

IRC Minutes**Friday, November 16th, 2012****AGENDA ITEMS:**

1. CLA: Implications for Institutional Effectiveness
 - Raymond Moy, CUNY Director of Assessment, provided a general review of the College Learning Assessment.
 - Students are given two choices: a 90 minute performance task (evaluating material from a library of resources, etc.) or two other argument-related tasks (make an argument and critique an argument).
 - In Spring 2012, samples of students from four CUNY colleges (two 4-year and two 2-year) were obtained for a pilot test.
 - The 2-year college version of the CLA is called the Community College Learning Assessment (CCLA); at the two levels, the population (of peer colleges) for comparison differs accordingly.
 - This is a 90-minute assessment. Can CUNY students be measured by this? What about the large ESL population? Will the results reflect what we already know?
 - Regarding the pilot:
 - Pilot students had slightly better SATs
 - Hispanics were somewhat under-represented
 - Pilot students tended to be somewhat older.
 - Two reports are created in the CLA: an institutional report for IR people, and a report for the students.
 - Results in the Student Report are presented in terms of percentile rank at your college; percentile rank for all CLA-participating colleges; and “performance level”.
 - Performance Level summarizes student performance in terms of other test takers: “Well Above”, “Above”, etc., down to “Well Below”.
 - These evaluations are based on performance relative to both other test takers and entering SAT score. It signifies degree of improvement relative to SAT; in comparison to the degree of improvement relative to SAT of other test takers. A student with 50th percentile score may get credited with a higher performance level than one with a 60th percentile score, because based on SAT, the former student’s expected score was much lower.
 - SAT includes both math and verbal scores. CLA indicates that there is a correlation between school-level performance on CLA and school-level SAT performance.
 - Note: Scoring of the CLA is largely done by artificial intelligence that mimic the human scorer. When there are papers that are hard for the computer to assess, they are returned to human raters and about 10% of the scoring is done by humans.

- The interpretation of the results is complex. There are scores that crosswalk with a combined SAT score to see the value added of the college education (over the ability level at the outset) for the seniors only (Brooklyn College and City College). CUNY in these schools did slightly better than expected based on what should be expected given their SATs.
- Students who don't have an SAT score take a very short SAT-type test for 5 minutes that is used to assess their entering academic ability.
- Do the value added outcomes have a relationships to the graduation rate?
- Power analysis determined that 100 students would be a reasonable number to test from each college. Right now the Freshmen have completed the CLA as of November 1st, and an additional 100 will be selected in the spring among those anticipating graduation.
- We could look at the CAA as a covariate as well as the SATs to look at entering academic ability. CLA provides a model we can use for other types of assessment as well.

2. Noel-Levitz Student Satisfaction Inventory Implementation

- CUNY will not permit colleges administer the entire Noel-Levitz SSI online. EVC Logue is concerned about the robustness of the data with the response rate and she and David Crook will work on the guidelines that will be sent to provosts.
- Colleges choosing to use incentives: the individual colleges would have to pay for the incentives. CUNY central will only pay ½ for the billing specifically from Noel Levitz; not for other elective costs, such as promotion.
- Power Analysis of Noel Levitz sample size (based on Spring 12 undergraduate enrollment): Less than 400 surveys for all the large colleges required for 5% precision in Noel Levitz. For 3% precision you need 1000.
- IR Council members are encouraged to send their questions and concerns in clear bullet points to Christine Wade, as many of these are important questions and will be discussed with Dean Crook and VP Logue.

3. GRE Scores

- Colleges have been purchasing from ETS aggregate GRE scores for students who have graduated.
- Aggregated scores by student characteristics will no longer be provided; IR people may get disaggregated data, but they must merge these data with their existing data to identify academic and demographic characteristics.
- Post-graduate test score performance has become an important part of the PMP goals and targets and progress reports, even for those like the GRE that were not in the most recent PMP statistics report.