

Profile of BCC Student Performance on the Collegiate Learning Assessment (CLA)

**BCC Assessment Day
December 7th 2018**

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Historical Context – Assessing Skills and Quality in CUNY

- Open Admissions at CUNY (1970)
- CUNY Skills Assessment Program Implemented for reading, writing, math (1976)
- CUNY Task Force Report, “CUNY: An Institution Adrift” (1999) attacked CUNY for low standards, remedial policies, and subpar student performance
- New CUNY Standards for Admission, Exit from Remediation and Use of CUNY Proficiency Exam (CPE), a measure of general education skills to determine Admission to the Upper Division (1999)
- CUNY Proficiency Exam (CPE) discontinued (2010)
- CUNY made Collegiate Learning Assessment (CLA) Test available to interested CUNY colleges in 2012-13; 2013-14; 2015-16

BCC General Education and Assessment

- BCC articulated a General Education Mission and Proficiencies - approved by the BCC Senate in February, 2004, with assessment of those proficiencies occurring in courses and as measured by the CUNY Proficiency Exam (CPE).
- Proficiencies included: communication, reasoning and analysis, mathematical methods, scientific methods, information literacy, and personal growth and development)

BCC General Education and Assessment

- BCC's General Education - follows CUNY core "Pathways," implemented in FA'13 and adopted by BCC Senate, May 2016, as the singular General Education Program at BCC.
- Pathways General Education Learning Objectives are regularly assessed through course-level assessment performed on high enrollment courses within the areas of the Common Core.

BCC Pathways Courses Assessed in Spring 2017 and/or Fall 2017

Required Core	Flexible Core
A. English Composition (ENG 110, ENG 112)	A. World Culture and Global Issues (SOC 11, HIS 10)
A. Mathematical and Quantitative Reasoning (MTH 23)	B. US Experience in Its Diversity (POL 11, HIS 20)
B. Life and Physical Sciences (BIO 23, ENV 11)	C. Creative Expression ((ART 11, ART 12)
	D. Individual and Society (COM 11, PSY 11)
	E. Scientific World (BIO 12, BIO 24)

What is Collegiate Learning Assessment (CLA)?

CLA measures:

- analysis and problem solving
- scientific and quantitative reasoning
- critical reading and evaluation
- critiquing an argument
- writing mechanics and effectiveness.

How Does the CLA Measure These Skills?

- Utilizes a Performance Task to respond to open-ended questions about a hypothetical but realistic situation.
- Includes a document library consisting of a range of sometimes conflicting information.

Sample Performance Task

Question: You are the assistant to Pat Williams, the president of DynaTech, a company that makes precision electronic instruments & navigational equipment. Sally Evans, a member of Dyna Tech's sales force, recommended that DynaTech buy a small private plane that she & other members of the sales force could use to visit customers. Pat was about to approve the purchases when there was an accident involving a SwiftAir 235. You are provided with the following information (newspaper articles, federal reports, emails, articles, etc). Please prepare a memo that addresses several questions, including what data support or refute the claim that the type of wing on the Swift Air 235 leads to more in-flight breakups, what other factors might have contributed to the accident and should be taken into account, and your overall recommendation about whether or not DynaTech should purchase the plane.

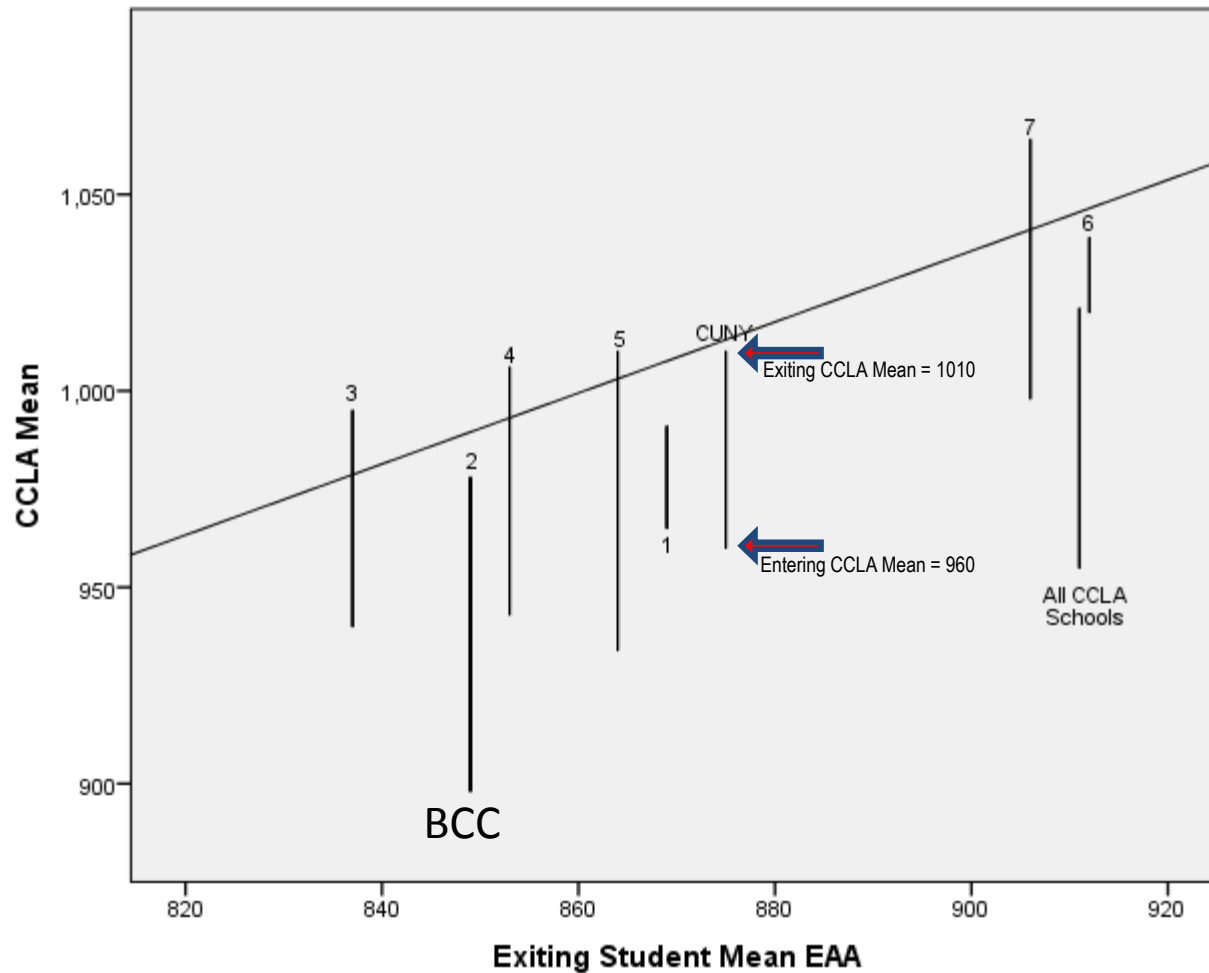
CLA Administrations at BCC

- Fall 2012-Spring 2013
- Fall 2013-Spring 2014
- Fall 2015-Spring 2016
- Spring 2018

Score Gains between Freshmen and Sophomores

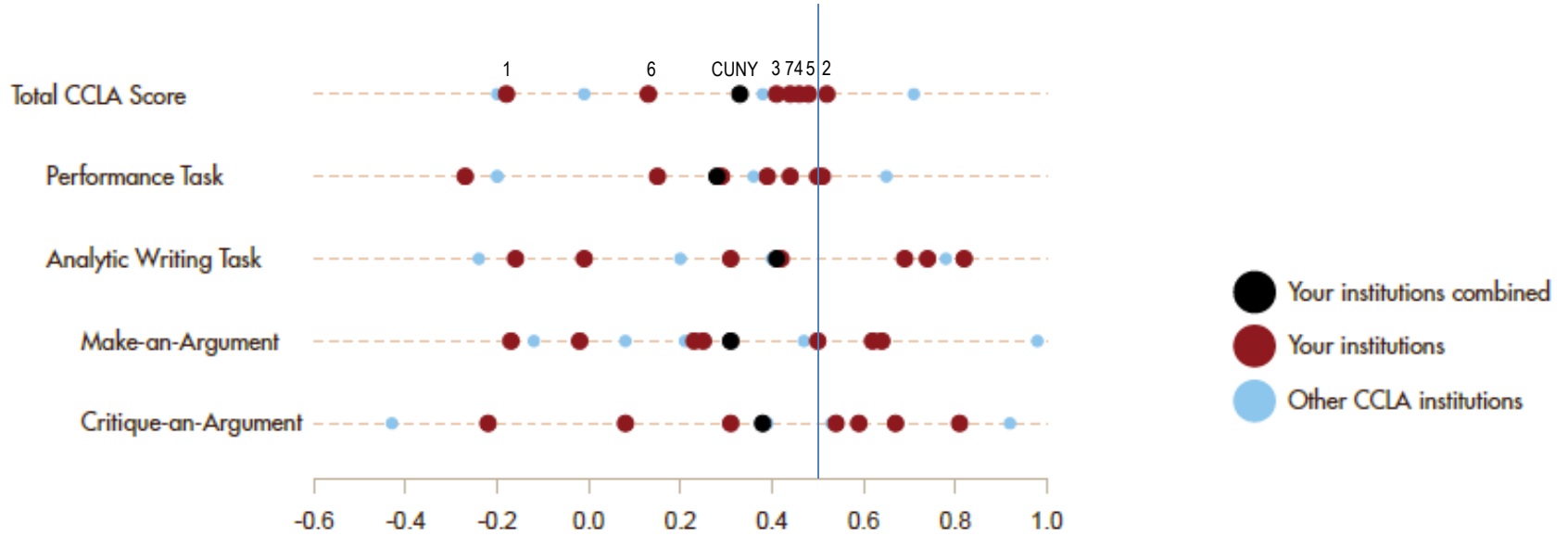
- BCC's average gain between incoming freshmen average CLA score and upper sophomore average CLA score was the **greatest CUNY Community College-wide** in the 2013-2014 administration of the CLA
- BCC's incoming freshman average score is the lowest CUNY-wide and the upper sophomore score remains well below the CUNY average

Entering to Exiting Student CCLA Score Difference, 2012-2013 results



Comparison of CCLA Effect Sizes, 2012-2013 results

3.2 Effect Sizes



Selected Spring 2018 Findings

- Average CLA score is similar between Freshman (N=10) and Sophomores (N=19)
- About one-third of Sophomores are 'proficient'
- Over 40% of Upper Sophomores are 'below basic'
- Upper Sophomore cumulative GPA is highest for proficient students (3.60)
- Cumulative GPA for below basic students is high (3.05)
- ASAP enrollment and major not a significant factor in CLA proficiency category

Spring 2018 CLA+ Results

Level	First-time Freshmen	Upper Sophomore	Total
Proficient	2	6	8
Basic	4	5	9
Below Basic	4	8	12
Total	10	19	29
Avg. Total Score	1002.2	1004.7	1003.9
% Proficient	20.0%	31.6%	27.6%

Spring 2018 Results by Performance Level

UPPER SOPHOMORES ONLY			
Level	N	%	Avg. Total CLA Score
Proficient	6	31.6%	1144.2
Basic	5	26.3%	1027.4
Below Basic	8	42.1%	886.0
Total	19	100.0%	1004.7

Spring 2018 Results (Continued)

UPPER SOPHOMORES ONLY		
Level	Avg. Cum GPA	Avg. Credits Earned
Proficient	3.60	65.7
Basic	2.86	65.4
Below Basic	3.05	64.1
Total	3.17	64.9

Spring 2018 Results (Continued)

Level	N ASAP	% ASAP	Field of Study
Proficient	4	66.7%	Sciences and Engineering (N=5)
Basic	2	25.0%	Sciences and Engineering (N=2)
Below Basic	4	50.0%	Helping Services (N=2), Sciences and Engineering (N=2)
Total	10	52.6%	

Spring 2018 Results (Continued)

Level	N Parent with college Degree	% Parent with college Degree	N English Not primary language	% English Not primary language
Proficient	2	33.3%	6	100.0%
Basic	2	40.0%	1	20.0%
Below Basic	2	25.0%	3	37.5%
Total	6	31.6%	10	52.6%

National Comparisons

- Incoming freshmen BCC students have similar incoming scores as Bachelor degree institutions with 50% or more receiving Pell
- Bachelor degree institutions report significant gains between freshmen and seniors.
- Over half of Bachelor degree institutions report Senior average scores 'proficient or higher' compared with one-third for BCC Upper Sophomores

National Comparisons, 2017-2018*

Institutional Characteristics	Freshman	Sophomores/Seniors
BCC	1002	1005
National Half or more Pell	998	1060
Public	1047	1107
BCC: Below Basic	40%	42%
National: Below Basic	27%	16%
BCC: Basic	40%	26%
National: Basic	33%	30%
BCC: Proficient or Higher	20%	32%
National: Proficient or Higher	41%	55%

*National Comparisons are Bachelor Degree Institutions Only in CLA+ 2017-2018 National Results report

Institutional Impact

- Based on national results, institutions vary greatly on the impact between freshman and sophomores/seniors.

National Institutional Comparisons, 2017-2018

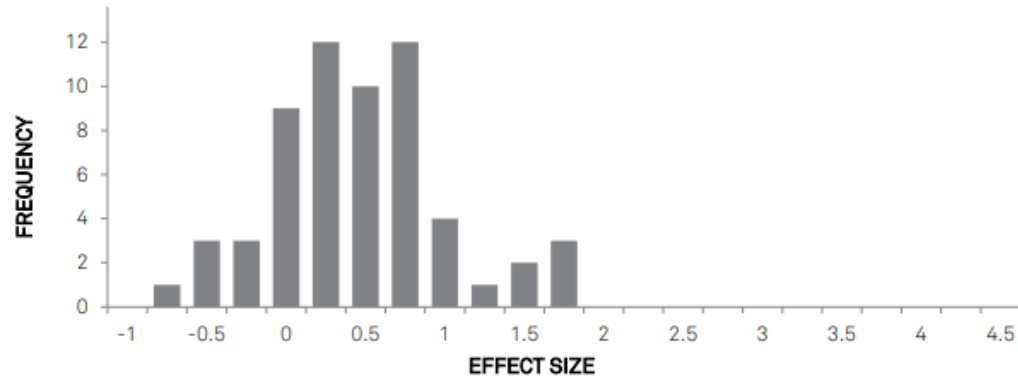


FIGURE 4. Distribution of Institutional Effect Sizes

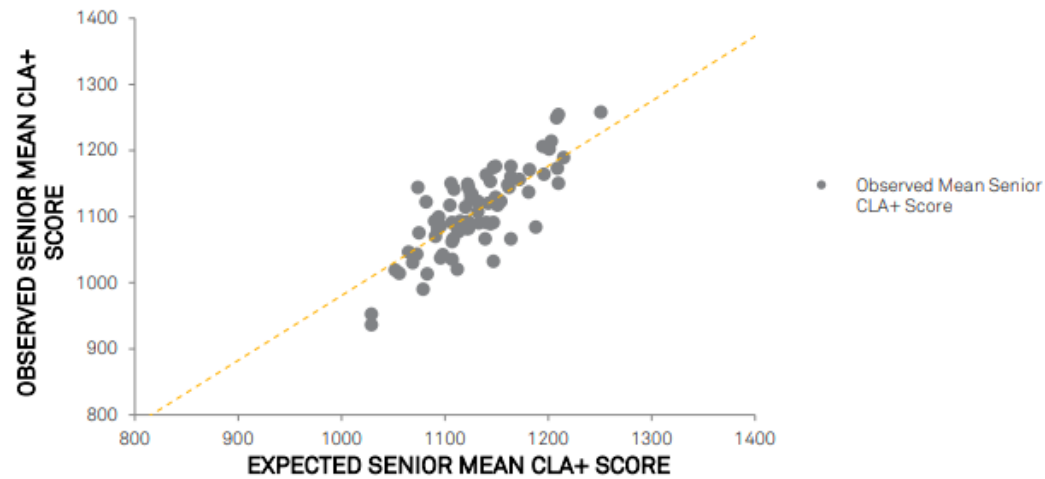
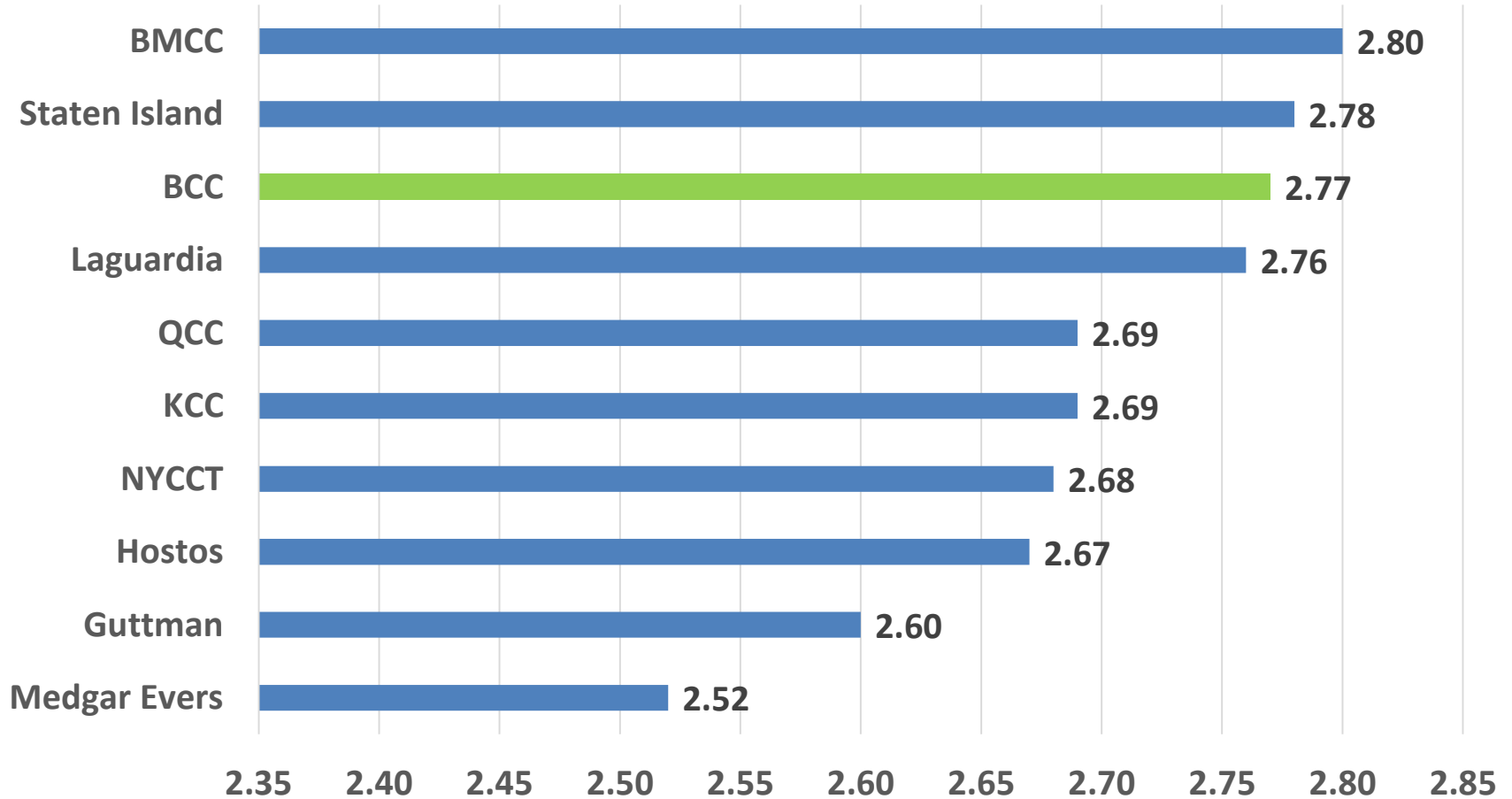


FIGURE 5. Expected vs. Observed CLA+ Scores

BCC Graduates at CUNY Senior Colleges

- About half of BCC graduates that transfer to CUNY Senior Colleges graduate with a Bachelor's degree within four years and with a GPA well over 3.0
- BCC ranks 3rd (with a mean 1st term senior college GPA of 2.77) among all CUNY associate degree transfers. (CUNY average=2.73)

Mean 1st Semester GPA of BA/BS Transfers from CUNY Associate Programs in FA'15



Discussion Questions

1. What are the implications of these results?
2. What is currently being done at BCC to develop both basic and higher order thinking skills?
3. How are we/might we be assessing basic and higher order thinking skills at BCC?
4. What steps might we take to assure that students are acquiring these skills and what measures should we use?