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CLA Project Report

Alison Van Nyhuis

Fayetteville State University, avannyhu@uncfsu.edu

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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?

I administered the CLA performance task in section 28 and section 35 of English Composition II.

- b. Please indicate if the majority of students enrolled in this class are freshmen, sophomores, juniors, or seniors.

The majority of students enrolled in English Composition II are freshmen.

2. Performance task

- a. What was the task?

The performance task asks students to write a recommendation on language instruction for Fayetteville State University students.

- b. Describe the documents you included in the task. Why did you choose these specific documents?

During a CLA workshop at Fayetteville State University, I began working with Fayetteville State University colleagues to create the performance task. After the workshop, each colleague created at least one performance task document. The first performance task document describes the activity's issue and scenario. The second performance task document reports on proposed study abroad program opportunities for Fayetteville State University students. The third document summarizes another university's expansion of its study abroad program. The fourth document lists three abstracts on foreign language requirements and study abroad programs. The fifth document advertises a summer study abroad program. The sixth document lists data from study abroad surveys. I chose to use these specific documents because they test for the kinds of skills described in the "Performance Task Workbook" section of *CLA in the Classroom: Collegiate Learning Assessment*. The performance task rubric clarifies how students could use the document evidence to support their written recommendations on language instruction for Fayetteville State University students.

- 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.

A successful response requires students to integrate statistics from the performance task documents in a written narrative on language instruction for Fayetteville State University students.

3. Performance Task Administration

- a. When did you administer the performance task?

I administered the performance task in section 28 of English Composition II on Tuesday, February 10, 2009, and I administered the performance task in section 35 of English Composition II on Wednesday, February 11, 2009.

- b. Was the student's score on the assessment calculated in the final grade? If yes, what weight did it have?

A student's performance on the assessment was calculated in the student's final grade: assessment performance affected a student's participation grade, which constitutes 15% of the course grade.

4. Student Performance

- a. Identify any consistent strengths you found in student performance.

Students included evidence from the documents in their written recommendations on language instruction. Students also clearly presented their positions on language instruction in their written recommendations.

- b. Identify any consistent weaknesses you found in student performance.

Students rarely analyzed the evidence in their written recommendations on language instruction. Students also oversimplified issues in their written recommendations.

- 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 do in the courses you teach to address the skills and competencies assessed by the CLA?

I will assign coursework that encourages students to analyze and synthesize evidence.

- b. What recommendations would you offer for all faculty members?

I recommend that faculty members continue working towards improving students' ability to distinguish between unreliable and reliable evidence and also integrate reliable evidence into writing assignments.

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