

Test Administration Process

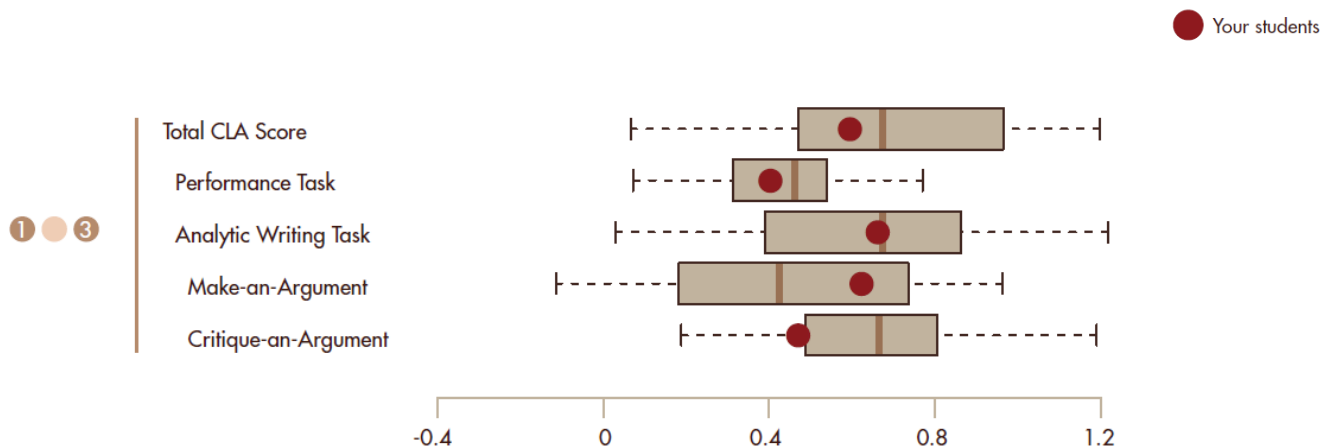
Collegiate Learning Assessment Results – 2007 – 2011

Comparison of Your Students' Scores Across Phases from Freshmen (1) to Seniors (3)

	Phase 1			Phase 3		Difference*		Summary Statistics	
	Number of Students	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score Correlation	Effect Size
Total CLA Score	38	1090	168	1190	114	100	-54	0.71	0.6
Performance Task	38	1140	238	1236	151	96	-87	0.57	0.4
Analytic Writing Task	38	1040	157	1144	118	104	-39	0.44	0.66
Make-an-Argument	38	978	207	1107	126	129	-81	0.48	0.62
Critique-an-Argument	38	1102	166	1180	161	78	-5	0.4	0.47

* The Mean Score and Standard Deviation differences simply reflect the former phase values subtracted from the latter phase values.

CLA Score Changes Between Phases from Freshmen (1) to Seniors (3) (Effect Sizes)



Interpreting Score Changes

The “box and whisker” plots in Figure 2.5 show effect size distribution across CLA measures for longitudinal schools. The plot shows the effect sizes between Phase 1 (first-year students) and Phase 3 (seniors). NDSU’s effect sizes are shown in red.

Effect sizes were calculated at a school by taking the difference in mean (or average) CLA scores of the same students from two different phases (e.g., Phase 1 and Phase 3), standardized by the standard deviation of the earlier phase. In each plot, the extreme left hand vertical bar shows the 5th percentile. The “box” itself shows the 25th (left face), 50th (internal vertical line), and 75th (right face) percentile points. The extreme right hand vertical bar shows the 95th percentile. The horizontal axis shows the effect size scale.

An effect size of 0 indicates no difference between phases. Positive effect sizes indicate that scores in later phases are higher than those of earlier phases, with larger effect sizes corresponding to larger score differences.