



Albemarle County Public Schools

2011-2012 CWRA INSTITUTIONAL REPORT

Your 2011-2012 results consist of two components:

- CWRA Institutional Report and Appendices
- CWRA Student Data File

Report

The report introduces readers to the CWRA, its methodology, presents your results, and offers guidance on interpretation and next steps.

- 1 Introduction to the CWRA (p. 3)
- 2 Methods (p. 4-5)
- 3 Your Results (p. 6-12)
- 4 Sample of CLA Institutions (p. 13-17)
- 5 Moving Forward (p. 18)

Appendices

The report appendices offer more detail on the CWRA Performance Task, scoring and scaling, and the Student Data File.

- A Task Overview (p. 19-20)
- B Task Development (p. 21)
- C Diagnostic Guidance (p. 22)
- D Scoring Criteria (p. 23)
- E Scoring Process (p. 24)
- F Scaling Procedures (p. 25-26)
- G Percentile Lookup Table (p. 27)
- H Student Data File (p. 28)
- I CAE Board of Trustees and Officers (p. 29)

Student Data File

Your Student Data File was distributed separately as a password-protected Excel file. Your Student Data File may be used to link with other data sources and to generate hypotheses for additional research.

Assessing Higher-Order Skills

The College and Work Readiness Assessment is a major initiative of the Council for Aid to Education. Along with its postsecondary counterpart—the Collegiate Learning Assessment (CLA)—the CWRA offers a constructed-response approach to the assessment of higher-order skills, such as critical thinking and written communication. Hundreds of institutions and hundreds of thousands of students have participated in the CLA or CWRA to date.

The institution—not the student—is the primary unit of analysis. The CWRA is designed to measure an institution's contribution, or value added, to the development of higher-order skills. It is also designed to encourage institutions to compare their student learning results on the CWRA with learning results at other institutions.

The CWRA is intended to assist faculty, school administrators, and others interested in programmatic change to improve teaching and learning, particularly with respect to strengthening higher-order skills.

The CWRA presents students with realistic problems that require them to analyze complex materials. Several different types of materials are used that vary in credibility, relevance to the task, and other characteristics. Students' written responses to the task are graded to assess their abilities to think critically, reason analytically, solve problems, and write clearly and persuasively.

The CWRA helps institutions follow a continuous improvement model that positions faculty as central actors in the link between assessment and the teaching and learning process.

The continuous improvement model requires multiple indicators beyond the CWRA because no single test can serve as the benchmark for all student learning. There are, however, certain skills deemed to be important by most faculty and administrators across virtually all institutions; indeed, the higher-order skills the CWRA focuses on fall into this category.

The signaling quality of the CWRA is important because institutions need to have a frame of reference for where they stand and how much progress their students have made relative to the progress of students at other institutions. Yet, the CWRA is not about ranking institutions. Rather, it is about highlighting differences between them that can lead to improvements. The CWRA is an instrument designed to contribute directly to the improvement of teaching and learning. In this respect it is in a league of its own.

CWRA Methodology

The CWRA uses constructed-response Performance Tasks to evaluate your students' performance reflecting the following higher-order skills: Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. The CLA, used by colleges, employs two task types, one of which is the Performance Task. Throughout this report, the terms "CWRA scores" and "Performance Task scores" are used interchangeably.

Schools typically test a sample of entering students (freshmen) in the fall and exiting students (seniors) in the spring. The interim results that your institution received after the fall testing window reflects the performance of your entering students.

Your institution's interim institutional report presented summary statistics based on the performance of freshmen at your school who took both a Performance Task and the Scholastic

Level Exam (SLE). The statistics include numbers of participating students, means (averages) of CWRA and SLE scores, 25th and 75th percentile scores within your school, standard deviations (a measure of the spread of scores in the sample), and decile ranks relative to other CWRA schools. These unadjusted decile ranks (for Performance Task and SLE scores) are based on the range of mean scores observed across all high schools that participated last fall.

Also included in your report is distributional information for each of the CWRA subscores: Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. These facilitate criterion-based judgments about the performance of your students.

Across all high schools that participated in the CWRA this fall, we presented the mean CWRA and SLE scores, as well as the 25th and 75th percentile scores.

Lastly, we presented the corresponding means and percentiles across the colleges and universities that tested freshmen this fall through the CLA.

That sample of colleges and universities serves as the comparison group for the "college readiness" portion of this 2011-2012 CWRA Institutional Report. In this report, we provide three important perspectives on institutional performance and comparisons, described below.

The first perspective, **college readiness**, compares the performance of your seniors, as a group, to the performance of freshmen tested at CLA colleges and universities. Unadjusted scores reflect absolute performance and enable absolute comparisons across schools. Adjusted scores level the playing field for schools with dissimilar incoming student populations or imperfectly representative samples.

To adjust scores, we compute an expected CWRA score for your seniors. Expected scores are based on two factors: (a) the estimated entering academic ability of your students (EAA*) and (b) the estimated linear relationship between average Performance Task scores and the average EAA of first-year student samples at CLA colleges and universities.

For the college readiness metric, academic ability is defined by SAT or ACT scores, so as to provide the most direct comparison to college freshmen. Differences between observed and expected scores are reported in standard deviation units. We label these “deviation scores.” Mean CWRA scores quantify unadjusted performance and permit absolute comparisons. Deviation scores quantify adjusted performance and enable controlled comparisons. Ranks, both unadjusted and adjusted, are based on the full range of mean CLA scores, or CLA deviation scores, respectively, across all colleges participating in the fall 2011 CLA.

Deviation scores are placed on a standardized (z -score) scale. Schools that fall between -1.00 and +1.00 are classified as “near expected,” between +1.00 and +2.00 as “above expected,” between -1.00 and -2.00 as “below expected,” above +2.00 as “well above expected,” and below -2.00 as “well below expected.”

A second perspective on institutional performance is presented through **comparisons** of high school seniors across participating CWRA schools. As with the college readiness metric, comparisons across high schools involve unadjusted (absolute) and adjusted (controlling for ability) scores. However, unlike the college readiness metric, ability across high schools is measured through a short cognitive test called the Scholastic Level Exam (SLE). Use of the SLE to calculate expected scores enables the inclusion of high school students who have not taken the SAT or ACT and thereby strengthens the model. Unadjusted decile ranks are based on the full range of mean CWRA

scores across institutions testing high school seniors.

Effect sizes provide a third perspective on institutional performance. The effect size is a within-school metric that reflects the estimated performance of your seniors (as well as sophomores and juniors if you tested them) relative to the performance of your freshmen. We subtract the mean CWRA score of freshmen from seniors (or another class) and divide the difference by the freshman standard deviations of CWRA scores at your school. Effect sizes are reported in standard deviation units. For context, we also provide the distribution of effect sizes across all schools.

We encourage you to apply due caution when interpreting your results if you tested a very small sample of students or believe that the students in your institution’s sample are not representative of the larger student body.

* SAT Math + Critical Reading or ACT Composite scores on the SAT scale. Hereinafter referred to as Entering Academic Ability (EAA). SLE scores are not part of “EAA.”

3.1 College Readiness: Comparisons to Freshman Samples at CLA Colleges and Universities

	Student Count	Mean EAA Score	Expected Mean CWRA Score	Observed Mean CWRA Score	Unadjusted Percentile Rank	Deviation Score	Adjusted Percentile Rank	Performance Level
Your Seniors	37	1109	1097	1149	84	0.97	82	Near
	School Count	25th Percentile CWRA Score	75th Percentile CWRA Score	Mean CWRA Score				
CLA Colleges Testing Freshmen	169	985	1117	1048				

Table 3.1 shows how many seniors completed the CWRA and had Entering Academic Ability (EAA) scores. This table displays the mean EAA scores for your seniors, their expected mean CWRA score based on that mean EAA score, and their observed mean CWRA score. Unadjusted percentile ranks show how your school's mean CWRA scores compare to those of freshmen at undergraduate institutions *before* adjusting for entering ability (as defined by EAA). Deviation scores control for ability (EAA) and quantify the difference between observed and expected mean CWRA scores in standard deviation units; see Figure 3.5 for a comparison to other institutions. Your adjusted percentile rank and performance level are based on your deviation score.

3.2

Comparisons to Senior Samples at CWRA High Schools

	Student Count	Mean SLE Score	SLE Decile Rank	Expected Mean CWRA Score	Observed Mean CWRA Score	Unadjusted Decile Rank	Deviation Score	Adjusted Decile Rank
Your Seniors	40	24	7	1129	1149	7	0.26	7
	School Count	Mean SLE Score	Mean CWRA Score					
CWRA Schools Testing Seniors	92	22	1081					

Table 3.2 shows how many seniors completed the CWRA and the Scholastic Level Exam (SLE). It includes students with and without EAA scores.

This table displays seniors' mean SLE score and corresponding decile rank, their expected mean CWRA score based on that mean SLE score, and their observed mean CWRA score. Unadjusted decile ranks show how your school's mean CWRA score compares to those of senior samples at other CWRA high schools *before* adjusting for ability (as measured by SLE). Deviation scores control for ability (SLE) and quantify the difference between observed and expected mean CWRA scores in standard deviation units. Deciles were computed using the table on the right.

Decile	CWRA Score Range	SLE Score Range	Deviation Score Range
1	907 or lower	16 or lower	-1.3 or lower
2	908 to 943	17 or 18	-1.29 to -0.81
3	944 to 1002	19 or 20	-0.8 to -0.55
4	1003 to 1060	21	-0.54 to -0.26
5	1061 to 1089	22	-0.25 to -0.01
6	1090 to 1141	23	0 to 0.24
7	1142 to 1173	24	0.25 to 0.54
8	1174 to 1201	25	0.55 to 0.91
9	1202 to 1245	26	0.92 to 1.26
10	1246 or higher	27 or higher	1.27 or higher

3.3 Effect Sizes and Sample Sizes

A	Student Count	25th Percentile	75th Percentile	Mean CWRA Score	Standard Deviation	Effect Size vs. Freshmen
Your Seniors	40	947	1314	1149	217	N/A
Your Juniors	N/A	N/A	N/A	N/A	N/A	N/A
Your Sophomores	N/A	N/A	N/A	N/A	N/A	N/A
Your Freshmen	N/A	N/A	N/A	N/A	N/A	

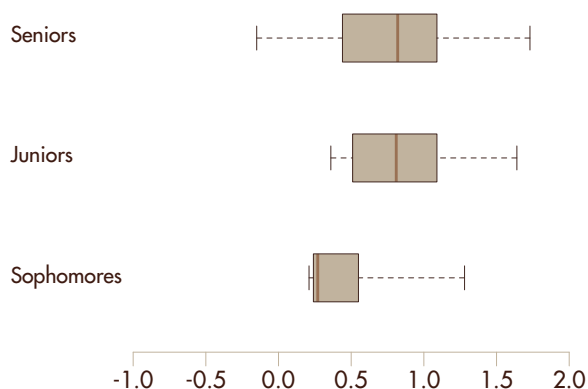
B	Student Count	25th Percentile	75th Percentile	Mean CWRA Score	Standard Deviation	Median Effect Size vs. Freshmen
All Seniors	6150	940	1239	1087	201	0.82
All Juniors	4820	887	1143	1019	179	0.81
All Sophomores	401	803	1095	954	207	0.27
All Freshmen	7146	839	1109	987	183	

Results Across Classes

The data in Tables 3.3a and 3.3b include students with and without EAA scores. As a result, these counts and means may differ from those in Table 3.1. Table 3.3a provides results specific to your school, including effect sizes, which reflect the estimated performance of your seniors (as well as sophomores and juniors if you tested them) relative to the performance of your freshmen in standard deviation units. Table 3.3b provides results for students at all participating high schools. (Note that only a small number of schools tested sophomores.)

Effect Sizes

The “box and whiskers” plot below shows the distributions of effect sizes among all participating high schools. The “box” shows the 25th and 75th percentiles, with the dark vertical bar indicating the median. The “whiskers” show the 5th and 95th percentiles.



● Your students

3.4 Student Sample Summary

	Number of Freshmen	Freshman Percentage	Average Freshman Percentage Across Schools*	Number of Seniors	Senior Percentage	Average Senior Percentage Across Schools
Transfer						
Transfer Students	N/A	N/A	N/A	0	0	13
Non-Transfer Students	N/A	N/A	N/A	40	100	87
Gender						
Male	N/A	N/A	51	18	45	49
Female	N/A	N/A	48	22	55	49
Decline to State	N/A	N/A	2	0	0	1
Primary Language						
English Primary Language	N/A	N/A	89	36	90	88
Other Primary Language	N/A	N/A	11	4	10	12
Field of Study						
Sciences and Engineering	N/A	N/A	19	12	30	26
Social Sciences	N/A	N/A	5	11	28	11
Humanities and Languages	N/A	N/A	9	3	8	12
Business	N/A	N/A	5	3	8	11
Helping / Services	N/A	N/A	16	10	25	17
Undecided / Other / N/A	N/A	N/A	46	1	3	23
Race / Ethnicity						
American Indian / Alaska Native	N/A	N/A	1	2	5	1
Asian / Pacific Islander	N/A	N/A	12	1	3	14
Black, Non-Hispanic	N/A	N/A	8	9	23	8
Hispanic	N/A	N/A	10	2	5	11
White, Non-Hispanic	N/A	N/A	56	24	60	57
Other	N/A	N/A	8	1	3	5
Decline to State	N/A	N/A	4	1	3	4
Parent Education						
Less than High School	N/A	N/A	4	3	8	5
High School	N/A	N/A	12	8	20	17
Some College	N/A	N/A	18	3	8	14
Bachelor's Degree	N/A	N/A	24	11	28	27
Graduate or Professional Degree	N/A	N/A	42	15	38	37

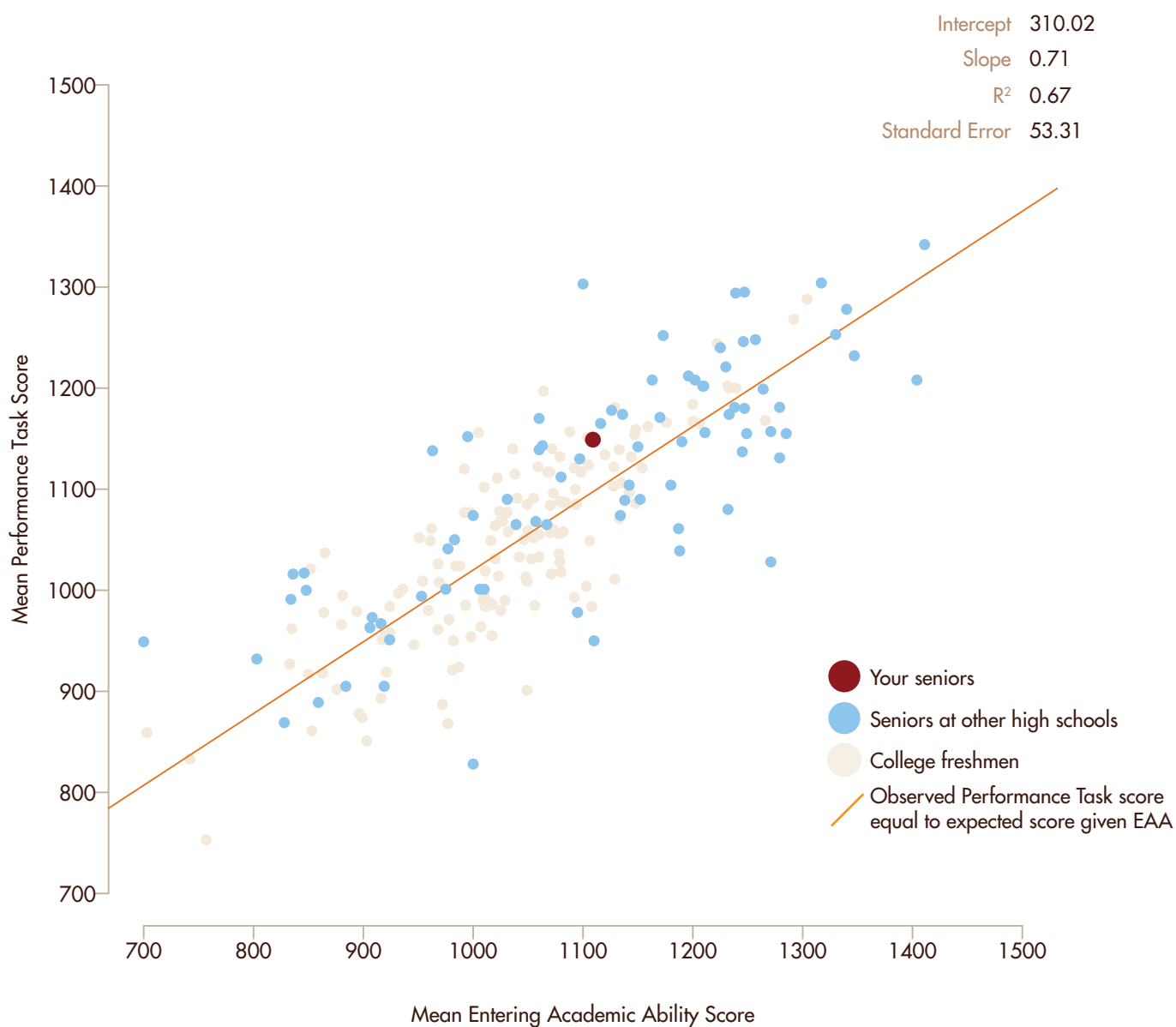
* Average percentages across schools are not reported by transfer status because institutions do not necessarily define freshman transfers the same way.

Performance Compared to Other Institutions

Figure 3.5 shows the performance of all CWRA institutions as well as the performance of college freshmen tested in CLA institutions. The vertical distance from the diagonal (regression) line indicates performance above or below expected on the Performance Task given the EAA of students at that institution. Exercise caution when interpreting the results displayed in this figure if you believe tested seniors are not representative of the population of seniors at your school.

3.5

CWRA Performance vs. Entering Academic Ability (EAA)



* Due to the low statistical reliability of small sample sizes, schools that tested fewer than 25 students are not included in Figure 3.5.

Subscore Distributions

On this and the following page, Figures 3.6 and 3.8 display the distribution of your students’ performance in the subscore categories of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. The numbers on the graph correspond to the percentage of *your* students that performed at each score level. The distribution of subscores across *all* schools is presented for comparative purposes. The score levels range from 1 to 6. Note that the graphs presented are not directly comparable due to potential differences in difficulty across subscore categories. See *Diagnostic Guidance* and *Scoring Criteria* for more details on the interpretation of subscore distributions. Tables 3.7 and 3.9 present the mean and standard deviation of each of the subscores across CLA task types—for your school and all schools.

3.6 Seniors: Distribution of Subscores



3.7 Seniors: Summary Subscore Statistics

	Analytic Reasoning and Evaluation		Writing Effectiveness		Writing Mechanics		Problem Solving	
	Your School	All Schools	Your School	All Schools	Your School	All Schools	Your School	All Schools
Mean	N/A	3.0	N/A	3.0	N/A	3.3	N/A	2.9
Standard Deviation	N/A	0.9	N/A	0.9	N/A	0.9	N/A	0.9

3.8

Freshmen: Distribution of Subscores



3.9

Freshmen: Summary Subscore Statistics

	Analytic Reasoning and Evaluation		Writing Effectiveness		Writing Mechanics		Problem Solving	
	Your School	All Schools	Your School	All Schools	Your School	All Schools	Your School	All Schools
Mean	N/A	2.7	N/A	2.6	N/A	2.9	N/A	2.5
Standard Deviation	N/A	0.8	N/A	0.8	N/A	0.8	N/A	0.8

This section provides information about the sample of CLA institutions that serves as the comparison group for the CWRA college readiness metric.

Carnegie Classification

Table 4.1 shows CLA schools grouped by Basic Carnegie Classification. The spread of schools corresponds fairly well with that of the 1,587 four-year, not-for-profit institutions across the nation.

Table 4.1 counts exclude some institutions that do not fall into these categories, such as Special Focus Institutions and institutions based outside of the United States.

4.1 Carnegie Classification of Institutional Sample

Carnegie Classification	Nation (n = 1,587)		CLA (n = 161)	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	275	17	30	19
Master's Colleges and Universities	619	39	81	50
Baccalaureate Colleges	693	44	50	31

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, February 11, 2010.

School Characteristics

Table 4.2 provides statistics on some important characteristics of colleges and universities across the nation compared with those of the CLA schools. These statistics suggest that these CLA schools are fairly representative of four-year, not-for-profit institutions nationally. Percentage public and undergraduate student body size are exceptions.

4.2 School Characteristics of Institutional Sample

School Characteristic	Nation	CLA
Percentage public	32	54
Percentage Historically Black College or University (HBCU)	5	6
Mean percentage of undergraduates receiving Pell grants	31	34
Mean six-year graduation rate	51	50
Mean Barron's selectivity rating	3.6	3.1
Mean estimated median SAT score	1058	1028
Mean number of FTE undergraduate students (rounded)	3,869	6,504
Mean student-related expenditures per FTE student (rounded)	\$12,330	\$10,107

Source: College Results Online dataset, managed by and obtained with permission from the Education Trust, covers most 4-year Title IV-eligible higher-education institutions in the United States. Data were constructed from IPEDS and other sources. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators.

Sample Representativeness

CLA-participating students appeared to be generally representative of their classmates with respect to entering ability levels as measured by Entering Academic Ability (EAA) scores.

Specifically, across institutions, the average EAA score of CLA seniors (as verified by the registrar) was only 23 points higher than that of the entire senior class*: 1070 versus 1047 ($n = 155$ institutions). Further, the correlation between the average EAA score of CLA seniors and their classmates was high ($r = 0.85$, $n = 155$ institutions).

The pattern for freshmen was similar. The average EAA score of CLA freshmen was only 6 points higher than that of the entire freshman class (1032 versus 1026, over $n = 156$ institutions), and the correlation between the average EAA score of CLA freshmen and their classmates was similarly high ($r = 0.92$, $n = 156$ institutions).

These data suggest that as a group, CLA participants were similar to all students at participating schools. This correspondence increases confidence in the inferences that can be made from the results with the samples of students that were tested at a school to all the students at that institution.

* As reported by school registrars.

The institutions listed here in alphabetical order agreed to be identified as participating schools and may or may not have been included in comparative analyses.

CWRA Schools

Abington Friends School
 Akins High School
 Albemarle County Public Schools
 American Canyon High School
 Anson New Tech High School
 Asheville School
 Barrie School
 Bayside High School
 Beaver Country Day School
 Brimmer and May School
 Catalina Foothills High School
 Collegiate School
 Colorado Academy
 Crystal Springs Uplands School
 Culver Academies
 Currey Ingram Academy
 Da Vinci Charter Academy
 Eagle Rock School
 First Colonial High School
 Floyd Kellam High School
 Frank W. Cox High School
 Friends School of Baltimore
 Gilmour Academy
 Graettinger-Terrill High School
 Green Run High School
 Greensboro Day School
 Hebron Academy
 Heritage Hall
 Hillside New Tech High School
 Illinois Mathematics and Science Academy
 James B. Castle High School
 Kahuku High & Intermediate School
 Ke Kula O Samuel M Kamakau
 Kempsville High School
 Kimball Union Academy
 Lake Forest Academy
 Lakeview Academy
 Landstown High School
 Le Jardin Academy
 Los Angeles School of Global Studies
 Maryknoll School
 Math, Engineering, Technology, and Science Academy (METSA)
 McKinley Academy
 Mead High School
 Menlo School
 Metairie Park Country Day School
 Mid-Pacific Institute
 Moorestown Friends School
 Moses Brown School
 Mount Vernon Presbyterian School

Mt. Spokane High School
 Nanakuli High and Intermediate School
 Napa High School
 Napa New Tech High School
 New Tech at Ruston
 Newell-Fonda High School
 Ocean Lakes High School
 Palisades High School
 Parish Episcopal School
 Porterville Unified School District
 Princess Anne High School
 Ramsey High School
 Regional School Unit 13
 Renaissance Academy
 Riverdale Country School
 Sacramento City Unified School District
 Sacramento New Tech High School
 Sacred Hearts Academy
 Salem High School
 San Francisco Day School
 Sandia Preparatory School
 School of IDEAS
 Severn School
 Sonoma Academy
 St. Andrew's School
 St. Christopher's School
 St. George's Independent School
 St. Gregory College Preparatory School
 St. Luke's School
 St. Margaret's Episcopal School
 St. Mark's School
 Staunton River High School
 Stevenson School
 Stuart Country Day School
 Tallwood High School
 Tech Valley High School
 Tesseract School
 The Haverford School
 The Hotchkiss School
 The Hun School of Princeton
 The Lawrenceville School
 The Lovett School
 The Sustainability Workshop
 The Webb School
 Tilton School
 Traverse Bay Area Intermediate School District
 Trinity School of Midland
 Upper Arlington High School
 Vintage High School
 Waianae High School
 Wardlaw-Hartridge School
 Warren New Tech High School
 Warwick Valley High School

Watershed School
 Westtown School
 Wildwood School
 York School

CLA Schools

Alaska Pacific University
 Arizona State University
 Augsburg College
 Averett University
 Baker University
 Barton College
 Bellarmine University
 Bethel University
 Bluefield State College
 Bowling Green State University
 Brooklyn College
 Burlington College
 Cabrini College
 California Baptist University
 California Maritime Academy
 California State Polytechnic University, Pomona
 California State Polytechnic University, San Luis Obispo
 California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State University, Sacramento
 California State University, San Bernardino
 California State University, San Marcos
 California State University, Stanislaus
 Carlow University
 Carthage College
 Central Connecticut State University
 Charleston Southern University
 Clarke University
 College of Our Lady of the Elms
 College of Saint Benedict / St. John's University
 Concord University
 Culver-Stockton College
 Delaware State University
 Dillard University
 Dominican University
 Earlham College

East Carolina University	Oakland University	University of Hawaii at Hilo College of Business and Economics
Eastern Connecticut State University	Our Lady of the Lake University	University of Houston
Eastern Illinois University	Pittsburg State University	University of Kentucky
Elizabethtown College	Point Loma Nazarene University	University of Massachusetts, Amherst
Emory & Henry College	Presbyterian College	University of Missouri - St. Louis
Emporia State University	Queen's University, Faculty of Engineering and Applied Science	University of New Hampshire
Fairmont State University	Ramapo College of New Jersey	University of Pittsburgh
Fayetteville State University	Randolph-Macon College	University of Saint Mary
Flagler College	Rhodes College	University of San Diego School of Business Administration
Florida International University Honors College	Rice University	University of St. Thomas (TX)
Florida State University	Robert Morris University	University of Texas - Pan American
Fort Hays State University	Roger Williams University	University of Texas at Arlington
Glenville State College	Rutgers University-New Brunswick	University of Texas at Austin
Gordon College	Saginaw Valley State University	University of Texas at Dallas
Greenville College	Saint Paul's College	University of Texas at El Paso
Hardin-Simmons University	Saint Xavier University	University of Texas at San Antonio
Hawaii Pacific University College of Natural and Computational Sciences	San Diego State University	University of Texas at Tyler
Holy Spirit College	San Francisco State University	University of Texas of the Permian Basin
Hong Kong Baptist University	San Jose State University	University of the Virgin Islands
Humboldt State University	San Jose State University History Department	University of Vermont
Illinois College	Seton Hill University	University of Washington Bothell
Indiana University of Pennsylvania	Shepherd University	University of Wyoming
Indiana Wesleyan University	Sheridan College Institute of Technology and Advanced Learning, Four-Year Bachelor's Degree Programs	Upper Iowa University
Jacksonville State University	Slippery Rock University	Ursuline College
Jamestown College	Sonoma State University	Weber State University
Kansas State University	Southern Cross University	Wesley College
Keene State College	Southern Oregon University	West Liberty University
Kent State University	Southwestern University	West Virginia State University
King's College	St. Ambrose University	West Virginia University
LaGrange College	St. Cloud State University	West Virginia University Institute of Technology
Lane College	Stonehill College	Western Carolina University
Lewis University	SUNY College at Oneonta	Western Governors University
Louisiana Tech University	Texas A&M University-Kingsville	Western Michigan University
Loyola University of New Orleans	Texas Lutheran University	Westminster College (MO)
Luther College	Texas State University San Marcos	Westminster College (UT)
Lynchburg College	Texas Tech University	Wichita State University
Lynn University	The Citadel	William Paterson University
Macalester College	The City College of New York	William Peace University
Marshall University	The College of Idaho	Winston-Salem State University
McMaster University, Faculty of Social Sciences	The College of St. Scholastica	Wisconsin Lutheran College
Mills College	The College of Wooster	Wofford College
Minot State University	The University of British Columbia - Okanagan	Wright State University
Misericordia University	The University of Montana	Wyoming Catholic College
Monmouth University	Transylvania University	
Morgan State University	Trinity Christian College	CCLA Schools
Morningside College	Truman State University	Arizona Western College
Mount St. Mary's College	University of Baltimore	Bronx Community College
New Mexico State University	University of Bridgeport	Collin College
New York Institute of Technology	University of Charleston	Fanshawe College of Applied Arts and Technology, Health Science Program
New York University - Abu Dhabi	University of Evansville	Howard Community College
Newman University	University of Georgia	LaGuardia Community College
Nicholls State University	University of Great Falls	Middlesex County College
Norfolk State University Department of Interdisciplinary Studies	University of Guelph, Bachelor of Arts, Honours & Bachelor of Science, Honours	Northern Marianas College
Northern Illinois University		
Northwestern State University		
Notre Dame Maryland University		

Using the CWRA to Improve Institutional Performance

The information presented in your institutional report—enhanced most recently through the provision of subscores (see pages 11-12)—is designed to help you better understand the contributions your institution is making toward your students' learning gains. However, the institutional report alone provides but a snapshot of student performance.

When combined with the other tools and services the CLA has to offer, the institutional report can become a powerful tool in helping you and your institution target specific areas of improvement, while effectively and authentically aligning teaching, learning, and assessment practices in ways that may improve institutional performance over time.

We encourage institutions to examine their performance and communicate the results across their campuses, link student-level results with other data sources, pursue in-depth sampling, collaborate with their peers, and participate in professional development offerings.

Student-level CWRA results are provided for you to link to other data sources (e.g., course-taking patterns, grades, portfolios, student surveys, etc.). These results are strengthened by the provision of additional scores in the areas of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving to help you pinpoint specific areas that may need improvement. Internal analyses, which you can pursue through in-depth sampling, can help you generate hypotheses for additional research.

While peer-group comparisons are provided to you in this report (see page 10), the true strength of peer learning comes through collaboration. CLA facilitates collaborative relationships among our participating schools by encouraging the formation of consortia, hosting periodic web conferences featuring campuses doing promising work using the CLA, and sharing school-specific contact information (where permission has been granted) via our CLA contact map (www.collegiatelearningassessment.org/contact).

Our professional development services shift the focus from general assessment to the course-level work of faculty members. Performance Task Academies—two-day hands-on training workshops—provide opportunities for faculty to receive guidance in creating their own CLA-like performance tasks, which can be used as classroom or homework assignments, curriculum devices, or even local-level assessments (see: www.claintheclassroom.org).

Through the steps noted above, we encourage institutions to move toward a continuous system of improvement stimulated by the CLA. Our programs and services—when used in combination—are designed to emphasize the notion that, in order to successfully improve higher-order skills, institutions must genuinely connect their teaching, learning, and assessment practices in authentic and effective ways.

Without your contributions, the CLA would not be on the exciting path that it is today. We look forward to your continued involvement!

The CWRA Performance Task

CWRA Performance Tasks are administered online and consist of open-ended questions that require constructed responses. There are no multiple-choice questions. The CWRA requires that students use critical thinking and written communication skills to perform cognitively demanding tasks. The integration of these skills mirrors the requirements of serious thinking and writing tasks faced in life outside of the classroom.

Each Performance Task requires students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical but realistic situation. In addition to directions and questions, each Performance Task also has its own Document Library that includes a range of information sources: letters, memos, summaries of research reports, newspaper articles, maps, photographs, diagrams, tables, charts, and interview notes or transcripts. Students are instructed to use these materials in preparing their answers to the Performance Task's questions within the allotted 90 minutes.

The first portion of each Performance Task contains general instructions and introductory material. The student is then presented with a split screen. On the right side of the screen is a list of the materials in the Document Library. The student selects a particular document to view by using a pull-down menu. There are question and response boxes on the left side of the screen. There is no limit to how much a student can type. Upon completing a question, students then select the next question in the queue.

No two Performance Tasks assess the exact same combination of skills. Some ask students to identify and then compare and contrast the strengths and limitations of alternative hypotheses, points of view, courses of action, etc. To perform these and other tasks, students may have to weigh different types of evidence, evaluate the credibility of various documents, spot possible bias, and identify questionable or critical assumptions.

Performance Tasks may also ask students to suggest or select a course of action to resolve conflicting or competing strategies and then provide a rationale for that decision, including

why it is likely to be better than one or more other approaches. For example, students may be asked to anticipate potential difficulties or hazards that are associated with different ways of dealing with a problem, including the likely short- and long-term consequences and implications of these strategies. Students may then be asked to suggest and defend one or more of these approaches. Alternatively, students may be asked to review a collection of materials or a set of options, then analyze and organize them on multiple dimensions, and ultimately defend that organization.

Performance Tasks often require students to marshal evidence from different sources; distinguish rational arguments from emotional ones and fact from opinion; understand data in tables and figures; deal with inadequate, ambiguous, and/or conflicting information; spot deception and holes in the arguments made by others; recognize information that is and is not relevant to the task at hand; identify additional information that would help to resolve issues; and weigh, organize, and synthesize information from several sources.

Example Performance Task

You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235.

Example Document Library

Your Document Library contains the following materials:

- Newspaper article about the accident
- Federal Accident Report on in-flight breakups in single-engine planes
- Internal correspondence (Pat's email to you and Sally's email to Pat)
- Charts relating to SwiftAir's performance characteristics
- Excerpt from a magazine article comparing SwiftAir 235 to similar planes
- Pictures and descriptions of SwiftAir Models 180 and 235

Example Questions

- Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups?
- What is the basis for your conclusion?
- What other factors might have contributed to the accident and should be taken into account?
- What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

Iterative Development Process

A team of researchers and writers generates ideas for Performance Task storylines, and then contributes to the development and revision of the prompts and Performance Task documents.

During the development of Performance Tasks, care is taken to ensure that sufficient information is provided to permit multiple reasonable solutions to the issues presented in the Performance Task. Documents are crafted such that information is presented in multiple formats (e.g., tables, figures, news articles, editorials, letters, etc.).

While developing a Performance Task, a list of the intended content from each document is established and revised. This list is used to ensure that each piece of information is clearly reflected in the document and/or across documents, and to ensure that no additional pieces of information are embedded in the document that were not intended. This list serves as a draft starting point for the analytic scoring items used in the Performance Task scoring rubrics.

During revision, information is either added to documents or removed from documents to ensure that students could arrive at approximately three or four different conclusions based on a variety of evidence to back up each conclusion. Typically, some conclusions are designed to be supported better than others.

Questions are also drafted and revised during the development of the documents. Questions are designed so that the initial questions prompt the student to read and attend to multiple sources of information in the documents, and later questions require the student to evaluate the documents, draw conclusions, and justify those conclusions.

After several rounds of revision, the most promising of the Performance Tasks are selected for pre-piloting. Student responses from the pre-pilot test are examined to identify what pieces of information are unintentionally ambiguous and what pieces of information in the documents should be removed. After revision and additional pre-piloting, the best functioning tasks (i.e., those that elicit the intended types and ranges of student responses) are selected for full piloting.

During piloting, students complete both an operational task and one of the new tasks. At this point, draft scoring rubrics are revised and tested in grading the pilot responses, and final revisions are made to the tasks to ensure that the task is eliciting the types of responses intended.

Interpreting CWRA Results

CWRA results operate as a signaling tool of overall institutional performance on tasks that measure higher-order skills. The Performance Task measures Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving.

Subscores are assigned on a scale of 1 (lowest) to 6 (highest). Subscores are not directly comparable to one another because they are not adjusted for difficulty like scale scores. The subscores remain unadjusted because they are intended to facilitate criterion-referenced interpretations.

For example, a “4” in Analytic Reasoning and Evaluation means that a response had certain qualities (e.g., “Identifies a few facts or ideas that support or refute all major arguments”), and any adjustment to that score would compromise the interpretation.

Still, the ability to make claims like “Our students seem to be doing better in Writing Effectiveness than in Problem Solving on the Performance Task” is clearly desirable. This can be done by comparing each subscore distribution to its corresponding reference distribution displayed in

Figures 3.6 & 3.8. You can support claims like the one above if you see, for example, that students are performing above average in Writing Effectiveness, but not in Problem Solving on the Performance Task.

Please examine the results presented in Figures 3.6 & 3.8 and Tables 3.7 & 3.9 in combination with the *Scoring Criteria* in the next section to explore the areas where your students may need improvement.

Analytic Reasoning & Evaluation

Interpreting, analyzing, and evaluating the quality of information. This entails identifying information that is relevant to a problem, highlighting connected and conflicting information, detecting flaws in logic and questionable assumptions, and explaining why information is credible, unreliable, or limited.

Writing Effectiveness

Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence).

Writing Mechanics

Facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).

Problem Solving

Considering and weighing information from discrete sources to make decisions (draw a conclusion and/or propose a course of action) that logically follow from valid arguments, evidence, and examples. Considering the implications of decisions and suggesting additional research when appropriate.

6

- Identifies most facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library. Provides analysis that goes beyond the obvious.
- Demonstrates accurate understanding of a large body of information from the Document Library.
- Makes several accurate claims about the quality of information.

- Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments.
- Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information.

- Demonstrates outstanding control of grammatical conventions.
- Consistently writes well-constructed, complex sentences with varied structure and length.
- Displays adept use of vocabulary that is precise, advanced, and varied.

- Provides a decision and a solid rationale based on credible evidence from a variety of sources. Weighs other options, but presents the decision as best given the available evidence.
- When applicable:
 - Proposes a course of action that follows logically from the conclusion. Considers implications.
 - Recognizes the need for additional research. Recommends specific research that would address most unanswered questions.

5

- Identifies several facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library.
- Demonstrates accurate understanding of much of the Document Library content.
- Makes a few accurate claims about the quality of information.

- Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments.
- Provides valid elaboration on facts or ideas related to each argument and cites sources of information.

- Demonstrates very good control of grammatical conventions.
- Consistently writes well-constructed sentences with varied structure and length.
- Uses varied and sometimes advanced vocabulary that effectively communicates ideas.

- Provides a decision and a solid rationale based largely on credible evidence from multiple sources and discounts alternatives.
- When applicable:
 - Proposes a course of action that follows logically from the conclusion. May consider implications.
 - Recognizes the need for additional research. Suggests research that would address some unanswered questions.

4

- Identifies a few facts or ideas that support or refute all major arguments (or salient features of all objects to be classified) presented in the Document Library.
- Briefly demonstrates accurate understanding of important Document Library content, but disregards some information.
- Makes very few accurate claims about the quality of information.

- Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious.
- Provides valid elaboration on facts or ideas several times and cites sources of information.

- Demonstrates good control of grammatical conventions with few errors.
- Writes well-constructed sentences with some varied structure and length.
- Uses vocabulary that clearly communicates ideas but lacks variety.

- Provides a decision and credible evidence to back it up. Possibly does not account for credible, contradictory evidence. May attempt to discount alternatives.
- When applicable:
 - Proposes a course of action that follows logically from the conclusion. May briefly consider implications.
 - Recognizes the need for additional research. Suggests research that would address an unanswered question.

3

- Identifies a few facts or ideas that support or refute several arguments (or salient features of all objects to be classified) presented in the Document Library.
- Disregards important information or makes minor misinterpretations of information. May restate information "as is."
- Rarely, if ever, makes claims about the quality of information and may present some unreliable evidence as credible.

- Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments.
- Provides elaboration on facts or ideas a few times, some of which is valid. Sources of information are sometimes unclear.

- Demonstrates fair control of grammatical conventions with frequent minor errors.
- Writes sentences that read naturally but tend to have similar structure and length.
- Uses vocabulary that communicates ideas adequately but lacks variety.

- Provides or implies a decision and some reason to favor it, but the rationale may be contradicted by unaccounted for evidence.
- When applicable:
 - Briefly proposes a course of action, but some aspects may not follow logically from the conclusion.
 - May recognize the need for additional research. Any suggested research tends to be vague or would not adequately address unanswered questions.

2

- Identifies very few facts or ideas that support or refute arguments (or salient features of all objects to be classified) presented in the Document Library.
- Disregards or misinterprets much of the Document Library. May restate information "as is."
- Does not make claims about the quality of information and presents some unreliable information as credible.

- Provides limited, invalid, overstated, or very unclear arguments. May present information in a disorganized fashion or undermine own points.
- Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion). Sources of information are often unclear.

- Demonstrates poor control of grammatical conventions with frequent minor errors and some distracting errors.
- Consistently writes sentences with similar structure and length, and some may be difficult to understand.
- Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear.

- Provides or implies a decision, but very little rationale is provided or it is based heavily on unreliable evidence.
- When applicable:
 - Briefly proposes a course of action, but some aspects do not follow logically from the conclusion.
 - May recognize the need for additional research. Any suggested research is vague or would not adequately address unanswered questions.

1

- Does not identify facts or ideas that support or refute arguments (or salient features of all objects to be classified) presented in the Document Library or provides no evidence of analysis.
- Disregards or severely misinterprets important information.
- Does not make claims about the quality of evidence and bases response on unreliable information.

- Does not develop convincing arguments. Writing may be disorganized and confusing.
- Does not provide elaboration on facts or ideas.

- Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge.
- Writes sentences that are repetitive or incomplete, and some are difficult to understand.
- Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear.

- Provides no clear decision or no valid rationale for the decision.
- When applicable:
 - Does not propose a course of action that follows logically from the conclusion.
 - Does not recognize the need for additional research or does not suggest research that would address unanswered questions.

Scoring CWRA Responses

The CWRA uses a combination of automated and human scoring. Since fall 2010, we have been relying primarily on Intelligent Essay Assessor (IEA) for scoring. IEA is the automated scoring engine developed by Pearson Knowledge Technologies to evaluate the meaning of text, not just writing mechanics. Pearson has trained IEA for the CWRA using a broad range of real responses and scores to ensure its consistency with scores generated by human scorers.

Though the majority of scoring is handled by IEA, some responses are scored by trained human scorers. IEA identifies unusual responses, which are automatically sent to the human scoring queue. In addition, ten percent of responses are scored by both IEA and humans in order to continually evaluate the quality of scoring.

All scorer candidates undergo rigorous

training in order to become certified CLA/CWRA scorers. Training includes an orientation to the prompts and scoring rubrics/guides, repeated practice grading a wide range of student responses, and extensive feedback and discussion after scoring each response. To ensure continuous human scorer calibration, CAE developed the E-Verification system for the online Scoring Interface. The E-Verification system was developed to improve and streamline scoring. Calibration of scorers through the E-Verification system requires scorers to score previously-scored results or “Verification Papers”^{*} when they first start scoring, as well as throughout the scoring window. The system will periodically present Verification Papers to scorers, though the scorers are not alerted to the Verification Papers. The system does not indicate when a scorer has successfully scored a Verification Paper, but if the scorer fails to accurately score

a series of Verification Papers, he or she will be removed from scoring and must participate in a remediation process. At this point, scorers are either further coached or removed from scoring.

Each response receives subscores in the categories of Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving. Subscores are assigned on a scale of 1 (lowest) to 6 (highest). Blank responses or responses that are entirely unrelated to the task (e.g., writing about what they had for breakfast) are flagged for removal from results.

Because the prompts differ in the possible arguments and pieces of information students can or should use in their responses, prompt-specific guidance is provided to scorers in addition to the scoring criteria that appear in the previous section.

^{*} The Verification Papers were drawn from responses collected during the 2010-2011 administration that were scored by both human scorers and the automated scoring engine. Each Verification Paper and its scores were reviewed by a lead scorer prior to being designated as a Verification Paper.

Converting Scores to a Common Scale

To facilitate reporting results across schools, ACT scores are converted (using the ACT-SAT crosswalk to the right) to the scale of measurement used to report SAT scores.

Standard ACT to SAT Crosswalk

ACT	to	SAT
36		1600
35		1560
34		1510
33		1460
32		1420
31		1380
30		1340
29		1300
28		1260
27		1220
26		1190
25		1150
24		1110
23		1070
22		1030
21		990
20		950
19		910
18		870
17		830
16		790
15		740
14		690
13		640
12		590
11		530

Source:

ACT (2008). *ACT/College Board Joint Statement*. Retrieved from <http://www.act.org/aap/concordance/pdf/report.pdf>

For each Performance Task, raw subscores are summed to produce a raw total score. Because not all tasks have the exact same level of difficulty, raw total scores on the different tasks are converted to a common scale of measurement. This process results in scale scores that reflect comparable levels of proficiency across tasks. For example, a given CWRA scale score indicates approximately the same percentile rank regardless of the task on which it was earned. This feature of the CWRA scale scores allows combining scores from different tasks to compute a school's mean scale score.

A linear scale transformation is used to convert raw scores to scale scores. This process results in a scale score distribution with the same mean and standard deviation as the SAT (or converted ACT) scores of the college freshmen who took that measure. This type of scaling preserves the shape of the raw score distribution and maintains the relative standing of students. For

example, the student with the highest raw score on a task will also have the highest scale score on that task, the student with the next highest raw score will be assigned the next highest scale score, and so on.

This type of scaling makes it such that a very high raw score earned on the task (not necessarily the highest possible score) corresponds approximately to the highest SAT (or converted ACT) score of any freshman who took that task. Similarly, a very low raw score earned on a task would be assigned a scale score value that is close to the lowest SAT (or converted ACT) score of any freshman who took that task. On rare occasions when students achieve exceptionally high or low raw scores, this scaling procedure may produce scale scores that fall outside the normal SAT (Math + Critical Reading) score range of 400 to 1600.

From fall 2006 to spring 2010, CAE used the same scaling equations for each assessment cycle in order to facilitate year-to-year comparisons. With the introduction of new scoring criteria in fall 2010, raw scores are now on a different scale than they were in previous years, which makes it necessary to revise the scaling equations. Under the new scaling equations, fall 2010 responses tend to receive somewhat lower scores than responses of the same quality would have received in previous years. If you are interested in drawing comparisons between the average CWRA scale scores in your current institutional report and those reported prior to fall 2010, we encourage you to use the equation below to convert pre-fall 2010 scale scores to current scale scores. The correlation between institution average scores on the old and new score scales is .99, and this equation characterizes the strong linear relationship between those scores.

$$score_{\text{new}} = 98.08 + (0.8704 \cdot score_{\text{old}})$$

CWRA Scores (unadjusted Performance Task percentiles for CLA institutions)

Percentile	Freshman Score	Senior Score
99	1288	1379
98	1244	1360
97	1213	1325
96	1202	1323
95	1200	1318
94	1197	1310
93	1181	1307
92	1168	1306
91	1166	1290
90	1163	1279
89	1162	1274
88	1157	1271
87	1156	1269
86	1151	1266
85	1145	1260
84	1140	1254
83	1134	1253
82	1133	1249
81	1132	1246
80	1124	1245
79	1122	1242
78	1121	1238
77	1121	1237
76	1120	1234
75	1117	1229
74	1115	1226
73	1111	1225
72	1110	1222
71	1106	1218
70	1103	1215
69	1102	1210
68	1097	1210
67	1096	1209
66	1091	1208
65	1088	1207
64	1087	1205
63	1086	1204
62	1084	1204
61	1078	1203
60	1077	1202
59	1073	1198
58	1069	1197
57	1064	1194
56	1062	1189
55	1060	1186
54	1059	1183
53	1058	1179
52	1056	1178
51	1055	1175
50	1052	1173

Percentile	Freshman Score	Senior Score
49	1050	1172
48	1049	1171
47	1046	1168
46	1037	1160
45	1036	1158
44	1033	1156
43	1031	1153
42	1026	1152
41	1025	1147
40	1024	1145
39	1021	1144
38	1018	1140
37	1014	1139
36	1013	1139
35	1011	1138
34	1008	1137
33	1004	1135
32	997	1131
31	995	1128
30	993	1125
29	990	1124
28	988	1120
27	986	1119
26	985	1117
25	984	1112
24	982	1101
23	980	1099
22	978	1093
21	971	1089
20	964	1081
19	961	1076
18	958	1074
17	957	1072
16	955	1063
15	951	1060
14	946	1057
13	927	1054
12	921	1051
11	919	1050
10	917	1042
9	901	1037
8	893	1028
7	878	1024
6	874	1017
5	861	982
4	851	980
3	837	913
2	811	846
1	753	841

In tandem with your report, we provide a CWRA Student Data File, which includes variables across three categories: self-reported information from students in their CLA online profile; CLA scores and identifiers; and information provided by the registrar. Some variables are not applicable to entering students.

We provide student-level information for linking with other data you collect (e.g., from portfolios, course-taking patterns, participation in extracurricular programs, etc.) to help you hypothesize about factors related to institutional performance.

Student-level scores are not designed to be diagnostic at the individual level and should be considered as only one piece of evidence about a student's skills. In addition, correlations between individual CWRA scores and other measures would be attenuated due to unreliability.

Self-Reported Data

- Name (first, middle initial, last)
- Student ID
- Email address
- Date of birth
- Gender
- Race/ethnicity
- Parent education
- Primary and secondary academic major (36 categories)
- Field of study (six categories; based on primary academic major)
- English as primary language
- Attended school as freshman, sophomore, junior, senior
- Local survey responses (if applicable)

CLA Scores and Identifiers

- Performance Task scores
- Performance Level categories (i.e., well below expected, below expected, near expected, above expected, well above expected)*
- Percentile rank across schools and within your school (among students in the same class year, based on score)
- Subscores in Analytic Reasoning and Evaluation, Writing Effectiveness, Writing Mechanics, and Problem Solving
- SLE score (1-50)
- Entering Academic Ability (EAA) score (if applicable)
- Unique CWRA numeric identifiers
- Year, test window (fall or spring), date of test, and time spent on test

Registrar Data

- Class standing
- Transfer student status
- Program code and name (for classification of students into different course tracks, programs, etc., if applicable)
- SAT Total (Math + Critical Reading)
- SAT I Math
- SAT I Critical Reading (Verbal)
- SAT I Writing
- ACT Composite
- GPA

* The residuals that inform these levels are from an OLS regression of CWRA scores on EAA scores, across all schools. Roughly 20% of students (within class) fall into each performance level.

Roger Benjamin

President & Chief Executive Officer, Council for Aid to Education

James Hundley

Executive Vice President & Chief Operating Officer, Council for Aid to Education

Katharine Lyall

Board Chair, Council for Aid to Education

President Emeritus, University of Wisconsin System

Richard Atkinson

President Emeritus, University of California System

Doug Bennett

President Emeritus, Earlham College

Michael Crow

President, Arizona State University

Russell C. Deyo

Retired General Counsel & Executive Committee Member, Johnson & Johnson

Richard Foster

Managing Partner, Millbrook Management Group, LLC

Ronald Gidwitz

Chairman, GCG Partners

Eduardo Marti

Vice Chancellor for Community Colleges, CUNY

Ronald Mason

President, Southern University System

Charles Reed

Chancellor, California State University

Michael D. Rich

President & Chief Executive Officer, RAND Corporation

Benno Schmidt

Chairman, Leeds Global Partners, LLC

Farris W. Womack

*Executive Vice President and Chief Financial Officer, Emeritus
Professor of Education, Emeritus, The University of Michigan*

council for aid to education

215 lexington avenue floor 21 new york new york 10016-6023
p | 212.217.0700 f | 212.661.9766 e | cla@cae.org w | www.cae.org/cla