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CLA 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 Chesnutt 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):

- Your written report prepared according to the guidelines below
- A copy of your performance task with all related documents
- A list of students with Banner ID and their score on the test. (We will NOT report individual grades beyond the campus.)
- Confirmation that you have posted your report in the Chesnutt Library Digital Commons.
- A timesheet – Mr. Brown will provide a template. (You are each due to be 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.

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

CLA Project Report

Jiyoung Kim

Fayetteville State University

Department of English and Foreign Languages

1. Course information
 - a. In what course(s) did you administer your CLA performance task?
 - ENGL 110-06
 - b. Please indicate if the majority of students enrolled in this class are freshmen, sophomores, juniors, or seniors.
 - The majority of students enrolled in ENGL 110-06 are freshmen.
2. Performance task
 - a. What was the task?
 - In the creation of a “Study Abroad” program, the issue is the policy choice between 1) the university support a new program to send students abroad for study in order to increase their skills in foreign language and to help them better understand other cultures and 2) the university should concentrate available funds on improvements and innovations to foreign language programs which already exist on the campus.
 - b. Describe the documents you included in the task. Why did you choose these specific documents?
 - **Document A (Study Abroad poster)** provides a colorful travel poster which suggests possible illusion of the study abroad option. This document contains irrelevant evidence for the questions.
 - **Document B (FSU Newspaper Article)** provides the introduction of a new study abroad program at FSU which includes rationale and background information. This document includes the benefits of study abroad program such as marketable foreign language skills and bicultural experiences. However, Document B recognizes a critical funding factor in supplementing study abroad program. The Document B supports the creation of study abroad program at FSU (Argument #1).
 - **Document C (Study Abroad Survey Data)** provides quantitative data. A table represents the results of the first large-scale survey to explore the long-term impact of study abroad on students that was conducted by the Institute for the International Education of Students. It clearly demonstrates the benefits of Study Abroad. A bar graph lists the most frequent reasons mentioned as a motivation for study abroad in order of frequency. However the bar graph represents students’ motivation which does not directly support the Study Abroad program.
 - **Document D (University Press)** presents a further evidence of the effectiveness of study abroad program. Document D seems to suggest the creation of the study abroad program, but the results from one institution might not apply to a different setting. Document D provides misleading interpretation because of the inconsistent data. No author and no date on document D indicate invalidity.

- **Document E (Graph Data)** provides the number of participants in the study abroad program provided by the Academic Affairs. The number of study abroad participants is not necessarily relevant to the issue.
 - **Document F (Research Abstracts)** provides a series of research studies about the effectiveness of second language learning through study abroad program. Document F recognizes methodological factors in research study design that must be taken into account. First research abstract shows students who participated in Study Abroad program acquire higher foreign language skills. Second research shows no significant differences between the study abroad program and the improved foreign language program. This study is not generalizable because of the limited assessment data. Third research abstract introduces the issue of minimum language proficiency requirements for the study abroad program. Third research was performed with only 25 subjects, and the limited information was given. This study is not generalizable.
- 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.
- This Study Aboard Performance task requires students to use critical thinking and analytic reasoning to evaluate and synthesize a variety of evidence. They have to explain the reasons for their conclusions and justify those conclusions by explicitly referring to the specific documents.
 - They should accurately understand the topic and clearly write their argument.

Study Abroad Score Sheet

Question 1	Mark all that apply √	Evaluation of Evidence (Maximum points=6)	Analysis & Synthesis of Evidence (Maximum points=6)	Drawing Conclusions (Maximum points=6)	Acknowledging Alternative Explanations/ view points (Maximum points=6)	Written Communication (Maximum points=6)	Overall Score (Maximum points=30)
Q1: Agree with Study Abroad Program							
DA ➤ Irrelevant information							
DB ➤ Study Abroad program is more effective.							
DC: ➤ The table supports Study Abroad Program ➤ The bar graph illustrating students' motivation does not directly support the issue.							
DD ➤ Data is misleading ➤ No date and author's name on Document D							

<p>to indicate whether it provides current and valid data</p> <ul style="list-style-type: none"> ➤ The results from one institution might not apply to a different setting. 							
<p>DE</p> <ul style="list-style-type: none"> ➤ The number of study abroad participants is not necessarily relevant to the issue. 							
<p>DF</p> <ul style="list-style-type: none"> ➤ Research abstract 1: Students who participated in Study Abroad Program acquired higher foreign language skills ➤ Research abstract 2: No significant differences between Study Abroad and Foreign Language program. ➤ Research abstract 3: it is not generalizable because the subject of the study was only 25. 							
Comments							
Question 2	Mark all that apply √	Evaluation of Evidence (Maximum points=6)	Analysis & Synthesis of Evidence (Maximum points=6)	Drawing Conclusions (Maximum points=6)	Acknowledging Alternative Explanations/ view points (Maximum points=6)	Written Communication (Maximum points=6)	Overall Score (Maximum points=30)
Q2: Improvement of the foreign language program is better idea under current budget restriction.							
<p>DA</p> <ul style="list-style-type: none"> ➤ Irrelevant information 							
<p>DB</p> <ul style="list-style-type: none"> ➤ FSU newspaper article recognizes a critical funding factor in supplementing study abroad program. 							
DC							

<ul style="list-style-type: none"> ➤ The table supports Study Abroad Program ➤ The bar graph illustrating students' motivation does not directly support the issue. 							
<p>DD</p> <ul style="list-style-type: none"> ➤ Data is misleading ➤ No date and author's name on Document D to indicate whether it provides current and valid data ➤ The results from one institution might not apply to a different setting. 							
<p>DE</p> <ul style="list-style-type: none"> ➤ The number of study abroad participants is not necessarily relevant to the issue. 							
<p>DF</p> <ul style="list-style-type: none"> ➤ Research abstract 1 does not support this argument. Students who participated in Study Abroad program acquired higher foreign language skills. ➤ Research abstract 2 supports the innovation of foreign language program: No significant differences between Study Abroad and Foreign Language Programs. ➤ Research abstract 3 does not support this issue. 							
<p>Comments</p>							

- Students' demonstrated skills were assessed on a 0-6 scale per question. Mean scores were provided for the each demonstrated skills and for each student.
- Instructor comments in a final section were provided for qualitative assessment.

Point Value	Ability Level	Explanation of Level
0	Not attempted	Does not address the question
1 & 2	Emerging	Demonstrates some skills
3 & 4	Developing	Demonstrates acceptable skills
5 & 6	Mastering	Demonstrates strong to excellent skills

*Adapted from "[cla]ssroom Diagnostic Scoring Faculty Handbook."

3. Performance Task Administration

- a. When did you administer the performance task?
 - CLA Performance task on April 8, 2009
- b. Was the student's score on the assessment calculated in the final grade? If yes, what weight did it have?
 - Yes. The CLA performance task scores were weighed as 10 % of the total points that students can earn throughout the semester.

4. Student Performance

- a. Identify any consistent strengths you found in student performance.
 - In administering the CLA Study Abroad Performance Task, I observed all the students spent entire fifty minutes to complete the task, and they took this task seriously.
 - In assessing the CLA Performance, I observed some students' written responses made general points across the documents, although their responses did not refer to specific documents.
- b. Identify any consistent weaknesses you found in student performance.
 - Of the nine students who participated in the CLA Study Abroad Performance Task, only two students demonstrated acceptable skills.
 - Most of the students did not refer to the documents in their responses. Even in the best responses, the student did not address all the elements.
 - The majority of the students were not able to complete the task within 50 minutes, and one of the students could not complete Question #2.
 - A lot of students ignored statistical data (Document C), tables (Document C), and graphs (Document E). The students relied heavily on anecdotal evidence.
 - Determining the relevancy of information and analyzing the data provided seem to be challenging.
 - Students tend to focus on their personal values and experiences rather than on the evidence provided in the series of documents using higher order thinking skills.
 - The majority of the students did not recognize methodological factors in research abstracts (Document F).
- 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?

- I would consider the following four steps to help my students to perform better in the CLA performance task and to deliver CLA performance task effectively in my courses.

Step One	Introduction	<ul style="list-style-type: none"> • Introduce a CLA Performance Task • Discuss integrated skills: Critical thinking, Analytic reasoning, Problem solving and Written Communication • Provide class exercises by bringing in articles from newspaper and magazines which use a variety of evidence such as statistical data, graphs, charts, tables and colorful images
Step Two	Task delivery 1 (Pretest)	<ul style="list-style-type: none"> • Introduce Crime Reduction Performance Task • Administer the Crime Reduction performance Task • Conduct class Activities <ul style="list-style-type: none"> ✓ Learn about scoring sheet ✓ Discuss strategies that students use to complete the task ✓ Read and interpret the documents available ✓ Evaluate and analyze various documents as a group ✓ Discuss and share their responses as a group
Step Three	Interview with Instructor	<ul style="list-style-type: none"> • Identify students strength and weakness • Assess why the students were not able to demonstrate specific skills using score sheet • Share strategies that students can use to develop their integrated skills • Have students reread their responses and review their scores • Have students revise and edit their written response • Q & A
Step Four	Task delivery 2 (Posttest)	<ul style="list-style-type: none"> • Administer Study Abroad Performance Task • Repeat "Conduct class Activity" in Step 2

- b. What recommendations would you offer for all faculty members?
- Students need to understand what a CLA Performance task is and what specific skills it measures before they take the performance task.
 - Creating a CLA performance task is quite challenging and time consuming, so I recommend faculty members use "Performance Task Workbook" as a template and work together as a team.

CLA Study Abroad Performance Task Scores

**ENGL 110-06
Spring 2009
Dr. Jiyoung Kim**

Question 1

Student Banner ID	Evaluation of Evidence	Analysis & Synthesis of Evidence	Drawing Conclusions	Acknowledging Alternative Explanations/ view points	Written Communication	Mean Scores
830697812	4	5	5	5	5	4.8
830688168	1	1	3	3	4	2.4
830688408	1	1	2	2	3	2.2
830689930	1	1	1	1	4	1.9
830696360	5	5	5	3	4	4.4
830693267	2	2	3	3	4	2.8
830696318	1	1	3	1	4	2
830696017	1	2	1	1	3	1.6
830690756	1	1	2	2	3	1.8
Mean scores	2	2	3	2	4	2.6

Question 2

Student Banner ID	Evaluation of Evidence	Analysis & Synthesis of Evidence	Drawing Conclusions	Acknowledging Alternative Explanations/ view points	Written Communication	Mean Scores
830697812	4	4	5	5	5	4.6
830688168	1	1	3	3	4	2.4
830688408	1	1	2	2	3	1.8
830689930	0	0	0	0	0	0
830696360	5	5	5	3	4	4.4
830693267	2	2	2	3	4	2.6
830696318	1	1	3	1	4	2
830696017	1	1	1	1	2	1.2
830690756	1	1	1	1	2	1.2
Mean scores	2	2	2	2	3	2.2