recounts. "In the second year of our results, they put us in the top 10 percent of value added, the differences between freshmen coming in and seniors going out." Lynchburg felt especially good about these results in light of the college's challenging curriculum.

Lynchburg's president, Kenneth R. Garren, wrote about the institution's CLA findings in an op-ed published in September 2007 in a local newspaper. Speaking about the CLA in the context of national ratings of colleges and universities, Garren wrote, "many would argue...that although the hard data collected on each institution would appear to be a logical indicator of an institution's excellence, it does not necessarily mean that particular students are being well-served by the institution." Garren suggested that the CLA provided a valuable method for digging into relevant questions that could yield deeper insights: "How well will a college perform in providing the most beneficial educational experience for the prospective entering student?" and "Is there a way to actually *measure* with any degree of certainty the ability of a college to offer a value-added component to the educational experience of its students?" Or, putting it another way, "what happens after students get to college?"

"One of our challenges," Driscoll says, "is to get the information to our faculty in a way that helps them think about what they're doing." CLA results, she says, will help Lynchburg "stimulate those conversations and share information."

Ursinus College



As a member of the CIC/CLA Consortium, Ursinus College links its interest in the CLA to growing faculty involvement in assessment. Also included in *Colleges That Change Lives*, where it is dubbed a “star of the first magnitude,” Ursinus is located some 30 miles from Philadelphia and

enrolls 1,600 students. The college’s Committee on Outcomes Assessment works with faculty members to draw insights from their CLA results that can inform classroom learning. Of particular interest is determining the impact on student intellectual development of the first-year liberal studies seminar, The Common Intellectual Experience (CIE), and how it can be used to gauge the effectiveness of a pilot “CIE for Seniors” that is in development. The college is also interested in developing opportunities for faculty members to create CLA-type testing in their own classes.

Westminster College



Westminster College, in Fulton, Missouri, also views the CLA as a means to improve teaching and learning at the course and program level. A highly selective institution of just over 1,000 students, Westminster is the site of Winston Churchill’s famous 1946 “Iron Curtain” speech.

Westminster pursues what it calls an aggressive agenda for assessment, a foundation of which is “knowing and being able to articulate the difference we make in the lives of students.”

At the beginning of the 2007–2008 academic year, Westminster was beginning its fourth year of involvement with the CLA. Already fairly sophisticated in its use of assessment instruments, the college is now looking at ways to draw on the strengths of the CLA to enhance work in the assessment of writing, a skill for which faculty members have learned to trust assessment analyses and to use that feedback to improve teaching.

More sophisticated analysis of CLA results is also seen as a way for Westminster to understand better the relationships between students’ engagement in the learning process and their ability to think, reason, and solve problems. In the fall 2007 semester, the college for the first time matched students’ responses to NSSE with measures of performance on CLA tasks. Enough significant relationships were identified to encourage the institution to explore this line of inquiry further. Westminster is also starting to explore ways by which campus discussions of the CLA can serve as a vehicle for enhancing the communication of assessment results to students and other campus constituencies.

Texas Lutheran University



Texas Lutheran University has found the CLA to be an excellent tool for helping faculty members to improve their understanding of the value of outcomes assessment. Texas Lutheran is located in Seguin, Texas, near San Antonio and Austin, and has a student body of 1,400. Apart from the

fact that TLU ranks well in national measures based on “inputs,” provost and executive vice president John Masterson says that “one of the great appeals of the CLA is that it actually measures some student outcomes. It’s the right kind of assessment.” But the benefits of CLA also have deeper meaning for TLU.

Another powerful aspect of the CLA, says Masterson, is that it is helping diverse campus constituencies, including faculty and staff members, come to a deeper appreciation that “assessment is not just something you do for the accrediting bodies.” Instead, through campus discussions of the CLA, TLU faculty members are beginning to recognize how assessment can help them enrich their teaching and improve student learning. The result is that through such strategies as strengthened program review, better institutional effectiveness procedures, participation in the NSSE survey, and hard work by internal committees, TLU is creating what Masterson calls “a real culture of assessment and continuous improvement” that is more clearly focused on improving the quality and structure of student educational experiences.

TLU is also experimenting with another possible use of the CLA. With an interest in improving its ability to retain students, especially first-year students, TLU has been scrutinizing its CLA results to see what clues they offer about retention. Nick Lockard, dean of the university’s college of professional studies, says TLU has been looking, for example, at whether there is a relationship between a student’s low score on the CLA and the student’s decision not to return after the first year. The university will analyze the data to determine if there are patterns in overall results and such factors as student majors and grade point averages.

Alaska Pacific University



Thousands of miles from Texas, Alaska Pacific University is moving in similar directions. APU is one of the 49th state’s two independent four-year colleges. Billing itself as “above the ordinary in more than latitude,” APU says it is “a place for activists and

idealists.” Many of APU’s first-year undergraduate students come from outside the state, attracted by Alaska itself and by the institution’s strong offerings in environmental science and marine biology, one of few such undergraduate programs in the country. The institution also attracts a fair number of Alaskans who leave the state for their first years of college, then transfer to APU as sophomores and juniors. The university’s undergraduate program makes up not quite half of the total student population; an evening degree-completion program and master’s-level study in counseling psychology and business fill out the institution’s student body—which totals a head count of only about 700.

Over the last four years, APU has moved to embrace assessment based on learning objectives across all of its academic programs. The faculty adopted a unified assessment plan in 2005 as part of APU’s self-study for an accreditation visit by the Northwest Commission on College and Universities (NWCCU). The university’s accreditation was reaffirmed in 2006, but NWCCU plans a follow-up visit in 2009 to evaluate APU’s progress in assessment. APU was invited to join the CIC/CLA Consortium while the university was re-inventing its assessment effort. University officials say the CLA has been a key element in focusing its assessment efforts and promoting related faculty development.

Marilyn Barry, APU’s academic dean, says the university has been “trying to be intentional and reflective about what we’re doing and why we’re doing it.” Barry has introduced concepts from the CLA to help nurture this process among the faculty. The CLA complements, for example, a recent push by the faculty to integrate rubrics for student learning objectives into syllabi. Using rubrics as tools of analysis to help students synthesize learning, Barry suggests, has been instrumental in helping faculty members enhance their pedagogical effectiveness. APU has found that CLA-based exercises are effective ways of both focusing faculty development programming and nurturing faculty leadership.

APU faced some distinctive challenges in using the CLA. Many of its seniors, for example, did not have either SAT or ACT scores, a standard benchmark for the CLA. CLA administrators worked to find an alternative test. The Scholastic Level Exam (SLE), a short-form measure of cognitive ability produced by Wonderlic, proved acceptable as a substitute benchmark. With its small student body, the institution has struggled to survey enough students to generate viable CLA scores. The CLA works for APU's undergraduate population but does not apply as well to its other students. And APU's curriculum has posed big challenges as faculty members developed rubrics to measure student learning. Alaska Pacific is focused on "teaching and trying to do well by our students and our profession," Barry says. As the university builds its strategy for improving student learning on campus and works to weave assessment with goals for learning outcomes, she anticipates that the CLA will continue to be an integral benchmarking tool.

Stonehill College



At Stonehill College, the CLA has been an impetus for proposed changes in the curriculum specifically designed to advance student learning. Stonehill is a Catholic institution that enrolls nearly 2,400 students on its campus in Easton, Massachusetts, near Boston. Initial results from both the CLA and

NSSE—in combination with increasingly selective admissions practices—led the college to question whether it was adequately challenging its students. Data from test results proved important reference points in a campus discussion that eventually led to a formal proposal to modify Stonehill's course-credit model in part to create opportunities to increase academic challenge and rigor.

Data from various assessment instruments administered at Stonehill, including the CLA, also led to proposed changes in the college's general education program, including the development of first-year seminars that would focus on disciplinary knowledge and the development of critical thinking and writing skills. In addition, Stonehill is in the process of a comprehensive review of the senior capstone course in each major to ensure that learning outcomes originally established for those courses are being achieved.

Seton Hill University



One more example of the CLA in practice comes from Seton Hill University, a Catholic institution 35 miles east of Pittsburgh that has about 1,800 students. The university has an effective program review cycle for all academic majors and graduate programs, undertakes assessment

routinely as part of accreditation processes, and annually conducts a review of the learning objectives in its liberal arts core curriculum.

In part prompted by results from early experiences with NSSE and later with the CLA, the campus found itself in conversation about what value it was really adding for students. The NSSE results had strongly suggested that students at Seton Hill did not think they were sufficiently challenged. For example, students themselves wrote that they didn't think they were reading enough or writing enough papers. The university's first CLA results were also disappointing, prompting the university to engage in many conversations about how it could improve student skills in critical thinking and other areas that CLA measures—and, importantly, how it might make relevant changes in pedagogy. Among other responses, the university's faculty launched a year-long series of bi-weekly professional development sessions for

“The ongoing relationship with the Consortium schools has created a safe environment for individual campuses to share their successes and challenges. It has also served to be a testing ground and incubator of new ideas and new initiatives.”

—Marc Chun, Senior Research Scientist, Council for Aid to Education

faculty members under the theme “Teaching Critical Thinking Skills.” Faculty members also voted to approve a new writing-intensive component in which every major is expected to have at least one course designated as writing intensive. Faculty members also took part in a semester-long seminar on the teaching of writing in the disciplines.

Since these adjustments were made, results on both the CLA and NSSE have been more promising. That in turn has encouraged the institution to do even more. In essence, Mary Ann Gawelek, vice president for academic affairs and dean of the faculty, says the CLA opened a door that allowed the campus to look at a lot more information about its performance. Additionally, “the CLA data have forced us to ask ourselves questions.” For example, Gawelek says, faculty members and administrators are asking, “How do we really work and push ourselves to use more creative, more applied assessment techniques that would move this agenda?” She adds that having the CLA data in hand is a powerful motivator.

“We report both NSSE and CLA data at our opening fall workshop, so everybody hears the information, not just the faculty—including, by the way, our student leaders,” Gawelek says. The university has also shared test results with the educational policy committee of its board. Trustees, Gawelek says, have asked penetrating questions about how the university uses test results.

The CLA experience has also had a ripple effect in campus conversations beyond the faculty—essentially forcing discussions of learning out to “our nonclassroom environments,” Gawelek says. Seton Hill has become “adamant about looking at learning

outside of the classroom” with the same kind of scrutiny it brings to in-class learning, she says. “What do our clubs do? How do we teach maturity in the way students handle their financial aid or work study?” Seton Hill’s student life staff, for example, has created a series of learning objectives, related to university objectives, for resident assistants.

In short, Seton Hill believes it has made significant progress in assessment but that more work needs to be done. The university is interested, for example, in designing a comprehensive faculty development program that prepares faculty members to create CLA-type assessment measures that apply to their disciplines and that demand use of critical thinking and analytic reasoning. The CLA would be one of the university’s key models for the design of assessment measures.

The Consortial Approach

In addition to important lessons learned on individual campuses, the Consortium experience of gathering for annual summer meetings to share successes as well as problems has yielded other benefits. “The consortial approach has been both a campus as well as a collective effort; by meeting annually and by maintaining means of communication (such as through a listserv), the level of understanding and commitment has been notably enhanced,” said Marc Chun, senior research scientist at CAE. “The ongoing relationship with the Consortium schools has created a safe environment for individual campuses to share their successes and challenges. It has also served to be a testing ground and incubator of new ideas and new initiatives.”

EXAMPLE—BARTON COLLEGE

“APPLYING THE CLA TO HELP CHANGE THE CAMPUS CULTURE”

Located in Wilson, North Carolina, Barton College is an academic community of approximately 1,300 students and 200 faculty and staff. Barton is recognized particularly for its programs in education, deaf education, nursing, and social work. Barton is in its third year of using the CLA. The institution’s experiences with the CLA have informed its strategic planning process and discussions with not just trustees, faculty members, and staff members, but also with prospective students and their parents.

Terrence L. Grimes, Barton’s vice president for academic affairs, says that Barton’s involvement in the CLA came at an opportune time for the institution, coinciding with institutional self-assessment in preparation for review by the Southern Association of Colleges and Schools (SACS). Grimes saw the CLA as a tool that could help Barton address concerns he had about its general education program. Essentially, the college’s work with the CLA proved to be a way to draw administrators, faculty and staff members, and even trustees into a frank, sometimes difficult but ultimately constructive conversation about how well Barton was actually educating its students. The

ultimate effect, as it turns out, is that Barton’s use of the CLA is helping to shift the institution’s culture.

Before Barton got involved in the CLA, the college’s approach to assessment was typical of most colleges, Grimes says, in that it was “unscientific.” Grimes recalls writing portfolios that were never collected, let alone analyzed, and courses that ostensibly emphasized writing but “really didn’t.” In short, he says, there was very little concrete evidence of actual performance.

Barton’s initial experience with the CLA proved highly instructive. Test results showed evidence that a Barton College education actually added value but also provided the impetus for the college to do even better. Powerful lessons, for example, came from samples of first-year and senior writing that the CLA provided. The college used extra-credit-point incentives to encourage student participation in the CLA. To make sure that results were not unduly influenced by the incentives, some students were assigned to take what Grimes dubbed as “placebo” tests, locally administered and not used to compute the institution’s CLA results. The alternative test consisted of two prompts that had been retired by CLA, exercises respectively in how to make and how to break an argument. Grimes took it upon himself to score the responses from the alternative samples, using rubrics patterned after the CLA.

The results were eye-opening. “While we can honestly say that the CLA provides good evidence that our students improve in their critical thinking and writing skills during the time that they attend Barton College,” Grimes observed, student performance on the writing tests “left something to be desired.”



“The college’s work with the CLA proved to be a way to draw administrators, faculty and staff members, and even trustees into a frank, sometimes difficult but ultimately constructive conversation about how well Barton was actually educating its students.”

—Terrence Grimes, Vice President for Academic Affairs, Barton College

Grimes began sharing what he had learned with campus audiences. The timing was fortunate and the results were noteworthy. Barton’s strategic plan calls for the college to have a new general education curriculum with a focus on engaged learning in place by the fall of 2008. Also, Barton’s SACS review takes place during the spring and fall of 2008—and general education assessment is a major emphasis in the reaccreditation process. Toward those endpoints, the Barton faculty had been involved for two years in identifying and discussing ways to assess the learning outcomes for general education, outcomes that included critical thinking and communication. Grimes shared the hard evidence of students’ written responses from the placebo test with the college’s general education task force. The task force proposed a new curriculum that included a significant emphasis on writing and critical thinking. Precisely because “it’s based on learning outcomes,” Grimes calls the proposed new curriculum a significant change.

The CLA results have also helped advance Barton’s curricular improvements by informing the creation of its quality enhancement plan (QEP), a SACS requirement. Barton’s QEP committee focused on the need for the college to bolster student writing skills after they saw the results of writing and thinking abilities that the CLA revealed. Barton’s CLA experience also dovetailed, Grimes says, with work it had started to enhance its students’ focus on engaged

learning—including “some very significant changes in pedagogy,” designed to deepen student involvement in their own learning and “focus more on outcomes and collecting evidence”—the result of work it had done with the National Survey of Student Engagement.

As part of an effort to help Barton’s trustees better understand the college’s curricular planning and preparation for its SACS visit, Barton President Norval C. Kneten and Grimes also shared the seniors’ writing samples with Barton’s board of trustees. The trustees were given the relevant rubrics and asked to assess the student papers. Like virtually everyone else on campus who had seen the papers, the trustees were disappointed by what they read. Through its academic affairs committee, Barton’s board adopted a strong statement urging faculty members to develop strategies for improving student skills in written communication and critical thinking.

“We’re using the CLA to change the campus culture,” Grimes says. “We can say that our students perform at the level expected—that’s perfectly honest—and there is value added in our education. But are our students really being prepared to go out into the workforce or graduate institutions with writing and critical thinking skills?” Grimes is relying on Barton’s use of the CLA to help the college refocus its curriculum in a way that ensures that it can respond affirmatively and enthusiastically to that important question.

EXAMPLE—CABRINI COLLEGE

“THE QUEST FOR ‘INTENTIONAL ENHANCEMENTS’”

Cabrini College, a Roman Catholic, liberal arts college in the suburbs of Philadelphia, Pennsylvania, with an enrollment of 2,300 undergraduate and graduate students, has a deep and abiding interest in the assessment of student learning. Like many other institutions, however, it had only dabbled in assessment until recently, using ad hoc strategies and far-from-perfect assessment instruments.

Charlie McCormick, Cabrini’s dean for academic affairs, reports that the college has used the National Survey of Student Engagement instrument and data from UCLA’s Cooperative Institutional Research Program (CIRP) first-year survey. In addition, he says, Cabrini has “developed some of our own internal materials for student expectations surveys and our departments have produced departmental assessment plans.” However, the home-grown instruments varied in quality, he says, and there wasn’t much uniformity in the way they were used. Overall, the college’s assessment efforts lacked coherence.

Cabrini wanted to systematize assessment of student learning, improve its practice, and make it a regular part of the institution’s ethos. The college wanted to move beyond ad hoc assessment and design new approaches that explicitly and seamlessly feed back into a quality enhancement loop. It wanted to find meaningful ways to use assessment data to make what it called “intentional enhancements” in student learning. Cabrini wanted, in other words, to find a way to inculcate a workable culture of evidence that would lead to regular, meaningful assessment of student learning. Against this backdrop, Cabrini became a member of the 2005–2008 CIC/CLA Consortium.

Getting involved in the CIC/CLA Consortium proved pivotal for Cabrini not only because it introduced the college to an effective assessment instrument, but because it provided a focus for the college’s assessment efforts as a whole. Prior to Cabrini joining the Consortium, McCormick says, “nothing had emerged to help center our assessment efforts.

There were a lot of things going on in a lot of places, and we didn’t have an anchor on which to tie these various other assessments.” The Collegiate Learning Assessment filled that gap, he says, and, “really emerged as that sort of anchor.”

Cabrini’s initial CLA test scores, for example, showed promising results. “Even though our final absolute scores weren’t as high as we wanted them to be,” McCormick says, “we found out we were a value-added institution.” In other words, students were demonstrating important gains in higher order skills as a result of their undergraduate education at Cabrini. With tangible results from the CLA in



hand, McCormick says, Cabrini could point to the assessment and say, “we’re really doing something here.”

Evidence from the CLA supported Cabrini’s mission to foster student development. “Our president likes to say ‘we get good students and we make them great students,’” McCormick says, “and we can see in our value-added scores that wasn’t just rhetoric.” When shared with multiple college constituencies, from the faculty to enrollment staff to the board, the CLA data had an important, positive ripple effect across campus, helping the college community see that Cabrini was competitive with other institutions in ways that hadn’t been clear before.

While Cabrini’s leaders were quick to note that all was not rosy—the college readily recognized the areas in which it must improve—McCormick reports that one key effect of the CLA results is that they gave the college “a new way to talk about ourselves, a new way to talk about what it was that our institution was doing.” That in turn energized a new kind of conversation on campus. The CLA data provided a way for the college to share a more nuanced story about Cabrini’s educational experience with both prospective students and those who had been associated with the college for a long time.

McCormick and colleagues also began to explore ways in which it could further expand its assessment of student learning by comparing results from the CLA with those from NSSE. “We began to have that conversation with department chairs,” he says, “asking them to go back and share the results with their departments.” Importantly, he notes, dialogues on campus started addressing seminal questions about what really mattered to Cabrini. Cabrini’s administrators asked faculty members to “think about how they could make programmatic changes,” McCormick says, that could lead to scores on the assessments that would “reflect the areas where we wanted them to reflect positively,” in alignment with the college’s mission.

Faculty members were a key focus of these conversations, of course, but Cabrini also made

a point of discussing the assessments with the president’s cabinet, the enrollment management committee, staff members in financial aid, and other campus constituencies. Talking about the test results, McCormick says, opened up a way to engage the whole campus in a conversation about where the college wanted to go. Moreover, McCormick says, it created a means of engaging campus staff other than faculty members in meaningful conversations about what they could do in their areas to help improve student performance.

If the initial response was tepid from some quarters—McCormick heard resistance from people who said the tests had nothing to do with their responsibilities—it nonetheless provided a way to “get various people talking about the results and about how they’re involved and implicated in what’s going on here,” McCormick says, and to better understand that the mission of the college is “really all of our concern.”

The CLA helped reinforce the college’s commitment to “intentionally develop students over the course of four years,” McCormick says. Those at Cabrini believe that their work with the CLA helped them articulate what they meant by providing a “developmental approach” to education. Long a part of the college’s rhetoric, that principle had been difficult to define until the CLA presented a snapshot of a value-added educational experience. Applying lessons learned from that assessment, the college was able to shape more deliberately a developmental curriculum for its general education program, keying in on the transferable skills—such as writing, critical thinking, problem solving, and analytical reasoning—that are measured by the CLA.

“We’re still in the middle of playing out a developmental approach, but the CLA was, again, one of those anchors that helped us think about a general education program in just that way.” Moreover, he says, Cabrini faculty members who have worked with the CLA have started to envision how it could inform “a lot of opportunity for pedagogical change as well as curricular change.”

“The CLA sparked a reaffirmation of Cabrini’s mission.... Directly as a result of its work with the CLA, the college has been able to renew campus-wide discussions about how it transforms good students into great ones.”

—Charlie McCormick, Dean for Academic Affairs, Cabrini College

In some ways, too, the CLA sparked a reaffirmation of Cabrini’s mission. Cabrini has a tradition of accepting students of modest abilities as well as more distinguished students. Directly as a result of its work with the CLA, McCormick says, the college has been able to renew campus-wide discussions about how it transforms good students into great ones. Accordingly, McCormick says, while Cabrini does not set out to recruit students based exclusively on prior academic achievement, it does intend to redouble its commitment to “create a structure for our students to achieve excellence.”

“One of the most important things the CLA confirmed was the value of this institution,” McCormick says. “We live in an incredibly competitive market here in Philadelphia. Our next door neighbors are Eastern University, Villanova,

Bryn Mawr, and Haverford. Swarthmore is just down the road. And it’s easy to forget that we are doing something important. The CLA reminded us of that in a way that was very, very powerful.”

Cabrini’s work with the CLA now coincides with a confluence of factors that is helping the institution develop a culture of evidence and assessment. The new general education program calls for intentional and integrated assessment of student learning institution-wide. The college recently completed a strategic plan that calls for enhancing assessment initiatives in order to create a contemporary, innovative teaching and learning environment. The plan also includes the appointment of a coordinator of assessment.

Cabrini’s experience is but one more example of how institutions are working with—and learning from—the Collegiate Learning Assessment.

THE CHALLENGES OF USING THE CLA

Learning how best to use CLA results is a work in progress, and the institutions that are pioneering it through the CIC/CLA Consortium have had to wrestle with a number of challenges—some minor, some significant. Application of the CLA results to improve teaching and learning continues to be refined.

Virtually all the institutions in the Consortium have had to address faculty resistance to the CLA and have struggled to get students to take the CLA. On campuses where the CLA has been introduced through administrative channels (such as the president or vice president for academic affairs), faculty members resisted it because they perceived it as a “top-down” initiative. On other campuses, some faculty



members have initially found it too time consuming, a distraction from other work, or have resisted efforts they perceive as moving toward “teaching to the test.” As with many campus discussions, greater success seems to come when there is shared commitment and transparency about efforts to assess and improve student learning.

“I think that once you get faculty members to sit down and look at what the CLA is testing, they agree generally that this is a valuable test,” says Linda DeMeritt of Allegheny College. “It’s not that faculty members are leery of assessment,” she says, but rather that they are wary of anything that smacks of “teaching to the test.” Allegheny’s experience, she says, has been that “when they actually see a test like this, which is not your standard multiple choice test, they begin to see its value.”

Another challenge has been faced by institutions with large populations of nontraditional students. The CLA uses SAT or ACT scores as benchmarks—tests that nontraditional students, particularly adult learners, may have taken decades ago or not at all. As noted earlier, Alaska Pacific University faced the challenge of having many seniors without either SAT or ACT scores and worked with CLA administrators to adopt the Scholastic Level Exam (SLE) as an alternative benchmark. Other Consortium members, including Centenary College in New Jersey, Heritage University in Washington state, and Indiana Wesleyan University, have faced similar challenges.

While the CLA provides a reliable indication of an institution’s overall value-added contribution to student learning, it does not diagnose the factors that lead to results that are above, or below, expected performance. Put differently, the CLA is an outcome measure, but many of the factors affecting student learning are educational processes that the CLA does not measure and was not intended to capture. A promising solution to this limitation is to compare CLA scores for groups of students within an

institution. In order to get valid results with sub-groups, an institution must conduct in-depth sampling, perhaps doubling the number of students tested. With these larger samples, institutions can reliably do the investigative work that will determine what is contributing to group differences, develop appropriate interventions, and subsequently test the efficacy of those interventions.

The logistics of getting students to sit at a computer long enough to take the test can be a dilemma when it comes to first-year students and an outright challenge

when it comes to seniors. The timing of the test has also been something of an issue. President Richard Cook of Allegheny College describes the problem this way: “We tend to have tested the first-year students when they’re very fresh, excited, focused, undistracted,” while seniors take the test “when they’re dragging at the finish line.” Allegheny is studying the issue of when the test is administered, Cook says, to determine what timing would work best for obtaining the most meaningful comparison.

CLJ Performance Task
CRIME REDUCTION

CLJ Performance Task
Name: _____
Date: _____
Course / Instructor: _____

DO NOT DUPLICATE OR DISTRIBUTE WITHOUT PERMISSION OF CLJ (Allegheny College, Allegheny, Pa. 15101-1000) ©2017 CLJ Performance Task is a trademark of Allegheny College.

Washington Institute for Social Research
Strive Drug Treatment Program

MEMORANDUM

To: Mayor For Case
From: Tomika Harris, PI
Date: October 2, 2008
Subject: Strive Drug Evaluation

At your request we conducted a focused investigation of relationships between Strive and the Strive Drug Evaluation program. During the course of the investigation we conducted a thorough review of publicly available information regarding Strive and the Strive Drug Evaluation program. We also conducted a focused review of publicly available information regarding Strive and the Strive Drug Evaluation program. We also conducted a focused review of publicly available information regarding Strive and the Strive Drug Evaluation program. We also conducted a focused review of publicly available information regarding Strive and the Strive Drug Evaluation program.

Second, there is a clear and significant correlation between Strive and Strive for about three years from 1998 to 2008. We believe we completed a comprehensive review of the data for you for the Strive. We believe we completed a comprehensive review of the data for you for the Strive. We believe we completed a comprehensive review of the data for you for the Strive.

Jefferson Daily Press
Smart-Shop Robbery Suspect Caught

Smart-Shop Robbery Suspect Caught
Drug-Related Crime on the Rise in Jefferson

JEFFERSON TOWNSHIPS — The Monday police report indicates that a suspect in a smart-shop robbery was caught in Jefferson Township. The suspect was caught in Jefferson Township. The suspect was caught in Jefferson Township. The suspect was caught in Jefferson Township.

The suspect, who is believed to be in his late 20s or early 30s, was caught in Jefferson Township. The suspect was caught in Jefferson Township. The suspect was caught in Jefferson Township. The suspect was caught in Jefferson Township.

JEFFERSON POLICE
CRIME AND DRUG USE IN JEFFERSON

TABLE 1. CRIME STATISTICS

Year	Number of Arrests	Number of Citations	Number of Fines	Number of Probation	Number of Jail
2007	1,100	1,200	1,300	1,400	1,500
2008	1,200	1,300	1,400	1,500	1,600
2009	1,300	1,400	1,500	1,600	1,700
2010	1,400	1,500	1,600	1,700	1,800
2011	1,500	1,600	1,700	1,800	1,900
2012	1,600	1,700	1,800	1,900	2,000

TABLE 2. DEMOGRAPHIC CHARACTERISTICS

Year	Age Group	Gender	Ethnicity
2007	18-24	Male	White
2008	18-24	Male	White
2009	18-24	Male	White
2010	18-24	Male	White
2011	18-24	Male	White
2012	18-24	Male	White

RESEARCH BRIEF
WASHINGTON INSTITUTE FOR SOCIAL RESEARCH

Strive drug treatment program works in Clarendon

Clarendon is a small town in the western part of Washington state. It has a population of about 1,000 people. The town is located in the western part of Washington state. It has a population of about 1,000 people. The town is located in the western part of Washington state. It has a population of about 1,000 people.

Clarendon is a small town in the western part of Washington state. It has a population of about 1,000 people. The town is located in the western part of Washington state. It has a population of about 1,000 people. The town is located in the western part of Washington state. It has a population of about 1,000 people.

STATE OF WASHINGTON DEPARTMENT OF PUBLIC SAFETY

CRIME STATISTICS BY COUNTY: 2008

The following table shows the number of crimes reported in each county in 2008. The number of crimes reported in each county in 2008 is shown in the following table. The number of crimes reported in each county in 2008 is shown in the following table.

CRIME RATES AND POLICE OFFICERS IN WASHINGTON BY COUNTY

The graph shows the number of police officers per 100 residents and the number of crimes per 100 residents in each county from 2000 to 2008. The number of police officers per 100 residents is shown on the left y-axis, and the number of crimes per 100 residents is shown on the right y-axis. The x-axis represents the year from 2000 to 2008.

DR. EAGER'S CHART

Dr. Eager's Chart shows the relationship between the number of crimes reported and the number of police officers in Jefferson Township. The number of crimes reported is shown on the y-axis, and the number of police officers is shown on the x-axis. The number of crimes reported is shown on the y-axis, and the number of police officers is shown on the x-axis.

ROBBERIES, BURGLARIES AND DRUG USE IN JEFFERSON BY ZIP CODE

The scatter plot shows the relationship between the number of robberies, burglaries, and drug use in Jefferson by zip code. The x-axis represents the zip code, and the y-axis represents the number of crimes. The x-axis represents the zip code, and the y-axis represents the number of crimes.

UNIVERSITY RESEARCH ABSTRACTS ONLINE SEARCH

Search ID: 1461021002
Search Date: January 10, 2002
Search: Drug Prevention, Success, Strive Drug Treatment Program

Abstracts

Abstract 1: The Strive Drug Treatment Program is a community-based program that provides drug prevention and treatment services to at-risk youth. The program has been shown to be effective in reducing drug use and improving academic performance. The program has been shown to be effective in reducing drug use and improving academic performance.

Abstract 2: The Strive Drug Treatment Program is a community-based program that provides drug prevention and treatment services to at-risk youth. The program has been shown to be effective in reducing drug use and improving academic performance. The program has been shown to be effective in reducing drug use and improving academic performance.

CLA Performance Tasks present students with a realistic scenario, providing a set of documents that can be used to prepare a response, such as memos, newspaper articles, tables of numbers, figures, research study abstracts, and reports. Students must determine which documents are more reliable and relevant and consider how the provided data might be best combined to answer the questions posed.

Getting Students to Take the CLA

Figuring out the best means of getting students to take the CLA has also been challenging. Through a process of trial and error in the first years of the Consortium, institutions have settled on strategies that work well (see “Campus Strategies,” page 25). Each campus’ approach is different. Some use incentives, such as gift certificates to the book store, extra commencement tickets, a chance to win an iPod, or even cash—typically \$25 or \$35. Others have found that administering the CLA during orientation is a good way to get first-year student participation.

Indiana Wesleyan University experimented with a package of incentives that lets students who take the CLA register ahead of other students, get first crack in student drawings for housing, and even gain access to a premium parking lot. At one college, the assessment coordinator has been known to babysit for the children of seniors while they take the CLA.

Westminster College in Missouri gives the CLA to all first-year students during their first week on campus in the fall, then captures seniors as part of an annual spring Assessment Day, a Tuesday when regular classes are suspended to allow time for testing. The expectation there is that seniors will take the CLA that day. In 2007, 90 percent complied. William Woods University, coincidentally in the same town as Westminster, also has Assessment Day, albeit with a very large stick: students who fail to take the CLA that day are not permitted to continue in their majors.

In its first year of using the CLA, Bethel University in Minnesota struggled during the fall semester to find a time when first-year students could take the test. Administrators contacted some instructors and invited students to participate, and the university offered \$5 gift certificates as incentives, but in the end Bethel suffered from small samples, according to Richard Sherry, the university’s dean of faculty growth and assessment. In Bethel’s second and third years with the CLA, the university decided to make the test part of assessment activities during its first-year welcome week. Out of pools of students whose ACT/SAT scores were representative of the entire class, students

were assigned at random to take the CLA, while the remaining students were given a critical thinking assessment that Bethel has used for some years. “That worked extremely well, and we got our sample size in roughly two and a half hours,” Sherry reports. To get seniors into the test, Bethel University follows a strategy that many members of the Consortium employ—working directly with faculty and students in senior capstone classes, in this case courses that have intensive critical thinking and writing components.

Faculty members at Bethel help motivate students to take the CLA in a variety of ways, Sherry says. Some simply tell students that taking the CLA is a course requirement; others make the CLA optional. Some instructors offer a small number of bonus points or the equivalent as a carrot for taking the test.



Campus Strategies

*Responses from a survey of CIC/CLA Consortium members, February 2008,
based on experiences covering the past three years*

(Due to multiple responses and rounding, items may not total 100 percent)

Most successful approaches for recruiting first-year students:

- Embedded CLA administration in a first-year seminar or required first-year course (50%)
- Given during new student orientation (29%)
- Targeted appeals through faculty members or other advisors (14%)
- Financial incentives (7%)

Least successful approach attempted to recruit first-year students:

- Open solicitations and appeals for volunteers

Most successful approaches for recruiting seniors:

- Embedded in a senior seminar or capstone course (43%)
- Direct appeals to seniors (with or without monetary or gift incentives) (29%)
- Targeted appeals through faculty members (14%)
- During on-campus assessment day activities (7%)
- Embedded in other upper-level classes (7%)

Least successful approaches attempted to recruit seniors:

- Open solicitations and appeals for volunteers (44%)
- Open solicitations and appeals for volunteers with monetary or gift incentives (33%)
- Monetary or gift incentives alone (22%)

Incentives offered that have been most effective with first-year students:

- Retail gift card or gift certificate (29%)
- Cash (7%)
- Class extra credit (7%)
- Did not use incentives (50%)

Incentives offered that have been most effective with seniors:

(Among those that offered incentives, 45 percent did so through a raffle or drawing.)

- Retail gift card or gift certificate (36%)
- Extra graduation tickets and/or rebates of graduation fees (21%)
- Cash (14%)
- Class extra credit (7%)
- Did not use incentives (21%)

Additional approaches used to recruit first-year and senior students:

- Personal letters from the president or dean (30%)
- Appeals from faculty members (30%)
- Classroom presentations by assessment committee members (26%)

At Texas Lutheran University, students take the CLA as part of the Freshman Experience Course, which all first-year students take in the fall semester. TLU administrators ask faculty members in a representative sample of sections of that course to allow testing of their students in one of their class periods.

Cabrini College tried a lottery to get seniors to take the CLA; winners received letters inviting them to take the test. Many students ignored the letters, forcing the school's director of institutional research to follow-up individually. Cabrini elects not to use cash or prize incentives.

When it first joined the Consortium, Lynchburg College got CLA off to a strong start when the dean of the college personally visited classrooms to talk with students and faculty members about the importance of the test. Ten-dollar gift cards were offered to students as inducements.

Outside the classroom, the dean also met with faculty members, often over lunch, to discuss the value of the CLA. Some of Lynchburg's faculty members have supported the CLA by giving students extra service points for taking the test.

Through a process of trial and error in the first years of the Consortium, institutions have settled on strategies that work well. Each campus' approach is different.

Clever faculty members at Seton Hill University built the CLA into the curriculum of senior capstone seminars. In one seminar, students take the CLA as part of studying why personal assessment is critical to lifelong learning. In a different seminar, students take the test as part of class discussions on the benefits of the liberal arts.

One college had little success when it offered raffle tickets with an iPod as a prize but had better success when it offered a \$100 rebate toward senior fees. Still, for many Consortium members, motivating seniors to take the test—and take it seriously—remains a challenge.



Consortium participants at the summer 2007 meeting confer on strategies for getting students to take the Collegiate Learning Assessment.

THE CIC/CLA CONSORTIUM: FUTURE DIRECTIONS

In 2007, with substantial new funding from The Teagle Foundation, CIC issued a call for proposals to extend and expand the Consortium's work for another three years, through the spring of 2011. Of the 65 CIC member colleges and universities that applied to participate in this next phase of the Consortium, 47 were selected, including 27 currently participating.

The work of the CIC/CLA Consortium in the next phase will be in response to two key lessons from the project thus far, says CIC senior vice president and project director, Harold V. Hartley III. "First, we have found that engaging faculty members in using the CLA is absolutely essential to improving student learning. Second, pairing CLA results with other assessment measures, such as NSSE or portfolio analysis, provides more robust diagnostic information to use in targeting areas for improving teaching and student learning." Both of these lessons, taken to heart, will help foster a culture of evidence on campus, says Hartley.

In this new phase, members of the CIC/CLA Consortium will use the CLA to push the assessment of valued added in promising new directions. The emphasis will be on developing more comprehensive campus assessment plans for improving teaching and learning by incorporating additional measures such as student portfolios, campus-based instruments, and other standardized tests, like NSSE, to provide multiple sources of evidence in addition to the CLA. Experience has shown that while the CLA provides a reliable measure of overall institutional contribution to student learning, it is most beneficial when used in conjunction with other efforts. Accordingly, institutions in the Consortium are being encouraged to develop comprehensive assessment programs tailored to campus needs and competencies.

Some institutions will also conduct in-depth sampling, testing additional students that match characteristics of interest to the institution—division, major, gender, or race/ethnicity, for example—to allow a more nuanced analysis.

Consortium members will continue to explore the potential synergy between the CLA and NSSE. Unlike the CLA, which is an outcomes assessment, NSSE examines the process components of student learning. Pairing the two instruments can provide important clues to areas for improving student learning.

In the new stage of the project, continuing Consortium members will mentor institutions using the CLA for the first time. The original members of the Consortium have now developed a significant body of knowledge about the CLA. Their experience will be invaluable in helping colleges and universities new to the CLA adopt the assessment on their own campuses.

Finally, the new stage of the Consortium will see member institutions working to integrate faculty members more fully into the assessment of student learning. The focus will be on making use of CLA results to improve pedagogy, redesign curriculum, and



create a campus culture favorable to assessment efforts. A new CAE program, dubbed CLA in the Classroom, will enable faculty members to use a mock-version of the CLA in their classes as a means of gauging and improving student skills. The program guides faculty members through the process of developing their own performance tasks modeled after the CLA.

In many ways, CLA in the Classroom represents a next logical phase in the development of the CLA. Developed with significant input from members of the CIC/CLA Consortium, CLA in the Classroom gives faculty members a set of CLA-related tools—such as scoring rubrics and test questions patterned after the CLA prompts—that apply some of the principles of CLA directly to help improve student learning. “I was able to preview an early version of the CLA in the Classroom program at the 2007 annual meeting of the Consortium,” said Marc Chun, senior research scientist at CAE and director of CLA in the Classroom, “and this was incredibly helpful for getting early feedback that helped in refining elements of this initiative.”

An important development, and essentially a giant step forward in building practical ways to enrich outcomes-based student learning, CLA in the Classroom will equip individual faculty members with CLA-based tasks, prompts, test questions, and rubrics through which they can collect their own diagnostic information about student strengths and weaknesses. Faculty members will use that information to help students understand why they achieved the scores they did and what to do next to improve their critical thinking, analytic reasoning, problem solving, and written communication skills. The information will provide a means, says Chun, for faculty members to

“have a better conversation with their students about where their performance could be improved relative to higher-order skills.” The new instructional tools will provide faculty members with the practical means to do diagnostic work with students—and become more personally invested in an assessment-based commitment to improve student learning.

Because faculty members haven’t necessarily been explicitly trained to teach with these higher-order skills in mind, the success of CLA in the Classroom is predicated to a large extent on a significant culture

shift. In essence, the program equips faculty members who may be content experts but may not have strong training in pedagogy to take greater responsibility for assessing what students are learning and to help them improve.

Among the institutions in the CIC/CLA Consortium, CLA in the Classroom sparks significant excitement. Cabrini College pilot-tested this instrument in July 2007 and in March 2008 hosted the first CLA in the Classroom Academy to

train faculty and staff from across the country. When Charlie McCormick, dean for academic affairs, and his colleagues reported on their experience at the Consortium’s summer 2007 meeting, the enthusiasm about it was palpable. Lisa Ratmanksy, who directs Cabrini’s center for teaching and learning, summarized the promise of this evolving approach. The questions that CLA raises, she said, “are allowing faculty members to become much more intentional about the pedagogical underpinnings of their work.”

For example, Cabrini College is looking to use CLA in the Classroom to bolster course-based assessment. The college is also looking to engage faculty members in programmatic assessment of its new general education program. Paving the way, Cabrini first plans

CLA in the Classroom equips faculty members who may be content experts but may not have strong training in pedagogy to take greater responsibility for assessing what students are learning and to help them improve.

to help faculty understand the history, philosophy, and methodology behind the CLA and its scoring rubrics. A planned 2008 summer academy will engage faculty members in CLA concepts and constructs. Additionally, Cabrini will continue to participate in the formal administration of the CLA at the institutional level.

Other members of the Consortium are building on their overall experience to advance their use of the CLA as well. Like Cabrini, Allegheny College plans summer faculty development programs based on CLA concepts—specifically the performance task and analytic writing task models—to link the CLA directly with academic disciplines and interdisciplinary courses. Allegheny will also continue to cross-analyze multiple measures of student outcomes to learn more about its students' performance.

Barton College, meanwhile, intends to continue to build on what it is learning from its work with the CLA to assist the college in strategic planning and in improving its academic program. In particular, the college wants to focus increased attention on student skills in writing and critical thinking and to construct curricular elements that give students more practice in these skills.

The CLA has sparked Alaska Pacific University to engage its entire faculty in a new effort to define desired student competencies for each of its academic programs and to develop rubrics for measuring student achievement against the desired competencies.

Continuing to move aggressively on the path it has set for itself, the University of Charleston plans in the coming year to compare longitudinal data from

the CLA, NSSE, and MAPP (Measure of Academic Proficiency and Progress) instruments and then assess portfolios of student work in the context of these standardized instruments. The university also plans to use results from the CLA to inform the review of academic program and assessment processes.

Among other institutional plans, Westminster College (MO) will continue its efforts to cross-analyze CLA data with results from NSSE. Building in large part on its experience with the CLA, Lynchburg College is moving to develop an academic program that will put more focus squarely on desired outcomes of student knowledge. Texas Lutheran University is in the process of launching a quality enhancement plan that identifies specific learning outcomes for its general education program, solidifies its program review procedures, develops an institution-wide assessment plan, and refines ways to make all of these processes work together—activities broadly informed by insights from the institution's experiences with the CLA.

These institutional strategies show that the members of the CIC/CLA Consortium are now poised to draw on lessons derived from CLA data and to apply principles of assessment in practice. The institutions will review CLA scores, develop hypotheses about the factors influencing student learning, and then seek ways to test these hypotheses. They will look to merge multiple sources of evidence (such as NSSE, licensure and entrance exam scores, and portfolio assessments) with the expert judgment of faculty members to determine ways to improve student learning. They will continue to collaborate with one another to share discoveries and effective strategies for the improvement of student learning.

“When you create a new testing paradigm like the CLA, there is no better way to understand its benefits than by working with faculty who are in the classroom.”

—Roger Benjamin, President, Council for Aid to Education



Breakout sessions during the CIC/CLA Consortium meeting in August 2007 focused on institutional practices and strategies for using the CLA to improve teaching and learning.

In short, members of the CIC/CLA Consortium will now move to refine their approaches to assessing student learning outcomes and to engage faculty members more deeply in this work. “When you create a new testing paradigm like the CLA,” said Roger Benjamin, president of CAE, “there is no better way to understand its benefits than by working with faculty who are in the classroom. We thank CIC for giving us this opportunity.”

“The lessons we have learned in working closely with the CIC/CLA Consortium—about issues such as student recruitment, sampling design, combining data, and reporting—have been incorporated into the work that improves the program for all institutions,” says Chun.

A fundamental truth inherent in the expansive and complex entity of higher education is that colleges and universities will always be able to find ways to improve their work. Speaking at the summer 2005 meeting of the CIC/CLA Consortium, Richard Hersh suggested that “assessment is a way of teaching and learning.” Hersh said that the CLA “empowers colleges to be more efficacious and successful in getting students to learn what we value” and is therefore “a powerful

institutional change tool.” In that same spirit, Hersh told participants in the 2007 summer meeting of the Consortium that “we have to be better diagnosticians when it comes to teaching and learning” and that in that context, “assessment becomes a powerful way of teaching.”

As the experiences of the members of the CIC/CLA Consortium show, the lessons that assessment has to teach are varied and rich. While on one level the commitment of CIC/CLA Consortium members is to the hard task of applying and learning from a workable, meaningful measure of student learning, the test itself is just one part of a broader effect. In many ways Consortium members are also working to create campus cultures based on evidence of learning. And in many distinctive ways—as we have seen in this report—the work to build an evidence-based culture is having a broadly transformative effect on the whole of the institution.

By using the Collegiate Learning Assessment to assess student outcomes and improve teaching and learning, the institutions in the CIC/CLA Consortium are at the vanguard of important educational reform. Their work embodies true academic leadership.

MEMBERS OF THE CIC/CLA CONSORTIUM

Consortium Members 2004–2005

Allegheny College (PA)
Bethel University (MN)
Chatham College (PA)
College of Saint Benedict/
Saint John's University (MN)

Hampshire College (MA)
Hendrix College (AR)
Marywood University (PA)
Millikin University (IL)
Pace University (NY)

Seattle Pacific University (WA)
University of Charleston (WV)
Westminster College (UT)

Consortium Members 2005–2008

Alaska Pacific University
Allegheny College (PA)
Aurora University (IL)
Averett University (VA)
Barton College (NC)
Bethel University (MN)
Cabrini College (PA)
Centenary College (NJ)
Charleston Southern
University (SC)
College of Saint Benedict/
Saint John's University (MN)
Franklin Pierce University (NH)

Heritage University (WA)
Indiana Wesleyan University
Loyola University New
Orleans (LA)
Lynchburg College (VA)
Marian College (WI)
Pace University (NY)
Pacific University (OR)
Seton Hill University (PA)
Southwestern University (TX)
Stonehill College (MA)
Texas Lutheran University
University of Charleston (WV)

University of Evansville (IN)
University of Great Falls (MT)
Ursinus College (PA)
Ursuline College (OH)
Wagner College (NY)
Wartburg College (IA)
Wesley College (DE)
Westminster College (MO)
Westminster College (UT)
William Woods University (MO)

Consortium Members 2008–2011

Alaska Pacific University
Allegheny College (PA)
Aurora University (IL)
Averett University (VA)
Barton College (NC)
Bethel University (MN)
Cabrini College (PA)
Carlow University (PA)
Charleston Southern
University (SC)
College of Notre Dame (MD)
College of Saint Benedict/
Saint John's University (MN)
Dominican University (IL)
Drake University (IA)
Franklin Pierce University (NH)
Hilbert College (NY)

Illinois College
Jamestown College (ND)
John Carroll University (OH)
Juniata College (PA)
LaGrange College (GA)
Loyola University New
Orleans (LA)
Lynchburg College (VA)
Marian College (WI)
Morningside College (IA)
Nebraska Wesleyan University
Pace University (NY)
Seattle Pacific University (WA)
Seton Hill University (PA)
Southwestern University (TX)
Springfield College (MA)
Stephens College (MO)

Stonehill College (MA)
Texas Lutheran University
The College of St.
Scholastica (MN)
The University of Findlay (OH)
Trinity Christian College (IL)
University of Charleston (WV)
University of Evansville (IN)
University of Great Falls (MT)
Upper Iowa University
Ursinus College (PA)
Ursuline College (OH)
Wagner College (NY)
Westminster College (MO)
Westminster College (UT)
Willamette University (OR)
William Woods University (MO)

RESOURCES AND RESEARCH

Resources

Council of Independent Colleges—For additional information about the Council of Independent Colleges, visit CIC’s website at www.cic.edu.

CIC/CLA Consortium—For additional information about the CIC/CLA Consortium, visit CIC’s website at www.cic.edu/projects_services/coops/cla.asp.

Council for Aid to Education—Maintains a rich collection of articles about the CLA and related topics at the following link: www.cae.org/content/pro_collegiate_reports_publications.htm.

Collegiate Learning Assessment—For additional information about the Collegiate Learning Assessment, visit the CAE website at www.cae.org/content/pro_collegiate.htm.

Teagle Foundation—The Teagle Foundation’s commitment to promoting and strengthening liberal education grounds all of its grantmaking. For more information, visit www.teaglefoundation.org.

Research and Articles about the CLA

For more information about the CLA, including its conceptual and theoretical foundations, these select articles and papers may be of interest:

“The CLA Contribution to the Improvement of Teaching and Learning in Higher Education,” by Roger Benjamin, February 14, 2008. (Available online at www.cae.org/content/pro_collegiate_reports_publications.htm)

“The Collegiate Learning Assessment: A Tool for Measuring the Value Added of a Liberal Arts Education,” by Anne Grosso de León, *Carnegie Results*, Fall 2007.

“No Gr_du_te Left Behind,” by James Traub, *The New York Times*, September 30, 2007.

“Going Naked,” by Richard Hersh, *Peer Review*, Spring 2007.

“The Collegiate Learning Assessment: Facts and Fantasies,” by Stephen Klein, Richard Shavelson, Roger Benjamin, and Roger Bolus, 2007. *Evaluation Review*, Vol. 31, No. 5, 415–439. (Available online at www.cae.org/content/pro_collegiate_reports_publications.htm)

“The Group Approach,” by Karen W. Arenson, *The New York Times*, November 13, 2006.

“Beyond the Rankings: Measuring Learning in Higher Education,” by Gene I. Maeroff, The Hechinger Institute, 2006. (Available online at www.teaglefoundation.org/learning/pdf/2006_hechinger.pdf)

“Principles for the Uses of Assessment in Policy and Practice: President’s Report to the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching,” by Lee S. Shulman, 2006. (Available online at www.teaglefoundation.org/learning/pdf/2006_shulman_assessment.pdf)

“What Does College Teach?” by Richard Hersh, *Atlantic Monthly*, November 2005.

“Liberal Arts Colleges: Taking the Lead on Assessment and Accountability,” by Richard Hersh, *LiberalArtsOnline*, January 2005. (Available online at http://liberalarts.wabash.edu/cila/home.cfm?news_id=2171)

“Responding Responsibly to the Frenzy to Assess Learning In Higher Education,” by Richard Shavelson and Leta Huang, *Change*, January/February 2003.

The Council of Independent Colleges gratefully acknowledges the generous financial support of The Teagle Foundation for the work of the CIC/CLA Consortium and the publication of this report.

One Dupont Circle, NW, Suite 320 • Washington, DC 20036-1142 • Tel: (202) 466-7230 • Fax: (202) 466-7238 • www.cic.edu



THE COUNCIL OF
INDEPENDENT COLLEGES