

*Academic Affairs*  
*Collegiate Learning Assessment Instructors'*  
*Reports*

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Fayetteville State University

*Year 2009*

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CLA Project Final Report

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## CLA Project Report

1. Course information
  - a. I administered my CLA performance task in English 411.01 (Shakespeare).
  - b. Please indicate if the majority of students enrolled in this class are freshmen, sophomores, juniors, or seniors.
2. Performance task
  - a. The task required students to read for specific, relevant information for one character in Shakespeare's *Twelfth Night*: Feste, the jester and write a one-page essay incorporating it. The different sources illuminated different aspects of the character under consideration. There was also a lot of information on jesters not directed related to Feste. The limited space provided (one page) forced a very rigorous selection of the most relevant information.
  - b. I selected six documents of varying relevance to the topic. I also wanted to use different media. The documents consisted of:
    - A: a graph on the characters of the play
    - B: a video clip on Elizabethan jesters
    - C: a narrative incorporating facts about Elizabethan court jesters
    - D: an excerpt of a journal article on heterosexual erotics of service in *Twelfth Night* and the autobiographical writings of Thomas Whythorne and Anne Clifford
    - E: excerpt of a movie review on Ben Kingsley's performance as Feste
    - F: description of a wood-cut of Feste
  - c. I chose these documents to make the students deal with sources of varying relevance for the topic and also make them work with different types of sources.
  - d. A successful response required students to process narrative, video, quantitative, and visual art sources and present the relevant information gathered in narrative form.
3. Performance Task Administration
  - a. The performance task was administered on February 15<sup>th</sup>.
  - b. The student's score on the assessment was calculated in the final grade. It counted as extra credit; 5% of the final grade.

4. Student Performance

- a. Identify any consistent strengths you found in student performance.  
Although the results were unequal, for the most part the students had no problems to read for specific information.
- b. Identify any consistent weaknesses you found in student performance. I did not expect some of them to lose focus of the assignment or disregard some sources, such as the woodcut, just because they were not accustomed to it.

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 learned that the students should be more consistently exposed to different kinds of information and expected to use them. I will employ more assignments that provide specific sources to be investigated, instead of leaving the option of identifying sources to them. The way it is right now, they are expected to do their own research and therefore, they tend to limit the choice of sources they employ.

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

I don't know that I can make any recommendations that would apply generally to all fields.