

**Collegiate Learning Assessment Survey Results (CLA)
Academic Years: 2004/2005**

Seniors Performance

Webster's involvement with CLA began in academic year 2004-2005. However, we, as a university, chose to forego the Fall, 2004 administration and, instead, focused our beginnings on Spring, 2005 Seniors assessment testing. The data that arose from this initial test of seniors follows. The positive news is that our seniors demonstrated their strengths via the CLA and in the top 25% percentile, they exceeded the nation's average by 2% while remaining slightly below the average for all scores on the Performance Task. The Performance Task involves students resolving a problem posed in a short scenario. The students must use and analyze several reference documents to determine a solution based upon the situation described. The analysis of documents for a given context is thought to illuminate students' skills in critical reading, critical thinking, interpretation, analysis, and creating solutions to basic problems.

Spring, 2005 Seniors CLA Data

CLA Activity	# of Students Tested at Webster	ALL Spring, 2005 Seniors Nationwide	Mean Scale Score for Webster	Mean Scale Score for All Students
Performance Task	25	1,616	22.0	24.8
Analytic Writing Task	30	1,604	26.3	27.1
Make an Argument	30	1,611	26.2	26.7
Critique an Argument	30	1,616	25.9	27.0
CLA Activity	Standard Deviation – Webster	Standard Deviation ALL Seniors	25th Percentile Results by CLA Activity – Webster	25th Percentile Results by CLA Activity – ALL Students
Performance Task	4.3	5.0	19%	21%
Analytic Writing Task	3.4	4.0	26%	24%
Make an Argument	4.6	4.5	23%	23%
Critique an Argument	3.9	4.7	25%	25%

The costs for the CLA rose from \$2,500 in Spring, 2005 to \$6,600 during Summer, 2006. An examination was made of the institutional characteristics of CLA participants in light of the budgetary constraints and it was determined that Webster would rely upon NSSE as well as all in-house assessment projects being designed within Webster colleges and departments, as a means for documenting student learning outcomes within Webster's colleges and departments. A summary table of the CLA institutional characteristics follows.

Characteristics of Institutions Participating in the CLA and CRO DataSets

The table, below, highlights the descriptive characteristics of the institutions that participated in the CLA during academic year 2004-05.

School Characteristic	CLA	CRO	Webster University
Percent Public	65%	36%	Private
Percent Historically Black Colleges or Universities (HBCU)	9%	6%	Not applicable
Mean percentage of undergraduates receiving PELL grants	32%	31%	15%
Mean 4-year graduation rates	27%	35%	54.1%
Mean 6-year graduation rates	46%	52%	Not calculated at this time
Mean first-year retention rate	73%	75%	80.3%
Mean Barron's selectivity rating	3.1%	3.3%	Not reported
Mean estimated median SAT score	1030	1060	Webster is an ACT institution – in conversion, our average comparable score would be 1070
Mean student-related expenditures per FTE student (rounded)	\$8,700	\$11,900	\$17,200