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Collegiate Learning Assessment (CLA) Instructor's Assessment Report

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Collegiate Learning Assessment (CLA) Instructor's Assessment Report

Thank you for participating in the project using the CLA in the Classroom. We are conducting this project in conjunction with our participation in a national study, coordinated by the Council for Aid to Education and funded in part by the Lumina Foundation, that is studying the development of students' writing, analytical reasoning, and critical thinking skills in higher education institutions. The Carnegie Corporation provided us with a mini-grant to help determine the extent to which efforts like "CLA in the Classroom" can make a positive difference in student learning outcomes.

In recent months our CLA project has taken on increased importance for several important reasons.

1. The initial funding from the Carnegie Corporation was intended to support a pilot project to determine feasibility of a much more comprehensive grant project. The information you provide in your reports will provide a basis for seeking additional grant funding. **Your reports will be a very important component of our follow-up grant proposal.**
2. We are planning an event at the end of the academic year to give faculty the opportunity to report on their efforts to assess student learning outcomes. **I hope at least a few of the CLA project participants will be willing to report to the entire faculty.**
3. Our investment of time and resources to this project gives us the opportunity to take a leading role in the national discussion of student learning outcomes. The reports that you post in the Chesnut Library Digital Commons will become a useful resource for colleagues throughout the nation.
4. As part of our participation in the Voluntary System of Accountability (VSA), we are now posting our College Portrait on line. You will see that our CLA scores are part of this portrait. <http://www.uncfsu.edu/ir/College%20Portrait%202007.pdf> Since the CLA results will be an object of public scrutiny, it is important that we do all that is possible to strengthen our students' performance.

In view of the increased importance of our CLA project, your individual reports are very important to our ongoing efforts to improve student learning at FSU.

To receive the remainder of your payment, you must submit the following to Mr. Wes Brown (Barber Building, Room 232; wkbrown01@uncfsu.edu):

- a. Your written report prepared according to the guidelines below
- b. A copy of your performance task with all related documents
 - o **ARE Document docx 3.docx,**
 - o **CLA Instructions and questions.docx,**
 - o **Grading Rubric.docx**
 - o **CLA real estate case Feb 12th assessment results.xlsx**

- c. A list of students with Banner ID and their score on the test. (We will NOT report individual grades beyond the campus.)

Student information				
Banner ID info	Student 1	Student 2	Student 3	Score
Group 1	830XXXXXX			6
Group 2	830XXXXXX			30
Group 3	830XXXXXX			31
Group 4	830XXXXXX	830XXXXXX		25
Group 5	830XXXXXX	830XXXXXX		16
Group 6	830XXXXXX	830XXXXXX		13
Group 7	830XXXXXX	830XXXXXX		23
Group 8	830XXXXXX	830XXXXXX		12
Group 9	830XXXXXX	830XXXXXX		3
Group 10	830XXXXXX	830XXXXXX		23
Group 11	830XXXXXX	830XXXXXX		17
Group 12	830XXXXXX			38
Group 13	830XXXXXX			19
Group 14	830XXXXXX	830XXXXXX	830XXXXXX	28
Group 15	830XXXXXX	830XXXXXX		16
Group 16	830XXXXXX			14
Group 17	830XXXXXX	830XXXXXX		23
Group 18	830XXXXXX			42

- d. Confirmation that you have posted your report in the Chesnutt Library Digital Commons (**instructions?**)
- e. A timesheet – Mr. Brown will provide a template. (You are each due to paid an additional \$800; the timesheet will reflect this payment due.) Please note that I will need to approve your report before I authorize payment. (**will submit it once I fill it out**)

Your report is due as soon as possible, but no later than May 1, 2009

CLA Project Report

(Please answer each item; 3.c. is optional.)

1. Course information

- a. In what course(s) did you administer your CLA performance task?
MIS 300 sections 2 and 3
- b. Please indicate if the majority of students enrolled in this class are freshmen, sophomores, juniors, or seniors.
Mostly juniors

2. Performance task

- a. What was the task?
To decide on which housing project to focus in selling homes for a small real estate company
- b. Describe the documents you included in the task. Why did you choose these specific documents?
Document A – a memo addressing the decision situation written by the owner of the real estate company to the consultant who was hired to analyze data and to make some recommendations on the housing project decision
Document B – an article from a website on survival strategies for small real estate companies
Document C – a memo from the consultant to the owner with suggestions on what other criteria to consider in the selection decision
Document D – charts on market days and price difference criteria and avg. selling price per square feet
Document E – NAR and NAHB survey results on homeowners' considerations in their home purchase decisions
Document F – More tables summarizing information about average selling price, square feet of homes, and count of homes in housing projects by number of bedrooms
Document G – Survey results reported by Mortgage News Daily on features of homes that are important to homeowners
- c. To what extent did a successful response to the performance task require students to integrate information and data in both narrative and quantitative forms? Explain.

Documents A, B, and C are narrative documents, E and G documents are a mix of narrative and quantitative documents, and D and F documents are quantitative. In the 3 questions, students are expected to evaluate a combination of these types of documents. The table below summarizes the documents to be evaluated to support answers for the questions asked:

question 1	document G, D and F
question 2	documents B, D, E, F and G
question 3	documents A, C, D, F and G

3. Performance Task Administration

- a. When did you administer the performance task? **Feb 12th, 2009**
- b. Was the student's score on the assessment calculated in the final grade (**for the course**)? If yes, what weight did it have? **The student's score in the assessment is used to add points to their 1st exam score.**

4. Student Performance

Points scored for the 3 questions summed for each category:

Group #	Individuals	Total Pts	Evaluation of evidence	Analysis and synthesis of evidence	Drawing conclusions	Acknowledg. alternative explanations or viewpoints	Written comm.
Group 1	1	6	2	2	1	0	1
Group 2	1	30	8	8	8	0	6
Group 3	1	31	9	9	7	0	6
Group 4	2	25	6	6	6	0	7
Group 5	2	16	4	4	4	0	4
Group 6	2	13	3	3	3	0	4
Group 7	2	23	6	5	6	0	6
Group 8	2	12	4	2	2	0	4
Group 9	2	3	0	0	0	0	3
Group 10	2	23	6	6	6	0	5
Group 11	2	17	3	2	4	2	6
Group 12	1	38	7	9	8	7	7
Group 13	1	19	4	4	5	2	4
Group 14	3	28	7	6	6	1	8
Group 15	2	16	4	3	3	2	4
Group 16	1	14	4	4	3	0	3
Group 17	2	23	7	5	5	0	6
Group 18	1	42	9	9	9	6	9
30							

Maximum pts possible is 45 points, 0 to 3 pts for each of the following categories for the 3 questions:

- Evaluation of evidence
- Analysis and synthesis of evidence
- Drawing conclusions
- Acknowledging alternative explanations/viewpoints
- Written communications

Pt system for each category:

- 0 for non existing
- 1 for emerging
- 2 for developing
- 3 for mastering

- a. Identify any consistent strengths you found in student performance. **Groups that have higher total scores (at least 6 and above) in the "Evaluation of evidence" and "Analysis and synthesis of evidence" categories for their answers tend to have high scores for the "Written communications" category (see yellow highlighted numbers in table)**
- b. Identify any consistent weaknesses you found in student performance. **On the average, most student groups scored significantly lower in the category "Acknowledgement of alternative explanations and viewpoints" with the exception of Groups 12 and 18. This could be explained by the statement in bold that appears in the Instruction set, "While your personal values**

and experiences are important, you should base your response on the evidence provided in these documents.” This statement was taken from the sample CLA task performance in the Classroom Academy book provided in the November CLA workshop.

- c. (optional) If you reviewed the results with your students, what kind of comments did they make about it? Did they indicate whether they believe their FSU experience is preparing them to take assessments like the CLA?
5. Recommendation and follow up
- a. Knowing that our students’ performance on the CLA will be part of our institutional assessment, what will you will do in the courses you teach to address the skills and competencies assessed by the CLA?
Encourage students to have different angles in analyzing information, description on the process is provided in the excel file, “CLA real estate case Feb 12th assessment results.xlsx”
 - b. What recommendations would you offer for all faculty members? **To have case analysis in class as a course component**

Please submit your report on your project as soon as possible, but no later than May 1, 2009.