



# CLEI

College Learning Effectiveness Inventory

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## Instructions for Interpreting your CLEI Profile

## What do these scores mean?

Your profile provides information that describes your individual strengths and weaknesses on the six learning scales. **First**, you may want to look at your mean (average) score for each scale. The mean score could vary from a 1.0 (lowest possible score) to a 5.0 (highest possible). A low score reflects a negative response to the attributes of the scale and a high score represent positive responding. Your score will fall somewhere between these two extremes. A score of 3.0 is the mid-point and any score within the middle range of between 2.6 and 3.4 is more neutral and less likely to reflect a strength or weakness. However, you should note that on any scale a mean score of 3.5 or above would indicate a more positive response pattern considered on area of personal strength. A scale score of 2.5 or below would reflect more negative response or potential area of weakness. **Second**, the graph depicts your information providing a somewhat different form of interpretation. This information reflects your responses when compared with a diverse sample of 879 college students. The method of making this comparison is called T-scores. The mean or average score of this comparison group would be "50". A formula is used to convert your personal score on each scale to show where your scores would place with when compared to this normative group. Scores above the mean of 50 would be higher than the average student and scores below 50 would be lower than the average. Also, every 10 points on the T-score range is called a standard deviation which is a statistical method to show the strength of your variation from the average score. The description below illustrates the process.

T-scores are interpreted using a mean of 50 and a standard deviation of 10:

- 68% of the normative group falls between T=40 and T=60
- 96% of the normative group falls between T=30 and T=70
- 99% of the normative group falls between T=20 and T=80.

As you look at your entire profile through the six scales you may want to look at the variations between the six scales. The patterns may reflect areas of your strength and confidence while others may help you determine needs for improvement. The profile itself will not describe you as a "good" or "bad" student. The scales are most useful when used to help you make an assessment and apply it to your situation. If you would like to make improvements based upon these results, we recommend that you consult with an advisor, counselor, learning specialist or instructor at your institution to assist with ideas or suggestions. In the near future a CLEI workbook will be available to students as a tool designed to help you implement a plan for study improvement.

## Scale Definitions and Interpretation

- **Academic Self-Efficacy (ASE Scale):** Items on this scale reflect an expression of confidence in academic ability, awareness of effort toward study, and expectations of success in college attainment. High scorers have expectations to succeed and accomplish important outcome goals. Low scorers are more likely to feel uncertain about possible achievement and what the future may hold.
- **Organization and Attention to Study (OAS Scale):** This scale reveals the organization of tasks and structuring of time to set goals, plan, and carry out necessary academic activity. High scorers are likely to use effective organizational planning and time management skills to achieve academic success. Low scorers are more likely to avoid planning strategies and lack focus of attention in providing self-direction.
- **Stress and Time Press (STP Scale):** This scale reflects how student deals with the pressures of time, environmental concerns, and the academic demand that impacts academic study. High scorers manage the pressures of academics without reactions such as being overwhelmed, procrastination, or avoidance. Low scores have symptoms of stress and do not believe they can catch up with the demands they experience.
- **Involvement with College Activity (ICA Scale):** Involvement is defined by this scale as belonging to organizations and participating in activities. High scorers belong to organizations and participate in activities including formal or informal gatherings of friends and classmates within the campus environment. Low scorers are more isolated and less likely to have social contact or engagement with campus activities.  
\* *Note:* This scale would not provide accurate information for predominantly commuter or distance education programs.
- **Emotional Satisfaction (ES Scale):** This scale reflects the degree of interest and emotional response to academic life including people and the campus educational environment. High scorers express reactions such as encouragement, interest, and positive anticipation while low scorers are more likely to express discouragement, negative reactions, and a sense of being overwhelmed.
- **Class Communication (CC Scale):** Communication includes both verbal and non-verbal effort to engage in class activity. High scorers are assertive and active with written and oral communication with instructors and in-class. Low scorers show reluctance and uncertainty on how to express and assert their ideas.