Fayetteville State University
DigitalCommons@Fayetteville State University

Collegiate Learning Assessment Instructors' Reports

Academic Affairs – Quality Enhancement Plan

Summer 2009

CLA Project

Richard Hall
Fayetteville State University, rhall@uncfsu.edu

Follow this and additional works at: http://digitalcommons.uncfsu.edu/div_aa_wp

Recommended Citation
Hall, Richard, "CLA Project" (2009). *Collegiate Learning Assessment Instructors' Reports.* Paper 31.
http://digitalcommons.uncfsu.edu/div_aa_wp/31

This Article is brought to you for free and open access by the Academic Affairs – Quality Enhancement Plan at DigitalCommons@Fayetteville State University. It has been accepted for inclusion in Collegiate Learning Assessment Instructors' Reports by an authorized administrator of DigitalCommons@Fayetteville State University. For more information, please contact xpeng@uncfsu.edu.

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 has 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 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

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

1. Course information
    a. In what course(s) did you administer your CLA performance task?
    b. Please indicate if the majority of students enrolled in this class are freshmen, sophomores, juniors, or seniors.

    (a) I administered it in all my critical thinking courses, (b) to mainly freshmen.

2. Performance task
    a. What was the task?
    b. Describe the documents you included in the task. Why did you choose these specific documents?
    c. To what extent did a successful response to the performance task require students to integrate information and data in both narrative <u>and</u> quantitative forms? Explain.

    (a)The task was to answer questions concerning the Millsboro education scenario. (b) I used documents D, E, and G since they included graphs as well as data that exhibited flawed reasoning. (c) The students were required to pick out logical fallacies in the narrative portion and to find logical solecisms in the quantitative part.

3. Performance Task Administration
    a. <u>When</u> did you administer the performance task?
    b. Was the student's score on the assessment calculated in the final grade? If yes, what weight did it have?

    (a) The task was administered on April 29th. (b) The score was calculated as 10% of the final grade.

4. Student Performance
    a. Identify any consistent strengths you found in student performance.
    b. Identify any consistent weaknesses you found in student performance.
    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?

    (a) The students wrote copiously, and some were particularly adept at detecting fallacies. (b) Other students were unable to give accurate descriptions of the fallacies they detected.

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

(a) Since I teach critical thinking, all the skills and competencies assessed by the CLA are routinely addressed—they are the substance of the course.
(b) I would recommend that all faculty in all their courses inculcate these skills in the context of their disciplines and so reinforce what we're doing in critical thinking.

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